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Key Factors and Use Cases of Servant Leadership Driving Organizational Performance

Maria Pressentin

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Maria Pressentin
International School of Management, France

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British Cataloguing in Publication Data
A Cataloguing in Publication record for this book is available from the British Library.

All work contributed to this book is new, previously-unpublished material. The views expressed in this book are those of the authors, but not necessarily of the publisher.

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"Maria Pressentin has assembled a useful, well written, set of creative essays and cases to enhance the reader's skills and capacities to become a servant leader. This book is a powerful learning resource for any practicing leader who seeks to become an agent of organizational effectiveness. Read it, enjoy it, and apply its' content to grow more effective."

Dr. Drea Zigarmi- Coauthor of the New York Times best-selling book *Leadership in the One Minute Manager*

"This book is a must read for understanding in details how servant leadership, by focusing primarily on the growth and well-being of people and the communities to which they belong, is a key element of value creation contributing to the success and sustainability of organizations. It helps people to develop and perform as highly as possible and contributes to the organizational mission and vision".

Dr. Stéphane Saussier, Sorbonne Business School, University Paris I Panthéon-Sorbonne

"The research is increasingly clear that leaders who are 'others-focused' vs self-focused will drive higher performance with their teams and across the organization. This book brings together compelling research demonstrating the power of Servant Leadership in helping leaders build higher levels of trust and followership while helping organizations achieve outcomes ranging from increased innovation and effective decision making to higher levels of employee retention and empowerment."

Howard Farfel, CEO, TalentSmart EQ

"This book makes a very important contribution to the literature on the new approach to leadership needed in today's complex, constantly evolving environment. It makes accessible the deep research and fact-based evidence that underlies the principles and practices of servant leadership, and clearly demonstrates the powerful impact this has on people, organizations and society. As a foremost scholar and practitioner in the field, with extensive experience working with senior leaders of major organizations around the world, Maria has produced a marvelous work that will be of great interest and use to leaders, coaches, consultants and researchers."

Michael Lurie, Partner, McKinsey & Company

"This book is a delightful and significant compendium, illustrating facets of how servant leadership is testified in organizations with success. Dr. Maria Pressentin, and her colleagues, take us into a journey of actionable insights for effective leadership language and choices. This is definitely a must-read primer when considering organizational and people capabilities design."

N.C. Prakash, Vice President, Human Resources (Asia Pacific), Rohde & Schwarz

"A powerful approach full of important information of our time providing a delightful guide to establish the principles for success in any organization

I highly recommend this book to executives where they can find a source of great ideas performed in a solid work that strongly improves their visions."

Dr. Edward De Marta, Managing Director at Ulma Formwork Singapore Pte Ltd

"This book covers hot topics of high relevance for corporations. It's about how you can empower teams, be inclusive and provide people with a sense of belonging. It's also about driving performance with the human as a 'whole being' in mind, rather than just a 'headcount'. Embedding servant leadership in organizations is a powerfully successful and economically impactful approach towards delivering on these ambitions."

Elisabeth Staudinger, President Asia Pacific Siemens Healthineers

"Maria Pressentin has written a must-read for anyone who wants to learn how to unlock the power of servant leadership to drive organizational performance. Read this book - and learn from one of the best."

Claus Skadkjaer, President Asia, Plastic Bank

"Servant Leadership is by far the most powerful model for leaders to inspire trust, confidence, creativity, and effectiveness in their teams. Maria's expert research and thoughtful approach to studying servant leadership is to our benefit, as this work shows us not only the data on why it works, but also how leaders can move towards this style of leadership themselves to help their teams and businesses thrive."

Dr. Marshall Goldsmith is the *New York Times*#1 bestselling author of *Triggers, Mojo,* and *What Got You Here Won't Get You There*

To the aspiring to inspire future leaders.

You are applauded for your curiosity to learn, to give and to serve.

May this book serve you well in your journey of influence.

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Through a systematic literature review, this chapter aims at mapping the servant leader's psychosomatic traits in organizational contexts, and how these induce beneficial effects in organizational performance. It predicts that such leaders would need to display those traits, crystallized into a set of attitudes and behaviors, to address, manage, and overcome the challenges brought by globalization. Leaders would need to be keen on displaying broad knowledge and experience, as well as boundless curiosity and enthusiasm, which also connects to the need of entailing a contagious optimism towards every aspect of life, openly believing in people and teamwork. They need to be assertive and assume high standards in ethical and moral terms, taking risks, and focusing on the long-term growth. Such leaders will commit to excellence, making use of a constant adaptive capacity, because authenticity, integrity, cooperation, and confidence are their distinctive trademarks. Those personality traits, exerted under the servant leadership style, increase overall organizational performance.

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  Maria Pressentin, International School of Management, France

The purpose of this study is to explore the followers' perspective of genuine servant leadership (GSL)'s impact on them and its direct relationship to work intentions in Asian high-power distance and collectivist cultures. The study found six follower manifestations when experiencing genuine servant leader behaviors from their leader, three towards the organization and three towards the leaders. Followers are more willing to 1) voice-out ideas and concerns, 2) develop others, 3) recognize their choice in decision making (manifestation towards the organization). As followers respect their leader-follower relations, they tend to 4) voluntarily emulate their leader, 5) trust their leader, and 6) determine to follow their leader willingly (manifestation towards the leader). The six manifestations contribute to followers' intent to perform, endorse, provide discretionary effort, stay, and contribute to OCB. The research sought to

understand the leader-follower interactions and intricacies contributing to the manifestations of follower intentions in Asia.

Chapter 3

Maria Pressentin, International School of Management, France
La'Wana Harris, University of Pennsylvania, USA

Organizational cultural dilemmas have shown a lack of psychological safety and sense of belonging, which may be positively impacted by the application of combined servant leader (SL) and inclusive leader (IL) behaviors. SL focuses on serving others' needs first, embracing the individual's strength, and stirring towards inclusiveness. Controversy exists in the literature regarding SL's ability to promote inclusiveness in the workplace. This chapter explores factors that link SL and IL from the angles of others-focused orientation and of psychological safety, empowering uniqueness and sense of belonging in followers. A framework of inclusive servant leader (ISL) is explored. This study is significant. As younger generations enter the workforce demanding more equitable leadership treatment, servant and inclusive behaviors have come to the forefront of organizational attention; nevertheless, its application is still in its infancy. A multiple case study research was conducted.

Chapter 4

Sadia Jabeen, University of Lahore, Islamabad, Pakistan
Jawad Ali, Sahara University, Pakistan

Due to globalization; utilization of new innovations; adapting to a tempestuous climate; and political, cultural, and economical challenges, organisations face progressing cycles of change. They relegate the duty of expecting change and giving direction to their employees for their professional growth. Because of the change-oriented behavior of employees, the study proposed the importance of understanding the phenomena while examining the subject of change readiness and psychological empowerment of employees during the current era of change. This study examines the mechanism of the effect of servant leadership on change-oriented behavior. The study employed a survey-based method, and data is collected with the help of a questionnaire. The rate of response was 50%, qualifying for the minimum criteria of response rate. For the data analysis, SEM-PLS is used. Results of the current study supported the hypothesised relationships.

Chapter 5

José G. Vargas-Hernández, Instituto Tecnológico Mario Molina, Mexico & Unidad Académica Zapopan, Zapopan, Mexico
Muhammad Mahboob Ali, Dhaka School of Economics, Bangladesh

The current challenge for the survival and growth of companies is the appropriation of innovation in all its senses, the generation of propitiate resilient environments, the innovation philosophy acquisition into action, and improve internal dynamics and cohesion through a comparison of leadership styles

oriented by the motivation to serve as a servant leadership. This chapter analyses the relevance of the culturally intelligent organizations to carry out innovation. Likewise, the styles of servant leadership and administration that generate a collective consciousness tend to create innovation and more resilient environments.

Chapter 6
Vladimir Dmitrievich Milovidov, MGIMO University, Russia

In this chapter, the author examines the possibility of applying the servant leadership concept's critical components in the innovation management process. The author, based on his own experience as a top manager of a prominent Russian public company, reveals the importance of a proactive approach to managing innovative projects. The chapter's objective is to develop the rules for the proactive management of innovative project portfolios and, based upon these rules, to lead the team of key personnel. The author concludes that while following the five rules of proactive management of innovative projects, the manager becomes a team's servant-leader. The manager is not suppressing the team's initiative, not depriving them of the right to independently understand current events, and arming them with self-immersion tools in the project's details. The author is confident that the presented approach may be of interest to other practicing innovative managers.

Chapter 7
Paolo Marizza, University of Trieste, Italy

The ways in which organizations manage crises can find significant analogies in the musician's process of improvisation, involving a continuous leader-follower interaction that displays the typical traits of servant leaders fueled by spirituality. The analogy with musical improvisation is the thread that runs through this chapter, which analyzes servant leadership in organizational orchestration with reference to current issues such as distributed work. The conditions that can enable the development of servant organizations are identified, modeling the different contextual dimensions with reference to organizational performance, also with respect to other leadership styles. These enabling factors are also declined with respect to agile management practices and the convergence between spiritual leadership and servant leadership. New research directions are identified: this transformative historical moment offers a unique opportunity to develop in-depth causal inferences about how servant leadership creates ethical and organizational value.

Chapter 8
Anant Lal Karn, Tribhuvan University, Nepal

Leadership is a must to get the task performed. This is more so for the new hybrid work model. There are styles of leadership. Hence, the question of selecting which leadership style is an important consideration. Hybrid work is related in part to working from home, which depends on the follower's prudent conduct. Under the circumstances, servant leadership has been considered appropriate. This is follower-oriented and believes in the service to others. This has been done by judging the effectiveness of servant leadership. First, how does servant leadership work been observed? Next, the empirical studies using servant leadership have been analyzed. Based on this analysis, the superiority of this leadership style has been

determined. Thereafter, the role and issues in implementing hybrid work have been identified. Finally, a model has been developed to link servant leadership to hybrid work.

Teay Shawyun, South East Asia Association for Institutional Research, Thailand

Organization performance management (OPM) has been the threshold of profit and non-profit organizations for a century. OPM took off in the education arena in the past decades with the call for greater responsibility/accountability for education quality assurance and accreditation (QAA). This chapter proposes a strategic performance management system (SPMS) based on MBNQA/EFQM performance excellence frameworks to assess HEI organizational performance. It demonstrates that leadership is the precursor of HEI performance management in other performance criteria through three case studies in Thailand and Saudi Arabia. The HEI assessment of its processes/results using Process ADLI (approach, deployment, learning, integration) and Results LeTCI (levels, trends, comparisons, integration) shows that organization/infor/human capitals (OC/IC/HC) integration, individual/organization learning, and organization agility are the critical foundations for HEI successful OPM.

Vasilios Stouraitis, Glasgow Caledonian University, UK
Daniella Teles Amaral, University of Johannesburg, South Africa
Konstantinos Tsanis, Hult International Business School, Greece
Markos Kyritsis, Henley Business School, UK

With a focus on South Africa, the chapter presents an examination of servant leadership as a trigger for mission-centric social entrepreneurship in emerging markets. The chapter provides a behavioural tool and handbook towards focusing on mission-centric social entrepreneurship avoiding socially and long-term unsustainable excessive commercialization. Several recurring variables and associations from the literature on servant leadership are explored and discussed in relation to South African social enterprises to validate the argument presented. Using a random sample of 348 local social enterprises, it is seen that gender, "title," and "options" present an association with servant leadership traits. In addition, it is shown that servant leadership traits presented are associated to the choice of type of social enterprise strategy. The chapter finally presents recommendations for managers and potential social entrepreneurs in emerging markets to achieve sustainability and avoid a mission drift. In addition, further academic research avenues are presented.

Gina L. Peyton, Nova Southeastern University, USA
David B. Ross, Nova Southeastern University, USA

To lead, you must serve, mentor, and teach others. Servant leadership is the systematic process of developing the needs of servants ahead of those leaders found within private or public institutions. Shepherd leadership individually provides others with empowerment and achievement to perform well.

The principle behind effective leadership is based on the interplay of responsibility, respect, care, and working with people, not against people. Ultimately, leadership is about character and substance. Using the distinct characteristics of servant leadership and shepherd leadership is to promote and foster the development of successful individuals and relating well with individuals through care and a strong commitment. Honest and caring concern for others leads to empowerment and emotional support, which inspires the members to embrace the needs of the organization. This creates a mentoring and learning environment in higher education that is conducive to producing optimal performance from their faculty, staff, and students.

To maintain continuity of education, school management was confronted with a conflicting situation of mobilizing the student learning process and simultaneously maintaining COVID-19 protocols without having the cushion of using online medium in the village. The mission was accomplished through an extraordinary education delivery system which was non-technical, cost-effective, prudent, and still efficient that would revitalize education by using the existing village resources. This case documents how Utkramit Madhya Vidyalaya achieved this unexpected goal which illustrates how frugal techniques can be effective in any management process if the vision for work remains the centripetal force in the organization.

Foreword

I was pleased to be asked to provide the foreword for *Key Factors and Use Cases of Servant Leadership Driving Organizational Performance.* Servant leaders bring out the highest levels of performance in people, which leads to optimum organizational performance no matter the industry. This book contains extensive evidence supporting the idea that servant leadership is the most effective leadership style for today's world.

When I first began to teach managers back in the late 1960s I met Robert Greenleaf, who was just retiring as a top AT&T executive. I heard him speak about a concept called *servant leadership*—where effective leaders and managers lead by serving, not being served. It was entirely new thinking back then, and for that reason Greenleaf is considered the father of modern day servant leadership.

Today, it is much easier for people to see the importance and relevance of servant leadership. Let's take a closer look at what servant leaders do.

Servant leadership has two parts: vision/direction and implementation. In the visionary role, the *leadership* part of servant leadership, leaders are the definers of direction. They must communicate what the organization stands for and how organizational values are aligned with the individual values of its people. People look to their organizational leaders for direction so everyone can work together toward the same goals and outcomes. While leaders should involve experienced people in this phase of leadership, the ultimate responsibility remains with the leaders themselves and cannot be delegated.

Once people are clear on where they are going, a servant leader's role switches to the task of implementation: how do you make the dream happen? This is where the *servant* aspect of servant leadership comes into play. At this stage, servant leaders philosophically turn the traditional hierarchical pyramid upside down so they can serve their people and help them live according to the vision and accomplish the established goals. When that happens, the customer contact people are at the top of the organization and top management is at the bottom. As a result, when it comes to implementation, leaders serve their people, who serve the customers.

Servant leaders know leadership is not about them; it's about their people. These leaders are focused on developing their people and providing them with the tools and skills they need to be successful. Rather than expecting direct reports to work for them, servant leaders want to work side by side with their people to help them achieve their goals—and, in the process, help the organization be successful. Because leadership isn't something you do *to* people; it's something you do *with* people.

I've worked with thousands of leaders over the years. The most effective ones achieve results while acting with respect, care, and fairness for the well-being of everyone involved. These are servant leaders. Many organizations put pressure on leaders to reach or surpass goals at any cost. But wise companies realize that leaders who can achieve results by creating a motivating work environment are the leaders

who will be able to sustain future success. That's why I say servant leadership is the best way I know for organizations to achieve both great relationships and great results.

With twelve chapters devoted to the primary topic of servant leadership, this book is a much needed resource for educators, researchers, servant leadership practitioners, and leaders at every level including aspiring leaders. Chapter topics include servant leadership as it relates to the newly popular hybrid work model, inclusion and belonging, empowerment and mentorship, leveraging organizational performance, and change readiness in multiregional and diverse industry contexts. Readers will learn about leading in diverse work environments in the pandemic age, crisis management through servant leadership and spirituality, how servant leadership affects motivation and work intentions of followers, and how servant leadership can help spark innovation and resilience in challenging circumstances.

For years, I've stated that the world is in desperate need of a different leadership model. This book is a testament to the power we all have to bring about positive change in the leadership space. What an exciting time we live in when leaders, educators, and other professionals around the globe are able to recognize servant leadership for what it is: a process for leading at a higher level by putting people first and focusing on the greater good. My hope is that this book will be distributed widely in colleges and universities so that young people will recognize servant leadership as the best way to lead people in today's world.

Ken Blanchard
The Ken Blanchard Companies®, USA

Ken Blanchard *is coauthor of more than 65 books including the iconic bestseller The New One Minute Manager®, with combined sales of over 23 million copies in 47 languages. He is cofounder and chief spiritual officer of The Ken Blanchard Companies®, a leadership training and consulting firm, and cofounder of Lead Like Jesus, a ministry committed to helping people become servant leaders. When he's not writing or speaking, Ken teaches students in the Master of Science in Executive Leadership Program, cofounded by The Ken Blanchard Companies, at the University of San Diego.*

Preface

"The highest type of ruler is one of whose existence the people are barely aware…. The Sage is self-effacing and scanty of words. When his task is accomplished and things have been completed, all the people say, 'We ourselves have achieved it!'"

- Lao Tzu, 500 BCE

Servant leadership is an ancient philosophy, endorsed to be most desirable in the modern era. Yet, not widely adopted. In the past three decades, seminal publications on servant leadership have credited Greenleaf for verbalizing the concept through his essay 'The Servant as the Leader'. Blanchard exemplified servant leadership with 'Lead Like Jesus'. Through 'Give and Take', organizational psychologist, Grant, professed that not only are servant leaders highly regarded, but also, they feel at their best when they give universally.

Imagine a world with generations of leaders building societies, organizations, schools and cultures by just behaving in service to others, genuinely! Respect and trust would be reciprocated and everyone is a winner at love, with realized altruism and humility, instead of fear, selfishness and pride. Servant leaders build trust because they care to invest in others. Their influencing power is built over time, hence, carrying a more legitimate respect from those being served. When those being served detect the leader's intent to be pure, no second-guessing is needed. Four clarities surround a servant leader:

- The *Motive* to serve others first before self.
- The *Mode* to lead by prioritizing people before profit, because they understand that profit comes with people being developed, better and grown.
- The *Mindset* of stewarding the community and to pay-forward in serving others.
- The *Measure* of those served being developed, better and grown, as a result.

Servant leadership is an effective organizational leadership for people's growth and is perhaps the simplest way to multiply due to the four clear priorities. Effective leadership is a major requirement in the value creation for the success and sustainability in thriving organizations.

Key Factors and Use Cases of Servant Leadership Driving Organizational Performance provides findings and recommendations to support practical application of servant leadership theory for the 21st century economy. Filled with frameworks and researched cases, this book shares how servant leadership propagates effective human influencing process, resulting in heightened performance, driving bottom-line results, in a multi-cultural context.

Authors discuss the role of the servant leader as it relates to organizational performance and management system, employee motivation and work intentions, inclusiveness in organizations, change readiness, innovation management and resilience, crisis handling and spirituality, hybrid working, social entrepreneurship, empowerment, and mentorship, as well as education.

This publication is a practical, evidence-based compendium for seekers and learners of leadership. We hope to inspire, those that lead and educate leaders, with a compass of rich insights for designing stake-holder-centric and sustainable organizational cultures. Target audience include Executives in organizations (MNCs, SMEs, NGOs, Government Institutions); Talents and aspiring leaders; Educational institutions/libraries; Researchers; Consulting firms; Implementation practitioners of cultural shifts practitioners; Merger and acquisitions integration practitioners; Succession planners; HR professionals; OD professionals; L&D professionals; Conference organizers and audiences; Summits organizers and audiences; Forums organizers and audiences; Symposiums organizers and audiences.

This volume hopes to bring about clarity, not just on *what* servant leadership is, but *how* its multitude of utilization in diverse contexts is relevant in the era we live in. Our aim is to provide an integrative groundwork of servant leadership that combines theory, practice, and evidential reasons as to *why* servant leadership is apt in modern organizational settings, in hope that leaders, as yourselves, are encouraged to enact servant cultures for the great of all.

CHAPTER 1: TO SERVE AND TO BE SERVED – SERVANT LEADERSHIP INPUTS ON LEVERAGING ORGANIZATIONAL PERFORMANCE

This chapter focus on systematizing the leading attributes of Servant Leadership, understanding if it results in better organizational performance. Hence, its main goal is to expose the servant identity, ascertaining its influences on the cognition and behaviour of Servant Leaders, understanding if it is possible to establish a correlation between Servant Leadership, leader trust, and organizational trust, deriving from the premise that dynamics based on a Servant Leadership style inspire followers, subsequently, increasing their commitment not only towards the leader as an individual figure but also towards the individual agent itself as a person, as well as towards the organization as a collective actor.

This chapter's relevance derives from the need for revision of conventional Management approaches, this resulting in the triumph of Social Psychology paradigms applied to Organizational Management. Henceforth, it seeks to clarify the desirable psychosomatic traits and personality characteristics of leaders and the respective leadership approach, which consubstantiate into business and people management skills, emphasizing the way in which they positively impact organizational performance, by influencing LMX, and with it, individual, corporate and work commitment. The chapter's relevance also derives from the fact that there is still anecdotal research connecting Servant Leadership to Corporate Performance, a gap which this chapter wishes to fulfil. This way, it is targeted to both the academia, as well as to the organizational environment and all its actors, enhancing the knowledge of corporate and entrepreneurship leaders and strategic management experts; organizational managers and employees; organizational theory and development researchers; and of human resource management scholars and practitioners.

CHAPTER 2: GENUINE SERVANT LEADERSHIP (GSL) IMPACTING EMPLOYEE MOTIVATION AND WORK INTENTIONS – A SPECIAL FOCUS ON ASIAN HIGH-POWER-DISTANCE AND VERTICAL-COLLECTIVIST ORGANIZATIONS

Leader-follower relations are a complex phenomenon that organizations are often faced with, more aparent now, during Covid19 pandemic and technological advancements, the era of work-life shifts. Traditional hard-power driven leadership style, based on reward, legitimacy and even coercion, is evident in high-power distance and collectivist societies. Despite the acceptance of authority, distress is prevalent in employees, which may lead to inefficient upshot, ineffective working relations, lack of engagement and attrition, causing potential negative economic ramifications for organizations.

Present research argues that the values-driven behaviors of Genuine Servant Leadership would produce better outcomes. The research objectives are to evaluate followers' perspective of their leader interactions and identify the conditions that promote follower motivation and positive *work intentions* towards their leader and organizations, in Asia. Through evidence of multiple case studies, this chapter addresses questions bordering current leader approaches and how to improve them. It also pursues questions relating to ways organizations can increase follower engagement and revitalize interaction outcomes.

Extending a previous study, "Can Genuine Servant Leadership Gain Followers' Respect for the Leader?" (Pressentin, 2021), present chapter aims to assess followers' perception of leader behaviors' affect towards their *work intentions*. The five motivational *work intentions*, stemming from the Employee Work Passion model, have been scolarly affirmed to be the better prediction of employee behavior.

This chapter hopes to provide insights and evidence to organizational leaders and practitioners to consider budgetary allocation for leadership development and cultural building at a much earlier stage of talent development cycle, building succession capacity from ground up. The eminent attraction of servant leadership behaviors derives from the use of soft power, including expert, referend and information. Leadership development for succession planning may require longer term focus, with progressive tiered and strategic approach, rather than the single focus of top echelons.

CHAPTER 3: WINNING TOGETHER – OUTCOMES OF PAIRING SERVANT AND INCLUSIVE LEADERSHIP STYLES: EVIDENCE OF ORGANIZATIONAL PRACTICES

Industry experts are progressively paying heightened attention towards D&I topics, which concern worldwide institutions and sectors. When employee engagement rates decrease, job seekers refuse offers, junior associates feel stagnant or even ignored by their seniors, all in the name of perceived lack of inclusive culture in organizations, there is a problem in the rising. Behaviors such as micro-aggression and lack of respect are amongst some of the symptoms of non-inclusive culture. The benefits of promoting inclusivity have been identified to advance organizational financials, change readiness, proactive innovation, performance improvement and ability to problem-solve. Organizations are occupied by the mandate of acquiring talent to fill their diversity quota, yet, the presence of diversity does not mirror the existence of inclusion. In the age of hybrid work model, inclusion is an absolute necessity to foster employee wellbeing, with direct economic impact and longevity repercussions for organizations. Thus, inclusivity has become a company strategic imperative, indispensable to grow and deploy throughout

echelons, so as to develop healthier workplace cultures. To achieve that, specific values alignment and championing of pro-inclusive behaviors are called for.

It is the purpose of this study to examine the relationship between Servant and Inclusive leadership approaches, with the attempt to understand these two constructs' influence in valuing workplace psychological safety, individual uniqueness, and belongingness, through others-focused behaviors. Servant Leaders' modus operandi is to serve others first before concerning about themselves, with legitimate power. Their influencing process is to grow and to involve others, yet, focused on outcomes driven by serving others' success attainment. Key values in Servant Leadership such as individual trust building, appreciation of others and empowerment set the impetus to inclusive environments to take place, on a daily basis. On the other hand, Inclusive Leadership relates to workgroup environment fostered with sense of belonging, respect for individual diversity, which can be fostered by modelelled leader behaviors, such as Servant Leadership.

It is the intention of this chapter to bring about clarity in the relationship between Servant and Inclusive Leadership approaches, as synergetic benefits can be substantial for organizations, when combined. Present study proposes a framework of Inclusive Servant Leadership model. Through evidence of multiple case studies, this chapter aims to demonstrate to organizational practitioners and researchers, the necessity to provision leader-employee skills bearing the synergetic approach of Servant and Inclusive Leadership styles on the systemic level.

CHAPTER 4: IMPACT OF SERVANT LEADERSHIP ON THE DEVELOPMENT OF CHANGE-ORIENTED CITIZENSHIP BEHAVIOR – MULTI-MEDIATION ANALYSIS OF CHANGE READINESS AND PSYCHOLOGICAL EMPOWERMENT

It is a key for the organizations to understand the change behaviour within their employees to improve the performance of their organization. Moreover, it is also vital to develop and sustainable competitive advantage. Servant leaders change the followers' consciousness of the problems by helping them view old problems in new ways, inspiring followers to spend extra effort to achieve goals of the organization. Therefore, the objective of this study was to assess the relationship among servant leadership, readiness to change, psychological empowerment and change organizational behaviour in the telecom sector of Pakistan. On the other hand, this study also examined the mediating effect of readiness to change and psychological empowerment among servant leadership and change organizational behaviour.

The findings of the study revealed that servant leadership have significant positive effect on the readiness to change, psychological empowerment and change oriented behaviour. Moreover, psychological empowerment and readiness to change also have direct positive effect on change-oriented behaviour. Additionally, mediating role of psychological empowerment and readiness to change is also confirmed in this study. Whereas, this study fills the gap of limited studies regarding servant leadership in telecom sector of Pakistan. This study also fills the gap of scar of research regarding mediating role of readiness to change and psychological empowerment. The findings of the study are helpful for the policymakers of telecom sector and academicians of the management studies to understand the significance of servant leadership for the development of organization.

CHAPTER 5: SERVANT LEADERSHIP STYLES AS A CHALLENGE TO DEVELOP INNOVATION IN RESILIENT ENVIRONMENTS – A CONCEPTUAL VIEW

The current challenge for the survival and growth of companies is the appropriation of innovation in all its senses, the generation of propitiate resilient environments and the innovation philosophy acquisition into action; likewise improve internal dynamics and cohesion through a comparison of leadership styles oriented by the motivation to serve as a servant leadership. In other words, each organization requires a specific, adaptable combination and personality according to its characteristics, organizational culture, and human capital, considering the needs, goals, and financial capital to become more resilient. It is analyzed aspects such as: leadership style, motivation, and commitment to serve, level of empowerment, organizational culture, sense of belonging, trust in the company and knowledge of human capital with the aim of proposing those current and relevant factors that combine to maintain the organization in a constant and permanent evolution. This chapter analyses the relevance of the culturally intelligent organizations to carry out innovation, likewise the styles of servant leadership and administration that generate a collective consciousness tending to create innovation and more resilient environments.

CHAPTER 6: MAPPING THE KNOWLEDGE – SERVANT LEADERSHIP AND PROACTIVE INNOVATION MANAGEMENT

If you want to lead, you have to serve first. This old wisdom is still actual in our changing times. It applies to various fields of human activity in general and modern business organizations in particular. It has already been said we are in the transition from "operation economy" towards the "project economy" (Nieto-Rodriguez, 2021). Project management requires qualified and sophisticated leaders to bring the project team to success. In the early seventies, Robert Greenleaf elaborated on the servant leader concept, which paved the way for such leaders.

The chapter examines the possibility of applying servant leadership to the innovation management process. Considering it the author developing the rules for the proactive management of innovative projects' portfolio and, based upon these rules, to lead the team of key personnel. The author concludes that while following these rules the manager becomes a team's servant-leader.

The role of a leader in implementing innovative projects is very high as the project team deals with uncertainty and information asymmetry throughout decision-making. It is why the servant leadership concept is beneficial from a practical point of view. It helps managers find approaches and tools to lead the team to the project's success and contains guidance for the team leader not to control the process but to create something new and achieve results collectively. It also provides the leader and team members with guidance to identify important information, distinguish between significant and minor changes, filter information and data, analyze signals, and minimize the risk of making incorrect innovation and management decisions. Servant leaders assist the innovation management team in recognizing obstacles hindering the development and practical application of information processing abilities, detect barely perceptible signals of emerging new products, foresee innovative changes, and assess their scale and strategic direction. It also helps managers find approaches and tools to lead the team to the project's success and contains guidance for the team leader not to control the process but to create something new and achieve results collectively.

The author is confident that the presented in the chapter approach may be of interest to practicing innovative managers. It goes beyond Greenleaf's original concept. The author is sharing his experience in innovation management to show how crucial the servant leadership concept is for everyday innovation management activity. He invites the manager, before starting the implementation of an innovative project, as well as during the transition from one of its stages to another, to formulate questions that allow assessing the potential problems and risks of the project and initiatives to minimize them. Based on the formulated questions regarding potential problems, required initiatives, used indicators, and stakeholder behavior, the innovation manager, as a servant-leader, can create a consolidated project knowledge map. The project knowledge map is a constantly updated, information-rich tool for proactive management of an innovative project. It allows the manager to consistently see the points of probable project failures, the occurrence of difficulties, their consequences, and evaluate the effectiveness and adequacy of management initiatives and their perception by stakeholders. Such a map will allow teams to link all the stages of the project, as well as monitor and analyze the progress of its implementation, timely identify possible violations of cause-and-effect relationships, deviations of the project from its goals and deadlines, and, accordingly, respond in advance to identified threats. The knowledge map can be formed for a specific task and have a variety of options for embodiment. At the same time, it is necessary to combine the features of the innovative project and its staging with the proactive behavior of the team. The author proposes to call on the knowledge accumulated about each structural unit of the project, the knowledge density of such a structural unit, and the aggregate of the knowledge densities of all structural units. Knowledge density is an integrated knowledge map indicator.

As Greenleaf (2008) said, "the leader of the innovation project team needs to have a sense of the unknowable and be able to foresee the unforeseeable" (p. 23). It is a challenging task, but the instruments like knowledge mapping and evaluating the knowledge density could significantly increase the ability to lead and be a real servant-leader who can bridge the information gap to be successful.

CHAPTER 7: SERVANT LEADERSHIP AND THE SPIRITUALITY OF MUSIC IN CRISIS MANAGEMENT – ORCHESTRATING LEADERSHIP TO DEVELOP SERVANT ORGANISATIONS

The unexpected is eating up the routine every day.

This paraphrase of Peter Drucker's incipit, "culture eats strategy for breakfast", wants to underline that today most of the daily managerial acts and behaviors develop outside the company routines, implying the research of new balances between procedural and deliberative memory, between discipline and creativity, between instinctuality and reflexivity, oversight and empowerment.

The last decade of digital transformation and in recent months the impacts of the Covid 19 pandemic, has required leaders to search for new answers also in finding new relational and emotional balances.

Leadership is not what it used to be. Increasingly, leaders are accountable for the economic and social well-being of individuals and of the entire enterprise while simultaneously pursuing organizational goals by running teams and business units.

They must overcome capability gaps to effectively lead, and they must innovate and adapt quickly by increasing employee engagement across the organization.

They are charged with marrying a plurality of capital with purpose: not only material and financial capital, but today especially cultural, experiential, intellectual, spiritual, and social capital.

Change is constant, unpredictable, necessary, and extremely challenging all at once. For many organizations, constant change at work-ongoing transformation and demand for new capabilities increase emphasis on social skills that are perceived to play a key role in the success of complex organizations.

This means thinking about more than just technological or organizational skills. At its heart, it will require a radical rethinking of the assumptions that drive ethical and managerial decision-making and a change in mindset for leaders at all levels. These skills are cross-cutting and can be defined as meta-skills: while companies still require "concrete vertical" skills, such as financial expertise, administrative and operational experience, and technical knowledge, these skills represent the glue that can reconfigure leader-followers relationships in managing increasing organizational-management complexities, enabled by integrity and fairness in creating well-being for people.

And what are these "social skills"? Essentially, they can be defined as interacting with, listening to, persuading, and empathizing with others and being aware of others' reactions and understanding their needs.

The demand for these skills has been increasing for decades in all areas of management, and these are the very skills, the typical traits found in the values and behaviors of Servant Leadership. They are increasingly relevant and have a direct impact on the life, development and very survival of organizations of all types: institutions, private and public, community associations, profit-oriented and philanthropic. The Chapter is therefore addressed to a wide audience of readers, in the hope that it will create greater awareness of the message of Servant Leadership and that it will become an increasingly widespread practice.

In this chapter the development of these characteristics is seen through the analogy with musical improvisation: it is the thread that runs through this chapter, which analyzes Servant Leadership in organizational orchestration also with reference to current issues such as distributed work.

The question that arises is: 'What can I learn about leadership from jazz, from musicians?

In this regard the third segment of the Chapter illustrates how they organize as a culture around each other as things are changing fast, and what decisions they make with commitment in a world of moving targets.

All music is basically made up of variations, a transformative process in which a thematic element is transformed into something else, as happens more and more even during personal and professional life when the context parameters change, when faced with "variations" of path and changes, small or important.

Delving into how the musicians are successful in the jazz setting allows us to rethink the role of leaders and how we can establish similar practices for sensemaking, relating, inventing, and visioning. Indeed, in times of crisis, the cognitive resources and skills involved in decision-making processes have remarkable similarities with those found in musical improvisation.

The ways in which organizations manage crises, which imply the search for new balances in interpersonal relationships and with their environment, can find significant similarities with the improvisation process of the musician who is confronted with degrees of freedom and constraints to which he is subject in the contextual act of creating and executing his performance.

Building on the "music and management" metaphor, it is argued that organizations today need less "sheet music" and that translating the similarities between musical improvisation and servant leadership into actionable practices may be more effective in dynamic organizational contexts and unstable environments. A modeling is proposed that contextualizes different degrees of intensity of specific contingent and structural factors, showing the combinations in which Servant Leadership can best deploy its ef-

fectiveness in terms of organizational performance, compared to other leadership styles and considering management models such as agile management and female role in leadership.

In times when change is not the exception but the rule, the novelty and evolutionary dynamics of the phenomenon analyzed in this chapter calls for the revisiting of conceptual frameworks, as well as the evaluation of alternative theoretical perspectives such as the one advanced here.

In fact, the way in which Servant Leadership has been measured and correlated to organizational performance needs to evolve and expand, and this historic moment of transformation offers a unique opportunity for researchers and scholars of Servant Leadership to be able to make causal inferences.

CHAPTER 8: LEADERSHIP STYLE FOR A HYBRID WORK MODEL WITH A FOCUS ON SERVANT LEADERSHIP

This chapter is about the leadership style of the arms-length managers. A hybrid work model was created during the Covid-19 pandemic by dividing the work into partially work from home and office. Under the circumstance, both the managers and the employees started living apart from the main office establishment to mitigate the virus infection. This necessitated a separate leadership style. The chapter attempts to explore an effective leadership style to accommodate the new work model. The model suggested in the chapter heavily draws on servant leadership. Thus, the chapter makes a great contribution to the book by an innovative application of servant leadership.

The chapter is also relevant as an alternative model of working in times of crisis as poor as the pandemic. This has provided a good measure in times of job losses and business closure. Besides, the chapter has opened new venues of research for contemplating on alternative work arrangements.

CHAPTER 9: ORGANIZATION, INFORMATION, AND HUMAN CAPITAL – TROIKA REQUISITES FOR HEI LEADERSHIP AND ORGANIZATION PERFORMANCE

This chapter proposes to look at servant leadership or effective leadership per se and its significance to leading the Organization Performance Management (OPM) within the HEIs for Performance Excellence (PE). It is targeted at all types of education practitioners and HEI leadership, or for that matter, all leaders in profit or non-profit organizations, of the imperatives of good & strong leaders helming the OPM of an organization.

It is all the more relevant to the present days' leadership and OPM for PE as in the past in that the organization is only as good as the leader's attitudes, values, beliefs, traits & characteristics, regardless of the multifarious types of leaders traits or theories.

As such, this chapter reviews the HEI servant leader or effective leader based on the leadership criteria of MBNQA/EFQM performance excellence and its evaluation frameworks of the key processes & results. This is accomplished by assessing the leaders, processes & results performance within the Strategic Performance Management System (SPMS) based on the MBNQA framework for Performance Excellence. The leader and HEI performance assessment through three case studies in Thailand and Saudi Arabia demonstrate that servant leadership is the precursor of HEI performance management. The MBNQA performance assessment of the processes ADLI (Approach, Deployment, Learning & Integration) and LeTCI (Levels, Trends, Comparisons & Integrations) uses 1000 weightage points for

the institutional performance assessment according to the criteria. Based on the PE assessment, to ensure that the leaders can build a strong & sustainable organization, this chapter also proposes that key organizational strategic capital assets of the organization/infor/human capitals (OC/IC/HC) integration for individual/organization learning & growth, and organization agility be established as the critical foundations for HEIs' successful and sustainable OPM.

CHAPTER 10: SERVANT LEADERSHIP AS A CONDUIT TOWARDS MISSION-CENTRIC SUSTAINABILITY IN EMERGING MARKET SOCIAL ENTERPRISES – THE CASE OF SOUTH AFRICA

The chapter deals with the current issue of mission drift in social enterprises which has resulted in a general policy issue in many emerging markets. The ability to maintain a certain social course in order to gain sustainability and provide social value is elusive to many. The chapter examines how the innovative concept of servant leadership can provide a solution to the issue of over-commercialization of social enterprises by presenting a generalizable mind-set and tool that seems to be recurring in sustainable social enterprises. The topic is current and relevant as we witness a rise in social business and social enterprises particularly in emerging markets which are unable to sustain a course either due to lack of managerial skills or lack of vision. Once the tangible barriers such as financing are examined, the intangible ones such as leadership skills begin adding weight to the issue. The type of leadership qualities necessary to maximise the benefits of social business in emerging markets are in need of examination. Providing a solution and motivator is vital to allow social enterprises to build their foundations on social value rather than drift to, at times, unsustainable commercial activity.

The target audience for this chapter are emerging market entrepreneurs wishing to understand more about leadership, intangible opportunities and the options available to them. In addition, government policy can be shaped around promoting these associations presented resulting in potentially higher employment and more new opportunities to satisfy market needs.

CHAPTER 11: SERVANT AND SHEPHERD LEADERSHIP IN HIGHER EDUCATION – EMPOWERMENT AND MENTORSHIP

There are more than 15,000 books regarding leadership presently in print, not to include blogs and other white papers, symposiums, presentations, etcetera. Since individuals can be overwhelmed by the influx of information and publications, this book, as well as our chapter, centers on a specific type of leadership that is necessary in today's society. Research has shown that a small percentage of academic journals and unpublished manuscripts contain information regarding servant leadership. As a result, to answer the "so what", we believe we are adding great literature to the topic of servant leadership to include shepherd leadership and the small amount of rancher leader that is not well known in the field. We created a table in our chapter to show the characteristics of servant, shepherd, and rancher leadership. Although these three models are designed to lead individuals, there are some similarities as well as differences regarding these traits. Overall, these leaders give their followers feedback in order to serve, inspire, safeguard, lead from behind, and engage their people to focus on obtaining results.

The target audience is specific to an individual in a leadership role no matter the type of institution. However, our chapter was geared more towards individuals in higher education. We first wanted to write about servant leadership; however, through our writing and research, we found shepherd leadership as well as a small segment of rancher leadership that would benefit anybody in a leadership role who wants to influence, guide, and serve others. Servant, shepherd, and rancher leadership is like working on a farm with animals as well as those in religious communities on how they bring in their congregation. Similarly, directors, instructors, faculty, and any other title position that has followers will benefit from this chapter.

CHAPTER 12: HALLMARK OF ROBUSTNESS IN FRUGAL MANAGEMENT TECHNIQUES – A CASE STUDY ON SERVICE CLASS LEADERSHIP

The case of Utkramit Madhya Vidyalaya highlights the leadership efforts of the headmaster from a government school situated in a remote and poverty-stricken village in Jharkhand, India, during the Covid-19 lockdown. The analysis documents how this school maintained the education continuity of students in the rural area within the severe constraints of resources during the crisis period by optimizing the capacity of human capital associated with the school. The case concerns frugal practices adopted by the headmaster of the school in achieving this exceptional goal. The vision of Dr. Sapan Patralekh, Headmaster of the school, comprehends that a crisis is an abode of opportunity when visualized that paves the way to realize the organizational objectives in sync with personal and social aims of management.

The scrutiny of this case and its managerial interpretations offer a broad scope of the study for the servant class leadership that forms a dais for organizational sustenance, growth, and change. This case is also an example of how a proper balance between authority and responsibility in leadership provides parity between the two variables that assist in meeting organizational goals on time. The associated aim this case study was to expand the scope of knowledge on the leadership tendencies of in-service human resources in a rural governmental organization during the period of crisis enforced due to external factors beyond control. The other objective behind this case investigation was to study the organizational behavior required to adapt with the governmental intuition concerning the external shock offered by the Covid-19 pandemic and its effectiveness towards attaining the pre-set goals.

Acknowledgment

I want to begin by thanking my husband, Thomas, and my teenage son, Jad. From listening to me, with interest, to taking up additional household responsibilities, allowing time for me to research, author and edit this book, lightening my load, thank you both so much for believing in me and the good from this project!

Thanks everyone in the IGI team who helped me so much. Special thanks to Jan Travers, Director of Intellectual Property and Contracts, for her sound advice and advocacy in this project, Gianna Walker, the very efficient Assistant Development Editor, the amazingly reliable Cheyenne Heckermann and Genevieve Robinson, Authors Relations Specialists, and the very flexible Tori Parks, Graphic Designer Coordinator, your unwavering support has made this book come to live.

This book has brought feverishly dedicated authors, educators, researchers and consultants together by virtue of one single purpose, believing that the world can be a much better place through developing leaders with a service mindset and others-focused. Thank you to my co-authors for the gift of their effort to help leaders grow. Observing our long hours of collaboration, my heart goes out to you with immense gratitude for being the inspiration and pillar for *Key Factors and Use Cases of Servant Leadership Driving Organizational Performance*. Thank you for being my partners in this grand endeavor Ms. Diana Fernandes, Ms. La'Wana Harris, Dr. Sadia Jabeen, Dr. Jawad Ali, Ms. Sidra Jawad, Dr. José G. Vargas-Hernández, Dr. Muhammad Mahboob Ali, Dr. Vladimir Dmitrievich Milovidov, Dr. Paolo Marizza, Dr. Anant Lal Karn, Dr. Teay Shawyun, Dr. Vasilios Stouraitis, Ms. Daniella Teles Amaral, Dr. Konstantinos Tsanis, Dr. Markos Kyritsis, Dr. Gina L. Peyton, Dr. David B. Ross, and Mr. Ujwal Prakash.

Leveraging the rich experience and backing from the respected Editorial Board Members, our peer review process has benefited from the highest quality of feedback and mentorship. Thank you to Dr. Armin Verdorfer, Dr. James Wilkinson, Ms. Sylva Caracatsanis, Dr. Mulyadi Robin, and Dr. Cesar Baena for your excellent editorial advice, and for diligently supporting us in your very busy schedules.

This book is the beginning of a dream that has been made true by you all, to catalyze Servant Leadership awareness in multidimensional areas in organizations.

To you all, a heart-felt and sincere gratitude.

Maria Pressentin
International School of Management, France

Chapter 1
To Serve, and to Be Served:
Servant Leadership Inputs on Leveraging Organizational Performance

Diana Fernandes
University of Minho, Portugal

ABSTRACT

Through a systematic literature review, this chapter aims at mapping the servant leader's psychosomatic traits in organizational contexts, and how these induce beneficial effects in organizational performance. It predicts that such leaders would need to display those traits, crystallized into a set of attitudes and behaviors, to address, manage, and overcome the challenges brought by globalization. Leaders would need to be keen on displaying broad knowledge and experience, as well as boundless curiosity and enthusiasm, which also connects to the need of entailing a contagious optimism towards every aspect of life, openly believing in people and teamwork. They need to be assertive and assume high standards in ethical and moral terms, taking risks, and focusing on the long-term growth. Such leaders will commit to excellence, making use of a constant adaptive capacity, because authenticity, integrity, cooperation, and confidence are their distinctive trademarks. Those personality traits, exerted under the servant leadership style, increase overall organizational performance.

INTRODUCTION

Greenleaf (1970, 1977) has traditionally been considered the founding father of the philosophy around Servant Leadership, postulating that this leadership approach concentrates on prioritizing the needs of followers and stakeholders, regardless of being them individual or/and corporate; rather than the immediate satisfaction of personal needs, wishes and goals. Indeed, managing under this leadership paradigm, the leader assumes as a servant in the first instance, because this agent "begins with the natural feeling that one wants to serve", and by expanding this idea towards his/her people management style, the leader will be faced by a "conscious choice", which indeed will bring this agent "to aspire to lead" (Greenleaf, 1970: 13).

Hence, it is possible to relate such premise to the idea postulated by McClelland & Burnham (2003), who indicated that the need for power could, as well, be exerted in a beneficial way, and towards beneficial outcomes. Based on Reinke's (2004) idea defending the responsibility towards the community, Greenleaf's (1970, 1977) propositions can be derived to the assumption that power can transform as a possibility to serve others, and as such, it may even be understood as a prerequisite for the real constitution and action of servant leaders. This would be so because, under such line of reasoning, serving and leading become almost exchangeable vectors, acknowledging that, on the one hand, configuring oneself as a servant agent allows a person to lead; and on the other hand, being a leader infers that a person serves (Van Dierendonck, 2011).

Further developing such breakthrough approach to people management and leadership, Liden et al. (2008) systematized that it is possible to summarize that Servant Leadership entails seven dimensions, which assume as vital prerequisites for providing help to followers, namely: (1) emotional sensibility in face of the personal hindrances of followers; (2) creating value for the community; (3) conceptual abilities and tasks' knowledge; (4) empowering others; (5) helping subordinates to grow and succeed; (6) prioritizing subordinates; and (7) behaving ethically. Derivations, both theoretical and empirical, exist throughout literature on this topic, nevertheless, is it clear and consensual to sustain that all of those are presented in a communion to the below points highlighted, and this being said, all of them originate around the core value of empathy from the leader towards the followers, being such empathy operationalized by a constant intent to serve.

Hence, and deriving from this summarized presentation, it is possible to also systematize the very core of the Servant Leadership concept, which claims that, when leaders place a vivid and strong priority on providing tangible and emotional support to their followers (Miao et al., 2021), it then derives the premise that followers will legitimate the leader as a role model, and, by subsequent expansion of this assumption, they will engage in appropriate corporate behaviors, not via coercion, instead because they (as an individual fully aware decision) indeed want to do so (Greenleaf, 1970). Hence, it turns clear and consensual to suggest that Servant Leadership roots on the premise that leaders who present themselves as being best able to motivate followers, also configure as those who focus least on satisfying their own personal needs.

Not disregarding the fact that other conceptual approaches to Leadership include, at their very core, dynamics directed at supporting followers, the fact is that a robust emphasis on leading by serving followers has been assuming, on the academic and managerial debate, as a unique and fruitful perspective among leadership approaches. Hence, among the moral and ethical leadership perspectives nowadays found in literature, it is possible to clearly highpoint an incitement to Servant Leadership. Following this line, and firstly providing a background on the origins and relevance of the conceptual construct of Servant Leadership, the chapter then proceeds, on a first section, to suggest the significance of this breakthrough people management approach by highlighting the paradigm shift it impels on understanding leadership dynamics, both under a theoretical as well as under a managerial level. Concerning this, the chapter indeed proceeds by dissecting this leadership style as a core evolution from Newtonian to Quantum archetypes in which entails Organizational People Management perspectives.

Furthering this initial framework, the second section of this chapter focuses on reviewing and systematizing the psychosomatic leading attributes of Servant Leadership, tracing the socio-psychological profile of such agents, with the aim of, developing on such exposition, systematizing the core elements, translated into attitudes and behaviors, of these leaders. This will be presented in a later point still on the second section of the chapter, being that such point will – reviewing, comparing and summarizing the

extant literature on the issue – present the core four values underlying this leadership approach, which the author then labeled as the "Key Portfolio of Servant Leadership".

All the argumentation at that point elaborated climaxes into the chapter's main goal, which is to understand if there are signs which indicate the existence of a better organizational performance in the presence of Servant Leadership dynamics. This to say, the present chapter focus on the problematic of Servant Leadership, and as a core investigation question, it then aims at mapping the main leader's psychosomatic traits in organizational contexts, under the Servant Leadership style, and how these then impact induced beneficial effects in overall organization performance.

This will be dissected into the second point of the second section, by which the corollary of this systematic literature review will be presented, under the dilemma which the author branded as "Serving to be Served". Thus, in this last point of the second section, it will be examined the spill-over effect of Servant Leadership in boosting organizational performance. Hence, the main goal of the chapter would be to expose the servant identity, ascertaining the influences on the cognition, attitudes and behaviors of Servant Leaders, this way, aiming at understanding whether a correlation between Servant Leadership, leader trust, employee engagement, and organizational commitment can be, in theoretical terms, established. This finds its conceptual fundament on the premise that the implementation of dynamics articulated under a Servant Leadership style inspires followers, and, subsequently, increase their commitment not only towards the leader as an individual figure, but also towards the individual agent as a person, as well as towards the organization as a collective actor.

The author, then, postulates that, given the fact that the leader himself/herself assumes an active role on the promotion of individual performance, this to say, on their individual team members, due to the intrinsic and idiosyncratic dynamics of his/her leadership style, the leader will then capitalize on his/her individual impact by a spill-over dynamic, based on the idea that the leader will foster the same behavior on his/her subordinates. Thereby, the leader will be positively encouraging organizational performance by imprinting his/her own mindset and goals throughout the team, via increased levels of Leader-Member Exchange (LMX). This theory refers to the relationship-based approach to leadership, which focuses on the dyadic relationship between the two core assets on such connection: leader(s) and follower(s) – for a review, see Dulebohn et al. (2012), Gerstner et al (1997), Harris et al. (2011), and Ilies et al. (2007).

Therefore, it is possible to assist to a spill-over effect in this situation because the leaders' personal characteristics conveyed and highlighted through his/her leadership style will positively impact the individual and corporate mindset, culture, and performance of his/her team, so that the subordinates will amplify and solidify not only the leader's legitimacy but also their individual and corporate engagement towards him/her and towards the organization. By expansion of this idea, and motivated by an analytical logic of negative testing, the chapter also goes further in order to understand the potential barriers to Servant Leadership, this to say, it will be possible to, even indirectly, ascertain the perceived organizational elements that obstruct the Servant Leader's effectiveness.

Thus, the chapter develops around the core assumption that Servant Leadership approaches should aim at creating and fostering a culture that encourages the development of high-quality LMX dynamics, as these conditions assume as virtuous enablers of collective effects of Servant Leadership, also leveraging them to be, subsequently, transmitted onto desirable follower outcomes. This ground assumption is, indeed, presented as both a starting point and as a corollary of the chapter.

In methodological terms, this chapter consists of a theoretical work, presenting a systematic literature review aimed at comparing and synthetizing different concepts, and mapping a conceptual model to best understand the dynamics of Servant Leadership and their leader's psychosomatic traits in organizational

contexts, in order to, by expansion of those, ascertain their impact on leveraging organizational performance, via increases on LMX. Thus, the chapter develops by adopting a descriptive exposition comparing and interconnecting different inputs from various research fields, via a deductive analysis. In here it is also highlighted the relevance of this chapter and their contribution to the current literature on the topic.

Solutions and recommendations, as well as future research directions, follow.

Hence, and responding to the research question which basis this chapter, it concludes by corroborating the literature so far on this topic, given that it ends up by predicting that the leaders of the current and of the next generation would need to display certain personality traits, then crystallized into a set of attitudes and behaviors, in order to efficiently address, manage and overcome the challenges brought by the Globalization. This being so, such leaders would need to be absolutely keen on displaying broad knowledge and experience, thus configured into boundless curiosity and enthusiasm, which by its end also connects to the need of entailing a contagious optimism towards every aspect of life, truly, openly and honestly believing in people and teamwork. Moreover, they need to be assertive and to assume high standards, foremost in ethical and moral terms, simultaneously, displaying a deep willingness to take risks, focusing on the long-term growth rather than rooting on myopia to only analyze the situations by the short-term profit. Henceforth, such leaders will be undoubtedly committed to excellence, as they will be prone to articulate and make use of a constant adaptive capacity, and indeed because authenticity, integrity, cooperation, and confidence will be their distinctive trademarks.

Hence, the chapter concludes by expanding the work of Kauppila et al. (2021), providing further insights that may be useful in corroborating their proposition, which states that implementing Servant Leadership dynamics provoke a widespread influence within organizational structures, strategies, policies and practices, as it may positively influence organizational performance, given the fact that they develop positive organizational results because they assume as a powerful relationship-based approach to Leadership, once they induce higher levels of LMX, as they positively influence beyond supervisory relationships.

So, this chapter provides additional contribution to the current debate on the drivers of superior organizational performance by emphasizing the importance of individual-level factors, both from the leaders and from the followers' side. Truth to say, the impacts brought about by the Globalization in the reconfigured global era forced organizations to adapt to rapid and profound changes, and, aiming at doing so, it has been increasingly noticeable that organizations are leaning towards more agile and flexible conceptions of work, which, by expansion of this logic, impel as well noteworthy effects on how these structures are managed and led. Indeed, Servant Leadership has been assuming with increasing relevance on this changing context, to be conceived as the ultimate leadership approach in order to successfully overcome such challenges, within the context of agile transformations.

This argument derives from the premise postulating that it would be, at least theoretically, presumable that for leaders it is crucial to consider challenges such as facing resistance to change, considering a new role as a leader, serving the followers, and ensuring psychological safety, which can be elaborated leaning on the idiosyncrasies of Servant Leadership, which, on its hand, produces increased levels of LMX. And the core reasoning of such argument grounds on the idea that those end up by crystalizing the conditions to implement a smoother change process, implementing a favorable mindset so that followers feel safe and supported in taking risks, promoting their autonomy, accountability, and recognizance. Therefore, by such theoretical propositions, it can be defended that Servant Leadership indeed assumes as a virtuous leadership approach in order to support the Agile Principles, hence, implementing Agile Organizations.

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Nonetheless, for sure this theoretical proposition would imperatively need empirical investigation to ascertain their robustness; and Leaders would need to evaluate the change situation in order to adapt their leadership style, as well as followers would need to react to such approach and play an active role on determining the appropriate leadership approaches in their organizational context.

This to say, this chapter provides useful inputs to further elaborate on concepts and academic contributions by associating several issues which have traditional been disregarded or even misconnected in the literature, namely the relevance of Servant Leadership in the pursuit of corporate objectives and the optimization of corporate performance, as opposed to mere people caring and development. The later has, indeed, been the traditional focus on literature whenever analyzing this topic. And by this argument, it shall be understood that the present chapter assumes both relevance and originally as it may provide further insights on the relevance of this Leadership approach by connecting it with the experiences found in Agile Management practices, and specifically some business cases, thereby expanding the contributions already set forward by – as a title of example, safeguarding that this list is not exhaustive – Belling (2020), by Moreira (2013), and by Tripathi & Goyal (2014).

So, it offers useful insights towards a promising avenue for future research examining how the interconnectedness between the leaders' psychosomatic characteristics and the respective leadership style then translates into organizational leveraged performance, which is relevant once it would offer a deeper understanding of whether and under which conditions the leaders' psychosomatic traits could be beneficial to the accomplishment of the organizational outcomes.

Thus, this chapter's relevance is emphasized by the contemporary ground assumption that it is undeniable in today's organizations the triumph of Social Psychology paradigms into the Management field (which had been conventionally closed to pure financial constructs), and from these, it is possible to stress Leadership theories and empirical studies. Hence, the author highlights this chapter's originality, by pointing out the fact that it consubstantiates an insightful and enriching contribution to the field of knowledge because it interrelates multidisciplinary contributions – namely, a joint analysis benefiting from inputs from Management, Sociology, and Psychology – imprinting a more ambitious and rigorous investigation. The reflection proposed throughout this chapter consubstantiates, as well, an incorporation of concepts traditionally used in Psychology at the individual level to be, then, applied at the organizational level, which will be the core of the reasoning. Therefore, the chapter assumes relevance as well by the fact that there is still anecdotal research, both theoretical and empirical, connecting Servant Leadership to Corporate Performance. In fact, the existing research suggests that when leaders, acting as servants, focus on their followers' needs, a positive effect on organizational performance may derive. Nonetheless, and following the alert already pointed out by Lee et al. (2020), the empirical and theoretical problem resides on the fact that such results are still inconsistent in establishing the strength of the relationships, limiting the potential of understanding the theoretical impact and practical reach of the Servant Leadership construct. This chapter will, so, add fruitful insights to the state of art on this issue.

BACKGROUND

Servant Leadership currently assumes as a core approach for Teams Management, at corporate levels, based on the ground assumption postulated by Greenleaf (1977: 85), which acutely advocates that the agent presiding over a successful business "will need to evolve from being the chief into the builder of the team", thus (and indeed) assuming by this a mindset and a correspondent action guided by the dy-

namics of a Servant Leader, aimed at fully fulfilling and leveraging his/her followers' needs, desires and demands. Such triumph originated with more vigor as of the last three decades of the 1990s, assuming as a fruitful result deriving from the acknowledgment, between leadership researchers and practitioners, towards the virtues of positive leadership styles that emphasize ethical and moral leader behaviors (Dinh et al., 2014; Lemoine et al., 2019; Yagil & Oren, 2021). And in fact, sharply noted by Irving & Longbotham (2007), it is legitimately debatable that such observations (which are found to be societal but, subsequently, imperiously as well impacting organizational structures, functions and practices), are increasingly relevant at the current times and contexts, given that nowadays leaders seek to ascertain how to lead organizations in the gradually decentralized and team-based structures, which are assumedly composing the majority of economic, financial, social, political and cultural systems in the 21ˢᵗ century.

Furthering the above mentioned, indeed it is arguable that the new worldwide contextual configurations imply a review on leadership approaches, being that the current globalized challenges call out for the need of a more ethical and people-centered management perspective. And in here, the conceptual construct and managerial application of Servant Leadership may, indeed, assume as a suitable and fruitful alternative.

The paragraph above specifically focuses on the impacts that the COVID-19 pandemic imprinted in the worldwide intercomplex dependencies, given that it fundamentally transformed the way in which people used to live and work, given that it brought new-flanged stressors worldwide, affecting simultaneously a myriad of actors, in several scopes of the daily life routines. In fact, foremost as of the spring of 2020, societies were confronted with the realities of a global health crisis, therefore, no geographical barriers were considered concerning the impacts of this new configuration on the global order. Subsequently, proven that the pandemic affected all actors and life domains of society, it was clear that as well organizations were abruptly and profoundly forced to rapidly adjust to an unprecedented and uncertain event, which provoked widespread impacts all along with their structures, stakeholders, policies, and practices. Nevertheless, these unexpected, sudden, and drastic changes also derived into potential negative consequences, as they conducted to situations in which it was possible to observe workers feeling ill-equipped to work at home or lacking personal protective equipment on the job (Carillo et al., 2021), thus, also isolated (Gonçalves et al., 2021) and burned out (Launer, 2020; Yıldırım & Solmaz, 2020), which climaxed by also a sense, by these workers' part, of being micromanaged (Parker, 2020). As a spill-over of such impacts, it was also possible to notice that performance has been another casualty for some employees (Okubo et al., 2021) in this refined corporate worldwide context.

The truth is, to best manage and overcome such challenges, benefiting from the opportunities created at the corporate level by this renewed context, organizations relied on their leaders as the prone and primordial actors in order to motivate, accompany and help their followers navigate and overcome this external and global organizational crisis. So, and as discussed all along with this chapter, it is assumed that despite the impact of the pandemic, the relationship between leader and follower will still be strong and evident. In fact, it is arguable that Servant Leadership assumed an envigored relevance on this redefined worldwide organizational context, thus, benefited from the impacts of the pandemic at the corporate level. Indeed, following this logic it is advocated that Servant Leaders who strived to constantly focus on listening, caring, supporting, and empowering their followers were, subsequently, presented as displaying a higher propensity to dispose of increasingly engaged, motivated, resilient, and higher performing followers, this observed when comparing to such management counterparts who did not utilize this leadership approach to navigate the pandemic times (Ngoma et al., 2021; Piorun et al., 2021). In fact, this idea roots on the argument that literature (both in its theoretical constructs and empiri-

cal research) has advocated and proven that, in the quite recent field of positive organizational behavior, leadership has been progressively being suggested as a core element in order to achieve increased levels of employee engagement, corporate commitment, and thus organizational and individual performance, as a climax resulting into flourishing organizations (Macik-Frey et al., 2009).

Deriving from the above summarized exposition, literature indeed points out that, mainly during the past few years, studies on the domain of Leadership have clearly evolved and taken a refined analysis path, this way drifting away from a sharp and exclusive focus on Transformational Leadership, now disserting mainly towards a robust emphasis on a relational perspective of Leadership, assuming it as being more a social dynamic than a management expression and tool for corporate performance (Otto et al., 2021). As so, these new constructs and managerial approaches of Leadership now convey a more holistic line of analysis, conceiving the agents, leader and followers, as indeed human beings, henceforth, shedding light especially on the interaction between the leader and the follower(s), which assume as chief elements for induced corporate performance (Avolio et al., 2009). Hence, those new contracts of Leaderships in the current globalized organizations accentuate the relevance of constant thinking redefinition and progressive evolution, as to say, of moving Management Theory beyond the principles of Agency Theory. In other words, the analysis is being progressively drifted away from Agency Theory's assumption of the *homo economicus* as an individualistic, opportunistic, and self-serving agent, to indeed advocate the accuracy and relevance of governance-based approaches of Leadership, rooted on the conception of individuals as pro-organizational, self-actualizing, relational, inspired and inspiring, and trustworthy (Davis et al., 1997; Donaldson & Davis, 1991). Therefore, it turns clear that the perspective of Servant Leadership assumes a particular relevance of this new scenario, as it emphasizes the personal growth of followers.

Greenleaf's Contribution to the Conceptual Construct of Servant Leadership

Through his breakthrough and founding work, Greenleaf (1977) provided a basis for the contemporary study and emerging discipline, both in theoretical as well as in managerial terms, of Servant Leadership. Connecting a core of three essays on the topic, the author has explained Servant Leadership as rooting in a clear basic concept – to serve, to keep serving in order, later, to be served. Hence, the key to Greenleaf's conceptualization of Servant Leadership is the understanding of what characterizes the Servant Leader, advocating that the leader should be able to define himself as a servant in the first instance, continually, and, subsequently, it should come from within this agent an intrinsic feeling that impels that his/her actions shall be to serve first, at whatsoever situation, regardless of the contextual circumstance.

Dissecting such an idea, Greenleaf (1977: 27) in fact points out that the Servant Leader is sharply different from the one who assumes as being "leader first", because this agent's leadership style starts by expressing the "natural feeling" of wishing to serve. Indeed, it is only later that, by cognitive effort and also as a result of cumulation of time and experience, this agent's "conscious choice" brings such leader "to aspire to lead". Therefore, from here derives the premise that Servant Leaders distinguish themselves from other types of leaders due to their way of thinking and functioning, this to say, analyzing their pattern of cognitive and emotional intelligence (Miao et al., 2021). By this, it is defendable that the added value by such leaders, which also consubstantiates as the idiosyncrasies of their leadership style, springs from the fact that their primary motivation is, undoubtedly, to serve the internal and external customer, regardless of the agents' configuration and of the contextual features, given the fact that such leaders are trying to create an environment in which there is a true choice and freedom of doing and serving, directly aimed at the people. Hence, the originality and, simultaneously, the added value of such

a leadership approach consubstantiates on the genuine care taken by the servant, as a priority towards the followers, aimed at making sure that other people's highest needs, demands, wishes, and aspirations are being plainly addresses, served, and fulfilled (Greenleaf, 1977: 27). In other words, and alluding to Laub (2010), it is the same as to say that Servant Leadership assumes the satisfaction of those agents who are led, absolutely over the self-interest and the mere personal objectives of the leader.

Therefore, it turns clear that such model puts forward that the cornerstone of Servant Leadership, both in its conceptual construct and empirical application, roots in the joint motivation which connects the need to lead with the need to serve, and as so – also by the expansion of this idea – it recognizes the imperious relevance of personal characteristics, both on the leader's and on the follower's side, and the cultural aspects which are imperatively interconnected with this motivation.

Building on this "servant-first notion" of leadership, subsequent authors have structured and tested Greenleaf's propositions around this leadership approach. As a brief review of the core contributions, it is noteworthy to quote the works of Laub (1999, 2005), Matteson & Irving (2006a, 2006b), and Stone et al. (2004). Not disregarding their idiosyncrasies and particular research approaches and directions, the truth is that all such theoretical and empirical studies argued that the focus of the Servant Leader consists of which is best for the followers, thus, stressing the servant approach as the core for a fruitful leadership style, because itself is conceived as nothing more than a component of people management.

Such key assumption, then, turns quite clear that the core of Servant Leadership is explained via the various dimensions of leaders' roles and responsibilities, this to say, the concept is explained with the help of three different dimensions, namely examining the servant agent as a leader, the institution as a servant, and trustees as servants. This has been conceptualized as a result from the vital premise that, under this leadership style, leaders fully acknowledge that there shall not be any space for biases in the organizational context, regardless of the contextual configuration, the affected actors and the pre-existing structures, policies, and practices (Gandolfi et al., 2017).

In terms of literature review, in order to ascertain the origins of the concept and of its theoretical construct, it is clearly needed to point out that it emerged from Social Learning Theory (e.g., see Bandura & Walters, 1977), given the fact that a central premise of Servant Leadership as a People Management approach consists on the fact that the effectiveness of such a leader, this to say, a servant occupying a leadership position, is based on followers, both wishing and actively doing, emulating their leaders' positive attitudes and behaviors (Eva et al., 2019; Graham, 1991; Greenleaf, 1977; Lemoine et al., 2019).

Indeed, Social Learning Theory, following the argumentation set forward by Bandura & Walters (1977), is based on the core argument that people learn from their ongoing interactions with others, in a given social context. By expansion of this idea, this theory around social cognition also advocates that it turns possible to, by separately observing the behaviors of other agents, people are then able to develop similar behaviors to those ones, by a mimic effect. This, thus, derives on the premise that, after observing and examining the behavior of others, people emulate, integrate, and reproduce such attitudes and behaviors, particularly if those observational experiences are by them conceived as being correct and positive, and/or even if they include rewards. Therefore, and as a corollary, it is consensual to refer that Social Learning Theory is increasingly mentioned as an important and indispensable component of sustainable resource management and the promotion and advancement of desirable behavioral change (Muro & Jeffrey, 2008); and from here, it is possible to as well clearly point out the relevance of this approach in what concerns to the study of Servant Leadership, as the dynamics and conceptual logic it postulates are at the very core of this leadership construct. Indeed, on this issue, Chen et al. (2015) con-

tended that Servant Leadership is predominantly contagious and powerfully connected with variations in follower behavior because it entails an extensive impact on others' self-identity (Usman et al., 2021).

In somehow a circular argumentation, reinforcing the above already exposed, the fundament of such idea roots on the fact that, while agents acting in the leader-first model may exploit service dynamics for the only purpose of realizing the visions and aims of the leader and/or the organization; on the other hand the servant-first people management model, and thus leadership approach, is focused on, straight-forwardly, ensuring "that other people's highest priority needs are being served" (Greenleaf, 1977: 27). Therefore, it is consensual to catalog these dynamics as a follower-oriented theory of leadership (Laub, 1999; Matteson & Irving, 2006a, 2006b; Stone et al., 2004).

Further Evolution of the Conceptual Construct of Servant Leadership

From the beginning of the 1990s through as well the first decade of the 2000s, both the theoretical as well as the empirical work around the Servant Leadership construct focused on identifying themes and core elements of such approach, in order to operationalize the concept. On this line, the initial work provided by Graham (1991) reveals interesting inputs, as the author highlighted the inspirational and moral extents of leadership, which shall guide this people management approach. Benefiting from this, Spears (1998) later accentuated the dimensions of empathy, healing, conceptualization, listening, awareness, persuasion, stewardship, commitment, foresight, and community building, systematizing all of them as being different, nonetheless articulated, forming the core of this leadership's construct mindset and action. Buchen (1998), in a way summarizing the previous author's idea, argued that self-identity, relationship building, reciprocity, and concern with the future subsequently consist of the essential themes on this leadership approach (Usman et al., 2021). Hence, Laub's (1999, 2005, 2010) research develops in a clear communion to the so-far exposed, as the author advanced that valuing people, developing people, building community, displaying authenticity, providing leadership, and sharing leadership root at the core of both the conceptual constructs and managerial practices of the Servant Leadership paradigm. On the same argumentation, Farling et al. (1999) then argued for the relevance of vision, credibility, trust, influence, and service as key elements on this leadership style, northing vectors on the people management relationship of the leader towards the followers. Russell (2001) further developed the proposition advanced by Farling et al. (1999), adding some components to their systematization efforts. This way, the author suggested that, apart from the elements postulated by the previous author, we would also have as vectors the attitudes and behaviors of appreciating others, empowerment, modeling, and pioneering, these indeed to be considered vital elements and manifestations of this leadership paradigm. Patterson (2003), as a corollary, synthesized both the former inputs, promoting the dimensions of humility, altruism, vision, trust, empowerment, and service as the essential dimensions of Servant Leadership, climaxing the argumentation by suggesting that love would reside all along with them, as a core transversal dimension.

As a consequence of such efforts and progress, the theoretical construct ended up facing a theoretical overlap with other propositions, namely with ethical, moral, transformational, and inspirational leadership. So, the first years of the new millennium brought about conceptual core semantic and epistemological challenges to this leadership construct.

Stone et al. (2004) recognized this as significant to understand what discerns Servant Leadership from Transformational Leadership, sharply noticing that, while Transformational Leadership tends to be focused on a given organizational vision, the truth is that Servant Leadership concentrates foremost on what configures as the best for followers (Otto et al., 2021). This way, the authors remark a potential

overlap between the theoretical and managerial constructs originated as a result of the refigured leadership patterns, nowadays clearly marked by ethical and moral concerns, but also distance them on their clear focus and objective manifestations. In fact, Matteson & Irving (2006a, 2006b) provided a very interesting contribution on this topic, as the authors took this argument a step further by conflicting core elements of different leadership paradigms, in order to not only look for their matches, but most of all to ascertain their idiosyncrasies and mismatches. In this sense, the authors examined the particular configurations of the motivation, context, and outcomes of the servant, transformational, and self-sacrificial leadership approaches.

Recent developments of empirical measures to ascertain Servant Leadership manifestations and impacts on people management and on organizational performance – around the most quoted, see Dennis & Bocarnea (2005), Dennis et al. (2010), and Laub (1999) – have provided a platform for quantitative studies around this leadership paradigm, nonetheless, and following the alert pointed out by Lee et al. (2020), the empirical and theoretical problem resides on the fact that such results are still inconsistent in establishing the strength of the relationships, limiting the potential of understanding the theoretical impact and practical reach of the Servant Leadership construct. Nonetheless, there is still no consensus about a definition and theoretical framework of Servant Leadership (Van Dierendonck, 2011).

METHOD

The present chapter focus on the problematic of Servant Leadership, and as a core investigation question, it then aims at mapping the main leader's psychosomatic traits in organizational contexts, under the Servant Leadership style, and how these then impact induced beneficial effects in overall organization performance. Thus, the chapter develops around the core assumption that Servant Leadership approaches should aim at creating and fostering a culture that encourages the development of high-quality LMX dynamics, as these conditions assume as virtuous enablers of collective effects of Servant Leadership, also leveraging them to be, subsequently, transmitted onto desirable follower outcomes. This ground assumption is, indeed, presented as both a starting point and as a corollary of the chapter.

In methodological terms, this chapter consists of a theoretical work, presenting a systematic literature review aimed at comparing and synthetizing different concepts, and mapping a conceptual model to best understand the dynamics of Servant Leadership and their leader's psychosomatic traits in organizational contexts, so that, by expansion of those, it provides useful inputs in order to ascertain their impact on leveraging organizational performance, via increases on LMX. Thus, the chapter develops by adopting a descriptive exposition comparing and interconnecting different inputs from various research fields, via a deductive analysis.

The Need of Serving as a Paradigm Shift: From Newtonian to Quantum Architypes in Organizational Management

The success of different types of economic, financial, social, cultural, and political contextual configurations, and their impact on organizational structures, policies, practices, and decision-making processes largely depend on the effective and efficient guidance of the leaders, in whichever system's level (Spears, 1995). Leadership could, therefore, be considered as a significant skill set that helps to leverage followers' abilities, skills, ideas, attitudes, and behaviors in order to lead them to work enthusiastically towards

predefined goals and desired performance levels and corporate outcomes, so that they are then able to achieve the maximum output which is, on its own end, targeted by the organization's top management.

Furthering this idea, it is consensual that the success of any leadership dynamics depends on the relationship between an individual and a group, so, it depends on the leader as a sole agent and the followers as the collective to be managed by him/her. This relationship is key, as it is formed to gain common interest between the two agents above listed, and by the expansion of this idea, such relationship and the increased levels of its deepness will signify that all the involved agents behave as per the vision and the objective directions of the leader, and those which he/she also communicates and operationalizes to the team. So, this argument derives into spill-overs which postulate that, by his/her own end, the leader will ultimately support, assist and benefit each individual agent, the group, and the organization as a whole collective structure, in order to achieve sustainable growth and ongoing improvement and development (Weber & Avolio, 2009). In fact, leadership has the potential to develop a wide range of effects in their objective manifestations, as it not only provides the assessment of the required skills on the employees' board, as well as it significantly helps to bring the required patterns of action and also the necessary changes to active, in order to influence the learning and development environment of the organization, stimulating their maximum performance, at levels which impel the corporate dynamics to attain sustainable results. Also by this, and expanding such argumentation, it is also arguable that leadership as well relates to the creation and dissemination of a positively impacting corporate public image, within the organization and from the organization towards the out context, thus affecting both the internal as well as the external business environment.

Fusing the above mentioned vectors, it turns clear the leadership relevance as a people management tool towards the leverage of organizational performance, based on the premise that it helps to evaluate the performance of people, considered as the organization's core resources, its core strategic asset, and to create a fueled, democratic, meritocratic and equalitarian platform for individuals where they can challenge themselves and grow all along with the organizational structure and hierarchy, via which they can take active and concrete steps to develop and attain their skills, ambitions, and wishes, objectively taking active steps in not only planning but also in achieving their future.

It is nowadays consensual, both in academic as well as in managerial debates, the significance of the connection between organizational aspects and leadership practices. Such argument rooted in the awareness that frequently successful leaders are involved in generating and diffusing a vision statement for a given organization in which they take an active part, and that, simultaneously, they make sure that such a vision statement is not only realistic enough, but also practical in its very nature, in the sense that it is fully capable of motivating the employees to perform in the best possible manner, maximizing the corporate output (Russell & Stone, 2002). As a consequence, a new dimension emerged, succeeded, and prevailed in Leadership Theory – namely, the Servant Leadership construct, which impacted by bringing together the key assumption that Leadership Theory is categorically linked to business ethics and morality. Therefore, the old stereotypes of leaders being individualistic, self-centered, egotistical, and controlling have been undermined, and instead, these have been largely substituted with intense, sharp, and frequent calls for leaders aimed at prioritizing high morality standards, ethical behaviors, the design and achievement of common goals, via reciprocal help, mutual respect and caring, hence directed mainly at leveraging the followers' growth, fulfilling their needs, demands, wishes and aims, rather than northing attitudes and behaviors only to achieve the leader's egotistical self-interest: serving is the keyword, the urgent call on this leadership approach to people management (Avolio et al., 2009; Graham, 1991).

Henceforth, the emerging research on leadership and on its connection to organizational performance has focused chiefly on ethical and prosocial leadership styles (for a review, please see Lemoine et al., 2019), being that Servant Leadership has assumed as particularly relevant, out of these styles, undeniably due to its superior effects on various employee outcomes (Hoch et al., 2018).

The Subsequent Triumph of the Servant Leadership Approach

Acknowledging the sudden, accelerated, and profound changes in the financial, economic, political, cultural, and social spheres brought about by the Globalization, the business environment has been penetratingly reconfigured, and it positively influenced the relevance of the figure of the Servant Leader as an organizational agent in the new millennium's environment. Hence, such a leadership approach has assumed more and more prominent in corporate managerial practices (Chattopadhyay, 2021).

Servant Leaders are characteristically perceived by their followers as credible and respected role models, thus, attractive examples to emulate and to project into. This is so because the Servant Leadership figures emphasize, on both their mindset and actions, the leader's ethics and morality, hence, the transcendence of the individual self-interest (Graham, 1991; Walumbwa et al., 2010). Deriving from this, it becomes clear that this leadership approach is an ode to the leader's distinctive qualities, which imperatively include a constant and profound emphasis on stakeholder outcomes (Lemoine et al., 2019), this to say, on satisfying all parts' best interest, because it focusses on the construction and expansion of a sense of community, at the organization. By expansion of such idea, it then derives on the clearly assumed concern, from the leader's side, with serving followers (Hoch et al., 2018; Van Dierendonck, 2011). This is so because humility consists of another distinctive quality of Servant Leadership, such that instead of pursuing their self-interest, such leaders draw attention to the strengths and contributions of all other organizational agents (Lemoine et al., 2019; Liden et al., 2014; Owens & Hekman, 2016; Van Dierendonck et al., 2014). So, this leadership dynamics assume as a breakthrough approach, because it increases the likelihood that others, followers, will emulate the leaders' attitudes, ideas and behaviors, thus, later becoming Servant Leaders themselves, given that this leadership style induces increased levels of LMX (Hunter et al., 2013; Liden et al., 2014; Walumbwa et al., 2010). As such, Servant Leadership consists of an archetypal leadership style that can be effective and contagious, regardless of one's hierarchical position and power on the organizational structure. Hence, its impacts on individual and corporate performance are capable to be wide-ranging and enduring.

As a corollary of the argumentation so far exposed, reviewing literature it is possible to summarize the various fragmented and interdependent advancements, which are already evident in various areas of Social Sciences, both in their theoretical as well as in their empirical studies, and boosted by such inputs and breakthrough advances, Servant Leadership is trying to gain momentum and relevance via in-depth management research (Hirschy, 2012).

In a very interesting line of reasoning, some authors have argued that the recent shifts towards team-based structures in people management and leadership approaches are, indeed, consistent with the reconfiguration and evolution from Newtonian to Quantum paradigms (Irving, 2005; Wheatley, 1999).

Explaining this point, and justifying the idea based on the physical realities at the subatomic level, Wheatley & Frieze (2011) contended that such relationship configures indeed as the key determiner, based on the premise that subatomic do not exist as independent agents: thus, and by a multidisciplinary analysis it is possible to stress the relevance of the leadership styles that induce increased and enduring LMX, as a relevant tool in leveraging employee engagement, work commitment, and organizational

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performance. Subsequently, and following Wheatley's (2011) line of reasoning, it is defendable that relationships, and not sole agents (individuals), entail the basic organizing unit of life, in whichever contextual configuration. Therefore, initiative, proactive action, participation, and cooperation are essential for survival in the current world of interconnected and networked worldwide dynamics and organizations.

Following the above mentioned, it then turns clear that the analogy between Quantum Physics and the renewed Leadership approaches within the new-flanged configurations of organizational systems can and shall be further investigated and clarified. In fact, interesting research avenues may derive from such an idea, which indeed literature has not yet extensively covered. In fact, it is defendable that the phenomenon of time compression increasingly corroborated in the society of the 21st century shall find further scope for research, for example exploring the correlation between creativity and improvisational skills, and as well, and perhaps inherent and/or joint to such a previous analysis, the values of Servant Leadership.

The analogy hereby defended holds the ground to discussion and acceptance, because in addition to the relational element – relationships, and not sole agents as individuals entail the basic organizing unit of life, in whichever contextual configuration – Quantum Physics advocates that there are dual associations between particles and waves, which, on its very end, consists of a core element that is found again in the individual/community dyad, previously advocated as the core pillar of the Servant Leadership approach. Nonetheless, it shall be pointed out that the core foundation of this analogy resides mainly on the conceptual construct of *Time* under the postulates of Quantum Physics, which sets forward the polemic premise advocating that, at the subatomic level, time does not exist, which results into the idea that, at any case, it is not congruent with our known personal and collective life, and cognitive processes.

So, relating the two key vectors and ideas above mentioned – the relational element, and the time element – the following analytical logic is obtained: it is often postulated in the literature that Servant Leadership acts diffusely by emulation, being followers prone to emulate the attitudes and behaviors of their leaders because they indeed, and at the very first instance, act as their servants. Nonetheless, it is critical to acknowledge that, transversal to all social phenomena, the diffusion, positioning, and distribution of multi-level and multi-faceted attitudes, behaviors, ideas, values, etc. takes time. Hence, it creates, develops, implements, and reconfigures all along with a spectrum. The critical element here, thus, emerges by the awareness of the key assumption that not always the useful competitive time can be compatible with such a process, and its dynamics. This, subsequently, leads to conclude on the premise that the time variable indeed crystalizes at the core of such an analogy, because it in fact plays an important role in spill-over phenomena, and from these automatically comes to the mind the ones observed in the emulation processes set forward between followers and leaders concerning the Servant Leadership approach. These themes are particularly evident in a later section of this chapter, which has been presented as the corollary of all the argumentation set forward all along with this chapter and has been named "Serving to be Served", the spill-over effect of Servant Leadership in boosting organizational performance". In this section, the clarity of such themes and the respective line of reasoning can be further understood when it comes to impacts on the leader, the follower, and the organization as a whole, based on the principle that Servant Leadership consists of a theoretical approach and managerial model concerning people management at the organizational environment, which drops down in the organizational hierarchy and, both subsequently and simultaneously, also promotes increased awareness on and heartens positive employee outcomes at lower organizational levels, thus deconstructing hierarchies, accelerating time and mining its traditional constraints. Again, in an analogy to the postulates set forward by Quantum Physics.

The Need for a Critical Leadership Assessment

Therefore, and acknowledging that organizations reflect these macro shifts in our societies because they orderly structure and organize individual agents via joint actions aimed at accomplishing common goods, under this reconfigured theoretical and managerial perspective it is also clear the assumption that organizations lead to a critical leadership assessment. This question assumes the impetus for the current management dilemmas, and also consubstantiates as the twofold goal and core assumption of this chapter.

Consequently, Hirschy (2012), Irving (2005), Wheatley (1999), and Wheatley & Frieze (2011) highpoint the need to rethink people management approaches, and on these, leadership paradigms, in a holistic perspective, focusing on the whole scenario and not only analyzing fragmented agents and dynamics as if the final outcome could only be conceived as the mere agglutination of those. Furthering this line, it becomes clear that, under such conceptual proposal, there is a joint focus which articulates relationship, interdependence, complexity, and dynamic processes, which logically ends up by leading to the use of relational organizational structures such as teams as basis to understand the contemporary organizational configurations. So, this reconfigured argumentation presupposes a holistic vision, which is in fact presented as the more accurate line of reasoning to understand the current networked organizations.

In line with those authors, this chapter stresses the need to consider the spill-over effects that, even though discrete and not straightforwardly measured, need to be considered and apprehended in the best way possible, to indeed capitalize on their potential to leverage organizational performance and the added value the organization may produce. This to say, those paradigm shifts towards the Quantum world of theoretical thinking and managerial practicing are not only interesting, but foremost relevant and urgent, as they impel the analysis in more ambitious levels, given that they assumedly place an emphasis on relationships as the basic organizing unit of every dynamic and contextual configuration, hence relativizing the agents and considering them as dynamic evolving parts.

So, from here it is possible to derive that Servant Leadership indeed marks a breakthrough point in theoretical and managerial thinking on People Management and Leadership paradigms, fully inserted into this Quantum approaches, as it emphasizes the outcome as a whole over the isolated agents as mere parts of it, it stresses the relevance of dynamic over static processes, as well, it sheds light on the organizational networks over organizational hierarchies, and, as a climax, it highpoints the complex systemic interconnectedness that decisively mark the system under analysis, rather than purely focusing on linear progression and thought (Hirschy, 2012; Irving, 2005; Wheatley, 1999; Wheatley & Frieze, 2011).

PERSONALITY TRAITS OF THE SERVANT LEADER

Personality traits have been acknowledged and diffused in the literature as respecting to a protuberant feature of individual specificity that influence human behavior. By expansion of such an assumption, these psycho-social core elements have been presented, both theoretically and empirical, as outlining individual behaviors via proximal motivational variables (Barrick et al., 2007), being the most recent work layered on the concern to investigate the psychological mechanisms that account for the complex interconnectedness among personality traits, other individual characteristics, attitudes, and behavior (Furtner et al., 2011, Yagil & Orner, 2021).

Reviewing literature, and for the specific aim of the present chapter, which consists of further conceptually analyzing the theoretical construct and subsequent managerial dynamics of Servant Leadership, it

is then possible to summarize the personality traits that organizations search for in current leaders. There are extensive lists, nevertheless, this chapter has compared several contributes and tried to systematize the common points, as to have a consensual and resumed overview on the core personality traits of current leaders, under the Servant Leadership paradigm. The author has, then, been able to reach a chief triangle composed of three core psychosomatic traits, which articulate and derive to possibly connected others, but this review suggests that those three ones condense the core personality vectors Servant Leaders are urged to demonstrate at the current times, in order to effectively serve followers. Even though it is noteworthy to highlight that it consists only of a summing-up effort based on a systematic literature review, this categorization does not extinguish by itself – e.g., see the systematization on the work of Parris & Peachey (2013). The exposition and explanation follow, as below:

Cognitive Complexity

This psychosomatic trait refers to the vital individual characteristic that may play an influential role in a person's development towards Servant Leadership. This is so based on the assumption that cognitive complexity reveals a person's ability to perceive social behavior in a differentiated wat, as it refers to the psychological characteristic or psychological variable that indicates and specifies how complex or simple is a person's mental frame and perceptual set. This way, it turns defendable to advocate that this psychosomatic trait for sure derives towards the probability that agents disposing of increased levels of such will assume prone to also display increased levels of empathy (Bieri, 1955).

By stressing the relevance of this personality configuration on the current leaders, the chapter advocates that Servant Leaders in the present context are increasingly required to excel at establishing an emotional connection with a plethora of actors, because this is indeed the core notion of serving – the fulfillment of the needs, demands, goals and aspirations of a myriad of agents, regardless of the leaders' personal constructs and aims. Thus, this idea derives into the argument which defends that such leaders are challenged to recognize the kaleidoscope of assets, both in quantity as well as in diversity, that people can bring to the organizational context, as well, they are impelled to copiously acknowledging their needs and objectives – this assumes to be their simultaneous core duty, motivation, and responsibility. At its very essence, excelling at such psychosomatic trait, under the framework of Servant Leadership, requires such leaders to acknowledge their personal enjoyment in the process of serving, which is the same to say, under this leadership paradigm, of working towards goals, conceiving the conducing process in an holistic way, by which the followers are marked by the leaders' imprint, as the leader had been, all along that process, proven to help them in the achievement of their desired outcomes. Hence, such leaders are compelled to employ their cognitive complexity to better ascertain all stakeholders' interests, as so edifying strong local relationships via mundane activities, in order to involve and boost the workforce's motivation and tacit knowledge, alluding to Grint (2008).

Hence, these leaders' patterns of cognitions assume relevance, because they evolve from mere reactive problem-solving to a level of amplified patience, imagination, perseverance, and commitment, creating synergic efforts which transfigure into concrete actions that can propel and influence all the implicated actors, so that they all cooperate in direction to the desired outcomes, thus, to proactive problem-solving. This way, such leaders will also be fostering collective intelligence over individual genius. Therefore, mastering this psychological skill by the Servant Leader's side will support such agents in navigating the challenge of identifying and supporting commitment to both their social mission and business plan (Smith et al., 2012). Hence, this leadership style involves not only the capacity to overcome differences,

but it goes further to the need of identifying, examining, understating, and acting on the leitmotiv behind them. Therefore, this personality trait assumes so relevant on such a leader's configuration.

Nonetheless, the truth is that detecting integrative options entails complex thinking (Suedfeld, 1992), which, on its hand, is driven by two specific capabilities: interpersonal skills which build up trust, openness, and cultural sensitivity; and decision-making skills which empower leaders to pursue synergies rather than fast and short-term solutions (Smith et al., 2012). Such leaders are, then, challenged to create settings that bring top-down and bottom-up agents together, hence involving all the organizational structure in the decision-making process in order to achieve the optimal outcome, this to say, the most approximate achievement of all stakeholders' best interests. By such dynamics, each part of the organizational structure will be guaranteed to be respected and included in its diversity and singularity, contributing, being appreciated, recognized, and valued by their own perspective, knowledge, skills, demands, aspirations, and aims. Subsequently, the above argument derives into the idea that todays' Servant Leaders are stimulated to vibrantly call out the attention to and promote the importance of values, investing as much time and energy as possible into building relationships, as well as into delivering tasks and achieving quantifiable output levels (Fernandes & Machado, 2021).

So, the argumentation so far exposed defends those leaders disposing of increased levels of cognitive complexity are capable of a more accurate judgment of social situations, because, by such enhanced psychosomatic trait, such agents will be prone to identify and comprehend dimensions that are commonly overlooked or misunderstood by people who display low cognitive complexity levels. Furthering this line of thinking, it can indeed be expected that if an individual moves towards the higher stages of moral reasoning, it will become more likely that such an individual will start to act as a Servant Leader (Kish-Gephart et al., 2010). This derives on the research led by Kohlberg (1969), who set forward the concept of moral cognitive development to describe the different stages through which people develop their reasoning and values, which, on their end, facilitate and promote fair, honest and benevolent reasons behind their social interactions, hence progressing all along with a spectrum in which, at the highest scale, such agents would be prone and capable to perspective scenarios and ascertain how situations could look like and feel from the perspective of the other agent, this way presenting a refined and more complex reasoning process in which concerned the pattern of decision.

Thus, the relevance of cognitive complexity in the current Servant Leaders' profile stems out of the fact that only by displaying increased levels of this psychosomatic trait will they serve in the optimal way, as they will be able to think beyond the short-term needs, foreseeing the outcomes of several possible situations, and, as a corollary, being able to think through seemingly conflicting situations. This, thus, climaxes on the premise that Servant Leadership entails a complex balance between providing direction to the followers, and standing back to allow them their own experience and growth.

Integrity

This psychosomatic trait largely derives from the above argumentation.

It results that integrity configures as a valuable personality trait in current leaders, given that moral reflectiveness can be understood as consisting of an inner process explaining the individual struggle towards the realization of prosocial performance standards. This is defendable on the assumption that the derived ideas, attitudes, and behaviors depend on the individual's moral reflectiveness, which ascend from the individual conscientiousness (Park et al., 2017). Hence, literature presents empirical evidence postulating that people who attribute substantial significance to morality tend to be concerned with

collective well-being (Reynolds & O'Dwyer, 2008), therefore, such agents are more prone to engage in prosocial mindsets, attitudes, and behaviors, even at work, being that such action and the subsequent outcomes will consist of an external expression of those individuals' prosocial value because they recognize it as a means to accomplish a more equitable world (Aquino & Reed, 2002). So, by this personality trait, an individual's apprehensions, and his/her way of dealing with others, in this particular sense – in his/her way of leading – have been credited to moral purposes, evidencing a clear elementary respect for human dignity (Aguilera et al., 2007).

By expansion of this idea, it may be defendable to advocate that the psychosomatic trait of integrity may link to the other one of self-efficacy. Stajkovic & Luthans (1998) define self-efficacy pointing out the individual's conviction about his/her self-abilities, which provide such agent the capacity to mobilize cognitive resources, the motivation, and the courses of action required to efficaciously execute a specific task or to carry out a certain responsibility within a given context. Based on it and alluding to Bandura & Walters (1997), it may be arguable to postulate that integrity, even if indirectly, may link to the psychosomatic trait of confidence, assuming both of them as elements of positive psychological capital because, through those, leaders and followers are impelled at integrity, evidencing self-knowledge, kindness, and maturity, not disregarding the exhibition of, as well, technical expertise. Nonetheless, Sosik et al. (2019) signify the relevance of confidence in the current leadership, and by this, the authors alert that hubris may be advanced as a projecting personality trait of current organizational leaders, which can develop into negative outcomes as it manifests through an inflated assessment, from the leader's side, in regards to his/her self-evaluation, self-confidence, and self-worthiness. Thus, such a psychosomatic trait on current leaders may hinder their sense of integrity and self-efficacy, which may drive them to the overestimation of their real ability, level of control, performance, or the possibility of success (Hayward & Hambrick, 1997; Hayward et al., 2006; Hribar & Yang, 2016).

Stressing integrity as a chief psychosomatic trait of Servant Leaders implies to fully acknowledge the premise that leading and working from a need to serve does not imply an attitude of servility towards the affected agents. This to say, it must be recognized, as standpoint, that the serving approach defended by this leadership style does not require servitude from the affected agents' part. Or, in other words, such an assumption must not signify that the authority and the power indeed will concentrate in the followers, or even that Servant Leaders would have low esteem. Justifying and developing this argumentation, it is possible to advocate that it reasons on similarity with the Kantian perspective of leadership, which accentuates the responsibility of the leader in what refers to increasing the autonomy and responsibility of his/her followers, this way impelling them to think and to act for themselves, to be their own example and best version possible (Bowie, 2000).

Indeed, ruled by integrity as a core psychosomatic trait, which is then able to derive into confidence and self-efficacy, the Servant Leader will be an active and a valuable organizational agent who works towards the aim of building a sustainable organization where each individual can be of unique value, which expands on the premise also observed in personalism (Whetstone, 2002), stating that it is possible to defend the existence, in Servant Leadership, of a strong commitment to treating each individual respectfully, fairly, and transparently, rooting all attitudes and behaviors on empathy, firming the deep and constant awareness that each person deserves to be loved, cared and respected in his/her own diversity and individuality. As such, charisma or emotions shall be used, from the leader's side, with integrity, this to say, consciously aimed at influencing and encouraging followers to act freely, in participative thinking contexts, in line with Greenleaf's (1970, 1977) emphasis on increasing autonomy, personal growth, and well-being of followers as the moto to enhanced team spirit, individual motivation, work engagement,

organizational commitment, and corporate performance. This psychosomatic trait, presented as a core one of a Servant Leader, sheds light on what shall be the general attitude towards all people in an organization, and also what shall be the motivation to be a leader. Caring for one's followers should, by this approach, be apprehended as a means of exerting power and authority, of effectively and optimally leading.

Resilience

Alluding to the work of Fernandes & Machado (2021), current leaders are eager at identifying, embracing, and integrating heterogeneity, recognizing, and fostering the development of creative synergies between contradictory and often irreconcilable elements, assuming themselves as open-minded optimistic, and enthusiastic about change, as a means to go beyond competing and even paradoxical demands. By presenting such personal characteristics, these leaders are able to deal with such challenges as an invitation to creative action, instead of being hindered by them and only perceive them as an obstacle. Subsequently, under their leadership style conflict becomes productive, rather than inflexible.

Dissecting this psychosomatic trait as a core element of a Servant Leader there is the capacity of self-determination, which respects to the experience, from the leader's side, of a constant and fully aware sense of choice in initiating, developing, and regulating his/her own thoughts, demands, goals, attitudes, and behaviors (Deci & Ryan, 2000). Therefore, self-determination has been positioned to be conceived as an essential condition so that any agent can be able to act as a Servant Leader (Kool & Van Dierendonck, 2012), based on the idea that, at its very essence, this skill aims at fulfilling three basic and innate psychological needs, namely feeling competent, feeling connected to others, and feeling autonomous. From here it fallouts that a self-determined agent will be capable of better allocating personal resources, making optimal use of those in order to build strong, deep, lasting, and positive relationships, and, by the expansion of this, in helping others develop their own self-determination. This outcome will be observed because, when those three basic and innate psychological needs are satisfied, there will follow on the leader's side, enhanced self-motivation and mental health levels.

Deriving from the above, and according to Coutu (2002), Fernandes & Machado (2021), and Luthans & Avolio (2003), the common profile of such leaders mirrors resilience as a core psychosomatic trait, in the sense that those agents display and operationalize an authentic and faithful acceptance of reality, guided by a thoughtful belief that life is meaningful, and, therefore, are able to fully and quickly adapt to continuous and substantial change, as they are keen on implementing a process of constant learning.

Based on the research led by Seligman (2002), and by Snyder et al. (2003), these personality traits may find their roots in others, namely in hope and optimism, this finding fundament on the fact that they can manifest themselves as a positive psychological state which is engrained on a sense of prolific focus-oriented synergies, which then transfigures into energy consubstantiated into attitudes and behaviours in order to fulfil increasingly demanding needs and goals. Hence, leaders displaying such psychosomatic traits, and acting under a Servant Leadership paradigm, are able to act as catalysts, because they are able to positively impel organizations to capitalize on change, as they will be capable of propelling a positive effect on the leaders' and followers' autonomy, exigency, and self-motivation (Fernandes & Machado, 2021; Peterson & Luthans, 2003).

Therefore, and by the intricated connection between the psychosomatic traits of self-determination and resilience, it is arguable that, instead of employing and exercising power by controlling and directing people in an authoritarian and often coercive way, self-determined and resilient leaders will be proven to be capable of working from an integrated and holistic perspective, which stems out as both a starting

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point and an outcome of such an approach, where power will not be sought for its own sake, but as a means to serve followers. As such, expressing such psychosomatic traits under a Servant Leadership framework results in the premise that it will be expected that authority and power which emerge from a leadership position are exerted to afford the followers with the opportunity, resources, and context to become self-determined as well (Kool & Van Dierendonck, 2012).

Disposing of increased levels of those psychosomatic traits, and acting under the paradigm of Servant Leadership, it is then expected that current leaders assume themselves as dialogue-driven, adopting a wide-ranging and constantly enquiring mindset, fully acknowledging and accepting the importance of relationships over predefined structures, henceforth implementing debate and analysis before reaction, which will urge and compel them to encourage constructive dissent over destructive consent. This way, such leaders will consider the individuality of their followers, recognizing their demands and goals, thus being best capable of serving them and, by that mission of service, optimally helping them to fulfil their goals and achieve the desired outcomes.

Hence, they shall ensure that leadership and decision-making are distributed throughout all levels and functions, so, such leaders shall be prone at deconstructing hierarchies because they are driven to serve agents, and to endure, reconfigure and overcome difficulties. Subsequently, such leaders will assume as predisposed to and powerful on working with conflict as an ally to produce new insights and create deeper meaning and shared understanding, this way providing fruitful inputs in order to offer added value to the organization (Smith et al., 2012). This way, it is possible to clearly ascertain the connection of this psychosomatic trait with the first one exposed, namely cognitive complexity. This is defendable based on the core argument that basilar to this personality trait there is the ability to conceive whichever situation, agent, and context in a holistic perspective, acting in a world framed on an intercomplex systems' logics, marked by uncertainty, diversity, and volatility, which involves constant navigation through ambiguity and an adaptive learning process, indeed acting and impacting beyond traditional boundaries.

As a corollary of the argumentation exposed all along with this section, it is possible to see that the mentioned psychosomatic traits, namely, cognitive complexity, integrity, and resilience; although different among themselves are not impenetrable. In fact, the author defends that each of them presents its own idiosyncrasies, which give reason to their existence, relevance, particular dynamics, and manifestations; nonetheless, all end up by connecting with each other, deriving into influences in the other ones, this way forming the generic psychosomatic map of the current Servant Leader.

DISCUSSION

To Serve and To Be Served: The Key Portfolio of Servant Leadership

The lack of an accurate definition for the conceptual construct and managerial approach of Servant Leadership has given rise to many interpretations, which derived to be materialized and exemplified via a wide range of attitudes and behaviors, work-related for this case. Based on the above review systematizing the core psychosomatic traits of current leaders, the chapter now goes further on the argumentation by jointly analyzing them with the concept of Servant Leadership, providing fruitful insights in order to ascertain the core behaviors and attitudes of Servant Leaders. This to say, based on a systematic literature review, the chapter now presents the core contributions on this issue, which allow the author to then compare them, searching for idiosyncrasies and overlaps, synthesizing them and, as a corollary, exposing what

the author considers as the "Key Portfolio of Servant Leadership", referring to the very elements of a leadership dynamics articulated under this paradigm.

On the basis of Greenleaf's (1970, 1977) writings, Keith (2008) described Servant Leadership via three core vectors, presenting it as ethical, practical, and meaningful.

The author stresses that, in here, it is possible to see that this systematization goes in line with the investigation by Spears (1995). Indeed, and via a later contribution furthering his previous work, Spears (2010) identified 10 characteristics of Servant Leaders, who clearly advocated this leadership style to be undoubtedly included under the paradigms of an ethical, practical, and meaningful approach to leadership as a people management tool. Hence, in the suggested model Spears (2010) stressed the active role of the following attitudes and behaviors, on the part of leaders towards followers: empathy, listening, awareness, persuasion, healing, conceptualization, stewardship, foresight, commitment to the growth of others, and, last but not least, building community.

Benefiting from this initial effort from Spears (1995, 2010), various authors furthered the suggested 10 categories, reviewing them (either proposing new ones, renaming, or eliminating others). This way, it is possible to see the evolutionary dynamics in the study of Servant Leadership via the joint analysis of its leaders' psychosomatic traits and the subsequent attitudes and behaviors in what concerns people management. Among the most renamed variations to these 10 characteristics' model, there is the work of Laub (1999). Based on a widespread literature review, Laub (1999) advanced a synthetized model comprised of six clusters, whose originality and relevance derived from the fact that these provided a more rigorous categorization of Servant Leadership characteristics based on their measurement and assessment potential.

Other authors aimed at evidencing the core traits of Servant Leadership, and on their approach opted for a different line of thinking. This to say, instead of focusing on presenting the distinctive personality traits of such leaders, and henceforth, the corresponding attitudes and behaviors, they tried to condense the idiosyncrasies of this leadership style by distancing it from other leadership perspectives which, so far, could be presented as analogous, given the fact that all were conceptually circumscribed under the theoretical umbrella of ethical and moral approaches to leadership.

Bass (2000) is well-known in this regard, once, according to this author, Servant Leadership entails a myriad of parallels with Transformational Leadership, being observed an almost perfect overlap between the two approaches to the people a management scope. Developing this idea, Bass (2000: 33) indeed postulated that such deep match included the overlap on core elements, which transfigured into corresponding attitudes and behaviors from leaders acting under both paradigms' approaches, namely pointing out "needing vision, influence, credibility, trust, and service". The author also pointed out that the utmost correspondence between the two leadership approaches was visible on the facets of Transformational Leadership which referred to inspirational motivation and individualized consideration. Nonetheless, the author also highlighted that Servant Leadership should be considered by its own end, as this theoretical and managerial approach presented originality and relevance per se, assuming a distinctive approach under the ethical and moral leadership scope because it indeed went "beyond transformational leadership in selecting the needs of others as its highest priority" (Bass, 2000: 33).

As well, this Leadership style assumes relevant, original, and distinct per se, hence also distancing from the approaches under the Spiritual Leadership. The fundament for such an argument resides on the premise, following the work of Fry (2003), that a causal theory of Spiritual Leadership is possible to be originated and developed within an intrinsic motivation model, which, by its end, imperatively integrates and combines a pentagon of core vectors, namely: (1) altruistic love, (2) hope, (3) spiritual survival, (4)

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vision, and (5) theories and conceptual constructs around workplace spirituality. So, the pentagon underlying this model postulates that the very twofold reason and goal of such a Leadership approach consist of the twofold need and aim to create an organizational widespread vision, which is then able to derive into the dynamization of value congruence across all the organizational stakeholders, hence, embedded at all levels of the organizational structure, operationalized via the strategic design of motivated, cohese and empowered teams. And those efforts will peremptorily direct to ultimately foster advanced levels of organizational commitment and productivity. Henceforth, and following the work of Fry (2003), the approach advocated by the Spiritual Leadership theory and the managerial model assumes as one which is not only inclusive of other chief existing motivation-based theories of Leadership but also inclusive of the religious' ethics which base as well other approaches to Leadership.

As a further contribution, continuing the refinement of detail in the analysis, Russel & Stone (2002) provided a notable work on this topic by presenting to the scientific community one of the most extensive models on the attitudes and behaviors of leaders under the Servant Leadership managerial approach. These authors indeed took the early contributions of Laub (1999) and of Spears (1995, 2010) and impelled on them an ambitious level of detail, hence distinguished nine functional characteristics and 11 additional characteristics of Servant Leadership, thus summing up the core elements of this leadership style. Despite so, the model has been strongly criticized and reviewed in the literature, hence developed into further versions, due to the fact that the authors were not able to clearly fundament why certain attributes had been allocated to a particular category, this to say, the authors were not able to safely defend the differentiation between functional and accompanying attributes.

A well-known example of this continuous effort on developing the initial contributions on systematizing the elements of Servant Leadership, via attitudes of behaviors of such leaders, reviewing and updating the models above exposed, consists of Patterson's (2003) work. The author postulated a model that encompasses seven dimensions, being that all of them gravitate around virtues, these consisting of the elements comprising someone's character, and that embody excellence. So, it then turns arguable to defend this model's originality and relevance by the premise that it roots on the conceptualization of the need to serve. This to say, on Patterson's (2003) line of thinking, virtues indeed compose the very essence of Servant Leadership, however, the model has also been scrutinized and criticized in the literature due to the fact that it neglected a crucial vector, which indeed respects to the leader aspect.

The conceptual review and the attempt to achieve a robust model for the key elements of Servant Leadership, strongly and safely proving the authenticity to this leadership approach, continued. Another remarkable input has been provided by the investigation of Stone et al. (2004), who furthered the debate once again trying to prove the idiosyncrasies of the leadership paradigm, even though acknowledging it could relate to other perspectives also under the ethical and moral leadership theoretical construct. Hence, the authors noted that the major difference between Transformational Leadership and Servant Leadership as People Management approaches rooted in the leader's primary focus. Indeed, the authors advocated that the principal focus of Servant Leaders shed light on their followers, however, for the case of Transformational Leaders the vital focus would reside on the organizational objectives, from here then deriving the actions towards inspiring followers' commitment towards those objectives (Otto et al., 2021).

Continuing on the advances in the theoretical and empirical research on the key elements of Servant Leadership in terms of the leader's core attitudes and behaviors, and deriving from the work of Liden et al. (2008), it is possible to summarize that Servant Leadership entails seven dimensions which assume as key prerequisites for serving followers, namely: (1) emotional sensibility in face of the personal hindrances of followers; (2) creating value for the community; (3) conceptual abilities and tasks' knowledge; (4)

empowering others; (5) helping subordinates to grow and succeed; (6) prioritizing subordinates; and (7) behaving ethically. By this, it is clearly possible to defend the focus of Servant Leadership on the leader's attitude towards the followers, always aimed at fulfilling their wishes, needs, aspirations and goals.

It is possible to notice the inspiration, on the above conclusions, on the work of Irving & Longbottom (2007), who systematized the "Six Essential Servant Leadership Themes" based on an empirical research via the Organizational Leadership Assessment (OLA) model, in order to ascertain which Servant Leadership themes would present the greatest impact on team effectiveness, and to which degree. This way, these authors also provided a fruitful contribution to the study of this topic, as they proposed a model in order to understand significant predictors of team effectiveness, which could, thus, provide useful inputs on the impactors of organizational performance in what derived from leadership dynamics. An hexagon has, therefore, been suggested by those authors, built on the following core points: "Fostering collaboration", "Supporting and Resourcing", "Valuing and Appreciating", "Communicating with clarity", "Providing accountability", and "Engaging in honest self-evaluation".

Benefiting already from extant literature, both in what referred to theoretical models as well as to empirical studies, Van Dierendonck (2011) provided a notable contribution by means of which the author had been able to jointly analyze all the inputs at that point available in the literature, compare them and synthesizing an updated and fused approach to Servant Leadership in what concerned to the leader's attitudes and behaviors. This way, the author took inspiration on the core critics address to Spears (2010) model, because it had failed in taking the postulated characteristics into the next step by formulating a model which proved strong and useful in differentiating between the intrapersonal and interpersonal aspects, and also ascertaining the outcomes of servant leadership. So, Van Dierendonck (2011) took the research further by acknowledging that, even if intuitively Spears' (1995, 2010) work turned possible to understand these characteristics of leaders acting under the servant Leadership approach, those have never been accurately operationalized. Henceforth, Van Dierendonck's (2011) line of reasoning has been constructed on the core assumption of Servant Leadership, which stated that this approach to leadership posits that by first enabling the development and well-being of followers, subsequently long-term organizational goals will, also, be attained. making a valid and reliable study based on these characteristics difficult, thereby hindering empirical research (Van Dierendonck, 2011).

So, on this line of thinking, Van Dierendonck's (2011) proposed that Servant Leadership is materialized by core attitudes and behaviors, always directed from the leader towards the fulfillment of the followers' needs, wishes, goals, and demands, via a dynamic of serving by which it would be expected to observe a high-quality dyadic relationship based on increased levels of trust, and fairness. Thus, such a leadership approach would materialize into attitudes and behaviors, from the leader's side, entailing empowering and developing people by providing direction, hence expressing humility, authenticity, interpersonal acceptance, and stewardship. As such, trust and fairness would result as chief vectors in this leadership approach, understood as to be the most significant mediating processes to derive into key personal, individual, and organizational, collective, outcomes, so to encourage the followers' self-actualization, their positive job attitude, increased levels on individual/team/corporate performance, as well as a stronger organizational focus on sustainability, translated into assumed policies and practices towards corporate social responsibility.

Chattopadhyay (2021), as a corollary to the above exposed, as well suggests a model for Servant Leadership core elements, presenting them as all being derived from empathy. It is, thus, arguable to defend that this idea strongly matches with the one derived from the research developed by Kauppila et al. (2021), given that all the mentioned authors are clearly and greatly inspired by the premise postulated

by Greenleaf (1977), who stated that, by building on Servant Leadership theory, actors in leading and/or supporting roles can become *primus inter pares* – that is, first among the equals – and above acting like role models, the relevance of such leadership derives from the fact that they will be facilitating positive work outcomes throughout the entire organization, because they will be serving all organizational agents.

Following this line, the model suggested by Chattopadhyay (2021) advances that Servant Leadership presents, as key elements transfigured into core attitudes and behaviors from the leader's side towards his/her followers, a connection of nine vectors, namely: foreseeing, listening, healing, self-reflection, persuasion, stakeholding, achieving, and sustainability, and continuous growth, all of them gravitating around empathy as the chief element.

Inspired by the above-mentioned review of literature, the chapter then provides a synergic and synthetic effort in order to compare and sum-up all the so far observed contributions in literature, in order to present a reconfigured model of analysis able to capture the core elements of Servant Leadership, in what concerns to such leaders' attitudes and behaviors towards their followers, by whose subsequent analysis it will be able to ascertain impacts on individual and organizational performance. By this means, the author proposes a model which is labeled as **"The Key Portfolio of Servant Leadership"**, which exposes a series of four key commitments such leaders shall embody towards themselves, towards their followers and towards the organization as a whole. This to say, as well, that the suggested model results from the dilemma which condenses the dialectics of the mantra "To Serve, To Be Served".

Committing With Authentic Self-Reflection

The proposed model begins, as a conceptual logic, by the analysis of the agent's ground basis, which comprises the leader himself/herself as the key core agent in the dynamics of Servant Leadership. In other words, the conceptual logic of the model begins with the leader's need to ascertain the own individuality, mastering self-awareness as a chief initial commitment to only, then, be able to fully understand and serve others by at first, as a prerogative, profoundly understanding his/her own way of being and behaving.

Henceforth, the first core element this model suggests, as a key commitment on the Servant Leader core attitudes and behaviours, sheds light on "**Committing with authentic self-reflection**".

By this, the model points out the relevance of the leader's honest and authentic self-awareness, as to say, by this skill such leader shall be able to get constant, true, and profound self-reflection of his or her own (Buchanan, 2013). Basing this idea is the assumption that humility consists as a groundwork dimension of Servant Leadership because it refers to the element rooting the leader's capacity of constant, deep, and true self-evaluation. Therefore, this goes in line (and simultaneously, is justified) with the ideas of Ferch (2005) and Patterson (2003). In fact, Patterson (2003) described humility as a core element in leadership, foremost in what concerns to Servant Leadership, given the fact that it exposed the leader's ability to grasp the idea of not knowing, understanding, or conceiving all the knowledge, information, experience, skills, and abilities. Deriving from such assumption, Ferch (2005: 97) later argued that one of the essential distinctive features of human nature consisted of not only "the ability to discern one's own faults", but also by the subsequent impacts, which referred to the fact of being "broken as the result of such faults", and actively pursuing a "response to seek a meaningful change".

This initial commitment towards self-awareness, whose foundational basis resides on the leader's humility, stresses the idea that, while leadership approaches in traditional or hierarchal organizational structures have often been moulded around a downward flow of evaluation towards workers and followers, the model suggested in this chapter, in line with the research lead by Irving & Longbottom (2007),

demonstrates the importance of such a human assessment being launched at the level of self-leadership. Indeed, considering this, it is noteworthy to stress Ferch's (2005) observation about human nature, as it provides a key standpoint for those seeking to lead as servants in the team-based environment.

The proficiency on such skill of self-reflection, derived from an informed and strong commitment from the leader towards himself/herself and towards his/her followers, will, then, result as a means to highlight that, only with the help of that key initial skill, the leader will, then, able to understand and access himself or herself, which then will derive to the leader being in a better position in order to master the capacity of broadly and deeply understanding the individuals' and the teams' strengths and weaknesses, at any given point of time and contextual configuration. This conclusion derives from the premise that only via the help of mapping the leaders' own strengths and weaknesses, based on a deep assessment of his/her own personal history and experiences, will the leader configure able to determine whether he/she consubstantiates as the best agent to optimally handle the team (Irving & Longbottom, 2007).

Deriving from the above exposed, here the model highlights the importance of the leader's self-evaluation over, or at least prior to, an evaluating of others, in line with the propositions of Irving & Longbottom (2007). This would be so taking the assumption that an optimal Servant Leader is involved in analyzing various ways and considering a kaleidoscope of perspectives, which can provide him/her the maximum benefit, indeed optimally serving the followers, because by such a dynamic the leader will be capable to access and to attain goals within the predefined limits and resources.

Committing With Transparency and Fairness

Deriving from the commitment towards authentic self-reflection, as per the above exposed, the argumentation progresses so that the suggested model now proposes the relevance of **"Committing with transparency and fairness"**, as a chief attitude and behavior from the leader's part towards himself/herself and towards his/her followers.

This second commitment emerges, although different, connected to the above exposed, based on the premise that the leader's identity has been conceived as the most often recurrent characteristic of the Servant Leadership construct, given that, in contrast to humility as a core vector which contributes to the leader's self-evaluation, the leader's ego can significantly damage his/her capacity for self-evaluation, hence hindering the potential of Servant Leadership to fulfill its essence: serving others. This roots in Buchen's (1998) argument, which associated self-identity with the redirection of ego and image.

This remark is based on the argument that leaders who display the capacity to humbly engage in self-evaluation will assume as capable of an increased level of leadership authenticity, through fairness, integrity, and trust (Laub, 1999), which will positively contribute to the effectiveness of teams, an idea based on the argument postulated by Buchen (1998), who, expanding Greenleaf's (1970, 1977) thinking, noted that ego holds the capacity to clog reception in leaders.

Hence, and summing up the postulates of the above-mentioned authors, by this commitment the suggested model advocates that deep and honest self-evaluation plays a central role in the configuration of Servant Leadership, which assumes effective in the team-based context (Irving & Longbottom, 2007).

As so ascertaining the connection with the first commitment, the model now sheds light on the need of communicating with clarity, honesty, impartiality and fairness, as a key attitude and behaviour of a leader towards his/her followers, under the paradigm of Servant Leadership. Hence, the model suggests the importance of such leaders' communication plans and objectives, and how they shall be designed and implemented. In fact, by this commitment, the proposed model contends that a leadership approach

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which communicates clear plans, projects, targets, and goals for the organization results as a significant predictor of teams' cohesion and effectiveness.

Clarity, honesty, and fairness, as a primary manifestation observed via the communication between the leader and followers, begins with clarity of ideas, concepts, needs, demands, and goals. And indeed, clearly communicated goals simplify and enable optimal effectiveness in the achievement of individual, team, and organizational goals. Laub (1999) indeed argued for clarifying goals, wishes, needs, and demands, communicating them via an honest, impartial, fair, and clear way, as being one of the primary means by which Servant Leaders design and deliver leadership, rooted on the argument which states that the leader's emphasis on helping people understanding the needs, demands, and goals of the organization will need to be accompanied by a subsequent effort in order to ensure that all organizational agents (followers) are committed to these. Indeed, both Handy (1996) and Laub (1999) present such an idea as corresponding to one of the essential tasks of leadership.

Nonetheless, and deriving from the above exposed, this chapter (by dissecting this commitment) suggests that the advocated clarity, honesty, and fairness on communication will only emerge if the leader, as a pre-condition, indeed displays a constant, deep and honest dynamics of self-reflection, hence the connection between the two commitments so far exposed. Deriving from the work of Malphurs (1996), and of Peters & Waterman (1982), to base such an idea the author argues that values are frequently and greatly inculcated via actions, not that much through words, hence the relevance of the leader's attitudes and behaviors to indeed fulfill the essence of Servant Leadership.

In light of this, and following the postulates of Irving & Longbottom (2007) and of Russell (2001), the suggested model infers that modelling humility in the form of self-evaluation transfigures as a significant and fruitful step in nurturing an organizational environment of personal growth and goal accomplishment, alike for leaders and followers, as such leaders, servants, actively act as a model for others by setting their personal example in meeting high standards, and also, by such action, investing considerable energy to champion the common goals not only of the individuals among themselves but also the ones of the organization. Thereby, it is possible to explicitly advocate the relevance of modelling in both the conceptual construct and managerial approach of Servant Leadership.

Committing With Cooperation

Reaching this point in the argumentation, the chapter proceeds to expose the meaning of **"Committing with cooperation"** as a key attitude and behavior of Servant Leaders. By this, the model suggests that the Servant Leader's role of fostering community and a collaborative work environment is essential in effective team leadership and performance leverage, this to say, and following the line of Irving & Longbottom (2007), Laub (1999), and of Spears (2005), the optimal Servant Leader shall provide active efforts in order to foster an environment of constant and intricated collaboration over competition.

To achieve such a result, a servant leader shall master some skills, which are decisive in order to boost such an environment that can promote mutual help and cooperation. This way, such a leader shall be keen on listening, being such skill considered as one of the most important factors capable of driving Servant Leadership and fomenting their potential at highest levels in terms of its transfiguration into increased individual, teams and organizational performance (Chaleff, 2009). Mastering this skill implies that the leader not only shall be able to fully ascertain his/her own needs, demands, aspirations, and goals, but that he/she also constantly, honestly, and profoundly establishes communication channels with the followers, that start by actively listening to them, mapping their concerns, aspirations, and goals, so that then,

by a synthesis of all that material, the leader can not only best understand how to serve the followers, but also can he/she boost the followers' feeling of value, concern, and respect, boosting their personal satisfaction via increased levels of motivation and identification to the leader, to the organization and to the work itself. And by the expansion of such outcomes, both by time and by the increased cumulative levels of those, the leader will be able to imprint on followers that it is why they shall, in an ongoing dynamic, take care of themselves, of their team, of the leader, and of the company (Liden et al., 2008).

This way, the leader shall also master the capacity of foreseeing the teams' growth and well-being, which can be fruitfully enriched by mastering, upstream, the skill of listening. Hence, such a leader will be able to neglect his/her own needs, demands, goals, and ambitions, in an altruistic abnegation, just to drive and to leverage the people and the organization at large (Chattopadhyay, 2021) proactively and consciously.

Stemming out of Greenleaf's (1970, 1977) reflections, Spears (2005) postulated the relevance of collaboration over cooperation as a distinctive attitude and behavior to be promoted on the part of Servant Leaders, as a means to indeed fulfill the followers' needs, because at the core of cooperation resides the true essence of service. Spears (2005) indeed labeled this emphasis by the organic dynamics aimed at building a community sense, because, on the efforts aimed at such goal, the theme is not restricted to collaboration only in work, but indeed goes further to result in an attempt in order to boost communitarian identity, feelings, and actions. In a communion to Spears' (2005) argument, Laub (1999) highlighted the relevance of cooperation at the essence of Servant Leadership, considering such approach both as a theoretical construct as well as a managerial dynamic, hence arguing that working collaboratively with other agents resulted into one of the prime means by which Servant Leaders indeed could build a community sense and structure. Such remarks correspond with Buchen's (1998) argument, which defended that Servant Leaders, as a primary role and purpose, act towards building human infrastructure on which relationships, alliances, and a communitarian identity and structure may be built. Subsequently, and as pointed out by Laub (2003), such dynamics would be acting, at empirical levels, as the foundation for the performance of effective teams, because by those, and alluding to Irving & Longbottom (2007), the Servant Leaders would effectively empower other agents and foster collaborative efforts among them, regardless of the contextual configuration, and all along with the organizational structure.

Persuasion, subsequently, emerges in this point of the discussion as one of the important characteristics of a Servant Leader, in order to build consensus and to objectively operationalize cooperation and the communitarian identity among the followers and the team as a whole, based on the assumption that mastering such skill, from the leader's part, facilitates and boosts the generation of a feeling of stake-holding in the team's success, given that, by such a dynamics, each individual would assume capable to recognize and comprehend his/her own stake towards the personal, team and organizational success (Chattopadhyay, 2021). Justifying this idea, Patterson (2003: 24) indeed claimed that "by empowering followers, servant leaders are allowing them the freedom to proceed toward their goals, helping them make dreams reality". Thus, via this commitment towards cooperation, from the Servant Leader towards his/her followers, the suggested model stresses the importance of leaders supporting followers and providing them the required opportunities and resources so that they can triumph and achieve their objectives (Farling et al., 1999).

Another imperative characteristic of Servant Leadership, which stems from this commitment towards cooperation, sheds light on the need of taking the knowledge that the leader has been gathering to that point, and apply it to the future, so that all the team members may in fact be capable to stand on the same point in which concerns to the available resources (fairness, honesty, transparency, and impartial-

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ity), objectively providing context so that they all can grow on a continuous basis, this also including the leader himself/herself. Therefore, it can be claimed, in line with Chattopadhyay (2021) and Liden et al. (2008), that Servant Leadership can provide beneficial inputs towards the group's sustainability.

Therefore, by this commitment, it can be suggested that essential as an element on the Servant Leadership attitudes and behaviours is the premise that the supporting role of the Servant Leader safeguards that followers dispose of the relational and structural support needed to carry out their responsibilities, duties, and tasks. The resourcing role of the Servant Leader, on the other hand, helps to guarantee that the followers are provided the human and material resources (appropriate contextual configurations) which imperatively assume compulsory so that they can be hampered towards the accomplishment of their responsibilities, duties, tasks, needs, demands, aspirations, and goals. Subsequently, and inspired by Buchen (1998), Irving & Longbottom (2007), Laub (2003), Miles (1997), Pollard (1996), Russell (2001), and Spears (2005), by this commitment it is highlighted the imperious need of the twofold evolution and shift on both the theoretical construct and managerial practice in regards to leadership as a people management dynamic, advocating that this reconfiguration which emphasizes the leader's supporting and resourcing role is consistent with leadership transitions aimed at leveraging the influence and the empowerment of people, a result that can be accomplished through structuring work dynamics, environments, and contexts in such a form that workers (the leaders' followers) feel more understood and considered, hence motivated.

The Servant Leader's commitment to cooperation as well entails his/her responsibility as the main actor on it, operationalizing along the team. This to say, the leader shall be the first cooperative agent, because reciprocal good, mutual help, and positive intent are the core basis of serving, which corresponds to the foundation of this leadership approach. So, by this commitment with cooperation, it is sustained that the leader itself shall, even if by tacit logics, commit with emotions and their public exhibition. Hence, the Servant Leader shall master de capacity of valuing and appreciating not only his/her own actions (this more as a self-assessment than as an egotistical action), but foremost all of his/her followers' efforts. So, in this point the chapter suggests the importance of leaders constantly accessing and valuing their employees, expressing appreciation for the contributions they make on an ongoing basis, presenting them whichever relevance to the individual, to the team, and to the organization as a whole. Such idea is built upon Winston's (1999) argument calling out the standing relevance of leaders exhibiting love for coworkers, this way, it is based on the assumption that a leadership approach which makes employees feel cared, appreciated, valued and encouraged (even via public demonstrations) by their supervisor for what they contribute to the team and to the organization as a whole may derive into a significant predictor of team effectiveness (Chattopadhyay, 2021; Russell, 2001).

Indeed, and as claimed by Dennis & Bocarnea (2005), Dennis et al. (2010), Laub (1999), and Russell & Stone (2002), building up others (in both the senses of persons and of professionals) through caring, genuine interest, encouragement, appreciation, empowerment, and affirmation consist of one of the primary means by which Servant Leaders develop people, thus leading and, subsequently, aspiring followers to also lead.

Committing With Excellence

Reaching this point in the argumentation, the chapter proceeds to expose the meaning of **"Committing with excellence"** as a key attitude and behavior of Servant Leaders. To better understand the dynamics and the relevance of this commitment, it is imperative to determine the twofold role of the dyad formed

by initiative and accountability, and also of the dyad formed by the emphasis on results versus the emphasis on people; this on the part of Servant Leaders, not only towards themselves as individual agents, but also towards their followers and the organization as a whole.

This commitment supports that Servant Leadership is not uninterested in goals. It is, that shall be a clear assumption, on the first instance because the organization needs to achieve a certain level of performance and subsequent results in order to subsist, grow and develop. Rather, by this commitment, this chapter defends that Servant Leadership is not blindly focused on results, on the pure quantification of those, instead keener on the conducting process and on the costs to the organizational agents. This to say, by this commitment, it is suggested that Servant Leaders shall orient their attitudes and behaviours towards providing creative and supportive pathways in direction to fostering the achievement of their followers' goals, needs, and aspirations. In other words, it is defendable that, contrary to merely assuming responsibilities from followers for the only purpose of ensuring that tasks and duties are done in the correct way and achieve the due outcomes, Servant Leaders' focus roots indeed on the fully aware twofold ambition and mission of providing the required support, both in resources and contextual arrangement, in order to facilitate the attainment of followers' needs, demands, goals, and aspirations. As a climax, and following Liden et al. (2008), it becomes indispensable the prominent focus on the Servant Leader's supporting role.

This derives into the assumption that the organizational shift hereby advocated alerts that the Servant Leadership dimensions of supporting and resourcing correspond to a decisive evolution on the conventional conceptualization of the leader's roles, responsibilities, attitudes, and behaviours, since this paradigm reconfiguration stated both the requirement and the advantages of the leader's role on working directly towards the people, serving them indeed, which derives into the core assumption that the foundational purpose as a leader consists of helping people to accomplish their goals. On this point, Blanchard (1996) provided a very useful contribution, given that the author, rather than locating responsibility exclusively with the leader, claimed that it shall be located primarily with followers. Consequently, Blanchard (1996: 85) addressed the concept of responsibility via the upside-down pyramid, uttering that, by such an inverse logic of analysis, "the people become responsible, and the job of management is to be responsive to them".

Therefore, by this commitment the chapter advocates the relevance of accountability in the effective accomplishment of the team's goals, so, the Servant Leader needs not only to commit with excellence towards himself/herself, but also towards the team and the organization as a whole and foster the manifestation of the needed conditions so that all the involved agents are impelled, even though, not coercively demanded, to work towards it. Thus, being accountable for reaching goals is, by no means, a foreign theme to Servant Leadership (Liden et al., 2008).

Deriving from this idea, literature states that one of the explanations resides on the Servant Leadership's focus on stewardship, which has, more than that, been considered as an essential part of this leadership approach, given that, as postulated by Russell & Stone (2002: 149), under this line of reasoning both leaders and their followers are considered as "stewards or agents of the organizations they lead". Dissecting this argument, it is debatable that a central feature of Servant Leadership links to fostering ownership and responsibility, and by the expansion of this, ensuring that leaders and followers are accountable for the topics, tasks, and duties for which they are responsible. This, clearly, derives from the initial conceptualization that Servant Leadership consists, at its essence, of the abnegation and commitment from the leader's side towards the development of his/her followers, which, in line with Block (1993), DePree (1997), Nix (1997), Russell & Stone (2002), and Spears (1998), transfigures into a stewardship

dynamic, which necessarily involves honesty and accountability into a Servant Leader's attitudes and behaviours. For a review on this topic, see Russell & Stone (2002).

In fact, and following Liden et al. (2008), leadership that holds people accountable for attaining work goals transfigures as a significant predictor of team effectiveness. This derives on the premise that, right in the first instance, exposure to Servant Leadership hence invites leaders and followers to learn and demonstrate personal growth and competence, on an ongoing basis (Cavanaugh et al., 2000).

On dissecting such a commitment, from the Servant Leader, towards excellence and accountability, it turns imperative to distinguish that, while the focus of Servant Leaders chiefly concentrates on followers and on how to serve them in order to achieve their needs, goals, and aspirations (Laub, 1999; Matteson & Irving, 2006a, 2006b; Stone et al., 2004), it must not infer into a disregard in what concerns the accomplishment of organizational goals, being them at financial, environmental, etc. levels.

Illustrating this reality, the chapter alludes to the remarkable work of Laub (1999) to claim that, as the author postulated, rather than purposelessly wandering without initiative and clear guidance, Servant Leaders in fact consciously and actively care about taking initiative and concrete actions towards goal clarification and attainment. Hence, furthering this idea, Laub (1999) sets forward that the ground purpose of Servant Leadership in fact consists of leading, this then further developed into the configuration of leading as to serve the followers' needs, goals, and aspirations. Henceforth, this idea sheds light on the fact that the distinctive element in Servant Leadership acknowledges that the leader's attention on serving the best interest of followers converts to the critical pathway for the accomplishment of the individual, team, and organizational goals, which, subsequently, derives into the premise that such objectives are, by no means, considered as not to be relevant, not to be accomplished. The commitment with excellence and with accountability is very imprinted on the Servant Leadership essence and dynamics.

The climax of the argumentation on this section refers to this consensual point: empathy is the key basis to conceive Servant Leadership, and thus, the core of the attitudes and behaviours of such leaders. This psychosomatic skill consists of basically inverting the conventional organizational pyramid which was applied into top-down traditional leadership analysis, as this reconfigured people management approaches defend it is imperative that the leader gets to fully understand his/her scope, to then best ascertain how to serve the followers' needs, demands, goals, and aspirations, potentializing their strengths and helping them to overcome their weaknesses, appreciating, encouraging, affirming and valuing every contribute each individual agent presents towards leveraging the individual, the team and the organizational performance. Hence, and by committing with authentic self-reflection, **committing with transparency and fairness, committing with cooperation, and committing with excellence**, the leader will be able to gather the collective efforts of each follower, and with the help of that, they will be able to generate a healthy working environment within the organization.

The Corollary: "Serving to Be Served", the Spill-Over Effect of Servant Leadership in Boosting Organizational Performance

The argumentation so far exposed allows to postulate that the Servant Leadership characteristics and the resulting attitudes and behaviors turned out into corporate practices experienced by leaders and followers, resulting in a myriad of effects, which can be categorized and systematized into two main category levels, alluding to the inputs of Van Dierendonck (2011). These consist of (a) individual leader-follower relationship, and (b) organizational psychological environment. This to say, from a more restrictive level of impacts, focused on individual agents, the analysis goes further to also impact on a broader

scope, focused on the outcomes observed into the overall organizational structure, culture, policies, and practices. This way, it turns clear that the Servant Leadership view assumes a true holist perspective of Leadership, both on what concerns its theoretical construct and managerial model.

Expanding this idea, it turns clear that the two categories of impacts, though different levels of analysis, are not mutually exclusive. Indeed, they relate and the second one, namely "organizational psychological environment", ends up by acting as a spill-over effect of the induced levels of LMX observed on the first one. Therefore, the two categories turn to result into expansions of the results observed in the previous one, this way, it is possible to call out for a logic of interdependence and complexity between them, via a *win-win-win* situation to all the affected agents – to the leader, to the follower, and to the organization.

This to say, on the first category of impacts, namely "individual leader-follower relationship", the argumentation exposed all along with this chapter allows to defend that the psychosomatic traits of the Servant Leader, and then the corresponding attitudes and behaviors that those derive into, are expected to increase the leader's influence on followers, on three levels, explicitly (a) on their individual level, self-actualization, positive job attitudes and increased performance; (b) on the team level, increased team effectiveness; and (c) on the organizational level, a stronger focus on sustainability and corporate social responsibility. As Van Dierendonck (2011) postulates, this way it is possible to see the spill-over effects of this leadership construct on the corporate domain, affecting the organization as a whole, providing positive inputs to increased output levels. And this would be so because, as the author states, the operational/managerial model of the Servant Leadership construct incorporates a feedback loop that goes from the follower back to the leader's attitudes and behavior, this way crystalizing the very essence of serving as a means to indeed address and fulfill the followers' needs, demands, wishes and aspirations, and as so, giving to the follower an active voice in order to actually have control on such dynamics, given the premise that, under this leadership construct, the follower indeed assumes as the leader's priority. This way, this inverted feedback loop crystalizes a democratic approach of leadership and aims at acknowledging the reciprocal nature between the leader and the follower, building it up, and cherishing it (Van Dierendonck, 2011).

Hereby we will allude to literature to fundament the argumentation above exposed, which at its core supports and corroborates the line of reasoning of Van Dierendonck (2011), as already mentioned.

In a meta-analysis to ascertain positive leadership forms and their impacts on corporate performance, Hoch et al. (2018) reported that Servant Leadership assumes as a fruitful leadership approach to todays' globalized corporate configurations and dynamics, as it provides a powerful and interesting prediction and explanation for a myriad of favorable employee outcomes, such as positive attitudes and perceptions (Liden et al., 2014; Van Dierendonck, 2011), task performance (Chen et al., 2015; Chiniara & Bentein, 2016), helping behaviors, and creativity (Liden et al., 2015; Neubert et al., 2008).

To base this argumentation, the chapter suggests that all such positive effects derive from the induced LMX quality crystalized between followers and leaders, under the Servant Leadership construct, as per the model postulated by Van Dierendonck's (2011). Indeed, the author's framework suggests that Servant Leadership contributes to followers' perceived LMX enhanced quality, alluding to the assumption that, as managers become more focused on their followers' needs, interests, aspirations, development, and overall well-being, hence prioritizing such elements in their daily actions, it then impacts that their relationships with subordinates are expected to assume as gradually based on caring, sharing, respect, trust, fairness, understanding, and mutual obligation. And the corollary is that all of such vectors assume as core characteristics of high-quality LMX (Gerstner & Day, 1997).

Ehrhart (2004) climaxed the above reasoning stating that Servant Leaders ultimately serves followers by building up and constantly developing high-quality relationships with them – to the author, this would be not only the grounding point to start thinking around Servant Leadership, but also the ultimate goal and output such leadership construct would lead into. Deriving on such idea, Chen et al. (2015) explained that followers, thus, assume more likely to understand and to apprehend Servant Leaders as their in-group members, this to say, as being trusted, fair, caring, and respectful partners, with whom they have a high-quality LMX, and aim at constantly fueling it up (Sparrowe & Liden, 2005), which absolutely corroborates the idea exposed by Kauppila et al. (2021), who claim that such leaders are, then, assumed as supportive managers, given their pattern of leading by serving.

Indeed, and as defined, Servant Leadership "places the good of those led over the self-interest of the leader, emphasizing leader behaviors that focus on follower development, and de-emphasizing glorification of the leader" (Hale & Fields, 2007: 397). And by the expansion of this idea, it then derives the premise that, under the Servant Leadership construct, as a result of their service behaviors those support managers are apprehended by their followers as being inspirational, dependable, trusted, respected, and motivational. This would be so based on the premise that, according to Servant Leadership theory, serving followers indeed develops leaders to assume as better role models, and, as a subsequent spillover effect, contributes to follower's growth in attitudinal and behavioral outcomes (Greenleaf, 1977; Hunter et al., 2013).

The Relevance of Emulation and Reciprocal Action Between Leaders and Followers

Expanding this idea, and somehow reverting the logics of analysis, literature states that Servant Leadership is able to greatly inducing followers to feel compelled and inspired by their leaders, thus, to increasingly become aware and willing to reciprocate their leader's respectful, caring, fair, honest, and developmental behaviors (beneficial attitudes and behaviors, so) with clearly increased levels of commitment, motivation, conscience, loyalty, collaboration, and reciprocal exchange (Chiniara & Bentein, 2016; Hunter et al., 2013; Peterson et al., 2012). Subsequently and consistently, it then turns clear to assume that Servant Leadership originates, builds up, and climaxes into the crystallization of positive social exchange between the follower and the leader (Walumbwa et al., 2010).

Such assumption derives from the fact that, therefore, others (followers) are willing to listen to and follow them (Greenleaf, 1977), attitude motivated by the fact that people display a higher propensity to accept the authority and the influence of a person who assumes as being humble and genuinely concerned for others, this to say, of a person who downplays his/her own ego, setting aside the personal aspirations in order to serve others, hence directing the policies, procedures and practices towards the common good. So, in other words, people are more willing to legitimize and accept the authority and influence of a Servant Leader, rather than those of someone who is controlling, authoritarian, and status-seeking (Graham, 1991; Ou et al., 2014). As a corollary on this argumentation, the author systematizes that it is possible to see twofold dynamics, which originates and goes further into two logics that interconnect.

This to say, taken together, these arguments suggest that, under the Servant Leadership construct, the process of supporting and serving others, followers, starts with the manager's support, ascertaining and serving their followers needs, demands, aspirations, and goals, being them their ultimate duty and priority; and it then derives to the fact that the conceptual core of the Servant Leadership dynamics leads to both a deepness and to an increase in Servant Leadership behaviors among the affected man-

agers, which assume crucial for enhanced individual, team and corporate performance as they end up by causing subordinates/followers to perceive higher levels of overall justice and LMX quality into the organizational structure and daily operations. So, and as a climax of such a line of reasoning, it is arguable that the observation of a high-quality LMX between such managers/leaders and their subordinates/followers will be further enabled and empowered by the amplified and enlarged liking of the leader, idea rooted on the assumption that Servant Leaders are generally admired, cared for, and respected – thus, progressively and strongly legitimized – by their followers (Liden et al., 2014).

On the same line, Chen et al. (2015) explained that, due to the fact that Servant Leaders show genuine concern, care, respect, and approval towards their followers, on the other hand, their followers are more prone to legitimize them, to trust them and to reciprocate the leader's beneficial, humble, caring, and developmental behaviors with positive attitudes, namely exhibiting increased levels of loyalty, reciprocity, collaboration, and the constant and ultimate aim of pursuing collective goals (Chiniara & Bentein, 2016; Hunter et al., 2013; Peterson et al., 2012). Expanding this idea, it is possible to argue that examining Servant Leadership only in hierarchical relationships emerges as theoretically problematic, a conceptual block indeed, because the key precept of such theoretical construct consists of the fact that those leaders are "servants first," that is their ultimate duty, task, responsibility, motivation, and goal. And this assumption then derives into the premise that such leaders' legitimacy and authority can, for no means and never, be constructed on the hierarchical position of the leader in the organizational structure, but rather must derive and be developed upon the moral authority granted by each of their voluntary followers (Eva et al., 2019; Greenleaf, 1977).

In this regard and expanding the above mentioned, Sun et al. (2019) empirically reported that Servant Leadership induces positive outcomes by increasing the gratitude feeling in followers, given the fact that, as alluded by Neubert et al. (2008) and by Walumbwa et al. (2010), such managers, acting as Servant Leaders, indeed think and act altruistically, because at the very core of all their leadership dynamics they emphasize high ethical standards, raising awareness and promoting inclusiveness and fairness in their organizational contexts, and by this also prioritizing organizational stewardship. Indeed, this idea derives on the assumption that the Servant Leadership theory, hence, advocates that followers perceive their Servant Leaders as legitimate, capable, meritocratic, and attractive role models, and this is not motivated on the reason of their position in the organizational pyramid, instead due to their positive psychosomatic traits and subsequent attitudes and behaviors, foremost due to their integrity and genuine concern for others (Graham, 1991; Liden et al., 2014).

Induced Positive LMX Perceptions, and the Corresponding Impacts on Overall Organizational Performance

Therefore, and based on Van Dierendonck's (2011) work, it is further suggested that, via auspicious overall justice, fairness, trust, respect, and validation, which indeed assume as objective manifestations of induced positive LMX perceptions, Servant Leadership is expected to positively contribute to deeper and higher levels of employee's work attitudes, which, by the expansion of this idea, leads to expected impacts on numerous positive work outcomes, climaxing into superior employee's work engagement and corporate commitment. In this regard, work attitudes indeed assume relevance on such analysis, because they transfigure into a strong influence towards a broad range of in-role and extra-role attitudes and behaviors which are key to the individual, team, and organizational performance (Harrison et al., 2006; Liden et al., 2014; Van Dierendonck, 2011; Walumbwa et al., 2010).

Empirical studies on this field have growingly suggested that Servant Leadership drops down in the organizational hierarchy and, subsequently, simultaneously raises awareness on and encourages positive employee outcomes at lower organizational levels (Hunter et al., 2013; Liden et al., 2014). Hence, their followers are increasingly expected to perceive higher levels of justice in their organization, deconstructing rigid hierarchies, building up a more transparent and fair organizational structure, not hindered by the status quo. And by the expansion of this idea, it could also be arguable that such organizations will be more prone to increased levels of creativity and innovation, as traditional barriers are broken because all the organizational agents are cared, considered, valued, respected, included, and appreciated, via the dynamics of the Servant Leader (Khan et al., 2021).

Hence, and expanding this line, it would also be worth mentioning the relevance of collective intelligence, a key theme indeed, and concerning this, specifically the positive inputs of Servant Leadership towards its development at the organizational context. And by this argument, it is defendable that this leadership approach will provide useful inputs for example specifically concerning to crowdsourcing practices. This, in fact, turns possible the design and implementation, and the respective evolution path, from Corporate Opportunity Networks to Knowledge Sharing Platforms, to indeed – and as its climax – achieve Open Innovation Platforms, such a scenario being based on the premise that the increased levels of LMX which are boosted by this leadership approach may induce as well increased levels of creativity, knowledge creation and sharing, and innovation, thus strengthening collective intelligence at the organizational environment. This would be so because Servant Leadership truly assumes able to operationalize a dynamic and coherent balance between guiding and standing back as the leader's core attitudes and behaviors so that the followers can bloom and achieve the desired outcomes, satisfying their needs, demands, goals, wishes and aspirations (Jaiswal & Dhar, 2017; Khan et al., 2021; Topcu et al., 2015; Tuan, 2016; Yang et al., 2017).

This to say, and building on Van Dierendonck's (2011) model, this chapter defends that it is expected that by enhancing their subordinates' justice perceptions and positive levels of LMX, a manager's attitudes and behaviors operationalized under the Servant Leadership construct will facilitate their employees' awareness, affection, and commitment towards their work, team, leader, and organization, which impels to postulate that such leadership approach will provide fruitful inputs in order to initiate, boost and solidify a positive social learning process in the organization, which will emerge and be operationalized by inspiring such managers to emulate servant behaviors. This would be so based on the argument who sets forward that, when leaders/managers exhibit attitudes and behaviors that develop and manifest under the Servant Leadership paradigm, they focus on improving the followers' and other managers' personal and professional development and growth in work-relevant activities, henceforth, serving their needs, demands, goals, and aspirations, as by encouraging them to be creative and innovative in developing new paths and forms to pursue their work and professional evolution, and, subsequently as a means to, providing them the needed and most suitable opportunities and resources, which in fact enable such leaders/managers to better serve their followers and communities (Chiniara & Bentein, 2016; Liden et al., 2008; Neubert et al., 2008).

In other words, and alluding to Van Dierendonck's (2011) model, the argument above postulated defends that a corporate people management model designed and implemented under the Servant Leadership perspective specifically provides clear and beneficial inputs in order to improve such leaders' followers, and also, possibly other managers/leaders which may suffer spill-over effects, in the way that their perceptions of justice, fairness, trust, genuine care, belonging, appreciation and motivation increase and solidify, which, naturally, consubstantiate into a leveraged quality of social exchange with the leader.

And this idea conveys the premise that employees who are exposed to attitudes and behaviors of a leader/manager under the Servant Leadership framework are expected to demonstrate increased positive perceptions of overall fairness, trust, justice, belonging, motivation, and genuine care (Eisenberger et al., 1986), which will, obviously, transfigure into a higher LMX quality. By expansion of such argument, under the Servant Leadership construct it is then also advocated that the above-mentioned positive impacts will, ultimately, favor and contribute to increased levels of employee's job satisfaction and commitment to the leader, to the team and, on a more holistic scope, to the organization. Indeed, this assumes relevance when studying the impacts of Servant Leadership in terms of organizational performance, as literature empirically corroborates that job satisfaction and organizational commitment consist of critical, essential, proximal outcomes of both organizational justice and LMX quality (Ambrose & Schminke, 2009; Colquitt et al., 2001; Gerstner & Day, 1997).

The above argument corresponds to the ideas set forward by Chung et al. (2011), Ehrhart (2004), and Walumbwa et al. (2010). Going further on this line of reasoning, it then derives the premise that procedural justice arises as a relevant factor induced by the Servant Leadership approach in order to boost organizational performance, as it fosters fairness, legitimacy, and trust in the Servant Leader and, simultaneously, in the servant-led organization (Joseph & Winston, 2005; Senjaya & Pekerti, 2010; Washington et al., 2006). This, subsequently, creates an open, wide-ranging, inclusive, and trusting environment, which provides the propitious conditions and opportunities in order to enhance belonging, collaboration, and commitment among team members, and also from the individual towards the leader and towards the organization itself as a collective and ordered structure (Garber et al., 2009; Irving & Longbotham, 2007; Sturm, 2009). And this idea goes further if the line of thinking is based on the argument that a positive psychological environment boosts individual and collective engagement towards work, thus positively impacting the feeling that each individual agent has towards the corporate image, mission, and values, strengthening their work commitment. Indeed, this would be so rooted in the premise that collaboration in a servant-led organization would be a climaxed attitude and behavior enhanced by the psychosomatic characteristics and managerial approach of such a Servant Leader, and this would be crucial in boosting organizational performance giving the fact that it benefits in creating a helping culture crystallized into a spirit of willingness, which, in its end, increases each team member's organizational citizenship behavior, defined as pro-social and altruistic behaviors that have been shown to improve organizational performance. And this would be so given the fact that a Servant Leader indeed leads in a corporate environment via the manifestation of a set of attitudes and behaviors which induce and enhance a positive psychological environment among all the involved agents, because it positively affects each agent's psychological ownership. Thus, this approach assumes as able to positively affect, via spill-over effects, all the levels and hierarchies on the organizational structure (Ebener & O'Connell, 2010; Ehrhart, 2004; Hu & Liden, 2011; Walumbwa et al., 2010).

This would be important in terms of theoretically postulating the beneficial impacts of the Servant Leadership construct into corporate performance, given the fact that the overall justice perception reflects a global evaluation of fairness, on the part of the agents affected by the myriad of dynamics which then crystalize the existence (or not) of such justice. Therefore, it is obviously strongly grounded on such agents' individual personal experiences, as well as on their particular mental schemes, life experiences, and knowledge about others and their experiences (Soenen et al., 2017). And by the expansion of such argument, it is arguable that Servant Leadership positively associates with increased levels of corporate performance because, on its very essence, this leadership style will provide positive inputs towards overall organizational justice, trust, and fairness, this way turning possible that the employees' feel genuinely

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cared, valued and appreciated all along with the organizational chart, finding meaning and purpose on their tasks, being able to see themselves as an active part of that structure and construct, which, by the action of their leader, which is their server, in the very core, will guide them through and help them to fulfill their needs, demands, goals, and aspirations. Henceforth, the core of such argumentation, and the point of the present chapter, roots on the fact that organizational justice research suggests that overall justice consists of and acts as a proximal and phenomenologically accurate predictor of global work outcomes, and from these, it is possible to acutely mention job satisfaction and organizational commitment (Ambrose & Schminke, 2009; Barclay & Kiefer, 2014; Zhang et al., 2014). Hence, implementing a leadership style in an organizational context that may provide favorable conditions to boost such values, will, by a natural expansion of this argument, result in spill-over effects so that overall organizational performance can be enhanced, by boosting individual and teamwork engagement.

CONCLUSION

This chapter fruitfully contributes to the development of Servant Leadership theory and practice.

It focusses on the problematic of Servant Leadership, and as a core investigation question, it then aims at mapping the main leader's psychosomatic traits in organizational contexts, under the Servant Leadership style, and how these then impact induced beneficial effects in overall organization performance. According to Parris & Peachey (2013), the argumentation exposed postulates that Servant Leadership assumes as a viable leadership theory, perfectly updated to understand the current worldwide dynamics marked by the imprint of Globalization, which created a complex, accelerated, interconnected and wide-ranging context. Moreover, this chapter corroborates and expands the extant literature by defending that such leadership construct, both on its theoretical and managerial vectors, is able to provide the ethical and moral rooting to assume as the ultimate leadership framework needed to help in both addressing and managing the complex, dense and interconnected kaleidoscope of challenges which decisively marks the current times, being them the economic globalization, geographical developmental asymmetries, the digital triumph set forward by increased communications due to the technological advancements, rising terrorism, environmental degradation, financial crashes, as well as a myriad of other unsolved issues. This to be said, the chapter addresses that Servant Leadership as a people management approach in corporate environments has reveal as a great promise in varied fields of both businesses' contexts and academic debates (Collins, 2001).

Hence, this chapter corroborates the literature so far on this topic, given that it ends up by predicting that the leaders of the current and of the next generation would need to display certain personality traits, then crystallized into a set of attitudes and behaviors, in order to efficiently address, manage and overcome the challenges brought by the Globalization. This being so, such leaders would need to be absolutely keen on displaying broad knowledge and experience, thus configured into boundless curiosity and enthusiasm, which by its end also connects to the need of entailing a contagious optimism towards every aspect of life, truly, openly and honestly believing in people and teamwork. Moreover, they need to be assertive and to assume high standards, foremost in ethical and moral terms, simultaneously, displaying a deep willingness to take risks, focusing on the long-term growth rather than rooting on myopia to only analyze the situations by the short-term profit. Henceforth, such leaders will be undoubtedly committed to excellence, as they will be prone to articulate and make use of a constant adaptive capacity, and indeed because authenticity, integrity, cooperation, and confidence will be their distinctive trademarks.

And the chapter, based on the above paragraphs, subsequently concludes that the traditional mono-lithic perspective of leaders needs not only to be critically scrutinized but absolutely revised and updated. This to be said, it then concludes that Servant Leadership, both in its theoretical as well as managerial dimensions, can positively help in addressing, managing, and overcoming the ethical dilemmas brought about by the new economic, financial, political, cultural, and social configurations, thus assuming as a fruitful approach to leadership in the current organizational dynamics, because it actively works at trying to raise awareness and changing society for the better, on the first instance by putting the leader on the centre of such change, by serving the followers' needs, demands, aspirations, and goals. This being so, it derives the idea that the Servant Leadership constructs actually deeply contrasts to traditional "leader-first" paradigms, which applaud Darwinism and postulate an individualistic and capitalist approach to life, based on the "natural selection" moto as the root to explain organizational people management dynamics, implicating that only the strong will prosper and survive, at the expense of the weakest and of the ones in the low branches of the organizational structure.

In summary, the augmentation all along this chapter corroborates the extant literature on the topic, by advocating that Servant Leadership creates a trusting, fair, open, direct, wide-ranging, collaborative, and helping culture, which results in positive organizational attitudes and behavior given the fact that a positive corporate environment can, subsequently, be created and furthered. This would be so because the psychosomatic traits then crystalized into attitudes and behaviors of the servant leader, framed into a managerial approach to corporate management, beneficially provide a deep and ambitious examination and subsequent application and management of the psychological capabilities of positively oriented Human Resources, which are, later and on their own hand, able of being accessed, measured, managed, and enhanced in order to leverage organizational performance. Exposing this idea in other words, this chapter advocates that, with the help of the Servant Leadership dynamics, the employer-employee relationship can be greatly improved, up to a prodigious extent so that the organization would turn able to achieve sustainability for the long run, because their ultimate assets, Human Resources, would be motivated and satisfied, because they would feel cared, appreciated, respected, considered and developed, given that the leader's main concern would be them. Therefore, the corollary of the argumentation postulates that the Servant Leadership dynamics can result in greater individual and organizational effectiveness, therefore, provide useful impacts towards increased corporate performance, based on the positive psychological impacts of such attitudes and behaviors, as they improve overall individual and team effectiveness (Mayer et al., 2009; McCuddy & Cavin, 2008; Taylor et al., 2007), and can enhance leaders' legitimacy and ef-fectiveness (Irving & Longbotham, 2007; Hu & Liden, 2011; Schaubroeck et al., 2011). In other words, the chapter concluded that different characteristics of Servant Leadership and its measures are related to organizational behavior and the decision-making system of the organization.

In light of this, the chapter noted the relevance of corporate managers to rely on team structures in organizations, as a means to effectively put their organizations growing and developing, aiming at their sustainability in the long run. And, moreover, this approach also consubstantiates that those corporate managers are advised to deeply and better understand the Servant Leadership construct in general – to rigorously study, access, apply, manage and monitor the four essentials of Servant Leadership, guiding their attitudes and behaviors by such portfolio of themes, which include providing accountability to all involved agents, foremost, to the leaders' followers, supporting and resourcing them in all activities, engaging in honest self-evaluation, both on the side of the leaders towards themselves, as from their part the followers, actively and deeply fostering collaboration, this by constantly communicating and doing it with fairness, impartiality and clarity, and, as a corollary, valuing and appreciating all aspects

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of followers, caring of the team in a holistic pattern, implementing an efficient and effective team-based leadership. This would consubstantiate into an action, from the Servant Leader towards his/her followers, guided by the fully aware, consistent, and desired engagement towards four key commitments, which the authors have labeled in this chapter as being "Committing with authentic self-reflection", "Committing with transparency and fairness", "Committing with cooperation", and "Committing with excellence".

Solutions and Recommendations

The present chapter focus on the problematic of Servant Leadership, and as a core investigation question, it then aims at mapping the main leader's psychosomatic traits in organizational contexts, under the Servant Leadership style, and how these then impact induced beneficial effects in overall organization performance. Through a systematic literature review, this chapter aimed at providing an evidence-informed answer to understand how Servant Leadership works, the origins of such corporate people management approach in both its theoretical and managerial dimensions, the psychosomatic traits of such leaders, and how do these then crystalize into certain attitudes and behaviors. As well, the chapter also aimed at theoretically ascertaining how is it possible to access, manage and employ such elements in order to enhance corporate performance. Hence, the argumentation provides a new perspective on how organizational actors might articulate their people management dynamics in a corporate context under the framework of Servant Leadership, in order to provide an attractive role model for their work associates (followers) and facilitate positive employee outcomes in their organizations, which then also consubstantiate into positive corporate effects due to the boost on the positive psychological capital, and this, on its end, originated from the increased perception of overall organizational justice motivated by the leader being a servant in the first instance.

Responding to the research question and problematic which based this chapter, it has concluded by corroborating the literature so far on this topic, given that it ends up by predicting that the leaders of the current and of the next generation would need to display certain personality traits, then crystallized into a set of attitudes and behaviors, in order to efficiently address, manage and overcome the challenges brought by the Globalization. This being so, such leaders would need to be absolutely keen on displaying broad knowledge and experience, thus configured into boundless curiosity and enthusiasm, which by its end also connects to the need of entailing a contagious optimism towards every aspect of life, truly, openly and honestly believing in people and teamwork. Moreover, they need to be assertive and to assume high standards, foremost in ethical and moral terms, simultaneously, displaying a deep willingness to take risks, focusing on the long-term growth rather than rooting on myopia to only analyze the situations by the short-term profit. Henceforth, such leaders will be undoubtedly committed to excellence, as they will be prone to articulate and make use of a constant adaptive capacity, and indeed because authenticity, integrity, cooperation, and confidence will be their distinctive trademarks.

Hence, this chapter acknowledges that Servant Leadership configures as a viable leadership theory that helps organizations to grow and develop, and improves the well-being of followers, named, Human Resources as the core asset/capital of any given organization. Subsequently, such approach ends up by inducing into positive organizational behavior due to the beneficial impacts on the followers' and on the leaders' psychological ownership, based on the premise that serving, assisting, supporting, and helping others at work can help both managers and nonsupervisory members in promoting positive change in their organizations. Importantly, the chapter as well postulates that the Servant Leadership construct assumes relevant in today's corporate people management, in line with the extant literature on the topic,

as it both advocates the need and provides positive inputs towards the understanding of the broad but situationally bounded processes that emanate from this leadership construct and, via a spill-over effects logic, influence other organizational members, hence, assuming able to beneficially impact, in a wide-ranging and holistic way, the overall organizational structure. Thus, this chapter underpins the key relevance of Servant Leadership in organizations designed and solidified around teams, which articulate as decentralized and group-based communities. Therefore, it advocates that Servant Leadership provides positive impacts towards the pursuit of positive organizational objectives and how various members of the organization can participate in these activities.

With this chapter, the author reviewed and consolidated the several contributions literature presents around the Servant Leadership construct, both on its theoretical and managerial dimensions. This chapter will, thus, be adding to literature and scientific research, because the so far consolidated works often present overlapping and confusing inputs, lacking both empirical rigor and evidence, thus presenting sometimes semantic and conceptual confusion and misconception. And this being said, and in addition to contributing to leadership studies, hence providing fruitful insights around several scholarly fields, foremost Management, Psychology, and Sociology; the context and conclusions of this work offer fruitful insights to the Human Resources Management literature, and in here significantly deriving from the notable work of Kauppila et al. (2021).

Furthering such idea, throughout this chapter it is possible to advocate the need for further investigation around leadership as a core people management approach in organizational configurations, foremost acknowledging the fact that conventionally, in the managerial research scope, it has been recurrently mistreated, ignored, and neglected as a vector in the Human Resources' system in a given organizational structure (McDermott et al., 2013). Hence, it turns clear the need to integrate leadership theory into research on strategic and, foremost, sustainable, approaches to Human Resources Management (Purcell & Hutchinson, 2007). The present chapter defends so, by postulating that a different perspective shall be designed and applied in the Human Resources field in corporate contexts, by which Human Resources can indeed assume as vital assets in the organization, its core capital, hence guided, developed, and managed by the most suitable leadership approach – which, on this chapter, it is defended to be Servant Leadership. This way, each individual can be correctly accessed, managed and developed (cared, respected, listened, appreciated, valued) by a leader which, on his/her very essence, aims no more than to fully serve the followers' needs, demands, wishes, and aspirations. Hence, this refined leadership perspective defends that such a Human Resources Management framework would configure able to promote positive employee outcomes throughout all the organizational hierarchy, by putting people first, centralizing the core attitudes and behaviors towards the development and strengthening of positive psychological capital, subsequently boosting each followers' psychological ownership and, as a spill-over effect, enhancing the observation of positive organizational behavior. This would be so because the leader's attitudes and behaviors would be increasingly legitimized, supported, emulated and appreciated by the followers, therefore creating, in the organization, the appropriate conditions and opportunities in order to support, fortify and enhance the work of other organizational members, subsequently, by a holistic spill-over effect, contributing to a broader engaged, conscient and consistent work community (Lemoine et al., 2019).

Therefore, this chapter recommends that Servant Leadership provides very powerful impacts in regards to corporate people management, the core of Human Resources Management, as it may beneficially support such managers to meet the expectation that such leaders "must be the guardians of our ethical and moral integrity" (Wright & Snell, 2005: 181), and, this way, this chapter highlights the need of this refined leadership approached in corporate people management to sharply criticize the conventional

core dynamics of increasing the leader's individual influence throughout all members of the team, hence working to increase his/her own image, status, power, and formal authority, aimed at fully assuming as a strategic, irreplaceable and inimitable asset, the only able to set the team forward in order to develop the organizational value chain. And, on this sense, the chapter aligns with the current literature on the topic in order to recommend that the ultimate leadership approaches shall focus on, in what concerns to Human Resources Management paradigms, the service role of the leader, distancing themselves from the traditional ones that climaxed the conventional soft supportive Human Resources' role of the leader as being only a liability (Sheehan, 2014). This being so, the chapter recommends that the policies, practices and procedures around Human Resources Management in a given organization shall be defined and implemented around the vital four Servant Leadership themes, in the sense that the leader shall, as a twofold objective and mission, guide all attitudes and behaviors around the core fours commitments, on this chapter presented as consisting of "Committing with authentic self-reflection", "Committing with transparency and fairness", "Committing with cooperation", and "Committing with excellence".

This idea derives into the corollary that, instead of consisting in "people-using" approaches, the truth is that the Servant Leadership construct, in its plenitude (theoretical and managerial considerations), centers its emphasis on fully assuming as being "people-building", therefore, in creating and developing a context in which all agents feel listened, considered, respected, cared, valued, appreciated – this to say, feel better; so, develop, grow and work more autonomously (Greenleaf, 1977).

FUTURE RESEARCH DIRECTIONS

This chapter provided a systematic literature review around the Servant Leadership construct, both in its theoretical as well as managerial approach, and from such effort it has been possible to consolidate, in a perfect alignment to the contributions of Parris & Peachey (2013), two main problems, which can also be presented as recommendations/suggestions concerning future research avenues. Namely, this chapter has highlighted that, still, there is no consensus on the definition of Servant Leadership, even though the topic is being greatly discussed. Moreover, the argumentation exposed all along with this chapter also stressed that Servant Leadership theory is being investigated across a variety of contexts, themes, and approaches, situation which derives into the fact that the respective academics and practitioners are frequently creating and making use of a kaleidoscope of tools and measures in order to empirically access, measure and explore the dynamics and impacts on individual, team and organizational performance, derived from the Servant Leadership construct, which causes not only semantic and conceptual overlap and confusion, as well as lack of empirical rigor.

Indeed, the core issue is that the above two mentioned problems correlate, densifying the initial obstacle itself. In other words, the truth is that, via the systematic literature review on the present chapter, it is possible to observe that there is a generalized and deep confusion in the researchers' and practitioners' minds in what concerns the organizational operationalization and materialization of Servant Leadership core themes and dynamics, which often hinder the efficiency potential of such people management fruitful paradigm (Gandolfi & Stone, 2016). Hence, however literature consubstantiates a kaleidoscope of theoretical frameworks and empirical models based on the Servant Leadership construct, the fact is that it still lacks rigorous, consolidated, and solid empirical evidence to support conclusions, foremost on its impacts on corporate performance. Apart from that, also noteworthy to stress is the fact that often theoretical contributions present a deep overlap and confusion between several leadership approaches

under the ethical and moral paradigms, this way often considering Servant Leadership, Transformational Leadership, and Transactional Leadership as synonyms, given that all approaches have been linked to team effectiveness, presenting similar empirical effects on that regard. Therefore, from here it derives some evidence of empirical redundancy, as pointed out by Hoch et al. (2016). Not disregarding such alert, another sensitive point is the fact that the existing models also frequently fail by not considering, or at least, not on accurate rigor and relevance, the importance of employee presence on this leadership approach and subsequent organizational manifestations.

As a synthesis of the above exposed, the case is that there is, indeed, an enormous amount of descriptive and exploratory research work around the Servant Leadership construct, nevertheless, the problem is that it is mainly focusing on how it should be implemented and practiced in a particular industry situation.

Nonetheless, the truth, and, simultaneously, our call for future research, lies on the idea that these constructs, tools, and operating models should be designed, accessed, measured, and evaluated constantly, accurately, and concurrently, in order to explore which specific leadership themes actually present the strongest impact on organizational outcomes, being them team effectiveness, individual commitment towards work, positive psychological organizational environment, positive organizational behavior, follower's psychological ownership, etc.

Besides these topics, other more detailed problems arise from the review of the current state of the art around the Servant Leadership theme. As above exposed, these following topics as well assume as fruitful points for future research. Indeed, it is observed that, whereas the extant research has been providing empirical evidence of the positive association between the Servant Leadership dynamics and beneficial employee attitudes (Hoch et al., 2018; Liden et al., 2008), the problem resides in the fact that the tools and the mechanisms via which the Servant Leadership approach improves such employee attitudes and other distal outcomes persist confuse, unclear and lacking rigor on their investigation.

Reviewing literature in order to construct this chapter, it is possible to point out that another conceptual and empirical problem, which the chapter here also presents as another avenue of future research on this topic, consists of the fact that the current research on Servant Leadership has focused mainly on the emulation processes from followers in face of its leaders' servant attitudes and behaviors, presenting and investigating them as a spill-over effect of such leader's actions. Indeed, the problem is that such emulation dynamics and patterns have only been studied as top-down effects within a given and pre-defined organizational hierarchy and structure, thereby making it difficult to question and to control whether, in fact, Servant Leadership may assume as an effective people management approach at the corporate level when the leader is not a follower's superior on the organizational hierarchy (Liden et al., 2014). And this shapes a core problem, which is possible to be further investigated by a multidisciplinary approach, collecting fruitful insights from, for example, Sociology, Anthropology, Psychology, and Management, because the issue is that, conventionally, high-level organizational positions transfigure into intimately intertwined connections to the personal leadership style of such individual agents, which, on its end, crystalizes into what ends up by attributing such agents their legitimacy and credibility as role models, and thus, by a later and broader spill-over effect, originates, boosts and guides the emulation patterns of such leaders' attitudes and behaviors, on the part of his/her followers (Mayer et al., 2009; Wang et al., 2018).

Also important to mention, this chapter stressed that the analogy between Quantum Physics and the renewed Leadership approaches within the new-flanged configurations of organizational systems can and shall be further investigated and clarified. In fact, interesting research avenues may derive from such an idea, which indeed literature has not yet extensively covered. In fact, it is defendable that the phenomenon of time compression increasingly corroborated in the 21st century society shall find fur-

ther momentum and scope for research, for example exploring the correlation between creativity and improvisational skills, and as well, and perhaps inherent and/or joint to such a previous analysis, the values of Servant Leadership.

While not exhaustive, this chapter highlights that these suggestions and recommendations offer a fertile starting basis for future research in what concerns Servant Leadership studies. In addition, and as a final remark, it would also be relevant to conclude with the alert early set forward by Greenleaf (1977), who argued that the Servant Leadership approach consists of an inward long-term journey, in constant development and examination, subsequently inferring that its conceptual meaning and managerial approach is prone to change throughout time, via an evolving dynamic. In regards to this highlight, it would also be noteworthy to mention, also launching the challenge towards further research avenues, that an inadequately emphasized point of attention seems to be addressed to the economic and financial performance vector in which concerns to the possibility of implementation of which Leadership approaches at an organizational level, this based on the premise that, without financial sustainability, indeed the sustainability of a Leadership approach of any kind is undermined, especially in what concerns to the positioning and arrangement of Servant Leadership.

Therefore, this chapter does not conclude with an empirical and/or theoretical model which assumes as the most rigorous tool to access the impacts of the Servant Leadership paradigm in which regards to organizational performance on the people management field. Also, the chapter does not provide another definition of Servant Leadership, neither aims at; it indeed aims and in fact offers an overview of such construct, both on its theoretical and managerial dimensions, exposed the multiple definitions currently being used in the respective empirical studies, presents the main psychosomatic traits of such leaders and how they can then crystallize into certain attitudes and behaviors in order to boost organizational performance via enhanced positive corporate psychological capital, this all in order to further the current conceptual and managerial understanding on such a refined leadership approach (Parris & Peachey, 2013).

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KEY TERMS AND DEFINITIONS

Organizational Citizenship Behaviors: Refers to a person's voluntary commitment within an organization, therefore, refers to the individual and discretionary attitudes and behaviors of an organizational agent as an employee, which go beyond of his/her contractual tasks, so, that are not explicitly recognized by the formal organizational rewards' system. Those social attitudes and behaviors are imprinted

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of an ethical character because they drive towards the societal well-being, contributing to improve the corporate sustainable management.

Organizational Justice: It involves the employees' perceptions of fairness and transparency in the workplace, which are key in leveraging organizational performance, given that they connect to substantial individual and organizational outcomes. Thus, it is entails three core vectors: distributive justice (including the range to which employees understand the outcomes of their work), procedural justice (encompassing the scope to which employees perceive the pay system and other work outcomes), and interactional justice (which refers to the extent that employees feel treated with respect, care, and dignity).

Personality Traits: They reflect people's idiosyncratic patterns of thoughts, feelings, attitudes, and behaviors, hence, imply consistency and stability. These distinctive traits reflect continuous distributions all along with a spectrum (rather than distinct, predefined, and rigid personality types), because such psychological aspects rely on the idea that people differ from one another in terms of where they stand on a set of basic trait dimensions, which persist over time and across situations, nevertheless are able of change and evolution.

Positive Occupational Psychology: It refers to the scientific study of the optimal employee functioning, whose goal consists of identifying and enhancing the factors fostering employees and organizations to thrive.

Positive Organizational Behavior: Refers to the investigation, assessment, application and monitoring of positively oriented human resources' psychological capabilities, which configure as being able to measurement, development, management and monitoring, whose goal is, then, to enhance them in order to act as an engine to leverage organizational performance.

Psychological Capital: Refers to a set of resources – which can be developed, trained, and coached along time, in an evolving logic – that a person can make use of, in order to help himself/herself to leverage job performance, thus, providing beneficial inputs on the work-related success. It entails an individual's positive psychological state of development, in the sense that it is via the synergy of the individual psychological capital capacities (namely, self-efficacy, confidence, optimism, hope, and resilience) that each of such vectors, then, adds unique variance and, as a corollary, turns additive to overall psychological capital.

Psychological Ownership: Refers to the psychologically experienced phenomenon in which an employee develops possessive feelings for the target. Hence, it entails the state of consciousness in which individuals, as personalized organizational agents, assume a certain goal, task, or responsibility as inherently theirs, proactively assigning themselves accountable for those.

Servant Leadership: This ethical leadership approach centers on the leader's role towards the fulfilment of the followers' needs, demands, wishes and aspirations, hence, supports and promotes the followers' interests in the first place, being that the leader's main organizational and managerial role is to serve people, advocating acceptance, tolerance, respect, genuine care, empathy, love, fairness, and forgiveness all along with his attitudes and behaviors.

Work Engagement: Acknowledging that, for modern organizations, mental capital increasingly assumes of key relevance at a managerial organizational level, this concept, then, refers to a positive, affective-motivational state of consciousness and fulfillment which characterizes by feelings of vigor, dedication, commitment, devotion, and absorption on the part of employees.

Chapter 2

Genuine Servant Leadership (GSL) Impacting Employee Motivation and Work Intentions:
A Special Focus on Asian High Power Distance and Vertical Collectivist Organizations

Maria Pressentin

iD https://orcid.org/0000-0003-1542-6322

International School of Management, France

ABSTRACT

The purpose of this study is to explore the followers' perspective of genuine servant leadership (GSL)'s impact on them and its direct relationship to work intentions in Asian high-power distance and collectivist cultures. The study found six follower manifestations when experiencing genuine servant leader behaviors from their leader, three towards the organization and three towards the leaders. Followers are more willing to 1) voice-out ideas and concerns, 2) develop others, 3) recognize their choice in decision making (manifestation towards the organization). As followers respect their leader-follower relations, they tend to 4) voluntarily emulate their leader, 5) trust their leader, and 6) determine to follow their leader willingly (manifestation towards the leader). The six manifestations contribute to followers' intent to perform, endorse, provide discretionary effort, stay, and contribute to OCB. The research sought to understand the leader-follower interactions and intricacies contributing to the manifestations of follower intentions in Asia.

INTRODUCTION

In recent years, empirical researchers have taken a growing interest in servant leadership and its effectiveness through outcomes variables, such as those related to job, leader and group. Specifically,

research has focused on examining how servant leadership motivates and improves employee attitudes and performance in the workplace (Hsiao et al, 2015; Ling et al, 2016; Testa & Sipe, 2012), employee job engagement outcomes (De Clercq et al, 2014) trust in leader (Chan & Mak, 2014) service performance and OCB (Liden et al., 2014; Van Dierendonck, 2011), group outcomes in service climate (Chen et al., 2015) and group service performance and group OCB (Hu & Liden, 2011, Retrieved from Zhang et al, 2021), employee satisfaction and intention to remain in the organization (Sadq et al. 2021), entrepreneurial intentions (Khan et al., 2021), employee turnover intentions (e.g. Li & Xie, 2021; Brohi et al, 2021; Mansyah & Rojuaniah, 2021; Han & Jun, 2021). Despite servant leadership research has stemmed from Western cultures, (Liden et al. 2008; Parris & Peachey, 2018), an augmenting list is surging for Asia (Hale & Fields, 2007; Han et al., 2010; Ling & al., 2016; Miao, et al., 2014). Certain scholars have regarded servant leadership to be a universal concept across cultures (Reviewed by Parris & Peachey 2013). However, some have proposed that servant leadership may manifest diversely depending on cultural dynamics of specific societies, categorically towards power distance and collectivism in Asia (Pekerti & Sendjaya, 2010; Sun & Wang, 2009; Trompenaars & Voerman, 2009). Thus, more research has been called to satiate the gap from the cultural dimensions' moderating effects, expressly on power distance and collectivism.

Despite the increasing attention of servant leadership research in Asia, majority have taken the quantitative study approach, leaving a gap to fill in qualitative methods (Pressentin, 2021). Zhang et al, (2021) have performed a systemactic review, through empirical research, of servant leadership in Asia on employee outcomes moderated by power distance, individualism, traditionalism and masculinity. They found that servant leadership is less effective in influencing people prone to high power distance, less individualism and high traditionalism in Asia. This suggests that cultural background may impact followers desirability of a particular leaderhsip style, explained by implicit leadership theory (Dorfman et al, 2014).

More research on the grounds of cultural dimensions as moderating effects on servant leadership's effectiveness has been suggested, in addition to learning about those across diverse levels of management and organization (Zhang et al., 2021; Zigarmi et al, 2015; Peyton & Zigarmi, 2021; Eva, et al., 2019; Lee, et al., 2019; Rowley, et al., 2019; Verdorfer, 2019). In addition, studies on servant leadership has accentuated focused on the leader's viewpoint, while there is space and necessity to explore from the followers' perspective (Bligh & Schyns, 2007, Khan, et al., 2019; Alvesson & Einola, 2019). Servant leadership research is still in its infancy and developing (Liden, 2014; Zhang et al., 2021). There has been a consistent interest in seeking servant leadership's effectiveness in the form of outcomes, satisfaction and commitment (Zhang, et al., 2021). However, a body of research has verified that a better measurement of results is employees' intentions, as there is less room for speculation of engagement, organizational commitment and satisfaction when based on predictable employees' behaviors, deemed as a significant aspect (Nimon & Zigarmi, 2015). Finally, limited research has involved the aspects of social exchange and social learning exchange theories in combination which could foster the understanding of organizational operations efficiency and service quality (Zhang et al., 2021).

Building upon the context of social learning theory (Bandura, 1969), where individuals learn from observing their leaders, modeling behaviors through sensory and cognitive processes, and social exchange theory (Emerson, 1976), where leaders' actions conceive a rewarding reaction from individuals (Emerson, 1976), it behooves us to explore the employees' intentions to such leader behaviors as consequences. The purpose of this study is to explore the followers' perspective of Genuine Servant Leadership (GSL) impact on them, and its direct relationship to work intentions, in Asian high-power distance and collec-

tivist cultures. This study aims to extend an earlier research, on distinct conditions promoting followers' respect for genuine servant leadership in Asian high power distance cultures (Pressentin, 2021). Secondary data collection was used to observe employees' work-passion intentions (Nimon, & Zigarmi, 2015).

LITERATURE REVIEW

Since most people spend majority of their working life following than leading (Crossman & Crossman, 2011), it is worth accentuating the concept of followership in the context of a leader acting in service to the followers, given this study's purpose seeks to find the impact of Genuine Servant Leadership (GSL) behaviors on followers' intentions towards the organization and their leader, from the followers' perspective. The research in followership has been less prominent compared to leadership, yet, with most employees playing frequently dual roles of follower and leader, learning about followership would compliment concepts in leadership to support organizational effectiveness (Crossman & Crossman, 2011).

Follower and Followership

Leadership has moved away from simply resonating from an accumulative set of traits and behaviors to recognizing the dynamic interaction process between leaders and followers, combined giving rise to genuine leadership development (Avolio & Reichard, 2008).

'Follower' as a term, has been widely referred, by different scholars, as 'subordinate' by both Northouse (2007), Kellerman (2008), Lemoine & Blum (2018), and Hersey & Blanchard (1982), 'direct report' by Yukl (2010), Uhl-Bien (2006) refers to 'collaborator', partner and 'participant', or constituent by Dubrin et al (2006). 'Followership' has been used in a dual sense to either describe the opposite of 'leadership' within the context of leadership-followership interaction, or as a group influenced by a leader (Crossman & Crossman, 2011).

Several authors have helped to evolve the definition of 'followership' over the years, constructing the concept in concert with leadership. Baker (2007) and Heller & van Till (1982) saw the followership role in relation to leadership; Townsend & Gebhart (1997) explained that followership is a process of being responsible towards the orders and in their absence making the right decisions for actions to achieve performance; Likewise, Bjugstad et al. (2006) also placed more importance on the leader role in that followership is about following directives to support the leader in the organizational structure; Wortman (1982) contributed a more balanced view in that followership involved the role of a follower to achieve goals and be influenced by the leader and situational variables to teaming to perform on organizational goals; Kelley's (1988) pioneering and seminal texts for corporate, articulated followership as people that have a vision, are heroic and with a sense of self and motivated psychologically balanced to pursue personal and corporate goals; Howell & Costley (2006) took the view that followership and leadership are interactive rather than hierarchical as both are crucial in existence to achieve group and organizational performance, therefore sharing the responsibility as a group. Agho (2009) furthered that to be an effective leader, one needs to be first and effective follower by experience and experimentation, Rost (1995), Carsten (2010) pursued that the primary objective of followership is to influence upwards, the leader, to improve and support the group and organization in achieving their goals, Bass & Stogdill (1990) saw the concepts of 'followership' and 'leadership' to be similar; Foster (1989) argued that the

discrepancy of the two concepts are mainly the time spent on following vs leading and the difference in power. Rost (1995) offers a definition of the follower as an agent with dual responsibilities, when needed:

" . . . followers do leadership not followership. And while followers sometimes change places and become leaders, they do have to be leaders to exert influence, to use power resources to persuade others of their position. In sum, followers are active agents in the leadership relationship, not passive recipients of the leader's influence."

In more recent studies, the concept of follower is suggested that there is little distinction to leadership as leadership is nowadays mostly shared, therefore the approach is neither leader-centric nor follower-centric. As organizations move away from heavy hierarchical systems, leadership is shifting towards having multiple leaders in a group and less top-down centric. Kerr & Jermier (1978) in their paper, *Substitutes for Leadership*, argued that in mature workgroups already working cohesively and interdependent workgroups are able to provide each other feedback to self-sustain motivation, with little need for a formal leader for support, therefore, findings suggested that an informal and horizontal peer process would be more effective, would exhibit unspoken leadership would take place to fill in the gaps with norms and expectations when needed. Such self-managed teams were proposed by Offerman & Scuderi (2007) as collective leadership in lieu of a formal leader (Crossman & Crossman, 2011). Riggio et al. (2008) argue that great followers create great leaders and organizations.

Seminal work on followership from Challef (2009), titled *The Courageous Follower: Standing up to and for our Leaders*, and Kelley (1992), titled *The Power of Followership,* were widely quoted and praised by practitioners, as they took the study on followership to the next height. In addition, Cohen & Brandford (1989) also contribution to the works on followership had focused their arguments on upward and peer interactions on their title *Influence Without Authority*. The topic of followership has been, however, criticized on the lack of empirical research testing, henceforth, authors like Blanchard et al. (2009) and Thompson & Vecchio (2009) have attempted to verify Kelley's assumptions specifically through quantitative testing. Bjugstad et al. (2006) have divided the followership literature into three major themes: (1) follower motivations, (2) follower motivations and trust, and (3) follower characteristics driving effectiveness or ineffectiveness in followership. Baker (2007) described that there are four observable themes in followership: (1) followership and leadership is about the application of their roles; (2) followers are active and not passive; (3) a common purpose is shared between leaders and followers; and, (4) the leader-follower relations and dynamics are important. Crossman & Crossman (2011) built upon Baker's work and offered three followership behavioral typologies: (1) descriptive, (2) prescriptive, and (3) situational factors. Descriptive refers to behaviors exercised by the followers that can be active or passive, such as, supporting, disregarding or opposing their leaders. Prescriptive attribute to behaviors followers should demonstrate, rather than what they actually do. Situational factors consist of followers' operating styles in relation to situations, constructed around self-motivation. Agho (2009) argued that followership is a set of accumulated experiences required to build up effective leadership in organizations, thus, an educational process that can be designed and implemented within organizations (Crossman & Crossman, 2011).

Leadership Process

The leadership process is a reflection of the partnership and interplay between leaders and followers, without one, the other alone cannot constitute the concept of leadership. Thus, the follower decision to interact and perspective about the leader are crucial aspects that will determine the leadership quality process (Yukl, 2010). The follower self-concept, referring to follower's self-perception of own abilities, personality, talents, and other attributes constitute a set of information that enables self-awareness in the role they play in their functions and in relation to their interactions with the leader (Van Knippenberg, et al., 2004). The quality of the relationship between the leader and follower will depend on follower-prototype, the leader's perception of the follower, as much as the leader-prototype the follower's perception of the leader, and the extent those resonate with one another (Sy, 2010; Khan, Busai, & Abdullah, 2019).

Implicit Follower Theory (IFT) focuses on two cadences: (1) it involves followers as a nucleus of the theory, and (2) it examines the leader's cognitions in processing information, specifically their perception of the follower. IFT serves as a sense-making compass for the parties to interpret and benchmark expectations against behaviors, as expressions of their interacting process. This looks into the degree of congruence between the parties and the expectations of the leader towards the followers, eventually, influences the followers' behaviors. Followers are therefore, judged based on outcomes and events, hence, followers are predisposed to leaders' assumptions of the follower which will then determine their behaviors towards the follower. IFT of a leader can be positive or negative. Depending on the leader's IFT of a follower, the leader behaviors towards that follower is influenced by the leader's assumptions of the follower. Performance of a follower can be largely impacted by the leader IFT of a follower and consequent interactions. Followers tend to fulfill leader's opinions of them, thus, the role of leaders is momentous in developing followers and for leadership theories. IFT is useful in providing insights on leader's decisions on follower incentives and punishment. On the same context, followers also use ILT (Implicit Leader Theory) as a compass to appraise the leader with assumptions and to determine actions and behaviors towards the leader in their interaction, by deciding who is a good or bad leader and subsequently, to follow or not, that leader's directives (Sy, 2010).

Servant Leadership and Genuine Servant Leadership (GSL)

Collinson (2006) mentioned that the 1990's 'great man' status for leaders prominent branding is no longer relevant today, as the essence of leadership is now followers' growth, wellbeing and development. Since leadership cannot happen without followers (Yukl, 2010), developing followers in the process to becoming leaders, with the *focus of others*, and therefore, to serve as followers, is important as conventional leadership approaches are no longer effective (Greenleaf, 2002) after all, collaboration is needed between leader and follower (Savage-Austin & Honeycutt, 2010) considering that it is a mutually influencing process, where the followers are active participants (Collinson, 2006). People focused leadership skills are more inviting, and both followership and leadership development are necessary to foster organizations' performance (Crossman & Crossman, 2011; Savage-Austin & Honeycutt, 2011). Thus, servant leadership, a moral and value-based leadership concept, being others-focused, with central locus to serve first, is the single leadership philosophy motivated by the theory of followership rather than the leader (Davis, 2017).

Conceived over forty years ago by Greenleaf (2002) as a way of being in life, rather than a management model, the servant leader is by nature a servant first, as is a 'man', or human, by right, and through

service, the servant is aspired to lead (Greenleaf, 2002, pp.21-22), describing the human motivation of what one does and is made of, whilst the combination of doing and being makes one the leader by influence (Parris & Peachey, 2013). Greenleaf (1973) in his booklet "*The servant as leader*" designates the priority of serving over leading, the genuine intrinsic motivation of integrity of a servant at heart, which would have provided an opposite meaning if it was to be named "*The leader as a servant*".

Van Dierendonck & Nuijten (2011) have developed an integrative servant leadership model with specific dimensions extending the philosophy to a unique significance of a higher order – the Genuine Servant Leader (GSL). Three key dimensions are attributed to becoming a GSL: Humility, Authenticity, Standing-Back. Their theory entails that the servant part of the servant leader needs to show up with humility and standing-back, or modesty, so to make room for the followers to blossom. Genuine Servant Leadership is, essentially, three mindful practices, beginning with *Humility*, the leader recognizes own strengths and above all, own limitations, is willing to ask for advice and takes responsibility and ownership of own mistakes; related to humility is *Standing-Back*, described as modesty by Van Dierendonck & Nuijten (2011), when the leader shifts attention from self to others and notices the success from others, thus, choosing to be more modest and behind the scenes, giving credit to others for their successful contributions; the final practice is *Authenticity*, when a leader operates from personal core values, preferences and needs, demonstrated by true intentions, motivation and emotions (Van Dierendonck & Nuijten, 2011;Verdorfer, 2016). Based on the self-determination theory (Deci & Ryan, 2000) to support followers achieve the three basic psychological needs of a human being, autonomy – relatedness – competence, we can assume positive interaction outcomes are derived from the wellbeing of the followers needs fulfilled. On the same note, as servant leaders operate with the mindset of others-focused first, would practice a certain attachment, *Standing-Back*, and *Humility*, by recognizing own strengths and weaknesses, and allowing others' strengths to shine instead. Hence observing the self, consciously being more inclined to non-judgement, and cognizant of own values, the servant leader matures into *Authentic* (Verdorfer, 2016).

Echols (2009) discussed the importance to distinguish between leadership quality descriptors, such as leadership styles, to the absolute and undeniable leadership stances, expressly, the leader attitudes and mindset that form the theoretical concept of servant leadership. Robert Dale (Retrieved from Echols, 2009) defined 'a leadership stance' to be the bedrock impetus to participate as a leader – the *Why*. Diversely, 'a leadership style' is the leader's method of exhibiting a specific manner of leading – the *How*. It is the leadership stance that identifies the genuineness of leadership to transpire. Since styles are subject to higher chance for transmutations, it is the stance that provides the foundational stability for genuine leadership to occur, since stances affect personal practices. For instance, a servant leader stance of being others-focused, is more likely to predict a style of a leader that is humble, standing-back and authentic, given that the leader is likely to place effort and substantial energies to serve others to reach empowerment and growth. Servant leaders are also outcome-oriented leaders, nonetheless, people-focused-outcomes determine actions of leadership towards a purposeful impact benefiting the people they care for, while achieving organizational outcomes through a common purpose.

Pressentin (2021) analyzed the conditions GSL gains respect from followers in high power distance cultures. Figure 1 explains the model.

Figure 1. GSL-Follower Value Recognition Model
From Pressentin (2021). Copyright 2021 by ISM, Submitted to publication: ProQuest. Reprint with permission.
Source: Author's elaboration
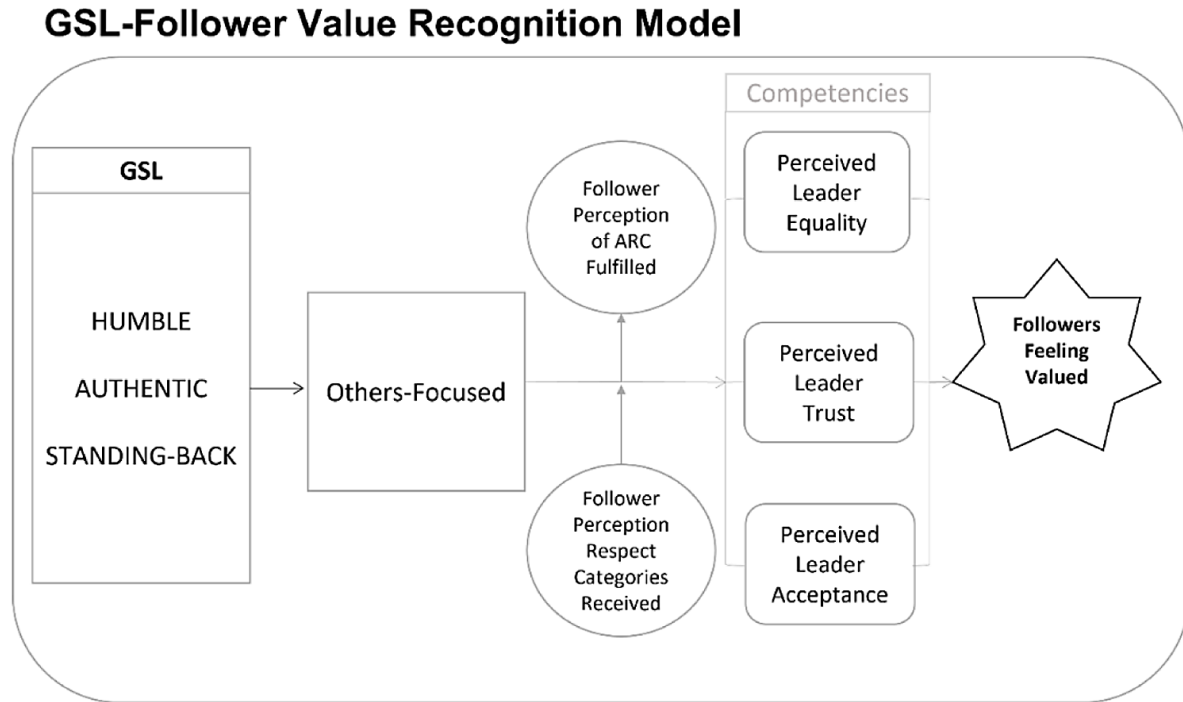
The findings showed that when GSL exercise others-focused higher order behaviors exhibited as Humility, Authenticity and Standing-Back, mediated by the use of 20 Respect Categories (Qauquebeke & Eckloff, 2009; Mao, 1994), followers perceived to receive respect by their leaders. Consequently, followers tend to reciprocate respect towards their leader; meanwhile, their need for autonomy, related-ness and competence is also fulfilled, in their opinion. As a result, followers perceived that their leaders, acting under GSL, demonstrated competencies of promoting Acceptance, Trust and Equality towards them, thus, increasing the followers' sense of self-worth.

Employee Motivation and Intentions

Zigarmi et. al (2018) examined employee work passion based on appraisal theory, have attempted to define it operationally:

''an individual's persistent, emotionally positive, meaning-based, sense of well-being, stemming from reoccurring cognitive and affective appraisals of various job and organizational situations that result in consistent, constructive work intentions and behaviors''

This definition suggests that individuals go through a cognitive assessment of their experiences, which are frequent appraisals of their interactions, and understand what is at stake for them in any situation. This appraisal process is divided into two parts: (1) the individual judges the impact of the environment and

the personal state of wellbeing; (2) the individual judges the intentions to cope with the environment's impact on personal wellbeing (Zigarmi, et al., 2018). Hence, two major antecedents of the appraisal are personal characteristics, the individual's values, and disposition towards significant emotional events at the workplace, and, personal cognitive perceptions of the work environment, supplying to the individual's work passion and subsequent intentions. Relating to work environment aspect, there are three higher order factors that influence it: (1) job characteristics, e.g. type, meaning and variety of tasks; (2) organizational characteristics, e.g. goals, performance, policies and fairness; and, (3) relationship characteristics. e.g. feedback, interactions and rapport with leaders and co-workers. Past studies have partially tested the relationship characteristics, shedding light with evidence that personal characteristics impact the individual's appraisal process, and therefore, work intentions. Organizational cultural perceptions from employees may take a more significant role in contributing to attitudes, behaviors and outcomes, than other aspects, such as performance and organizational context (Peyton & Zigarmi, 2021).

Employees' perceptions on the organizational culture are impacted by many factors, such as the above mentioned three higher order factors, nevertheless, we believe that a compelling influencer is the relationship generated between leader-follower and their interaction outcomes, designated as the relationship characteristics of the work culture.

Based on self-determination theory, the individual's basic psychological needs must be fulfilled on autonomy, relatedness and competence (Deci & Ryan, 1985, 2002), brought about motivational regulation and relevant motivational outlooks. Payton & Zigarmi (2019) termed them optimal and suboptimal motivational outlooks. Optimal motivation is intrinsic or autonomous regulation as it offers superior attainment of basic psychological needs, thus optimal motivation would tend to be more sustainable as the employee is acting upon the task congruently with personal values, thus, passion for that task is higher, with vitality and sense of wellbeing and positive attitude. Sub-optimal motivation involves amotivation, external regulation and introjected regulations. They are sub-optimal since the employee may not be acting according to their interest congruent to personal values. Thus, on the long-term is less sustainable, as their attitude, behavior and intentions towards that task is rather passive.

Deci (1980, pp.23) asserted that self-determination theory expects the individual to act on volition to fulfill personal needs for autonomy, relatedness and competence, significant to the relevance of the attitude-intention-behavior chain. Studies have determined that intentions are more effective at predicting employee behavior than organizational commitment and job satisfaction for outcomes variables (Peyton & Zigarmi, 2019).

Derived from the Employee Work Passion Appraisal Model (EWPA) (Zigarmi et. al, 2011, pp. 208), Zigarmi & Nimon (2011) and Zigarmi et al. (2011) proposed that one path to appraise the employee work passion would be through declared intentions (Zigarmi & Peyton, 2017). Zigarmi et al. (2014, 2015) and Peyton & Zigarmi (2021) have empirically examined employees' perception of use of leader power and implications on their work intentions, and later analyzed employee work environment characteristics against variables on harmonious and obsessive passion contributing impacting work intentions. The five intentions found in research as significant organizational outcomes include: (1) intent to use discretionary effort (Gould-Williams, 2003; Zeidan, 2006), (2) intent to perform (Williams & Anderson, 1991), (3) intent to endorse (Moorman & Blakely, 1995; Porter et al., 1974), (4) intent to stay (Steel & Ovalle, 1984; Tett & Meyer, 1993), and, (5) intent to use organizational citizenship behavior - OCB (Podsakoff et al., 1990) (Zigarmi, et al., 2011; Zigarmi & Nimon, et al., 2011; Zigarmi & Nimon, 2011; Nimon & Zigarmi, 2015; Peyton & Zigarmi, 2021).

The following describe the five intentions (Zigarmi & Nimon, 2011; Zigarmi, Houson et al, 2011; Nimon & Zigarmi, 2015):

- *Intent to Use Discretionary Effort*—the extent to which the individual intends to consume extra effort for the organization beyond agreed upon goals and directives.
- *Intent to Perform* – the extent to which the individual intents to be effective and do a job well in support of the organization's success.
- *Intent to Endorse* – the extent to which the individual advocates the organization as a good employer and supplier to work with.
- *Intent to Stay* – the extent to which the individual envisages to remain in the organization.
- *Organizational Citizenship Behaviors* – the extent to which the individual is committed to cooperate with co-workers in a respectful and others-focused way.

Zigarmi & Roberts (2012) analyzed how leader values predicted employees' work intentions outcomes and found that employees that felt more connected to their leaders and had leaders that were more others-focused were more likely to have workplace specific positive intentions. On the contrary, when employees with leaders focused mostly with self-concern, experienced workplace specific negative intentions, such as less likely to endorse the organization and stay in the organization.

Types of Power

Power is a social construct, those that do not have it rely on those that do and receive incentives or punishment. A leader's power shapes behaviors. It is part of the organizational structure, creating legitimacy of usage towards others. Leaders manifest their power through their attitudes and behaviors, mandated by the organization. Traditionally, research on power had been predominantly on structures, policies, procedures, while recent studies have shifted more towards psychological perceptions, focusing on peoples' point of view, empathy for others, etc.. Nevertheless, worth noting is that research on power has been concentrated on the power holder rather than on non-power holder or on mutuality perspectives (Peyton & Zigarmi, 2019).

French & Raven (1959) and Raven (1965) have presented 5 types of leader power: expert, referend, reward, legitimate and coercive, later information power was added, and subsequent extensions with splits of sub-categorical distinctions were supplemented. Researchers have bundled these types of leader powers into two major categories: soft power and hard power. Soft power designates the perceived autonomy employees have in response to their managers, examples include expert, referend and information powers. Hard power demand compliance from the non-power holder, thus, enjoying less autonomy, such as reward, legitimate and coercive powers. Table 1 provides the defining attributes per leader power.

Table 1. Leader Soft and Hard Power

c	Power Types	Attributes
Soft	Expert	Follower perceives the influencer to have superior knowledge
	Referend	Follower's perceived identification with the influencer
	Information	Influencer's capacity to provide rationale to shift follower's beliefs and behaviors
Hard	Reward	Leader's perceived ability to offer monetary or other types of compensation
	Legitimate	Follower's perceived leader's right to influence
	Coercive	Leader's perceived ability to penalize the follower if outcomes are not achieved

Adapted from Peyton & Zigarmi (2019)

Researchers have furthered the study of power given the advantage-imbalance, into fields of self-interest behavior and abuse of power, resorting to solutions such as empowerment of the follower concept. They have found that soft power provided outcomes related to organizational citizenship, commitment and empowerment, whereas hard power resulted in higher burnout, augmented absenteeism, lowered productivity and self-confidence.

Leadership in Asia and Cultural Factors

Zhang et al (2019) have performed a meta-analysis on servant leadership consequences moderated by cultural factors. Drawing from the social exchange theory, they contended that servant leadership is positively linked to job-related outcomes, leader-related outcomes and group-related outcomes, moderated by cultural dynamics.

The effectiveness of servant leadership has promoted interest to further researchers' curiosity accentuated in the past decades. Effectiveness outcomes took the shape of empowerment, commitment and performance of organizational employees and teams, often contingent to cultural dynamics (Pressentin, 2021). Power distance points out the indisputable acceptance of authority (Hofstede, et al., 2010) which contests the concept of leadership. The leader-follower relation is an emerging and progressive process of mutual-influences with outcomes of psychological rewards, such as appreciation, gratitude and repetition of service contribution, generating interaction loops, with psychological reinforcements and reciprocation; while unreciprocated interactions generate discrimination and discernment of power, structures and social appraisals (Blau, 2017).

Servant leadership and followership are deeply related due to common grounds of focus towards service. The study of how followers achieve following behaviors in relation to leaders is relevant in this study by looking at the leader-follower interaction outcome in the form of intentions towards their leader and organization, rather than just their characteristics and behaviors (Uhl-Bien et al., 2014).

Paternalistic leadership in Asia is seen as a mainstream leadership philosophy, consisting of three leadership styles within: benevolent, moral, and autocratic (Pressentin, 2015). Harms et al. (2018) distinguished autocratic and authoritarian styles. Autocratic describes the focus of power and authority on an individual, with characteristics of low agreeableness, high neuroticism, narcissism, psychopathy, need for power and task oriented, whereas authoritarian refers to an individual prone to be domineering,

with thinking rigid, intolerant, with low empathy, often with negative consequences. Autocratic leaders are likely to prefer authoritarian followers to fulfill their needs of audience, obedience and loyalty. The topic of autocratic leadership is directly aligned with authoritarian prone followership.

Bass attributes that the likings for authoritarian leadership style depends on causal ordering (Bass & Bass, 2009). Associated with it, are for instance, the characteristics of followers that procure and accept autocratic leadership style, namely: history of authoritarian parenting, low efficacy, low intelligence, need for structure, rigidity of thinking or lack of openness, high conscientiousness, low empathy, bending towards authoritarian mindset and values (Harms et al., 2018). Thus, the followers' ideal leader prototype is an important consideration in combination with followers' characteristics, inasmuch as leader-follower cultural dimensional differences conjuring for leadership effectiveness in a particular leader style (Holzinger & Dunham, 2006).

Schwartz (1992) contended that authoritarianism was best portrayed by endorsement of tradition, conformity and security needs. Cross-cultural studies showed that authoritarianism is associated with high power distance and vertical collectivism (Harms et al., 2018).

Controversial research showed that autocratic leadership has often been compared to despotic and abusive supervision, resulting in failures with employee relations, on the other hand, as autocratic leaders tend to create a surrounding culture on themselves, most likely with followers that identify with their leaders, such as authoritarian followers, who are willing to fulfill the leader's need for absolute control, loyalty and unquestionable obedience. Research has demonstrated that top echelons modeling down autocratic behaviors, would likely build up followers similarly across the organization, especially when cultural norms are conducive to endorsing such behaviors. Such result in strong hierarchical organizations, tending to be less effective, while the lack of succession may occur, as autocratic leaders, out of fear of losing their position, would not proactively develop others. Meta-analysis evidence has presented followers' negative emotions, such as fear and anger, towards autocratic leaders; while followers tend to be dissatisfied with dominant and aggressive leaders and lean towards leaving their teams, even if they are performing well (Harms et al., 2018). However, autocratic leadership has revealed to be more effective in high power distance societies given their cultures are closely tied to authoritarian values. In countries such as Taiwan and China where high power distance and strong vertical collectivism, emphasizing hierarchy within interdependent individuals in a group, persist, autocratic leadership as shown to lower roles ambiguity and increase organizational commitment, yet, forcing the departure of low power distance followers who do not resonate with the style of decision-making. Both high power distance and vertical collectivist societies are likely to produce autocratic leaders. In high power distance societies, hierarchy in an organization is reflective of built-in inequalities, centralization is the norm, followers are expect to be told what to do, while the ideal leader is a benevolent autocrat. In collectivist societies people belong to 'in groups' that take care of them in exchange for loyalty. In organizations, this is exhibited in long-term and close commitment to member-group, fostering strong relationships, where everyone takes responsibility for fellow members of their group. In collectivistic societies, offence leads to shame and loss of face. Employer-employee relationships are perceived in moral terms, like a family link, hiring and promotion take account of the employee's in-group, reflecting the paternalistic leadership mindset and manifestation (Hofstede Insights; Shavitt, 2011).

Globe's autocratic leadership scale referenced that Confucius Asia scored the highest for autocratic leadership preference, particularly in China. Nevertheless, not without negative consequences, such as, lack of rapport with the followers, as leaders tend to keep a distance with them, perceive a negative

assessment of their followers, lower LMX and poor communication with followers, resulting in lower performance in teams (Harms et al., 2018).

As leaders are influenced by followers' receptivity and response to their direction, leadership is, hence, a process of interplay between leaders and followers, therefore, placing attention towards followers is important. Followers with low self-concept, low self-appraisal of their skills, and less committed to their jobs tend to fall as victims, and discern autocratic leader behaviors to be abusive. This effect can be remedied by kindness and benevolence. However, the leader's effectiveness depends on own ability to create a fit with the follower's expected leader-prototype, hence, reliant on follower's cognition. Therefore, in low LMX context, the follower-leader relationship does not gravitate beyond work, stress and turnover is likely, versus, high LMX context tending to generate trust, followers feeling supported by the leader and buid up of helpful mutual relationships (Pressentin, 2021).

Followership and Servant Leadership

Commonalities between followership and servant leadership resonate well in the essence of 'serving', identified by Davis (2017), as followers serve their leaders and the success of the organization. On the other hand, for follower to serve well and to succeed in their serving mission, they seek the support of their leaders to operate and understand the leaders' and organizational goals, their requirements and constraints (Kelly, 1992), so they may share a common purpose (Baker, 2007). Thus, understanding mutual expectations and necessities is critical for both parties. Evidently, the concepts of trust and commitment are prevailing. Building a trustworthy relationship is crucial on both sides, laid as the foundation of competence, honesty and credibility, as it exerts loyalty on both sides (Harding, 2015). On the others hand, trust is also built by authenticity of the leader, operating under common values and sharing truest intentions towards others (Verdorfer, 2016 and 2019; Pressentin, 2021). Greenleaf (2002) believed that servant-followers are equally meaningful as they work in concert to achieve organizational goals. Through trust building, the leader that trusts the follower empowers and provides autonomy to the follower, resulting in higher quality of work outcome, satisfaction and innovation. Empowerment strategies may involve delegation of tasks, decision rights and listening to others advice (Ebener & O'Connell, 2010). Patterson (2003) and Russel & Stone (2002) suggested towards listening more, to love and to promote equal treatment focusing on teamwork, which results in commitment towards the leader and to doing the best for the organization. Followers, in their act of service, are also willing to provide honest feedback to the leader, thus impacting leaders' behaviors (OC & Bashshur, 2013). Davis' (2017) literature review has concluded that servant leaders generate more servant followers, as they are able to take ownership in personal and professional development, while caring for peers and the leaders, they serve for the good of others, throughout the pursuit of organizational success.

METHODOLOGY

Purpose

A core development concern in organizations is that cohesive interactions between leaders and team members is not guaranteed. Traditionalist-autocratic leadership, an aspect from the paternalistic style, persists in several high-power Asian societies (Zhang et al., 2021). Respect for power is prevalent in these

societies, nonetheless, it may not reflect employees' intention to follow leaders' directives. This presents a challenge since such traditional style tends to generate employee distress (Zhang et al., 2021), causing lack of cohesiveness between the leader-follower relations which may lead to inefficiencies, such as lack of engagement and attrition. This research argues that an approach based on servant leadership, specifically the values driven behaviors of Genuine Servant Leader (GSL), would produce better outcomes (Van Dierendonck & Nuijten, 2011). The reason is that genuine servant leadership is an integrative model, of a higher order, that places attention on serving the followers' needs and growth as a stance, supported by the mindfulness and mindset of shifting attention from self to the followers first, rather than primarily on organizational goals (Verdorfer, 2019). The research objectives are to evaluate followers' perspective of their leader interactions and identify the conditions that promote follower motivation and positive work intentions towards their leader and organizations, in Asia. It addresses questions bordering current leader approaches and how to improve them. It also addresses questions relating to ways organizations can increase follower engagement and improve interaction outcomes.

Reasons for Study Extension

Pressentin (2021) synthesized, in a multiple-case study qualitative research, the conditions that promoted leader's respect from the follower, in high power-distance cultures in Asia. Two types of leader-interaction quality distinguished the nature of respect the leader obtained from followers: (a) high Involvement combined with high Entrustment, versus, (b) low Involvement combined with low Entrustment. High Involvement combined with high Entrustment tended to show others-serving characteristics, whereas low Involvement and low Entrustment showed self-serving characteristics of a leader towards the followers. In addition, Pressentin (2021) found that the higher quality of leader Involvement promoted Acceptance, Trust and Equality when applying higher order genuine servant leadership behaviors of Standing-back, Authentic and Humble respectively, leaving followers to feel empowered. The higher quality of leader Involvement entailed advocating for the followers and instructing, when appropriate and needed, to develop their knowhow and confidence in their roles; consequently, followers sought to engage and connect with their leaders and created a strong bonding process. As a result, followers reported the feeling that their leader genuinely cared for them, forming a process of edification in their relationship, henceforth, followers felt Entrusted with task and decision-making power through others-serving behaviors, exhibited by the leader. An ecosystem is then formed comprised of high quality of leader Involvement and follower Entrustment that promote the followers' sense of Self-Worth; this ecosystem is a process named the Leadership Value Recognition Compass, revealing the extent and direction of the leader's conduct, impacting the level of the follower' recognition of Self-Worth, as an aftereffect of their interaction (Pressentin, 2021).

On the other hand, when the leader demonstrated low quality of Involvement, with dominating and abdicating conduct, the followers were prone to seeking psychological safety and felt that the leader was causing retrogression of their relationship. Thus, respect was not attributed to such leaders, as followers reported that their leaders demonstrated Exception, Distrust and promoted Inequality in their relationship (Pressentin, 2021).

Apart from presenting the conceptual framework of the initial study (Pressentin, 2021), present study will extend the previous research through re-examining the same data focusing incorporating the five employee work intentions, deemed to be a more effective predictor of employees' actions than measuring through job satisfaction or organizational commitment (Zigarmi & Roberts, 2012). By focusing on

followers' insights, present study seeks to exhibit their opinions as to how GSL practices in Asia demonstrates similar or diverse impact on follower intentions comparatively to previous studies (Nimon & Zigarmi, 2015), as limited research has specifically focused on servant leadership and genuine servant leadership in relation to all five intentions.

Secondary Data Analysis Study

In Study 1, we sought to examine under what-how-why conditions, servant leadership would contribute to followers' respect for their leaders, in multinational and large local organizations, of high-power distance oriented Asian cultures. The study extended previous research from Quaquebeke & Eckloff, (2009) grounded on the theory of Respect, and from Verdorfer (2019) in examining the effectiveness of cross-cultural application of genuine servant leadership.

We conducted a multiple-case study qualitative research, with a sample size of thirteen cases (Yin, 2017), each represented within a mix of operational and learning and development subject-matter-expert line-managers. Although the participants held leadership positions with team responsibilities, their participation was strictly responding to questions from their perspective as a 'follower'. The participants were representing high power distance cultures from eight distinct geographies: China, Hong Kong, India, Malaysia, the Philippines, Singapore, Taiwan, and Thailand (Table 2). Purposeful sampling and snowballing were used.

Table 2. Study 1. Participants Categorization and Demographics

INTERVIEW PARTICIPANTS	PARTICIPANTS' ROLES	LOCATION	POWER DISTANCE POINTS (Hofstede Insights)	ORGANIZATION TYPE
P13	OPS	MALAYSIA	100	MNC
P2	L&D	PHILIPPINES	94	MNC
P5	OPS	CHINA	80	Local Large Organization
P8	OPS	CHINA	80	Local Large Organization
P3	OPS & L&D	INDIA	77	MNC
P11	OPS & L&D	SINGAPORE	74	MNC
P1	L&D	SINGAPORE	74	MNC
P6	L&D	HONG KONG	68	MNC
P10	L&D	HONG KONG	68	Local Large Organization
P12	OPS & L&D	HONG KONG	68	MNC
P4	OPS	THAILAND	64	MNC
P7	OPS	THAILAND	64	MNC
P9	L&D	TAIWAN	58	Local Large Organization

*HPD – designates HPD
Source: Author's elaboration

Study 1's findings confirmed a positive relationship between perceived Genuine Servant Leadership and Respect for the leader when a follower's ideal leader prototype and personal identification of

the leader were aligned. When leaders demonstrated the usage of the three genuine servant leadership macro behaviors, reflected in the form of respect expressed towards their followers, the latter tended to identify with the leader, resulting in leader-follower exchange effectiveness, in Asian high power distance societies within the large local and multinational organizations (Pressentin, 2021).

To ensure consistency, accuracy and validity of data collected through multiple-case studies, triangulation was performed involving cross-checking in-depth individual interviews, field notes, and expert examination (Merriam, 2009; Stake, 1995). Dependability was, thus, attained in the consistency of the research design, reliability on the data sources and the ability to explain paradoxes. To further explore and strengthen the explanation of the paradoxes between high power distance Asian leaders' interactions with followers' outcomes, we decided that an extension of this study is in order, to reinforce the transferability of its findings to enrich the conclusions (Pressentin, 2021).

In *Study 2*, secondary data from Study 1 was used. The purpose of this study is to explore the impact of Genuine Servant Leadership behaviors on followers' intentions towards the organization and their leader, from the followers' perspective, in high power distance and collectivist cultures. This study aims to extend, an earlier research, on distinct conditions promoting followers' respect for genuine servant leadership in Asian high power distance cultures (Pressentin, 2021). The research objectives are to evaluate followers' perspective of their leader interactions and identify the conditions that promote follower motivation and positive work intentions towards their leader and organizations, in Asia.

Research has found that servant leadership is less effective in influencing people prone to high power distance, less individualism and high traditionalism in Asia. This suggests that cultural background may impact followers desirability of a particular leaderhsip style, explained by implicit leadership theory (Dorfman et al, 2014). Despite the rise in scholarly work on servant leadership in recent years, research on its effectivness have been highly recommended accentuated in multimultural settings and with qualitative methods (Zhang et al., 2021; Zigarmi et al, 2015; Peyton & Zigarmi, 2021; Eva, et al., 2019; Lee, et al., 2019; Rowley et al., 2019; Verdorfer, 2019) to achieve the in-depth perceptions to the societal motivation for the behavior (Yin, 2017). The study of servant leadership is still in its infancy (Liden, 2014; Zhang et al., 2021), whilst many have focused on the leader's viewpoint, it has become a necessity to bring forward the focus from the followers' perspective (Bligh & Schyns, 2007, Khan, et al., 2019; Alvesson & Einola, 2019). Shedding light to what modern followership and leadership entails in terms of behaviors, interactions and aptitudes, and how servant leadership relates to contemporary needs for organizational workplace strategic design will have a direct impact on the organizational performance and longevity (Hisrich & Kearney, 2011). Scholars have consistently placed their research efforts in seeking leadership effectiveness in the form of employee outcomes, satisfaction and commitment (Zhang, et al., 2021). Notwithstanding, employees' intentions have been endorsed to be a better predictor of their actions (Nimon & Zigarmi, 2015).

Objective

Present study attempts to extend Pressentin's (2021) previous research by focusing on followers' work motivation and intentions outcomes (Zigarmi, 2018; Peyton & Zigarmi, 2019; Peyton & Zigarmi, 2021).

Problem Statement

How does Genuine Servant Leadership impact leader-follower relationship, affecting follower motivation and work intentions, in Asian high-power distance and collectivist societies, from the followers' perception?

Research Questions

How does genuine servant leadership impact follower-leader interactions in relation to the 5 employee work passion intentions, manifested in terms of:

RQ 1. Follower's intentions towards their leader, based on their interactions with the leader?
RQ 2. Followers' intentions towards their organization based, on their interactions with the leader?
RQ 3. What is the Follower's ideal leader prototype?

Propositions

Proposition 1: Genuine Servant Leadership, with follower-centric others-focused leadership stance, contributes to followers' positive intentions towards their leader, in Asia.
Proposition 2: Genuine Servant Leadership, with follower-centric others-focused leadership stance, contributes to followers' positive intentions towards their organization, in Asia.
Proposition 3: Due to social embeddedness of power distance dynamic and vertical collectivism, Genuine Servant Leadership has not been materialized as a mainstream practice.

Study Significance

This study aims to contribute to the body of research in both followership and leadership theories, shedding light from the Asian high power and collectivist cultural perspective (Zhang et al., 2021; Zigarmi et al, 2015; Peyton & Zigarmi, 2021; Eva, et al., 2019; Lee, et al., 2019; Rowley et al., 2019; Verdorfer, 2019). By focusing on followers' insights, present study seeks to exhibit their opinions as to how GSL practices in Asia demonstrates similar or diverse affect on follower intentions comparatively to previous studies (Nimon & Zigarmi, 2015). Although, Zigarmi & Roberts (2012) recommend that leadership practices such as servant leadership may promote employee positive intentions, limited research has specifically focused on servant leadership and genuine servant leadership in relation to all five intentions, as most studies have been mainly aiming at employee turnover intentions (Sadq et al., 2021; Kahn et al., 2021; Li & Xie, 2021; Brohi et al., 2021; Mansysah & Rojuanisah, 2021; Han & Jun, 2021). This paper hopes to fill the important gap on this scholarly need as a catalyst and inspiration for more studies to come.

Variables

Mediated by the 5 elements of work intention inventory, short form (Nimon & Zigarmi, 2015):

- *Intent to Use Discretionary Effort*—the extent to which the individual intends to consume extra effort for the organization beyond agreed upon goals and directives.
- *Intent to Perform* – the extent to which the individual intents to be effective and do a job well in support of the organization's success.
- *Intent to Endorse* – the extent to which the individual advocates the organization as a good employer and supplier to work with.
- *Intent to Stay* – the extent to which the individual envisages to remain in the organization.
- *Organizational Citizenship Behaviors* – the extent to which the individual is committed to cooperate with co-workers in a respectful and others-focused way.

Unit of Analysis

We interviewed 13 participants from high power distance cultures in Asia, namely from: Singapore, Malaysia, Thailand, the Philippines, India, China, Hong Kong and Taiwan. The inclusion criteria involved:

- Line-managers, defined as employees with followership and people management responsibilities.
- Participants' age ranged from 35-60 years.
- Possessed minimum five years of experience in current role.

The unit of analysis was multinational organizations and local large organizations, with 500 employees and above.

To further strengthen Study 1's findings, it was important to consider collectivism in Asia for Study 2. Hence, we have added Hofstede's cultural dynamic of 'Individualism' to measure collectivism in Asia.

Table 3. Study 2. Participants Categorization and Demographics

INTERVIEW PARTICIPANTS	PARTICIPANTS' ROLES	LOCATION	POWER DISTANCE POINTS (Hofstede Insights)	INDIVIDUALISM POINTS (Hofstede Insights)	ORGANIZATION TYPE
P13	OPS	MALAYSIA	100	26	MNC
P2	L&D	PHILIPPINES	94	32	MNC
P5	OPS	CHINA	80	20	Local Large Organization
P8	OPS	CHINA	80	20	Local Large Organization
P3	OPS & L&D	INDIA	77	48	MNC
P11	OPS & L&D	SINGAPORE	74	20	MNC
P1	L&D	SINGAPORE	74	20	MNC
P6	L&D	HONG KONG	68	25	MNC
P10	L&D	HONG KONG	68	25	Local Large Organization
P12	OPS & L&D	HONG KONG	68	25	MNC
P4	OPS	THAILAND	64	20	MNC
P7	OPS	THAILAND	64	20	MNC
P9	L&D	TAIWAN	58	17	Local Large Organization

*HPD – designates HPD
Source: Author's elaboration

The demographics presented on Table 3 show that Individualism of 8 cultures, represented by the 13 participants, are below 50 points, with the lowest at 17 points showed by Taiwan and the highest at 48 points exhibited by India. Thus, these case participants represent high collectivist cultures.

Method of Analysis

Present study has repurposed the data collected from Study 1 (Pressentin, 2021) to identify how Genuine Servant Leadership impacts leader-follower relationship, affecting follower motivation and work intentions, in Asian high-power distance and collectivist societies, from the followers' perception?

To ensure reliability of the research, a case study protocol was designed (Yin, 2017).

Consistent with the practices of Study 1, where an Informed Consent was signed, the participants were kept anonymous to protect their identify and of their organizations. To simplify and to generate a systematic approach, participants were coded alphanumerically for present study analysis. Data was verified, previously, through triangulation in Study 1 (Patton, 2002; Pressentin, 2021). Categorization of data was performed through cross-case synthesis coding comparison and contrasting (Yin, 2017, Halkias & Neurbert, 2020), where keywords were extrapolated from the dataset (Lichtman, 2012). Pattern-matching and contrasting through thematic analysis and In Vivo techniques were used to single out trends and possible conflicting results, which helped to strengthen the findings and allowing for theoretical framework to develop (Halkias & Neubert, 2020), confirming internal validity of the study (Stake, 2010). In addition, structural and process coding were used to support the organization of the research questions and to surface the essence on interactions surfacing from the leader-follower interactions (Saldana, 2016).

Definition of Key Terms

Genuine Servant Leadership. "This term refers to three major behaviors: standing back, humility, and authenticity. "Standing back" refers to the extent the leader does not seek rewards in his role to support others until the goals are accomplished, and he/she is willing to credit others for their success. "Humility" describes the servant leader having a realistic perception of himself and seeks feedback as he is aware of his limitations, while being willing to learn from others. "Authenticity" outlines that the leader is true to himself, operates with his internalized values and communicates openly his true intentions and motivations" (Pressentin, 2021).

High Power Distance. Determines the degree to which an individual accepts power over self. Majority of Asian countries present a high-power distance acceptance, which entails endorsement of hierarchy, and acceptance to unequal power distribution, thus, the leader is expected to make decisions. Often, this results to submission, in situations of conflict, a cultural prototype common in Asian organizations (Hofstede, et al., 2010).

Vertical Collectivism. "The vertical dimension concerns the relationship between the individual and the collective, and often includes subordination of the individual's goals to those of the collective. The horizontal dimension concerns the relationship of the individual to other individuals, and often includes conceptions of equality" (Chen et al., 1997).

FINDINGS

How does genuine servant leadership impact follower-leader interactions in relation to the 5 employee work passion intentions, manifested in terms of:

How does genuine servant leadership impact follower-leader interactions in relation to the 5 employee work passion intentions, manifested in terms of:

RQ 1. Follower's intentions towards their leader, based on their interactions with the leader?
RQ 2. Followers' intentions towards their organization, based, on their interactions with the leader?
RQ 3. What is the Follower's ideal leader prototype?

Results

A case-study protocol was designed and followed to accomplish this research. Cross-case synthesis was performed to arrive at explanations on the phenomenon studied. Several analysis techniques supported the attainment of results involving coding methods such as:

- Structural
- Process
- Thematic
- In Vivo

How does genuine servant leadership impact follower-leader interactions in relation to the 5 employee work passion intentions, manifested in terms of:
RQ 1. Follower's intentions towards their leader, based on their interactions with the leader?

When followers perceived that their leader exhibited Acceptance, built Trust and promoted Equality or partnership towards them, they reported feeling valued. As consequence, they respected and appreciated their leaders' behaviors towards them, resulting in three manifestation categories towards their leader:

- Followers want to Emulate their leader
- Followers reciprocate Trust towards their leader
- Followers want to Follow their leader

How does genuine servant leadership impact follower-leader interactions in relation to the 5 employee work passion intentions, manifested in terms of:
RQ 2. Followers' intentions towards their organization, based on their interactions with the leader?

This segment was analyzed with In Vivo technique, as essential quotes were extracted to showcase the participants intentions towards their role in the organization.
Participant 1 showing intend to perform.

"Basically, feeling appreciated, feeling positive. I think the simple fact that my manager is paying attention to me and not patronizing is showing respect and really wanting to help and support. That itself is good fuel for me to want to do my best. And because I don't feel judged or potentially be embarrassed by asking questions, I could go to her and quite candidly tell her, you know what, this is what baffles

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me. I really don't have the answer but I can be honest with her upfront. I don't need to pretend with one another. Quite frankly, the speed of work is a lot faster."

Participant 2 demonstrating intent to use discretionary effort and OCB.

"My leader makes me feel empowered and I feel engaged, so I try to mirror these behaviors towards my team to support them. Now I ask my team what they need because I want to support them, whereas before, I actually didn't prefer to be a people manager, but my mind has changed. This has changed me, now I check up on people, making sure their needs come first, I am being guided by my leader on how to lead my team. He groomed me in terms of leadership and learning. He is one of the people I would think I can always depend on."

Participant 3 exhibiting the intent to use discretionary effort and OCB.

"Yes, my leader made me a better leader by seeing these examples. Hmm, it definitely gave me a sense of wanting to protect him and looking at what changes I need to make in my own working style so that I can become a better leader. I'm a very process person, HR also needs a lot of processes and policies. But today, I'm very people oriented. My leader gives me a lot of confidence to work with him, to be proactive and think out of the box."

Participant 4 sharing his willingness and intention to use discretionary effort.

"I feel backed up by my leader, so now I want to be a supportive team leader for my team because everyone has issues and they need someone to guide and support them. If I behave this way, I can get my subordinates to respect me and I can drive the business. If my team respects me, we can drive the business together to get the best result. I'm not a patient person, so I used to order people what to do and they failed, but after going through coaching, I experimented with more listening and supporting, asking the team what help they needed, instead, and things are much better. I still need to learn this style, it takes time."

Participant 5 illustrating the intention to use discretionary effort and OCB.

"Working with my leader I'm trusted, I'm confident, motivated and encouraged to do more and I would say I'm more focused to achieve higher productivity. Also, I can do a lot more, I want to pass down that positive energy to my team."

Participant 6 explaining the reasons for his intent to provide discretionary effort.

"Oh, I feel extremely liberated. I tend to do a lot if my leader gives me space to think independently. From a HR role, moving to this role, a subject matter expert role is that it provides me the opportunity to think hard. So, my manager gives me that opportunity. I think he also gives me a lot of respect for what I know and that is manifested with the autonomy and the trust that he builds in me. And, of course, in some instances I get his advice, but I think one of the key facets is that he allows me enough space to think with my own voice, my opinion, I talk with different teams without his supervision. And to me that's the single most driver for me to work with."

Participant 7 sharing personal motivation and intent to provide discretionary effort and to perform.

"I'm capable of filtering what our marketing requirements and sales needs. And then my manager is really giving me this power to do it myself. And this feeling is quite encouraging because you really want to improve yourself more and more to see from different angle to bring more value to the to the team that you're working with. But at the same time that I know that whenever I need him, he will be there. And which is a very comfortable feeling for a direct report. I feel more valuable because he trusts me, which allows me to really create more. When I have the autonomy and more space to work, I can achieve the best outcomes. And if this outcome has some challenging requirements, I also know that there will be someone to back me up. This brings success and collaboration based on trust. My manager

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allows me to input whatever I can provide, which really raises my appetite to work and to do better work. It's very motivating."

Participant 8 discerning his intent to perform and OCB.

"Since my manager is very hands-on person who has been in the frontlines before, he tends to do everything by himself. I would then also tend to do everything by myself when a problem comes up, for example I would be the first one to jump up to help fix it. My manager also influenced me to show care towards the people. Like sending flowers when people are feeling sick. Although sometimes I feel that it's public relations or even fake, but ok, we do have a working relationship as colleagues, so I guess that's creating a caring environment."

Participant 9 sharing his lack of intent to provide discretionary effort given a bad relationship with his leader.

"I have a leader that has embarrassed me publicly, on purpose, I lost face in front of others in a situation she caused. She does not care about me. But luckily my colleagues know me that I'm not the kind of person my boss painted me to look like. I have a strong reputation in the company already before she joined. If my boss treated me as equals, I would do a lot more. But now, I just do the bare enough."

Participant 10 reflecting on her intent to perform.

"My manager appreciates me and cares for me on the personal level, so I feel more confident. So, you feel like a human and not like a robot at work. She will always put my requests as her top priority for her, very reliable. When she gives me feedback, even if it's a criticism, I know she wants me to improve my performance, so it's ok. As a subordinate, I will put a lot of effort to perform. If I see a lot of attention from the leader towards me, I will not lose the drive and the passion on what I'm doing."

Participant 11 illustrates the confidence to engage in the new by showing the intent to perform, provide discretionary effort and OCB.

"My leader makes me feel part of the team. Whatever I'm going to do, he has my back. I'm not necessarily confident that I'll succeed, but I know that it'll be bringing a different result compared to the past, so I'll do it without the fear of repercussions. I feel more secure and trusted, because I know I'm valued and I feel part of the team. That makes me engage and willing to take risks. Sometimes my leader asks me to do things out of my job scope, such as business partnerships. But I'm happy to help him because it's like helping the team, we work together to achieve together to support the business, it's just more effective this way. This is so meaningful, it makes me very satisfied, so I don't mind giving more, because this is a leader I'm willing to work for and to sacrifice my personal time for. I want to be able to end my life by telling people I've actually impacted people and especially crossing paths with my team members, we have an affinity together. Whatever I've observed from my leader as behaviors that I value, I try to emulate and apply with my team members. I take that as a learning."

Participant 12 demonstrating his intent to provide OCB.

"I feel very valued because I put forward my feedback to my boss and she implements actions from it. So, I feel a close relationship with her and it's very trusting. She also invests on our development, everybody is moving forward at the same time. She is proactively developing our careers, she cares for our aspirations and takes actions to make them happen. Every conversation with my boss is a meaningful one, I will get something out of it, and I will know my accountability of any actions to take, so I have a lot of respect for her. This makes me want to apply the same clarity and caring behaviors with my team and those I train in my work. I love sharing my learnings and experiences with my team members. I also share my feedback and encourage them to help them progress."

Participant 13 displayed his willingness to pay forward from what he gained through the intent to perform OCB.

"My leader gives out a kind vibe to everyone, so I wish to become a reflection of him, because my heart becomes open to any feedback and teachings because it's good for us to do better. Now he has retired, and when I find a challenging situation, I would reflect back and wonder what he would do in my shoes. Now it's my turn to influence others that work with me. This becomes a cycle. I want people to learn as we need to adapt to new industries and environment. A leader needs to walk the talk, that's important, so I reciprocate and pay forward, showing empathy not just to colleagues but also to customers when they are going through difficulties. I also catch up with my people to see how they are doing at home, how they feel, taking care of them on the personal level, especially during hard times like Covid19 pandemic."

How does genuine servant leadership impact follower-leader interactions in relation to the 5 employee work passion intentions, manifested in terms of:

RQ 3. What is the Follower's self-concept vis-à-vis the ideal leader prototype?

This segment responds to the question around the follower's self-conception vis-à-vis their ideal leader prototype. The key question asked was: "When a new leader is assigned to you, would you automatically accept the individual as your leader?"

[*HPD – High Power Distance]

Participant 1 – Singapore HPD 74; Individualism 20

"I would have to observe over time if I would really follow this person or just follow based on authority. So, I would take the person as a hierarchical leader to give instructions, cascading down information. I would observe this person in terms of how I'm being treated to decide whether I will willingly follow him. If not, at some point I have to call it a shot for myself whether to continue in this position. I need to see if he cares for his people because you are achieving results through others, instead of treating people as a tool, which we will not appreciate. Some people may continue to follow because they see no choice. To me I don't believe there is no choice. You make your choice, and there is a consequence for every choice. If I feel that this leader is not worth following because I don't look up to the individual, for his ideas or lack of wisdom, then I will make a choice to leave."

Participant 2 – Philippines HPD 94; Individualism 32

"I would probably accept him as a manager, when new, but not necessarily as a leader yet. To me, a manager is seen in terms of tasks and deliverables, things that need to be done. I view the leader in terms of behaviors that supports the emotional background. If a leader turns out to be incompetent, only delegates and passes my ideas to others, that would break trust with me, so that would trigger me to reevaluate the individual and will make me think if I should stay or not in the company. So in a leader, trust is very important for me. Someone I can say ideas to without judgement, someone that will make me better and add value. I'm looking for a leader that sees further than I can and is competent enough to guide me but is humble enough to accept feedback. The leader needs to be a good collaborator and partners, not taking credit for himself, not just passing on an idea. He needs to know me and engage me outside the work environment, not just professional, this way it's good for my wellbeing. He needs to know how to balance and keep the distance, because I need alone time for reflection."

Participant 3 – India HPD 77; Individualism 48

"My leader is definitely in a position to make decisions so I have to accept based on his position. But in spite of that, I think probably I don't, as I can't remember a single case when I did that. I find that the decision making was usually blended to me, meaning, I made decisions mostly. In our case, it has been

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a dialogue, there's been an opportunity for me to voice my opinion or concerns, if any. My leader gives a great example of seeking my participation."

Participant 4 – Thailand HPD 64; Individualism 20

"I would not follow my leader 100% just because it's my boss. I would respect the new leader say about 50% or 60% otherwise I would not make the decision to work with him. But I need to work with him first then maybe give the other 40%. In the past, I had a boss that did not meet my style, so I could not followe her, I decided to find a new job and I moved on. The leader needs to be someone I like as a person, needs to support and listen to me, which is the most important thing to me. I'm very independent and can work alone, but sometimes when I need advice, I would look for my leader, so he needs to be that person for advice too."

Participant 5 - China HPD 80; Individualism 20

"I would not automatically follow a leader, it will be case by case. I don't see myself as a follower, so what I would do is chat with that leader and let him know what I'm thinking first. Just following blindly is a big failure, but I would consider what the leader has to say before acting. I only follow the right idea, the right strategy and proposals that make sense because I need to justify what the leader is doing, so just following is never a good idea."

Participant 6 – Hong Kong HPD 68; Individualism 25

"I'm a very structured guy. I'm not one of those intuitive persons. So, when I have a leader, I am largely a follower. But if I feel strongly about something, I will convey it and then let that leader take the decision. when I'm looking for a leader, I'm looking for authenticity. Mmm. I'm looking for personal relationships. It's not just about being professional, is somebody who can, march between professional and personal. once you have a personal relationship you can be very, very open and vulnerable in some point of time. So, I'm looking for a sense of security in terms of building that personal relationship, functional expertise, is also important. I should be able to constantly learn from that leader. And I think that's something that, goes without saying, a part of me, I mean that's driven by my disposition. I'm more academic and a practitioner in the industry, so I've got the best of both and therefore it really bothers me if the leader is not adding value to my thought process. I also like front-facing or giving face. That's great, you know, somebody who could stand up for his or her team."

Participant 7 – Thailand; No information was available on this question.

Participant 8 – China HPD 80; Individualism 20

"I would not just automatically follow a leader because of his hierarchy, unless he is good for me to follow, otherwise, I'll keep my mouth shut and just listen and do things my own way. I prefer when a leader is authentic, good to me, improves and upgrades himself."

Participant 9 – Taiwan HPD 58; Individualism 17

"I tell myself that I need to be a good corporate citizen or a good follower to my boss, so I seldom argue with her, even though our relationship is not good. I wished she was respectful and treating me as an equal, but she does not. Even then, I won't stop following her because she is the boss. In HR there is no, so called, absolute approach. I will accommodate as much as I can."

Participant 10 – Hong Kong HPD 68; Individualism 25

"I accept hierarchy because I'm not in a decision-making position. I think, well, it's difficult to find a boss that you 100% agree with. I believe in equality because even though I'm in a lower position, it doesn't mean the leader is always right. So, if my boss makes a decision and I disagree, I will still express my opinion. So, I accept the authority but not necessarily the leader immediately. What I look for in a leader is to be ethical, work with integrity and someone that is credible."

Participant 11 – Singapore HPD 74; Individualism 20

"I usually will automatically accept the person as leadership, maybe because of my military background. In an organization, everyone has a role to play, we are part of a big system, right? Even for the leader, it's just a role that he plays within the organization bestowed on him, right? Similar to my role as a team member or follower in the company. It's just a role. So, I recognize my place. On my one-on-one with my leader I would explain to my leader how we can best work together and manage the relationship well. As a team member, it's my duty to share my opinion about the work. Part of the rules of engagement, the team leader has additional responsibilities and accountability, so I'm conscious to remind and share those. I begin with full trust when working with a new leader, but he needs to show me he is worthy of the role with that position and authority, otherwise I will engage differently and provide him with feedback. A leader needs to be more knowledgeable and more visionary than me, able to advise and recommend to me best actions in a situation."

Participant 12 – Hong Kong HPD 68; Individualism 25

"Yes, I accept my boss as my leader because I am reporting to a leader and don't have 100% autonomy, at the end of the day I'm still receiving instructions from the leader and I implement and execute the instructions given to me. My relationship with my leader is a mutual dialogue, setting expectations for my job scope and to what extent I am allowed to obtain empowerment. Every year during goal setting exercise, I will craft the goals for the year and ask for empowerment and autonomy and I have room to achieve my stretch goals. But I cannot go against the top-down goals. What I'm looking for in a respectful leader with positive intentions to work with."

Participant 13 - Malaysia HPD 100; Individualism 26

"I don't automatically follow my leader when he is new because I need to see what kind of a leader that is. Sometimes, when a leader is new, I have to become the leader and he has to follow because he has to learn about everything like the market, culture, etc.. So just because he is the boss, you should not just follow!"

DISCUSSION

Figure 2 illustrates the GSL manifestation of followers' intentions in high power distance and collectivist Asia. As leaders operate from the space of others-focused, demonstrating humility, authenticity and standing-back through promoting equality, trust and acceptance in their interactions with the followers, the latter's sense of autonomy, relatedness and competence – ARC – were perceived, in addition to recognizing that their leaders respected them. As a result, our findings showed that followers have the intention to *emulate* their leaders' behaviors in order to support others, such as their own team members, thus demonstrating their intention to provide OCB. GSL leaders admired by the followers have shown them care and attention on the personal level, beyond functional goals attainment, therefore, the followers mentioned their desire to *follow* their leader, regardless their position power, or intent to Endorse, was shown. Trust, in this process, is reciprocated, inspiring the followers to exhibit their intent to Perform and to provide Discretionary Effort. Mutual *trust* between leaders and followers has a direct impact on followers' perception of feeling safe to *voice-out* ideas and concerns without repercussions. This supports their eagerness to learn from the leader and pay forward what they learned, thus, *developing* their direct team members, hence, showing once again, their intent to Perform and to provide OBC on the organizational level.

Figure 2. GSL Manifestation of Followers' Intentions in Asia
Source: Author's elaboration
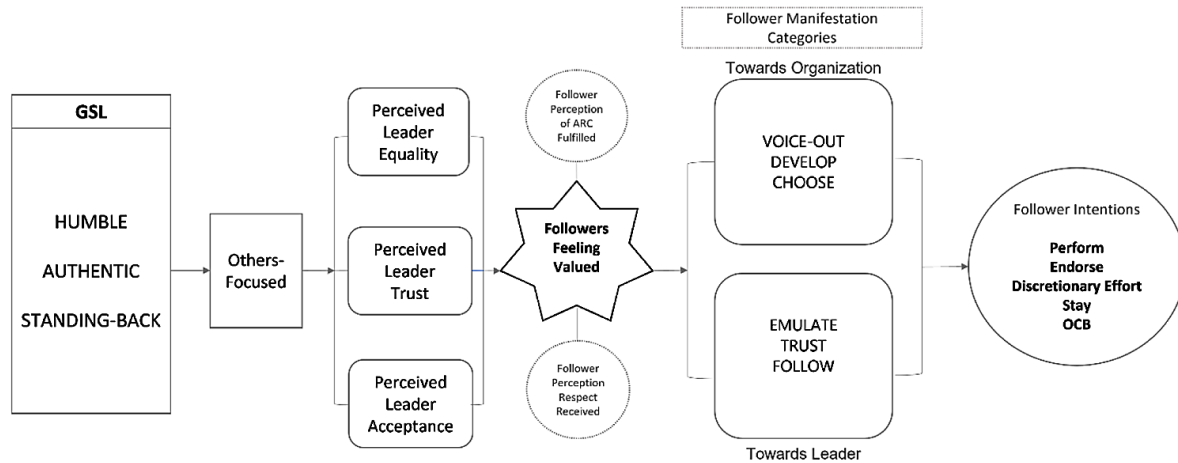
The intent to Stay is very much triggered by the leader's 'worthiness' of the followers' attention. Despite the hierarchical acceptance of position power in Asia, i.e. HPD ratings in all countries were above 50 points, majority of the participants' self-concept was strong, perhaps explained by the fact that all participants were established and experienced managers, themselves, and led teams, either at the time of their interviews or prior. This meant, that their leaders, would have been leader-of-leaders. Participants were clear about staying in the organization if their direct reporting leader were fulfilling leadership behaviors focused for the good of people, rather than just being a functional manager. Thus, a sense of care, connection and growth for the followers were key determinants of their ideal leader prototyping, i.e. all countries' ratings on Individualism was below 50 points. Under the Implicit Leader Theory, the followers specifically used the leaders' appreciation towards them, being supportive, backing them up on decisions and ideas as compass for determining if an individual was a 'good' or 'bad' leader worthy of their endorsement and whether to stay in the organization (Sy, 2010). The participants were clear about having a *choice* to follow their leader, willingly, despite the latter's hierarchical power.

This research also confirms all three propositions:

Proposition 1: Genuine Servant Leadership, with follower-centric others-focused leadership stance, contributes to followers' positive intentions towards their leader, in Asia.

As followers respect their leader-follower relations, they tend to: voluntarily emulate their leader, trust their leader, and determine to follow their leader willingly (manifestation towards the leader)

Proposition 2: Genuine Servant Leadership, with follower-centric others-focused leadership stance, contributes to followers' positive intentions towards their organization, in Asia.

As followers build stronger bonds with their leader, they tend to voice-out ideas and concerns, develop others, and recognize their choice in decision making (manifestation towards the organizational).

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Proposition 3: Due to social embeddedness of power distance dynamic and vertical collectivism, Genuine Servant Leadership has not been materialized as a mainstream practice.

Participants' quotes also confirm that Asian leadership traditions of autocratic aspect of paternalistic style is still prevalent, nonetheless, followers preferences have shifted towards others-serving style.

Practical Implications

This study contributed to confirming that the leader-follower process is intertwined, as leadership cannot exist without followership (Yukl, 2010). The findings in this research have demonstrated that leader-follower interactions work best in a collaborative and collective leadership process (Crossman & Crossman, 2011). Despite the prominent Asian cultural dynamics of high-power distance and collectivism, a leader's behaviors are willingly emulated, while team members voluntarily follow their leaders as they are trusted by followers when the latter feel cared for on a personal level, sense being appreciated, perceive to be backed by their leaders for their ideas and decisions, and are being developed. In addition, followers chose to follow their leader that are capable and add value to them, which clarifies their general leader prototype preference (Holzinger & Dunham, 2006). Followers also feel a responsibility to provide leaders feedback when necessary (Challef, 1995). Such aspects have determined the conditions that show employee motivation and five intentions (Nimon & Zigarmi, 2015).

Figure 3. Adapted from McKinsey & Co. – "Defining the skills citizens will need in the future world of work"
(Dondi et al., 2021).

The first step of a leader's inner preparation to serve the outer others consists of being mindful (Verdorfer, 2016) and realistic (Greenleaf, 2002) about who the self is, recognizing own strengths, weaknesses

and what he/she has to offer, or be compensated in collaboration with others. If organizations want to retain the best people for their expertise, then it must believe that everyone can be developed, in which case, proper mindful self-reflection needs to be enabled through proper guidance and appreciation for others they collaborate with in a common goal and purpose.

Organizations need to consider leadership and succession development from an earlier cycle than current budgetary spending trends, where only the mid to senior levels obtain leadership development. Essentially, what is defined as 'soft-skills' are critical high performing teaming skills, influencing up-down and all-around organizational levels, critical to benefit collaboration and improvement of relationships. From present findings, we contend that functional skills are important, however, it is how leaders make the followers feel and grow that impacts the followers' decision on the five intentions. Hence, an urgent call to action in setting up organizational structures for a culture that promotes genuine servant leadership behaviors in practice is needed.

McKinsey's latest report (Dondi et al, 2021) on skills employees need to develop in the future world of work, amongst many, two main quadrants involve capabilities on self-leadership and interpersonal aptitude, illustrated above on Figure 3.

It would behoove HR and organizational designers to consider the employee intentions they want to foster in alignment with organizational purpose and growth in a sustainable way (Zigarmi et al., 2011).

Limitations

Certain limitations exist in present research, one is the fact that secondary data from Study 1 was employed. In addition, this was small sample size, thus, generalizations would be inappropriate to derive. Although the participants were responding from their position of the 'followers'' perspective, given their level of experience in their dual role of also being team leaders, the manifestation of work intentions may have a different representation, had the sample covered a different level of follower generation and years of work experience.

Participants' personal bias might have caused a limitation given their deep involvement and experience of the phenomenon (Patton, 2015). Additional limitations may have been instigated through the researcher's interpretation bias, nevertheless, which were alleviated detailed field notes, digital recordings and transcriptions, and triangulation amongst several data sources (Shenton, 2004).

Future Research

Replication of this study either in qualitative or mixed methods would be useful to contemplate followers' perspectives from the Gen Z and younger Millennials, as the cultural dynamics at play through the traditionalism lens may show up differently. In addition, acknowledging that technological advances have made it easy to access information and to foster incremental knowhow, their work experience and values may provide additional insights to their intentions at work. This would be significant for HR professionals to budget and strategize organizational talent development efforts towards succession and tenure.

Carsten et al (2010) showed that followers self-grouped into three categories: (1) passive, loyal and supportive of their leader mandate, (2) active, when opportunities were given, opinions were shared, yet stayed loyal to the leader, even if they did not agree, and, (3) proactive, enthusiastically challenged their leader in a constructive manner, when required. This provides an opportunity for future research to analyze the link between situational factors (Crossman & Crossman, 2011) such as a company's life-

cycle and present research outcomes on follower intentions, focused on classification of the Carsten's three categories of followers. On the same note, an additional study opportunity would be to look at how servant leaders would mingle each of the categories of followers into their growth and what growth meant for each of the category of followers. Since followership is a natural progression and a training experience for effective leadership (Crossman & Crossman, 2011), then this will shed light as to the types of leaders each category of followers would derive, mediated by the servant leadership approach.

Hisrich & Kearney (2011) discussed that there are several types of entrepreneurs within diverse organizational settings. As organizational grow in the 21st century digital and purpose oriented economic environment, entrepreneurial mindset and skills are sought after not only by entrepreneurial ventures but also multinational organizations, in forming an organizational culture. Understanding what the modern followership and leadership behaviors and interaction aptitudes entail, as well as, how servant leadership's relevance to contemporary organizational strategy and workplace design given their direct impact on sustainable performance, is suggested.

Finally, employees' wellbeing is a top concern for organizations, as Covid19 global pandemic has been upgraded to endemic status, employees are feeling demotivated, isolated and stagnated either working remotely or in the hybrid environment. Leaders face the critical challenges of assuring performance, sustaining employees focused and engaged, coaching and developing employees virtually. The topic of virtual leadership and wellbeing are surfacing as prominent topics and the combination of how servant leadership would be adding value to the current shifts in the workplace, is a worthy study to explore.

CONCLUSION

Due to the increasingly lack of popularity in traditional leadership styles approach (Harms, 2018; Zhang et al., 2021), by drawing attention towards followers' needs, servant leadership has been endorsed in scholarly research and by practitioners (Gordon, 2002).

Contrary to self-promoting, a servant leader is secure in self-concept, with a true servant attitude rather than servility, safe-guarded in own self-worth, without the need to self-protect or self-popularize, hence the humility exhibited. Matching are the explicit behaviors of standing-back and authentic, as in the combination, the servant leader is modest by supporting and crediting the followers with appreciation while standing-back (Verdorfer, 2016).

The purpose of this study was to explore the followers' perspective of Genuine Servant Leadership (GSL) impact on them, and its direct relationship to work intentions, in Asian high-power distance and collectivist cultures. Present study attempts to extend Pressentin's (2021) previous research - study 1 - "Can Genuine Servant Leadership Gain Followers' Respect for the Leader? Evidence from the Asian High-Power-Distance Cultures: A Multiple Case Study Approach" by focusing on followers' work motivation and intention outcomes.

Secondary data from Study 1 (Pressentin, 2021) was employed. Qualitative multiple case study was used to extend the latter's scope of research on the exploration of followers' work intentions.

Finding showed six follower manifestations when experiencing genuine servant leader behaviors from their leader. Followers are more willing to: voice-out ideas and concerns, develop others, and recognize their choice in decision making (manifestation towards the organization). When followers respect their leader-follower relations, they tend to: voluntarily emulate their leader, trust their leader, and determine

to follow their leader willingly (manifestation towards the leader). The six manifestations contribute to followers' intent to perform, endorse, provide discretionary effort, stay and contribute to OCB.

This study contributes to fill an important gap in the scholarly work by looking at the followers' perspective in high power distance and collectivist Asian cultures. The research sought to understand and analyze, in depth, the leader-follower interactions and intricacies contributing to the manifestations of follower intentions.

Effectiveness in the leadership process is a cohesive interplay between leader and follower interaction (Yukl, 2010).

Agho (2009) shares that followership is a set of accumulated experiences required to build up effective leadership in organizations, thus, findings in this study contribute to the realization of HR and organizational designers to evaluate the onboarding and succession development process to proactively involve and upskilling hiring-managers as mentors and coaches, based on the servant leadership principals, to achieve the desired employee work intentions.

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Chapter 3
Winning Together:
Outcomes of Pairing Servant and Inclusive Leadership Styles – Evidence of Organizational Practices

Maria Pressentin

https://orcid.org/0000-0003-1542-6322

International School of Management, France

La'Wana Harris

University of Pennsylvania, USA

ABSTRACT

Organizational cultural dilemmas have shown a lack of psychological safety and sense of belonging, which may be positively impacted by the application of combined servant leader (SL) and inclusive leader (IL) behaviors. SL focuses on serving others' needs first, embracing the individual's strength, and stirring towards inclusiveness. Controversy exists in the literature regarding SL's ability to promote inclusiveness in the workplace. This chapter explores factors that link SL and IL from the angles of others-focused orientation and of psychological safety, empowering uniqueness and sense of belonging in followers. A framework of inclusive servant leader (ISL) is explored. This study is significant. As younger generations enter the workforce demanding more equitable leadership treatment, servant and inclusive behaviors have come to the forefront of organizational attention; nevertheless, its application is still in its infancy. A multiple case study research was conducted.

INTRODUCTION

Industry experts are taking a strong stand on the urgent and important need to focus on the topics of Diversity and Inclusion (D&I), not only within governmental and public institutions but more intensely in private organizations. Gallup has shown evidence of organizational engagement rates stagnation and decreases over a longitudinal study (Harter, 2020), due to the combination of lack of leadership direc-

tion and inclusive culture. Studies from BCG showed evidence of positive impact when companies are perceived to be inclusive, resulting in increased stock price by 14% during the 2008-2009 crisis (BCG, 2021). In a 2020 survey by McKinsey showed that 39% of job seekers turned down a job due to perceived lack of inclusion in the organization, and for those employed, junior associates perceive less sense of inclusion than senior managers, regardless of their gender, age, ethnicity, sexual orientation, and gender identity; all in all, they felt that there were barriers to establishing organizational inclusiveness, caused by behaviors such as micro-aggressions and lack of respect for individuals (Bailinson et al., 2020). Deloitte has identified seven areas of organizational challenges in driving D&I within organizations, and these are: creating a culture that promotes respect for individuals, defining with clarity the concept of inclusion in own organization, focusing on gender and sexual orientation, providing formal programs to building an inclusive environment, focusing on global cultural diversity, supporting new family models in workforce, providing development for cross-generational workforce (Bourke & Stockton, 2014). Bersin by Deloitte 2015's study of inclusive organizations impact of their financials and performance displayed: 2.3 times higher cashflow per employee in a three-year period, 13 times higher mean cashflow from operations, 1.8 times more change-ready, 1.7 times more likely to be innovation leaders in their market; 3.8 times more able to coach people for improved performance, 3.6 times more able to handle personal problems, 2.9 times more likely to identify and build leaders (Bersin, 2015). To sum up, employees that perceived to be included are three times more likely to be committed and feeling excited about the work they do and for being part of the organization (McKinsey, 2021).

D&I drives employee well-being, and as organizations cannot only be run by top managers, building an environment conducive to D&I is imperative, not just for financial performance, but for the sustainability of its stakeholders that run the organization, especially when hybrid workplace designs and norms are becoming a necessity (Kuknor, & Bhattacharya 2020; Bailinson et al., 2020; Dowling & Prince, 2021).

The focus on inclusion has taken a more important stand compared to diversity management, as the presence of the later does not represent the existence of the former (Bernardo & Ferdman, 2010). Despite organizational HR efforts on establishing leadership competencies, setting goals and training programs on inclusion, little progress has been shown in its application and revitalizing engagement in the workplace (Sanyal et al, 2015). Research demonstration of organizational benefits of inclusion is coherent with industry analysis, in that, it attenuates negative aspects at work, such as, unexpected performance ratings, limited growth opportunities, assignments less desired, as it engages people in dialogue and understanding (Sanyal et al, 2015). As organizations augment in size, operational leadership and team members take a stronger importance in driving the business for their market knowledge and interactions with customers, thereby, their ability to understand and close the gap of employees' needs is crucial. When managers and team members feel unincluded resulting in disengagement, a long-term economic impact is evident in the organization. Hence, promoting efforts of inclusion is not simply an HR key performance indicator, but an important all-company strategic imperative, indispensable to implement throughout all echelons, as a way of life, and as a healthier workplace culture. Thus, inclusiveness is not just passive targets (Kuknor, & Bhattacharya 2020; Atewologun, & Harman, 2020).

The implementation of an inclusive culture will depend on many facets that involve company and employee values alignment and leaders to champion and instill such initiatives (Kuknor, & Bhattacharya 2020). As the Millennials rise-up to leadership positions and the Generation Y enter the workforce at large, they present a close link to what they value in leadership behaviors which are driven by equitable, visionary, direction clarity, supportive and empowering characteristics (Barbuto & Gottfredson, 2017). Contradicting scholarly reasonings discuss the links and disconnects between SL's ability to

drive inclusiveness (Kezar, 2001; Echols, 2009; Randel et al, 2018). Research has also demonstrated a separation of IL from leader focused behaviors, arguing that IL should be considered as a process, instead (Rodrigues, 2018).

Present study's purpose is to examine the relationship between SL and IL. Particularly, we attempt to understand these two constructs' influence in valuing workplace psychological safety, individual uniqueness and belongingness, through others-focused behaviors.

Theoretical Background

Servant Leadership

Greenleaf's (2002) definition of SL focuses on the actionable force of serving others, first, as others reap the benefits of being served, they select the servant as their leader, second. Thus, from the servant leader's perspective, his/her first motivation is to serve, second is to lead. In addition, there is a tangible outcome, as those being served are measured by whether they have grown as persons, become autonomous, and if they emulated what they reaped by developing into servant leaders themselves, as a result of being served. Thus, the individual's conscious choice of serving first brings out the aspiration in becoming a leader, propagating others to do the same. Greenleaf's (1977) original booklet title was 'The Servant As Leader' instead of, The Leader As a Servant, describing how the individual is motivated by serving others as an antecedent to leading, suggesting an others-oriented approach (Eva, et al., 2017).

Consistent with Greenleaf's definition, Eva et al. (2017) explained the strong conviction of a servant leader, driven by their resolve to serve arisen by their altruistic attitude with a strong sense of themselves, and with high psychological maturity. Therefore, a servant leader, is self-confident and high moral individual, rather than a friendly and polite person, who acts to serve others to their growth, rather than to serve self-ambition and personal progress. Thus, the authors further redefined SL in three parts: "(1) *other-oriented* approach to leadership (2) manifested through *one-on-one prioritizing of follower individual needs* and interests, (3) and outward *reorienting* of their concern for self, towards concern for others within the organization and the larger community". Compared to other leadership theories, SL is the only one that manifests through others-centric personal motivation, while, the notion of taking up leadership responsibilities is secondary, with a leader's resolve to move from self-orientation to others-orientation (Russel, 2002; Sendjaya et al., 2008; Eva, et al, 2019).

Van Dierendonck (2011) has consolidated multiple interpretations of SL into six leader characteristics: empowerment and developing people, humility, authenticity, interpersonal acceptance, providing direction and stewardship. SL's application exudes affect, respect, contribution and loyalty as a result of the leader-follower relationship, built on a psychological environment of trust and fairness. As a consequence, positive outcomes on follower job attitudes, individual performance and organizational continual and long-term outcomes are manifested, such as, (a) augmented follower job satisfaction, commitment, empowerment and engagement; (b) higher performance in organizational citizenship, behavior, team effectiveness; and, (c) manifestation of sustainability, and corporate social responsibility (Van Dierendonck, 2011).

Verdorfer (2016) showed how SL disposition of mindfulness directly triggers the genuine SL core behaviors of humility, standing-back and authenticity. Van Dierendonck, & Nuijten, (2011) argued that the servant side of SL enables the leader to stand-back and to be humble, thus allowing the follower to flourish. The 'detachment' described in the literature refers to the altruistic servant that puts others'

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needs before own, thereby, detaching from personal needs to serve others. By achieving this distance, self-observation becomes more objective, diminishing biases and judgements, which is the process of consciously reflecting on values, thereby, attaining higher levels of authenticity (Verdorfer, 2016).

Russel (2001), studied three major values of SL, as the ultimate underlying factors that separates servant leaders to other leadership styles. The three values involve trust building, appreciation of others and empowerment impacting leader behaviors and organizational performance. Marinan & Brown (2019) examined seven SL behaviors that showed impetus toward positively generating psychological safety: behaving ethically, conceptual skill, creating value, emotional healing, empower followers, helping followers grow and putting followers first. Their findings resulted in the positive relationship between psychological safety and the composite of (a) follower-engagement and (b) follower-independent-thinking outcomes. As followers grow and are supported to succeed by SL behaviors, self-confidence based on self-competence enables anxieties to reduce, while psychological comfort augments. As such, the confidence to take initiative, open to sharing information and to be creative, as well as seeking continuous learning takes place.

Inclusive Leadership

A body of research has lent multiple definitions to IL. Atewologun and Harman (2020) describe it by associating IL with individuals in the upper organizational echelons able to influence the cultural environment for the benefit of others with less position power, "the extent to which individuals in positions with organizational privilege and power enable others' access to information, resources and participation in decision-making, by being open and available to less powerful others… associated with outcomes such as empowerment… creation of psychologically safe environments, in which, individuals feel comfortable being themselves, and subsequent improving learning and performance. Rodriguez (2008) shares that IL is a process "IL highlights the importance of leadership as a social construction process between the leader and follower".

As it relates to IL, it would be pertinent to explore the construct of inclusion. Shore et al. (2011) defines inclusion as an individual's perception of being treated as part of a workgroup therefore satisfying own needs of belongingness and uniqueness, derived from the optimal distinctiveness theory which contend that individuals have a simultaneous need to be different and similar from other. Belongingness refers to the need to build long-term and stable robust high-quality relationships with other, and therefore, being accepted by others, while uniqueness is the need for self-distinctiveness to be preserved, therefore, being appreciated by others with regards to individual talents and being heard (Randel et al., 2018).

Corresponding to building an inclusive workplace culture, Nishii (2013) suggested to create an environment imbued with fairness, comprised by diverse cultures. Bernardo and Ferdman (2010) argued that individuals must feel safety and valued, despite their identity differences, thus promoting an engaging environment. Wasserman et al. (2008) discussed that individual contributions should be recognized, valued and used, across board (Kuknor & Bhattacharya, 2020).

Barak (2011) recognizes that the leader is a key player influencing the quality of experience an individual would perceive inclusion in the workplace. Wasserman et al. (2008) advised strategies to develop inclusive culture that leaders should promote open dialogue with individuals and groups, be sensitive towards their differences, uniqueness and showcase behaviors that promote inclusiveness, finally, handle hardship springing from diversity. Carmeli et al. (2010) characterized inclusive leaders to be highly

susceptible to employees' new ideas, not necessarily conforming to norms, whilst who provides a safe environment for open sharing (Kuknor & Bhattacharya, 2020).

Edmondson (2006) found that IL involves leader traits such as openness, availability and accessibility. As the leader builds relationship with the follower by showing genuine care and concern, trust is built. Nembhard and Edmondson (2006) determined that psychological safety is derived when leaders invite for sharing and appreciate followers' inputs and ideas, resulting in their willingness to voice out their opinions. Hollander et al. (2008) recognized that key IL operating success factors between leader-follower interaction lie on reciprocal respect, recognition, responsiveness and responsibility. Therefore, IL is a way of life initiated by the leader, as the modus operandi, during day-to-day workplace activities, such as, crisis management, handling pressures, managing change and managing diverse teams (Kuknor & Bhattacharya, 2020).

Randel et al (2018) emphasized that inclusive leaders not only engage in behaviors geared towards the work group but also acts as a role model by boosting such behaviors across group members. The idea is to generate replicability and opportunities for group members to emulate in their crosswise interactions. Randel et al.'s (2018) principles of promoting inclusiveness values focus on two essential elements: (a) Belonging, entails creating an environment that increases belongingness, such as to soliciting diverse view points, to counter conflict of disagreement, and fostering inter-individual relationships to enhance cognizance of individual strengths, styles and inter-relational comfort; (b) Uniqueness, involves making sure that individual members do not hold-back in contributing own ideas, or that they don't feel their voice is valued in the group, to counter lack of contribution, whilst the leader needs to be aware how to deal with potential energy preferences of voice sharing and adapt facilitation modalities to allow for contribution, such as, writing ideas instead of speaking up in a group, for introverts vs extroverts, or simply putting people into smaller groups to engage and creating a perceived safer environment to open up by the members.

IS enables employees' self-respect and self-significance, and when employees' self-value is recognized by their leaders, psychological safety tends to augment (Javed et al., 2017; Pressentin, 2021).

Compatibility of Servant and Inclusive Leaderships

In their book, Atewolugun & Harman, (2020) discussed that adopting an inclusive culture, organizations need to treat inclusion as a pervasive way of life, going beyond hierarchical position power or relying solely on HR policies. It is a function of day-to-day micro-behaviors instilled by strategic and operational leaders, promoting high-quality leader-member exchange, in order to be associated with the outcomes of empowerment, reaching the state of comfort being themselves given the presence of *psychological safety* and therefore improving learning and performance. Furthermore, an inclusive leader is one that is *others-focused*, a relationship-based leader, building high quality of work cultures in a subtle approach through micro-behaviors, yet, powerful in instilling a critical mass shift. Randel et al. (2018) argued that inclusive leaders facilitate belongingness by supporting members of the group and promoting shared decision making, while valuing uniqueness of each group member by encouraging diverse contributions and helping members to contribute fully, promoting and environment of justice and equity among members of the group. As a result, group members have the opportunity to voice-out their opinions regardless their social identity, encouraged to share their independent thinking, provided with opportunities to engage in diverse ways sensitive to their communication preferences and energy, with ensured safe space to learn, and to show up as their unique-self, thus, able to perform according to their strengths.

Servant leaders facilitate growth of the individual by responding to their development and growth need. By putting the individual's priority before self, the servant leader values the follower by being mindful through the practice of genuine SL behaviors of humility, standing-back and authenticity, thereby, promoting the values of trust, appreciation for others and empowerment (Russel, 2001; Van Dierendonck & Nuijten, 2011; Verdorfer, 2016; Verdorfer, 2019; Pressentin, 2021). Greenleaf's (1977) original thesis titled 'The Servant As Leader' brought out the concept of '*others-focused*' motivation. Servant leader behaviors instill positive relationship with followers as they develop, whilst their self-confidence augments with their self-competence, the rise in *psychological safety* to be creative and to engage in their independent thinking are reflected as outcomes. In addition, as increased confidence in own ability and the trusting environment is imbued in the leader-follower relation, voicing-out own opinions and higher levels of engagement are experienced, which also promote outcomes of higher performance and refinement, as well as continuous learning, as mistakes are seen as part of the learning process and emanation of servant leader behaviors by followers may replicate towards their team members (Marinan, & Brown, 2019).

Expanding on the original models from Marinan & Brown (2019) and Randel, et all. (2018). This study has identified two common moderating variables linking SL and IL: (1) Others-focused, and (2) Psychological safety, thus, aligning their efforts towards reaching similar outcomes. SL is directed at one-on-one individual development needs, guided by the mindful values of trust, appreciation of others and empowerment, whilst, IL is meeting the group members needs of belonging, and accentuating individual member's uniqueness. This research proposes the model of Inclusive Servant Leader (ISL), described by a leader that is simultaneously caring for the individual development needs and inspiring SL values as individuals grow, whilst involving group members through IL facilitation of belongingness and valuing member uniqueness in a fair and equitable process. We propose that, when an ISL leader combines the individual development and group involvement, in virtue of the Others-focused orientation of SL and IL application, Psychological-safety is universally experienced by the individual and by the group members, thereby amounting to positive outcomes by the followers (Figure 1).

Figure 1. The Inclusive Servant Leadership/Leader (ISL) Model
Source: Authors elaboration

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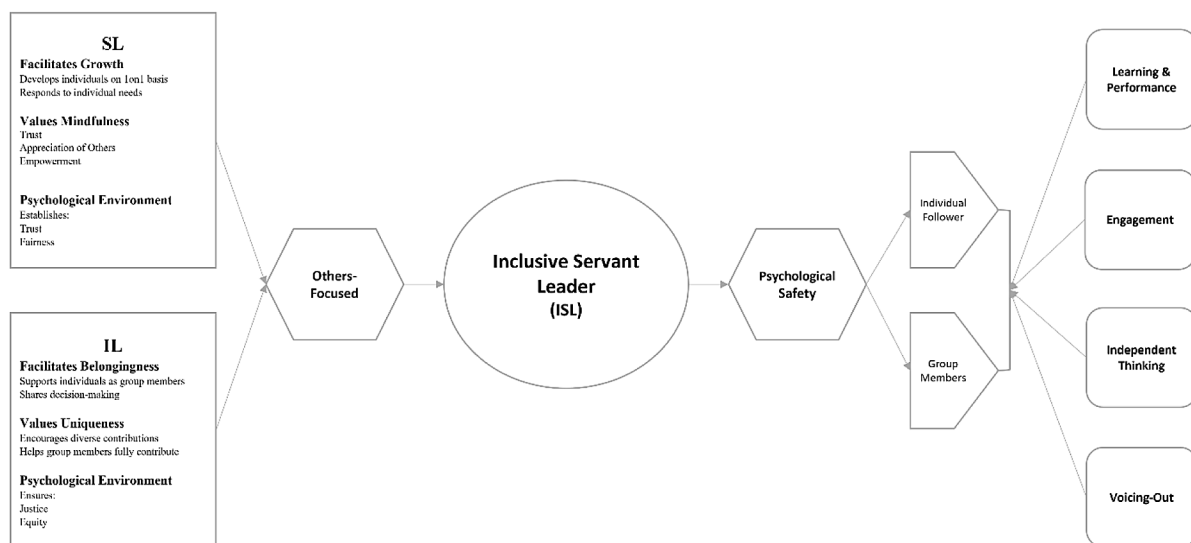
Problem Statement

The problem is little is known as to what conditions would organizational leaders apply ISL to promote follower inclusiveness, in addition to, how others-focused leader orientation and psychological safety efforts are exercised (Randel et al, 2018; Marinan & Brown, 2019; Mendelsohn, 2021).

When leaders desire to build common understanding of goals, tasks and processes amongst followers while intending to be inclusive, what behaviors would the leader exhibit in those situations, given that it requires uniform understanding? How would leaders both balance the homogeneity of developing common understanding parallelly valuing the individual uniqueness (Randel et al, 2018).

Extending to the phenomenon of organizational fit, what SL behaviors would be most appropriate to support the 'fit', and, would additional IL behaviors be required to boost the fostering of cohesiveness, uniqueness, understanding of individual bias and embracing diversity (Kezar, 2001).

The purpose of this study is to clarity how SL and IL combination into ISL supports the development of an inclusive environment, through the leader's lens. This is significant given that a weak link between SL to IL presents a gap in the literature (Kezar, 2001; Randel et al, 2018; Mendelsohn, 2021). In addition, inclusiveness promotes innovative work behavior mediated by psychological safety (Javed et al, 2017). Psychological safety is a valuable dimension of employee wellbeing, while innovation is supported by leaders that promote others' growth through empowerment of their ability, experimentation, exploration and creativity for advancement (Greenleaf, 2002; Chughtai, 2015; Brohi et al, 2018). Therefore, the second significance to this study is to bring about the understanding of how ISL supports psychological safety of individual uniqueness, growth, and yet, promoting a sense of belonging, through understanding the role of the leader in this interplay of behaviors between serving and including. Finally, the value of inclusiveness described by the extent to which followers perceive a sense of belonging in the group and whether their uniqueness is contributed into the group depicts the extent to which the leader facilitates both aspects demonstration in a group interaction and how conflict is managed when it arises (Randel et al, 2018). Thus, the leaders' style exhibited by their others-focused mindful behaviors, values and practices are a critical aspect that determine the link to the success of group inclusiveness perception, stemming from followers' one-on-one development in SL. This study aims to find the common links that may support the proposed model in Figure 1, based on a body of research that has demonstrated quantitively, that there is an alignment of the mediating variables of Others-Focused and Psychological Safety between SL and IL. Transforming a culture to be inclusive oriented, which is more of a process of norms through daily micro-behaviors, may mean that leaders need to first work with their followers individually, as a starting point. In other words, leaders serve by helping followers grow individually through trust building, growing their confidence in their competence, while followers' perception of empowerment may reflect the daily application of their growth results, which can lead to their courage to voice-out their opinions and engage more, despite their social identities. We propose the following research questions to identify the connection of IL and SL mediated by the Others-Focused and Psychological Safety variables. Thus, the following six research questions are pertinent to explore, in light of the study problem and purpose:

RQ1: What (a) characteristics, and (b) conditions would a leader demonstrate Others-Focused Behaviors, in the context of inclusiveness?

RQ2: What (a) characteristics, and (b) conditions would a leader demonstrate Others-Focused Behaviors, in the context of serving?

RQ3: How does IL promote Psychological Safety towards followers?

RQ4: How does SL promote Psychological Safety towards followers?

RQ5: What conditions relate SL to IL?

RQ6: How does SL promote inclusiveness in followers from group members, in terms of:
    a.   Follower Uniqueness?
    b.   Group Belongingness?

Methodology

The purpose of this study is to clarify how SL and IL combination into ISL promotes follower inclusiveness, through the leader's lens.

   This study is an exploratory research considering that little is known as to what conditions link SL to IL and how SL would contribute to inclusiveness, apart from criticisms of their weak links (Kezar, 2001; Randel et al, 2018; Mendelsohn, 2021). Other researchers have suggested that SL would stimulate inclusiveness (Gotsis & Grimani, 2016); Peterlin et al. (2015) advocating that SL provides for sustainable leadership approaches. Echols (2009) argued the following about SL:

"More than leadership styles, leadership stances strongly influence the presence or absence of inclusiveness in the individual leader's practices… servant leadership is prominent and substantive leadership stance."

   Present study aims to catalyze an exploratory of SL's potentiality to vitalize inclusiveness from angles of its philosophy of altruistic behaviors by being others-focused and by building psychological safety, thus, contributing to the body of research.

Sample, Procedure and Method

Unit of Analysis. Eight organizational leaders were solicited to participate in this study, seven have agreed and contributed their perspectives to the research questions provided. This is an adequate number of qualitative multiple case study sample size representation, since no fixed required number has been stipulated (Yin, 2017). Given that this sample of participants was approached through previous professional relationships with the researcher, selected purposefully to contribute their subject matter experience in the phenomenon studied, a wider variety of industries, sizes of organizations, hierarchy and age range is represented.

Table 1. Sample Demographics

Attributes	Participants' Information
Hierarchical Level	Mid-level, Senior and Executive Leaders
Industry	Biotech, Academia, Law, Tech, Non-Profit
Size of the Firm	115-535,000 employees
Age Range	24-67
Gender	Male, Female, Non-gender Conforming, Non-binary
Sample Size	7 leaders
People Responsibility	8 - 2,267
Geographic Responsibility	US, Global
Degrees	Business, Education, Organizational Development Law, Computer Engineering, Marketing

Procedure

- Sample - The sample was selected by convenience. Past consulting and coaching clients were recontacted to solicit their willingness and availability to participate in a qualitative research, who have provided their consent and replied to all research questions.
- Study design - We followed a case-study design protocol for data-collection, analysis and reporting of the data to adhere to the logic and ascertain high quality of the research. Research questions were generated to support a direct e-mail survey sent to participants.
- Bias - As the retrieval of participants' answers were directly returned via email, no danger of researchers' opinion bias was contemplated to influence their answers.
- Data Collection - Initially considered to take the study approach through in person or Zoom interviews. Instead, the study was conducted via a direct mailing of an e-mail survey to participants to expedite with respect to a given deadline. Time-zone differences and Covid 19 have resulted in restrictions in geographic movement. Thus, in person and Zoom interviews were rejected, instead, the authors have opted for simplifying data collection via the email method, recognizing that this is a study limitation. The research questionnaire was designed with open ended questions to allow for the in-depth answers and the freedom of responses by participants to surface about the phenomenon.

Method of analysis. Present paper was conducted based on multiple case studies, supported by open-ended questionnaire was sent via e-mail to participants to allow in-depth exploration of the research questions (Yin, 2017). Cross-case synthesis, thematic analysis and In Vivo methods were chosen to examine the phenomenon (Saldana, 2016).

The participants were numerically coded to maintain anonymity and protection of their identify, as well as their organizations.

Data collected was verified with other data sources for triangulation. Participants' key ideas were clustered to support study interpretation, whilst expert evaluation and reflection were applied (Patton, 2002).

Keywords were extrapolated from the dataset (Lichtman, 2012). Individual themes were traceable to each participant's response (Yin, 2017). A cross-case synthesis via Microsoft Excel spreadsheets was

done, supported by coding to arrive at cross-case comparison and contrasting (Yin, 2017). This procedure was taken place to identify trends and to illustrate possible inconsistent results. This technique allowed for individual case analysis and strengthened the cumulative case findings, ascertaining the internal validity of the study (Stake 2010).

A case study protocol was used in this study to ensure reliability of the research (Yin, 2017). This was done to strengthen the findings through data pattern-matching and contrasting to permit theoretical replication and a theoretical framework to be developed (Halkias & Neubert, 2020).

Replication and saturation of the data collected was represented by the adequacy of the sample, seven organizational leaders with subject matter experience with the topic researched (Morse et al., 2002). As no new themes had emerged during data analysis, saturation was confirmed (Halkias & Neubert, 2020).

Findings

Present research sought to explore the following six questions:

RQ1: What (a) characteristics, and (b) conditions would a leader demonstrate Others-Focused Behaviors, in the context of inclusiveness?

RQ2: What (a) characteristics, and (b) conditions would a leader demonstrate Others-Focused Behaviors, in the context of serving?

RQ3: How does IL promote Psychological Safety towards followers?

RQ4: How does SL promote Psychological Safety towards followers?

RQ5: What conditions relate SL to IL?

RQ6: How does SL promote inclusiveness in followers from group members, in terms of:
   a. Follower Uniqueness?
   b. Group Belongingness?

Data Analysis

We sought to answer the six research questions through structural analysis by coding the questions accordingly:

RQ1: What (a) characteristics, and (b) conditions would a leader demonstrate Others-Focused Behaviors, in the context of inclusiveness?

RQ2: What (a) characteristics, and (b) conditions would a leader demonstrate Others-Focused Behaviors, in the context of serving?

Both RQ1 and RQ2 were analyzed in conjunction with cross-case synthesis approach and compared with thematic analysis.

Figure 2. Others Focused Leaders Characteristics
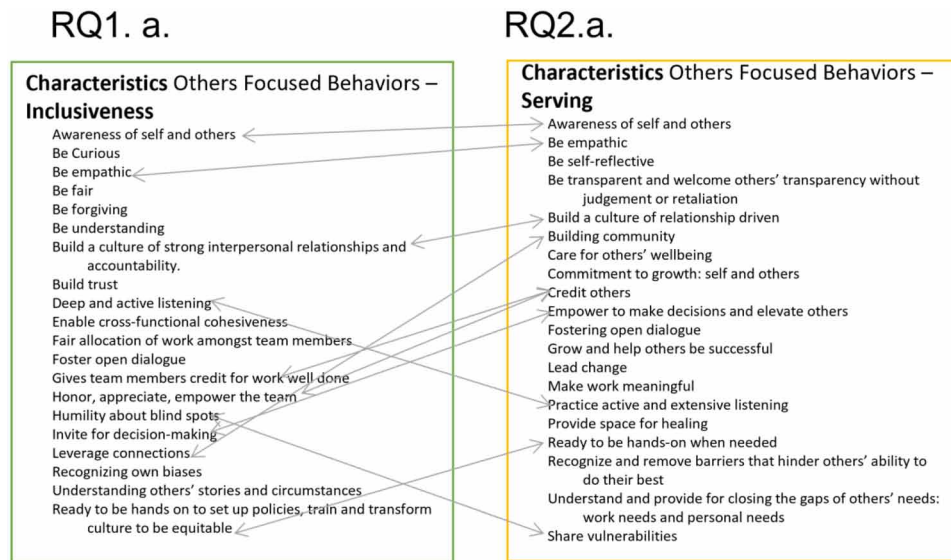
RQ1 and RQ2 are each divided into two additional sub-categorical questions (a) and (b). We took the approach of the cross-case synthesis by illustrating the links through arrows pointing at similar *characteristics* that leaders exhibit others-focused behaviors in the context of inclusiveness comparatively to the context of serving.

Nine themes were found common to IL and SL linkages as leader characteristics manifesting others-focused behaviors, Figure 2:

1. Awareness of self and others
2. Be empathic
3. Build a culture of relationship and accountability
4. Build connections and community
5. Credit team members
6. Active listening
7. Empower decision making
8. Be hand-on when needed
9. Be humble and share vulnerabilities

RQ1 and RQ2 are each divided into two additional sub-categorical questions (a) and (b). We took the approach of the cross-case synthesis by illustrating the links through arrows pointing at similar *conditions* that leaders exhibit others-focused behaviors in the context of inclusiveness comparatively to the context of serving.

Figure 3. Others Focused Leaders Conditions

RQ1. b.

Conditions Others-Focused Behaviors – Inclusiveness

Role modelling:
- o Invite everyone's views and incorporating their perspectives
- o Seeking divergent points of view
- o Demonstrating adaptability to incorporate others' views

RQ2.b.

Conditions Others-Focused Behaviors – Serving

- Role model and express the desire to know individuals on team, deeply
- Hiring people who value people
- Facilitate all points of views
- Create opportunities where everyone wins
- Keeping all stakeholders in mind when making decisions
- Sharing leadership
- Build a diverse team

We found one main theme representing the condition that IL and SL had in common, when observed as others-focused, Figure 3:

1. Facilitating to incorporate all points of views, including similar and divergent opinions.

RQ3: How does IL promote Psychological Safety towards followers?

Figure 4. Psychological Safety Through IL

RQ3.

Conditions that IL Promotes Psychological Safety

- ▪ Leader must empathize with the concept of 'safe place' and learn about how to enable it
- ▪ Promote the concept of: 'Here we value your opinion'
- ▪ Facilitate open discussions, training and understanding of diversity and inclusion
- ▪ Promote group's cultural purpose on inclusion and diversity and set group norms collaboratively for their implementation
- ▪ Elevate under-represented demographics into positions of influence and power
- ▪ Leverage marketing and communications internally to promote an inclusive and diverse culture
- ▪ Allow and promote frequent conversations on issues pertaining to diverse groups
- ▪ Promoting individual's self-worth and sense of belonging through:
  - o Enabling employees to bring their full selves to work and to be authentic
  - o Promoting full individual acceptance
  - o Develop a 'No need to blend in, be yourself' environment
  - o Enable risk taking
  - o Enable open feedback without repercussions
  - o Allow for mistakes
  - o Empower their voice on sharing: concerns, vulnerabilities, ideas, innovations, with honesty

Figure 4 illustrate the participants' views as to the conditions IL promotes psychological safety. Five themes were found in the cluster answering to RQ3, represented both by the individual and group dynamics:

1.   Sharing of individual voice
2.   Open communication amongst parties
3.   Establishment of a process for safe sharing
4.   Develop self to include
5.   Develop others to speak up

RQ4: How does SL promote Psychological Safety towards followers?

Figure 5. Psychological Safety Through SL

Figure 5 identifies seven specific themes that share the conditions SL promotes psychological safety for individuals and teams, in answering to RQ4:

1.   Keep employees on top of the mind and heart
2.   Provide a safe haven to develop, explore
3.   Build trust
4.   Develop self as servant
5.   Develop others based on needs
6.   Share leadership
7.   Protect the marginalized

RQ5: What conditions relate SL to IL?

The In Vivo analysis method was chosen to allow for transparency of the participants' true voice of their perspective in response to RQ5. Following are participants' opinions as to the conditions that link SL to IL.

Participant 2 mentioned an environment of inclusivity can be built by employees, more likely through a servant leader given SL's natural tendency to ask and listen.

"I know that servant leaders build inclusive cultures. A servant leader is more likely to create the environment of inclusivity by asking employees what they can do to support them- inclusivity is one natural outgrowth of that."

Participant 3 shared that SL builds trust and empowerment through "seek first to understand, then to be understood".

"Servant leadership, in its truest form, has to foster and embrace inclusive leadership. Servant leadership centers around enabling and empowering individuals, and the unspoken implication is that we're referring to every individual. A servant leadership approach lays the foundation for empowering diverse employees and fostering more equitable and inclusive workplaces.

In both cases, the fundamentals are very much the same:

- Lead by example and inspiration, and not by force.
- Treat every individual with dignity, care, and respect.
- Trust your team to take care of what they've been assigned.
- Challenge the team to learn new skills and grow professionally.
- And, with credit to Stephen Covey, "Seek first to understand, then to be understood."

Participant 4 reflected that SL is curious about the individual personal stories, leading to employees' feeling of being included.

"Take for example curiosity - an essential quality of any leader. In servant leadership this leads me to ask "what do you need?', for inclusive leadership I might ask "who are you, what is your story?"

RQ6: How does SL promote inclusiveness in followers from group members, in terms of:

   a.   Follower Uniqueness?
   b.   Group Belongingness?

The In Vivo method of providing the results of RQ6 was found to be most appropriate to illustrate the true opinions of the participants as follows. Both sub-questions on Member Uniqueness and Group Belongingness were represented.

a) Member Uniqueness

Participant 1 mentioned that SL promotes team member's authentic self.

"Member feels understood for who they truly are (their whole self, not part of what they allow to come to work), member can contribute more actively and fluidly because they can remove filters and aren't focused on adapting, member can contribute an alternate point of view and see the direction of discussion or decision change for the better and get expanded on."

Participant 2 shared that SL enables individual needs to be answered uniquely and personally.

"Not everyone needs the same thing to success. A servant leader ensures that employees have the tools and support they need to succeed, and also ensures that they are emotionally intelligent and building supportive teams and environments. In this way, each member of the team is allowed the opportunity to receive slightly different support and contribute using their strengths."

Participant 3 mentioned that SL would cater for the individual's needs to be valued, to belong, to feel safe and well.

"If a leader truly understands her mission to be providing her team with what they need to be productive and successful, this must also include each team member's need to feel valued as an individual and a sense of belonging, safety, and wellness."

Participant 4 acknowledged that it is deep-seated that SL respects individual uniqueness.

"It's hard to imagine SL without a leader treating team members as unique individuals all focused on a common goal…"

Participant 5 reflected that SL uncovers the individual driving attributes to facilitate growth within the organization.

"When a leader is focused on an individual's needs, motivations, and career goals the leader will uncover what this person requires to thrive in their organization. As a leader learns more about an individual and their "unique" attributes, desires, and motivators they are able to create an environment and workplace for the individual to realize their goals, while supporting the mission and vision of the department."

Participant 6 added SL supports uniqueness by enabling common understanding of individual contributions as a piece of the bigger puzzle.

"People understand all levels of contributions and see the bigger piece of the whole."

b) Group Belongingness

Participant 1 conveyed that SL's characteristics and behaviors are eventually emulated and become a norm in the group, thereby, generating an environment that everyone feels they belong to.

"Leader behaviors are emulated. Traits such as empathy, listening, awareness and others are actively role modeled by group members allowing for give and take, valuing a broader set of norms, etc. the multi-faceted point of view becomes the norm instead of the dominant point of view."

Participant 2 asserted that SL would cultivate an environment of inclusion- belonging with one another, by leaving personal ego aside and focus on group-thinking for the greater good.

"In my experience, it is very difficult for someone to feel belonging over time if a leader doesn't have emotional intelligence and doesn't approach their role from the perspective of inclusion and/or servitude. Leaders who are in it for themselves create distrust over time, both between themselves and their employees but also within their teams. A leader who truly want to grow their people, to create a culture of belonging, does so with intention, and has to learn to overlook their own ego, which is never easy. Groups under this kind of leadership are cultivated to share this inclusion with one another, allowing for the belonging that everyone really wants."

Participant 3 suggested there is more than just common goal to create belongingness.

"…however group belonging requires more than a common goal - it requires that people care about one another, respect and value their contribution and have their back at times of crisis…..not sure that SL speaks directly to these things….."

Participant 4 stated that SL may come across as an invisible force that puts inclusion-belongingness into action with enforced SL style standard of norms, lived experiences and shared outcomes.

"Leaders set the tone of their organization. It is well documented that there is a positive correlation between a change in behavior and a change in culture. Servant leadership can be illusive in that the daily execution of it may not be visible. But, over time, the impact can be seen and felt my members of an organization. If a leader is truly leading with a servant spirit the team and/or organization will be held to a standard that in consistent with this leadership style. Group belonging is determined by stated norms, lived experiences and shared outcomes."

Discussion

Present study's purpose was to examine the relationship between SL and IL. Particularly, we attempted to understand these two constructs' influence in valuing workplace psychological safety, individual uniqueness and belongingness, through others-focused behaviors. Findings showed there are nine SL-IL common characteristics perceived by organizational practitioners, when leaders exhibit other-focused behaviors in the context of inclusiveness: Awareness of self and others, Be empathic, Build a culture of relationship and accountability, Build connections and community, Credit team members, Active listening, Empower decision making, Be hands-on when needed, Be humble and share vulnerabilities. They are especially apparent when leaders promote an environment impelled by the condition of: Facilitating to incorporate all points of views, including similar and divergent opinions.

IL is best perceived to promote psychological safety for followers when leaders advocated for their voice to be shared, generate an environment for open communication amongst parties, establish a process

geared towards safe-sharing, nevertheless, leaders need to be proactive in learning about inclusion, for example getting trained, and develop others to speak up.

Evidence of SL demonstrating the advocacy of psychological safety amongst followers took place when they kept employees on top of their minds and hearts, provided a safe-haven to develop and to explore, built trust, empowered sharing and when protecting those groups feeling marginalized. The leader is in continuous self-development to be a servant leader and developing others by observing their needs and drivers of their success. it is deep-seated that SL respects individual uniqueness. SL would cultivate an environment of inclusion- belonging with one another, by leaving personal ego aside and focusing on group-thinking for the greater good.

An environment of inclusivity can be built, more likely through servant leadership given SL's natural tendency to ask and listen. SL builds trust and empowerment through seeking to understand the individual in support of their growth and wellbeing, uniquely and personally. Through SL the individual's needs to feel valued, to belong, to feel safe and well are respected. Therefore, catering for individual uniqueness is an embedded practice of SL, perceived by participants in this study. SL is a leadership style that tends to uncover individuals' success drivers and supports their unique growth path within the organization. In addition, SL enabling common understanding of individual contributions as a piece of the bigger puzzle, thereby creating an environment conducive to belongingness. SL's characteristics and behaviors tend to be emulated and become a norm in the group, thus, generating an environment that everyone feels they belong to, beyond merely relying on common group goals. Given that SL tends to take a humble form of leadership style, more often empowering and modestly directing as needed, it may come across as an invisible strength placing inclusion-belongingness into action through others-serving standards geared by norms, lived experiences and shared outcomes.

This study is significant as younger generations enter the workforce demanding more equitable leadership treatment, attention towards application in the organizational cultural setting is inevitable and crucial. Present chapter has closed the literature void referring to SL's relationship to IL and its ability to cultivate an inclusive work environment. As SL facilitates the individual's growth through servant leadership style mindset of others-focused, operating under the values of trust, appreciation of others and empowerment, a psychologically safe environment is conceived and perceived as trusting and fair. By combining IL behaviors in offering the followers openness to contribute authentically without repercussions, the psychological feelings of justice and equity are perceived. SL is, therefore, the individual enabler for inclusiveness to catalyze in the workplace through individual interactions, as the leader promotes the individual's development by attentively understanding unique strengths and improvement opportunities, while getting the individual involved to contribute in the group, keeping in mind the need for inclusiveness in teams. Thus, the framework of ISL is one that deserves more attention given that positive individual and group outcomes such as improvement of learning and performance, engagement, independent thinking and voicing-out are enacted under this combination of both leadership styles.

SL's relationship with IL and its ability to foster inclusiveness through others-focused behaviors by generating psychological safety for individual uniqueness and group belongingness is evident in this study, disconfirming earlier research claims of the weak links between the constructs (Kezar, 2001; Randel et al, 2018; Mendelsohn, 2021).

SL shapes the environment for inclusiveness, and it is a solid prediction for inclusion as it is in the position to bolster feelings of individual uniqueness and group belongingness (Gotsis & Grimani, 2016; Russel, 2002; Sendjaya et al., 2008; Eva, et al, 2019). We contend that our findings support the ISL

framework proposed in this chapter, as the first step in exhibiting a stable link between SL and IL, where SL behaviors substantially value add to creating an optimal environment for inclusiveness to thrive.

Practical Implications

The topic of trust was common discussion in multiple questions, reflecting that when both SL and IL develop trust inclusiveness and psychologically safety are instilled more easily in the environment and the followers' individual uniqueness and sense of belonging would augment.

We explored the extent SL would contribute to building IL belongingness. According to literature review (Randel et al, 2018), belongingness emphasized the ability to enhance the followers' innovation, which was lightly touched upon by one participant in the present study, however, it was not the center focus of their perspectives sharing. Rather, they were more concerned about creating an environment that was open, more generically involving followers' opinions, decisions, concerns and ideas.

Practical deployment of inclusiveness may take the angle of enhancing leaders and followers' aptitude in the philosophy and specific behaviors in SL. Learning and development leaders may be encouraged to explore training and coaching for enhancing such SL behaviors in the organization, catered to foster inclusion and psychological safety through others-focused, depicted in this study. Developing employees' psychological safety, not only will they feel more included and be encouraged to show up and speak up, as will also enhance their confidence to make decisions, engagement, independent thinking and develop future leadership talents for succession (Marinan & Brown, 2019). HR would do well by instilling performance management tools to support leaders in creating a culture of Inclusive Servant Leadership language throughout the organization, beginning with norms, daily interactions and experiences.

LIMITATIONS AND FUTURE RESEARCH

This research has a number of limitations. Present exploratory study provided an adequate direction towards initiating the query and in answering the research questions, however, it is inconclusive, given the infancy of the topic. In addition, this study involved a small sample of participants resulting in the inability of generalize the findings interpretations. Furthermore, the design of this study was focused on leaders' perspectives on conditions that demonstrated links between IL and SL. Perhaps a more robust representation of the employees' critical mass opinions would show the extent leaders manifest IL and SL behaviors with them. The sample was limited to a single country, USA, where the topics of IL and SL are well observed with interest by organizational members, practitioners and researchers. Due to Covid19 pandemic, this study was limited by data-collection methods.

Further research is recommended to explore through a replication of the current study in a mix-method-study, by applying quantitative and qualitative analysis to seek organizational followers' perspective in ascertaining their views on leaders' behaviors towards the IL and SL topics, links and discrepancies, while allowing for generalizability and replicability. In addition, the multicultural context would help to qualify additional variables other than others-focused and psychological safety to explore, such as the cultural dynamics of collectivism and power distance. Finally, our study focused on perspectives from the leaders' lens, however, in order to shift practices, it would be important to look through the organizational cultural practices from the angle of vision, values, purpose, goals, norms and policies,

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and competencies that may need to be integrated, created new or shifted in order to build an inclusive and serving environment conducive to promoting employees' wellbeing.

CONCLUSION

Present research sought to find the link between IL and SL through a combination of conceptual and exploratory research. Multiple case studies represented by seven leaders of organizations as subject matter experienced individuals offered their perspectives on the phenomenon in study. A combination of structural, thematic and In Vivo methods supported the data analysis. Findings of the study showed several overlaps between IL and SL leader behaviors, beginning with the mindset of others-focused, to the concern of creating psychological safety for the employees, as well as the concern for followers' expression of their uniqueness and creating sense of belonging for them and in the environment. This study has confirmed the link between IL and SL, in that, SL fosters inclusivity, when used in combination with IL behaviors, it promotes followers' uniqueness and their sense of belonging in groups. The originality of this chapter is enacted by the ISL framework.

CONTRIBUTIONS

Authors' Contributions. The study was designed by the first author[1], who analyzed the data and wrote the paper. The second author was responsible for data collection. All authors have read and approved of the final manuscript.
Conflicts of Interest. The authors declare no conflict of interest.

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Chapter 4

Impact of Servant Leadership on the Development of Change-Oriented Citizenship Behavior:
Multi-Mediation Analysis of Change Readiness and Psychological Empowerment

Sadia Jabeen
University of Lahore, Islamabad, Pakistan

Jawad Ali
Sahara University, Pakistan

ABSTRACT

Due to globalization; utilization of new innovations; adapting to a tempestuous climate; and political, cultural, and economical challenges, organisations face progressing cycles of change. They relegate the duty of expecting change and giving direction to their employees for their professional growth. Because of the change-oriented behavior of employees, the study proposed the importance of understanding the phenomena while examining the subject of change readiness and psychological empowerment of employees during the current era of change. This study examines the mechanism of the effect of servant leadership on change-oriented behavior. The study employed a survey-based method, and data is collected with the help of a questionnaire. The rate of response was 50%, qualifying for the minimum criteria of response rate. For the data analysis, SEM-PLS is used. Results of the current study supported the hypothesised relationships.

INTRODUCTION

The current study examines the effect of servant leadership on the performance of the organization. It defines a new mechanism of the effect of servant leadership on the firm's performance. By introducing the multi-mediation mechanism of change readiness and psychological empowerment it gives direction to the managerial decision-makers to focus upon the human resource development for generating economic benefits. In the current study, the author emphasized change-oriented citizenship behavior. In the modern era, only citizenship behavior is not sufficient for the contribution to the growth of the organization. There is a need to focus on the change-oriented behavior in which the members of the organization are always ready to adopt the change to cope up with the challenges of the dynamic market environment. Therefore, we can say that change adaptability is the key to success in modern societies (Cummings & Worley, 2014).

Table 1. Definitions of Key Terms

Variable	abbreviation	definition
Organization Citizenship Behavior	OCB	extra performance and duties of the employees performing in the organization
Change Oriented organizational citizenship Behavior	COCB	Employees' voluntary activities to demonstrate that they are good citizens of the organization as well as ready to accept change initiatives
Psychological empowerment	PE	a person's sense of his job as significant, his capacity to do his job effectively, his ability to control his behaviors, and the impact he makes on the workplace
Readiness to Change	RTC	belief characterizing one's attitude about a change initiative.
Servant Leadership	SL	Servant leadership is a style of leadership that encourages followers to connect with the organization's aims and interests while also exceeding expectations

BACKGROUND

As a result of globalization, utilization of innovations, adapting to a tempestuous climate, cultural, political and economical challenges, organisations face progressing cycles of change. They relegate the duty of expecting change and giving direction to their supervisors, chefs, and pioneers who need new jobs. The leadership hypotheses allude to specific sorts of supporting and encouraging behavior, and there is significant proof that such examples are identified with powerful leadership, as demonstrated in the meta-investigation completed by (Kiker et al., 2019).

An alternate point of view on the job of leadership in producing devotees' help for change endeavors is established in the authoritative change writing. For instance, Kerdpitak and Jermsittiparsert (2020) have examined the impacts of procedural reasonableness on reactions to hierarchical change. There is additionally a whole expert writing that centers around what explicit behaviors pioneers ought to take part in driving change (Balthazard et al., 2006). These methodologies are less worried about steady, cross-situational leadership behaviors or styles (Peters, 2018; Rego & Cunha, 2010). All things considered, they center around what pioneers ought to do when they face a specific change scene 'e.g., make a desire to move quickly, give early notification, offer help, fabricate alliances, take into consideration

inputs', yet they don't interface these change-explicit pioneer behaviors to more extensive speculations or develops of leadership. They additionally don't address whether these change-fitting behaviors are pretty much liable to be displayed by particular kinds of pioneers. As a result, different approaches to leadership styles will mainly deal with changes that can be used to make different circumstances in a better way including changes that are broad and authoritative which expect proper alteration in behavior (Kim & Toya, 2019).

In postmodern times, the concept of organizational citizenship is gaining a lot of interest. It has become very important to make future planning because of the fast pace of information and technological growth. This strategy is important for a hyper-competitive environment to determine certain positions by the managers of organizations (Battal et al., 2017).

Employees working in any organization are under immense pressure to complete their given task in a minimum time. In this regard, employees may perform discretionary behavior which reflects the act of employee which he or she goes beyond his/ her normal duties to achieve organizational goals (Ndoja & Malekar, 2020). Hardworking employees of the organizations may be working beyond their normal tasks and expectations for the achievement of organizational goals and the overall benefit of the organization. This extra performance and duties of the employees performing in the organization is known as OCB (Kumari & Thapliyal, 2017).

In the last thirty years, OCB has become one of the largest studies subjects. OCB supports the well-being of employees, therefore; it reached the domains of management and business. It also supports the fact that the performance of the organization as well as its output is largely affected by the OCB (Klotz et al., 2018). As the concept of OCB is studied a lot in past studies, therefore researchers have reported inconsistent effects of OCB on different outcome variables (Ocampo et al., 2018). Presently, organizations have linked their success with the employees working there (Kumari & Thapliyal, 2017). The interest of stakeholders of the organizations is increasing in terms of environmental management, therefore it has become increasingly important to link the resources of an organization with the management of the environment (Lundgren & Zhou, 2017). This is an important aspect because the concept of OCB is expanding from the point of view of sustainability which is mainly used in HR management (Kim & Toya, 2019).

Leadership is one of the topics as well as a factor that is of key interest and being discussed today (Bennis & Thomas, 2020). Most definitions of leadership involve a process in which one person actively exerts influence over others to guide, shape, and facilitate activities and relationships in a group, as well as a focus on behavioral styles. "In the workplace, leadership is defined as the capacity to influence followers to complete tasks and responsibilities.

The main objective of servant leadership within a firm is to find out new opportunities. Moreover, to inspire organizational members within the firm (Anderson, 2018). Moreover, the goal of the leader is to act as a role model for the followers and employees by following values that are common, prompt cooperation at the same time in which all of them work to achieve a single organizational goal (Kao et al., 2015). Servant leaders inspire followers to question their conventional ways of doing things, embrace creative approaches to cope with complicated work circumstances, and transcend their interests for the sake of the company by identifying the need for change and articulating a vision for change (Ojha et al., 2018). Consideration at the personal level, a component of servant leadership, may focus on shifting followers' motivations, encouraging them to go beyond their self-interests and examine the moral and ethical consequences of their goals and actions (Malik et al., 2017).

Change is difficult for organizations since studies show that up to 70% of change attempts fail (Higgs & Rowland, 2005). Although the accuracy of that statistic has been questioned, it is apparent that an organization's capacity to manage and implement change programs successfully remains crucial to its long-term success. Obtaining employee buy-in is a critical component of effective organizational change (Shah et al., 2017). As a result, organizational change scholars are increasingly interested in change readiness. Scholars have advocated for greater attention on the factors that influence individual preparedness (Samaranayake & Takemura, 2017).

However, research on those antecedents is still in its infancy, with the few studies that do exist focusing largely on the influence of an organization's change management practices on readiness prediction. Scholars currently agree that organizational transformation is a deliberate change that occurs within the context of the organization. When a company is ready for change, it is more likely to welcome it, and opposition is decreased. If organizational members are not ready, the change may be rejected, and negative behaviors such as sabotage, absenteeism, and output limitation may ensue. Change may be a significant personal goal in and of itself, and this aim encourages change-oriented action (Thistle & Molinaro, 2016).

LITERATURE REVIEW

Leadership is one of the most important factors of an organization's success or failure. One reason for individuals to explore the ins and outs of leadership is because it is highly strategic and vital for a company's purpose, vision, and goals to be realized. Leaders will determine whether or not an organization can achieve its objectives and fulfill its social obligations. The company will likely achieve its objectives if the leader performs effectively. A leader's leadership style is how he or she directs and motivates others to achieve corporate goals. In businesses, leadership plays a critical role in promoting and improving employee behavior (Khalili, 2016).

In companies, leadership is a crucial driver that encourages good employee behaviors and learning processes (Aas, 2017). In particular, we looked at the efficacy of servant leadership and the influencing processes in connection to learning and behavior (Andriani et al., 2018). Employees are more likely to trust each other, participate in the learning process and activities, and show citizenship behaviors to help colleagues when their leaders encourage, challenge, and inspire them.

Researchers have switched their focus from the individualistic based leadership towards the leadership having caring and self-serving attitude (Peterson et al., 2012). Servant leadership is a style of leadership that encourages followers to connect with the organization's aims and interests while also exceeding expectations (Stone et al., 2004). The servant leadership style may inspire and motivate staff to take on more responsibilities and perform better for the company. (Anderson, 2018). The fundamental notion of leadership style varies from person to person depending on circumstances and other variables. In human life, the term leadership can refer to a variety of external elements such as businesses, education, training, and everyday social work.

Servant leadership plays a critical role in causing changes necessary for effective management. A transformational leadership style inspires his followers to put aside their interests for the good of the organization and they can have a tremendous influence on their followers. The servant-leader also devotes attention to the things and needs of each follower's self-development, Servant leaders change the followers' consciousness of the problems by helping them view old problems in new ways, inspiring followers to spend extra effort to achieve goals group (Thao & Kang, 2020).

Servant leadership significantly effect the change-oriented behavior (Nohe & Hertel, 2017). It means that the better the servant leadership style possessed by the leadership, the change-oriented behavior will increase or the worse the servant leadership style possessed by the leadership, the change-oriented behavior will decrease. The results of this study are in line with previous researches of Lian and Kiang (2011), examining the positive effect of servant leadership on the change-oriented behavior.

The term "organizational citizenship behavior" (OCB) was used in the early 1980s to characterize the specific conduct of employees inside companies. "Organizational commitment and individual traits," according to the researchers, are variables that can help with OCB. Employees' voluntary activities to demonstrate that they are good citizens of the organization are referred to as OCB. Furthermore, OCB refers to employee activities that occur outside of their regular tasks. Leaders may assist employees in improving OCB and benefiting the company (Campbell Pickford et al., 2016).

Managers are increasingly understanding that, given the practical relevance of this sort of behavior, they should offer environments to encourage their workers to participate in change-oriented OCBs (Li et al., 2016). There are seven forms of OCB, according to researchers i.e. helpful conduct, sportsmanship, organizational compliance, organizational loyalty, individual initiative, self-development, and civic virtue. In relevant and related investigations, several forms of OCB are still extensively utilized (Bolino et al., 2018; Mackenzie et al., 2018).

As a consequence, COCB is an employee initiative and positive creative behavior for achieving organizational goals (Zeyada, 2018). We may deduce from this that self-efficacy encourages employees to persevere beyond initial motivation to having trust in their ability to complete the task, demonstrating proactive COCB (McGee & Peterson, 2019). Self-efficacy and self-worth-based confidence are significant factors in increasing employees' change-oriented OCB (Kao, 2017). Servant leadership positively influence the change-oriented behavior. This means that the higher the values of servant leadership that have been applied by the leadership of the company, the higher the change-oriented behavior of existing employees of the company.

Servant Leadership, Change Readiness and Change Oriented Behavior

Since readiness for change is assumed to influence the degree of success with which a change is implemented, the question is raised: what is it? Whitney Jr (1969)first illustrates with his citation below that change is 'something' that individuals can judge very differently. Consequently, the attitude towards change 'change readiness' also differs per individual. "Change has a considerable psychological impact on the human mind. To the fearful, it is threatening, because it means that things may get worse. To the hopeful, it is encouraging, because things may get better. To the confident it is inspiring because the challenge exists to make things better." – King Whitney Jr. What more? Lyons et al. (2009) define it as the individual's attitude about the initiative of change. It is different from intention, because intention demonstrate action-oriented feelings toward some acyivity or goal. According to Jones et al. (2005) change readiness is the extent to which the employees are positive towards accepting change, also be interpreted as degree to which the employees feel the requirement and the importance of organizational change. It may be taken as the employees' beleifs about their capability to implement a proposed change and their perception about the suitability of change for the organization. Employees' perceptions about the capability of their leaders to successfully implement change. whether they forcast that the proposed change would be benefiecial for them.

The cost of organizational change is not only money and time but it also negatively effects the commitment and morality of employees. Which may lead to decreased job effectiveness and greater attrition rates when done incorrectly. There is a high pressure of organizational change on the leaders, who play a key role in the implementation of organizational change. According to an American Management Association poll, the most important factor of effective change is leadership, trailed by the communication and values of company. Effective management not only establishes a change vision, strategy, and culture, but also enables and inspires people to participate in the change process (Yue et al., 2019).

Because of poor preparation and planning, the majority of change attempts fail from the start. When a new program, procedure, or policy is forcefully implemented into a company, there are several obstacles. The preparedness of the organization for the change is a key factor in its effective implementation. The firm must evaluate both the preparedness and competence of its employees to adjust to the shift as well as organizational factors. Organizational change preparedness is a complex concept. Organizational preparedness refers to an organization's commitment to change as well as its ability to accomplish change. Although the link between managerial support and change preparedness is well-studied, mediating variables in this relationship are rarely investigated (Kirrane et al., 2017).

The idea of change readiness is well-established in the literature and has been studied from a variety of angles, illuminating the situational, individual, and organizational elements that enable change readiness (Yue et al., 2019). Introducing new technology, restructuring of organization, acquisitions and mergers, layoffs and downsizing, organizational leadership changes, downsizing, and layoffs are all examples of change efforts (Aujla & Mclarney, 2020). Many reforms are said to fail not because of their fundamental faults, but because of implementation problems. consequently of various ways of implementing change. Change management research has increasingly turned to investigate "how change recipients react to organizational change." Organizational change is unavoidable and likely in the face of a turbulent, unpredictable, complicated, and ambiguous global environment (Chauhan et al., 2020).

Powell et al. (2011) define strategic management theory and practice, strategic behavior is defined as a behavior that incorporates social and cognitive psychology. The objective is to improve its practical and empirical application in strategic management theory based on realistic assumptions about human cognition, emotion, and social interaction. Individual readiness to change is defined as an individual's willingness to participate in an activity provided by the organization following the organization's experience with change. Because humans are both the subject and object of change and are resistant to change, change should begin with training employees to accept it. According to Curcuruto and Griffin (2018) mentioned that Individual conduct will improve if they are willing to change. There is currently a lack of systematic and empirical research in the management literature that explains the influence of leadership styles on individual change preparedness. Curcuruto and Griffin (2018) show that members of the organization indicate a low level of change readiness and a negative attitude toward TQM.

Change in the context of quality can be incremental, such as quality improvement programs, or revolutionary, such as a complete move to a quality-oriented organizational strategy. In both cases, structural and procedural changes are made, and change management is required to assist employees in adjusting to the new situation. Servant leaders influence workers' reactions to organizational change by nurturing their commitment and preparedness for change, in addition to motivate them to work for the implementation and promotion of change process. However, it is unknown how servant leadership influences employees (Kao, 2017).

Servant leadership promotes employee job engagement and perceptions of appealing change outcomes, resulting in employee behavior that supports change. As a result, the study adds to the body of

knowledge regarding the role of servant leadership in organizational change and assists managers in better understanding how to effectively impact and mange people during times of change (Baldomir & Hood, 2016).

A few studies have also discovered that servant leadership influences employee behavior during change by improving performance and increasing behavioral support for a change. One study looked into the leadership process during organizational change and looked at self-efficacy and affective commitment to change as explanatory variables in the relationship between leadership and employee behavior. The amount of attitudinal and behavioral involvement of workers in favor of organizational transformation programs is critical to success. The findings revealed that servant leadership has a direct beneficial impact on employee transition preparedness across all dimensions (Kool & van Dierendonck, 2012).

Change-oriented behaviors are one kind of workplace behavior that is performed spontaneously and are not a part of a job's formal tasks (Lim & Loosemore, 2017). These non-specific behaviors go beyond what is defined formally by organizations. Although these behaviors are very important for the performance, efficiency, and success of the organization, they are not identified by the formal structures in the organization and there is no specific reward for them (Bos-Nehles et al., 2017). Various types of these behaviors identified in different classifications have shown that they are really useful in different workplaces. One of these behaviors is called change-oriented behavior.

Scholars conducted a study to find out the relationship between change-oriented behavior, citizenship motives, and employee well-being. It was found that the perception of change-oriented behavior as in role did not moderate the relationship between COCB, citizenship motives, and employee well-being (Thompson et al., 2020). Leaders who have SL style encourage follower obligation to the mission and values of the firm and motivate them by establishing collective beliefs and goals (Guay & Choi, 2015). Prior research has proved that change-oriented behavior is only possible when the employees react positively to changes. A positive reaction to change occurs when members of the organization perceive its efficiency.

If there is a common perception among the employees regarding the change efficiency, they perceive the organization as "ready for the change" (Guay & Choi, 2015). It means that the reaction to change is positive. Positive reaction to change leads to change-oriented behaviors (Liebrand et al., 2018). On the other hand, if the individuals feel like the agents of these changes, who make the decisions about and control them, they will probably react positively to organizational changes and can play active roles in performing these kinds of behaviors (Barati et al., 2016). Flexible procedures and policies could increase the perceived value of the change and start change-oriented behaviors by making employees have a positive reaction to them (Barati et al., 2016). Based on the new mechanism of the effect of SL on the change-oriented behavior supported by the literature offers the new outcomes

H1: SL positively leads to RTC
H1a: RTC positively affects the change-oriented OCB
H1b: RTC mediates the relationship of Servant leadership and change-oriented OCB

Servant Leadership, Employees' Psychological Empowerment and Change Oriented Behavior

Psychological empowerment is described as a set of four cognitions that represent an individual's attitude toward his or her job role: meaning, competence, self-determination, and influence, according to the researchers (Spreitzer, 1995). These four distinct cognitions constituted a higher-order psychological

empowerment construct. The four sub-constructs of psychological empowerment (PE), which is conceptualized similarly to intrinsic motivation, are meaning, competence, self-determination, and impact. Researchers hypothesized that PE is the mechanism via which SL has a favorable influence on the results of its followers (Russell & Stone, 2002), On the other hand, the empirical evidence to verify this argument is limited (Newman et al., 2017). Although virtually all of the SL scales stressed the significance of empowerment as a key attribute of servant leaders, this is the case. SL may impact the outcomes of its workers in a variety of ways by empowering them. First, by providing them with possibilities for growth and concentrating on their requirements (Stone et al., 2004). Second, rather than viewing fair treatment and respect as a source of personal or organizational benefit, they should be viewed as a source of personal or organizational advantage. Walumbwa et al. (2010) mentioned that the influence of SL on employees' self-efficacy, a concept related to the competence dimension of PE, was recently studied and shown to be considerably beneficial.

PE provides people a positive sense of the things they are doing. They begin to see their occupations as hard and significant. They exhibit COCB by connecting personal objectives with the organization's goals as a result of this positive view (Jha, 2014). Employees are motivated to perform in a changing environment by having control over decision-making, independence, the capacity to influence others, flexibility, and the purpose of their job (Kendall et al., 1998). Employees that are empowered find their job meaningful, which provides them with the internal drive that leads to COCB (Laschinger et al., 2004). Employees' COCB is another method to bring for change, as is psychological empowerment. Psychological empowerment results in intrinsic drive, flexibility, and self-determination in the workplace, allowing individuals to engage in change-oriented behavior. Employees' PE has a favorable relationship with COCB, according to recent empirical research (Afsar et al., 2014).

According to self-determination theory (Gagné & Deci, 2005), the definitions of psychological empowerment and motivation are quite similar. Psychological empowerment stems from a person's sense of their job as significant, their capacity to do their job effectively, their ability to control their behaviors, and the impact they make on the workplace. According to Gagné and Deci (2005), leaders that promote employee liberty can boost staff engagement. Servant leaders may have a substantial impact on a follower's psychological empowerment. Servant leaders are more likely to allow their followers to feel more fulfilled in their professions by developing their subordinates' potential and creating trust by selflessly serving others first. Servant leaders relish the opportunity to help their followers acquire new abilities and achieve creative objectives by providing developmental assistance and encouragement.

As a result, servant leaders may encourage followers to feel more competent in performing creative activities (Yang et al., 2018). Servant leaders may also provide their followers more autonomy and promote a sense of greater freedom at work, which improves an employee's sense of self-determination. Furthermore, by allowing followers to participate in the decision-making process, servant leaders are more likely to encourage followers' understanding of the significant effect they have on their work units (Newman, Schwarz, Cooper, & Sendjaya, 2017). As a result, servant leadership is linked to psychological empowerment among followers. Servant leadership would not only improve psychological empowerment, but it would also promote COCB through psychological empowerment because psychologically empowered employees are more likely to be motivated to seek out diverse creative alternatives and produce novel solutions, and thus are more likely to change (Zhang & Bartol, 2010).

Employees that are psychologically empowered view their job as having a greater purpose, and are thus more likely to take the time to comprehend an issue from many perspectives, seek varied solutions utilizing multiple sources of information, and generate multiple alternatives. Psychologically empowered

employees are also more confident in their abilities to do jobs successfully. As a result, they demonstrate a greater willingness to take chances and explore new brain pathways (Zhang & Bartol, 2010). Furthermore, psychologically empowered employees think they have control over how their job is carried out and how it affects others. As a result, they would be less bound by routines and more open to trying new things.

Recent empirical research has highlighted the beneficial relationship between psychological empowerment and COCB (Seibert et al., 2011). When people are empowered, they begin to believe in their worth, talents, capacities, and abilities, and they demonstrate confidence in their ability to make a positive influence on their work outcomes and create value. They can engage in creative and inventive activities, as well as extra-role work and coming up with fresh ideas and reasons to put those ideas into action because they have such a positive mindset. Employees will begin to cope with complicated challenges and seek new means of improvement once they perceive that their work is independent, purposeful, and personally valued.

Furthermore, servant leadership is a style that is more accessible to employees; servant leaders share more information with their subordinates and are always willing to hear from them. Psychological empowerment has a mediating function in different leadership styles and significant individual and group outcomes, according to researchers (Avolio et al., 2004). de Sousa and Van Dierendonck (2014) identified PE as a mediator in the relationship of SL with employee engagement. More specifically, Krog and Govender (2015) Employee PE was studied as a mediator in the link between SL and creative work behavior among employees. Employees' PE appears to moderate the link, according to their results. The use of this newly provided cognitive proxy to examine the SL aspects may yield novel theoretical and empirical results.

H2: SL positively leads to PE.
H2a: PE positively affects COB.
H2b: PE mediates the relationship between SL and COB.

METHODOLOGY

In the present study, descriptive and inferential statistics were employed for the analysis of data. To perform descriptive analysis SPSS was used, while for performing the inferential statistical analysis PLS (Partial Least Square Structural Equation Modeling) was selected. The respondents of the current study were employees of the telecom sector in Islamabad (Pakistan). A simple random sampling technique was used for the selection of samples and data collection. The data collection process was completed utilizing a well-developed questionnaire. Servant leadership is measured with two items e.g., my workgroup supervisor spends the time to develop a quality relationship with employees, my workgroup supervisor creates a sense of community among employees. Readiness to change measured with 7 items e.g., management has sent a clear signal this organization is going to change, I understand how this change helps our organization get where it is trying to go. Change-oriented OCB measured with 8 items e.g., Obeys company rules and regulations even when no one is watching, helps others who have heavy workloads.

While psychological empowerment is measured with 3 items e.g. I have a great deal of control over what happens in my organization, I have significant influence over what happens in my organization. In the process of data collection, 150 questionnaires were received from the total of 300 questionnaires distributed. The response rate was 50% qualifying the minimum rate of response criteria of 30%. This method is utilized for carrying out multivariate analysis by the majority of social sciences research. There

are multiple data analysis techniques other than the SEM approach for the analysis of the relationship between latent and observed variables. However, the SEM-PLS technique helps to clearly understand those features which are difficult to observe when measured by utilizing other alternative techniques, e.g., perceptions, cognitions, attitude. With the help of SEM researcher performs the factor and linear regression analysis. The current study used the SEM-PLS because in complex modeling it works effectively. Secondly, for the error term and distribution of residual, there is no specific criteria. This is also effective for the reflective as well as formative measurement models (Henseler et al., 2016). Thirdly, a researcher can perform moderation and mediation analysis with the help of SEM-PLS (Ong & Puteh, 2017). Lastly, other methods require various steps for the analysis of data, where SEM-PLS performs multiple steps of data analysis (T. Nuseir et al., 2020). Therefore, SEM-PLS is selected for the data analysis

RESULTS

The present study assessed the measurement model as the 1st step of PLS analysis. Under this step, the loading of indicators is assessed. Later, internal consistency reliability is assessed along with construct reliability. Thus, tests of validity are performed as well after confirming the construct's reliability. On the other hand, according to researchers, the validity test is conducted to measure the ability of the instrument to examine its respective construct (Ali et al., 2020). By meeting all these criteria, a present study estimated the measurement model. The outer model is also known as the measurement model is used to describe the type of relationship among the dependent and the independent variable. Scholars also argued that convergent validity, discriminant validity, and content validity of the items are assessed to confirm the validity of a certain construct (Hair Jr et al., 2021). Therefore, to calculate the outer loadings of the items, the present study assessed the reliability of the items. According to Henseler et al., (2016) if the loading of items is more than 0.70, then the reliability of items is achieved. In the case of present study, the items having loading less than 0.70 were excluded. Whereas, remaining items were retained.

Researchers have defined convergent validity as the level to which two different measures have linkage with each other based on statistical tests. Thus AVE, factor loading, Cronbach Alpha, and CR were assessed to determine the convergent validity of the data (Hair Jr et al., 2017). The composite reliability of the study is referred to as consistency among the items of the present study. The threshold level of CR and Cronbach Alpha is the value to be more than 0.70. It is evident from table 2 that this benchmark is achieved in the present case. Additionally, this study also computed AVE among the variables of the present study. According to (Hair Jr, Sarstedt, Ringle, & Gudergan, 2017; Perumal et al., 2021) the acceptable value of AVE is more than 0.50. The values of AVE mentioned in table 2 shows that this criterion is also fulfilled in the present study.

To assess the uniqueness of a certain variable, discriminant validity is a measure that must be evaluated. To examine the validity of the present study construct, this study used discriminant validity as well. For all the AVEs which were already computed, their square root was calculated to compare the correlation among these variables. The square root of AVE should be more than the when compared with the remaining values. As mentioned in the table below that the values at the diagonal are larger than the remaining values. Thus discriminant validity is confirmed through Fornell and Larcker (1981) criteria.

The present study also used HTMT criteria to validate the discriminant validity. For this criteria, the maximum value of HTMT must be less than 0.85 (Henseler et al., 2015). According to the values mentioned in the table below, this criterion is also fulfilled.

Table 2. Factor Loading

	COCB	PE	RTC	SL
COCB1	**0.791**			
COCB2	**0.757**			
COCB3	**0.775**			
COCB4	**0.730**			
COCB5	**0.790**			
COCB6	**0.764**			
COCB7	**0.785**			
COCB8	**0.734**			
PE1		**0.897**		
PE2		**0.893**		
PE3		**0.874**		
RT6			**0.816**	
RT7			**0.840**	
RTC1			**0.810**	
RTC2			**0.764**	
RTC3			**0.778**	
RTC4			**0.818**	
RTC5			**0.813**	
SL1				**0.941**
SL2				**0.944**

Table 3. Reliability

	Cronbach's Alpha	CR	AVE
COCB	0.900	0.919	0.587
PE	0.866	0.918	0.789
RTC	0.911	0.928	0.650
SL	0.874	0.941	0.888

Table 4. Discriminant validity: Fornell- Larcker (1981)

	COCB	PE	RTC	SL
COCB	**0.766**			
PE	0.466	**0.888**		
RTC	0.504	0.705	**0.806**	
SL	0.423	0.466	0.579	**0.943**

Table 5. Discriminant validity: HTMT

	COCB	**PE**	**RTC**	**SL**
COCB				
PE	0.523			
RTC	0.549	0.795		
SL	0.471	0.535	0.634	

After the assessment of the outer model, the second step is to evaluate the inner model which is also known as the structural model. This step involves the assessment of the proposed hypothesis, t- values, and path coefficients. The bootstrapping procedure was adopted in the present study with subsamples of 5000 as recommended by (Ghaderi et al., 2018). This step also helps to determine the structural relationship between the variables of the study. It also assesses the significance of the path coefficient (Ali et al., 2021). This study assessed the structural model significance of the hypothesis through p values and t values. Figure 1 below and table shows the results of direct as well as indirect results of the present study.

Table 6. Direct Hypothesis

	Beta	**SD**	**T Statistics**	**P Values**
PE -> COCB	0.198	0.069	2.857	**0.002**
RTC-> COCB	0.261	0.071	3.658	**0.000**
SL -> COCB	0.179	0.063	2.842	**0.002**
SL -> PE	0.466	0.053	8.847	**0.000**
SL -> RTC	0.579	0.044	13.272	**0.000**

Table 7. Mediating Hypothesis

	Beta	**SD**	**T Statistics**	**P Values**
SL -> PE -> COCB	0.092	0.035	2.653	**0.004**
SL -> RTC -> COCB	0.151	0.044	3.410	**0.000**

Figure 1. Structural Model
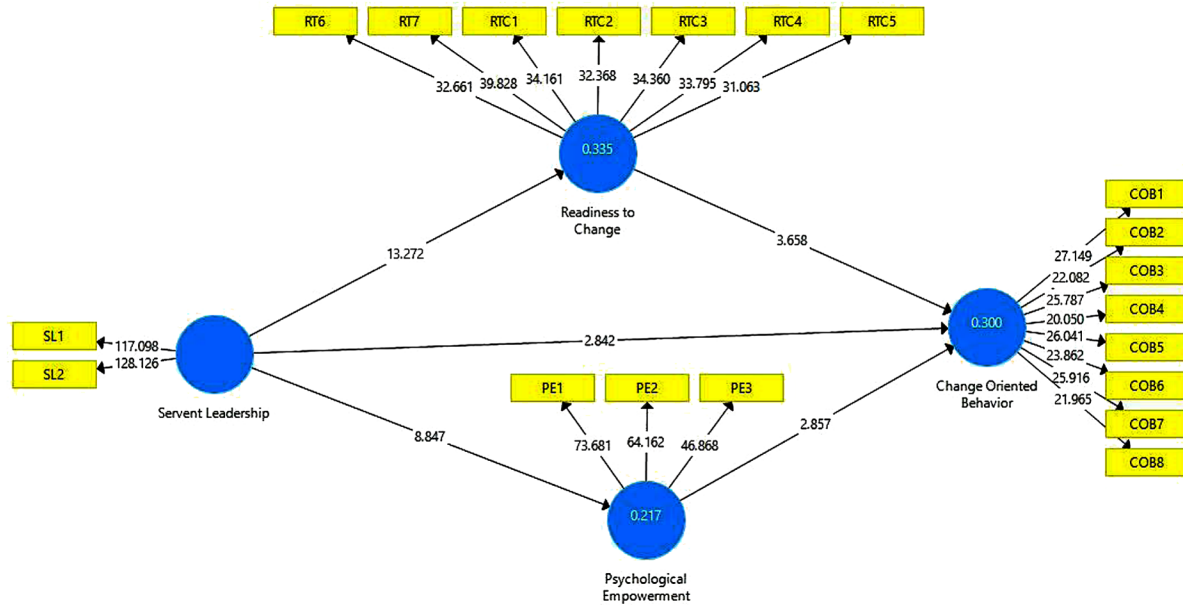
The tables regarding direct as well as indirect results show that the proposed direct relationships of the study namely PE and CPB, RTC and COCB, SL and COCB, SL and PE, and SL and RTC are positively significant. Moreover, the indirect relationships among the variables are also significant statistically.

The structural model is also used to assess the measures like predictive relevance, effect size, and coefficient of determination. Assessing the strength of the model is an important technique under the structural model (Hair et al., 2019). The value of R square more than 0.19 is considered as small, more than 0.33 is considered as medium and that of more than 0.67 is considered as good (Ringle et al., 2020). The table below shows the value of R square in the present study is medium.

Table 8. R square

	R Square
COCB	0.300
PE	0.217
RTC	0.335

DISCUSSION

From the above results it is evident that servant leadership positively significantly effects the psychological empowerment (β=0.466 at P< 0.001) and readiness to change (β=0.579 at P< 0.001). The PE significantly positively effects the COCB(β=0.198 at P< 0.01), RTC also significantly positively effects the COCB (β=0.466 at P< 0.001). Moreover, PE significantly positively mediates the relationship of

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SL and COCB (β=0.092 at P< 0.01). Similarly RTC positively significantly mediates the relationship of SL and COCB (β=0.151 at P< 0.001).

This study will guide mangers to provoke change behavior among empolyees by empowering them psychologically. Give them freedom of speech and value their suggestions. Self administered behavior of employees will improve their productivity. Leader should not impose any change without paving the path to change. Current study calls for the future research to explore more outcomes of the servant leadership and how the change oriented citizenship behavior will contribute in the social and economic development of the organization.

RECOMMENDATION

Current study discourses multiple limitations that are subject to future studies. Current study examines the impact of servant leadership on the COCB with the mediation of PE and the readiness to change. In order to completely understand the phenomenon under study future researches can examine the moderation of some personality factors on the mediation mechanism. It would be of value to investigate the role of servant leadership in conflict management and the development of social capital. Future studies may investigate the role of personality on the proposed mechanism, which can help organizations to foster the change process. Moreover, it is recommended that the organizations should not only employ servant leaders but also support and encourage them to initiate the change by psychologically empowering the employees.

CONCLUSION

The present study presented theoretical support to the hypothesized relationship of SL and COCB in the telecom sector of Pakistan. Moreover, this study defined a new mechanism of the relationship of SL and the COCB in which psychological empowerment and the readiness to change play the intervening role. Past studies examined the positive effect of SL on the psychological empowerment of the employees, the current study examined not only the significant impact of SL on the PE but also supported the mediational role of PE between the SL and COCB. The data also supported the significant positive effect of SL on the employee's readiness to change and the mediational role of employee's readiness to change on the effect of SL and COCB.

Thus, dynamic organizations can implement the change process effectively by hiring servant leaders, who can create a change supportive environment by implanting the readiness to change behavior among employees and by empowering the employees psychologically.

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Chapter 5

Servant Leadership Styles as a Challenge to Develop Innovation in Resilient Environments:
A Conceptual View

José G. Vargas-Hernández

https://orcid.org/0000-0003-0938-4197

Instituto Tecnológico Mario Molina, Mexico & Unidad Académica Zapopan, Zapopan, Mexico

Muhammad Mahboob Ali

Dhaka School of Economics, Bangladesh

ABSTRACT

The current challenge for the survival and growth of companies is the appropriation of innovation in all its senses, the generation of propitiate resilient environments, the innovation philosophy acquisition into action, and improve internal dynamics and cohesion through a comparison of leadership styles oriented by the motivation to serve as a servant leadership. This chapter analyses the relevance of the culturally intelligent organizations to carry out innovation. Likewise, the styles of servant leadership and administration that generate a collective consciousness tend to create innovation and more resilient environments.

INTRODUCTION

Organizational leadership behavior styles are changing during this turbulent environment driven by the sanitary crisis generated by the pandemics, demanding more people centered management and more ethical leadership styles inspired by the theory of servant leadership. COVID-19 was created grim situation in the world and put necessity of servant leadership. Recognizing that the COVID-19 situation

continues to evolve, library leadership continues to practice servant leadership (Piorun et al., 2021). Servant leadership characteristics and skills are more necessary during pandemics, crises, and disasters. Management systems in a turbulent business environment might explain the shortfalls in organizational learning and servant leadership and the reactive responses towards risk and uncertainties. Ali (2017) argued that Sustainable development goals (SDGs) can be implemented especially following goals through entrepreneurships: SDG-1, SDG-5, SDG-8, and SDG-13.

The 21st century has a challenge for companies: taking innovation seriously, seen as appropriating innovation in all its forms to generate it. With this and for it, a particular and personalized mix of servant leadership, governance, knowledge of human capital and creation of collaborative networks is required. Thompson (2015) explores the approach of innovation in the diverse leadership styles between transformational and servant leadership within organizations concluding that despite their differences, both leadership style has profound influences upon organizational innovation. According to this author, servant leadership creates an environment conducive to innovation focusing on the needs of followers, while transformational leadership approaches innovation focusing on the organizational needs and the attainment of organizational goals.

Wang, Meng, and Cai (2019) explore the effects of servant behavior at the cross-level on organizational innovative behavior and found that thriving at work mediates the relationship between innovative behavior and servant leadership. More recently, a study conducted by Hutabarat, Suharyono, Utami, & Prasetya (2021) examined the effects of servant leadership on corporate competitiveness and sustainability using service innovation as a mediating element, developing a conceptual and theoretical model. The above in such a way that ecosystems of innovation are created, where actors of the companies, collaborators, partners, competition, and market form a synergistic system that promotes practices that lead to innovation.

Innovation in a global world is the common denominator towards success in the reality of the global economic environment of constant dynamism, which requires innovation as a fundamental idea for the holistic appropriation of innovation in companies. According to Drucker (1985), innovation is of vital strategic importance in management as a survival mechanism for corporations. Among the main factors for innovation Whiting and Solomon, (1989) are the willingness to take risks, the generation of creative ideas, and the adaptability to entrepreneurial spirituality.

Considering the importance of innovation, it is worth mentioning that its impact is not only internally, such as Schumpeter's definition of Innovation (1961). where some activities inherent to business innovation are established, such as: The introduction into the market of a new good, the introduction of a new production method, the opening of a new market, the conquest of a new source of supply: as well as the implementation of a new structure in a market (Schumpeter, 1961).

Some research has shown that a leading factor to obtain and follow a pattern of innovation within organizations is the leaders followed by a systemic approach to the above to obtain a relatively stronger and closer relationship with the improvement in organizational performance and driving towards innovation (Abbas and Asghar, 2010). Resilient organizations are supported by essential elements to achieve the best practices in functional domains aimed to receive the resilience benefits of agile servant leadership, strategic adaptability, and robust governance.

Other very important characteristic recently mentioned for companies and their members are mentioned by Livermore (2010) who comments only the culturally intelligent companies carry out the innovation, likewise the styles of servant leadership and administration, will generate a collective conscience tending

to create resilient environments of innovation. Organizational resilience is multifactorial influenced by attributes, behaviors, collective servant leadership and contextual and external forces.

Resilience is the physical ability to return and recover the original state, flexibility, and stability. Environmental factors, physical, material, and financial resources, psychological and mental status of workers, motivation, communication, servant leaderships, are relevant components of organizational resilience. Organizations build a facilitation process of organizational resilience supported by the psychological factors for a rapid recovery after an unexpected negative event.

The tensions in organizational resilience can be balanced by servant leadership (Uhl-Bien, Marion and McKelvey, 2007). A critical issue of organizational resilience is the servant leadership leveraging organizational tensions and enabling virtuous cycles (Lewis and Smith, 2014; Farjoun, 2010). Organizational resilience requires a servant leadership agenda to mobilize people to meet the challenges.

Organizational resilience is critical in a volatile environment and adversity where some organizations survive, others thrive, and others perish. Organizations must manage their specific resources, structures, capabilities, etc. Some building blocks affect anticipating, coping with and adapting and learning from adversity, entailing servant leadership, environmental scanning, initiating change processes and resilience planning in the complexity and uncertainty of the world (Vakilzadeh and Haase, 2020). Servant leadership enhances organizational resilience in times of change as capacity to respond adaptively to disruptive change, and implies the ability to withstand shocks and the capacity for adaptation and learning (Stewart and O'Donnell 2007)

Resilience as a personality trait has an impact on servant leadership ability. Collective servant leadership attributes and behaviors are associated with organizational resilience (Richardson, 2002). Some servant leadership aspects are related to resilience such as integrity, accountability, resourcefulness, effective communications, etc. (Helwig, 2013). Building organizational resilience is affected by history, activity, size and characteristics of servant leadership and history (Alesi 2008 and Biggs 2011).

Amongst the organizational factors that affect the organizational resilience are the ones related to organizational cultures, learning from past experiences and professional servant leadership. The promotion of organizational resilience features has been already identified such as organizational culture, servant leadership, communication, resources, etc. (Crichton, Ramsay, & Kelly, 2009; Lengnick-Hall, Beck, & Lengnick-Hall, 2011; McManus et al.; Norris, Stevens, Pfefferbaum, Wyche, & Pfefferbaum, 2008; Stephenson, 2010). Song (2020) opined that under ongoing COVID-19, a crisis has been occurred for which servant-leaders demonstrated the desire to serve, a love of others, and the characteristics of listening, empathy, awareness, and foresight across different genders.

Collective servant leadership resilience impacts personal wellness and productivity toward sustaining the organizational mission. Collective servant leadership has a relevant role in organizational resilience and social responsibility. The organizational resilience metatheory framework proposed by Richardson (2002) is based on variables associated to servant leadership attributes and behaviors that affect the adaptation of organizational systems. Servant leadership potential on attributes and behaviors may be related to self-efficacy and organizational resilience to remain calm in during stressful situations. The connections of resilient servant leaders with transformational servant leadership attributes and behaviors are the sources for organizational resilience.

Servant leadership style is one of the most important factors to consider as the leaders are those individuals who establish the direction of the work and guide the collaborators in the direction of fulfilling the goals of the company by motivating each member who has gained their trust (Conger, 1992). Individual resilience and servant leadership self-efficacy are reciprocally reinforced (Bandura, 1988; Vogus

& Sutcliffe, 2007). Individual resilience is enhanced by servant leadership intellectual stimulation and inspirational motivation (Sutcliffe & Vogus, 2003). Servant leadership requires competences related to personal and organizational resilience to provide the contextual support to meet and satisfy the complex needs of all the stakeholders (Hart, Brannan, & DeChesnay, 2014).

Servant leadership attributes and behaviors are required for organizational resilience as a multidimensional construct to survive and thrive in a hostile environment. An organizational resilience system exhibits personal resilience at micro level, servant leadership style and psychological empowerment at meso level and interactions between the organization and the community at macro level. Personal resilience affords organizational servant leadership while linked to transformational servant leadership attributes and behaviors style considered as the collective ability to cope with adversity and the adaptation toward organizational resilience (Masten, 2011; Windle, 2011).

Resiliency affords organizational servant leadership the capabilities to confront change, recover from disruptions, adapt, and learn from experiences (Howard & Irving, 2013; Li, Chun, Ashkanasy, & Ahlstrom, 2012). This Chapter tried to explain how servant leadership works in various situations and considering environmental analysis.

BACKGROUND

The concept of servant leadership provides services to academic communities and all stakeholders related to education (Kuanprasert, 2019). The concept of servant leadership was coined by Greenleaf in 1970 to include the component of social responsibility added to transformational leadership (Graham, 1991). The theory of servant leadership aims to the personal growth of followers with a specific and explicit emphasis on meeting the needs of followers (Patterson, 2003) changing the focus of other leadership theories on the influence based on the ideal of service in the relationship between the leader and follower.

Organizational servant leadership that demonstrates qualities and commitment to manage risks and prepares for the unexpected disturbances to be able to implement collaborative strategies in a collaborative effort to enhance and increase organizational healthy culture and resilience. Servant leadership characteristics defines personal responsibility for social justice, potential for human growth and relationships, all of them which are essential for the professional (Fields, et all. 2015). Servant leadership offers an addition to managerial strategy putting the needs of employees and stakeholders first (Panaccio et al. 2015). Research on servant leadership has confirmed that it has an indirect influence on employee behavior (Chen et al. 2015; Newman et al. 2017).

Servant leadership research has focused on the abilities of servant leaders to promote behaviors in role performance and customer service (Chen et al. 2015). By serving others, servant leaders promote a sense of community emphasizing strong bonding of interpersonal relationships (Van Dierendonck and Patterson 2015). Winston and Fields's (2015) developed a reliable servant leadership scale to rate work group supervisors. Servant leadership has the potential to influence the behavior as well as the well-being of individuals and organizations through the promotion of integrity in helping others and bring out full potential of followers (Liden et al. 2015).

Servant leadership is a particular leadership style displayed and emphasized by individuals and measured by the frequency and intensity of specific leadership behaviors and attitudes. Leadership style and preferences for combining specific behaviors are assumed to be influenced by emotional intelligence (Li, Gupta, Loon, & Casimir, 2016). The moral foundation of servant leadership is built on a motivation to

serve (Sousa and Van Dierendonck 2017). Linuesa-Langreo, Ruiz-Palomino, & Elche-Hortelano, (2018) examine servant leadership that seeks to meet the needs and interest of followers accounting for social capital as the building block of organizations and investigate the group citizenship behavior mediating the relationship. The authors predict the potential of servant leadership in generating social capital within the work group. Servant leadership style is open and not a permanent position that give rise to several leaders keeping the interests of those served, in mind (Khalifa, Khalil, Marsh, & Halloran, 2019).

Recently, Ferris (2020) proposes an assertive new servant leadership theoretical model addressing the phenomena not fully explained in previous models. Servant leadership is being applied in academic organizations revealing that it is a leadership style that is suitable in the 21st century where must be able to serve the needs and demands of dynamic academic communities (Irwan, Ganefri, & Marsidin 2020). Lapointe, and Vandenberghe (2018) adopted a multifaceted approach to study the relationships between servant leadership and organizational commitment, voice behaviors, and antisocial behaviors. In a more recent research, servant leadership places greater emphasis on serving academic communities and the study the dimensions of behaving ethically and helping others to grow and succeed (Ghasemy, Akbarzadeh, & Gaskin, 2021).

Among the factors that limit the development of nations are the "lack of financing, difficulties to exploit technology, limited managerial skills, low productivity and regulatory burdens" (OECD, 2000: 1, Guellec, and Potterie, 2000). In the present investigation the limitations of managerial capacities as well as the difficulties to exploit the technology will be addressed; both factors related to a low knowledge of human capital as well as to the limited appropriation of innovation in all its areas of the company in a systemic way, in other words the two limitations mentioned above prevent the appropriation of techniques, philosophy and styles of servant leadership and management of the company in favor of the creation of innovation environments.

To understand the importance of the elements of a company Marvel, Rodríguez, and Núñez (2011, p.3) have established that an organization can be seen as a micro-environment, a cluster of open and limited sets and subsets in space and time, composed of individuals, positions and areas of work, their activities, capabilities, and a variety of elements, both physical and natural environment as well as cultural. The work environment is made up of general elements such as economic, social, legal aspects, etc. Operational aspects such as customers, employees and suppliers and internal elements such as culture, organizational climate, processes, leadership styles among others, in general aspects exert their strength in the direction and performance of the same.

There are indicators that reflect how well the resources of an economy are being used in production, that is, any company that has noticed deficiencies or underutilization of its resources and capacities can see the importance of improving processes and ways of doing things, being able to integrate the new highly technological companies, and in constant innovation. Sar and Werneke (1984) refer to a relationship between the resources used and the products obtained and denotes the efficiency with which human resources, capital, knowledge, energy, etc. They are used to produce goods and services in the market.

Now who carries out the innovation are the subjects that are involved in it, actors such as: employees, directors, employees, and investors, put their capabilities in favor of the objectives and the survival of the company. If a company had identified the best elements hypothetical greater competitive advantage would be achieved. To confirm the above, this research analyzes studies identifying the most important elements and features that facilitate innovation in each area of a company, people with characteristics and / or tending attributes to innovation in a visible way, therefore the existence of the present Rubio (2015).

Researchers have detected approaches with variable results: using demographic data and socioeconomic characteristics to identify the characteristics of subjects that facilitate the appropriation and creation of innovative environments, focusing on how to put into practice their capacity in favor of innovation. The socioecological perspective of servant leadership attributes and behaviors and its contributions and implications to individual and organizational resilience have not been studied. From a sociological perspective, the finding s of Richardson (2002) support correlations among self-efficacy, personal resilience, psychological empowerment, and servant leadership style with organizational resilience.

Organizational resilience theory is very similar to teleological change theory to explain collective servant leadership motivation and direct the resources in respond to environmental stimuli (Bekmeier-Feuerhahn, 2009). The principles that give support to organizational resilience are servant leadership, strategic and operational planning, and performance, etc. The actions of organizational imitation can also be useful for the view of the short period of time, but not long, because innovation requires personalized internal creative performance (Velasco and Ramírez, 2013). The reserves of organizational resilience can collaborate with community servant leadership to optimize economic, social, and environmental determinants of community resilience (Bresuner, 2017). Localized servant leadership is a factor of resilience in changing times. Servant leadership in complex organizational resilience possesses a transformational style, psychological empowerment, and self-efficacy.

Researchers such as Livermore (2010) have points of view based on their studies to culturally intelligent companies, which are responsible for the creation of innovation i.e., companies that have managed to understand the differences given by the environment and the culture of the subjects give a clear vision of the attitude and responses to ways of interacting within an organization. The former because of creating relationships of trust, commitment, internal influence, authenticity of each member and the known positive intent, in such a way that the creation of innovation can be encouraged based on a collective intelligence.

Researchers such as Gloor (2006), define collective intelligence as a set of self-motivated individuals with a collective vision, encouraged by collaborating in the search for a common goal, sharing ideas, information, work and therefore skills.

Livermore (2010) raises the cultural intelligence quotient as one that identifies the differences given by the environment to a subject and that can be a factor of innovation. This concept measures the skill and ability to function effectively in a variety of ways: organizational, national, political, cultural, and ethnic scenarios. On the other hand, Livermore (2010) also mentions that cultural intelligence is an essential capacity to achieve business success. The well-identified elements that make up cultural intelligence are enthusiasm or motivation, knowledge, strategy, and action, adaptability of behavior to different cultures. Another contextual factor of the behavioral domain of organizational resilience is the influence of national culture on shared purpose and value which influences strategic choice and servant leadership styles (Acar, &Winfrey, 1994; Wright *et al.*, 2009; Collis, 1991). The present study focuses on the personal and environmental aspects that foster innovative subjects and leaders, as well as attitude and aspects of the personality Rodríguez and Prieto, (2009).

To improve the potential and skills of human capital are highlighted those points developed by Chiavenato and Villamizar, (2009) where it is pointed out that the survival of organizations depends on the appropriate use that is given to human capital and inherent to it especially its intellectual capital (knowledge, experiences and cognitive abilities), it is emphasized that the investment of a company must include the development of intellectual capital to be able to bet on an improvement in the future.

LITERATURE REVIEW

From another point of view, the most important aspects necessary to generate innovation environments include variables such as motivation, cognition, metacognition, and behaviors that are included in tools for the measurement of cognitive capacity (Zulma, 2006). Leadership combined with the motivation to serve display servant leadership according to van Dierendonck (2011).

In terms of capital and cultural knowledge, Gillezeau (2011) analyzes certain elements that facilitate the skill or ability of companies to function effectively with people belonging to diverse environments and cultures, using their different skills, knowledge and abilities in an efficient manner to harmonize the relationship between the subjects within an organization and the organization itself, elements such as: culture, attachments, nature, values, emotions, sense of equity of the environment, actions of collaborators, organization and processes are mentioned.

Now not all the context of an organization involves its human or intellectual capital, the rules of the game and interaction are given by leadership styles. For it, Rich Lyons (2011), highlights the capabilities that an innovative leader should have where he mentions: ability to define opportunities, identify problems, recognize opportunities, and know how to experiment, decision-making capacity, choice and assessment of ideas and mention the cognitive aspect of the leaders themselves that involves knowledge of models and risk selection. Finally, the leader must possess the ability to increase and manage the capacity of the organization using influence without using authority, conflict management, the impulse of the creativity of his team and the use of adaptive governance. To measure team resilience, the updates of the dimensions of cooperation and servant leadership to be used in contextualized events after specific incidents, exploring its building process to increase the benefits for sociotechnical systems.

One of the most recent terms is that of cultural intelligence itself that is described as the interest and confidence of the person to function effectively in culturally diverse environments. This term encompasses the person's knowledge, cognition, experiences, and ideas on how the cultures are similar and different. It helps to improve judgments about one's own or others' thought processes, as well as the person's ability to adapt their behavior to different cultures. It requires having a flexible repertoire of responses to adapt to different situations while remaining true to oneself and is therefore an indispensable element in the leaders of the present to generate environments where there is equality and understanding of cultural differences (Depaula and Azzollini, 2012). Servant leadership is a leadership style that motivates and inspires others to achieve the planned aims (Malingkas, et all. 2018). **Ramos** (2020) argued that "In connection with the virtuous servant leaders on the reality of school development, servant teachers manifest mostly on vision, empowerment, and service". (p.54). Alam (2021) described that a dysfunctionality in the COVID-19 management system is observed, which is a direct consequence of the administrative leaders' preference for leading from behind. Okecha et al. (2020 argued that a possible explanation for the less prevalent practice of fundamental servant leadership characteristics ascribes to the conformist culture that is predominantly driven by Nigerian entrepreneurs. Farhan (2021) depicted that the model's four stages of gathering, protecting, challenging, and integrating can guide leadership actions and serve as a strategic way not only in critical time but also in stable time, Jimenez, Burleson, & Haugh (2021) described that nurse require more support for which needs good leadership during the pandemic to treat critical patients in the hospital.

Table 1. Comparison of leadership styles and administration

Comparisons of Management Styles and Leadership	Authors	Theories
According to Mintzberg (1985), it is a detailed monitoring system of actions very similar to an ideal, which makes planning and action strategies. Organizations require articulated objectives, clear divisions of work, clearly defined tasks, well-developed hierarchies, and formalized control systems.	Mintzberg, y McHugh, (1985).	**Adhocracy**
Promotes productivity, employee satisfaction, more confidence and stable employment. In addition, this theory is also influenced by the Japanese management style, where the most important element in companies is the correct management of their human resources.	Ouchi (1982).	**Theory Z**
Management is responsible for promoting, through good practices, meeting the needs of the company along with social needs, the needs of self-fulfillment, and the ego of subordinates; as well as the mutual objectives of the company. It places special emphasis on management as well as on the same motivational management that promotes better conditions and good devices to encourage motivated practices, self-regulated behavior, an adequate work environment and, consequently, better productivity results.	McGregor (1960).	**Theory Y**
Managers control their own performance, stronger motivation, higher performance objectives and a broader vision; the direction is towards managing teams, it also includes the "measurement" of good practices and the results of them. It raises high standards of quality in processes, as well as in reports and procedures. This approach requires the subordinate to establish short-term performance objectives for himself. The superior enters the process actively reflects and makes a careful assessment of their own strengths and weaknesses, as well as their subordinates to formulate specific plans to achieve their objectives.	Druker (2013), (2007).	**Management by Objectives**
Model in which the process and the consequences of the efforts to exert control and influence on the decisions affect the functioning of the organization and the quality of the life of the community. The value orientation of empowerment suggests goals, objectives, and strategies for implementing change. Likewise, it provides principles and a framework to organize the activities of the company and the internal management of knowledge, empowerment is visualized as an intentional and continuous process focused on the local community, which implies mutual respect, critical reflection, responsibility, loyalty, trust, caring and group participation.	Zimmernan, (2000); Rappaport, (1981); Zimmerman, y Warschausky, (1998).	**Empowerment**
It describes three levels of Top, Middle and Frontline management as defined degrees of power that expand leadership capabilities, creating a solid distribution of significant leadership performance throughout the organization. Distribute leadership at all levels of management. These authors have proposed four steps to make it real in an organization 1.-see the reality of leadership 2.- Develop alternative leadership profiles 3. Select potential leadership profiles. 4. Institutionalize new leadership practices.	Kim, y Mauborgne, (2017).	**Leadership CANVAS**
Masood (2006) Considers a Gestalt strategy based on organic structures and some other elements such as: enthusiasm of creation; the unexpected but convincing sense of mission; and the appointment of a highly charismatic leader, who could resist bureaucratic pressures and exploit the first two factors to boost the organization in a course of enthusiasm and excellence.	Masood, Dani, Burns, y Backhouse (2006).	**Charismatic leadership**
Emotional leadership based on staff knowledge and self-knowledge	Vitello-Cicciu, (2003).	**Emotional intelligence and innovative leadership**
Leadership as a central factor in the evolution and cultivation of an organization, the process of organizational change and the high demand for effective and highly competent leadership capable of perceiving the most desirable form of an organization along with organizational changes.	Abbas, y Asghar, (2010).	**Innovative leadership**
The Servant-Leader is servant first. . .. It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. . .. The best test, and difficult to administer is this: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, and more likely themselves to become servants? And what is the effect on the least privileged in society? Will they benefit, or at least not further be harmed? (Greenleaf, 1977: 7)	Greenleaf (1970, 1977)	**Servant leadership**

Source: Prepared by the authors April 30, 2018

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Table 2. Important factors for generating innovation environments. Exploratory phase of the characteristics of leaders

Gillezeau (2011)	Knowledge in culture, attachments, nature, values, emotions, feeling of equity in the environment, actions of collaborators, organization, and processes.
Prahalad y Hamel 1993.	The capacities the more they are used the more they are perfected. - To use in a constant way those capacities that stimulate the creativity and therefore the innovation.
Rich Lyons (2011),	The capacities that leaders of innovative environments should have ability to define opportunities, identify problems, recognize opportunities, and know how to experiment, decision-making capacity, choice and evaluation of ideas and mention the cognitive aspect of leaders themselves that involves knowledge of models and risk selection.
Domingo Depaula, P., & Celeste Azzollini, S. (2012)	Cultural intelligence, values and motivation factors, ability to function effectively in a variety of national, ethnic, and organizational environments.
Fontalvo, S. M. I. (2017).	Leadership and behavior skills in pursuit of innovative strategic thinking
Middlemist & Hitt, (1981).	Positive and high influence on employees, knows how to perform and perform routine tasks, is respectful and direct in their interactions and personal relationships within the work.

Source-Authors elaboration

To achieve the objective of this work. assess the traits and characteristics of the individual associated with innovation, it could be analyzed the increase in the degree of improvement of certainty in business success; that is, assigning the most suitable activity to the most suitable person.

Though there are numerous studies in these areas but, this study wants to examine how these are working in real life especially when COVID19 is going on. As such the study tried to build conceptual view to work in the real-life scenario of the globe.

METHODOLGY OF THE STUDY

This article corresponds to discuss conceptual view. A qualitative research based on a review of the literature about factors that companies must possess to appropriate innovation through innovative servant leadership and forms of administration appropriate to the needs of 21st century companies. Nature is exploratory and qualitative through the analysis of previous research trying to provide quality and flexibility that allows researchers to use multiple data collection methods (Dooley, 2002). Likewise, Merriam (1998) comments that flexibility is always the main strength of the strategy of a study. The stages are Collection of information from indexed journals and academic bases; Exploratory phase of the characteristics of leaders; Concentration and order of theories; Piloting of surveys with leaders with characteristics; Analysis of information; Analysis of results; Conclusions. Time period of the study is October,2020 to April,2021 considering various published articles, books related to the research topics which was published starting from pre time to the current time.

Now, because of the nature of reality, the present investigation focuses on the psychological aspects of the individual, his way of solving problems, and his attitudinal and behavioral characteristics. In other words, through an interpretivist vision of the results of the variables, the correlation between them and the subject of study will be verified, confirmed, or refuted with the intrinsic innovation present in the subjects, this a will correspond to our analysis phenomenon.

Dependent Variable

- Innovation scale of the leaders.

Independent Variables

Confidence and Self-determination

See Table 3.

Table 3. Variables of confidence and self-determination

2.-How much are you willing to risk a new activity that you do not know everything about?	Level of taking risks
3.-How often do you complete your goals?	Complete goals and objectives that are proposed
4.-How much will you persevere to achieve your goals?	Self-determination
7.- How much do you trust yourself and others?	Confidence in yourself.
13.- Level of tenacity with which you determine that the problems will not stop you?	Perseverance

Source: Authors elaboration

b. Creativity and Ingenuity

See Table 4.

Table 4. Variables of creativity and ingenuity

1.-How often do you use your wits on a day-to-day basis?	Frequency of the use of ingenuity and inventiveness.
9.- How creative do you consider yourself?	Creativity
10.- Do you usually personalize your activities and jobs and put yourself in it?	Authenticity and originality

Source: Authors elaboration

c. Self-knowledge and Self-monitoring

See Table 5.

Table 5. Variables of self-knowledge and self-monitoring

6.-In all honesty that you trust in yourself?	Honesty
7.-Do you think that your ideas are intelligent, relevant, and important?	Self-confidence
8.- Do you know the worst and the best of yourself?	Self-knowledge
11.- Do you usually do things your way, so that it is evident that something was created by you?	Authenticity
12.- Do you know when you did something by putting the best of you and when not?	Self-monitoring

Source: Authors elaboration.

d. Teamwork and Collaboration

See Table 6.

Table 6. Variables of teamwork and self-determination

5.- Do you usually support others when your knowledge is greater?	Level of collaboration
6.- Do you support your colleagues and -or collaborators to meet their challenges.	Teamwork
12.- What is your priority in life?	Level of ambition-altruism
14.- You look for help and offer your help when someone needs it or when you can give away your time and your knowledge.	Level of altruism.

Source: Authors elaboration

When there is servant leadership, empathic tending to X and Y theories, adaptable, as well as transformational, the presence of innovation environments is favored and therefore there will be more innovation. Culturally smart companies improve the appropriation of innovation and the permanence of innovators in it.

Based on dependent and independent variables, the study also investigates some basic statistical tools by using SPSS and draw curves.

Estimated Results

Test Variable Confidence and Self-determination

See Tables 7 and 8.

Table 7. Confidence and self-determination (2,3,4,7,13) (Grouped)

N	Valid	42
	Lost	0

Table 8. Confidence and self-determination (2,3,4,7,13) (Grouped)

		Frequency	Percentage	Percentage Valid	Percentage Accumulated
Valid	Unfavorable	5	11.9	11.9	11.9
	Favorable	29	69.0	69.0	81.0
	Very Favorable	8	19.0	19.0	100.0
	Total	42	100.0	100.0	

(Source: Computed by Authors)

Variable Creativity and Ingenuity

See Tables 9 and 10 and Figures 1 and 2.

Figure 1. Variable Creativity and ingenuity
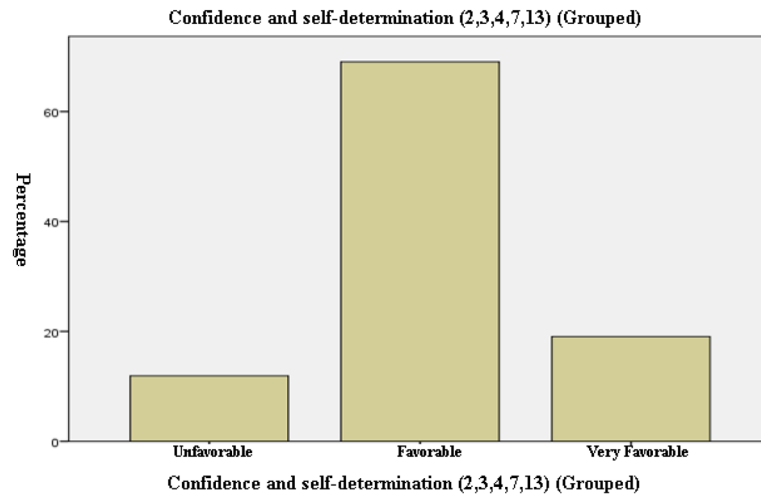*(Source: Computed by Authors)*

Table 9. Creativity and ingenuity (1,9,10) (Grouped)

N	Valid	42
	Lost	0

Table 10. Creativity and ingenuity (1,9,10) (Grouped)

		Frequency	Percentage	Percentage Valid	Percentage Accumulated
Valid	Very unfavorable	1	2.4	2.4	2.4
	unfavorable	9	21.4	21.4	23.8
	Favorable	26	61.9	61.9	85.7
	Very Favorable	6	14.3	14.3	100.0
	Total	42	100.0	100.0	

(Source: Computed by Authors)

Figure 2. Variable Creativity and ingenuity
(Source: Computed by Authors)
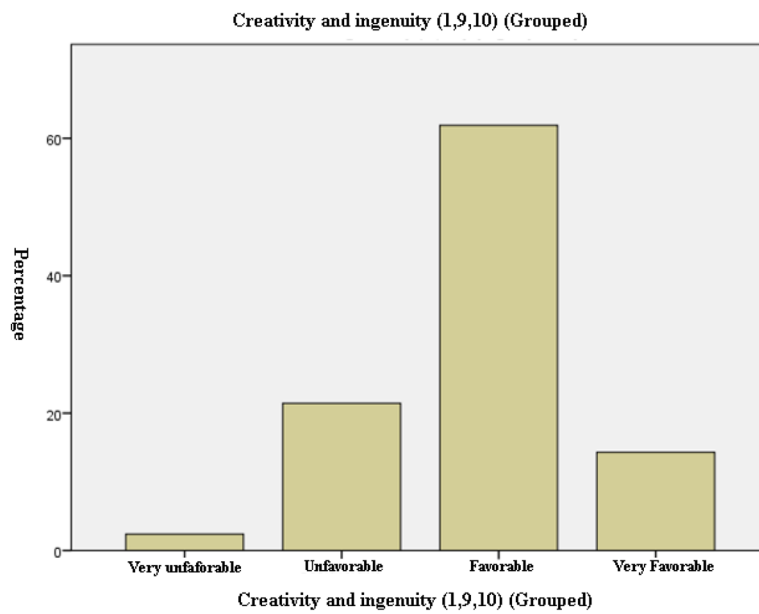
Variable Self-knowledge and Self-monitoring

See Tables 11 and 12.

Table 11. Self-knowledge and self-monitoring (6, 8,11,12) (Grouped)

N	Valid	42
	Lost	0

Table 12. Self-knowledge and self-monitoring (6,8,11,12) (Grouped)

		Frequency	Percentage	Percentage Valid	Percentage Accumulated
Valid	Unfavorable	13	31.0	31.0	31.0
	Favorable	15	35.7	35.7	66.7
	Very Favorable	14	33.3	33.3	100.0
	Total	42	100.0	100.0	

(Source: Computed by Authors)

Variable Teamwork and Collaboration

See Tables 13 and 14 and Figures 3 and 4.

Figure 3. Variable Teamwork and collaboration
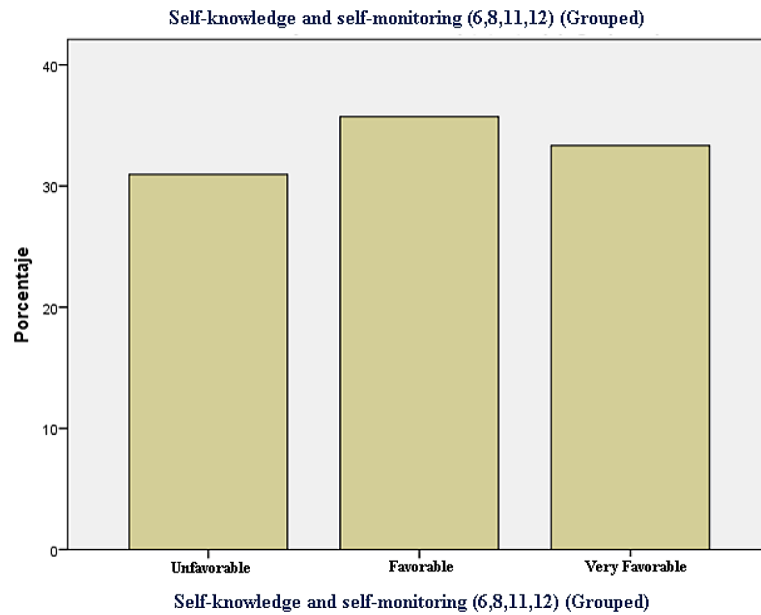*(Source: Computed by Authors)*

Table 13. Teamwork and collaboration (5,14) (Grouped)

N	Valid	42
	Lost	0

Table 14. Teamwork and collaboration (5,14) (Grouped)

		Frequency	Percentage	Percentage Valid	Percentage Accumulated
Valid	Very unfavorable	1	2.4	2.4	2.4
	Unfavorable	7	16.7	16.7	19.0
	Favorable	21	50.0	50.0	69.0
	Very Favorable	13	31.0	31.0	100.0
	Total	42	100.0	100.0	

(Source: Computed by Authors)

Figure 4. Variable Teamwork and collaboration
(Source: Computed by Authors)

Teamwork and collaboration (5,14) (Grouped)
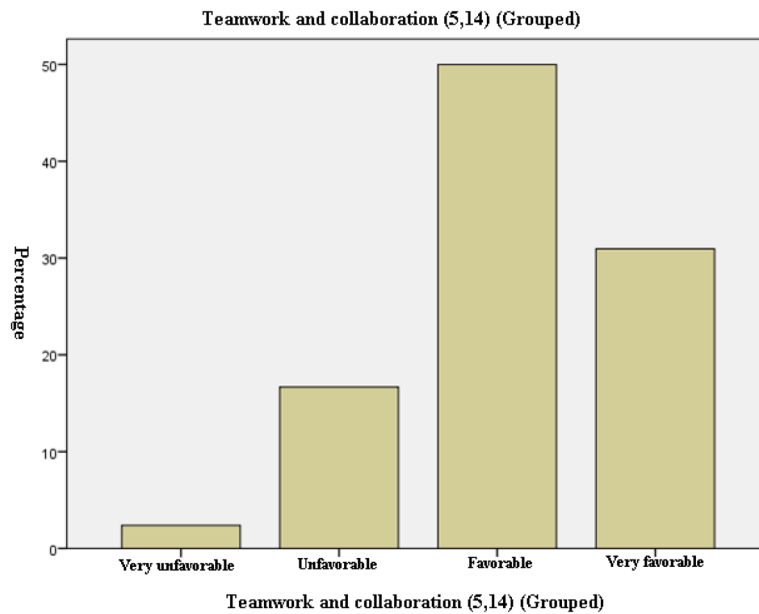
Through this exercise we were able to determine that less than 7 people out of 60 possess the trait of self-determination therefore only those 7 personnel would qualify favorable in the analysis.

Creative Variable

At the level of creativity as can be seen there are more than 23 subjects who can qualify as favorable in their degree of creativity, therefore only they would go to the next stage.

Variable Descriptivism

In the degree of adaptation to abrupt or disruptive changes is the balance for some people tending towards more positive results. In this aspect we find a higher percentage of favorable. This may only reflect the task but a generalized situation of human capital.

Most believe that their level of disruption is favorable, that is, their way of accepting changes in dynamic environments.

Variable Entrepreneurial Intention

Most of the respondents 96% think that their level of entrepreneurship is favorable, that is, their way of promoting an entrepreneurial culture.

Variable Motivation for Entrepreneurship

Many respondents also share their entrepreneurial motivation and innovation. Lack of motivation is one of the main factors in not welcoming innovation in all its areas, since if the benefits are not known from the beginning of a new proposal the employee may believe that he will be fired.

ANALYSIS OF THE RESULTS

As it can be seen, the styles of leadership and administration vary from one era to another. In the most modern versions, it can be identified some concepts such as: systemic or organizational change, systemic management and servant leadership, emotional skills and abilities, emotional intelligence, and ability to collaboration.

Another challenge to generate innovation environments is the awareness of the internal and external cooperation for innovation. That is to allow endogenously and exogenously the companies to access knowledge and technology that they would not have been able to achieve on their own, to manage the knowledge in such a way that internal processes are disseminated, collaborate with companies from different sectors to share successful processes and ultimately generate synergies, as partners, collaborators and companies learn from each other.

Resilience is a basic value required to obtain new managerial structures, servant leadership styles and innovative practices. Organizational resilience requires servant leadership to coordinate and direct from the bottom up the visions and targets to identify and implement solutions to the emerging challenges. However, tensions emerge between a supportive servant leadership during times of change and demanding leadership required to sustain the organization in balance between consistency and flexibility, and defense and progression. For long run sustainability servant leadership may not provide competency but in short run under pandemic situation servant leadership will give goal-oriented results. Innovative ideas must be triggered by execution process and adoption capability needed to be done. Entrepreneurial motivation and innovation are important to succeed in the business sustainability. Demotivation may lead to create problem for doing business. Though in the world nobody was prepared for the COVID-19, but it created human catastrophe in the world. However, under these worst pandemics some companies of various countries are capable to innovate vaccine against COVID-19 which can be appreciated.

DISCUSSION

The list of components that innovative companies require as a proposal of this will be, therefore:

It requires a shift in mind and servant leadership. Flexible, situational, transformational leadership depending on the company, its organizational culture, its goals, and the phase of ownership of innovation. Personal resilience is strengthened by transformational and servant leadership style supports psychologically and intellectually professional growth (Hannah et al., 2008). Servant leadership and culture, change ready and networks relationships are independent attributes. Social ties in organizations facilitate sensemaking and servant leadership to determine organizational resilience (Gittell et al. 2006; Kahn et al., 2013; Powley, 2013; Williams, & Shepherd, 2016; Teo et al., 2017). Song's (2020) comment reflects to revitalize the humanity and innovativeness through servant -leadership quality. However, servant -leadership Works up to certain extent but in long run it must be replaced by brainstorming, triggering the innovation and without hindrance to certain extent servant leadership is applicable.

Servant leadership and culture create the adaptive capacity identified by indicators of servant leadership, staff engagement, situation awareness, decision making and innovation and creativity. The networks of internal and external relationship are identified by the indicators of effective partnerships, leveraging knowledge, breaking silos, and internal resources. Planning enables change in the organization identified by the indicator's unity of purpose, proactive posture, planning strategies and stress testing plans. Piorun et al. (2021) observation is required to be established so that countries which prefer to apply innovation triggering up to certain level servant leadership is important.

The administration must allow the empowerment of employees and staff to hold them responsible for the good or malfunctioning of the system and generate an internal understanding of their part in the process. As regards the organizational climate, the number of aspects related to culturally intelligent companies should be improved. The leaders of the innovation must have in their diary to act as common denominators of trust in their collaborators, commitment to the organization and with themselves, values, have recognition by the organization to improve their power to influence; likewise, be a person with authenticity and objective and positive attitude. Improve the level of resilience. The success of organizational resilience is due to some critical components to harness experience and embrace opportunities. Agile servant leadership has an impact of the team performance in a resilient organization. Awareness, trust and confidence in data, practice and outcomes are also benefits of organizational resilience. Creativity can give the opportunity to sustain in the real world if competency theory can be added value in the global supply chain mechanism.

CONCLUSION, RECOMMENATIONS AND FUTURE STUDIES

The study wants to refer to a phrase by Porter that mentions that nothing harms more than the words and behavior of important individuals being unconscious of their words and actions. The above reflects the need to consciously involve the superiors of companies to achieve true changes. On the other hand, the changes will be impossible if the attitude of the collaborator is not consistent and congruent with the philosophy of the organization's interests and values. During the pandemic online business innovate a structural adjustment for the human being and can sustain profitability. Disruptive innovations were occurred in different countries to sustain among life and livelihood.

Collaboration involves crisis communications, teamwork, and unique servant leadership characteristics to lay a foundation for an effective organizational management of natural and man-made disasters and improves organizational resilience levels of organizations and communities. Empathy is a more emotional form of thinking and response about organizational servant leadership in times of a crisis. In long run to sustain teamwork and collaborative effort is very important for the world economy.

Similarly, managerial styles cannot be exactly aligned with company ideals or leaders' beliefs because intrinsic interests or beliefs are involved in most cases. The ethical components such as: preferences and corruption that affect the acquisition of long-term innovation and the loyalty of employees are also involved in decision-making. According to the results, co-responsibility between superiors and subordinates is necessarily necessary if the company is really considering this as an opportunity to continue growing and evolving.

The evidence and results show the effect of corporate culture on organizational performance, organizational commitment, job satisfaction, as well as the effect of managerial leadership style, organizational commitment, job satisfaction, organizational resilience etc. Organizational resilience can be increased by the support of features such as organizational culture, social capital, servant leadership, communication.

To ensure organizational resilience is important to develop a dynamic servant leadership, understanding the needs of all the stakeholders involved and have well-trained staff. The benefits received from organizational resilience are the strategic adaptability, robust governance, and agile servant leadership. Collective servant leadership attributes and behaviors are modifiers for personal resilience and organizational resilience. Servant leaders may hold a perception of personal resilience and contribute to the resilience of the organization. Servant leadership at all organizational levels requires resilience supported by individual empathy, acceptance, and personal trust needed to make progress amidst the tensions of the environment due to the increased anxiety, tension, and fear.

As technological changes and innovation have emerged, new management and servant leadership practices are also needed. Delegating is the right way to take servant leadership in these times when companies can have both, satisfy basic human needs as well as the growth desires and aspirations of its members at the same time. Nature-based variation of technological expansion and diffusion also occurred during the ongoing pandemic scenario for which every country of the government should appreciate their local economic progress. Most of the countries of the world should put emphasis on import substitution industrialization process at the local economy as pandemic creates havoc for the world economic order and globalization becomes most of the case unfruitful due to lockdown and shut down and to maintain social distances. Micro framing of the local level planning for the grass root level is very important so that it can help innovation and creativity at the macrolevel planning for ensuring welfare of the people. Leadership quality can successfully overcome the situation by triggering innovativeness and execution process through ensuring plan-do-check-act.

In the design phase of the strategy and aptitude optimizing the talent, servant leadership should be aligned to the organizational and team culture, considering the current circumstances, and changing the capabilities required to succeed. Organizations may select and cultivate leadership attributes and behaviors that contribute to organizational resilience.

The study is a conceptual view. As such in-depth quantitative analysis is not done using SPSS or STATA software. Due to time constraint and cost involvement, the study did not go for quantitative analysis. Rather based on literature review the study tried to analyze. In future any analysis may be done both of us e of quantitative analysis and qualitative analysis and collection of data for the period

of 2010-2021 may be done and correlation, stationary test and regression analysis of some countries may be done. Moreover, ARIMA (Auto Regressive Integrated Moving Average) model may be depicted.

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Chapter 6
Mapping the Knowledge:
Servant Leadership and Proactive Innovation Management

Vladimir Dmitrievich Milovidov

https://orcid.org/0000-0003-2892-7775

MGIMO University, Russia

ABSTRACT

In this chapter, the author examines the possibility of applying the servant leadership concept's critical components in the innovation management process. The author, based on his own experience as a top manager of a prominent Russian public company, reveals the importance of a proactive approach to managing innovative projects. The chapter's objective is to develop the rules for the proactive management of innovative project portfolios and, based upon these rules, to lead the team of key personnel. The author concludes that while following the five rules of proactive management of innovative projects, the manager becomes a team's servant-leader. The manager is not suppressing the team's initiative, not depriving them of the right to independently understand current events, and arming them with self-immersion tools in the project's details. The author is confident that the presented approach may be of interest to other practicing innovative managers.

INTRODUCTION

Servant leadership and innovation management are complementary. While Greenleaf (2008) does not use the term 'innovation,' the innovative spirit is in it in that it is creative and forward-looking. The innovations serve people by helping them survive, adapt, and evolve. The everlasting process of innovation is a journey of humankind to the unknown and to the new frontiers. This process is complex, multidimensional, and multifactorial. It requires a "person of extraordinary presence" (Greenleaf, 2008, p. 9) who will manage and accompany this process. If the manager and their team are designing something that will serve the people for the long term, they need to be serving-minded. Therefore, it is better to say that innovation success is bestowed on persons who are servants by nature.

The role of a leader in implementing innovative projects is very high as the project team deals with uncertainty and information asymmetry throughout decision-making (Milovidov, 2015a, 2015b, 2015c). The leader has to enforce team members' abilities to perceive information and analyze it. Leaders need to be able to distinguish exponentially scalable events in the general information flow, i.e., events that generate a long-term chain of hard to predict consequences and significantly affect innovation management effectiveness (Milovidov, 2018). This role significantly increases when managing a portfolio of investment projects with different deadlines, industrial, technological, and other features. Depending on the specific project's characteristics, innovation may remain at the micro-level or turn into various human activities, disrupting the established practices and conventional methods. People can only foresee innovative transformations by considering individual changes occurring at the micro-level in the scope of a broader context of technological, organizational, marketing, legal, cultural, consumer-related, and other changes inherent to the development of any society. Fostering an innovative culture requires adopting a broad approach to perceiving the world and its development, including newly created and updated knowledge in a wide range of domains. Limiting the perception of innovation to solely the micro-level and ignoring the diversity of available data hinders the adequate assessment of the various aspects of specific promising innovations, the critical risks associated with innovative projects, their potential scale, and the timely discovery of alternative solutions.

The servant leadership concept is beneficial from a practical point of view. It provides the leader and team members with guidance to identify important information, distinguish between macro and micro levels of changes, significant and minor changes, filter information and data, analyze signals, and minimize the risk of making incorrect innovation and management decisions. Another aspect of innovation management is identifying the barriers and obstacles hindering the development and practical application of information processing abilities. Servant leaders assist the innovation management team in recognizing such obstacles, detect barely perceptible signals of emerging new products, foresee innovative changes, and assess their scale and strategic direction.

Greenleaf (2008) noted that "the very essence of leadership, going out ahead to show the way, derives from more than usual openness to inspiration" (p. 16). For innovative stewardship, inspiration is essential. However, it is even more critical to energize the inspiration of the people who work nearby to help them become proactive. The team leader "initiates, provides the ideas and the structure and takes the risk of failure along with the chance of success" (Greenleaf, 2008, p. 17). Innovation management is a task for which Greenleaf's leadership qualities are essential. The concept of servant-leader is a critical methodological basis for forming practical principles of proactive management of innovative projects. As a servant leader, the innovation project manager must inspire their team members to strengthen the overall team's ability to foresee the unforeseeable.

This article goes beyond Greenleaf's (2008) original concept. Considering the essence of the serving leadership idea, the author proposes applying it to the innovation management process. The author does this by sharing his experience in innovation management to show how crucial the servant leadership concept is for everyday innovation management activity. It helps managers find approaches and tools to lead the team to the project's success and contains guidance for the team leader not to control the process but to create something new and achieve results collectively.

Servant Leadership Empowers Proactivity

In modern management literature, several innovative models or leadership styles define and shape the characteristics of the manager's behavior and their interactions with the management team when solving complex problems. These include authoritarian leadership, participative leadership, transactional leadership, transformational leadership as well as servant leadership. Over the past 60 years, the attention of researchers to these terms has changed. Between 1960 and 1990, the term 'authoritarian leadership' was the most cited, accounting for more than 50% of the cumulative mentions of all five terms in the English language literature (Table 1). The least popular term was 'servant leadership' (3%). At the same time, the concept of servant leadership was already known. Greenleaf first offered it in 1970. However, even before that, the idea of servant leadership could be found in religious literature. For example, in several articles published between 1966 and 1967 in "The Watchtower of the Jehovah's Witnesses" in Pennsylvania, the author found repeated references to this term. As the author of one of the journal's articles wrote, the servant leader is an example-setting person for a congregation; they teach and lead the members while paying attention to all of them (The Watchtower, 1966). Using this term is similar to the context of the current use of the term servant leadership. In the next 30 years, the use of this term increased significantly. Today, on average, it accounts for more than 20% of all mentions of five leadership styles in the literature. However, the concept of transformative leadership attracts the most attention from management style researchers (53%).

Table 1. The share of appearance of each term defining leadership style in English language books from 1960 to 2019 as a percent of the total frequency of all five terms appearance

Leadership Style	1960-1990	1990-2019
Authoritarian leadership	50	7
Participative leadership	26	5
Transformational leadership	13	53
Transactional leadership	8	13
Servant leadership	3	22
Total	100	100

Source: Google Ngrams viewer, 30 years smoothing average

Thus, today the most popular in leadership literature are two styles of team management: transformational leadership and servant leadership. Each of these leadership styles has strengths and weaknesses, and they are very similar and complementary (Stone et al., 2003). However, one of the fundamental differences is that transformational leaders tend to focus more on organizational objectives while servant leaders focus more on the people who are their followers (Stone et al., 2003, p. 2). This feature reduces the potential for transformational leadership in the process of managing innovative projects. A focus on the organization's goals is undoubtedly essential. However, these goals often prevail over creativity, forcing those involved in the innovation process to strictly follow the format of the organization's main activities, its products, or services. A textbook example of how the subordination of creativity solely to the organization's goals ultimately leads to negative consequences is the example of Kodak. It was one

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of its engineers who first developed a prototype of the digital camera. Still, the commitment to the main product - photographic film - prevented the company's management from appreciating the invention and placing a bet on it. As a result of the technological revolution in digital technology, Kodak was practically on the verge of extinction and left the list of global companies (Milovidov, 2018).

Since the mid-1990s, two new terms, paradoxical leadership and ambidextrous leadership, have increasingly attracted attention from management style researchers. The frequency of their references in the leadership literature has grown exponentially, but the term "ambidextrous leadership" seems to be gaining more followers. According to statistics from Google Ngrams viewer (2019), the frequency of references to the term paradoxical leadership dropped dramatically (Google Nrgams viewer). Both concepts can be said to be synonymous. Paradoxical leadership concept follows in the logic of Chinese yin and yang culture. It has five dimensions: combining self-centeredness with other-centeredness, maintaining distance and closeness, treating subordinates uniformly while allowing individualization, enforcing work requirements while allowing flexibility, and maintaining decision control while allowing autonomy (Zhang et al., 2015). The term ambidexterity refers to the "ability to use both hands equally" (Zacher & Rosing, 2012, p. 55), which means that within an organization or an individual management team, it is possible to maintain a balance between exploration activities, such as experimentation and search, and exploitation activities, such as implementation and execution (Zacher, Rosing, 2012, p. 55).

In managing innovative projects, it is essential to maintain a balance between the desire of team members to put forward new ideas and implementing previously obtained results. In actual practice, stimulating creativity may contradict the efforts to achieve consistent implementation of the started projects and their results in practice. That expresses the so-called innovation paradox, which negatively affects the innovation process. Several researchers suggest solving using the paradoxical leadership style (Li et al., 2018) or by using ambidextrous leadership (Zacher & Rosing, 2012, p. 55). Nevertheless, there is no significant difference in the tools and approaches of the two types of leadership styles. The authors of the ambidextrous leadership concept prioritize the ability to apply closing and opening behaviors while maintaining distance and closeness (Zhang et al., 2015). From the author's practical experience, such techniques are far from always effective since the degree of team cultural, psychological, educational diversity. According to the author, overcoming the innovation paradox is possible with the help of the direct involvement of the entire team in the creative process of management and the formation of specific skills in each member that allow them to solve the arising dilemma independently. That is why the author considers the servant leadership style the most appropriate style of an innovative manager, which contributes to the formation of a proactive approach of team members to solving their problems.

Proactivity is a fairly broad concept that has been the subject of a significant number of studies. In general terms, it can be reduced to the definition of forward-looking, dealing with the future, taking a long-term approach. As Frese and Fay (2001) note, super workers can anticipate future problems and opportunities, which are aspects of proactivity. Proactivity also is anticipatory action that employees take to impact themselves and/or their environments (Grant & Ashford, 2008). From the entire accumulated arsenal of characteristics and settings of proactivity, the author considered it legitimate to choose those that are most suitable and are in demand in the process of managing innovative projects. In general, the author distinguishes four types of proactive behaviors.

- Creativity is the ability to formulate ideas, find new information, look for non-standard solutions to emerging problems, conduct research, a tendency to analyze the situation (Frese & Fay, 2001; Unsworth & Parker, 2003; Lantz & Anderson, 2009; Kadar Nurjaman et al., 2019; Zhang, 2020).

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- Engagement is the contribution to organizational success and goals, contributing to the development of your organization, participation in solving everyday problems, cooperation with other structural divisions of the organization (Bakker et al., 2012; Morgan et al., 2012).
- Self-regulatory, self-organizational behavior can reach organizational goals without positional or authoritarian power (Brav et al., 2009).
- Self-efficacy refers to enhancing competence, acquiring new skills and knowledge (Parker 1998; Crant 2000).

Similar behaviors of servant leadership literature empower proactive behavior through creativity (Yoshida et al., 2012; Tao & Kang, 2018), engagement (Linden et al., 2008), self-regulatory mindset and behavior (Neubert et al., 2008; Carter & Baghurst, 2013), self-efficacy (Chen & Bliese, 2002; Yoshida et al., 2012; Tao & Kang, 2018). Thus, in a sense, the types of proactive behavior are like the category itself that derives from servant leadership. Servant leadership – teaching, example-setting, paying attention to all team memnder – provides the efficiency of innovation management, turning it into proactive management (Figure 1).

Figure 1. A model of the relationship between servant leadership and proactive innovation management.
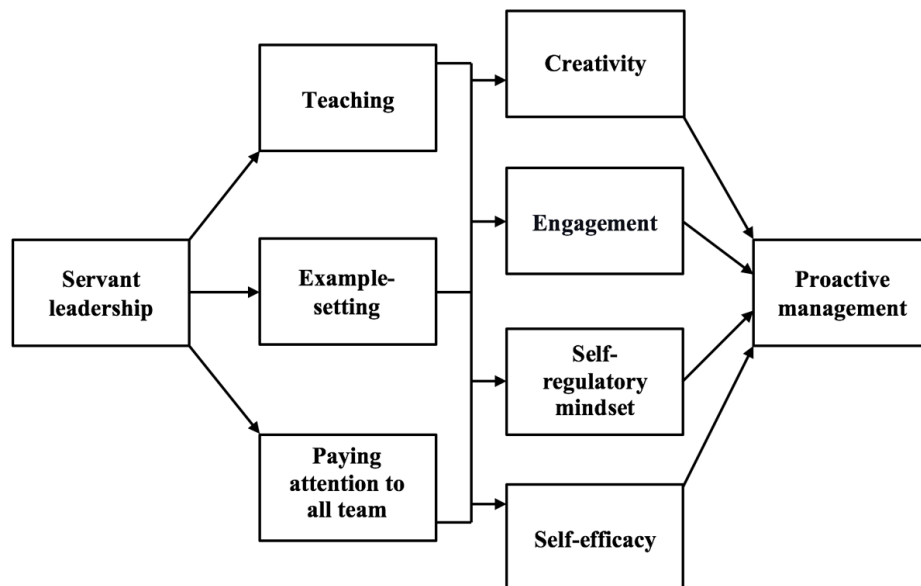
While exploiting the servant leadership style, the manager is not suppressing the team members' initiatives, not depriving them of the right to independently understand current events, and arming them with self-immersion tools in the project's details. To ensure the team's proactivity and to achieve the the projects' goals, the servant-leader needs to follow a number of rules.

Setting Rules of Proactive Management

The construction of a methodology for proactive management of innovations in conditions of uncertainty should begin with the characteristics of the innovation life cycle or a sequential and phased transformation of an idea. Perhaps, this could be just a vague guess into a satisfied need: a product, a service, an industrially applicable technology. However, innovation refers to mass social processes involving complex connections and relationships between people, social agreements, and conflicts of interest. Their peculiarity lies in the fact that they are, at the same time, the result of a specific, purposeful human activity within the framework of a separate independent project and the material carrier of much broader social ties and relations concerning the creation of new needs. Any single innovation contains the entire previous history of the accumulation of knowledge and practical skills by a person and the initial ideas for future innovations. Individual innovative project life cycles link vertically, from particular to general or from simple to complex, and horizontally, from old to new or from previous to subsequent. This interconnection of single projects determines the permanence of the entire innovation process. It contains a renewable, periodic feedback loop between a) a person's needs, b) their knowledge, c) skills and abilities to satisfy needs, d) the effect that a person receives in the course of their activities that influences a person's ideas about the world around them, their knowledge and, as a result, on the formation of new needs and initiatives aimed at their satisfaction. Thus, the life cycle of an innovation process theoretically tends to infinity, which complicates the search for universal rules for managing such a process.

At a given moment in time, it is challenging for an innovative project manager, whose vision horizon is, as a rule, limited by specific project terms, to grasp the connection between a single innovative project and a mass innovation process. Often they concentrate on particulars and miss the point. As Greenleaf (2008) notes, an information gap arises. The manager must find a methodology to bridge this gap. The proactive approach of the servant-leader is to prevent fragmentation and disruption of the innovation process into separate, single projects. Based on this, the author proposes formulating the first rule of proactive innovation management, which the servant-leader should guide. It consists of applying such management technologies, methods, and tools that make it possible to integrate the creation of a specific material innovation object into a broader and continuous innovation process.

Mass character as a property of the innovation process determines the properties of those elements that make up its life cycle. The second rule of proactive management is to formulate a massive need when planning an innovative project, which implies scalable, massive ways to satisfy it.

The massive nature of innovations predetermines the variety of forms of embodiment of needs and ways of meeting them because people's ideas differ significantly. Hence, the third rule of proactive management: it is necessary to recognize and evaluate the potentially high variability of the tasks of the innovation project and the goals and ways of achieving them. According to the third rule, starting from the moment of planning an innovative project, the manager is faced with optimizing both the initial tasks themselves and the methods of their solution. Guided by this, each stage of the life cycle of an innovative project, there is not one variant of the achieved result but a specific field of admissible possibilities or interchangeable analogs, i.e., variability of the critical parameters of the project. Consequently, the manager of an innovative project must always proceed from competing for analog projects and a plurality of ways to satisfy the initial need. Its task is to take into account all the circumstances and optimize the trajectory of the project. The choice of opportunities defines the art of proactively managing an innovative project.

A separate innovation project in the context of a mass innovation process should be considered to help recognize the existence of probable analog projects. Between them, a sort of gravitational force increases the mutual influence that such projects have on each other. The innovation process constantly generates data, information, and knowledge flows that enforce this gravitation.

Under the influence of incoming information, including on the progress of analog projects, the manager will have to make decisions on plans to implement the project. As a result, the original harmonious and well-considered plan for achieving the goal risks turning into a more or less orderly stream of successive management initiatives, including trial and error. Thus, the process of implementing an innovative project will acquire a specific curvature or a particular gradient of deviation from the projected trajectory of movement towards the goal, which the manager planned to achieve at the initial project stage. It is no coincidence that the term obliquity appeared in the literature as a characteristic of a person's iterative movement toward the goals they set (Kay, 2010). The radius of such a roundabout path or the gradient of deviation of the innovation process from a predetermined plan is an uncertain value, depending on the degree of influence of information and related events on the project manager's decisions. This uncertainty increases if the events occurring and the information signals coming to the manager are unexpected and random. The gradient of deviation of the actual trajectory and the implementation of the innovative project proceeds from the target, planned, the author suggests calling the risk of the innovation project, or the risk of the innovation life cycle. Thus, the risk becomes an integrated indicator of the impact of information on the progress of a single project.

Adner (2012) argues that refusing to consider the influence of competing projects on the course of a single project increases the risk of an innovative project. One example is the history of competition between Sony and Amazon in the electronic book reader. In 2006, Sony released the flagship version of the PRS-500 electronic book reader. The device was 20% cheaper than competitors' similar products and was synchronized with a branded online store, numbering about 10,000 titles of e-books. In 2007, Amazon, the largest book retailer, introduced its Kindle reader. Some of the technical features of this reader seemed less attractive than the characteristics and capabilities of the Sony reader; however, Amazon gave the user a choice between paper and electronic copies of the book, reduced the price of electronic copies by about two times, had at its disposal more than 90,000 titles of books with the potential to expand to 300,000, and also offered publishers attractive discounts and bonuses for electronic publishing. In other words, Amazon has managed to balance the interests of both publishers and readers. As a result, by 2010, sales of the Kindle reader accounted for 48% of the total market. Amazon managers were able to build such a trajectory of their project, which made it possible to achieve a better combination of all available possibilities than in the Sony project and obtain a much better result. At the retail price of the reader of $399 per unit, the company had a margin of up to $200.

To understand how the variability of decisions affects innovation risk, the author proposes to consider an example of the development of competition in the electric vehicle market. Adner believes that in the presence of innovative analog projects, the assessment of success and failure should be built not in the logic of average values. However, in the logic of risk scaling, i.e., each project may have its probability of success, the probability of success of all projects together will be significantly lower (Adner, 2012). Thus, the risk of competing projects will increase in proportion to their number.

Let us move on to an actual situation. To do this, we will select the five most popular models of electric vehicles that are known both in the US and global markets: Tesla Model 3, Porsche Taycan, Hyundai Ioniq 5, Ford Mustang Mach-E, Chevrolet Bolt EV. Consider how the popularity of Google search queries for the brands of the specified cars has changed over the past five years in the United

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States and the world in the category of automobiles (Figure 2, Figure 3). At the beginning of the period under review, Tesla Model 3 had practically no external competitors and therefore concentrated the bulk of Internet queries - the popularity index reached 50 in the United States and 40 in the world. If we exclude competition with conventional cars, then in the electric car market, Tesla models had no analogs. However, the arrival of the Porsche Taycan radically changes the situation. In September 2019, this electric car brand took the leading position in internet queries with a 100 score of popularity in the USA and the world. The US market remains more concentrated by Tesla, but it also sees an increase in the popularity of electric vehicle alternatives.

Figure 2. Popularity of Google search queries in the USA, 2016-2021 (max = 100)
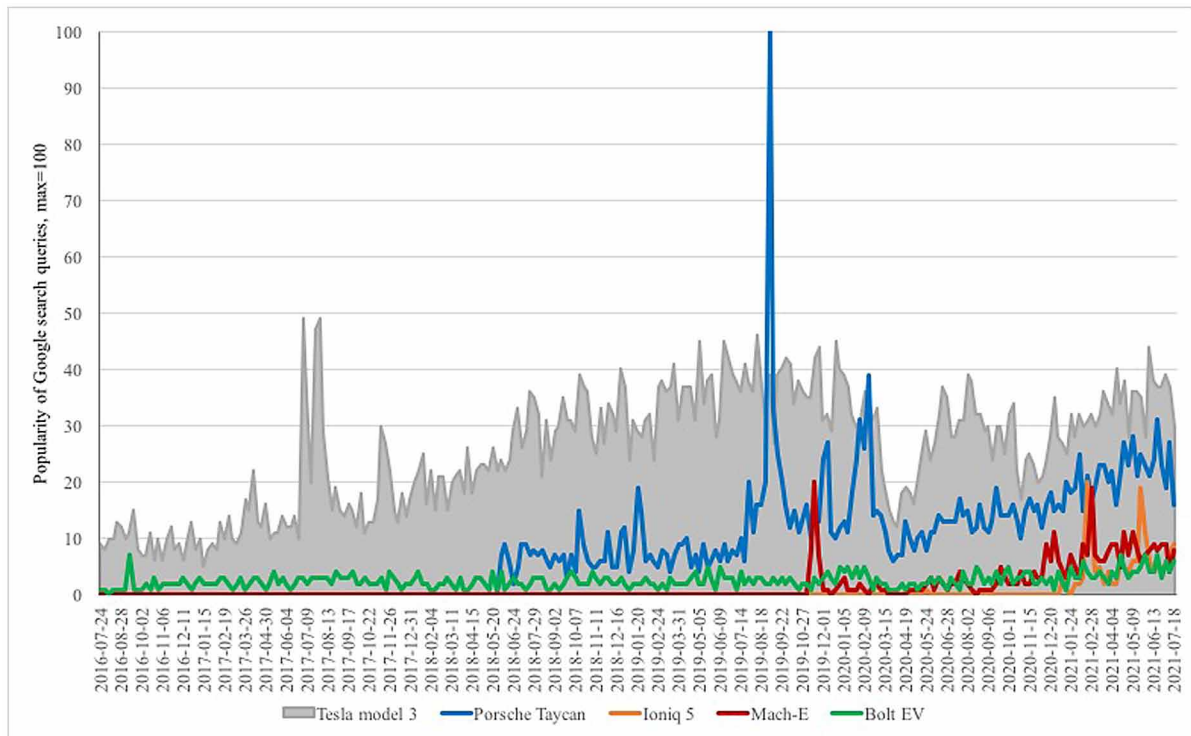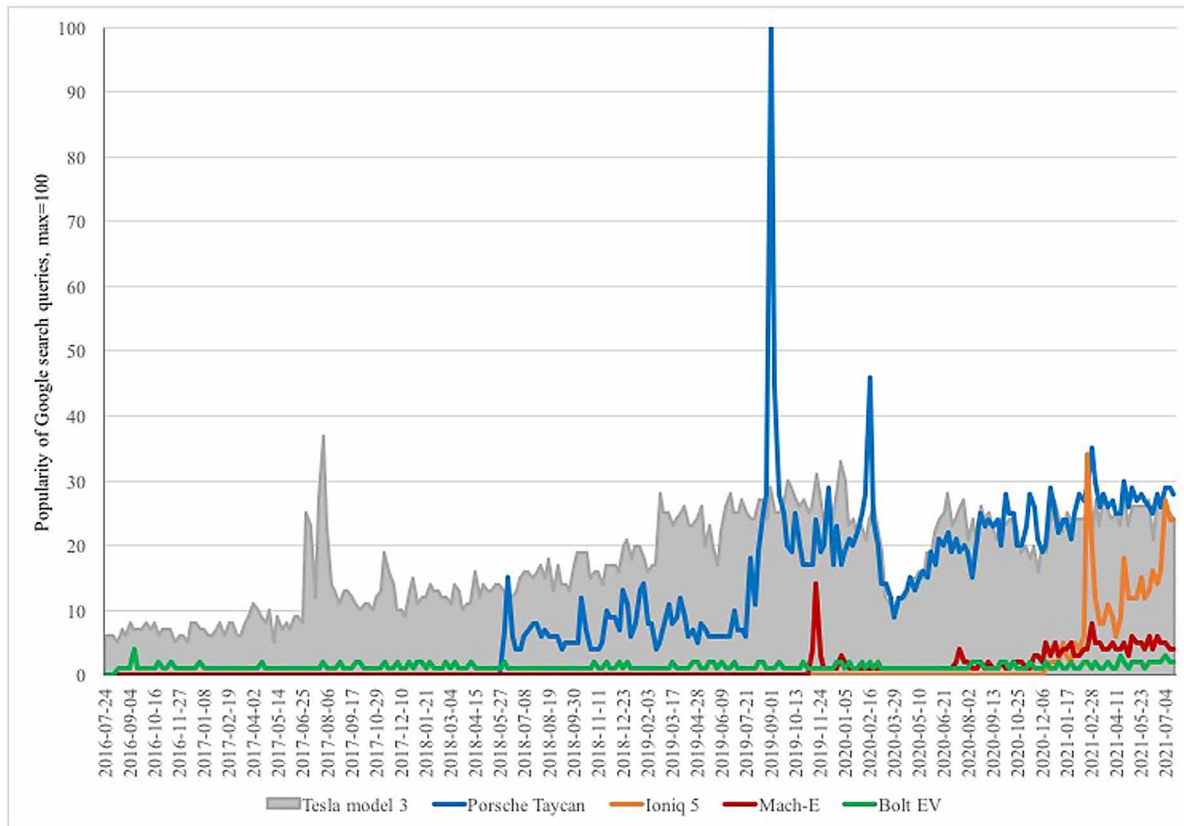*Source: Google trends*

Figure 3. Popularity of Google search queries in the World, 2016-2021 (max = 100)
Source: Google trends

The Porsche Taycan project became a unique offer since it falls into the new consumer niche of high-net-worth individuals. The success was evident in the world market, where the popularity of internet queries about Porsche exceeded Tesla level. The likelihood of success for the Hyundai Ioniq depends on the market segment, similar to the Tesla Model 3. The success of the Ford Mustang Mach-E and Chevrolet Bolt EV electric car models on the market could be much lower because they will need to compete with the well-known Tesla model and new model introduced by Hyundai. However, these are American brands, and this fact increases their potential success in the US market. The said means that market competition grew significantly after new models appeared in the market.

Consequently, the emergence of competing projects could also substantially increase the risks of implementing all competing projects. However, even though the potential success of all projects could decrease, managers of more risky projects will be in a better position, as they will take a particular market share away from the monopolist. The exponential rise in Google searches in the US for the Porsche Taycan and globally for the Hyundai Ioniq 5 illustrates the uncertainty for existing projects, increasing as the number of competing ideas and projects grows. This uncertainty sets the angle of deviation of the actual trajectory of the project from the target. Therefore, anyone who can account for these uncertainties will stay ahead of the competition and succeed. The role of a servant leader is to focus the team members on uncertainty and help them make the appropriate decision.

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Proactive management is how to effectively manage the risk of innovative projects, considering the changing risks of implementing analog projects and maneuvering between these risks, hence the circumstantial nature of innovative projects. Following the situation, responding to it to the actions of competitors can be defined as reactive management, which is most common in practice but often leads to a large number of errors and underestimation of the effect of risk scaling. By fulfilling the first three rules of proactive management, the manager is already laying the foundation for expanding their ability to act proactively. However, compliance with these rules alone is not enough to confidently speak about the proactiveness of project management as a whole. As R. Adner writes, proactive management helps reduce risks of the project if the manager considered risks in advance (Adner, 2012).

Problematization Method and Knowledge Mapping

Proactive project management consists of particular principles of thinking that deny the usual procedure for making decisions after the fact, i.e., denying reactive control, when the manager moves sequentially from stage to stage, from result to result. This approach is very costly since when a failure is detected, the manager, when deciding to terminate the project, recognizes all previous costs and efforts as meaningless, as they incur direct and indirect losses of money, time, and reputation.

The proactive manager operates in a completely different scenario. Following the above three rules of proactive management, they essentially put the probability of denying a single result in the actions. The uncertainty with which the overall process of innovation influences each project, the massive demand for new needs, the variability of general ideas about them, and the ways to satisfy them suggests a high probability of changing the tasks and implementation plan of the project, as well as the likelihood of failure. Consequently, it is essential for the manager not to know what sequential, pre-planned step they have to take but to find out which solution is negative. Based on this, they build their actions. In the logic of sequential, step-by-step project management, which is familiar to many, the manager is busy verifying the performed actions and the results obtained; in the second case, the falsifies, denies, refutes each subsequent action each future result. Thus, the fourth rule of proactive management consists in the need to predict the reasons for a likely negative result, to identify the factors of non-implementation of the project, to look for sources of risk, i.e., such events that can cause exponential scaling of negative factors, exponentially scalable events.

The method of falsification, refutation, or denial of judgments and knowledge was formulated in the late 1950s by the Austrian philosopher and sociologist Popper (2002). One of the laboratory versions of the falsification method is the Wason selection task, which for almost 60 years has remained one of the most studied problems in psychology (Oaksford & Chater, 1994). In 1966, Wason formulated the problem of choice, by which he showed that often the desire to verify, to confirm a specific hypothesis prevails over the desire to refute it. He notes that "the ability to see problems or ask questions may differ from the ability to solve problems" (Wason, 1986). Moreover, Wason (1971) and his followers have shown that the number of people who prefer to solve problems significantly exceeds the number of those who try to ask questions and seek to find a refutation of hypotheses.

The opposite negative side of the prevailing tendency of people to verify hypotheses rather than falsify them is the so-called disjunction effect (Shafir & Tversky, 1992). This effect occurs in cases when a person's actions and decisions are linked to some specific event, but at the same time, the person does not know such an event will occur or not. Suppose that there are two decisions, X, and Y in conjunction with event A. In the logic of decision verification, if event A occurs, then decision X is made; if event

A does not occur, then decision Y is made. However, as studies show, if event A did not occur and it is unknown whether it will occur or not, a person prefers to wait. There is a so-called suspension of judgment (Shafir, Tversky, 1992), which directly follows from a person's habits to respond to specific problems, and when they are not there or are not known to them, they can take a passive position. In this case, the danger of reactive innovation management is that, under certain conditions, the manager can take a wait-and-see attitude, stop their actions, and let things take their course. Such a break can have an extremely negative impact on implementing an innovative project since when a problem arises, it will be too late to make certain decisions, and the exponential scaling of negative factors will mean the project's failure. That is why proactive management, purposeful, proactive actions aimed at assessing possible problems, falsification of planned results serve as protection against the effect of disjunction. Servant-leader has to assist the management team in avoiding suspension of judgment and in proactively assessing the situation.

One of the professional skills of a servant-leader that allows to fulfill the fourth rule of proactive management and proactively identify events that can negatively affect the project's results is asking questions and formulating problems. In the scientific literature, this skill is called problematization (Foucault, 1972). The goal of problematization is questioning the self-evident facts (Bacci, 2012). In a sense, the method of problematization is similar to the method of falsification of Popper. It also helps to reveal hidden problems, various failures in knowledge, and scientific ideas of people regarding various processes, objects, and projects. Another method similar to problematization is deduction, isolating different and potentially essential particulars from the general. All the above methods have one thing in common - they build the logic of judgments from the opposite, i.e., train the professional ability to notice what has not happened or has not yet happened, but it may well be and has sufficient potential to influence the course of events (Bazerman, 2014). Noticing the essential signals, facts, or information is one of the most critical skills for those who work with information in innovation management. Servant-leader must help team members to acquire these skills.

In the established scientific practice, the problematization method is often used in a retrospective or polemical context to identify certain inconsistencies in events, contradictions, and interruptions in the course of historical or political processes. The method of problematization is a kind of archeology of knowledge, which multiplies differences, mixes the lines of communication and tries to make the transitions more difficult, seeks "not to overcome the differences, but to analyze them, to say what exactly they consist of, to differentiate them" (Foucault, 1972, p. 171). Problematization allows servant-leaders to model such behavior by formulating new questions and problems that can accompany the innovation process. In the words of the French sociologist B. Latour, the method of problematization can be suitable for the designation of "blind, myopic, workaholic, trail-sniffing, and collective traveler" (Latour, 2005, p. 9). Thanks to these features, the problematization method becomes a suitable tool for proactive innovation management.

The author invites the manager, before starting the implementation of an innovative project, as well as during the transition from one of its stages to another, to formulate questions that allow assessing the potential problems and risks of the project and initiatives to minimize them. Based on the formulated questions regarding potential problems, required initiatives, used indicators, and stakeholder behavior, the innovation manager, as a servant-leader, can create a consolidated project knowledge map. Such a map will allow teams to link all the stages of the project, as well as monitor and analyze the progress of its implementation, timely identify possible violations of cause-and-effect relationships, deviations of the project from its goals and deadlines, and, accordingly, respond in advance to identified threats.

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The project knowledge map is a constantly updated, information-rich tool for proactive management of an innovative project. At the same time, knowledge is a set of ideas and information about problems, initiatives, indicators, and stakeholders of an innovative project, it is "expertness – in a field, a subject, a process, a way of thinking" (Cleveland, 1982, p. 34). The knowledge map allows the manager to consistently see the points of probable project failures, the occurrence of difficulties, their consequences, and evaluate the effectiveness and adequacy of management initiatives and their perception by stakeholders. Moreover, at each stage of the project, there is a body of knowledge. Identifying the contradictions between the body of knowledge at one stage and the body of knowledge at another stage is also part of making a knowledge map. The manager will identify contradictions and then need to formulate additional initiatives. Servant-leader plays a crucial role in the knowledge mapping process and knowledge density determination.

Figure 4. Sample layout of the map of knowledge
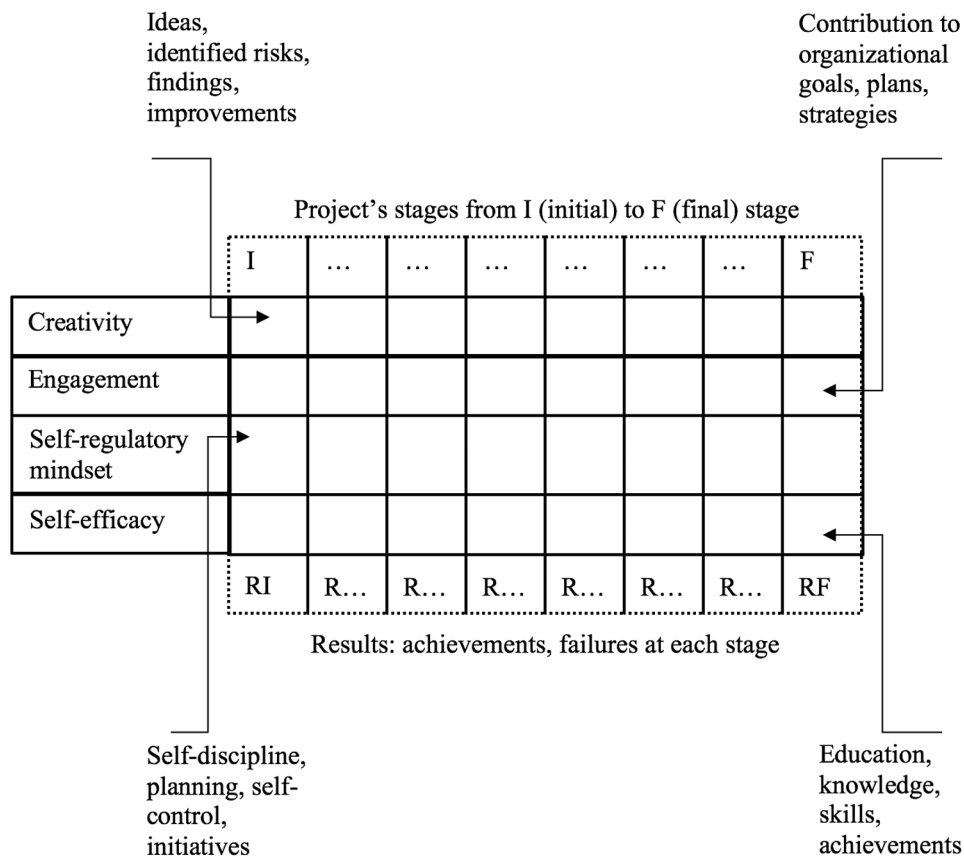
Servant-leader empowers the types of proactive behavior (Luo & Zheng, 2018), which allow at each stage of project implementation to ensure the necessary results. For example, based on the preliminary results obtained, creativity allows to formulate new ideas, offer non-standard solutions in a difficult situation, find the necessary information, and analyze the data obtained. Personnel engagement ensures

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their desire to cooperate with other teams, find joint solutions in the interests of their organization, and, if necessary, report to managers and decision-makers results and suggestions that may affect the adjustment of the organization's overall strategy. Self-regulatory mindset speaks for itself; it stimulates employees to constant self-control, attention to project deadlines, striving to predict possible failures and delays in project implementation, and find ways to prevent problems. Finally, self-efficacy stimulates the search for new knowledge, professional development, and achievement of personal results in project management, which increases the employee's interest in achieving significant results and the success of the entire team.

The knowledge map can be formed for a specific task and have a variety of options for embodiment (Milovidov, 2015c). At the same time, it is necessary to combine the features of the innovative project and its staging with the proactive behavior of the team. The sample layout of the map of the knowledge is in Figure 4.

The author proposes to call on the knowledge accumulated about each structural unit of the project, the knowledge density of such a structural unit, and the aggregate of the knowledge densities of all structural units. The fifth rule of proactive project management is to ensure the highest knowledge density of the project. Knowledge density is an integrated knowledge map indicator.

CONCLUSION

Why are the knowledge mapping and density of knowledge essential for the proactive management system employed by servant-leader?

First, there is no absolute level of knowledge that can be achieved or to which one can strive as a benchmark. Knowledge is always relative, unevenly distributed, and the natural state of its distribution in society is asymmetry. The asymmetry of knowledge or the asymmetry of information is the most important source of uncertainty that any manager of an innovative project has to consider. Acting under conditions of uncertainty, a person should not so much accumulate all the knowledge and information available around them, but be ready to perceive information signals, identify among them the most important and distinguishable ones that have the most significant impact on the course of the project. The category of knowledge density allows tuning the manager's attention to blind spots, where random and unexpected events are most likely to occur. Thus, knowledge density is a tool for assessing information asymmetry concerning a specific object of knowledge, a structural unit of a project, and a whole project.

Second, the desire to increase the density of knowledge implies a detailed classification of the structural units of the project: stages, stages, steps, and other points of control of the achieved or expected results. In order to create an actual working knowledge map and formulate relevant questions and potential problems, the manager must visualize the entire life cycle of the project to the smallest detail. Each stage should be structured in detail and divided into periods within which leader can identify problems and formulate initiatives to correct the project, fill in the missing knowledge, and protect against risks can be effectively implemented. For a given amount of knowledge, the more detailed the classification of the structural units of the project, the comparatively less knowledge will fall on each of them; therefore, the more noticeable structural units with a low density of knowledge can be, for which the manager is not able to formulate problems. Consequently, these structural units of the project should become the object of increased attention and study.

Third, the density of knowledge makes it possible to supplement and increase the efficiency of traditional methods of forecasting project results and managing decision-making, such as building a decision

tree. The decision tree assumes the empirical assessments of previously available results from analog projects, implying a representative sample of similar situations and cases. Using statistical methods of analysis, the manager can predict the likely trajectory of movement towards the project's goal. However, the accuracy of such forecasts will largely depend on the accuracy of the choice of analogs, taking into account all similar and different conditions, parameters, and information that can affect the likelihood of a particular result. As shown above, with many analog projects, the probability of project success decreases, which reduces the relevance of the probabilistic estimates used in the decision tree and calculated based on the logic of averages. The method for identifying the density of knowledge is aimed, among other things, at identifying the erroneousness of the assumptions made, the statistical sampling of analogs, the probabilistic characteristics of statistical data and forecasts.

Fourth, the density of knowledge helps the manager determine the field of possibilities of a project, to see the concentration of similar projects, existing publications, and patents to build the most optimal trajectory of competitive, innovative developments.

As Greenleaf (2008) said, "the leader of the innovation project team needs to have a sense of the unknowable and be able to foresee the unforeseeable" (p. 23). It is a challenging task, but the instruments like knowledge mapping and evaluating the knowledge density could significantly increase the ability to lead and be a real servant-leader who can bridge the information gap to be successful.

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Chapter 7

Servant Leadership and the Spirituality of Music in Crisis Management:
Orchestrating Leadership to Develop Servant Organisations

Paolo Marizza

University of Trieste, Italy

ABSTRACT

The ways in which organizations manage crises can find significant analogies in the musician's process of improvisation, involving a continuous leader-follower interaction that displays the typical traits of servant leaders fueled by spirituality. The analogy with musical improvisation is the thread that runs through this chapter, which analyzes servant leadership in organizational orchestration with reference to current issues such as distributed work. The conditions that can enable the development of servant organizations are identified, modeling the different contextual dimensions with reference to organizational performance, also with respect to other leadership styles. These enabling factors are also declined with respect to agile management practices and the convergence between spiritual leadership and servant leadership. New research directions are identified: this transformative historical moment offers a unique opportunity to develop in-depth causal inferences about how servant leadership creates ethical and organizational value.

INTRODUCTION

In the past months, hit by the Covid 19 pandemic, the search for answers in our daily activities has made improvisation a necessity, also in finding new relational and emotional balances. In these times, organizations are faced with a myriad of discontinuities and changes. Imagination, tenacity, and moral

courage are needed to address and resolve general, business and healthcare ethical issues (Keselman, & Saxe-Braithwaite, 2021).

Rediscovering the importance and true meaning of ethics, in times when the line between what is and is not acceptable is becoming increasingly blurred, can be a decisive step in the moral and social growth of sustainable organizational and institutional systems.

These crises also represent an opportunity (Dewar et al., 2020). This is a time to understand how resilient organizations are. Even as some aspects of the global health and economic situation become clearer, many unknowns will remain (Baldwin, Weder di Mauro, 2020).

It can be said that facing the new reality means being a student of the chaos we are going through and the future we do not yet know.

The need for transparency and rigor in ethical reasoning is particularly crucial in times of crisis: it is important to determine the right thing to do because the stakes are often high. In a pandemic or when a major environmental disaster occurs, ecosystems and the means to ensure survival are at stake. When a financial collapse is looming - people's life savings and future are at stake - decision-making in a crisis requires exceptionally scrupulous attention to ethical issues (Argandona, 2012).

In addition to having to do the right thing, an organization, a company in crisis must be able to explain to relevant stakeholders, often in the media spotlight, why it believes its action is justified and what pattern of reasoning led to that action. Hence, organizations and companies in crisis not only have to properly interpret the relevant ethical rules and adapt them to a new situation; they also have to be aware of the rules and relevant adaptations of them in order to communicate them to relevant stakeholders (Mendy et al., 2020).

In general terms, ethics is fundamentally about rules, i.e., models of behavior, norms and values which, in each context, can serve as a yardstick for the actions of individuals.

As a field of study, ethics consists of engaging in a critical and structured examination of the rules that should govern human behavior and human interaction.

From the point of view of individual and institutional behavior, ethics is about defining what rules to follow and what to require from leaders and followers, groups, and communities in certain circumstances

But maintaining ethical behavior is not just about following rules of conduct: it is a choice of respect for oneself and for others, a choice that tends to pursue the common good. The problem, of course, is that human and organizational life is complicated in a way that far exceeds the level of articulation and detail achieved by even the most complex and analytically specified set of rules that can be imagined. Even if we assume that the body of ethical, deontological, etc. rules are relatively obvious and straightforward in each domain, the task of determining, from a practical point of view, how to apply those rules to real life would remain a non-trivial challenge.

Added to this is the challenge posed by technological evolution and social and cultural progress, which are increasingly rapid, global, and disruptive in their manifestations and impacts.

The ethical rules that made sense fifty years ago, or in some cases even ten or five years ago, may not be congruent and appropriate for today's needs (Floridi, 2013).

Just consider the change of scale that private and public organizations, companies and institutions have gone through since the second post-war period of the last century, or the great acceleration of online commerce and digital transformation in the last decade.

ADDRESSING ETHICS IN UNCERTAIN TIMES

The process of interpreting the demands posed by ethical rules and the need to adapt them to the new context faces levels of complexity and challenges not comparable with previous eras.

At the root of these ethical challenges, which need to be addressed and resolved, lie the relationship between trust and control, between supervision and empowerment, in interpersonal, professional, organizational, social and institutional relationships (Zafari et al., 2020). In the context of increasingly complex socio-technical systems, these challenges relate to human-machine relations, the changing profiles of responsibility and the 'replacement' of human activity by Artificial Intelligence (AI), the risk of eroding human self-determination and 'free will', the risk of devaluing human skills and capabilities, and the risk of replicating not only the qualities, but also the errors and flaws of human action (Müller, 2021),

In times of radical change, the challenges posed to leadership are multifaceted and concurrent: reorganizing work, reinventing organizational practices, and updating leadership must occur simultaneously.

Business leaders increasingly find themselves in unfamiliar territory marked by high levels of uncertainty and instability. Global economic policy uncertainty has tripled since 2000 and continues to accelerate. Research shows (Reeves et al., 2018) how systemic uncertainty feeds into corporate decision-making. Companies are more exposed than ever to economic and political feedback and their performance swings are increasingly due to noncompetitive effects. By comparing the relative performance effects of noncompetitive factors, political/regulatory exposure, and competitive factors, e.g., profitability, EBIT [earnings before interest and taxes] margin, the importance of noncompetitive factors has increased relative to competitive ones (from 0.4x to 0.6x) and even exceeds competitive factors in financial services (~1.4x).

Companies are part of business ecosystems that are embedded in local and national economies, which in turn are interwoven with societies. Acknowledging the unpredictability, nonlinearity, and circularity of cause-and-effect relationships within these systems is a notable departure from the simpler, linear models that underpin traditional mechanistic management thinking.

Leaders cannot rely only on formal authority or a chain of command when working on their system. Instead, they need to leverage more informal ways of exercising leadership that can transcend organizational boundaries, seeking new balances between visionary abilities and building trustful relationships (Ndedi, & Nisabwe, 2020). Ultimately, these actions transform leadership from a position of authority to one that is much more focused on creating broader influence with relational and supportive approaches. This transformation requires, at its root, a mindset shift from thinking in reductionist models of company performance toward more holistic models (Blanchard et al., 1993). Different levels of direction and support are required depending on the specific contextual business situations.

Servant Leadership: Key to Organizational Wellbeing

Organizational wellbeing is generated through respect and respect builds trust. The wellbeing of one becomes the organizational wellbeing of many (Benevolo, 2021),

In situations of radical change, leaders must develop and implement new practices simultaneously, and in this context the issue of trust, and building trust is at the heart of leadership (Ready, 2018). Working remotely during the crisis further highlighted the link between trust and followers' well-being.

Working remotely really challenged managers' ideas about how to maintain and build trust (Sobel Lojeski, & Reilly, 2020). Communication and listening become essential factors in managing two-way relationships. In fact, tacit communication does not convey well in virtual settings (Malhotra et al., 2007).

While the general crisis caused by COVID-19 created a strong need for work reorganization and context-driven contingency planning, the spread of remote work paved the way for the promotion of new leadership practices. Shared leadership models have been put to the test and, for some organizations, this has led to encouraging results (I. Holmberg, & Petrelius, 2020).

So, how has shared/servant leadership (Sousa, & Van Dierendonck, 2016) been practiced during the pandemic? What could it be in this new work life that is moving towards self-managed teams and organizations, also concerning remote and non-remote work beyond these times?

Among the leadership practices for navigating unpredictable adaptive challenges such as those posed by the coronavirus pandemic, Servant Leadership should be able to have a positive impact, either directly or mediated, on followers' wellbeing (Van Dierendonck et al.,2009) and organizational performance (Wankhade et al., 2015).

Indeed, its typical traits emphasize empowerment, involvement, and collaboration, putting the interests of others above one's own, distributing leadership responsibilities to a network of teams throughout the organization to improve the quality of decisions made in crisis resolution, and communicating transparently and frequently to all stakeholders.

Servant leadership that emphasizes a collaborative, empathetic, and emotionally stable leadership personality can help build a strong community through commitment to the needs of organizational members (Doraiswamy, 2012; Dumulescu, & Muţiu, 2021).

In this regard, some recent studies can be mentioned. Among them Kaltiainen and Hakanen (2021) investigated the importance of servant leadership under changing and unstable conditions for employee well-being and performance in municipalities. This longitudinal study found that servant leadership predicted an increase in work engagement which in turn predicted good job performance and the achievement of goals, as well as adaptive performance under change through, for example, creativity, stress resistance and collaboration skills. In addition, servant leadership predicted a decrease in burnout, which also improved adaptability to changes. Another study on the relationship between COVID-19-related anxiety and work engagement revealed that higher rates of servant leadership promoted work engagement (Hu et al., 2020).

THEMES COVERED BY THE CHAPTER

Many other studies are underway, and it will be interesting to assess the extent to which they support the challenging core idea of servant leadership - employees come first, and then productive performance - and how this is possible even under conditions of insecurity; insecurities which are likely to emerge even after the current phase of the present pandemic is over.
In this perspective, the Chapter develops five themes in as many segments:

- The first explores the issues and impacts of the evolution from remote to distributed work, a phenomenon that has significantly accelerated as a response to the discontinuities generated by the pandemic crisis and the role that Servant Leadership can play in its developments;
- The second segment deals with the challenges raised by the crisis in terms of business ethics and ethical decision-making in times of uncertainty by comparing it with musical improvisation, a practice that involves a deviation from the paths and boundaries of an established set of rules, highlighting the similarities with the practices of Servant Leadership;

- In the third the analogies between musical improvisation and shared leadership are contextualized in organizational combinations, showing the conditions in which Servant Leadership can better deploy its effectiveness, also with respect to other leadership styles, notably Situational Leadership;
- In the fourth section, the needs of change management, a continuous process of adaptation in 21st century organizations, are read in light of the spread of the concept of Servant Leadership in parallel with the emergence of Agile approaches. Early evidence is presented of how the values that Agile has identified as critical to success resemble those of Servant Leadership and translate into improvements in organizational performance;
- The last section introduces the spiritual component of leadership as complementary and consistent with Servant Leadership as nurturing leaders to better relate to followers as well as in organizational performance achievement. A further analogy with musical improvisation is proposed;
- Indications on future research developments conclude the Chapter.

DISTRIBUTED WORK IMPLIES DISTRIBUTED TRUST, AND DISTRIBUTED LEADERSHIP

In the face of the challenges posed by the pandemic, distributed work has undergone an acceleration of phenomena which, although emerging, were below the track in organizational-managerial processes: technology is transforming human relations and has now profoundly changed the 'who, what and how' we trust, highlighting the crucial role of trust as the glue of relational ecosystems in which interdependencies are increasingly articulated, extending beyond the boundaries of companies. Distributed work is acting as an accelerator for a radical change in how trust is built and maintained.

Before the pandemic crisis, many surveys indicated that about two-thirds of people worked from home occasionally, but only one-tenth did so continuously. This small minority was referred to as remote workers.

For remote workers, however, doing proceduralized and routine work does not yet mean being full members of the team and the corporate environment, which should imply the development of new relationships supported and facilitated by new ways of interaction, coordination and inclusion that should be regulated by a new social pact.

What would happen to organizational dynamics if everyone or the majority were distanced due to major corporate discontinuities such as those generated by Covid-19?

The pandemic forces a reconsideration of the difference between remote and distributed work. The difference between remote work and distributed work can be defined as the digital remotization of individual organizational positions and procedures versus an organizational mindset. Remote work is purely procedural - the act of working somewhere outside the office. But distributed work requires a new way of thinking by the company about how things are done - it affects all organizational variables to the point of involving the entire organization (Roper, & Kim, 2008).

Recent surveys (Eagle, 2020) show that nearly 80% of companies have already implemented, or plan to implement, extensive or universal work-from-home policies. And about 2/3 of these companies expect these changes to be long-term or permanent. Companies, especially in the technology sector, have demonstrated that it is possible to successfully run a business with a fully distributed workforce. Examples include Automattic, InVision, Twitter and Square.

Servant Leadership in a Distributed Environment

The question that can be asked is about what "remote" means if there is no center to be remote from. In traditional organizations, the center is symbolically and concretely represented by the corporate center, by physical work environments, by one's boss. In a remote reality all are distributed. This not only has practical implications in terms of the tools used to work together but will also lead companies and their workers to face deeper changes to their social pact. Companies will have to choose between giving workers more autonomy, empowerment, and trust, or increasing the monitoring of activities and performance in more pervasive and invasive ways, which poses important ethical implications to tracking work through corporate devices.

While a myriad of cloud-based collaboration tools are being developed, even today already available in the marketplace, choosing the right tools to empower a distributed workforce comes down to a company's ability to deeply understand its capabilities and people. How do new tools align with personal needs, such as time management, productivity, and personal and family well-being?

More important than the adoption of new tools will be the emergence of a new social relationship for workers, relationships that will become increasingly horizontal and two-way. Leaders and followers will need to maintain mutual trust without the constancy of the physical office and the closeness of teammates, but they will also need to demonstrate that they are trustworthy. It is the mutual trust that allows the relationships to flow.

Without psychological safety, no matter what the conditions and tools are for working together, contextual conditions appropriate to emerging complexities will not be created, and that requires putting people first. Placing a huge emphasis on caring for people with listening, respect, engagement, connection, alignment, motivation, and focus.

And isn't this "caring" the hallmark of Servant leadership?

Greenleaf's ideas (1972/1991), distilled by later scholars into 10 salient characteristics that the servant leader should possess, primarily include the ability to listen, express empathy, care, and persuade, the ability to exercise mindfulness, foresight, and conceptualization, a commitment to the growth of individuals, to building community, and to acting as a steward of stakeholder resources (Spears, 1995).

Indeed, all of this first calls into question the relationship between leader and follower and the ethical nature of the relationship. Without ethical organizational norms, individuals are left to make decisions on their own at the individual level relying only on their personal beliefs and moral reasoning skills (see Martin, & Cullen, 2006).

As companies tend to evolve more and more from hierarchical trees to distributed networks in which relationships tend to dematerialize there must be a countervailing force that holds the whole together. Autonomy must find new balances through alignment since much of the workflow is mediated by digital tools and devices anyway. Companies will need to not only equip the workforce with tools, but with new roles to understand how they feel and to make sure they feel recognized and rewarded.

Sociologist Robert K. Merton (1969) described leadership in general as a social exchange. He believed that "leadership ... must involve the attributes of transactions between those who lead and those who follow." As argued by Kuhnert and Lewis (1987) the types of transactions in which leaders and followers engage are changing rapidly from the more obvious and widespread, e.g., the leader controlling resources, to the less obvious, such as the development of mutual trust, respect, and commitment.

Trust is the foundation of ethical leadership (Calabrese, & Roberts, 2001). Trustworthy leaders foster a sense of organizational solidarity that helps the development of a "climate of mutual trust."

Once trust in a leader's behaviors and ethics is damaged, the organization, its stakeholders, and society at large tend to balkanize (Mintzberg, 1972) into a fragmented system: there is little trust, and members work together in temporary and opportunistic alliances, consolidating local power and isolating potential threats to achieve ephemeral stability.

In The Institution as Servant one of Greenleaf's (1972) unique contributions was the notion that to reach its full potential as a positive social force, servant leadership must be exercised not only by individuals, but also by organizations and social institutions. Not only must these leaders be motivated by a desire to serve others, but they must be equally motivated to build and strengthen community inside and outside the company. Servant/Ethical organizations ''engage in membership and structure renewal.''

This minimizes the fragmentation, alienation, and marginalization that can otherwise take away from mutuality.

Trust in Transition

The contributions of the distinguished scholars cited here are, if possible, even more pregnant with meaning and implications today that we are experiencing a transition of trust, moving from ''proximity'' trust - that which was built through observation of behavior, listening to the stories of people we knew or of companies, institutions, etc. - to ''distributed trust'' (Botsman, 2017).

Unfortunately, trust, along with talent, is one of the scarcest factors in our digital age. While trust in and towards almost all types of institutions is showing worrying signs of weakening, at the same time a new form of trust is taking hold: 'distributed trust' through networks of people, organizations, and intelligent machines.

There is a tendency to place more trust in an algorithm than in a human being: trust in governments, in the ruling classes, in the media, in institutions, in science is at an all-time low, yet through technologies we share information and personal data with people we do not know. A transition of trust from 'proximity' trust to 'distributed trust', one could say to 'liquid trust', that goes hand in hand with the post-modern liquidity that Zygmunt Bauman (Palese, 2013) has described as the phenomenon in which boundaries and social references are lost, powers are removed from people in a world that is rapidly deconstructed and reconstructed in an uncertain, fluid, and volatile manner. A transition that, on the one hand, requires a strong investment in "humanity" and "ethical passion", on the other, is confronted with the global spread of social media that capture the attention of huge audiences. Attention seems to have become the new currency that mediates and redirects individual and collective behavior and choices.

Even business organizations are made up of multiple and interconnected social networks, mostly informal. 'Proximity trust' has been the social glue of these informal networks that mobilize talent and knowledge across the firm, facilitating and informing cultural cohesion and helping to sustain collaboration and knowledge sharing.

Emerging organizational models in the post-pandemic, however, are generating distributed, virtual-hybrid work ecosystems that reduce 'proximity' face-to-face interaction and serendipitous relationships, causing social networks to lose strength and weaken interpersonal bonds. To counter this risk, leaders trying to regain the attention of employees by mapping and monitoring informal networks in their organization should carefully balance the intrusiveness of digital-based supervision with a renewed emphasis on empowering individuals and teams at all levels.

Servant Leadership as the Glue of Distributed Leadership

Distributed work in increasingly large and connected ecosystems requires organizations to make a transition by creating the conditions for the development of distributed trust.

In today's digital age, people are called upon to make 'leaps of trust', no longer trusting something or someone 'close', as in the past, but something or someone that may also be unknown, such as an algorithm. These 'leaps of trust' require a huge effort towards the uncertain and the unknown. The 'new' trust must therefore be developed and nurtured with a clear objective, to reduce the area of uncertainty and the unknown. This challenge can no longer be met with autocratic leadership, top-down communication, and a centralized approach, but requires transparency, inclusiveness, accountability and integrity, and the search for new balances between micro and macro management, controlling and empowering. In a distributed work environment, leaders should foster collaboration and transparency across the network of individuals and teams. One way to do this is to distribute authority and share information: in other words, demonstrate how teams themselves should operate. In crisis situations then, a leader's instinct might be to consolidate decision-making authority and control information, providing it on a strict need-to-know basis. Doing the opposite behavior, distributing, and delegating responsibility creates the conditions for orchestrating coordination at all levels (D'Auria, & de Smet, 2020) In these contexts, the typical traits of Servant Leaders exercise their power for the benefit of others. In contrast to forcing people to do things, Servant Leaders use persuasion when necessary while holding employees accountable for their performance. Servant Leadership can thus directly or mediately support the development of "leaderful" organizations through concurrent, collective, and compassionate leadership with a collective responsibility for the latter.

Every time people are asked to take a "leap of trust", to take the risk of doing something new or behaving differently, trust must be earned at all levels through consistent and constant behavior.

And the fulcrum, the glue, the engine of this transition is represented by new management models that can find in the servant leadership and in its spiritual traits one of the key enabling factors (Joseph, & Winston, 2005). A study by Sendjaya and Pekerti (2006) shows that Servant Leadership is a significant predictor of trust with covenant relationship, responsible morality, and transformative influence as the key servant leadership behaviors that significantly contribute to followers' trust in their leaders.

Some recent research (Franck, 2017) and surveys highlight that distributed work has a positive impact on organizational performance in the short term (Teodorovicz et al., 2021; Birkinshaw et al., 2020). Others point to the problematic nature of an ongoing evolution that is addressing the organizational development issues related to hybrid work deployment (Bloom 2020, 2021).

It is still too early to analyze and validate the direct and/or mediated role that servant leadership may play in a territory yet to be explored (Alexander et al., 2020) not only because of the novelty and evolutionary dynamics of the phenomenon, but also because of the objective methodological difficulties and the need to revisit the conceptual frameworks used, as well as to evaluate alternative theoretical perspectives.

In reviewing the literature on servant leadership over 20 years (1998-2018) Eva et al. (2019) found positive relationships between servant leadership and multiple levels of performance in several studies. Specifically, this correlation was demonstrated across employee, team, and organizational performance. A growing empirically supported literature has also been found linking servant leadership to innovation-oriented outcomes, knowledge sharing among employees, and customer-focused performance outcomes. However, as the study notes, there is a need to increase field experimentation as statistical procedures in the leadership field advance. The way in which we measure Servant Leadership needs to evolve and

expand, and this historic moment of transformation offers a unique opportunity for scholars of Servant Leadership to be able to make causal inferences.

ETHICAL LEADERSHIP BETWEEN SERVICE AND SPIRITUALITY. BEYOND MUSIC METAPHORS

In seeking to apply ethical rules, individuals, organizations, and social bodies face two fundamental challenges.

One is the challenge to our rational capacities: that is, the challenge to understand, analytically, precisely what a particular situation requires in terms of a rule or set of behavioral rules. From privacy at work, and then in automation, in Artificial Intelligence (AI), in health, in smart working applications and services, in marketing, in politics and thus in many everyday activities.

To stay in the present, what to do if distributed work, smart working, results in a further widening of the social gap between those who can work from home and those who cannot? What to do when it comes to balancing choices of health security, social isolation, and the resumption of economic activities?

The second challenge is to avoid the temptation to let self-interest distort our process of analysis, evaluation, and decision-making. Ethical decision-making very often involves a tension between our own interests and the interests of others. In defining, interpreting, and adapting rules to a particular situation, we all face the temptation to interpret the rules in ways that do not conflict with our own interests. When individuals, social bodies, organizations, and institutions are driven by self-referential selfishness, it triggers individual and social drifts that are harmful to all.

What should be sought, therefore, is a kind of rigorous interpretation based on moral frameworks and sound principles that underpin the rules. We cannot avoid the need to interpret, adapt and even make exceptions. But such interpretation, adaptation and creation of exceptions should be elaborated and executed with awareness based on such shared principles.

In times of crisis, both personal and collective, the motivation to bend the rules with selfish forms of rationalization can be extreme. The pressure of anxiety and emotional tensions that typically accompany crises seem likely to distort the decision-making process of even the most scrupulous and diligent decision-maker (Trevino et al., 1998).

Ethical Decision-Making and Musical Improvisation: Actionable Analogies

Much can be learned about the approaches and characteristics of ethical decision-making in times of crisis by comparing it with another practice that involves a deviation from the paths and boundaries of an established set of rules, namely musical improvisation (MacDonald, 2013).

We are not referring here to a particular understanding of improvisation as a theorization and as a practice.

The understanding of improvisation referred to here is that of the keen listener or that of the amateur lover and practitioner of music, particularly but not exclusively of jazz. It is what we feel and perceive when we see and listen to Miles Davis or Charlie Parker or Jimi Hendrix play: a perceptual, emotional, and proactive context that has many similarities with the scope and mode of intervention of a business leader managing a crisis.

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Musical improvisation involves creative deviation from an underlying musical structure. Excelling in improvisation requires the musician to have a thorough knowledge of music and mastery of his instrument, but above all confidence, security, and self-awareness to use that knowledge in a collaborative manner and style.

According to MacDonald's supporting arguments (2013), it is possible to identify several ways in which ethical crisis management has similarities to musical improvisation. Parallelisms that seem to us quite direct between the skills and positive attitudes required from leaders and followers in organizations and in business and music teams.

These parallels pertain primarily to several structural and contingent aspects, such as: creativity, minimal structures and rules, trust and meaning generation, collaboration, knowledge and continuous learning.

In the first instance, ethical crisis management has to be **creative**. Just as in musical improvisation, responding ethically to crises requires a leap of imagination, rather than the mere ability to follow a pre-written 'tune'.

The right thing to do, and the right thing to say, is usually never obvious in a moment of crisis. Although various kinds of general principles and rules can be applied, from the more general moral rules on honesty to more complex and sector-specific rules, such as those on conflict of interest or environmental sustainability, the best response to a particular crisis situation, in relation to its specific complexity, is not found in any pre-determined procedure or script, score. Developing a course of action that is ethically appropriate and capable of being communicated to and understood by relevant stakeholders will require decision-makers to have contingent adaptive flexibility with respect to the situation and exercise a certain 'moral imagination' (Patel, & Phillips, 2021).

In second instance, ethical crisis management, although inevitably creative, must nevertheless be **grounded in structural elements**. Musical improvisation, though creative and spontaneous, is rarely accidental or arbitrary. For a musician, improvisation typically means pushing in new and creative directions - varying melody, rhythm, harmony, timbre, dynamics, etc. - within the limits of a **minimal structure**. This structure represents the essential substrate for unleashing the musician's improvisational creativity.

Consider for instance the way many jazz musicians use 'targeting', which implies searching for and reproducing the most important notes of a chord or the tones of a given harmonic progression. This implies a respect for minimal rules that inform the supporting architecture of the musical discourse (Hadida, & Tarvainen, 2014).

Similarly, an organization in crisis must draw on relevant ethical rules and principles, as well as its own basic ethical structure, consisting of elements such as its 'Code of Ethics' and its Mission, Vision and Values statements.

A "Code of Ethics", in fact, provides the underlying structure of an organization's general pattern of behavior: it is the thread, the weft and the warp, similar to the codes, melody, rhythm, timbre, harmony, dynamics, etc., that are the basic building blocks of a musical form.

It provides the underlying **minimal structure** (Kamoche, & Cunha 2001), a structure from which the crisis may force the organization to deviate, but also a structure that should ideally still be recognizable as underlying its behavioral dynamics even in crisis situations.

As in improvisation then, responding ethically to crisis requires collaboration. Improvisation can, of course, be a solitary activity for the solo artist, but when more than one musician takes the stage, the activity is necessarily collaborative. Improvising musicians take cues and inspiration from each other, they 'pass the ball' (Cunha et al., 2003). The best improvisation occurs between musicians who **trust** each other, collaborating with the contradictions that emerge from the multiple perspectives and points

of view generated during the performance, in the search for an overall coherence for the **construction of meaning and significance** (Gast, Illanes, Probst, Schaninger and Simpson, 2020).

The members of a jazz ensemble do not just play on the same stage, they play together.

Music is made together, and the soloist on duty relies, for example, on the rhythm section to support the fundamentals of the composition in order to have a structure to deviate from, move away from and return to.

Similarly, the response to organizational crises requires a close and **effective collaboration** between leaders and followers, in a mutually influential relationship to bring about real change that reflects their shared aims and values: between senior leadership, the company's technical experts and those responsible for overseeing ethical integrity and values, policy compliance and training.

A further important analogy relates to **the knowledge, discipline, study, learning and practice** of multiple musical styles and forms: **ethical responses to crisis must be based on knowledge** (Barret, 1998). In music, amateurs are unlikely to know how to improvise well; in fact, their attempts at 'improvisation' may be difficult to distinguish from a beginner's series of 'wrong mistakes'.

The expert musician, on the other hand, knows how to play expected and unexpected notes and knows how to adhere to the codes that inform the structure, melody, etc., but consciously and sometimes intuitively chooses to deviate, to vibrate strings that may seem like errors that later turn out to be 'right errors' that resolve the apparent contradiction with the structure, making it evolve towards new coherences.

The CEO who leads his organization through a crisis must also start from knowledge: knowledge of the nature of the ethical obligation, knowledge and awareness of the values of his company and knowledge of the interests of the various stakeholders.

Finally, responding adequately to ethical crises requires a good degree of **mastery in the use of tools, concepts, and language.**

A jazz musician searches for unexpected notes, often apparently 'wrong', but recontextualizes them in sound fabrics capable of welcoming them and developing them collectively in a natural, simple way, facilitating a multi-voice musical dialogue.

When improvisation becomes awkward forced virtuosity, it tends to be obvious and taken for granted both for the artist and the audience. Good improvisation is natural, not forced.

Similarly, the CEO responding to the crisis needs confidence and a degree of familiarity with the tangible and intangible material at hand. To respond adequately to ethical challenges, the CEO needs to feel comfortable talking about ethics and moral responsibilities with various stakeholders. He needs the confidence that comes from prior knowledge and personal awareness of the nature of these issues.

He needs to be able to speak the language of ethics fluently, just as the jazz master moves smoothly through the notes of a solo.

In all these ways, musical improvisation offers analogies with the practice of acting ethically in crisis situations (Cunha et al., 2018).

Similarly, the CEO who leads his company ethically through a crisis must adapt creatively to a new situation while remaining true to the underlying fundamental ethical structures, and if she/he is to do well in this, she/he must have knowledge of the relevant ethical principles, feel comfortable working, communicating, and relating in a collaborative team environment.

Musical Improvisation, Crisis Management and Servant Leadership

It seems to us that these analogies highlight the typical traits of a Servant Leader (Spears, 2010):

- the ability to listen,
- express empathy,
- care and persuade,
- the ability to exercise awareness, foresight and conceptualization,
- a commitment to the growth of individuals and to building community,
- the aptitude to acting as a steward of stakeholder resources.

The analogy between musical improvisation and ethical crisis management is, of course, not perfect, and the way in which this analogy manifests itself types of crises would require further investigation. It is clear that there are significant differences between the types of improvisation suitable for musical performance, on the one hand, and corporate management, on the other, if only because of the stakes involved in cases of corporate crisis, which are generally considerably higher than in music.

Whatever its limitations, the proposed analogy between music and crisis management seems to us to be more than merely descriptive and to go beyond a mere phenomenological similarity (Weick, 1998).

The analogy with musical improvisation seems to us a useful way of framing the challenge faced by organizations in times of crisis (Holbrook, 2008; Felepchuck, & Finley, 2021).

It suggests that ethics requires an elaborative and decision-making process that is neither rigid nor random. Responding ethically to crises requires a solid understanding of the relevant ethical principles, together with the confidence and willingness to adapt them responsibly to the needs of the current situation. But also, that ethical leadership is based on a desire to serve others, to develop the community within and outside the company, sharing decision-making power within the organization and cultivating the leadership potential of its members, demonstrating and encouraging transparency and freely admitting mistakes both personally and organizationally (Moore et al., 2019; Kooskora, 2012).

In this respect Greenleaf's portrayal of the servant leader is very much like the great conductor Benjamin Zander's definition of his role:

"I was about 45 years old when I realized something extraordinary: the conductor makes no sound. The power of the conductor depends on his ability to make other people effective. This insight changed everything for me. I started to pay attention to how I was supporting my musicians to be the best performers they could be. My orchestra immediately noticed the change. They asked, "What happened to you?" (Stone Zander, & Zander, 2000).

Like Greenleaf, Benjamin Zander portrays an individual who is constantly looking, listening, and searching for better ways to achieve shared goals, who considers the creation of value for others - employees, customers and communities - to be the primary objective of management, and who takes a 'holistic' approach to work that includes fostering a sense of community and shared decision-making.

And it is to be hoped that organizations will resonate with new balances and coherence, metaphorically driven by creative, dynamic musical balances rooted in a masterful understanding of its codes, always seeking only the best ways to deviate from rigid structural dictates that hinder its sustainability and positive evolution for the well-being of its internal and external constituents.

A Servant Leadership spread across all levels of the organization that can truly, as Greenleaf proposes, create a 'servant organization'. Indeed, one of Greenleaf's unique contributions was the notion that to reach its full potential as a positive social force, servant leadership must be exercised not only by individuals, but also by organizations and social institutions (Greenleaf,1972/2009).

ORCHESTRATING LEADERSHIP TO DEVELOP SERVANT ORGANIZATIONS

The metaphors between music, business and management have often been used to generate reflections and a range of management and organizational insights and approaches, particularly for those involved in corporate innovation and human resource management in a world where yesterday's answers become inadequate maps for today's challenges (Holbrook, 2008).

Over the last 200 years, companies have been organized as if they were classical orchestras performing a musical composition. Driven by the need for order and control in the way work should be organized, particularly after World War II onwards, they have created structures in which people were placed in compartmentalized roles with rigidly defined tasks to follow. This implied that one person, the director/leader, gave and had all the instructions for execution.

The main role of the individual and collective actor was to follow the procedure, the musical notation, accurately and without deviation, variation, improvisation, from the predefined rules.
This analogy was effective during the industrial revolution for the following reasons:

- it gave leaders a feeling of absolute control and certainty over the future. It allowed them to plan for the future based on the past;
- it gave co-workers/employees certainty about their role and required performance levels.

The proceduralised standardization of activities and performance management methods provide a rhythm and routine to daily life. Over time, such systems become internalized 'unconscious cognitive structures' that create compliance and align overall performance to levels that meet and even exceed expectations, standards, and gave shareholders a perception of reliability and confidence in the company's strategies.

The orchestra analogy is essentially about compliance in terms of 'doing the pre-written thing well' and collaboration that is achieved through compliance with a set of instructions that flow according to a precise hierarchy of roles.

In other words, 'do what is formalized and what you are told'. Group identity is more important than individual performances in an orchestra.

The main questions an orchestra needs to ask itself are: "Did we understand/study well?" "Have we given a good interpretation of the composer's idea?".

But 21st century organizations need fewer scores. The orchestra analogy is useful in work, and in life, when:

- the business environment and product/service mix are simple and stable;
- variances from operational practices are sporadic and predictable;
- expectations of staff performance and meaning are consistent.

The classical orchestra analogy also assumes that the leader/director always has the right scores, is extremely good at conducting and that the members of the orchestra are very good at following a pre-planned score. The orchestra analogy is becoming increasingly dystonic with the way innovative companies do things, because the CEO usually does not and cannot know everything necessary to establish a top-down strategy. At best she or he has only part of the score or, frequently, might use an outdated score. They might even be better at playing than conducting, but they cannot.

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In this respect, the experiences of a great conductor like Benjamin Zander with symphony orchestras indicate that much of the power of artistic collaboration lies in unlocking the latent aptitudes, skills, and strengths of individual musicians.

This approach to collaboration asks the question "what could you be?" rather than "what do you do?". The task of the leader is thus transformed into that of enabling talent to flourish, rather than the traditional task of assigning predetermined tasks to team, or orchestra, members.

Organizing Improvisation

In the post-Covid era, imagination and creativity are fueled by contradictions: between discipline and freedom; convention and experiment; old and new; familiar and strange; experience and intuition; balance and risk-taking. Grappling with discontinuity, change and increasing complexity, leaders should not try to resolve the contradictions, but 'collaborate' with them. Leaders must develop the ability to use shared symbols, signs, and codes to facilitate and guide organizations to be adaptive while remaining focused on the present. That is, organizing improvisation (Weick, 1989; Hadida, & Tarvainen, 2014).

An effective and pragmatic definition of improvisation is that given by saxophonist Steve Lacy. It is said that in 1968, pianist and composer Frederic Rzewski met saxophonist Steve Lacy and asked him to express in fifteen seconds the difference between composition and improvisation. The answer was: "*In fifteen seconds, the difference between composition and improvisation is that in composition you have all the time you want to decide what to say in fifteen seconds, whereas in improvisation you only have fifteen seconds to say what you want to say" (*Aguzzi, 2016).The answer lasted exactly fifteen seconds.

Improvisation is a natural and organic element in all human beings and occurs during everyday life, as we talk, move, respond, etc. Although theoretically possible, our actions and interactions do not happen in the same way every time.

Improvisation requires the adaptation and use of elements learned in a situation that occurs in a given context at a given time. We feel different every day and external conditions differ, which forces us to use different tools or techniques for a similar problem or the same tactics for a similar problem.

As in the musical dialogue created in an artistic performance, social dialogue in organizations depends on specific contextual factors.

As previously stated, sociologist Robert K. Merton described leadership in general as a social exchange in which leadership plays the role of glue and mediator of transactions in a dynamic interaction between those who lead and those who follow, often exchanging roles.

As depicted in figure 1, contextual factors play an important role in relation to the degree of innovativeness and novelty of the theme on the one hand, novelty, vertical axis, and the temporal/contingent factors that characterize it on the other, contingent vs. programmable horizontal axis.

The two salient dimensions that determine the contextual dynamics of the different quadrants are the degree of temporal separation between generation and execution and the level of novelty of these. Temporality is not only chronological in nature but incorporates the aspect of dynamic scaling of processes in terms of speed, from fast to slow. The temporal dimension, represented by the horizontal axis in the visual representation of Figure 1, also represents the degree to which internal interdependencies, which mediate and regulate influences between internal processes and the external world, are governed by structures, formal systems and proceduralised processes of direction, coordination and control.

The dimension of novelty, represented by the vertical axis also indicates the degrees of freedom of a system in terms of adaptability to change. Organizational performances in different areas are also

influenced by the greater or lesser cumulative effect of relational networks such as the perceived skills of team members, mutual respect and trust between people and between people and the environment in general and the company in particular. The manifestation of novelty potential can also be thought of as the range of accumulated experience such as knowledge, innovation and skills that are available and accessible. The levels of both dimensions differ in the four contexts in Figure 1. The expressive potential of Servant Leadership thus manifests and deploys in relation to scale, micro, individual, team, company, ecosystem, based on distinct combinations of high or low novelty and time horizon.

Figure 1.
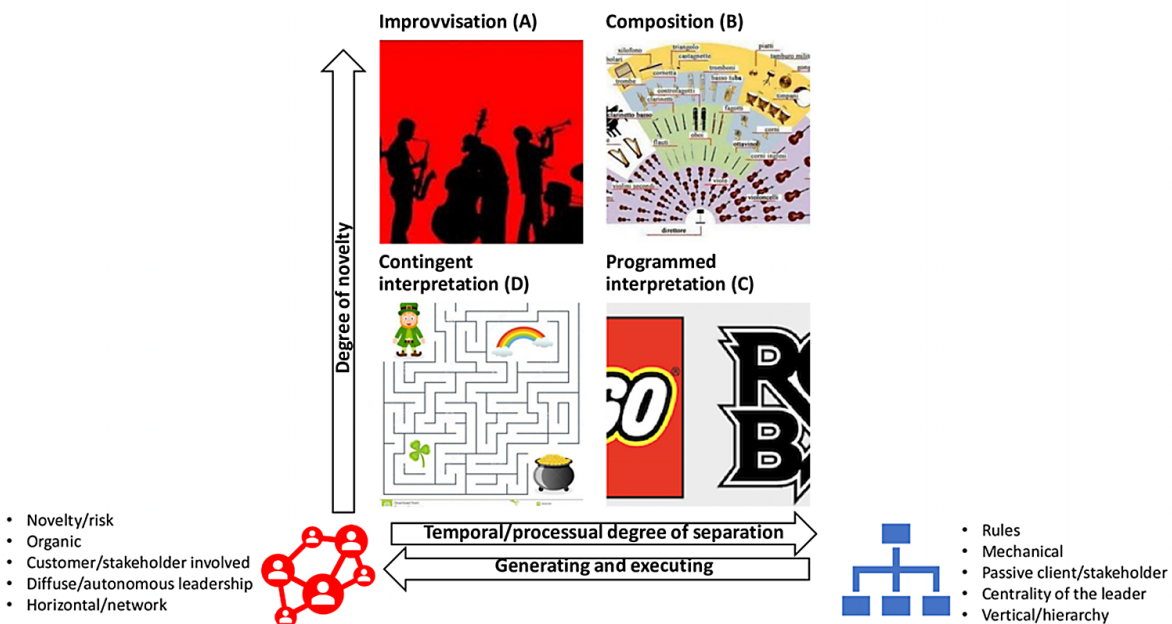
Beyond Metaphors: Improvisation Serving Leadership

Literature concerned with strategic aspects of business management and marketing has increasingly relied on metaphors drawn from the field of jazz as a musical genre in general and the socio-psychological process of jazz improvisation as a form of creative activity in particular (Diasio, 2016). These applications and elaborations of the jazz metaphor have touched on a wide and growing range of business and organizational and socio-cultural issues (E. Wilf, 2015).

For example, some have suggested that the tension in achieving a strategic correspondence between a firm's strengths or weaknesses and the threats or opportunities arising from its environment is analogous to the challenge faced by a jazz soloist when developing melodic variations to accommodate chord changes in a predetermined harmonic structure.

Others describe the logic of client orientation by comparing it to a jazz band that has shaped its repertoire in free form based on audience feedback during the performance.

Other recent contributions have seen organizational improvisation - i.e., the ability to respond quickly and flexibly to changing environmental and market conditions - as:

- a key element of adaptive processes to sustainably attract target customers
- as a model for building strong emotional bonds in one-to-one marketing;
- as a pathway to personalized service experiences;
- as a way to enable employees to respond flexibly to emerging challenges in ever shorter time frames;
- as a foundation for effective market orientation;
- as a key aspect of teamwork to achieve effective innovation by encouraging the assumption of multiple roles in response to customer demands;
- as collaborative processes under unpredictable conditions to manage organizational change.

In essence, these contributions link the nature of jazz improvisation to the essence of creativity. In a world where yesterday's answers become inadequate maps for today's challenges, managers also need to improvise, and it is generally argued that improving the effectiveness of business processes requires training that provides the elements for improvisation and the creation of a context that supports improvisation.

Chris Washburn, famous jazz musician and Professor of Music and Chair of the Music Department at Columbia University draw similar connections and analogies between jazz, leadership, collaboration, and management during the World Economic Forum Annual Meeting 2013. We would like to mention here his great performance with the band Skyotos, not only artistic, as he masterfully combined live jazz performances with moments of dialogue and discussion with qualified audiences on the relationship between music and management (Open Forum: Life Lessons from Jazz - Improvisation as a Way of Life," 2013).

However, it should not be assumed that in organizations creative skills can be spread to the highest levels throughout the workforce, as is often the case in Jazz. We don't all have to be or become Charlie Parker or Miles Davis or Jimi Hendrix, brilliant talents operating at the 'edge of chaos' creating new equilibria beyond the boundaries of the known. Of course, you must be a brilliant player to be able to play in the new socio-economic context, bearing in mind that much corporate creativity is quite ordinary, concerns incremental product/process innovations and does not always require or appreciate genius-level contributions.

Both the orchestra and jazz analogies offer us complementary insights into leadership. Between the classical orchestra and the jazz band, the free jazz trio, there is an extraordinary variety of musical organizations.

For example, fusion music, progressive rock, Hip Hop, to name but a few, are also essentially based on moving away from the score to develop differentiated musical paths and forms, but within the context of a specific overall structure, as endless improvisation and creativity could be costly in terms of successful innovation.

In this case we could speak of "semi-structured bands", teams. In contrast to an orchestra, in these formations the individual is equally important and plays a significant role, e.g., the alternation of the different components in the role of soloist even in the presence of 'star' soloists, who are primus inter pares.

The main questions these ensembles ask themselves are different from those typical of an orchestra: '' Did we stand out from the crowd? '' 'How did the performance go? '' "Did we make the right mistakes?".

These questions are very similar to the questions that companies in the 21st century should ask themselves: "What difference do we make?" "What do our customers/stakeholders think of us?"

Based on case studies of multi-product innovations in the computer industry Brown and Eisenhardt (1997) conclude that continuous change innovations are supported by organizational structures that can be described as 'semi-structures', a combination of 'mechanistic' and 'organic' features, that balance order and chaos.

In this dialectic, the 'semi-structured band', team or team of teams, can represent the point of balance between leading and following on the boundary between structure and extemporaneity. It is not so unstructured as to need the hyper-talented collaborators required in the analogy of jazz, free jazz in particular. In any case, it is endowed with an openness and strategic and operational flexibility that allows it to aggregate new components and styles over time, depending on the context, the performance, the audience, the specific event. A condition in which most 21st century businesses find themselves: multiple internal and external connections, real-time contact and feedback, teams and individuals count equally, leadership spread across all levels, customers involved and participating in the performance (De Smet et al., 2021).

Servant Leader as Situational Leader

In practice, of course, these segmentations and those proposed in Figure 1, are not so defined: there are improvising orchestras and very structured jazz strands. The broad facets of the analogies can offer important insights into how to lead and manage businesses in the 21st century.

We need a new generation of leaders capable of organizing improvisation: they will have to introduce new approaches and new ideas on how to lead and manage people, who remain the key resources in any context. This will require both structuring and improvisation, both control and creative autonomy, and leadership that recognizes and rewards individual and group achievement in innovative ways. A challenge that sees improvisation as part of the corporate DNA and that implies viewing the organization itself largely as an integration of micro-processes and minimal, organic, and horizontal structures. A leadership that can be defined as improvisational, in the sense given by Barret (2012), that is that the exercise of leadership it's not anymore just a decision-making activity, but rather a design framework that emphasizes pragmatic experimentation. It's about designing just enough structure that outlines and orients the leader/follower to discover new possibilities (Lewis, & Barret, 2017).

In the organizations of the 21st century, change management is not an activity to be tackled occasionally, but is a continuous process that affects the daily life of the company, subject to increasingly rapid and radical changes in the reference environments (Brown, & Eisenhardt, 1997).

Musical improvisation and organizational innovation management can be seen as analogous dialectical processes in which order and control are violated extemporaneously and a new order is created to achieve a construction that sounds unexpected, as an emergent structure.

Reconsidering the matrix proposed in Figure 1, it is precisely in the contextual combinations of quadrants A and D in which the improvisational leadership can express and assert itself and in which the Servant Leadership can better deploy its effectiveness:

1. enabling a high-quality social dialogue in which exchange relationships are continually reshaped in the generation of meaning at individual and organizational levels and in the achievement of mutual goals;

2.   with an approach that goes beyond the typical directive management style, focusing more on the value of the relationship and on followers' well-being (Sendjaya et al. 2008).

The behavioral traits highlighted under (I.) and (II.) also refer back to the conceptualization developed by Situational leadership, Figure 2, in which contextual factors influence leadership styles and their effectiveness (Blanchard et al.,1993).

Situational leadership is a leadership style that consists of behaviors adapted to meet the demands of a situation that is contextualized with respect to two key dimensions: the leader's level of directiveness and the intensity of support in relation to the commitment, trust, and ability - competence - to complete a task on the part of co-workers.

The Hersey-Blanchard model outlines four distinct leadership styles: S1-Directing, S2-Coacging, S3-Supporting, S4-Delegating, each corresponding to a specific level of employee development, in terms of ability and willingness to work. Ability refers to a follower's ability to perform their job successfully with a combination of skills and experience. Willingness refers to followers who are motivated to take on a task and have the confidence to carry out their responsibilities.

Blanchard's research shows that followers need different levels of direction and support depending on their level of expertise and commitment. But more than 50 percent of managers use only one leadership style, regardless of the situation with negative impacts on motivation, productivity, engagement and retention.

Similar to the Servant leadership style Situational leadership is concerned with the development of subordinates, from an emotional, personal, and professional standpoint and puts them at the forefront of exercising their role. These leaders are satisfied with their role when they facilitate the progression of their subordinates in addition to having goal-oriented success. Servant leadership, like Situational leadership, is greatly based on the relationship approach, which is one of the underlying dimensions of Blanchard's model. Some research (Choudhary et al., 2013) has found that there is a positive correlation between performance and the application of servant leadership. However according to these studies (Humphreys, 2005), Servant leadership would be less adaptive and effective as more dynamic, unstable and complex environmental dynamics emerge than Situational leadership which would offer an aspect of greater environmental awareness.

It must be said that nimbly and flexibly interpreting situational leadership styles in the spirit of service is easier said than done. Several obstacles might limit the ability to enact Servant and Situational leadership. Nonetheless, bottom-up leadership processes (i.e., leadership transformed into followership; Carsten et al. 2010) are becoming vital to organizational sustainability.

In Figure 2 we depict a comparison of the qualifying dimensions defined in Figure 1 with those of the Situational model. In many ways, the respective dimensions appear to be overlapping if not coincidental. In the same way, quadrants A and D reflect the intensity of the leadership supportive involvement and directive level (which can also be interpreted to some extent as relational vs. procedural formality) of quadrants S3- Supporting and S4-Delegating of Blanchard's model.

Figure 2.
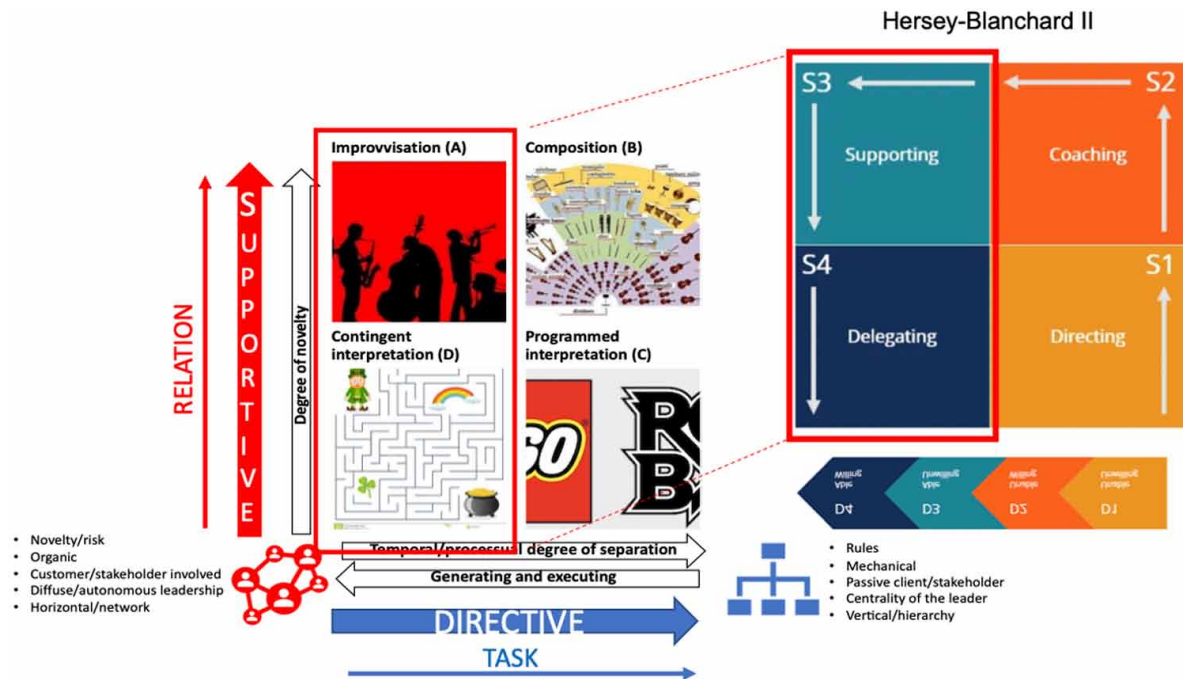
In fact, Servant leadership is suited to Improvisation, quadrant A, and Contingent interpretation, quadrant B, with a greater focus on the supportive relationship and on process rather than the outcome.

On the other hand, instead of direct leadership, a Servant leader acts more as a steward; he is responsible for his followers and the results they achieve, but she/he gives them room to achieve these results on their own and supports them by helping them with menial tasks and building a shared vision and commitment (Cunha et al., 1999).

Servant Leaders however face situations where organizations are naturally inclined to adopt hierarchy, an inclination that runs counter to the adoption of the principles discussed here and is not based on rigid task orientation. Some organizations, given the nature of their business, may need more formality and bureaucracy than others; but even bureaucracies are compatible with improvisational and people development efforts to respond appropriately to their environments.

Servant leadership could resolve the paradox between freedom and control in the personal and professional development stages of followers through the combination of providing space to achieve results on their own and the control to ask questions and take on difficult or disliked tasks.

Servant leadership can also attenuate the negative effective effects of practicing improvisation, i.e., the possibility of no one assuming leadership, by taking responsibility for the well-being of followers (Cunha et al. 2003). Leaders can take this responsibility by doing some tasks that followers find too difficult or tasks they actively dislike.

A servant leader can further the well-being of followers by asking the right questions, so that the followers come to the right conclusions themselves, instead of being told what the right solution to a problem is.

Developing Servant Organizations: Testing to Believe

Servant and Situational leadership involve a dialectical component.

Leading and following on the boundary between structure and extemporaneity requires significant levels of skill and maturity. There is then a challenging learning path for followers before reaching the skills to deploy in the left side of the matrices in Figure 2. In many organizations, it is possible that a significant portion of the workforce may need to be supported to develop the necessary skills while maintaining their self-esteem to perform their tasks and motivation to succeed. Addressing the contradictions of this developmental journey requires leaders to express paradoxical skills to use oppositions fruitfully, hybridizing apparent opposites and sustaining them over time (Smith et al. 2016). Organizations may not have all the leaders they need, it is a journey that takes time, but it is in Servant leadership, the employee comes first, that the answers can be found.

To build Servant Organizations, leaders can benefit from acting as improvisional leaders, articulating structure and responsiveness in a way that allows organizations to take advantage of stability and flexibility as two sides of the same coin.

We have articulated the comparison between Servant and Situational leadership to indicate possible areas of cross-fertilization of a hybrid model, Servant-Situational.

A Servant-Situational leader, in other words, creates cohesion across organizational clusters to develop emulation and spillover processes across all parts of the organization. Servant-Situational leaders must understand and see the impediments to the release of value for the individual, teams, and the organization as a whole and work hard to remove these impediments and support teams.

To test the adequacy of the assumptions made about contextual dimensions and their robustness, it would be necessary to quantitatively assess the parameters that characterize their multidimensionality.

The analytical challenge of identifying and measuring without qualitative ambiguities the indicators that represent the different degrees of novelty, supportiveness, temporality, structuring, etc. requires going beyond the identification of very general properties of the situational concept related to Servant Leadership and therefore to overcome the metaphors of interpretation of events and their causes.

To our knowledge, no research has quantitatively operationalized the different levels of dimensions, parameters, involved with empirically tested descriptors.

It is now time to empirically test these ideas to learn more about where, when, and how they can help create more servant organizations.

It is also appropriate to empirically test whether the principles discussed here are more appropriate and to what degree for organizations in some industries and business models than others, e.g., it may be more appropriate for a systems integrator but not as much for an insurance company.

The dialectical component of servant and situational leadership should also be further explored with respect to the female role in leadership. While the servant leadership role is often viewed against the backdrop of gender biases (women as gatekeepers, men as power brokers), it would be interesting to explore whether and to what extent the mediators of prosocial motivation and servant leadership behaviors of followers are related to the composition and position of the female gender role in teams, for example.

A recent study (Lemoine, & Blum, 2019) provided support for the female team role contingency, such that team members with higher compositions of female gender roles grow in prosocial motivation, with higher levels of their own servant leadership behaviors, and subsequently enjoy stronger performance. It would also emerge that when servant leadership is practiced in the workplace it provides a leadership advantage to female servant leaders. The relationship between Servant leadership and subordinate per-

formance is also stronger for women who practice it than for men who practice it. However, the effects of servant leadership are contingent, and more attention needs to be paid to the conditions that may enable or impair the effectiveness of servant leadership.

According to new research Women in the workplace-2021 (McKinsey & Company and Lean In, 2021), so even during the peak pandemic period, women managers, compared to men at the same level, took more actions to support their teams, from helping employees manage their workloads to regularly monitoring their overall well-being. High-level women are twice as likely as high-level men to devote substantial time to DEI work that is not part of their formal job responsibilities. DEI stands for diversity, equity and inclusion. Diversity is the presence of differences within a given setting. Equity is the process of ensuring that processes and programs are impartial, fair and provide equal possible outcomes for every individual. Inclusion is the practice of ensuring that people feel a sense of belonging in the workplace. According to new research conducted by Harvard Business Review Analytic Services (Creating a Culture of Diversity, Equity, and Inclusion - Real Progress Requires Sustained Commitment, 2021), DEI is increasingly taking center stage in the workplace. Organizations in sectors as diverse as retail, technology, manufacturing, and government want their workforces to better represent the broader communities in which they operate. These organizations are making it a priority to treat all employees equitably, and to create the conditions to make everyone feel welcomed and included.

On the ground of the arguments developed above, it also seems appropriate that the findings of Choudhary et al. (2013) and Humphreys (2005) regarding the lower effectiveness of Servant Leadership in dynamic organizational contexts and unstable environments relative to other leadership styles, should be further tested empirically to confirm or not the assumptions presented here. No one has yet empirically tested the relationship between leadership styles and organizational improvisation in contexts of crisis and environmental discontinuity that increasingly characterize the daily life of organizations.

AGILE MANAGEMENT: SERVANT LEADERSHIP IN ACTION

It was pointed out earlier that in 21st century organizations, change management is not an activity to be tackled occasionally, but is an ongoing process that affects the daily life of the company subject to increasingly rapid and radical changes in the reference environments (Brown, & Eisenhardt, 1997). Organizations in the 21st century are continually faced with stages of crisis, in which organizational learning plays a key role in the ongoing process of adapting between equilibrium and evolution. An effective response in managing of such an organizational pendulum comes from Agile management.

And it seems no coincidence that the emergence of the concept of Servant Leadership in organizations paralleled with the birth of Agile. The values that Agile identified as critical to the success and growth of an organization resembled those of Servant Leadership: placing the leader's primary focus on people and their interactions, working in a collaborative environment, and creating value (Cunha et al., 2018).

The Agile management approach has embraced the concept of servant leadership and created innovative roles around it: namely the Chapter leader and the Squad leader. In the most popular Agile framework, these leaders are defined as servant leaders who promote the context for agility by connecting teams with the vision of the organization. To achieve this, Agile/Servant leaders evaluate, promote, coach, and develop his or her people, but without traditional direct oversight. These leaders are not involved in the day-to-day work of teams; they don't check on or approve the work of their members, and they certainly don't micromanage or provide daily oversight. Instead, regular feedback informs the kind of coaching

they provide, facilitates communication around goals and coaches teams to become autonomous and cross-functional (De Smet, 2018).

As a result, they improve the effectiveness of processes, enable organizations to adapt and evolve, and produce the expected results.

Scaling up agile by leveraging Servant Leadership and new ways of relating to followers across the enterprise is directly related to opportunities for improved market share, position, and dominance. And this change often boosts the internal climate and sense of identity throughout the organization as people feel more connected to the work they do.

Successful companies such as Netflix, Spotify and Amazon offer value to their customers with an agile/servant mindset as a backdrop. These companies have integrated the mindset of flexibility and dynamism into their existing business models and have benefited enormously.

Organizations that are adaptive, innovative, and able to keep pace in a dynamic global economy are in a better position to evolve in both new start-up initiatives and legacy companies.

According to a McKinsey survey (De Smet, 2018) the agile workplace is becoming increasingly common: of more than 2,500 people across company sizes, functional specialties, industries, regions, and tenures, 37 percent of respondents said their organizations are carrying out company-wide agile transformations, and another 4 percent said their companies have fully implemented such transformations. The shift is driven by proof that small, multidisciplinary teams of agile organizations can respond swiftly and promptly to rapidly changing market opportunities and customer demands. Indeed, more than 80 percent of respondents in agile units report that overall performance increased moderately or significantly since their transformations began.

Other evidence on the organizational effectiveness of Servant Leadership in Agile contexts emerges from first research on how much Scrum masters actually make use of servant leadership and how this impacts team effectiveness through mediation processes. Some analyses show a moderately strong correlation between Scrum master servant leadership and team effectiveness. However, the results come from cross-sectional studies and variations over time have not been considered (Holtzhausen, & de Klerk, 2018).

In any case, it seems to confirm the importance of servant leadership skills in the identification and development of Scrum masters, in the appointment of the formal role of team leader in Scrum teams and in the effective implementation of Scrum practices.

According to studies also done by Harvard Business Review, agile scaling across an entire organization is beneficial to the overall value of the company (Rigby et al., 2018).

But not all business contexts are receptive to the deployment of such values and behaviors. Companies that scale too fast or try to scale aggressively, without a clear goal in mind and underestimating purpose generation are more likely to fail. This is because there is no "one-size-fits-all approach" to agile/servant scaling, as not every component of the organization benefits equally from going all-in with agile. As argued in the contextualization of the evolutionary dynamics proposed in Figures 1 and 2, a levelling up of readiness for this change is necessary.

Organizations need to understand agile and build the spirit of service all the way through and then determine which parts or pieces of agile to implement first. It is precisely the servant leader's job to recognize this when scaling agile across the organization.

SERVANT SPIRITUALITY AS EVOLUTIONARY ENGINE

Organizational crises affecting companies do not only result from global events that generate epochal discontinuities. As mentioned above, change management is not an activity that organizations face from time to time.

Since the temporariness of ecosystems, organizational forms, teams and projects is an essential and now prevalent feature of contemporary organizations, since the mid-1990s many studies in the organizational and managerial sciences have focused on the role of leadership, in particular servant and spiritual leadership in the work context, investigating its components in the workplace to find answers to the new dynamics of modern society: what is the effect of these leadership styles on the resilience of a company, what is the role exercised by spiritual leadership on ethics, vision, values, relations with employees and with society?

The literature on ethical leadership shows that it has both direct and indirect impacts on followers, organizations, stakeholders, and society at large (Anderson, & Burchell, 2019; Brown, & Treviño, 2006).

Certainly, the two concepts of spiritual leadership and servant leadership are close. It has been suggested that spiritual individuals are much more likely to become servant leaders than those who are not. This claim is quite plausible since the possession of spiritual values such as humility, integrity and empathy/compassion are believed to facilitate servant leadership (Freeman, 2011; Lynch, & Friedman, 2013).

Scholars have stated that the role of servant leaders is to serve followers, while the role of transformational leaders is to inspire followers to pursue organizational goals. This indicates that the focus of servant leadership, first and foremost, is on individual followers and takes precedence over organizational goals.

Other scholars, on the other hand, argue that a spiritual servant leader understands that employees/followers - although important - do not come first, they are "primus inter pares", where "pares" here means the teams and the organization as a whole, including corporate performance as a goal (Sendjaya et al., 2008; van Dierendonck et al., 2013). And that to be a true servant leader, one must also be a spiritual leader (Lynch, & Friedman, 2013).

In any case, spirituality, and self-awareness, both individually and collectively, are now recognized as particularly relevant in terms of the role they play in ethical decision-making and subsequent organizational behavior. While the literature acknowledges that in itself the spiritual component enhances ethical practice and conduct within and outside organizations, empirical investigations are being developed into how spirituality relates to mindfulness and how combined they may relate to ethical behavior in organizational contexts (Reb et al., 2014).

These questions are of particular relevance when related to leadership styles and processes as the main decision-makers in organizations.

This evidence suggests that spirituality may influence decision-making and ethical behavior. A concept of spiritual leadership is also emerging because of increasing attention to issues of respect for nature and sustainable development (Fry, 2005).

Leadership that empowers employees according to a vision that generates a sense of vocation in their work and creates an organizational culture based on altruism, whereby leaders and followers have compassion for both themselves and others, generates a sense of belonging and shared meanings. Together, calling and identification promote strategic flexibility, greater commitment, improved executive skills and performance. Interestingly, appropriate spiritual leadership can also enhance the ethical and spiritual well-being of employees, as well as improve the organization's ability to be socially responsible (Lips-Wiersma, 2012).

Prominent scholars also point out that the spiritual component enables leaders to better relate to followers and understand their emotional needs. Indeed, self-awareness also leads to cultivating courage, establishing authenticity, building trust, consciously pursuing organizational goals and leading with wisdom and kindness.

Everyone Can Be Great Because Everyone Can Serve

"Serve to be great", a quote that comes from one of Martin Luther King Jr. final speeches, means that everybody can be great, because everybody can serve.

King was an early champion for the concept of servant leadership. And the notion that "everybody can serve" is relevant today in the notion of "leading from where you are", that is, we can think of leaders as occurring at all levels of an organization.

Another great leader, who comes from the music world is Miles Davis, a spiritual and servant leader, according to the definitions and principles mentioned in this paper.

During the Kind of Blue sessions (Lagace, 2009) Miles found a powerful combination of creative and facilitative leadership that he would continue to use for the rest of his life as a band leader to reinvent himself and create one breakthrough in music after another.

Miles assembled a young group of seven musicians. He did not compose any finished tracks or write sheet music for the musicians.

During the Kind of blue sessions, he told the band: "I know if you have great musicians they'll cope. And they'll play beyond what they think they can do." But at the time the members of his band, followers we might say, were precisely young unknowns. This comment is striking in its similarity to definitions of servant leadership: a servant leader inspires members of the organization to achieve more than they thought possible.

Miles inspired other future leaders. The list of talented young people who started in one of Miles' bands and went on to have groundbreaking careers of their own is endless.

Humility and service, that's how Miles inspired his followers. Just to mention a few more of his spiritual/servant life "lessons":

- "It's the trust that sets us free," meaning give the people around you total freedom and trust them;
- "There are no mistakes," meaning make others look good by trying to understand and adding to their ideas;
- "Leave your ego at the door," meaning let others surpass you.

And it is his spiritual component that nurtured his "lessons" and made Miles say, "Don't play what's there, play what's not there."

His spiritual component will be described by Sonny Fortune, famous saxophonist, as a calm flow that informed his entire way of moving, speaking, being.

Further evidence of spirituality in music is emerging with reference to contexts not involving situations of crisis or radical change. Does the spiritual component only play a role in achieving effective change? The answer to this may perhaps lie in its central function, which involves being aware of what is happening without altering the experience, but rather changing the relationship one has with the experience.

In other words, conscious people change their perception of the reference environment without necessarily transforming or transcending it.

However, when such reframing, or 're-perception', is the result of spiritual awareness, people seem to overcome given organizational conditions, such as cultures, structures, role demands and economic priorities, which often limit or undermine ethical action, to think and act in ways consistent with their spirituality.

Again, here we find analogies with the process of musical improvisation.

Musicians who improvise in public and during rehearsals are present to themselves, experience all kinds of variations - some obvious, many extremely subtle - and make many conscious and unconscious decisions. But in the end, most of these experiential interactions are transcended in the act of making music, in generating the purpose. At a certain point, the process is handed over to instinctuality, which synthesizes and shapes the experiential details into a coherent, inevitably personal and spiritual form.

How do these dynamics take shape? In these processes managers/musicians pay attention to their authentic spiritual self, focus on listening and spiritual goals resulting in a decrease of egocentrism and an increasing orientation towards the other, and develop a state of inner, spiritual well-being that will probably enable their repetition in similar contexts and nurture future processes and paths of evolution.

It is said that ethics is the place where 'spiritual rubber hits the road' (Michael Schur, producer, and creator of The Good Place; Liautaud, 2021), a place that needs to be further explored in order to improve understanding of the connections between spiritual awareness and the development of servant organizations in different contexts, in individual and collective life cycles. Because "*there is a moment when you take a small step, you deviate a millimeter from the usual path, at which point you are forced to put a second foot down and suddenly you end up on an unknown path*" (Grossman, 2004).

CONCLUSION

The main thesis of this chapter argues that organizations facing extreme levels of dynamic complexity in times of business crisis, involve in their ethical and managerial decision-making resources and cognitive and relational skills that have significant similarities with those found in musical improvisation. We examined how the search for new balances in the relationship with the environment, internal and external, has significant similarities in the process of improvisation of the musician who is confronted with degrees of freedom and constraints to which he is subject in the contextual act of creating and executing his performance. The actors in this process, in business and music, in the continuous leader-follower interaction show the typical traits of servant leaders fueled by a transcendent spirituality.

The ways in which organizations manage crises have been analyzed, actualized with respect to the current pandemic, the spread of distributed work, the need to renew the relationship of trust with employees, scenarios of uncertainty arising from both competitive and non-competitive factors and the ethical challenges posed by these perspectives.

The similarities between musical improvisation and shared, distributed leadership have been contextualized in organizational combinations, along two fundamental dimensions: the degree of innovativeness and novelty of the theme, activity on the one hand, novelty, and the temporal, contingent factors, degree of temporal separation of activities, on the other, showing the combinations in which Servant Leadership can best deploy its effectiveness in terms of organizational performance, even compared to other leadership styles. In particular, symmetries with the Situational Leadership model have been identified, symmetries that can be the subject of future research by identifying possible areas of cross-fertilization of a hybrid model, Situational-Servant. It is now time to empirically test these ideas to learn

more about where, when, and how they can help create effective servant organizations. It has also been underlined the need to multiply directions and research efforts in the field of female gender roles, which are showing greater prosocial motivation, with higher levels of their own servant leadership behaviors, and subsequently stronger organizational performance.

A further symmetry has been identified in the consistency of principles and in the concomitant diffusion of Agile Management and Servant Leadership, highlighting how the organizational effectiveness of Servant Leadership in Agile contexts emerges through mediation processes.

It was then argued that the spirituality of leadership is a fundamental component of Servant Leadership. The two concepts of Spiritual leadership and Servant leadership are close. Spiritual individuals are much more likely to become servant leaders than those who are not. Analogies with the process of musical improvisation are also presented in relation to the deep spirituality that nurtured the servant role of great figures such as Martin Luther King Jr. and Miles Davis.

Also in this area further research is undoubtedly needed focusing on the favorable conditions for development in organizations and the dynamics involved. For example, non-exhaustively, it would be useful to investigate what types of opportunities/manner of working enhance spiritual awareness and what resources organizations need to provide to encourage the practice of spiritual awareness.

In conclusion, the discussion of the issues developed in this chapter and summarized above highlights the opportunity to increase field experimentation as statistical procedures in the leadership field advance. The way in which we measure Servant Leadership needs to evolve and expand, and this historic moment of transformation offers a unique opportunity for researchers and scholars of Servant Leadership to be able to make causal inferences. The novelty and evolutionary dynamics of the phenomenon analyzed requires to overcome the objective methodological difficulties and the need to revisit conceptual frameworks used, as well as to evaluate alternative theoretical perspectives.

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Chapter 8
Leadership Styles for a Hybrid Work Model With a Focus on Servant Leadership

Anant Lal Karn

Tribhuvan University, Nepal

ABSTRACT

Leadership is a must to get the task performed. This is more so for the new hybrid work model. There are styles of leadership. Hence, the question of selecting which leadership style is an important consideration. Hybrid work is related in part to working from home, which depends on the follower's prudent conduct. Under the circumstances, servant leadership has been considered appropriate. This is follower-oriented and believes in the service to others. This has been done by judging the effectiveness of servant leadership. First, how does servant leadership work been observed? Next, the empirical studies using servant leadership have been analyzed. Based on this analysis, the superiority of this leadership style has been determined. Thereafter, the role and issues in implementing hybrid work have been identified. Finally, a model has been developed to link servant leadership to hybrid work.

INTRODUCTION

The devastating covid-19 pandemic has rendered a large proportion of the workforce throughout the world unable to commute to work (Vyas & Butakhieo, 2021, a). Almost 93 per cent of the global workers faced workplace closures in early January 2021 (ILO, 2021). Inability to commute to work has resulted in both employers and employees seeking alternative work arrangements like sometimes working from home and sometimes from the office (Vyas & Butakhieo, 2021, b). This is how the hybrid work system came into vogue. As the managers and employees in many organizations were forced to work from home, it was imperative to change leadership behaviors to make WFH (work from home) effective (Stoker, et al., 2021, April 23, a). Thus, there is an obvious need to explore an effective leadership role to take care of the new partial home and partial office work model. This is the motivation behind the present write-

up, which attempts to assess the effectiveness of the servant leadership style that enables an employee to achieve authority rather than power and links up with the hybrid work model.

How the example of hybrid work can illustrate this model works in SHRM Tech21, Seattle, USA (Zeidner, 2020, March 21). Before the Covid-19 pandemic, the organization had brisk activities with about 70 employees. But with the spread of the pandemic and the resulting switch over to homework, only a skeleton staff was visible in the office. After completing some routine paperwork, the workers were handed laptops and sent home to learn the ropes of their new jobs and meet their co-workers online via video conferencing. Laptops were rolled out directly to new employees in their homes. Videoconferencing tools and other software made it easier for workers to share files and work together, even when they were thousands of miles apart. Reporters were given a refresher course on how to use videoconferencing and chats to conduct interviews. Managers were coached on using the technology as a replacement for in-office meetings. The hybrid work model blended health safety with business activities.

STUDY OBJECTIVES

This chapter will focus on four themes and they are:-

1. To investigate the relevance of the hybrid work.
2. To analyze the leadership issues associated with hybrid work.
3. To examine how servant leadership is suitable for hybrid work model.
4. To develop hybrid work model based on servant leadership traits.

RELEVANCE OF HYBRID WORK MODEL

The pandemic has forced businesses everywhere in the world to adopt the practice of working from home. Almost 61% of companies have gone out of their way to make hybrid work possible for most employees (Wallen, 2021, a). Now, an overwhelming majority of respondents (61%) opt to work from home rather than in an office. It can be safely assumed that the hybrid work option is here to stay.

However, it is not the leadership style that many managers would like to pick up. Many leaders still feel uncomfortable managing at a distance and trust their staff to get on with their work without direct direction and intervention (Samuels, 2021, a).

UK workplace survey (Gensler, 2021, June 10) has applauded the role of hybrid work. Research shows that employees feel comfortable in the new ways of working. Hybrid work helps employees to develop innovative ideas as well as contentment with the outcome. It also builds unexpected in-depth working pleasure. There is also an improvement in job performance and the well-being of the workers. It makes tasks easier for them and allows them to adjust jobs to the working place and situation. The employees feel that they can be more productive while working remotely from home, as it helps them improve family connections and do their job efficiently (Samuels, 2021, b). A study shows that a majority of employees in the UK who have moved to work from home during the pandemic have been as efficient in their performance as before (BCG-Boston, 2020, March 12).

In another survey, it was seen that over fifty per cent of employees in the United States would go for hybrid work (PWC, 2021, January 12). However, a study about Google employees has revealed that

62% want to return to their office in the future, and the company is contemplating hybrid work models for future work (Google CEO, 2021, May 5).

Remote work is less expensive. There is reduced dependence on heavy work establishment. Thus, there will be an economy in the operation of the workplace (Rosenrance, 2021).

Remote work establishments facilitate a mix of different capable workers from different regions. Thus, there is no need to appoint employees from multiple locations (Ro, 2020, August 31).

Remote work safeguards against problematic situations which may arise in pandemic conditions. This is because, under the system, adequate and different types of workers can be readily contacted, and they can take care of any such critical situation.

Figure 1. Stacked graphical chart depicting the data on eight economies regarding hybrid days' work in a week.
Source: Author
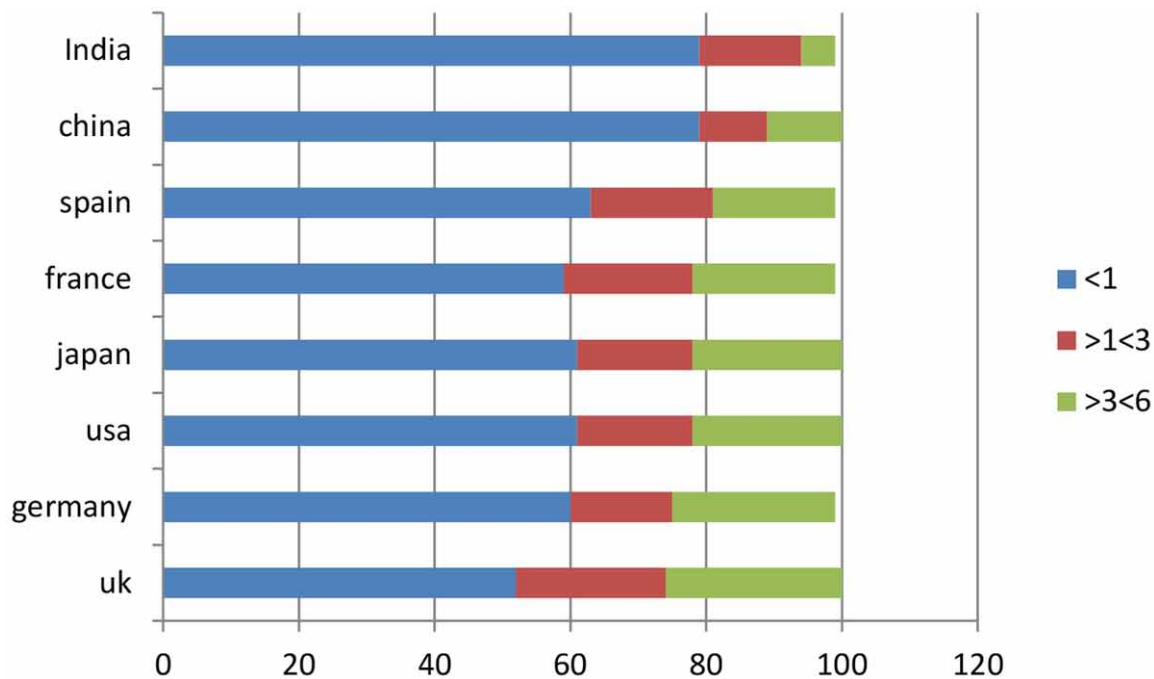
It seems that remote work will continue for some jobs in the future. It seems to have more implications for urban economies. The current 5 to 7 per cent working from home will surge, and it looks like 20 to 25 per cent of workers will be spending more time at home and less in the office. The study concludes that the potential for remote work is higher in advanced economies. In its prediction for future workdays per week, the study mentions that only 20 to 25 per cent of workers could work remotely three to five days a week. This projection is based on the data of eight economies--the United Kingdom, the United States, Germany, Japan, France, Spain, China, and India. Accordingly, in the United Kingdom, 52% will work for less than a day per week, 22% will work for between one to two days a week, and 26% will work for three to five days a week. In Germany, 60% will work for less than one day a week, 15% will

work for between one to two days a week, 24% will work for three to five days a week. In the United States, 61% will work for less than a day per week, 17% will work for between one to two days a week, and 22% will work for three to five days a week. In Japan, 61% will work for less than a day a week, 17% will work for between one to two days a week, and 22% will work for three to five days a week. In France, 59% will work for less than one day a week, 19% will work for between one to two days a week, and 21% will work for three to five days a week. In Spain, 63% will work for less than one day a week, 18% will work for between one to two days a week, and 18% will work for three to five days a week. In China, 79% will work for less than a day a week, 10% will work for between one to two days a week, and 11% will work for three to five days a week. In India, 79% will work for less than a day a week, 15% will work for between one to two days a week, and 5% will work for three to five days a week (Lund, et. al.., 2021, February).

The stacked graphic chart (refer to Figure-1-Stacked graphical chart) depicts the concerned economies' place value distribution. This gives a quick view of data distribution.

Figure 2. Boxplot
Source: Author

boxplot
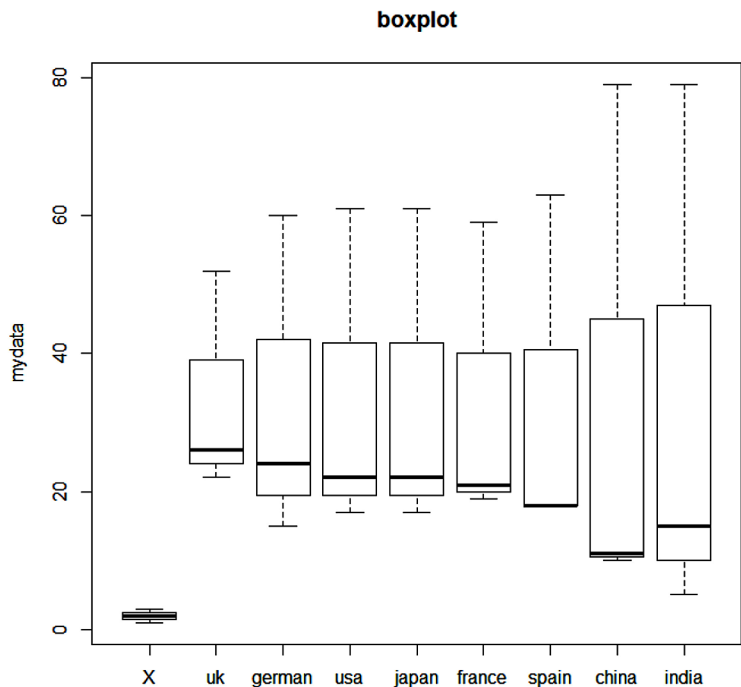
APPENDIX (RStudio Output)

Quantile (mydata$uk, probs = c(0,0.25,0.5,0.75,1))

0% 25% 50% 75% 100%

22   24   26   39   52

Quantile (mydata$german, probs = c(0,0.25,0.5,0.75,1))

0% 25% 50% 75% 100%

15.0 19.5 24.0 42.0 60.0

Quantile (mydata$usa, probs = c(0,0.25,0.5,0.75,1))

0% 25% 50% 75% 100%

17.0 19.5 22.0 41.5 61.0

Quantile (mydata$japan, probs = c(0,0.25,0.5,0.75,1))

0% 25% 50% 75% 100%

17.0 19.5 22.0 41.5 61.0 22   24   26   39   52

Quantile (mydata$france, probs = c(0,0.25,0.5,0.75,1))

0% 25% 50% 75% 100%

19   20   21   40   59

Quantile (mydata$spain, probs = c(0,0.25,0.5,0.75,1))

0% 25% 50% 75% 100%

18.0 18.0 18.0 40.5 63.0

Quantile (mydata$china, probs = c(0,0.25,0.5,0.75,1))

0% 25% 50% 75% 100%

10.0 10.5 11.0 45.0 79.0

Quantile (mydata$india, probs = c(0,0.25,0.5,0.75,1))

0% 25% 50% 75% 100%

5   10   15   47   79

Source :- Author

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Boxplot indicates the spread of data. The range value is the difference between the maximum value and the minimum value. The smaller the range, the less variable the data are. In other words, the data tends to be more concentrated. This is also the indicator of weight. The lower variance means greater weight. The greater the weight, the greater is the precision. Now, we will look at the boxplot related to five summary calculations (refer to Appendix). The UK has the lowest range, while China and India have the highest range.

Similarly, in the rest of the five countries, France has the lowest range. Other countries, such as Germany, the United States, Japan, and Spain, have a similar range between forty-four and forty-five. The next is to consider the inter-quartile range. This covers fifty per cent of the data. Again in the inter-quartile range, UK has the lowest figure. In this domain also China and India have the highest figures. France has the second-lowest figure. The rest of the four countries have a similar pattern ranging between 21.5 and 26.5.

The data and the plots depicted are based on the projected hybrid work in eight countries. Given the future hybrid work mentioned in this write-up, more needs to be done to mitigate the pervasive nature of the pandemic.

PROBLEM STATEMENT

Leadership Issues Involved in Hybrid Work

Covid-19 and the resulting WFH (Work from Home) have forced managers to go for less direction and control and more delegation. The spectrum suggests that the exogenous work necessitates more control and less delegation (Stoker, et al., 2021, April 23, b).

Motivational and Behavioral Change in Employees

The pandemic brought an abrupt transition to hybrid work. This has necessitated new ways of management control. Such control consists of activities and mechanisms that increase the probability of achieving the organization's objectives. Consequently, management went for increasing calls, online meetings, and online platforms to monitor employee work. This impacted employees' intrinsic motivation by disturbing their need for autonomy, relatedness, and competence (Delphino, & Kolk, 2021, a). This was accompanied by tension and stress in employees. In return, they were compelled to work for more hours leading to burnout and imbalance in work/life status.

Lack of Trust Between Supervisor and Subordinates

Covid-19 has forced the supervisors into a hybrid work arrangement. Therefore, the existing system of working had to be changed. But such a quick transition without proper training raised an important issue. Some jobs proved quite adaptable, while others did not seem to be compatible with work from home. Besides, workers also faced different sorts of family obstacles. As a result, a few supervisors found it troublesome to handle the hybrid model. It became problematic for certain workers (Parker, et al., 2020, July 30, a).

As supervisors cannot directly observe the employees' performance, leads to the problem of faith in the workers and suspicion from the supervisor. The supervisor would like to have the workers in their proximity; however, this may have a disrupting effect on the employees' work-home balance and cause more job stress. Again some of the employees may have doubts about their job performance on the one hand and on the other disbelief in the supervisor who might like to micromanage them (Parker, et al., 2020, July 30, b).

Additional research says that "burnout" and "zoom fatigue" are severe issues for remote workers. A survey suggests that the top-level managers have to struggle to find ways and means of managing remote workers. Workers on their part may develop a sense of loneliness, isolation, and monotony from continuous computer work and disruption of home-work balance; they may be bored of videoconferencing, grudge against working for long hours, and also develop an aversion to the computer for working at it all the time (Wallen, 2021, b)

In a survey study, Harvard Business Review has revealed managers' low confidence and self-efficacy in managing the home workers (as cited in Samuels, 2021, c).

TechRepublic Survey Study, 2021 has pointed out that workers suffer a lot due to inadequate office equipment and tools at home. Furthermore, the study has revealed that employee "burnout" is a severe issue as the workers complain that they don't get a much-needed break which causes fatigue and loss of quality in work.

Overview of Issues Associated With Hybrid Work

Leadership issues caused by Covid-19 and the resulting hybrid work are of three types. The first one is organization-related. An abrupt transition from in-office work to partial home and partial office causes stricter management control measures, bringing about employee motivational and behavioral change. The second one is manager-related. Hybrid work arrangements thrust managers into remote management, which requires different skills and training in the lack of which managers lose self-confidence and self-efficacy. It also increases mistrust in managers about the competence and performance of the employees. The third one is employee-related. Work from home infrastructure generates psychological issues for employees. They feel handicapped to discharge their responsibilities in the lack of office tools and equipment. There is also the problem of work/life balance. Consequently, employees suffer from stress and "Zoom fatigue."

SIGNIFICANCE OF THE STUDY

This study solves the problems related to organization, management and employee caused by the hybrid work model. The exogenous factors by way of the pandemic have been taken as distortions in the organization's function. Thus, there has emerged a tendency to pursue stricter control measures (Delphino, & Kolk, 2021, b). Employees have shown reactions to it by non-cooperative behaviour (Stoker, et. el., 2021, April 23, c). This has been a severe problem for the smooth running of business organizations. Again, the sudden shift to hybrid work without adequate preparations has culminated in a lack of self-confidence and self-efficacy among the managers. This has led to suspicion and mistrust between supervisors and followers with resultant mal-functioning of business (Parker, et al., 2020, July 30, c). Lastly, the unexpected WFH has obstructed desired output for lack of necessary tools and equipment. This has

been coupled with zoom fatigue and unwholesome work-family rapport (Wallen, 2021, c). The present study attempts to resolve these untoward consequences.

THEORETICAL FRAMEWORK

Servant Leadership—the Concept

Servant Leadership is, unlike other leadership models, more sensitive to workers' care and happiness. In other words, it is employee-centric and better suited to promoting employees' trust (Kohntop, Thomas. & McCann, Jack, October 3, 2020).

Greenleaf (coated as Yuki90, 2013, p.17) coined the concept of Servant Leadership. According to him, a "servant leader" grows and develops the employees to get the job done in the best possible manner. The idea is that the supervisor gives more importance to his workers than to himself. In other words, the workers' intention is preferred to their own (Yuki90, 2013, p.17).

There are seven facets of servant leadership. The first emphasizes understanding the followers. The second is to delegate power to the workers. The third facilitates the workers to develop and achieve accomplishments. The fourth is to persuade workers morally. The fifth is abstract idea promulgation, that is, matching daily work with future vision. Sixthly, leaders prioritize followers' success before their own. Lastly, servant leaders help create values beyond the organization; they stimulate followers to work for the community (Richard & Pooe, 2013, November).

Figure 3. Depicting servant leadership dimensions
Source: Author

How Does Servant Leadership Work?

Servant leaders perform some essential functions themselves. They simultaneously keep a watch on how followers reciprocate. The main task of servant leaders is to engage and develop followers in the organization. The most important function is to empower followers. The major thrust of empowerment is to get the followers involved in decision-making. The antecedent of decision-making is the sharing of resources and information with followers. The followers' reciprocity in the job is known as organizational citizenship behavior (OCB). This behavior is voluntary, but it is morally binding for the followers to reciprocate the servant leader (Ebener & O'Connell, 2010, a).

Forms of Organizational Citizenship Behavior (OCB)

There are three forms of OCB:

1. Helping – It involves coordination among the followers in the process of task performance. This has a purely informal voluntary support and helps to improve the performance of the organization.
2. Participating – This increases organizational effectiveness.
3. Self-developing – This refers to the followers' responsibility in ensuring the organization's growth and development. Thus, initiative and participation in the organization are enhanced (Ebener & O'Connell, 2010, b).

Application of SL Traits

There are three main trends associated with SL: trend related to organization, trend related to managers, and trend related to workers.

The pandemic caused a sudden transition from work in the office to remote work. Both workers and supervisors kept away from the main office establishment to mitigate the effects of the infection in the organizations. The supervisor took stricter control measures, such as making frequent phone calls to employees, video conferencing, and other types of micro-management. All these led to motivational and behavioral change in the employees. There are two basic ways of influencing employee behavior. They are control and delegation. These two can be used in differing proportions. The servant-leader favors more delegation and less control in the existing situation caused by Covid-19 and the resulting remote work. The issue is related to workers' autonomy, freedom to work, and a sense of relatedness with the organization. Employees normally do not like interference, and servant leadership ought to be employee-friendly. After all, it is the prudent behavior of the employees that counts. The employees' trust in the leadership is vital. Thus, a servant leader's emotional attachment with the employee is of paramount importance. Servant leadership is based on this philosophy of building up a strong organization (Alfeshat & Aboud, 2019, July 09)

The other aspect of servant leadership is related to managers. The pandemic saddled managers with remote work management. They were not prepared for it. This came all of a sudden. The managers did not have the requisite skill, training, and orientation to cope with this management style change effectively. This resulted in the lack of confidence in the managers, and consequently, managers developed some mistrust in the employees. They harbored suspicion about the competence and performance of employees. The relationship between subordinates and supervisors became strained and chaotic. The

working situation became abortive. Productivity did not match with the expectation. There was widespread closure and failure of the company. Servant leadership has to avoid such situations. It can do so by selecting gifted, talented, and hardworking followers. There is also the opportunity to train and develop the employees and help them perform their tasks.

Along with it, organizational citizenship behavior also comes into play. Though voluntary, it asks for reciprocating behavior. Servant leadership has the important task of empowering employees by involving them in decision-making and sharing information and resources. All this can go a long way to improving the situation created by going remote.

Lastly, SL is related to the workers. The unexpected and abrupt shift to remote work had both infrastructural and psychological impacts on workers. All of a sudden, the decision to go remote without the provision of adequate equipment and tools affected the smooth working of the task. The lack of physical infrastructure, coupled with the psychological impact on workers, obstructed production and productivity. Workers had to devote more time to the task to match the organizational expectations. Overworking caused zoom fatigue and stress. There was also a negative impact on work-life balance. SL needs to take care of these untoward consequences and cater to the workers' moral, intellectual, and emotional needs (Ebener & O'Connell, 2010, c)

ORGANIZATIONAL PERFORMANCE DRIVERS AND SERVANT LEADERSHIP

Follower Satisfaction

"The happy, productive worker thesis says that a happy worker is a productive worker. Accordingly, a satisfied worker is a happy worker. Happiness leads to higher job performance. Seeking pleasure and avoiding pain is fundamental to human motivation. Happy people at work can afford to take the risk and potentially increase their happiness". They are more sensitive to opportunities in their environment. They happen to be more outgoing and helpful to co-workers. They are also more optimistic and contented. Happy people are more sensitive to positive events. Unfavorable feedback is less harmful to those who are prone to positive emotions. Favorable feedbacks are more beneficial for them. Happy people are more outgoing and extroverted, and they would perform better on a wide range of jobs that require social interaction. However, there is no clear-cut definition of happiness. Happiness manifests itself in several different ways (Cropanzano & Wright, 2021, 01 April, a).

Scholars and practitioners have generally adopted four parameters of happiness: job satisfaction, the profile of positive and negative affectivity, the lack of emotional exhaustion, and psychological well-being. Happiness is often rationalized as job satisfaction, and it is held to be the relation between job satisfaction and job performance.

Happiness has also been operationalized as positive affectivity (PA), negative affectivity (NA), emotional exhaustion, and well-being. There is compelling evidence that PA and NA predict such work attitudes as job satisfaction and organizational commitment. NA seems to be related to reporting job stress and strain, and it has been positively associated with voluntary employee turnover. In another study, PA was found to be related to performance for employees who had high tenure. But it did not apply to employees with low tenure. Another version is that NA is closely associated with the broad personality dimension of emotional stability also called neuroticism. At the same time, PA is related to the personality dimension of extroversion. It has been maintained that a happy person can be viewed as

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high on extroversion and low on neuroticism. The conclusion is that extroversion and emotional stability are related to job performance (Cropanzano & Wright, 2021, 01 April, b).

There is also the version that happiness is the lack of emotional exhaustion and psychological well-being. Emotional exhaustion is widely considered to be a key component of burnout. When individuals are placed under intensely stressful conditions, they experience emotional numbness. Emotional exhaustion has also proven to be a valuable predictor of various stress outcomes and work attitudes. For example, emotional exhaustion is indicated by such expressions as "working with people all day is a strain for me," "I feel emotionally drained from my work," "I feel used up at the end of the day," "I feel frustrated with my job." (Cropanzano & Wright, 2021, 01 April, c).

Follower Well-being

Employee well-being leads to better performance. It is influenced by autonomy, environmental mastery, personal growth, positive relations with others, a sense of the purpose of life, and self-acceptance.

Autonomy is a part of empowerment. This is also one of three basic needs to be met for a person to feel self-determined. One of the frequently mentioned antecedents, driver, of autonomy is people-oriented leadership. Leaders encourage their followers to solve problems on their own. This creates an environment characterized by interpersonal trust in one's thought stimulation. Delegation of authority is the prerequisite for freedom to work. The supervisor has a great role in this respect. The supervisor has to clarify the job description to the workers. There should be an organizational setup that would make the task of delegation and freedom work smoothly. The outcome will be work effectiveness (Lohrey, 2015, September, a).

Working Circumstances

Working circumstances are related to freedom of work. Good working conditions promote self-efficacy, which has four drivers, i.e., previous job accomplishment, role-demonstration, oral-convincing, and rise of intuitiveness.

Leaders function as role models to stimulate the workers to motivate them to have faith in their strength. This is conducive to better work performance. Leaders can instil the notion of self-efficacy in the workers. Self-efficacy assures personal growth, positive relations with others, a consciousness of the purpose of life, and self-acceptance.

The possibility of a rise in the establishment measures personal growth. This is rooted in the idea behind motivational theories. Personal development depends heavily on acquiring the correct information and the ability to change in a given situation. A positive relationship with others involves workers, leaders, and customers.

A sense of the purpose of life refers to setting goals in life.

Self-acceptance incorporates within itself the organization-based esteem. This can be enhanced by meaning at work emanating from the empowerment of conceptual knowledge. Experience, one's qualification, intelligence, and eligibility at task promote self-acceptance (Lohrey, 2015, September, b)

Figure 4. Depicting follower well-being
Source: Author

Servant Leadership and Employees' Trust

Employees' trust in servant leaders is an essential antecedent of their commitment to the organization. For example, if the leaders do something extra for the workers, they are obliged to reciprocate the leaders' call to improve activities and productivity in the organization. This trust is based on the leaders' feelings towards the workers. In other words, if the leaders are friendly with them, such as showing human touch and readiness to delegate powers to the workers, and if the workers have a say in the decision making, they become more loyal to the leaders and organization. The decision-making opportunity also requires that workers be provided accurate information about the organization (Chinomono, 2013, November, a).

The trustworthiness of servant leaders is favorable for the functioning of the organization. If the workers find the behaviors of the leaders consistent with their values, they confirm the trustworthiness of the leaders. Trust depends on a leader's communication of information and support.

The relationship between supervisor and subordinates is dependent on trust. Trust is the driver of commitment to the organization. Cognitive trust such as competence, capability, honesty, and good personality traits of the supervisor bring about attitudinal change in the employees. Affective trust strongly mediates the impact of servant leadership in an effective and normative manner. This is through the provision of individualized support and encouragement. Servant leaders are perceived as being genuinely concerned about the well-being of their subordinates. This should strengthen the relational bond

between the two parties and elicit higher levels of effective trust. Trust shapes the subordinate's attitude towards the supervisor. However, emotional trust, affective trust, is more effective than cognitive trust (Chinomona, 2013, November, b).

Employee commitment to work in the organization is a function of their trust and support from the leaders. Hence, the leaders should work towards gaining the trust of the employee. This, in turn, will give rise to the worker's capacity to produce more work.

Leadership style is crucial in commanding employee commitment. The leaders need to be polite, persuasive, and emotional while handling the employees. They should adopt the policy of delegation and empowerment to employees (Chinomono, et al., 2013, November).

There are three forms of commitment, one, affective, two, continuance, three, normative. Affective commitment refers to an emotional attachment to and involvement with an organization. The continuance commitment denotes the perceived costs of leaving an organization. Normative commitment is a newly framed term. It is an obligatory act to help and exist as a member of an organization (Chinomono, et al., 2013, November).

METHODOLOGY

The method of analysis of this study was to perform a literature review of 6 empirical studies and through its overview to develop a framework of hybrid work model.

1. To Assess the Suitability of Servant Leadership Style

An Empirical Study on SL and Its Appropriacy

1. *Exploring the role of servant leadership in Nigerian private sector companies.* Chimkuanum Nwabuwe Okecha (2019)

In this work, Okecha investigated how servant leader characteristics and personal leadership traits influence perceptions of leadership effectiveness in Nigerian private sector companies. The study examined the effects of demographic variables on the application of servant leadership to enhance job satisfaction and organizational citizenship behavior (OCB) within the impact of culture.
Findings:
(a) Servant leadership characteristics as a predictor of leadership effectiveness. A positive relationship between the employee variables like gender, age, work experience, and staff position to job satisfaction and organizational citizenship behavior was observed
(b) This study found cultures of enforcement and compliance.

2. *Servant leadership impacts organizational culture, organizational commitment, organizational citizenship behavior (OCB), and employee performance in women co-operative.* Harwiki, Wiwek (2015)

Harwiki's study involved managers and employees of women co-operatives in East Java.

Findings:

(a) Servant leaders impacted significantly organizational culture, organizational commitment, organizational citizenship behavior (OCB), and employee performance.

(b) Organizational culture impacted significantly on OCB.

(c) OCB impacted significantly on employee commitment

3. *A correlation of servant leadership, leader trust, organizational trust.* Errol E. Joseph and Bruce E. Winston (2004)

A significant trait of this research is establishing a strong relationship between servant leadership and leader and organizational trust. All the hypotheses were supported, suggesting that servant leadership affects organizations by helping them to develop interpersonal and corporate confidence that holds servant-led organizations together.

Findings

(a) There was a positive correlation between employee perceptions of organizational servant leadership and leadership trust. That employee perceptions of organizational servant leadership resulted in higher levels of trust than perceptions of non-servant leadership. This sheds light on the relationship between leaders and followers in servant leadership and trust theory. Trust theory has established that leader behavior plays a significant role in developing trust in the leader.

(b) This particular finding is significant because it provides empirical support for models proposing that servant leadership is one of the specific leadership behaviors that elicit trust from others. Greenleaf himself perceived servant leadership as both a product and antecedent of leader and organizational trust. This may be because servant leadership increases the perception of leader trustworthiness, which has a reciprocal relationship to leader trust.

4. *The relationship between servant leadership and psychological capital: a follower's perspective.* Lyle, J. Davis (2004)

From a follower's perspective, the study investigated to what extent relationships between servant leadership and psychological capital and their dimensions exist.

Findings:

(a) Empirical evidence of positive relationships between servant leadership and psychological capital and their sub-dimensions were seen.

(b) Servant leadership was shown to have a positive and statistically significant relationship with psychological capital.

(c) Empowerment (one dimension of servant leadership) was shown to have a positive and statistically significant relationship with psychological capital above and beyond the other six dimensions of servant leadership.

(d) Behaving ethically and creating value for the community was unexpectedly shown to have a solid and positive relationship.

5. *Servant leadership and follower-ship creativity: the influence of workplace spirituality and political skill.* Wallace Alexander Williams, Jr. Brandon Randolph-Seng Mario Hayek Stephanie Pane Haden Guclu Inc. (2017)

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Findings:

(a). It was found that servant leaders impact employee creativity by fostering an environment that promotes workplace spirituality. Furthermore, this relationship is strengthened to the extent that the servant leader possesses high levels of political skill.

(b) Intrinsic motivation is an essential antecedent to creativity as it increases curiosity, cognitive flexibility, and persistence. Organizational leaders can stimulate inherent motivation and creativity by providing resources and building an environment that encourages job autonomy, goal-setting, and risk-taking.

(c) Workplace spirituality serves as a mediating mechanism through which servant leaders enhance follower creativity. Furthermore, this relationship is suggested to be strengthened so that the servant leader possesses the political skill needed to execute their leadership style. The political skill construct has been conceptualized as a second-order factor that includes the following four dimensions: apparent sincerity, social astuteness, interpersonal influence, and networkability.

6.   *Servant leadership, trust, and the organizational commitment of public sector employees in China.* Qing Mlao, Alexander Newman, Gray Schwarz, and Lin Xuo

Findings:

(a) This study has shed light on the relationship between servant leadership, commitment, and trust. It analyzed whether servant leadership could be utilized in the Chinese public sector to engender higher levels of organizational commitment and generate a better understanding of the trust-based mechanisms by which servant leadership exerted its influence on organizational commitment. It was found that servant leadership strongly enhanced affective and normative commitment by developing effective trust rather than cognitive trust. This demonstrates the salience of social exchange theory in explaining why servant leadership induces higher levels of organizational commitment. Higher levels of security in the Chinese public sector than elsewhere and the relationship-based Confucian culture explain why affective and not cognitive trust acts as a mechanism by which servant leadership translates into higher levels of affective and normative commitment.

(b) The fact that servant leadership leads to an increase in these commitment types has important implications. Higher commitment has been linked in the past to positive work attitudes, such as higher job involvement and job satisfaction, as well as positive performance and behavioral outcomes such as lower absenteeism, lower turnover, and improved productivity and performance. Understanding how organizational commitment can be enhanced through servant leadership is particularly important given the limited success that pay-for-performance programs had in China in the past to increase commitment among civil servants.

Overview of Empirical Study

Empirical studies above represented a broad spectrum of organizations. These included all three private, public, and cooperative sectors. They also covered different cultural settings. Organizations of developing and developed countries were reflected. Servant leadership proved very successful in these organizations. Thus, the hybrid work model makes a good case for exploring and implementing servant leadership.

2. To Develop a Proposed Framework Towards Fit the Existing Hybrid Work

Linking Servant Leadership Trait to Hybrid Work Model

This section aims to place servant leadership clearly within the context of the hybrid work model. It provides a practical yet academically rigorous framework for applying servant leadership techniques and concepts in the new hybrid work environment. (Ebener & O'Connell, 2010, d).

Under the context of our study, we chose to focus on two key behaviors, reflective of our literature review on servant leadership. One is the core task behavior, and the other is the organizational citizenship behavior.

Ebener & O' Connell (2010) has described that the core task behavior is comprised of recognizing, serving and empowering behavior. The author defined the term 'recognizing' as the process of choosing a gifted and talented follower to participate in the organizational function. This encourages a quality relationship with others and builds a sense of community. It also promotes the notion of emotional attachment and obligation for the betterment of people. Further, the author defined 'serving' as the help provided by the leaders in the performance of tasks by the followers. It means that servant leaders show concern for others before their own. This leads to feelings of humbleness in the workers. According to author, Empowering behavior enables a person to work for the good of the organization. Giving power to others means dividing power, and power-sharing will prompt and enable workers to act and build within them the capacity to get the job done. The benefits can only be reaped when followers are given sufficient control and access to management information. Important empowerment behaviors include delegating tasks and decision-making of the autonomy. The leaders should seek the advice and consultation of others before making significant decisions. Leadership development is a priority, and it ensures that leadership is shared among many.

The task of servant leadership is selecting followers, helping them in their work, and delegating power. As a result, the workers reciprocate their leader's trust in them. This is not obligatory but a moral persuasion to the workers to give back their best in return. This aspect of followers' reciprocation is termed Organizational Citizenship Behavior (OCB). This takes the form of helping in the task of the co-workers. This is informal, as it is not mentioned in the job description. The mechanism of the organization determines the nature of Organizational Citizenship Behavior. In other words, the organization's rules and regulations should be employee-friendly. The employees will then be self-motivated to work. For this, it is required for the organization to delegate enough resources, knowledge about the organization, and a share in decision-making to the workers. A strong arrangement of such provisions will promote the employees' self-development, which requires both on-the-job and off-the-job training. Finally, organizational citizenship behavior (OCB) delineates leaders' basic tasks and employees' friendly serving conditions. The helping aspect of OCB captures the essence of selfless service. It leads to efficiency in workers resulting in quality product and customer satisfaction. Participation in OCB promotes organizational strength and self-development of the workers and enhances their capacity to work more (Ebener & O'Connell, 2010, d).

Figure 5. Model linking Servant Leadership to hybrid work
Source: Author
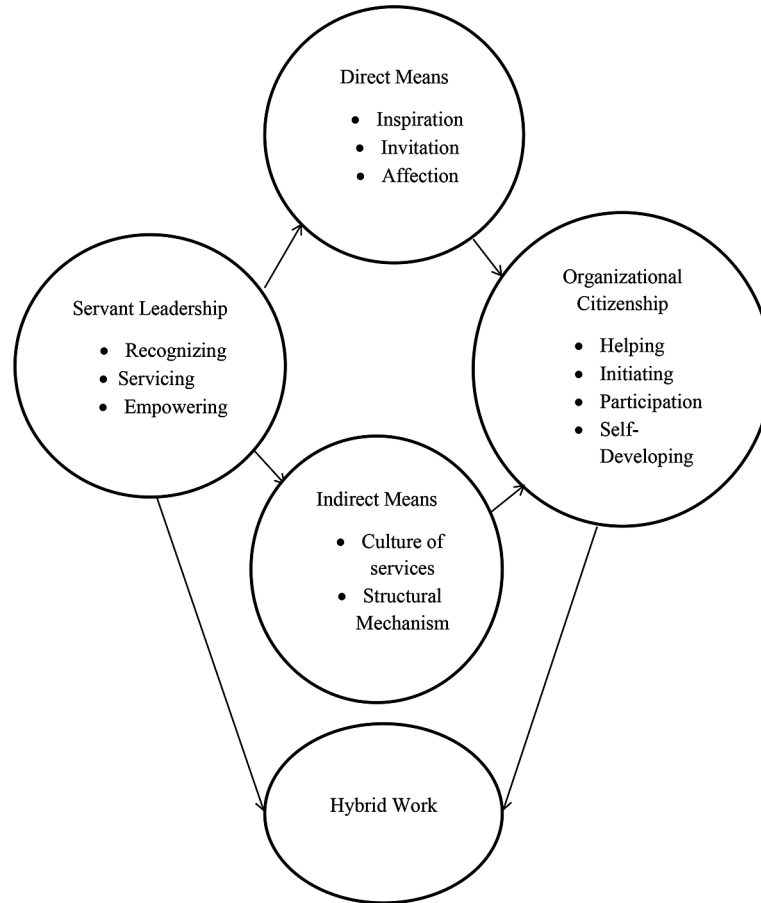
CASE STUDY

This is based on secondary data extracted from anecdotal events from LinkedIn Group Experiences (2021, January 02).

Case on Hybrid Work

Three persons in the U.S.A. conducted a study each about their personal experience in work from home. The theme of the study was "remote work vs traditional office presence." The study hypothesized that working remotely has no impact on employee productivity or effectiveness; rather, it may even increase under the right circumstances. The results of the studies are noted below.

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Case A

Returning to Office Full Time After Work at Home (Root, 2021, January 02)

Amanda lives and works in Texas. She lives with her husband and kids. Like many others, she was excited to work from home. The motivation behind this was to get a real-life chance to conduct a personal study on remote work vs traditional office presence. She wore an authentic remote working look. She dressed in a tight uniform, balanced being wife and mother, and worked as an aggressive corporate employee. She had an extrovert personality, and remote working was a break from her friendly, engaging, and charismatic side. These little breaks, away from people, allowed her to quickly and confidently get back to work and engage with her team and co-workers more effectively. Eventually, despite uncertainty and anxiety, she kept herself more productive and motivated to get things done and support others in bringing them to work every day.

Her job related to many external relationships that previously depended on interactions with people, building relationships, and general people-related skills versus technical and analytical activities. Like others, she ended up working remotely via zoom and phone for several months. With only a few exceptions, she used to get a phone call back. There was no significant change in relationships. Everyone adapted to the new routine, and in some cases, it was even easier to engage with and get hold of people. She did not have to keep full-day schedules, nor drive nor fly. Previously, she could meet with 1 or 2 customers in a week; now, she could reach out to 3+ customers a day, with nearly the same or even better engagement.

Later on, she was able to go back to the office with limited occupancy and started full-time work. However, that did not change the way she interacted with the customers since most still worked remotely across the country with travel restrictions in effect. The idea was that going back to the office would increase internal collaboration and effectiveness. But with only 25% occupancy allowed, she did not find any increase or decrease in energy and deliverables or productivity simply by her presence in the office.

There was, therefore, not much difference in effectiveness or productivity whether working at home or in the office. She found similar outcomes in both environments.

Case B

Hybrid work. (Kristof, 2021, January 02) Kristof worked with about seven field workers. His work was to interact with the personnel. His schedule was hybrid, in the sense that he worked in the office for a few days and remotely on other days.

While working remotely, he did not have to commute. He worked via zoom with the other workers. This way, he got a lot more done. He was more productive than when he worked face-to-face with the workers in the office.

He opined that on his days in the office, the technical and administrative work was slow. That was because much time was spent while engaged with people in building relationships and taking field trips to observe the physical projects he was working on. Therefore, he concluded that working remotely vs at the office had different impacts: remote work was more productive, office work was better at forming relationships and making first-hand observations.

Case C

Fully Remote Work. (Elsa, 2021, January 02) Elsa immediately set up a home office following the declaration of lockdown orders. She quickly took the lead on adopting her team to virtual work entirely. Before the lockdown, the team was scheduling logistics and interfacing with manufacturing facilities across the country and globe with no physical presence needed. Now, with the lockdown in order, she was relieved of commuting and away from the environment's random distractions. That helped her to take additional responsibilities and to be more successful in discharging her duties. During her remote work period, she expanded the scope of her work by supervising up to a team of 10 at times. She implemented new business processes for the global organization. Despite being slightly introverted, she was able to work more effectively in remote mode. She was prompt at connecting with people, excelled at her work responsibilities, maintained a healthy life balance, and became a more productive, happy, and effective professional. In Elsa's case, therefore, working remotely had a better impact on productivity than working in the office environment.

FINDINGS

General Discussion

There are four dominant themes of hybrid work.

1. Hybrid work is essential and will stay.
2. Organizations having hybrid work are facing leadership issues.
3. Servant leadership is an effective leadership style.
4. Servant Leadership traits have to be linked to hybrid work.

This section will make sense of the findings presented above. The discussion is aligned to the objectives of the study so as to provide a concise and coherent account of implementation. In particular, this consists of our sections, aligned with four objectives of the research and themes that emerge (Tomasella, 2019, August).

1. To investigate the relevance of the hybrid work.

    Theme: Exogenous threat 'pandemic' has made hybrid work relevant.
    Sub-theme: hybrid work avoids failure of the company, workers support it, work efficiency increases, workers prominence, economical working, overcome problematic situation, will continue for some job in future, higher potential in advanced economies.
    The sheer impact of Covid-19 and overnight call of remote and distributed work practices reshaped workplace behavior (Hill. & Hill, 2021). A hybrid model with some remote work is likely to persist for many jobs (Lund, et al., 2021, February).

2. To analyze the leadership issues associated with hybrid work.

Theme: Post-pandemic behavioral shift

Sub-theme: Motivation and behavioral change in employees, Trust between supervisor and subordinates, Remote office tools, managing burnout,

Managing from a distance has strong implications for employees and managers (Stoker, Garrelsen, & Lammers, April, 23, 2021). Burnout is a unique type of stress syndrome, characterized by emotional exhaustion, depersonalization, diminished personal accomplishment (Cordes., & Dougherty, October I, 1993).

3.   To examine how servant leadership is suitable for hybrid work model.

Theme: Servant Leadership- effective leadership style.

Sub-theme: Role of servant leadership in private sector companies, Servant leadership impacts organizational culture, organizational commitment, organizational behavior (OCB), and employee performance, correlation among servant leadership, leader trust, organizational trust, relationship between servant leadership and psychological capital from follower's perspective, servant leadership and followership creativity. The influence of workplace spirituality and political skill, servant leadership, trust, and the organizational commitment of public sector employees.

Social exchange theory (Blau, 1964) has been used to explain why servant leadership

Enhances subordinates' organizational commitment (Liden et al. 2008).

A significant challenge facing leadership in African organizations is that the majority of business leaders demonstrate leadership styles which do not translate to an increase in employees' job satisfaction, organizational citizenship behaviour, motivation and morale, as well as the employees' performance; and this could be best termed as "leadership deficit" (Sebudubudu and Botlhomilwe, 2012).

4.   To develop hybrid work model based on servant leadership traits.

Theme: Servant Leadership traits solving hybrid work problems

Sub-themes: Core task behavior, Organizational citizenship behavior (OCB)

Psychological empowerment is the perception that workers can help determine their own work roles, accomplish meaningful work, and influence important decisions (Yukl & Becker, 2006). Both dimensions of servant leadership "to serve" and "to lead "are important for prosperity of an organization (Ragnerson. Et al., 2018).

To conclude, all four themes which emerged from the discussion are inter-related. There is the relevance of hybrid work as has been substantiated. Inadequately put into operation has brought to limelight the leadership issues. That needs to be resolved. Servant leadership has sufficient traits to minimize disastrous outcomes as has been established by several empirical studies. Finally, a model has been suggested that incorporates all the lapses in the hybrid work model.

IMPLICATIONS

The hybrid work model has instilled in managers a sense of feeling to move towards the direction of WFH. In other words, managers have taken to the attitude of more delegation and less control leadership style (Stoker, 2021, April 23).

1. Hybrid work model has led to favorable thinking towards the employees. They will benefit from more empowerment and improved work-family life balance with the desired achievement of productivity level.
2. There has also been the realization of managers to warrant delegation of responsibility to the employees in times of uncertainty and exogenous threat.
3. Finally, WFH has given rise to the need for training and improved infrastructural facilities for a quality product.

LIMITATIONS AND FUTURE RESEARCH

The study has been carried out in the initial stage of the Covid-19 pandemic, based on minimal knowledge supported by the review of literature and secondary anecdotal case-studies extracted from, LinkedIn, in January 02, 2021. This is the limitation of the study. Thus, future studies may remove this limitation by engaging on primary data on this or similar topics.

CONCLUSION

In drawing this chapter to a close, what has been explored within it are four dominant themes of hybrid work. One is that hybrid work is essential and will stay. The second is that organizations involving hybrid work are having leadership issues. The third is that servant leadership is an effective leadership style demonstrated by six empirical researches on traits as referenced in Methodology. Finally, servant leadership traits were linked to hybrid work.

In the initial section of the chapter, it has been observed that distant-working caused by the pandemic has necessitated hybrid work. However, this will be pretty pervasive in the time to follow. The organizations and the employees have accepted hybrid work alike to protect the company from failing.

In the next section, leadership issues associated with hybrid work have been highlighted. Survey studies have revealed that the strained relationship between the leader and the follower has led to micromanagement practices. That has affected the intrinsic motivation among the followers. They take micromanagement as a hindrance to their autonomy, relatedness, and competence. Consequently, work-life balance has also been disturbed.

In the third part, servant leadership has been projected as an effective leadership style. The beauty of this leadership is that it is service-oriented and fully follower-friendly. It believes in picking up gifted and talented people in the organization's service so that the job is done well (Ebener & O'Connell, 2010, e). By equipping the followers in all possible ways, the servant leader instills in them intrinsic motivation. That serves as an antecedent to enhanced organizational performance.

In the end, the core task and organizational citizenship behavior are injected into a hybrid work scenario to get the desired consequences. The core task behavior stems from the organizational job description. Citizenship behavior is discretionary and is a reciprocal act by the follower for the benefit rendered to them by the servant leader. Organizational citizenship behavior promotes core task behavior that makes the hybrid work a meaningful endeavor.

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Chapter 9

Organization, Information, and Human Capital:
Troika Requisites for HEI Leadership and Organization Performance

Teay Shawyun

https://orcid.org/0000-0001-6760-0930
South East Asia Association for Institutional Research, Thailand

ABSTRACT

Organization performance management (OPM) has been the threshold of profit and non-profit organizations for a century. OPM took off in the education arena in the past decades with the call for greater responsibility/accountability for education quality assurance and accreditation (QAA). This chapter proposes a strategic performance management system (SPMS) based on MBNQA/EFQM performance excellence frameworks to assess HEI organizational performance. It demonstrates that leadership is the precursor of HEI performance management in other performance criteria through three case studies in Thailand and Saudi Arabia. The HEI assessment of its processes/results using Process ADLI (approach, deployment, learning, integration) and Results LeTCI (levels, trends, comparisons, integration) shows that organization/infor/human capitals (OC/IC/HC) integration, individual/organization learning, and organization agility are the critical foundations for HEI successful OPM.

SERVANT LEADERSHIP AND ORGANIZATION, INFOR, AND HUMAN CAPITALS TROIKA REQUISITES FOR ORGANIZATIONAL PERFORMANCE

Higher Education Institutions (HEIs) pride themselves on their Education Excellence (EE) pursuits for stakeholders' benefits particularly students, parents, governing entities, and society. The EE is aimed at developing and building future leaders and practitioners as conscientious citizens for the betterment of society. These lofty ideals need to balance the diversity of stakeholders' needs and the perennial lack of funding for its accomplishments. This inadvertently forces public and private HEIs to opt for different

sources of funding like philanthropy grants, sponsorships, or expanding its lucrative product/service offers. Balancing HEIs stakeholders' needs and funding issues unintentionally advocated the use of modern economic and management models designed for business enterprises to be riveted into the mainstream HEIs management, not only for break-even or profits but also to uphold their EE pursuits.

For the HEIs to balance their lofty EE aspirations and to maintain financial sustainability, the bottom line is that the institutions must perform. This calls for managing HEIs' performance holistically and in totality. In pursuance of EE and institutional performance, HEIs seeking accreditation or ranking is underscored by its Quality Assurance and Accreditation (QAA) system reflecting key institutional/programmatic performance indicators and measures (George et al., 2019) spanning (a) leadership &governance (Knies, et al., 2016), (b) teaching, learning and research (TLR) & quality assurances, (c) infrastructure, human & financial management and (d) its societal responsibilities (Harrison & Freeman, 1999). These call for Organizational Performance Management (OPM) to feature highly in HEIs strategic and operational management, and are normally measured by its economic performance of financial and market outcomes of its strategic and operational performance indices (Hubbard, 2009; Luo et al., 2012; Jenatabadi, 2015).

The need of OPM (Uyargil, 2013; Ritala et al., 2015) and organizational performance embrace charismatic leadership behavior and leadership effectiveness (Yang, 2016; Knies et al., 2016; Frackenpohl et al., 2016), creativity and innovation (Ritala et al., 2015), continuous improvement competence, employee creativity (Yang, et al, 2016), knowledge sharing within the individual (Teixeira, 2018) and the organization. These managerial necessities including QAA protocols/practices, academic rankings educational aspirations, processes/results performances management have been multifariously discoursed/researched broadly but albeit holistically as HEIs "sum-of-total rather than some-of-parts" OPM.

Sahadat and Fariha (2016) described leadership as learned values and attitudes whereby performance is considered the outcome of all organizational cumulative efforts. They discussed various leadership types and traits as related to Performance Excellence Management (PEM) and evaluation mechanisms, rather than the in-depth assessment methodologies used to evaluate EE per se. Shamia, et al. (2018) demonstrated that the Asian Knowledge PEM Model's four university processes dimensions of Knowledge Management (KM), leadership, personnel, and outputs are valid measures affecting EE. The MBNQA as validated by Badri, et al. (2006) also demonstrated that leadership is a driver for the 5 processes criteria of measurement, analysis, and knowledge management, strategic planning, faculty and staff focus, and process management, that re-affirms the strategic fit of MBNQA for education by Winn and Cameron (1998). This notable research into leadership and PEMs show that MBNQA, from which the Strategic Performance Management System (SPMS) used in this chapter is adapted, is a valid PEM for EE.

Khatri et al. (2021) provides insights into some key research gaps for Asia-Pacific nations that are needed as (1) instruments for measuring Teacher Servant Leaders (TSL) behavior than the existing two instruments (Latif and Marimon 2019; Ekinci, 2015); (2) examining TSL comparatively with other styles of leadership like transformational, inclusive, transactional, participative leadership, etc., in educational settings; (3) educational leadership in the local context (Zhang et al., 2012); (4) exploring the role of TSL as the preferred leadership style among faculty and educational leaders as to job satisfaction (Zhang et al., 2016); (5) inter-connection between self-leadership and Servant Leadership (SL) or SL encouraging self-leadership, establishing empirical relations between TSL and students/faculty satisfaction, faculty engagement, empowerment, vision, psychological ownership, institutional identification, commitment, culture (such as participation, achievement orientation, autonomy, etc.) and climate; (6) relationship between TSL and other key variables, like faculty efficacy, self-esteem, commitment, psychological ownership, trust, as related to students' success/achievement; and (7) other specific TSL research within

context of culture & values, social-political & behavioral influences, local & national & cross-country studies, demographic variables like age, gender, years of experience, etc. This body of work highlights that there are vast areas calling for greater and in-depth research, of which this chapter, attempts to provide an initial insight of private and public sector educational institutions across two regions of SL and OPM. In addition, these researches are more geared towards the determination of leadership and organization performance and measurement, per se, ostensibly, and not venturing into SL as a key driver of HEI EE or in-depth research into the application of the assessment methodology to determine organization EE performance.

As such, this chapter aims to narrow the research gap by relating SL or Effective Leadership (EL), a key driver construct of the PEM criteria for organizational performance across 3 case studies in Thailand and Saudi Arabia, and using ranking as a key measure of its performance. This chapter intends to provide some insights into EL and SL and the degree of success of its OPM in HEIs case studies as driven by leaders. As such, it proposes applying one of the widely used PEM, the Malcolm Baldrige National Quality Award (MBNQA) as opposed to the European Forum of Quality Management (EFQM) for the SPMS as used in this chapter. The institutional performance evaluation of the 3 case studies (1 Saudi Arabian public university and 2 Thai private universities) is based on the SPMS developed, implemented, and used for performance assessment to meet the HEI Internal Quality Assurance (IQA) and national accreditation requirements. The SPMS is an adapted integration of MBNQA national accreditation criteria and assessment parameters (Teay, 2012 & 2017). The unique aspect of the SPMS PEM is the HEI organizational performance excellence criteria model and assessment framework with the Leadership as the key driver leading & driving the other criteria of Strategic Planning, Customer Focus, Measurement, Analysis & Knowledge Management, Workforce Focus, Operations Processes, and Results for OPM and EE. The EL criterion is augmented by Greenleaf's SL Model (1970) and Spear's SL10 attributes (2005) culminating in a set of EL & SL's processes & results assessment using the MBNQA assessment factors of ADLI for Processes and LeTCI for Results.

The significance and contributions to the augmentation of extant leadership and organization performance knowledge through this chapter are that (1) it looks at EL & SL and organizational performance in select HEIs case studies in the Middle East and Thailand on key aspects of EL & SL & organizational performance parameters from 2000 to 2020; (2) there is still a scarcity of studies in these key areas using established EL & SL and PEM criteria and assessment methodologies; (3) the institutional performance assessment SPMS and assessment framework of Processes ADLI for and Results LeTCI is adapted from MBNQA for in-depth analysis and performance assessment of the EL and SL attributes of Spears' (1998, 2005) 10 characteristics of senior HEI management SL with the 10 leader behaviors essential to SL as validated by Winston and Fields (2015); and (3) discourse of the Organization Capital (OC), Infor Capital (IC), and Human Capital (HC) Troika (OC/IC/HC) (Teay, 2009) and their degree of non-integration to full integration of the 3 sets of organizational capitals as a strong and sustainable foundational that is the crux of the chapter's recommendation as OPM requisites for successful and sustainable organizational performance. The proposed OC/IC/HC troika is the enhancement of Kaplan & Norton's "learning & growth perspective" as the <u>foundation of any strategy focused on the intangible assets of internal capacities, capabilities & competencies, and knowledge & wisdom from utilization, as opposed to just "availability & access" required to support the value-creating internal processes for successful & sustainable performance that underscore</u> Organizational Agility (OA) and Organization Learning (OL). In summary, while this chapter recognizes the importance of EL & SL as a critical driver

of organizational performance, it heightens the imperatives of escalating the more holistic and inclusive OC/IC/HC learning & growth foundations for organization success and sustenance.

Organizational Performance Towards Education Excellence

The broader PEMs literature together with their criteria and assessment methodology, Leadership all-encompassing of Thai and Saudi Perspectives are discussed to provide an overview of the broader aspects of Thai and Saudi leadership practices in organizations/HEIs. This includes the use of PEM and assessment, the Ranking Systems to showcase the case studies' QAA management towards excellence and its overall performance leading to their ranking standing based on international ranking systems.

It is noted that the HEIs QAA aspirations towards EE closely resemble the MBNQA and EFQM PEM requirements. The PEM Criteria implicitly/explicitly show organization performance being driven by its leadership within the organization set-ups. It is the core driver of organizational processes towards results and achievements meeting and excelling the customers, market, societal and regulatory requirements. This EE meets internal/external stakeholders' needs through its education values created/delivered of its final and sustainable products/services via its processes/operations/innovations/transformation, all analyzed, accomplished, and aspired based on purposeful strategic/operation plans that are measured/assessed for performance and achievements.

Leadership Perspectives and HEI Education Excellence Performance

Leadership influences HEIs' academic performance, student satisfaction, faculty/staff commitment, and financial performance (Amin et al., 2013; Clayton, 2014). It is a core driver of all types of organizational performance because the success of all economic, political, social, and organizational systems depends on the EL & SL management of the human, financial, and infrastructural resources systems (Barrow, 1977; Cyert, 2006). It is noted that within the MBNQA and EFQM PEMs, leadership in the organization, its culture & values, and governance context is a core driver of all the other process criteria leading to a set of organizational performance results. There is little question of the causal-effect relationship EL & SL has on other key criteria underscoring organization performance and results.

Leadership has been comprehensively researched as a social influence process in the behavioral sciences and it comes in various forms and types. Some of the historical and newer trends leadership theories are (a) 1930s Trait Theories of individual leaders' characteristics (Kirkpatrick, 1991); (b) 1940s and 1950s Behavioral Theories of leader behavior being task-oriented and relationship-oriented (Greenberg & Baron, 2000); (c) 1960s and 1970s Contingency Theories of situation determining specific leader characteristics and behaviors including Fiedler's contingency theory (Fiedler, 1967), path-goal theory (House, 1971), Vroom-Yetton-Jago leadership decision-making model (Vroom & Yetton, 1973), and situational leadership theory (Warren et al., 1990; Graeff, 1983); (d) 1970s Leader-Member Exchange of leader-subordinates relationship quality affecting numerous workplace outcomes; (e) 1970s and 1980s Charismatic Leadership of leaders inspiring subordinates to commit themselves to goals by communicating a vision, displaying charismatic behavior and setting a powerful personal example; (f) 1970s Substitutes for Leadership of organization characteristics, task, and subordinates to substitute for or negate the leadership behaviors effects (Podsakoff et al., 1993); (g) Transformational Leadership by developing mutual trust, fostering leadership abilities of others, and setting goals that go beyond the short-term needs of the workgroup (Bass et al., 2003) (h) Greenleaf's three SL foundational essays of:

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The Servant as Leader (1970), The Institution as Servant (1972a), and Trustees as Servants (1972b) reflecting philosophically that leaders should be servants first by placing the needs of subordinates, customers, and community ahead of their interests to be effective. Leaders and managers do not exist in isolation of social and economic factors and are highly influenced by universal/social/individual cultural norms, values, and exceptions. In Asia Pacific countries, Han et al (2010) noted that SL is embedded in the culture and value systems of India (Hinduism and Vedic ideology), Africa (Harambee, Ubuntu), Mediterranean (Jewish), and East Asia (Confucianism, Daoist) that leads to human-oriented leadership as the preferred style. Specifically, the Thai and Saudi case studies' leaderships perspectives are based on these diverse leadership styles/models that are more culturally/traditionally or values/norms attuned:

1. ***Thai Leadership perspectives*** – In Thai leadership roles, Thai leaders hold tightly to old traditions with a mixture of Western practices and Thai values like maintaining healthy, strong relationships and traditions between leaders and employees. The traditional Thai values of "*Bunkhun*" refers to obligation and the need to take care of others being one of the most important traditions explaining relationships patterns amongst Thais (Roongrerngsuke & Liefooghe, 2012). Adecco Thailand (Bruton, 2018) surveyed 2,076 respondents, identified the most preferred Thai leadership characteristics to be providing equal opportunities; communicating clearly; making fair and balanced decisions; not taking advantage of people, and listening to what staff has to say. The least preferred Thai leaders are demanding obedience and exercising strict discipline over subordinates. A conducive Thai workplace environment and leadership include encouragement, communication, fair-mindedness, respect, listening to staff, not taking all credits, and democratic-style leadership being in place for organizational performance and achievements.

Hofstede's (1984) study identifies Thailand as highly ranked for all four national cultures dimensions of Power Distance, Uncertainty Avoidance, Individualism vs. Collectivism, and Masculinity vs. Femininity. Based on this theory, Thais are collectivists and leadership is more group-clique rather than the individualist-oriented focused on short-term organizational strategies. Due to the high power distance, Thai leadership and subordinates work within hierarchical systems of families and relationships with few decision-makers concentrated at the top. There is a high tendency towards uncertainty avoidance with a lot of bureaucratic rules with main leaders in a high position working on organization strategic aspects. People are more relaxed, easy-going, quiet, and do not show emotion with more free time, less stress and anxiety, and working hard is not a virtue. Thai collectivism, as in most Asian societies, indicates a tight social framework in which people distinguish between in-group/out-group with herd-clique mindsets. This underscores the patronage system with Thai cultural norms such as *kreng jai, bunkhun,* and *nam-jai* in the workplace (also called reciprocity of goodness, thoughtfulness, generosity) that enables the formation of strong strategic alliances and coalitions emphasizing the connection-relationship characteristics (Siengthai & Vadhanasindhu,1991; Prpic & Kanjanapanyakom 2005).

Yukongdi (2010) examined the perceived and preferred style of leadership among Thai employees showing that the most preferred style of leader for employees is consultative, followed by participative and paternalistic. The least preferred leader is the autocratic manager. It also shows that the largest proportion of employees perceive their managers to be consultative, followed by paternalistic, autocratic, and participative. Thai leaders who are more democratic also reported a higher level of influence in decision-making, greater satisfaction with participation, and job satisfaction. SL appears to be more acceptable than authoritative leadership and SL is more effective because it reflects a better use of leaders'

power (Zhang et al, 2012). SL style has the highest mean value of relational energy, while the autocratic leadership style has the lowest (Amah, 2018). Boatman's (2011) study shows Thai Leaders selecting creativity, organization, strategy, and good change management that they think are critical for EL in Thailand and making their organization more efficient and productive. Sternberg's research (2007) shows that Thai leaders lack certain critical skills like creativity, strive for success, and empathy to effectively guide thereby leaving their organizations vulnerable (Taksinapan, 2020). In addition, SL is positively related to faculty members' psychological safety and empowerment that are positively related to faculty members' voice behavior (Erkutlu and Chafra, 2015), and there is a negative relationship between SL and life satisfaction (Latif and Marimon, 2019).

2. ***Saudi leadership perspectives –*** Saudi culture is based on Islamic guidelines and traditions that are the main factors that influence the country's culture (Moran et al., 2014). Khan and Varshney, (2013) indicated that Saudi Arabia is among the societies with a high power distance implying that individuals have high regard for hierarchical systems featuring clear inequalities, centralization, clear instructions for followers, and benevolent autocracy in which everyone recognizes their position. People demonstrate their respect for individuals with high-ranking positions in organizations and respect for older people (Shafee & Rhodes, 2016). These ingrained mindsets may have adverse effects on organizational effectiveness, as people are not allowed to question leaders' decisions, inhibiting their creativity; thus, they cannot develop and adopt new ideas in the completion of their tasks (Shafee, 2016). Additionally, the country has a collectivist culture (Khan & Varshney, 2013) whereby people prioritize group objectives and tasks, high uncertainty avoidance culture where people fear changes and the unknowns, which hinders their creativity (Khan & Varshney, 2013; Shafee, 2016; Hofstede, 2011). Various empirical studies show Saudi Arabian executives shunning transformational leadership in favor of authoritarian management practices with disregard for formal and informal rules and discriminatory treatment of followers due to nepotism and tribalism (Ali, 1993). Drummond and Al-Anazi (1997) demonstrated the contradictory reports that these studies are based on leaders' perceptions rather than the subordinates of Saudi-Arabian conservative and inefficient public service. Some studies show leaderships' adversity to innovation and risk by being cautious, reactive, and restrained by fear of failure while others suggest a high preference for consultation and participation amongst Saudi-Arabian managers. Gorondutse et al. (2018) KSA's HEI study showed that role ambiguity significantly moderates the relationship between leadership styles with employees' performance but role ambiguity does not significantly moderate the relationship between training and employees' performance thereby making it a priority for policy-makers and leaders to focus on reducing role ambiguity.

Methodologies of Thailand and Saudi Arabian Case Studies

Three case studies of two Private Thailand Universities (PTU) and one public government-owned Saudi Arabian University (SAU) are selected for this HEI EE performance management discourse. These 3 case studies are selected on the basis that the researcher who is a TQA (Thailand Quality Award) senior experienced assessor developed and implemented the SPMS for QAA systems of these universities. The two PTUs are identified as PTU0 & PTU1 whereas the SAU is identified as SAU1 with two other highly ranked SAUs in Saudi Arabia and two Middle East Universities (MEUs) being discussed within the Middle Eastern Ranking performance.

Private Thailand Universities (PTUs)

There are 39 private universities of 124 listed public/private universities excluding colleges/institutes in Thailand. PTU0 and PTU1 are highly similar in that all their programs are English-curriculum based, whereas the other universities are Thai-curriculum based. The English programs of public universities, though performing much better in the 21st century, are unique programs based rather than university-based, are therefore excluded. PTU0, the newcomer in 1998, inadvertently closed down in 2016, was owned by a Thai-Chinese business tycoon with support from his elite business friends. He was the sole decision-maker on all university operations except for academic decisions that are relegated to two Deans. Meetings were only between the Owner and the Deans with little inputs from the faculty or students.

PTU1, the first college to offer all programs in English, given university status in 1990, is owned and operated by a Catholic Foundation that closely resembles the compassionate Vatican leadership and management patronage. This is exemplified in the new campus buildings that are shaped in European architectural designs that exude beauty with cost overruns due to the perfectionist but empathetic ideals of President Emeritus as taken advantage of by the contractors. This led to the cost-cutting by the new President who is more moneyed-focused than quality-focused. This is also the period whereby more competitive English-based programs were offered by leading public universities and quality-focused PTUs. This competition is compounded by the mushrooming of PTUs/colleges/institutes, further aggravated by the conversion of the 40 teacher training institutions into the Rajaphat Universities System that caters to Thailand's 72 provinces. The "tea money era" and large queues to get placed in PTU1 evaporated in the 90s causing it to turn to the Chinese market that is also easily caught up by its competitors. The 21st Century PTUs success is the survival of the fittest through astute leadership and management by senior management and value-added educational perceived quality experiences as resources are not the issue.

Saudi Arabian Universities (SAUs)

In Saudi Arabia, there are 9 public universities and 14 private universities with various junior colleges or community colleges, most of them owned by the government. QAA took off in Saudi Arabia in 1998 with SAU1 being the oldest and premier SAU with an edge over all SAUs. Government-owned SAUs rake in 1 to 2 billion USD state funding until the financial crunch in 2015 and in 2020 where some embarked on their autonomous status. As such, SAU1, like all SAUs, is on par in terms of funding and resources. SAU1 was the premier and pioneer in its QAA system that is modeled under the SPMS. SAU1 was successfully accredited in 2010 and 2017 with a top-down approach based on the strength of the SPMS fundamentals that does not necessarily mean that all operational processes are efficient and effective across the board its 20 colleges, as each has a different degree of successful accreditation based on its collegial EL & SL management. Traditionally the health and science colleges fared better than the humanities and community colleges as the EL & SL management are more scientifically minded and academically proactive. The present President with 3 terms-of-office renewed, has a focused world view of cost-cutting and belt-tightening due to the bottoming of the petrodollar in 2015 that led to the decreased government budget and belt-tightening of SAUs followed by the financial crunch 2020 due to the pandemic and low petrol futures. He normally works within his tight community of his selected Vice-Rectors who are normally changed every 3 years except for two of his closest cliques. Uniquely, the President and Vice-Rector appointments need final clearance and appointment by the nation's high-

est authority. Students are offered free tertiary education and have a monthly allowance when they are in the public university system.

In both case studies, they closely resemble each other in having a top-down "connection (*ความสัมพันธ์*) (الاتصال) or "relationship" (*การเชื่อมต่อ*) (صلة) in Thai and Arabic respectively that is prevalent in the Middle East's or South-East Asian's "relationship or connections" of whom you know and how well connected you are. This also practically means that EL & SL management is not based on merit or capabilities/competencies but rather on "whom you know or is connected to" or with a high degree of "clique" mindset/attitudes of its group. This potentially is a bane in HEIs OPMs in most Asian educational establishments.

HEI Education Excellence Process and Results Performance Evaluation

Table 1. Matching the MBNQA with the SPMS for HEI

MBNQA Criteria	Weights	SPMS Standards	Weights	Results
Criterion 1: Leadership: How upper management leads the organization, and how the organization leads within the community.	120 points	Std 2: Leadership & Governance	90	20
Criterion 2: Strategic planning: How the organization establishes and plans to carry out strategic directions.	85 points	Std 1: Mission & objectives	100	20
Criterion 3: Customer focus: How the organization builds and maintains strong, lasting relationships with customers.	85 points	Std 5: Student support & services	60	30
Criterion 4: Measurement, analysis and knowledge management: How the organization uses data to support key processes and manage performance.	90 points	Std 3: Quality Assurance	70	30
Criterion 5: Workforce focus: How the organization empowers and involves its workforce.	85 points	Std 9: Faculty & Staff	100	30
Criterion 6: Process management: How the organization designs, manages and improves key processes.	85 points	Std 4: Learning and teaching	200	50
		Std 6: Learning resources	60	
		Std 10: Research	150	50
		Std 11: Societal Responsibility	70	30
		Std 8: Financial Management	40	20
		Std 7: Facilities and equipment	60	20
Criterion 7: Results: How the organization performs in terms of customer satisfaction, finances, human resources, supplier and partner performance, operations, governance and social responsibility, and how the organization compares to its competitors.	450 points	Note: The output/outcome indicators of efficiency/effectiveness are factored into each of the 11 Standards (Processes) ranging from 20 to 50 points constituting 300 points (Results) for all 11 Standards in the SPMS.		(300)
Criteria/Standards Overall Performance Score	1000 points		1000	(700)

Source: NIST, (2020). *Baldrige Excellence Framework Education*, https://www.nist.gov/Baldrige/publications/Baldrige-excellence-framework and Teay S. (2017). *Strategic Performance Management System*, 6th Edition, King Saud University Press. Riyadh.

Table 1 shows the SPMS (Teay, 2017) criteria mapping into the MBNQA 7 criteria. Both of the systems are based on a 1000 points weightage. The MBNQA has a separate set of output/outcome results of 450 points whereas the SPMS has 300 points factored into each of the 11-QAA criteria. The Leadership & Governance (Standard 2) and Mission & Objectives (Standard 1) processes criteria are assigned 190 points with 40 points result in weights factored into it. As compared to the MBNQA that is more focused on output/outcome results measures with 450 points, the SPMS has only 300 points. The main

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reason is that for most of the HEIs, OPM is still in its nascent state that concentrates on the educational inputs and processes lacking in results performance efficiency and effectiveness metrics/measures using proxy measures.

The key strength of PEM is the stringent evaluative factors of MBNQA Processes using ADLI and Results using LeTCI. The PEM evaluative factors are aimed at identifying the organization's current strengths and opportunities for improvement and its future desired results with the necessary actions to be taken to achieve those desired results. The MBNQA Process higher-order evaluation is in its learning and integration which is a key issue within most organizations and its PEM. The three case studies' organizational, EL, and SL performance assessments are based on the adapted MBNQA's Process ADLI and Results LeTCI evaluative factors as its performance scoring criteria.

Table 2. SPMS criteria performance scoring

Performance Scoring		Performance Weights, Assessment & Achievement					
			SAU1		PTU0	PTU1	
Standards	**Weights**	**2010**	**2016**	**2013**	**2005**	**2014**	
o Std 1: Mission & objectives	90	8.52	21.29	0	5.0	10.0	
o Std 2: Leadership & Governance	100	10.41	21.53	5.0	10.0	10.0	
o Std 3: Quality Assurance	70	12.2	26.77	10.0	15.0	20.0	
o Std 4: Learning and teaching	200	48.32	104.07	80.0	50.0	70.0	
o Std 5: Student support & services	60	36.87	44.11	20.0	20.0	25.0	
o Std 6: Learning resources	60	26.42	32.45	20.0	20.0	25.0	
o Std 7: Facilities and equipment	60	22.0	35.34	20.0	30.0	30.0	
o Std 8: Financial Management	40	15.78	19.91	5.0	15.0	20.0	
o Std 9: Faculty & Staff	100	28.4	46.87	20.0	40.0	35.0	
o Std 10: Research	150	61.60	107.97	10.0	20.0	20.0	
o Std 11: Societal Responsibility	70	8.84	11.37	10.0	15.0	15.0	
Standards Overall Performance Score	1000	257.64	471.57	200.0	250.0	280.0	

Note: The performance evaluation is based on the ADLI (Approach, Deployment, Learning, Integration) Evaluation factor of MBNQA and its 100% scoring guidelines. The performance score is multiplied by the weight of each criterion to get a weighted performance score for those criteria. This assessment methodology is also applied to assessment of Leadership.

Source: Teay S. (2017). Strategic Performance Management System, 6th Edition, King Saud University Press. Riyadh.

Using the SPMS QAA ADLI/LeTCI scoring criteria/methodology, Table 2 depicts the institutional performance of SAU1/PTU0/PTU1. It appears that SAU1, being a public premier university with vast financial resources, has improved from its 2010 (257.64) to 2016 (471.57) performance. For Standard 1 (Mission & Objectives) and Standard 2 (Leadership & Governance) they have improved from its 2010 (10.41 & 8.52) to 2016 (21.53 & 21.29) respectively. Though there is an evidential improvement, the Standards 1/2 combined leadership and strategic drives are only 18.93/190 (10.5%) and 42.82/190 (22.5%) not demonstrating impressive leadership for strategic performance. Its overall institutional performance of 2010 (257.64/1000 or 26%) and 2016 (471.57/1000 or 47%) appears to have good performance but using Standards 1/2 as leadership and strategic drivers (10.5% in 2010 and 22.5% in 2016), its effect on the other 9 standards catering for 15.5% in 2010 and 24.5% in 2016 does not demonstrate impressive improvements or innovations of teaching/learning/research/societal responsibility; infrastructures/ services and QA practices and processes by its leadership and management.

For PTU0, there is no evidence of a strategic plan and its leadership is that of Thai/Chinese business/tycoon-oriented mindset and leadership. The university closed in 2016 due to a failed diversification strategy into the secondary school to use as inputs to its tertiary business and engineering faculties. For PTU1, it used to be a leading English-based curriculum HEI, managed with a Vatican-styled leadership and management supported by its Catholic foundation with vast but highly demanded primary and secondary schools for the Thai-Chinese lineage business elites and offspring. The 2014 Standards 1 & 2 leadership and strategic criteria are only 20/190 (10.5%) and not showing many improvements from its 15/190 (7.9%) 2005 performance. Its overall institutional performance also did not show many evidential improvements hovering at 250/1000 (25%) and 280/1000 (28%) in 2005 and 2014 respectively. Its leadership and strategic impact on its other key processes and results are also not well-performing at 16.1% and 17.5% in 2005 and 2014 respectively. This is more evidential of a very nascent empathetic but not overly proactive, competent but complacent leadership over the past 10 years.

Table 3. Attributes of leadership criteria performance scoring

Leadership Scoring Performance		Leadership Essential Traits Weights and Assessment				
		SAU1		PTU0	PTU1	
Std 2: Leadership & Governance	Weights	2010	2016	2013	2005	2014
o 2.1 Financial Acumen	10	1.92	3.6	3.0	3.0	4.0
o 2.2 Collaboration	15	2.24	3.97	2.0	3.0	4.0
o 2.3 Building New Leaders	15	1.08	2.05	0	0	1.0
o 2.4 Communication	15	1.6	3.2	0	1.0	1.0
o 2.5 Strategic Planning	15	1.68	4.65	0	1.0	1.0
o 2.6 Change Management	10	0	3.72	0	1.0	0
o 2.7 Commitment to Diversity	10	0	0	0	0	0
Leadership Performance Score	**100**	**8.52**	**21.29**	**5.0**	**9.0**	**11.0**

Source: Eastwood, B., (2020). 8 Essential Traits for Effective Leadership in Higher Education. https://www.northeastern.edu/graduate/blog/leadership-in-higher-education/

In evaluating the Leadership & Governance Criteria using Eastwood's (2020) seven HEI ELs traits, the 3 human-based focused performance traits of collaboration, building new leaders, and communication is assigned a weight of 15 points. On these three traits, SAU1 improved performance by 9% to its 2016 (9.22/45 = 20%) from 2010 (4.92/45 = 11%) with its overall leadership Performance Score of 100 points improving by 12.5% to its 2016 (21.49/100 = 21%) from 2010 (8.52/100 = 8.5%). For PTU0, it failed in all dimensions of leadership as it is focused only on finances and collaboration to get people to work rather than engaging the people, resulting in high turnover and finally the demise of the institution. For PTU1, being a Catholic-based institution and due to heavy investment in its Vatican-Baroque-styled brand-new campus, financial management rather than human and quality management is the norm. Good, creative, dedicated, bright, and smart staffs left or just play to the whims of the management leaving it in a sorry state with poor leadership performance scoring of 9/100 = 9% and 11/100 = 11% in 2005 and 2014. This has also inadvertently led to its premier elitist status being overtaken by other previously

second or third-ranked PTUs. While SAU1 and PTU1 leadership performance has improved over the past years over the QAA cycle, both institutions' leadership needs drastic working on.

Table 4. Servant leadership attributes performance scoring

Servant Leadership Scoring	Servant Leadership Essential Attributes Weights & Assessment					
		SAU1		PTU0	PTU1	
Servant Leadership Attributes	Weights	2010	2016	2013	2005	2014
o 2.1.1 Listening	10	5	3	1	3	3
o 2.1.2 Empathy	10	6	3	0	3	3
o 2.1.3 Healing	10	3	3	0	5	5
o 2.1.4 Self-awareness	10	6	6	5	5	5
o 2.1.5 Persuasion	10	6	6	0	4	4
o 2.1.6 Conceptualization	10	7	7	5	2	2
o 2.1.7 Foresight	10	4	5	5	2	2
o 2.1.8 Stewardship	10	0	0	0	0	0
o 2.1.9 Commitment to people growth	10	0	0	0	0	0
o 2.1.10 Building community	10	0	0	0	0	0
Servant Leadership Performance Score	**100**	**37**	**33**	**16**	**24**	**24**

Source: Greenleaf, R. K., (1970). *The servant as leader*. Indianapolis: The Robert K. Greenleaf Center.

While leadership is a core and critical organization performance driver in the PEMs and SPMS frameworks, the previous discussion shows that the case studies in the Middle East and Thailand, do show certain common traits. The commonalities of respect/deference to seniors or people in power, more "clique connection/relationship" prevalence leading to positional-power or power-distance clique leadership and mindset, and bureaucratic/hierarchical patronage leadership power structures are highly evident in these HEIs. These have inadvertently been the bane of poorer HEI leadership performance. Though SL is practically non-existent in these HEIs, an attempt to evaluate the 10 Greenleaf's (1970) and Spear's (2005) SL attributes is made using the ADLI/LeTCI evaluative factors. Three attributes of stewardship, commitment to people growth, and building community are practically nonexistent due to the connections/relationships and hierarchical patronage traditional mindset/system that is prevalent in these HEIs. On all the other dimensions, SAU1 being a public premier institution appears to be faring better with a 23% and 9% advantage over the PTU0 2013 (16%) with SAU1 2016 (33%) & PTU1 2014 (24%). These six SL attributes are found in most generic leadership traits, but the performance score of 33% or 24% alludes to poor to mediocre leadership and at best very poor EL and SL.

Output/Outcomes Ranking of HEI Performance

While the institutional performance of HEIs also follows the business approach use of performance metrics or KPIs (Key Performance Indicators), these vary from university to university, contingent on their mission, goals & targets, and its strategic directions. Regardless of the different metrics used, they are more similar than dissimilar as all universities have the generic IPOO (**Input** – Leadership, Faculty/Staff/Students, Infrastructures/Resources); **Process** – Governance/Management, Teaching/Learning/Research/Societal Responsibility, QAA/Financial/Libraries, Information Technologies/Services/Support Systems); **Output** – EL & SL, Faculty/Staff/Student, Research, Societal responsibilities Effectiveness &

Efficiencies Indicators; and **Outcomes –** Institutional/Faculty/Staff/Alumni Reputations/Recognitions approach. For comparative purposes of output & outcome indicators, the Webometrics and the QS World Universities Ranking and ranking indicators are used as proxy measures of HEI performance.

While the 3 sets of ranking indicators are seemingly different, they have a similar underlying set of output/outcome thematic aspects, all driven by its leadership towards its quality and perceived value of product/service offers. Leadership is the core driver to meet internal/external stakeholders' requirements/needs based on its organizational/infor/human resources of (1) management & governance; (2) QAA of academic, research, and societal responsibilities; (3) organizational systems & infrastructure, library, information technologies & financial resources; and (4) faculty & staff as key human drivers/

Table 5. Top 10 preferred and ranking of private universities in Thailand

Rank	Preferred University		Ranking by Webometrics		
	2016	2020	2015	2019	2021
1	PTU1	PTU1	PTU3	PTU2	PTU3
2	PTU2	PTU5	PTU4	PTU3	PTU2
3	PTU3	PTU2	PTU1	PTU4	PTU1
4	PTU5	PTU3	PTU5	PTU1	PTU4
5	PTU4	PTU10	PTU11	PTU5	PTU5
6	PTU14	PTU11	PT7	PTU6	PTU6
7	PTU15	PTU7	PTU 2	PTU7	PTU9
8	PTU6	PTU14	PTU14	PTU10	PTU12
9	PTU7	PTU6	PTU8	PTU11	PTU7
10	PTU13	PTU9	PTU6	PTU8	PTU8

Sources: Preferred Universities (2020) https://www.4icu.org/th/private/ and Webometrics (2020) Private Universities Ranking in Thailand https://www.webometrics.info/en/asia/thailand

enablers of their accomplishments.

Table 5 shows the preferred and ranked private universities in Thailand of which PTU1 is the case study. The Webometrics institutional ranking is used as these universities are not ranked on the QS World Universities Ranking. The two listings showed a rather consistent top 10 lists of preferred and ranked universities, with 5 main universities (PTUs 1 to 5) consistently competing with each other for the top 5 rankings. PTU1 is consistently the top preferred university as it is the only university offering all programs in English and is an elite as perceived by the Thai-Chinese business community. In its 70s to 90s heydays, the offspring of business elites need to queue up with "tea monies" to get a place in PTU1. While still the preferred private university due to its English-based programs, its organizational performance based on its 2015 to 2021 ranking has consistently been pushed out of the top academic spots by PTUs 2, 3, and 4.

For the Saudi Arabian Universities (SAU) and Middle Eastern Universities (MEU), the Middle Eastern Universities QS Ranking and its ranking indicators are used to assess its output/outcome institutional performance (Table 6). The case study SAU1 ranking has consistently tumbled from 2016 to 2021 as opposed to its standing as the premier university in its early years up to 2015 after its first accreditation in 2013. As to its ranking in the Middle East, while SAU1 was placed in the top 3 in 2018 after having been the top in 2013, it has been overtaken by its fellow compatriots SAU2 and SAU3 and its Middle Eastern competitors from 2019 to 2021. Regardless of the world or Middle Eastern Ranking, SAU1

has lost out on its ranking and standing as the Saudi or Middle Eastern top university. As in any QAA requirement that revolves around very similar requirements, leadership is considered a core driver of HEI performance. The plummeting of its output/outcome ranking indicators belies its OPM driven by its leadership and management that potentially is a key issue based on the SPMS criteria. Resources, infrastructure, top faculty hiring with high research capabilities, and high caliber student enrolments as input are not considered key issues as the SAUs are government universities that are given state funding to the tune of 1 to 2 billion per year. The same goes for MEUs 2 & 3 as they are also state-funded where financing is not the issue. The issue potentially is the resources & infrastructure management by

Table 6. Saudi Arabian Universities (SAU) and Middle Eastern Universities (MEU) QS ranking

Saudi Arabian (SAU) Universities	2018		2019		2020		2021	
	Rank	Overall Score	Rank	Overall Score	Rank	Overall Score	Rank	Overall Score
SAU1	221	44.5	256	37.6	281	35.2	287	34.8
SAU2	267	40.1	231	40	186	45.2	143	51.7
SAU 3	173	50.3	189	45.1	200	44	186	44.7
Middle Eastern (MEU) & Saudi Arabian (SAU) Universities	2018		2019		2020		2021	
	Rank	Overall Score	Rank	Overall Score	Rank	Overall Score	Rank	Overall Score
SAU2	4	97.5	3	99.1	1	100	1	100
MEU1	1	100	2	99.6	2	97.7	2	97.2
MEU2	7	89.7	6	93.4	4	96.5	3	96.9
SAU3	2	99.2	1	100	3	96.6	4	96.6
MEU3	5	93.7	5	95.8	5	95.9	5	95.9
SAU1	3	99	4	98.2	6	93.6	6	90.6

Source: QS World Universities Ranking (2021). https://www.topuniversities.com/university-rankings/world-university-rankings/2021

its leadership and strategic drives strategic and operational management.

ORGANIZATION PERFORMANCE FUNDAMENTALS

The success of an organization is demonstrated through the organization's objectives and desired goals achievements (Randeree & Al Youha, 2009; Henri, 2004) representing fundamental indicators of organization success or failure. It is achieved through individuals, units, and organization systems' efforts (Zehir et al., 2016). This means that organizational performance delivered through its people/organization systems determines how well the profit/non-profit organizations attain their desired goals (Hamon, 2004; Venkatraman & Ramanujam, 1987; Abu-Jarad et al., 2010).

In the PEMs, performance is founded on the organization's agility (OA) for sustainable organization performance (MBNQA, 2020; EFQM, 2020). APQC (2021) defines OA as the ability to identify opportunities/risks quickly and execute on the opportunities/risks that align with the organization's overall strategy. In an APQC (2021) survey of 388 organizations, OA's two key components are (1) Strategic Responsiveness (14% outstanding, 40% very strong) being the ability to sense/identify new opportunities/risks, quick response, and ability to identify and develop new initiatives; and (2) Organizational Flexibility (17% outstanding, 32% very strong) being able to shift execution rapidly, putting in place or adjust processes and organizational structures with new initiatives implementation. 40% and 32% of companies surveyed feel that they have these competencies respectively. 48% and 41% feel that OA

is extremely important and important respectively with the rest on the low end of OA importance. It shows OA effective indicators as (1) networks of interconnected groups or systems of people (54%); (2) collaboration or ability to work together on shared tasks, projects, or goals (48%); (3) autonomous problem-solving teams to address potential opportunities or risks at lowest levels (26% of managers); and (4) risk tolerance around a particular set of risk-based objectives (63%).

In addition to OA, organization learning (OL) is another key critical element to sustainable organization performance (MBNQA, 2020; EFQM, 2020). Learning organizations actively foster a conducive environment to bring employees together to innovate, solve problems and share knowledge, learning through creating opportunities to share knowledge and reinforcing the value of learning from the top-down to remain resilient and agile in moments of disruption (APQC, 2020). Zeng and Xu (2020) research reveal SL effect on heightened innovative behavior due to the university teachers' self-concept positive influence and in developing a favorable supervisor-subordinate relationship (Bos-Nehles et al., 2017; Hughes et al., 2018). These SL establishments of a conducive environment for innovation subscribe to Senge's (1990) "The Fifth Discipline: The Art and Practice of the Learning Organization (LO)". The LO five principles are (a) Team Learning; (b) Shared Vision; (c) Mental Models of understanding the world and how we take action; (d) Personal Mastery of individual learning; and (e) Systems Thinking of the organization as a holistic system working together toward the same goal of the other four elements. Watkins and Marsick (2003) identified seven dimensions of OL culture being (a) Continuous learning; (b) Inquiry and dialog; (c) Team learning; (d) Embedded system; (e) Empowerment; (f) System connection; and (g) Strategic leadership. In addition, Garvin et al. (2008) highlighted three building blocks of OL as (a) supportive and conducive learning where it is acceptable to making mistakes and asking questions; recognizing and appreciating differences; accepting new ideas and approaches, and giving learners time and space for analytical and creative reflections; (b) concrete learning processes and practices fostering experimentation; gathering intelligence; disciplined analysis and interpretation; and information sharing and transfer; and (c) leadership that reinforces learning.

These organizational requirements for OA and OL are encapsulated in the MBNQA ADLI evaluative factors for processes, whereby the L-Learning aspect for improvements and innovations is a formidable barrier for most organizations' performance. This learning aspect covering individual and organizational learning is the key to organization development. The other key aspect is the integration (I) found in both ADLI and LeTCI evaluative factors meaning that all organization domains/systems are interrelated and must interact in tandem as a whole holistically towards the same set of goals/objectives. These are tied together through the Strategic Planning (SP) and cascaded action plans, driven by the Leadership (L), under a set of governing principles/fundamentals/protocols over a set of interrelated processes to create/deliver and excelling in values to different and diverging stakeholders' requirements and needs.

The BSC (Balanced Scorecard) cause-effects framework is used for strategic implementation measuring an organization's performance from four key organizational perspectives (Kaplan & Norton, 1992). The strategies are designed as an organization strategy map, a visual corporate objectives framework comprising the financial, customer, internal processes, and learning and growth perspectives. The organization's performance bottom-line is its financial health, grounded in HEI stakeholders' satisfaction (students/parents, governing agencies, societies) of education products/services value derived from their consumption. The norm is for the HEI to excel in the education values creation and delivery by leaders through governance leading and managing faculty of their teaching/learning/research interrelated processes through its staffs' education resources/infrastructures/services supports. The successful creation and delivery of the educational products/services values are empowered by the learning and growth

of human capacities/capabilities via its human resources management; data availability/use within a conducive individual/organization learning environment underscored by its organization values/culture/structure as led by its EL & SL governance and quality systems. The early works of Kaplan and Norton as subscribed by other researchers include García-Valderrama et al. (2008) linking BSC to R&D; Valiris et al. (2005) emphasizing decision making through BSC; Cronjé and Vermaak's (2015) BSC planning and improvements in accounting education, etc. They have researched the great potentials and weaknesses of BSC for strategic and action planning & implementation, and performance development for measures implementation, monitoring, and improvements/innovations. All these underscore key aspects of organizational alignment and integration critical to the organization's missions/goals/objectives accomplishments/achievements.

Discussion of Organization Performance Foundational OC/IC/HC Troika

Well-performing organizations feature strong, sound, and sustainable foundations. The earlier BSC learning and growth perspective establishes employee capabilities and skills, technology, and corporate climate (Kaplan & Norton, 1992) as the organization's foundation for success. It has been adapted holistically and inclusively into a potentially stronger and more sustainable foundation in the SPMS's strategic capitals of organization, infor, and human capital. (Teay, 2009). SAU1 and PTU1 leadership and organization performance is illustrated through the three OC/IC/HC strategic capitals as:

1. *OC (Organization Capital)* – A core OC is the organization values, culture, and tradition that play major roles in organizational decision-making, enduring beliefs and behavioral norms, relationship and interaction of internal human capitals with its external stakeholders towards organization success (Quinn & Rohrbaugh, 1983; Desion, et al., 2004). It is the core ethics or principles by which the organization will abide, no matter what. It is the people's inspirations and aspirations and constraints of "the way we work, behave, socialize and live" to achieve the organization's missions i.e., the reasons for the existence of the organization (Titov & Umarova, 2017), visions and values accomplishments. Values form the foundation for everything that happens in an organization that permeates the workplace as demonstrated by its leader and core management. It also guides individual and organization learning that are critical to improvements and innovations.

Underpinning the organization's values system is the organization's EL & SL governance system to "walk the talk and living the values" as role models of virtues to everyone. In both PTU1 and SAU1, it is common for most HEIs' QAA and SP systems to embrace integrity/honesty/trust/honor, accountability, diligence, perseverance, and discipline as core education values as the minimum values but not delimited to these. By walking the talk, these are reflected in the leadership and managerial actions. In the case studies, SP, while critically important, is normally sidelined and shelved by EL & SL governance during their tenure for other more important priorities that are defined/selected within their perceived priorities rather than through sound informed decision-making. These are evidenced in Saudi and Thai institutions/faculty/programs that are typically hierarchical and cliqued-relationship focused and structured on seniority/positional power/respect that undermine progressive and forward-looking agile organizations. Due to the organizational structure, values, and leadership, the organization's resources or systems are designed/allocated to favor the clique relationship teams. These organization EL & SL, structure/systems/resources are consistently reflected across the low EL & SL governance performance score and other

key processes that create/deliver on education values and improvements/innovations performance. This ultimately led to the deposition of their initial premiere standing in the outcome ranking. For PTU1 and SAU1, the systems thinking practices (Senge, 1990), organization agility/learning foundations of OL culture (Watkins & Marsick, 2003), and building blocks of OL (Garvin et al., 2008), and proficient leadership are lacking nor well-practiced.

2. ***IC (Infor Capital)*** – An informed decision supported with data analytics by the Institutional Research Office (IRO) is still not the prevalent norm in these three case studies. With the present-day advanced technology and software platforms, an informed decision should be the basis of decision makings. Theoretically, most HEIs already have some types of technology and database systems to generate performance metrics for QAA and informed decisions for their HEI short-long term management.

While there is some evidence of performance metrics being used to drive decisions, institution/faculty/program-wide data analytic by dedicated data engineers/analysts/scientists is profoundly not appreciated nor evidential. The power struggle of not sharing data due to outdated departmental information silo is predominantly the present-day subtle name of the "power" game implicitly/explicitly exuberating the "information is power" syndrome. Both PTU1 and SAU1 information systems are deeply mired in legacy systems, silo-based databases in key HR, Registration, LMS (Learning Management Systems), and Statistics rather than the existence of an IRO that are practically in disarray and not integrated. This is compounded by the faculty in setting up their own datasets systems for day-to-day and QAA management. Even though the SAU1 SPMS was upgraded to an electronic system in 2016, its further upgrade in 2019 was politicized. The information-sharing/learning between/amongst individual/institution for individual/organization learning is dependent on the EL & SL mindset/attitudes/actions to drive performance improvements and innovations. Lacking these, they are mired in finger-pointing and reactive responses rather than proactive actions based on informed decision-making, as evidenced in the 3 case studies. This has affected their internal processes creation and delivery of valued added education products/services to stakeholders through a non-existent integrated OC/IC/HC troika foundation.

3. ***HC (Human Capital)*** – To be successful in the highly competitive business environment, human talent should be a management priority for organization performance. Bruce's (2016) Talent and Performance Management Survey highlighted several key facts of shortages of talent in areas that impact productivity or success (71.4%); shortages in the management area (40.1%); no formal succession planning program (67.3%); 0%–10% of executive job openings filled internally (46.9%); high-potential employees offered "new responsibilities or challenges (90.2%); accomplishing their intended goals most of the time (46.9%), and supervisors disciplined for poorly conducted performance evaluations (35.8% rarely and 35.1% never).

Deloitte's 2020 survey of 560 employees across three global regions and five industries, comprising 17 sectors show factors most likely to trigger a job search for Consumer Products (CP) versus overall (OV) respondents include lack of (1) job security (29% CP, 20% OV), dissatisfaction with a supervisor or manager (29% CP, 22% OV), (2) career progress (29% CP, 27% OV), (3) job challenges (12% CP, 21% OV). Corporate commitments used to evaluate employers include work-life balance (CP 56%, 44% OV), leadership development (53% CP, 32% OV), supporting innovation (38% CP, 29% OV), and diversity

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and inclusion (32% CP, 21% OV), leadership development are rated by employees as "very good" or "excellent" (44% CP, 26% OV).

Both research show that human talent/capital management is critical to organizational success. These human capitals are inclusive of the EL & SL management and all levels of the human contributions and commitments with a set of unifying organization values/beliefs/mindsets working collectively/productively to utilize the processes creatively/innovatively. Organization success is based on human competencies of its capacities/capabilities as it is the human EL & SL, management, and personnel that are unique to the organization. The human capital must be developed/nurtured meeting the human needs/requirements as the key organization competence for performance and success.

As shown previously of the three case studies' performances, the assessment shows that they do not fare efficaciously in meeting OA/OL or system thinking aspects (Senge, 1990), or the seven OL culture and building blocks (Watkins & Marsick, 2003; Garvin et al., 2008). In addition, it is also inferred that they lack EL & SL provision and reinforcement of supportive and conducive learning environment that fosters experimentation; gathering intelligence; disciplined analysis and interpretation; and information sharing and transfer (Garvin et al., 2008). Mired in legacy systems with silos of data, the capacity and capability to rise to information, knowledge, and wisdom utilization by EL & SL, its OC/IC/HC management and integrations have inadvertently undermined their performances.

RECOMMENDATIONS

It has been long recognized that the organization is a highly integrated system comprising sub-systems that in themselves comprise smaller sub-sub-systems interacting together towards the same goals and shared vision accomplishment through system thinking (Senge, 1990). These can include human systems (individuals/team learning; individual's soul/spirit; beliefs/values; likes/dislikes that dictates one's behavior/action), ecological systems (predator/prey; internal/external environments), and social systems (individual/group; supply/demand and enemy/friendship). A key system fundamental is the interconnectedness across all components linked with feedback loops and flows between/amongst system elements. These interactions underscore the cause-effects action-reaction of enablers-process-results subtly embedded in the BSC/SPMS strategic OC/IC/HC foundational requisites. For organizational performance success, the financial-customers integration has a strong causality effect from its value addition via internal processes by its strategic OC/IC/HC troika.

While processes can be created/modified/refined to create/deliver value-added educational products/ services to meet/excel stakeholders' needs for financial gains; it is the OC/IC/HC that must be managed as they are the enablers of the processes-stakeholders-financial successes. As such, the key OC/IC/HC foundational requisites recommendations are:

1. ***Organization Capitals encompassing Organization structure, leader, values/culture systems* –** Different theories of leadership styles/traits/practices or values systems have been propagated and researched, challenged, and re-visited. In reality, there can be no right/wrong leader and values system, as what is "best" is appropriate within the organization context at a point in time. The organization performance is highly dependent on the effective leader being good/bad; highly/lowly motivated; high/mediocre/low performing/integrity individual; caring/ego-centric, all of which are based on the EL & SL individualistic beliefs/behaviors and value/culture/education/family/social

memberships that shape who and what s(he) is or stand for and to serve all. EL or SL determines the type of structure/systems driving the workforce and organization performance. While there appears to be no consensus on the definition of SL (Mittal & Dorfman, 2012; Parris & Peachey, 2013), SL aligns more with Thai and Saudi cultures that are more focused on "a way of life rather than a leadership approach" (Parris & Peachey, 2013), less on being a servant leader to be a servant first and then a leader (Badshah, 2012). This potentially is due to the Thai "kriengchai" & patronage systems and Saudi mindsets of patriarchal benefactor and benevolent values systems, with both demonstrating respect for positions. These are in line with Mittal and Dorfman (2012) identifying the SL egalitarianism and empowerment that feature strongly in Nordic/European cultures as opposed to empathy and humility that are more aligned with Asian cultures. As such, an HEI SL can be selected from any disciplines, but s(he) should establish (i) openness to learning/sharing of modern management of what works and what do not, (ii) possession of integrity/trust/virtues with humanistic values/beliefs as opposed to being clique/favoritism/resources focused, and (iii) having shared visions/values and engagement of internal/external stakeholders, and (iv) walking the talk and walking together with his/her people. In effect, the Asian HEI leader as an aspiring SL should demonstrate SL's attributes of humility, authenticity, interpersonal acceptance, and stewardship. The SL provides strategic direction through people-focused empowerment & engagement, trust, and fairness underpinning organization commitment (Asag-Gau and Van Dierendonck, 2011) for organization performance (Van Dierendonck, 2011). In summation, the Asian HEI SL should embrace, engage and empower his/her faculty/staff as a role model of virtuous mindset/actions to take participative informed decision makings in processes/resources efficient/effective utilization based on human capital servitude and motivations within its organizational context.

2. ***Infor Capital –*** It cannot be denied that in this information and digital age, informed decision-making brings about a competitive edge. This means that the HEI EL & SL and its management empowering its faculty/staff/students must be capable of utilizing the information as provided by the data engineers/analyst/scientist. Having the technology, software and database are the means to an end for organization performance through individual/organization learning. In itself, they are just "status" displays rather than an enabler to informed decisions that are reliant on the human's computational, analytical, and critical thinking skills for the benefit of everyone rather than oneself. The information is only as good as the human skills in transforming the information from knowledge to wisdom. It goes through three levels of information processing: Structural level (focus on outward appearance of a word e.g., morphology); Phonetic level (deeper processing level by listening to the sound of the word), and Semantic level (deepest processing level that considers the meaning of the word) through interpretation and judgmental cognition (Craik & Lockhart, 1972). Ortony (2009) proposed three levels of reactive, routine, and reflective information processing through perception, affection, motivation, and cognition leading to resulting behavior/actions. These explain the complexity of human informed decision making that is individualistic and dependent on each information processing need, which again can undermine or benefit individual/organization actions.

In the rapidly changing digitization of work processes, the HEI is a rich depository of data but potentially information overloads from its HR/LMS/Registration systems. The HEI should embark on revamping its legacy systems with informatics and data analytics as prioritized agenda for OA/OL through informed decisions by its EL & SL for faculty and student efficacy and effective management at all levels.

3.   ***Human Capital*** **–** Last but not least is the human competence of the leader, its governance and management, and the faculty and staff capacities and capabilities. The HEI is equipped with a substantial pool of academic talent and who are adequately equipped with leadership and managerial competencies, human knowledge, and skills. To enhance their HC capacities and capabilities, they need to be supplemented comprehensively with emotion quotient (EQ), adversity quotient (AQ), spiritual quotient (SQ) in addition to the already high Intelligent Quotient (IQ), all part of the Teaching Competency and Effectiveness Index (TCEI) (Teay, 2006) underscoring the Student Competency and Effectiveness Index (SCEI) (Teay, 2005). The HEI people mindset should be able to "grow" to develop their knowledge/skills beyond their disciplines to focus on more efficient/ effective education value creation/delivery processes; embrace challenges and persevere; embrace mistakes as learning opportunities to improve/innovate and appreciating feedback to constructively grow and develop. In retrospect, the Asian HEI EL & SL who shapes, leads, motivates and drives the organization's systems, people, and values underpinning its organization's performance success and sustainability need to enhance the EL & SL's EQ, AQ, and SQ through the EL & SL's HC development first, rather than being self-centered.

Figure 1. Types of integration of organization capitals for performance

4.   ***Integration of OC/IC/HC*** **–** The bottom line for organization performance is the degree of OC/ IC/HC foundational integration (Figure 1). There are three types of integration: Type 1 – Non-integration whereby the OC/IC/HC are independent nor aligned with each other nor working in tandem towards the same strategic goals/objectives as a sustainable system; Type 2 whereby there are partial integration and the most efficiencies/effectiveness found is where the OC/IC/HC intersects but how well the organization performs and succeeds is subject to the degree/size of integration; lastly Type 3 where the idealistic full integration of the OC/IC/HC is still a hit and miss by most organizations as the internal/external OC/IC/HC parameters that are instrumental to the integration for organization performance and success is not within the grasps or fathoming of the HEIs/ organizations.

HEIs should strive for a strong foundation of their strategic OC/IC/HC assets that must work in tandem with each other and that cannot exist independently or exclusively of each other. A weak OC/IC/ HC foundation will undermine the organization's long-term sustainability as the organization is only as strong as its foundation. Teay, (2008) proposed that the HEI EL & SL and people should create two

spheres of knowledge and moral conditioning as the interpretation and integration of the knowledge into wisdom defined from a "moralistic" dimension. This morality serves not only the individual/organization's interest but also benefits others by putting one at the service of others and not by being subservient but through compassion and respect for others inherent in Thai and Saudi cultures and value systems.

CONCLUSION

This chapter attempts to look at EL & SL in conjunction with organization performance using three private and public HEI case studies in Thailand and Saudi Arabia. SAU1/PTU1 have leading/premier standing in the past, both having similar Asian "respect/relationship hierarchical leaders-clique membership tendencies, being internally cost focus and not highly people-oriented". The case studies EL & SL performance demonstrates some inconsequential Spear (2012) SL attributes of compassionate listening, empathy, healing, self-awareness, persuasion, and conceptualization that subscribe more to Parris & Peachey, (2013) SL's ways of life rather than effective or defined leadership approach and Mittal and Dorfman (2012) Asian SL's empathy and humility concerning organizational performance. Over the past 10 years, while still respectable, they lost to more progressive and proactive HEIs, inevitably driven by leaderships that do not accentuate the foundational OC/IC/HC as the key capital assets enablers for performance and success. Regardless of EL & SL perspectives/theoretical fundamentals, Fred Luthans highlighted a highly debatable issue that "leadership does remain pretty much of a 'black box' or "unexplainable concept" in Organizational Behavior (2005) that holds the key to the HEIs' EE accomplishments/achievements.

Within the SPMS and MBNQA/EFQM PEMs, EL & SL governance with good strategic planning groundworks is instrumental to the HEI value-added products/services processes to accomplish/achieve its institutional, faculty, and programmatic missions, goals, and objectives. The BSC causal effects of OC/IC/HC foundational requisites as the learning/growth enabler is the key to integrating all aspects of the HEI inclusive of EL & SL for performance and success. As such, this chapter reiterates that EL and governance, albeit being an SL is the core driver for the integrated OC/IC/HC for strong and sustainable HEI performance and success. In short, it is the "sum of the total rather than the sum of the parts" holistically that underscores HEI performance and EE journey as led by its EL & SL HC.

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Chapter 10

Servant Leadership as a Conduit Towards Mission–Centric Sustainability in Emerging Market Social Enterprises:
The Case of South Africa

Vasilios Stouraitis
 https://orcid.org/0000-0001-5825-2604
Glasgow Caledonian University, UK

Daniella Teles Amaral
University of Johannesburg, South Africa

Konstantinos Tsanis
Hult International Business School, Greece

Markos Kyritsis
Henley Business School, UK

ABSTRACT

With a focus on South Africa, the chapter presents an examination of servant leadership as a trigger for mission-centric social entrepreneurship in emerging markets. The chapter provides a behavioural tool and handbook towards focusing on mission-centric social entrepreneurship avoiding socially and long-term unsustainable excessive commercialization. Several recurring variables and associations from the literature on servant leadership are explored and discussed in relation to South African social enterprises to validate the argument presented. Using a random sample of 348 local social enterprises, it is seen that gender, "title," and "options" present an association with servant leadership traits. In addition, it is shown that servant leadership traits presented are associated to the choice of type of social enterprise strategy. The chapter finally presents recommendations for managers and potential social entrepreneurs in emerging markets to achieve sustainability and avoid a mission drift. In addition, further academic research avenues are presented.

INTRODUCTION

As Blackburn and Schaper (2016) show, the role of social entrepreneurship is nowadays defined as being vital for economic growth and development strategies in emerging markets, including poverty alleviation. The social sector, however, is seeing an upsurge of commercialisation among non-profits, tending toward what governments call a "mission-drift" or a change in the fundamental values leading to a reduction in sustainability, social value and potentially profits (Fowler, 2000; Weisbrod, 2004). This dangerous tendency is partly a reaction to a fall in government grants and contracts besides the fall in tax-deductible donations to charity internationally, i.e. the traditional sources of backing for social enterprises, leading to a less sustainable enterprise as explained below. Focusing on potential leadership styles, this chapter aims to examine, through exploratory analysis, the practical role of servant leadership as a leadership style that can aid in promoting mission-centric social entrepreneurship in emerging markets and avoid the so-called mission-drift.

This chapter intends to provide executives, researchers and practitioners with evidence of how adopting or promoting servant leadership can influence and drive mission-centric social entrepreneurship. In particular, by examining the incidental findings of the exploratory analysis in South Africa (see also Covey, 2006); i.e. the antecedents of servant leadership, the case focuses on how servant leadership can be enhanced and, as a result, can promote better corporate performance through sustainable mission-centric social entrepreneurship. Through this analysis, the chapter aims to provide a behavioural tool and toolkit to inspire other emerging market social enterprises to adopt or promote servant leadership—a style of leadership that can appeal to funders and allow for a more mission-centric approach to social enterprising. Researching the association between context, antecedents and leadership is important because the contextual environment defines, creates and limits entrepreneurial aspirations, intentions and opportunities, and thus affects the speed and scope of entrepreneurial entry rates (Shane et al., 2003). Therefore, based on the principal literature on servant leadership (Dennis & Bocarnea, 2005; Patterson, 2003; Van Dierendonck, 2010), the case performs an exploratory analysis on a South African sample where the four antecedent associations mentioned below have shown an incidental impact in the research. The associations focus on instigating leadership per se and specifically servant leadership along with facilitating mission-centric social entrepreneurship.

PROBLEM STATEMENT

As will be examined below, the main concern that governance in the area of social entrepreneurship or third sector is intended to alleviate is the incidence of "mission drift", or a drop in corporate performance and social value while increasing the risk. This can be defined as when the social enterprise loses its vision of satisfying both ends and is eventually too commercialised, or vice versa (Fowler, 2000; Weisbrod, 2004). This is the case when the enterprise drifts away from satisfying both targets and results in it becoming too commercialised, or vice-versa (Fowler, 2000; Ramus & Vaccaro, 2017; Weisbrod, 2004). Based on the suggested associations affecting and within servant leadership presented in the literature (see also Eva et al., 2019; Sendjaya, 2002; Sendjaya et al., 2019), the chapter conducts an exploratory study on a sample of South African social enterprises. The aim is to examine the triggers of the concept of "mission-drift" in social enterprises and explore whether servant leadership can become a solution or conduit for more mission-centric strategies. As mentioned above, stemming from the principal litera-

ture on servant leadership (see also Dennis & Bocarnea, 2005; Weisbrod, 2004), four associations are examined through statistical analysis and a review of the literature that backs up these associations. In essence, the aim of the chapter is to present a solution to the common "mission-drift" scenario that can stem from the manager internally rather than externally necessarily (i.e. through funding or grants). This solution can be also found within the enterprise and may also not be as costly as one imagines which would benefit emerging market social enterprises and of course, new market entrants. Understanding the characteristics that lead to a stronger vested interest in mission-centric entrepreneurship is vital in environments where this type of entrepreneurship is the most viable option, or a growing space in the market. To explore this, education, "options", gender and "title" are examined (Dennis & Bocarnea, 2005). The main associations are explained below.

MAIN ASSOCIATIONS DEFINED

The Impact of "Job Title" on Servant Leadership

By Job Title (JT) we mean the position of the member of staff considering to adopt servant leadership or presenting traits of servant leadership. JT has been linked to the possibility of displaying servant leader characteristics along with being risk-prone and stemming from education. In general, work titles aid firms in managing their human capital and have broad consequences for the employees' individuality. JT are a foundation of modern firms. As a known shorthand for labelling a set of duties held by an employee, a JT describes and presents the knowledge, skills, abilities, and other features that employees who hold the specific job are expected to have. Work or JTs permit firms to relate and compare diverse kinds of contributions to the firm and are connected to most human resource roles, including selection, performance appraisals and reimbursement. Research has shown that JT are also significant for management in teams since they can ease the growth of trust (e.g. Bechky, 2006; Klein et al., 2006) and also since they offer a way to cope with the diversity of abilities among team members (Hollenbeck et al., 2012).

The Impact of Servant Leadership on "Options Mission Centric"

Options Mission Centric (OMC), hereafter, means mission-centric or profit-oriented social enterprise. Regarding OMC as Weisbrod (2004) presents, although the precise equilibrium while producing suitable revenues and commercialising can be an issue for discussion, it is a subject of concern for taxpayers and public policymakers. As a result of the numerous legal and reputational hazards associated, social enterprises have been recommended to skip commercial actions—whether joint ventures with non-profit companies, unconnected businesses that promote the social enterprise's core activities or other revenue-maximising actions—that divert them from being in a position to deliver public goods at non-profit rates. We thus examine whether servant leadership can be linked to the ability and interest in creating a social enterprise beyond the commercial.

The Impact of "Education Level" on Servant Leadership

Education level in South Africa means undergraduate, diploma, grade 12 (matriculation) or lower, or postgraduate. Education does certainly have a strong association with entrepreneurship, meaning that

entrepreneurs, self-employed, tend to have a higher level of education than persons in the wage and salaried sector. More advanced levels of education increase the chance of one being self-employed and the attainment in that area in terms of income. Knowledge is comparable to education in its association with self-employment. It is consequently suggested that one acquire an education and then focus on experience. We, therefore, examine whether education levels impact social leadership levels.

The Impact of Gender on Servant Leadership

There are specific gender variances in both the probability of one deciding to be self-employed and actual earnings. Many of the variances can be explained by situational issues, such as education, experience, the length of time working, both hours worked per week and weeks worked per month, and specific tasks required within the family setting. It is often a misreported conviction that there is a greater number of women entrepreneurs than male entrepreneurs or that more women are starting businesses compared to men. We therefore examine whether there is a link between gender and servant leadership levels.

The above associations represent a recurring theme among the 348 South African social enterprises surveyed. Servant leadership is linked to the choice of OMC, JT and education level are linked to servant leadership characteristics. We examine these relationships empirically in the next sections. To support the practical application of servant leadership theory for the modern economy, leveraging a multi-regional context and looking beyond the West are vital. This chapter seeks to examine how and why servant leaders might mitigate existing organisational conditions and influence performance to promote mission-based empowerment through servant-like interactions. Practical implications involve recommendations to adopt the most relevant leadership mind set and behaviours to generate optimally motivating conditions in individuals and teams to achieve organisational performance through mission-based entrepreneurship.

LITERATURE REVIEW

Social entrepreneurship, SE, is seen as an emergent field of study (Nicolas, Rubio, and Fernandez-Laviada, 2018) that has enticed vast interest. Meanwhile, the precursors of servant leadership have not yet been uniformly established, especially in emerging markets and social enterprises (see also Lythreatis et al., 2021); among the overabundance of leadership hypotheses that have been verified in organisational or corporate behaviour, servant leadership is one of the few leadership constructs that is still to be tested for its gender roles and differences between precursors (Chatbury et al., 2011; Eva et al., 2019; Lythreatis et al., 2021). In addition, academics have called for novel research testing views of gender role behaviours of servant leaders (Barbuto et al., 2007). Therefore, there may never have been a more significant time to focus on the wide-ranging debate on optimal leadership types by examining the precursors of servant leadership. The list of possible reasons for such an interest is numerous. Firstly, however, one must examine the definition of servant leadership itself. One does not need more than a momentary scan of daily news headlines to know that the world is in a leadership predicament. Leadership has become progressively more problematic and multi-faceted for social enterprises of all kinds worldwide, with more and more new queries and tests concerning the "top" characteristics of a leader, which paradoxically has done no more than veil the predominant conversation on leadership (Gandolfi & Stone, 2016). In addition, despite the amount of literature on leadership, it remains one of the most misinterpreted business phenomena to date (Gandolfi & Stone, 2016). If the objective is to comprehend

the costs of leadership, especially servant leadership, it is important first to explain what leadership is and why it is an essential notion. Servant leadership style has attracted much consideration in leadership studies in the last decade due to its emphasis primarily on helping others. The existing literature appeals for an enhanced comprehension of the fundamental triggers of servant leadership to confidently impact performance or strategy inside a business. Servant leadership has been accepted as a leadership attitude tackling the problems of ethics (Carter & Baghurst, 2014).

As a growing research topic, servant leadership creates a link between leadership and ethics, virtues, and morality (Lanctot & Irving, 2010; Parris & Peachey, 2013). Servant leadership has captivated research attention in the area of organisational studies in the previous decades with its distinct consideration of the leader's character as a servant, putting the needs of others first to produce positive organisational consequences (Lapointe & Van den Bergh, 2018; Newman et al., 2017). This emphasis on serving others intensely shifts the focus of leadership studies from just leading to reconciling the paradox of leading and serving at the same time. While captivating and transformational leaders could generate unexpected outcomes, e.g. Mohandas Gandhi, Rev. Martin Luther King, the outcomes might also be tragic with a lack of ethical precautions, e.g. Adolph Hitler, Jim Jones. Servant leadership is not only inspiring but also includes ethical safeguards (Graham, 1991).

A prominent study that explored servant leadership was conducted by Patterson (2003, pp.1) and outlines servant leaders as "*those who serve with a focus on the followers, whereby the followers are the primary concern, and the organizational concerns are peripheral. The servant leader constructs are virtues, which are defined as the good moral quality in a person, or the general quality of goodness, or moral excellence.*" A notable finding by Patterson (2003) utilized in this chapter are thus the constructs that a servant leader uses to lead. Patterson (2003) identified seven constructs in the model of servant leadership, which included agapao love, humility, altruism, vision for the followers, trust, serving and empowering its supporters. Another definition provided by Baron (2010, pp.1–87) indicates that "*servant leadership is a humane effort that is people focused instead of profit-driven. The central theme of servant leadership is working to improve others.*" This indicates that servant leaders in organisations are more focused on ensuring that their employees are treated with humility and respect, rather than the organisation making a profit. This ties in closely with the concept of a social enterprise, which aims to tackle any social ills in a particular society and then ensure that social change occurs and that individuals in that society are treated with the necessary love and care (Best, 2018).

In addition, servant leadership has also been seen to directly affect an organisation's strategy. Through the concept of servant leadership, the development of individuals in the organisation along with their values and beliefs is ensured, to enhance their best qualities and further pursue the mission of the organisation (Daft & Marcic, 2011). Additionally, servant leadership has been explored in terms of organisational performance and evidence has been found that proves that servant leadership can create high-performing organisations (Blanchard, 2010). It is therefore evident that servant leadership is associated with corporate performance and warrants further research on its effect on social enterprises in emerging markets.

SERVANT LEADERSHIP AND EMERGING MARKETS

Most leadership theories started in the West (Kriek et al., 2009), and there are limited models of leadership that have been empirically tested beyond the United States or in South Africa, creating the need for a more holistic view (Beaty et al., 2006). Covey (2006) proposed that the servant leadership method

might be suitable for South Africa since this model is characterised by moral authority, humility, service and sacrifice to nurture trust and respect, the critical fundamentals of teamwork. Kriek et al. (2009) also proposed that the African notion of Ubuntu, based on hospitality, caring about others, and the belief that a person is a person through other persons, is also in line with the servant leadership method. In addition, Alter (2007) highlighted the search for a social mission as a fundamental aspect of social enterprises that should not be neglected. Three main cases are identified: "mission-centric", "mission-related" and "mission-unrelated", based on how the social mission is rooted in the business model of social enterprises.

As Bidet et al. (2018) stated, the social enterprise sensation must not be restricted to its articulated contents or an unreasonably severe legal or economic classification. In its place, we highlight that the social enterprise sensation ought also to be linked to the reasons and morals that played a part in shaping it and will also drive it. Therefore, the classifications and notions of social enterprise can vary across diverse social, economic and political settings. A model of leadership that hypothetically could be mostly suitable for constructing trust relations at the Bottom of the Pyramid (BOP) is the servant leadership model (Frick, 2004). To test leadership effectiveness, Greenleaf (2004, pp. 387) suggested the following questions: "*Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, and are they more likely themselves to become servants? And what is the effect upon the least privileged in society; will they benefit or at least not be further deprived*?" While the idea of servant leadership has been in being from the 1970s, it is only fairly recently that researchers have investigated this specific model of leadership empirically (Humphreys, 2005). As an example, Joseph and Winston (2005) determined in their research that servant leadership is equally a product and a precursor of leader and organisational trust. They stated that servant leaders gain trust because they empathise with and fully accept supporters, are reliable because of their far-sightedness and perception, and lead by example. In addition, because servant leaders are aware of their supporters' welfare and put it ahead of their own, they are able to gain their supporters' trust.

THEORETICAL FRAMEWORK

The chapter adopts Patterson's theory (2003) as in Heidari (2019) and Clark (2018); the reason for this choice is that it has been established in the literature as a theory of servant leadership that generates a platform for additional detailed research by outlining the morals on which servant leadership is based—i.e. antecedent values called the component "constructs" of servant leadership. This examination is based on these antecedent constructs (or precursors). Based on the above, our questionnaire was developed to assess which variables showed a correlation. The questionnaire is based on the variables presented in the work of Hoch et al. (2018), Van Dierendonck (2010), Dennis and Bocarnea (2005) and Patterson (2003). The main construct of servant leadership follows the work of Dennis and Bocarnea (2005). Consequently, the chapter presents an expanded conceptual framework based on the constructs of Patterson's theory of servant leadership and including our four precursors under examination. As presented in Figure 1, education, gender and JT are the precursors for creating a facilitator, Servant Leadership, and hence for more options in terms of strategy. The methodology adopted is explained below.

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Figure 1. Conceptual framework
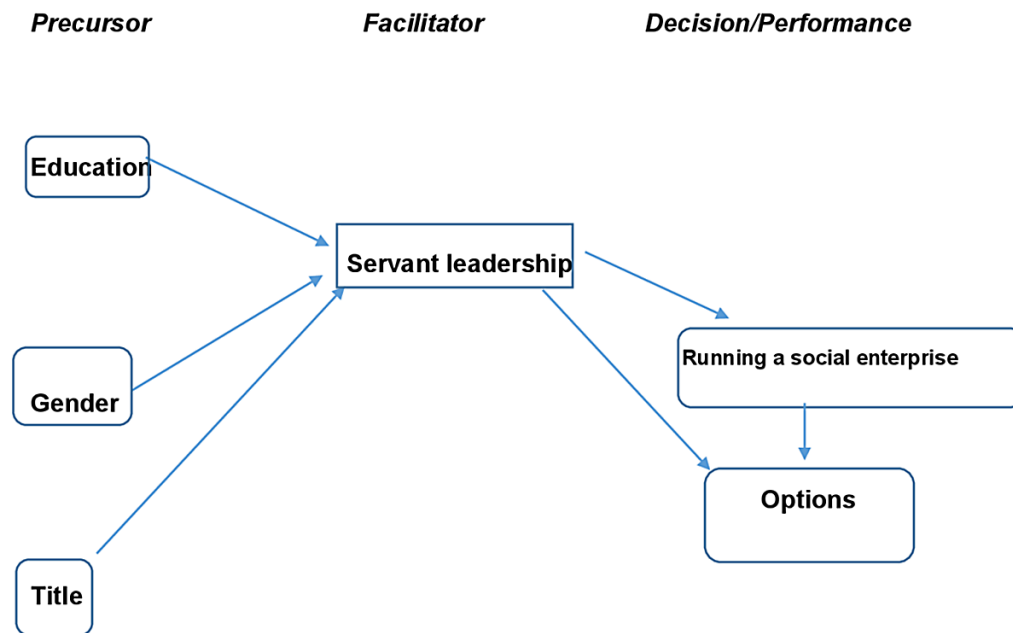
Method and Instrument

Quantitative methods were used to assess the aims. A piloted questionnaire was created based on the work of Dennis and Bocarnea (2005), which was made up of both categorical and Likert-scaled close-ended questions. This resulted in a large data set with some redundancy, highly correlated Likert-scaled questions, hence, dimension reduction was used to extract the latent variables, constructs, that capture most of the variance in the data set. Some of the categorical questions were used as independent, grouping, variables for further statistical analysis. A frequentist paradigm was used to generalise our findings using tests to evaluate difference in means, e.g., ANOVA. Significance threshold for this analysis was set at 5%, i.e., the null hypothesis –no difference in means—was rejected if the probability of an effect occurring under the null was under 5%. The questionnaire used was sent randomly and with no elements of bias to 1,764 South African social enterprises, of which 348 responded. The sample was from local South African databases, such as Enactus, the UJ Centre for Entrepreneurship, RainbowNation.com, CharitySA.co.za and Code South Africa Data Portal. The region and area was confined to the borders of South Africa as we were only concerned with social enterprises in the specific country. Out of 348 firms analysed, 202 were clearly mission-centric social enterprises, while the rest were labelled as "Commercialisation of social services enterprise—the organisation uses economic value to fund social programmes" (120) and "Social enterprise unrelated to mission—using social purpose to make a profit" (27). Of the respondents, 117 were employees while 37 were external partners and 194 were owners. This is what we classify as JT.

Results

Component scores were extracted from the results of the Principle Component Analysis and treated as dependent variables in a multivariate analysis. The components follow the work of Dennis and Bocarnea (2005). Component scores are (supposed to be) normalised with a mean of zero, and a standard deviation of one (i.e. they are standard normal). The independent variables are summarised in Table 1. According to the literature (Dennis and Bocarnea, 2005), the components match the literature. We focused on **RC2** (servant leadership) and **RC1** (risk) as components (Dennis and Bocarn ea, 2005) to present our discussion.

Table 1. Independent variables used in study

Independent Variable	Type	Abbreviation
Age		Age
Education		Education
Are you South African?		SA?
Where is your social enterprise based?		Location
Which option best suits your enterprise		Options
What title do you currently hold in the enterprise?		Title

Note. Abbreviations will be used in the main document, for the sake of efficiency.

MANOVA was used with the component scores as DVs and the independent variables shown in Table x as IVs. The results of the omnibus indicated an overall significant effect of Gender [$F(4,302) = 3.78$, $V = 0.05$, $p < 0.01$], Ethnicity [$F(12,912) = 2.07$, $V = 0.08$, $p < 0.05$], Education [$F(16,1220) = 2.11$, $V = 0.11$, $p < 0.01$], OMC [$F(8,606) = 3.42$, $V = 0.09$, $p < 0.001$], and JT [$F(8,606) = 5.43$, $V = 0.13$, $p < 0.001$]. The unequal group sizes of our independent variables meant that particular attention had to be paid to the parametric assumptions of ANOVA, which is otherwise a robust statistical test. Normality assumptions were checked visually using QQ-plots, which indicated a fairly linear relationship between the sample and theoretical quantiles of the normal distribution. ANOVAs were built following the MANOVA for each component score (i.e. the DVs) and the significant IVs. Each fitted ANOVA was checked for equality of variances using Levene's test. There was no evidence of any of the fitted models violating the homogeneity of variance assumption (all p-values for Levene's were > 0.05). The results of our PCA analysis are shown in Table 2 and are in line with the results of Dennis and Bocarnea (2005) on what variables constitute servant leadership in the literature. The component **RC2**, which made up Servant Leadership, is highlighted.

Table 2. Components

QUESTIONS	RC1	RC2	RC3	RC4
The top managers of the organisation have a high tendency for low-risk projects				0.73
The top managers believe it is better to explore situations with caution				0.82
When decision-making involves uncertainty, my organisation proceeds with caution so costly mistakes are not made				0.68
A person that takes risk is seen as beneficial in my organisation				
People in our organisation are encouraged to take risks with new ideas	0.48	*0.45*		
Exploring and experimenting opportunities are allowed in my organisation	0.52	*0.50*		
The top managers market products which are seen to be successful among customers	0.46			
My organisation has advertised no new lines of products	-0.45			
My organisation has slightly changed some product lines				
My organisation constantly introduces new innovation into the business	0.75			
The organisation is creative in the way it does things	0.77			
My organisation is always finding new ways of doing things	0.82			
The organisation always takes advantage in every situation	0.72			
The organisation is the best at identifying opportunities	0.76			
My organisation will always ensure they are first to communicate, which competitors will then respond too	0.62			
My organisation always responds to a competitor's actions			0.55	
My organisation is the first to introduce new products or services to the market	0.54			
My organisation enjoys competitive clashes with competitors			0.60	
My business is highly competitive			0.73	
My organisation is aggressive against other competitors			0.76	
My organisation ensures that competitors never know what is going on in our business			0.66	
My organisation knows when it is being too aggressive towards competitors				
My organisation is usually aggressive when there is a situation that could threaten the survival of the business			0.65	
Employees need to act and think without being distracted		*0.70*		
Employees do jobs that helps them with their work tasks		*0.67*		
Employees are allowed to choose how they would like to do their jobs		*0.75*		
Employees are able to communicate without other interfering		*0.76*		
Employees are able to decide on a situation alone, if it is going to benefit the organisation		*0.72*		
Employees are able to access important information		*0.70*		

The distribution of gender can be seen in Table 3.

Table 3. Gender
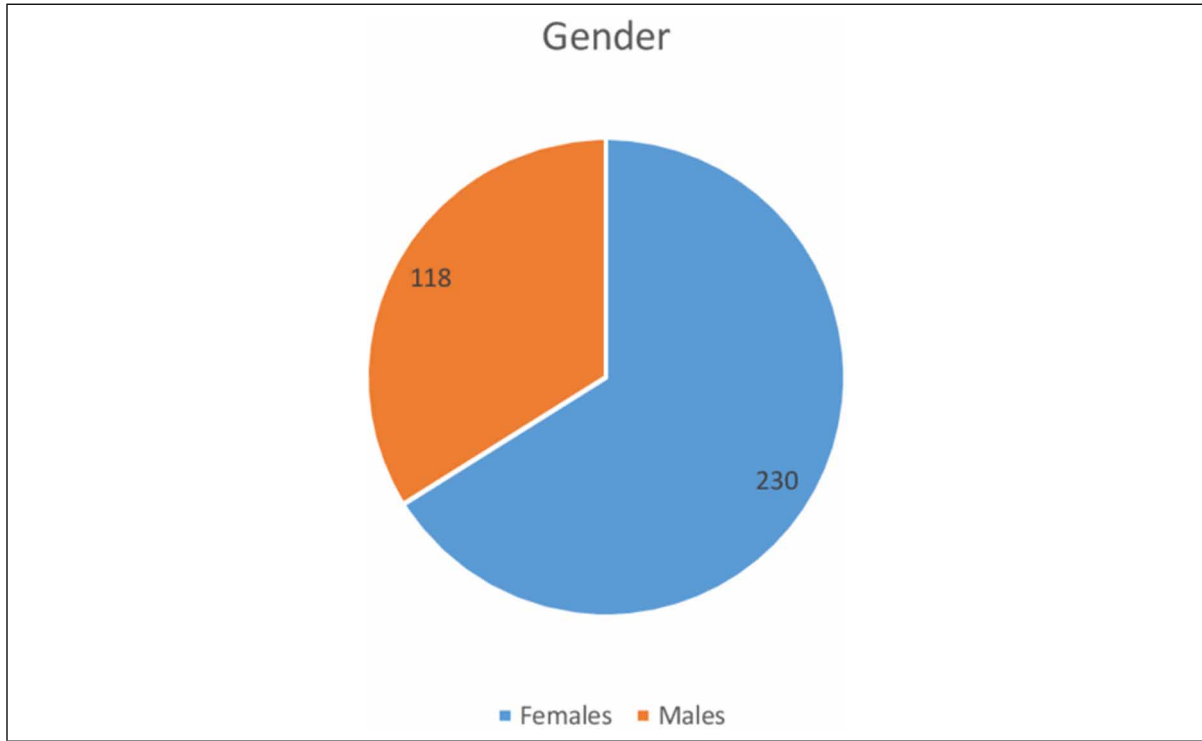
Proportion of Age Groups

The distribution in age groups was not equal and is shown in Table 4, with 50+ being the most represented group of individuals ($\chi^2(3) = 60.58$, $p < 0.001$).
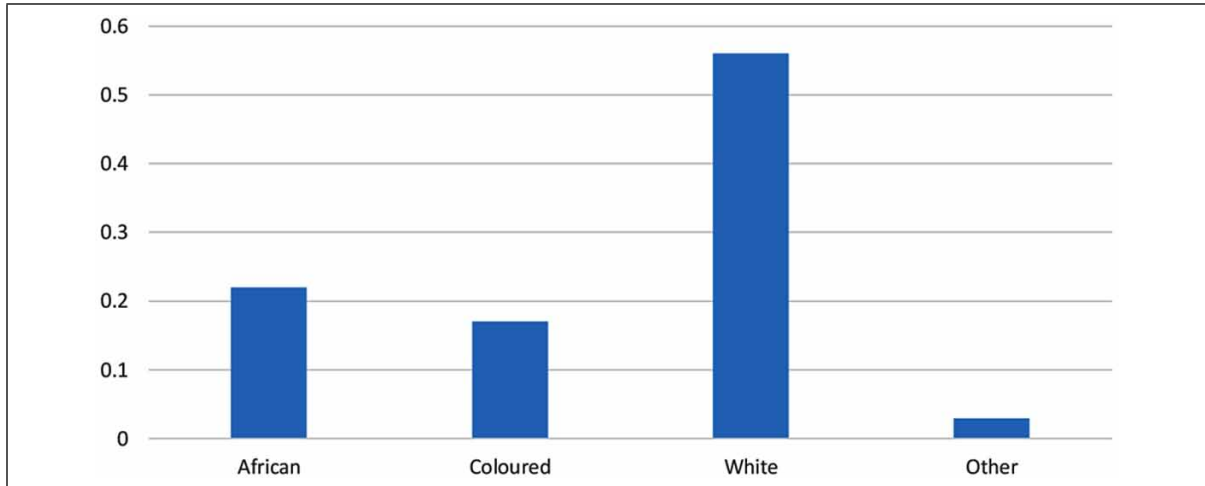
Table 4. Proportion of age groups
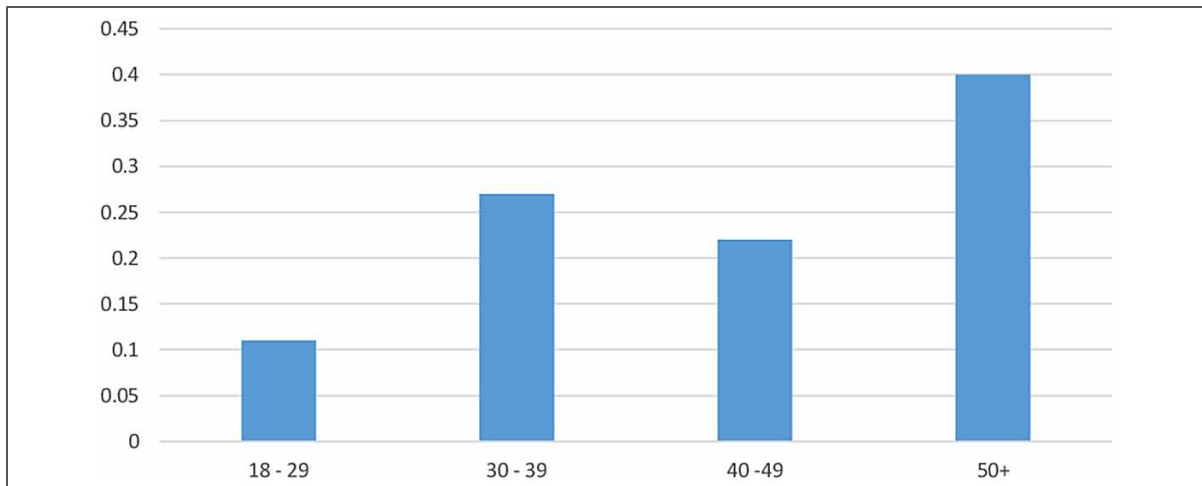
The proportion of groups representing the different ethnicities in South Africa taking the survey was not equal and is shown in Table 5, with participants declaring a white ethnic background being over-represented ($\chi^2(3) = 215.59$, $p < 0.001$).

Table 5. Proportion of ethnicity groups

Note. Error bars are 95% CI.

Education Level

The education level of participants was not equal and can be seen in Table 6, with participants holding a postgraduate diploma being overrepresented ($\chi^2(4) = 173.29$, $p < 0.001$)

Table 6. Proportion of education level
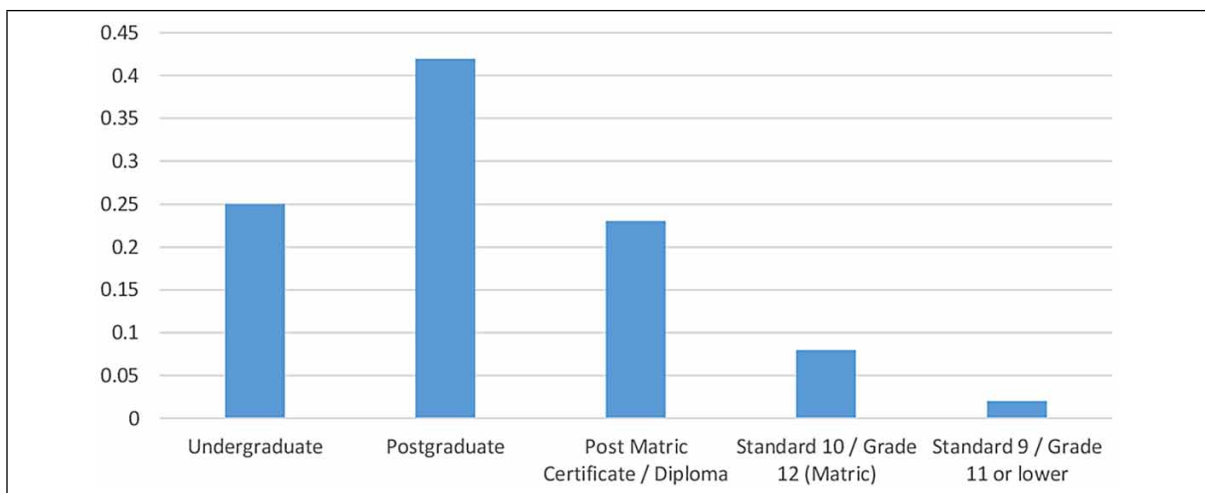
Regarding the effect of servant leadership on fostering social entrepreneurship, there were small but significant main effects of Gender [$F(1,281) = 9.85$, $p < 0.01$, $\eta^2 = 0.03$], Education [$F(4,281) = 2.74$, $p < 0.05$, $\eta^2 = 0.03$] and OMC [$F(2, 281) = 7.99$, $p < 0.001$, $\eta^2 = 0.04$] on **RC2** scores. Tukey HSD indicated that there was a significant difference in **RC2** scores of Males compared to Females [Mdiff = 0.33, 95% Confidence Interval = (0.12, 0.55), $p < 0.01$], Post-Matric Certificate/Diploma compared to Postgraduate Degree [Mdiff = 0.39, 95% Confidence Interval = (0.02, 0.75), $p < 0.05$], Social Enterprise compared to Mission-Centric Organisation [Mdiff = 0.73, 95% Confidence Interval = (0.27, 1.19), $p < 0.001$], and finally, Social Enterprise compared to Commercialisation of Social Services Enterprise [Mdiff = 0.49, 95% Confidence Interval = (0.01, 0.96), $p < 0.05$]. The results are summarised in Figures 2, 3 and 4.

Figure 2. Main effect of gender on RC2
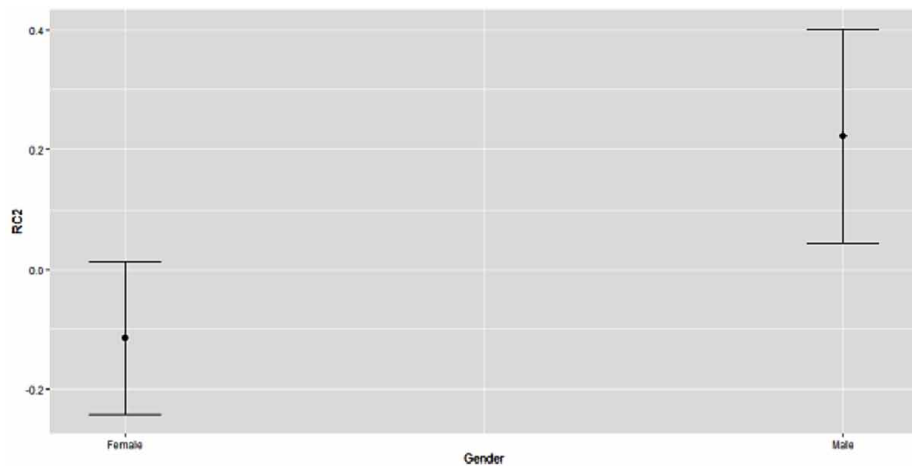
Figure 3. Main effect of education on RC2
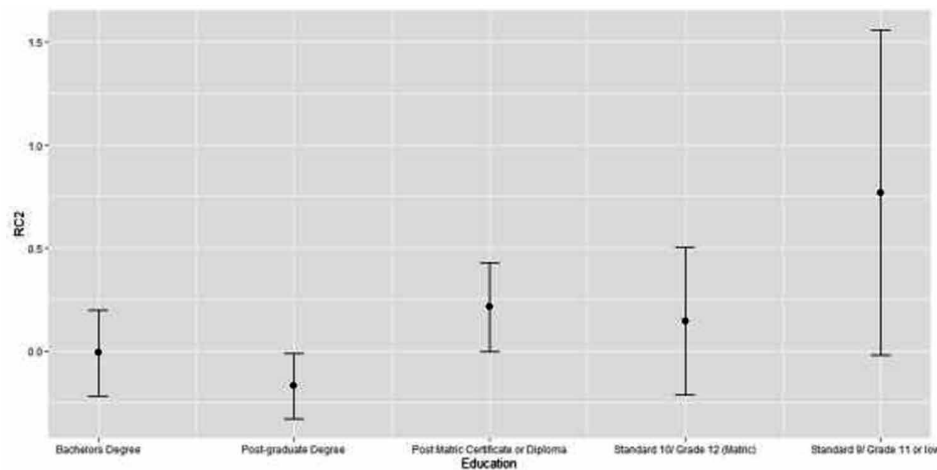
Figure 4. Effect of "options" on RC2
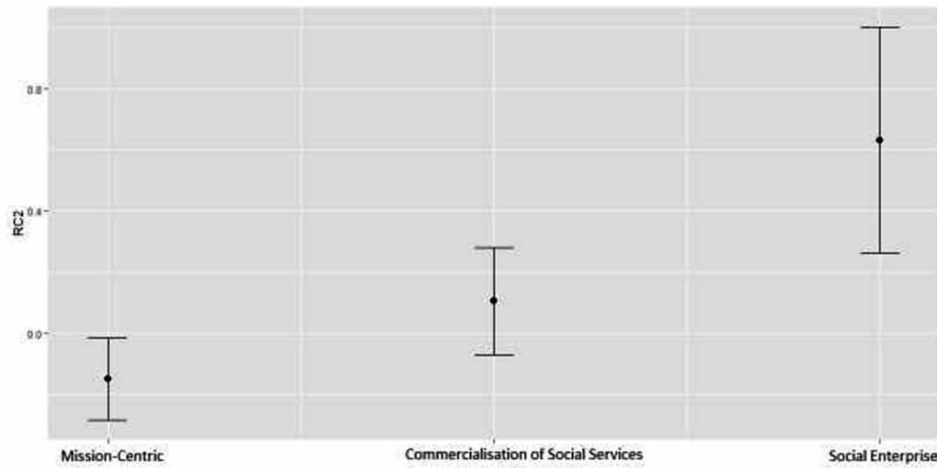
Regarding OMC and JT, we found a small but significant main effect of JT on **RC3** [$F(2,339) = 17.30$, $p < 0.001$, $\eta^2 = 0.09$], and an interaction between OMC and JT [$F(4,339) = 2.97$, $p < 0.05$, $\eta^2 = 0.03$]. Post hoc analysis using Tukey HSD on the main effects showed a significant difference in **RC3** scores between External Partner and Employee [Mdiff = 0.16, 95% Confidence Interval = (-0.27, 0.58), $p < 0.001$], Owner and Employee [Mdiff = 0.66, 95% Confidence Interval = (0.39, 0.92), $p < 0.001$], and Owner and External Partner [Mdiff = 0.50, 95% Confidence Interval = (0.10, 0.90), $p < 0.001$]. The results have been summarised as an interaction plot (see Figure 2). There has not been much research on these three topics in the literature, which has focused more on the behavioural characteristics of a servant leader (e.g. Dennis and Bocarnea, 2005). Hence, we focused on our data to arrive at inductive conclusions.

Figure 5. Impact of "title" on RC1 (risk)
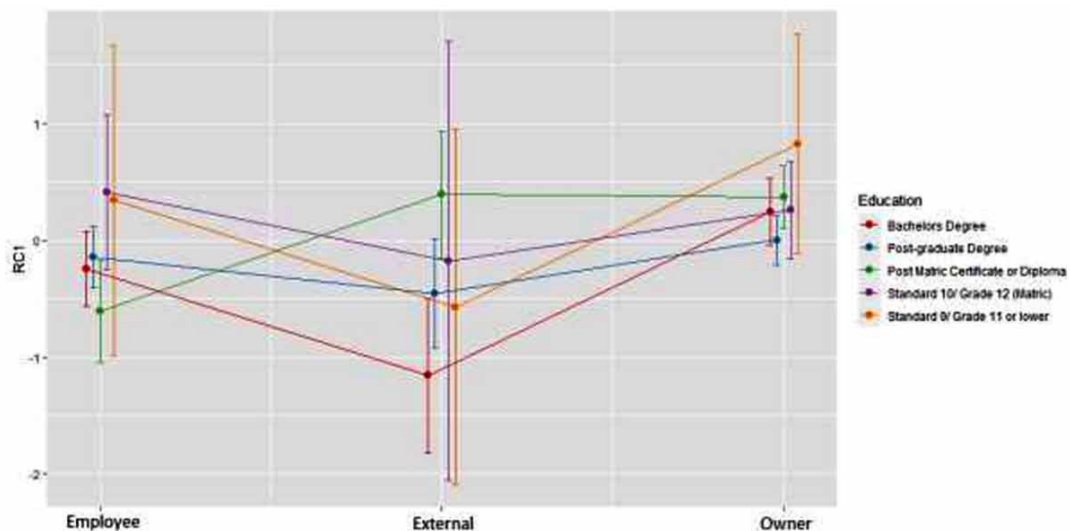
Our analysis showed that there was a small but significant main effect of JT on **RC1** [$F_{(2,334)}$ = 6.75, $p < 0.001$, $\eta^2 = 0.04$] and a small but significant interaction between Education and JT [$F_{(7, 334)}$ = 2.67, $p < 0.01$, $\eta^2 = 0.05$]. Tukey HSD was used as a post hoc test on the main effects and showed that Owners scored higher on RC1 than both Employees [Mdiff = 0.39, 95% Confidence Interval = (0.122, 0.66), $p < 0.01$] and External Partners [Mdiff = 0.51, 95% Confidence Interval = (0.10, 0.93), $p < 0.05$]. The results are summarised as an interaction plot in Figure 5.

Discussion

The Impact of JT on Risk

Although we did not find an association between JT and servant leadership per se, we incidentally found an association between JT and being risk-prone, a vital entrepreneurial characteristic. JTs are very significant because they define duties and who is responsible for what, thus speeding up procedures and an understanding of the levels of risk-aversion. JTs are defined as socially secure symbols that are grounded on collaboration. Lately, conspicuous JTs have been appearing more often in the office. As an example, customer service engineer, account executive, and sandwich artist have been replaced by the more conformist JTs of customer service agent, salesperson, and food preparer, respectively. Work roles too have been allocated advanced tiered titles despite the fact that this is not justified. An example could be allocating the JT of director of operations to a person even if the staff consists of just one person.

These are examples of JT inflation, which is the exercise of disrespecting cooperative principle axioms to use the emblematic importance of a JT. Suitable JTs offer significant information but are not always representative of the task undertaken. As an example, people trust JTs to establish anticipations around work roles and to make designations about the persons who have these specific roles. On a more individual level, people may adopt JTs and make them an essential part of their self-identity. Due to their significance, it is important to query what drives JTs, how and why some JTs are overstated, and finally, what are the organisational costs of JT inflation.

Though there are no monetary costs or benefits related to inflating a JT, it has been contended that JT inflation can result in positive and/or negative results for firms. Organisations engage in JT inflation since they implicitly comprehend that bloating JT will have consequences, of which the positive frequently compensate for the negative. Some examples of positive organisational consequences include better productivity, increased sales and improved organisational standings. Nevertheless, there is also potentially a dangerous side to JT inflation, which might result in negative consequences.

The Impact of Servant Leadership on Options

This section is a very novel one, as most of the literature has not delved into the effect of servant leadership, or any leadership style, on this specific distinction between mission-centric strategies and commercial strategies (c.f. Ramus and Vaccaro, 2017). The chapter finds an association between the amount of servant leadership displayed, if any, and the choice of type of social enterprise, also known as OMC in our case. Specifically, the level of servant leadership displayed impacts the ability to select and interest in selecting a type of social enterprise beyond the fundamental and riskier commercial type; this warrants its promotion as a leadership style. Governance in the social enterprise area aims to deliver a specific warning signal; warranting that the enterprise delivers its double promise to social and commercial

results, and at the same time efficiently handles the requirements of numerous stakeholders (Ebrahim et al. 2014). The main concern that governance in this area is intended to alleviate is the incidence of mission-drift, or a fall in corporate performance while increasing the risk, which is the case when the enterprise drifts away from satisfying both targets and results in it becoming too commercialised, or vice-versa (Fowler, 2000; Weisbrod, 2004).

The Impact of Education on Servant Leadership

The results found an association between the level of education, undergraduate or postgraduate, and the level of servant leadership displayed. This goes against a lot of the urban myths on the link between education and entrepreneurial intentions. For example, the legend of the under-educated entrepreneur started with the Horatio Alger tales and other circumstantial data. Empirical backing was first presented in a study of "*light manufacturers of hard goods*" in post-WWII Michigan (1945–1958) (Collins & Moore, 1964, p. 29). As it was the first large study of its kind, despite the quite limited sample, the legend was reinforced and preserved. However, since its publication, several studies have tackled the subject of education and entrepreneurship with inconsistent results (e.g. Foner, 1976; Ramayah and Fei, 2012; Thomson et al., 1986). The subject of social entrepreneurs' education level has also become a growing theme (Martinez et al., 2019). Foner (1976) tackled the legend in a study that determined that, whereas entrepreneurs may have been inconsistently educated in the past, this is not the situation anymore. Douglass cited research by Mayer and Goldstein (1961) and Collins and Moore (1964) to prove a strong tendency that "*the formal educational level of entrepreneurs has been rising over the past fifteen years*," and though the amount of persons in the US population with college degrees increased from 7.5% to 10.7% from 1960 to 1970, college-educated entrepreneurs increased from 9% to 37% from 1961 to 1975.

The above results and their deductions were sustained by Thompson et al. (1986) in the Canadian share of an international study. The Canadian entrepreneur had an average of 13 years of official education with about 20% of the sample showing 10 or fewer years of education and over 33% showing above 15 years of education. Cooper and Dunkelberg (1987) also presented a US sample of entrepreneurs with considerably advanced levels of education compared to the general population. Therefore, education does certainly present a strong association with entrepreneurship, meaning that entrepreneurs, or the self-employed, tend to be associated with a higher level of education compared to persons in the wage and salaried sector (Robinson and Sexton, 1994).

The Impact of Gender on Servant Leadership

The results show a link between being male and servant leadership. Ely (1995) postulated that socially made interpretations of female conduct were not consistent with leadership roles. Erroneous social visions have led to negative connotations of female leadership, and women have had to attempt to reconcile conduct thought to be more masculine, such as being authoritative, self-assured and motivated, with socially fabricated feminine conduct, such as being caring, empathetic and compassionate (Eagly et al., 1992). Other studies have identified little to no gender difference (Barbuto, Fritz, & Plummer, 2003). Barbuto et al. (2007) stated that gender variances occur only when moderated by education and age.

Barbuto and Gifford (2010) discovered that males and females are equally as skilled at utilising servant leadership. The absence of difference is in contrast to previous efforts that established variances for transformational leadership (Eagly et al., 2003). The difference in results shows the need to distinguish

between the ever-popular transformational leadership from servant leadership in research (Barbuto & Wheeler. 2006). For example, gender variances were earlier presented in transformational leadership but were not established in servant leadership. This opposes many earlier outcomes on leadership and gender roles, which stated that men tend to exhibit more agentic, ie. individual, leadership behaviour and women tend to exhibit more communal, ie. group, leadership behaviour (Eagly et al., 2003).

However, as Ertac and Gurdal (2010) found, women tend to be more risk-averse than men, both in the individual setting and in the group setting. Nevertheless, the risk approaches of women have no effect on whether they prefer to resolve for their group or not; hence, their interest beyond individual gains is evident. Therefore, women who are more risk-prone at the individual level are just as likely to volunteer to be leaders as those who are less risk-prone (Krueger, 2000). Furthermore, leader and non-leader women both act similarly when placed in the situation of determining for the group. However, men who favour being the decision-maker for their group are considerably more likely to take risks than men who do not. Consequently, if servant leadership is an endogenous and internal choice in real life, it is expected that one will observe fewer female-led groups in areas relating to risk above monetary payoffs and that these groups will act more carefully than male-led groups. Men who can be defined as leaders are observed to accept considerably more risk than non-leader men for their group, while there does not seem to be a variance in group choices between women who prefer to lead and women who would rather not. Leader and non-leader women do not appear to vary in their individual risk attitudes (Krueger, 2000). This suggests that other inclinations rather than increased monetary payoffs may be the reason for women's potential interest in servant leadership, which warrants further research to understand the association between women and servant leadership. This is vital in emerging markets where women are a rising but underutilized workforce.

Implications for Practice

This chapter intended to provide executives, researchers and practitioners with evidence of how servant leadership and behaviours from leaders influence the choice of enterprise type and the potential sustainability (see also Sendjaya, 2002). The implications of this study for managers and policy are two-fold. Firstly, we present a clear association between several characteristics in managers and a number of servant leadership traits. Secondly, by linking servant leadership traits and OMC we set out the path to pinpoint the type of traits a social enterprise manager should present to enhance the possibility of sustaining a social mission. This is also valuable for the promotion of sustainable social entrepreneurship by government through educational policies and training schemes for potential new entrepreneurs. Social entrepreneurship must be sustainable and led with passion rather than for unscrupulous short-term gains or misguided intentions which do not align with the market. This will then lead to employee motivation and sustainability. It is under these circumstances that managers can really profit from being innovative and proactive, thus gaining validity and growing their respective business' stockholder pool. Furthermore, the results display a link between JT and being risk-prone, between gender, i.e. males, and servant leadership, between servant leadership and OMC, and between education and servant leadership. Focussing on promoting these specific links can result in emerging market social enterprises satisfying their "double promise" and reducing risk, providing maximum social benefit and enhancing sustainability in the long run.

Servant leadership characteristics often occur naturally in people and, like many natural tendencies, they can be improved through learning and practice (Sendjaya et al., 2002). Servant leadership offers

great hope for the future to create improved, more considerate, institutions. This also applies to the world of education in emerging markets. Policy can be directed to create a localised and contextual type of further education, creating the leaders of tomorrow and incorporating servant leadership from a young age. The link between higher education, social enterprises and value chains can be strengthened and create space for social enterprises not only to meet unfilled needs in society but also to participate in large value chains more sustainably. This is very important for poverty alleviation in emerging markets as young entrepreneurs find themselves not only without the right soft skills to address these issues and become sustainable but also without access to larger markets and larger value chains. Focusing on the power and particularities of JT and gender for corporate performance in an social enterprise can present an opportunity for education to avoid a "one size fits all" delivery and adapt to a specific context-related delivery.

FUTURE RESEARCH DIRECTIONS

Context is vital in servant leadership research and, as presented by Liu (2019), race, gender, sexuality, age, and class of leader and assistants can upset the dynamics of servant leadership and subordinate behaviour model. Future research must consider these factors while modelling servant leaders' and subordinates' behaviours. Any further studies in different social cultural contexts might improve the generalisability of the above framework. Research may also compare gender differences and performance in the sample. This type of research would help us understand more about the similarities and differences between commercial firms and social enterprises. It would also help us understand gender differences that would aid policymakers in creating an improved ecosystem for nurturing servant leaders and both types of enterprises. Larger studies with longitudinal statistical evidence would be helpful in this specific field since these issues need to be resolved to obtain a more accurate assessment of servant leadership in social enterprises. Servant leadership research requires more specific definitions. Additional research on servant leadership must foster more extensive understanding and acceptance of its sustainability in contemporary organisations. Future research may also test multiple leadership constructs together in the same research design to account for likely alterations between constructs, their antecedents, and influences. Avolio et al. (2009) showed that research should continue to distinguish servant leadership from other leadership constructs.

CONCLUSION

Much work has been presented so far on the impact of servant leadership on corporate performance (see also Saleem et al., 2020) but not on social enterprises, choice of mission, or emerging markets. The chapter has shown through its analysis that several variables from the literature, gender, JT, education, are associated with being a servant leader in a South African social enterprise. In addition, it was shown that servant leadership as a trait is linked to the final selection of type of social enterprise, i.e. OMC, and particularly the avoidance of commercialisation. The chapter has shown that servant leaders are most likely to start a social enterprise which is less commercialised in an emerging market when affected by the variables gender, JT, and education. In addition, they can overcome adverse corporate conditions, creating value and influencing employees positively by promoting their empowerment, flexibility and

influencing their performance. It is therefore fundamental to understand the role of these variables in shaping servant leadership to conduct a mission-centric social enterprise. The study has also shown that OMC and the choice of type of social enterprise are linked to a servant leader. This can help understand why some social enterprises are more mission-centric and generally are clear on their purpose rather than being started superficially and eventually drifting into complete and unsustainable commercialisation.

CONTRIBUTIONS

Authors Contributions The study was designed by the first author[1] who was also responsible for most of the editing and writing. The second author[2] collected and provided the sample on the field along with theoretical backup. The third author[3] provided theoretical backup, editing and parts of the practical implications. The fourth author[4] provided the data analysis and description of results.

    Conflicts of Interest The authors declare no conflict of interest.

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Chapter 11
Servant and Shepherd Leadership in Higher Education:
Empowerment and Mentorship

Gina L. Peyton
Nova Southeastern University, USA

David B. Ross
Nova Southeastern University, USA

ABSTRACT

To lead, you must serve, mentor, and teach others. Servant leadership is the systematic process of developing the needs of servants ahead of those leaders found within private or public institutions. Shepherd leadership individually provides others with empowerment and achievement to perform well. The principle behind effective leadership is based on the interplay of responsibility, respect, care, and working with people, not against people. Ultimately, leadership is about character and substance. Using the distinct characteristics of servant leadership and shepherd leadership is to promote and foster the development of successful individuals and relating well with individuals through care and a strong commitment. Honest and caring concern for others leads to empowerment and emotional support, which inspires the members to embrace the needs of the organization. This creates a mentoring and learning environment in higher education that is conducive to producing optimal performance from their faculty, staff, and students.

INTRODUCTION

Higher education institutions have visions and missions developed where students are inspired and mentored for success centered on their professors' teaching, course curricula, support, and a model of forming and developing the professional minds of the next generation (Flores, 2019; Law et al., 2020). The philosophy of servant leadership is to place the needs and ideas of people first and help others while providing leadership (Ragnarsson et al., 2018; Resane, 2020). In addition, the willingness to listen; acknowledging strengths and weaknesses, goals, and ideals; and to promote communication and foresight

for the future (Ragnarsson et al., 2018). Shepherd leadership is a method to promote an enhanced level of performance while allowing others to take the lead. Resane (2020) explained that a shepherd leader would place others in a position where they show the greatest strength. A shepherd is one who guides, provides, and cares for the well-being of others (Swalm, 2011). Professors are ultimately empowering and developing students by guiding them through their programs, providing student-centered instructions, and caring for their accomplishments. These leaders (i.e., faculty) are serving the greater needs of their students by expressing humbleness, genuineness, interpersonal acceptance, and by providing direction (Ragnarsson et al., 2018).

The mindset of servant and shepherd leadership comes from within a person to share power in decision-making. Serving others provides an opportunity for growth and ensures well-being and a connection to their community (Resane, 2020; Swalm, 2011). Those who are professors primarily want to inspire others, allow them to excel in their respective areas of proficiency, and share their power of knowledge and expertise to influence, not only the student, but society (Cakir & Adiguzel, 2020; Resane, 2020). With this type of empowerment, educational institutions' visions and educators' philosophies should recognize this type of influence over others and develop best practices to being good servant and shepherd leaders for the institution. Although many times leadership roles and responsibilities are misunderstood, leadership is firmly grounded in doing the right thing; servant leadership serves to balance out that misinterpretation as shepherd leadership establishes the relationship. Today, more than in the past, leaders are tasked with enormous responsibilities that demand both competent and effective leadership skills. Making an effective leader involves careful thought, skill development, and contributing to their followers' psychological developments (Cakir & Adiguzel, 2020). The collective evidence strongly suggests that environments created through servant and shepherd leadership will produce employees who challenge themselves to provide genuine care and become creative, dedicated, loyal, and productive to the needs of their institutions' stakeholders as well as serving a broader society and social values (Linuesa-Langreo et al., 2017; Nathan, 2017). "Theological education needs to provide seminary students with the skills necessary to exercise their God-given ministries. These skills should form part of a complex competency that includes elements of leadership and discipleship, collaboration, empowerment and mutuality" (Nathan, 2017, para. 8). For this chapter, higher education needs to flourish in a learning community, as faculty must be treated fairly and with respect to transfer their wisdom and disciplines to students. These students, in turn, can then transfer this learning as well as character building to their communities and families.

BACKGROUND

Different Philosophies of Adult Education

The term *Andragogy*, which is a student-driven approach in adult education, has many viewpoints of transferring knowledge from faculty-to-student and student-to-student. These viewpoints focus on motivation, readiness to learn, dialogue, ideals of coaching, the role of experience, and two learning methods (i.e., supplemental instruction, problem-based learning) (Loeng, 2018; McCauley et al., 2017). In addition, faculty and students need to be engaged as a team to share best practices of *relevant* knowledge and experiences (Loeng, 2018). In higher education, faculty have different philosophies of the learning process and varying grading policies, types of assessments, discussions, expectations, assignments, and

research. There is a challenge in adapting to each learner's style, as students respond differently to intrinsic and extrinsic motivation, whether the environment is the traditional, teacher-dominated classroom or the independent, non-hierarchical format (Hur et al., 2013). For example, the *progressive style* of adult education helps in critical thinking to stimulate or instigate thought for professional dialogue by seeking expertise and knowledge from all individuals, combined with content from such courses appropriate to the real world. This is an essential portion of a higher education vision by transferring and guiding learning through experiences that are positive, which aligns with shepherd leaders who make certain the well-being of their followers (i.e., students) are led through guiding. "University lecturers thus follow and watch over, look after or guide their students in all their work in academia" (Mutekwe, 2020, p. 103).

Higher education can succeed if faculty support and have an exchange of resources for students to reach organizational goals through servant leadership and shepherd leadership, which helps students accomplish tasks, vision, and goals (Eva et al., 2019; Ragnarsson, 2018); if not, then it threatens the universities' abilities to prosper (Farnsworth, 2007). Relationships with support in servant leadership have had relational outcomes of leader effectiveness and integrity (Eva et al., 2019). Cox (2015) and Boone et al. (2002) mentioned that the *humanistic style* of adult education is intended to promote and facilitate learning while meeting and/or serving the needs of the learners. Faculty and other leaders in higher education who promote the *behaviorist style* of adult education are with hopes that students learn positive behavior skills as well as other characteristics and to implement those skills in other communities and workplace environments (Boone et al., 2002; Cox, 2015). The *radical style* of adult education places the learner in an equal position as the professor to share their experiences. This style allows the student to operate more autonomously (Boone et al., 2002). The other style of adult education that plays a pivotal role in higher education is the *liberal style*. In this style, students who seek knowledge more than information from the professor directing the learning outcomes become more literate intellectually, morally, and spiritually (Boone et al., 2002; Milheim, 2011).

Leadership in Higher Education

Leadership encompasses many characteristics that involve decision-making, empowerment, and mentoring, to name a few. In higher education, for example, classrooms can be arranged in a management (i.e., short-term) versus leadership (i.e., long-term) structure. An example of short-term would refer to an earned grade, which is a nominal goal for a student to receive based on their work (Hur et al., 2013). From a long-term leadership perspective, students should focus on a lifelong learning approach that is more collaborative in nature by obtaining knowledge, skills, abilities, and other characteristics to be successful in an organization and society. "A more modern take might be individuals engaged in activity more for long-term sustainability than for short-term achievement" (Hur et al., 2013, p. 305).

An effective faculty member or leader of an organization must continually reward and influence their students and/or employees based more on intrinsic values than extrinsic values, including distribution of knowledge, and be more adaptive and proactive. "Investing in followers can also represent a resource gain for leaders in the form of intrinsic satisfaction and pride associated in making a positive difference in the lives of followers" (Eva et al., 2019, p. 124). People want to be rewarded based on influence to develop that sense of belonging. Otherwise, the willingness to participate, learn, and be part of the organizational structure will weaken. Ladley et al. (2015) conducted a study to explore reward systems on group behavior and performance. As a result, group task is important regarding the impact of group cohesion and shared knowledge to include cognitions on group effectiveness. In addition, for group situations, group-based

evaluation and reward systems outperformed individual-based or mixed reward systems; however, when the individual-based systems outperformed the others, it was due to an alignment of individual and group interests (Ladley et al., 2015). This will help in the strategy to develop reward systems to identify and focus attention on workgroup conditions such as student-to-student interactions and tasks as well as the group task of a dissertation process consisting of the student and dissertation committee.

Whether a faculty member or an individual with a titled position of an organization, power can be used to either influence or control people. Peyton et al. (2015) clarified two types of power as hard power and soft power. The hard power is when a leader uses either reward or coercive power along with their title power, which is known as legitimate power. Mayes et al. (2017) stated legitimate power to be based on one's societal label, which gives a person power to influence the behavior of others. For those who might possess this label power most likely did not obtain it under educational or other personal/professional achievements. "Nowadays, in society, people who are the most influential are the people who maintain power through labels. However most celebrities rarely use their power for good causes" (Mayes et al., 2017, para. 25). On the other hand, when a leader uses a soft power approach, they use expert and information power by sharing, not controlling, or withholding the knowledge. Referent power is another influencer with soft power, as the leader has integrity and a consistent set of values (Peyton et al., 2015). These philosophies have different levels of influencing others, especially when a leader manipulates others via coercive power, whereas a leader uses reward to positively influence others. The influence point of view is based on shared power, visions, relationships, and an invested interest from both a servant and shepherd leadership approach. Faculty should empower the students as it is the priority of the institutions' programs. Faculty must know what it takes to lead. Throughout history, leadership theories have evolved to reflect events occurring within the societies of the current time.

According to Goffee and Jones (2003), there are three dominant qualities that seem to be fundamental to all successful leaders and that have also been a historical continuum in leadership theories. Successful leaders are inspirational leaders, and they must know how to engage people (e.g., students, faculty), teach the inspirational communication of a vision, and encourage their commitment to the goals of the company (Goffee & Jones, 2003; Steinmann et al., 2018). According to Goffee and Jones, the four common characteristics found in inspirational leaders include: (a) approachability and humanity and the ability to reveal weaknesses, (b) reliance on intuition and soft data to make certain data decisions, (c) they must demonstrate empathy with their employees, and (d) dare to be different and express their uniqueness. These characteristics can be replicated from faculty to student.

Leadership is not only about the personal development of one person, but rather the formation of a learning organization, which supports all individuals within an organization to learn more about the environment for competitive gains and effectiveness (Basten & Haamann, 2018). In higher education, this includes not only administration, faculty, and staff, but the main ingredient, which is the students. This is important in higher education to be student-centered to help students reach academic excellence. Leadership becomes an organizational and societal issue. A characteristic of a successful leader is encouraging people and supporting the accomplishments of tasks without being directed or micromanaged; "goal-focused leadership relates to follower task performance" (Kim et al., 2018, p. 645). The visionary leader who pursues creative approaches to leadership will find success in positive and measurable ways. This has been amply demonstrated by Harvard University, Starbucks Coffee, and Southwest Airlines, representing a few examples of flagship organizations among a growing number of leaders who have embraced the demand for accountable and goal-focused servant leadership.

Leadership decisions may not appease everyone when implementing change. Drucker's research on positive humanistic leadership and organizational management is one of the many pioneers responsible for the paradigm shift away from the outdated autocratic style of leadership. According to Drucker (1998), "one does not manage people as previously assumed. One leads them" (p. 166). Servant leadership is not about oppressing or rejecting the ideas and values of others because of personal conflict, differing opinions, or insecurities. To step aside from the power-control image of a leader, the servant leader actually reframes the partnership with coworkers and promotes others to rise above their current status and values them by selecting the right people for tasks. A servant leader utilizes positive reinforcement to facilitate personal growth in the organization. Similarly, a shepherd leader is present in the leadership role and provides guidance.

Deming (1986) observed that leaders must become empowering by tapping the potential of an organization's most important resource: The people who are dedicated and committed to the organizational mission, vision, and core values. "The greatest waste in America is failure to use the abilities of people" (Deming, 1986, p. 53). Fioravante (2020) stated that one of the most important behaviors of a shepherd leader is the ability to empower and inspire people. Among the many components that make up an organization are people and teams of people. They are not only important; they are unique, emotional beings who are subject to cultural conditioning. To understand people, a leader needs to know and be aware of their interactions with each other, the system in which they work and learn, and their motivations (Deming, 1986; Marquardt, 2011). When an employee is motivated, he or she is more consistent in performance and eager for constant improvement. Building teams and relationships are needed to keep the organizational goals on a positive path. Without motivation, communication, collaboration, and social relations, there could be a disruption in the flow of the organization (Levi, 2010).

MAIN FOCUS OF THE CHAPTER

Servant Leadership

The philosophy of servant leadership is to place the needs of the organization and people first and help others increase their knowledge, skills, and abilities, so they can contribute to the organizational mission and vision. The following characteristics help a servant leader focus on the needs of their people: healing, stewardship, serving others, listening, foreseeing the future, compassion, conceptualization, ability to persuade, knowledge of what is going on around them, sense of group closeness, and desire to help people grow (Barbuto & Wheeler, 2007). When people are pleased with their workplace environment and treated well by their peers and leaders, they are productive and committed to the organization. Servant leadership has a pay it forward philosophy as well: if an employee/student is happy, they pass this behavior on to others.

A significant issue for effective leadership in the future is to place the internal customer (the employee) first. This effort builds a confidence level within an organization in several ways. Employees feel part of a group, develop a sense of team within the group, and learn that they possess many talents. The leaders' philosophy of giving empowerment to the people helps build trust and respect between the leader and follower (Berraies et al., 2014; Yin et al., 2017). By involving everybody and focusing on the employee, the employee takes pride in his or her work, feels part of a team, and develops a strong commitment to

the organization. Strict forms of management are being removed from organizations and replaced with a new model of employee participation in decision-making.

Servant leadership models are successful in higher education and any other global organizations. Servant leadership, particularly in higher education, builds collaboration, trust, empathy, ethics, and various conditions (e.g., cultural, demographic, economic, sociological) to meet the needs of all stakeholders. If this leadership model is applied to the context of higher education, it can be a long-term process, not a tactic to deceive employees. Instead, it creates a buy-in approach to fixing past organizational issues of high attrition, mistrust, poor performance, union conflicts, and low morale.

The theory and concepts behind servant leadership are in sharp contrast to the notion that managers and leaders serve as power brokers and standardize discipline. In 1970, Greenleaf coined the term servant leadership as the idea that places servants first, shifting from the *tough love style* leadership paradigm. Today, the visionary leader recognizes that a lack of business and political acumen, along with a misunderstanding of the organizational culture and demands, can result in poor productivity, as well as damage to the employees and the organization.

Servant leadership focuses on the leader serving the people under them (Greenleaf & Spears, 2002). Servant leaders are entirely different from traditional leaders, but only because they have observed the value among corporate boardrooms and public sector agencies and have grown to recognize that both sectors are pleading for change. Servant leaders do not hide behind their subordinates, but rally among coworkers from the front lines in a similar fashion to one of the original pioneers of servant leadership: General Stonewall Jackson serving during the Civil War.

Private and public institutions have significantly improved their organizational cultures and services through developing and supporting a vertical and horizontal culture of servant leadership. Relationships are important in developing functional organizations or groups of people focused upon common goals. The lack of understanding this organizational restructuring will not promote effective change. Leadership is an art and involves a multitude of variables that require attention.

The importance of relationships is another standard foundation of servant leadership. Interpersonal relationships are critical elements within any organization as they afford a basis for how effectively the organization and its people function, perform tasks, and react to the external environment (Baron, 1996; Flum, 2015). It seems safe to assume that numerous scientific studies were undertaken by researchers and supporters of servant leadership, including Stephen Covey, Margaret Wheatley, Kenneth Blanchard, James Collins, Peter Senge, and Max DePree, corroborate the measures of organizational performance outcomes through well-designed skills and are more interested in building positive relationships. The faculty-student relationship is crucial to the success of higher education and must be nurtured. This relationship must be encouraged inside and outside of the classroom.

Focusing on the needs and wants of a group, the organization can improve relationships. No one feels threatened, and retaliation becomes an embarrassingly outdated concept. Individual leaders and managers do not become the focus. Relationships can be developed through compassion; this trait is the ability to consider an employee's personal circumstances while performing job tasks. Leaders can be approached with questions and concerns that may not be directly related to job functions and suffer vicariously through the employees. This compassion leads to greater personal and organizational relationships; a leader understands that personal affairs may impact the employee yet considers this when delegating job functions. This, in turn, leads to greater attachment and confidence with the leader, and employees feel more comfortable addressing concerns with their leaders that are external to the work environment. The mutual association that can be created when the group knows its needs come prior

to their leader is astronomical. When the leader reframes the previously held notions of power and authority brokers as being the dominant member of the organization, the organizational relationship will significantly improve as individual needs are met. A persuasive leader influences others to perform; if one follows based on a desire rather than a need, a personal relationship of loyalty and fellowship will be established (Barbuto & Wheeler, 2007).

Shepherd Leadership

Shepherd leadership is a method to promote an increased level of performance that will provide people with individualism, empowerment, and achievement. The leaders in this style have intentions to influence the organization to set a course by achieving the mission and objectives. Shepherd leadership is centered on the ability of the leader to use a deliberate process to bring forth "their" inner best and use this to influence and transform others. Think of a shepherd who herds the animals; shepherds use a managing form to direct, shape the grouping, provide instructions [orally and with hand signals], set direction, and provide care for his or her animals. "Shepherd leadership is indicated primarily by a singular concern for the sheep entrusted to the leader's care" (Gunter, 2016, p. 2). This managing form is not as forthright as a typical leader, but more as envisioning the organization from the back, so-to-speak to assess threats and opportunities to encourage, direct the organization in a manner that optimizes outcomes, and aligns and harmonizes for success. Shepherd leadership is sending others ahead to take the lead, just like faculty do with their students. And higher education needs to support this leadership style in all practices.

Research regarding shepherd leadership can be found in scholarly articles as well as articles in religious publications. In addition to shepherd leadership, both servant and rancher leadership styles are mentioned in religious-based publications (Gunter, 2016; Nauss, 1989, 1995; Resane, 2020). Considering Hersey and Blanchard's Situational Leadership Model, which is divided into four quadrants of delegating, supporting (participating), coaching (selling), and directing (telling), assists individuals to manage their followers based on tasks (e.g., knowledge, experience, skills), maturity, and willingness (e.g., confidence, commitment, motivation) (Anthony & Estep, 2005; Meier, 2016). Maturity levels of followers are vital for success, to assume responsibility for a task, and work in a team environment. This is influenced by shepherd and servant leadership that is aligned with Hersey and Blanchard's theory of Situational Leadership. Facilitating leadership is when individuals move from shepherd leadership to ranching leadership in an attempt to achieve goals. Leaders who align with shepherding aligns with Hersey and Blanchard's coaching and directing styles, which stresses one's control and direction of followers. The delegating and coaching styles regarding Hersey and Blanchard's model highlights team control to share ideas and convey responsibility to qualified followers (Anthony & Estep, 2005). As illustrated in the table, while researching servant and shepherd leadership, it was revealed that rancher leadership had some familiar characteristics.

Table 1. *Various Characteristics of Servant, Shepherd, and Rancher Leadership*

Servant Leadership	Shepherd Leadership	Rancher Leadership
Synergistic relationships	Personally meets everyone's needs	Ensures care for the group
Promotes innovation	Exhibits ambition	Welcomes ideas for accomplishing goals
Empowers individuals	Guards others	Handles change and conflict
Personal growth of others	Guides and mentors others	Delegates effectively
Demonstrates empathy and stewardship	Tends to other's learning and growth	Functions as a team
Listening	Unselfish service to others	Praises for others' accomplishments
Persuasion	Entrusted with the care of others	Inspire motivation
Builds community	Visionary	Visionary

As previously indicated, shepherd leadership can be an appropriate style to use within higher educations as faculty lead students. Regarding the four quadrants of situational leadership within higher education classrooms, faculty could use these for the following reasons: (a) faculty who delegate relinquish control for students to be responsible for decision making, (b) faculty who support students creates an environment to share ideas and facilitate discussion, (c) faculty who coach students provides the opportunity for clarifications, and (d) faculty uses the direct style to provide specific instructions and expectations for students to follow (Anthony & Estep, 2005; Meier, 2016). Shepherd leadership is "sending others to the front to take the lead in areas where they are strongest" (Resane, 2020, p. 2). This idea, along with the four quadrants of situational leadership, supports and endorses the role of faculty. The faculty's main purpose is to lead, encourage, and assist their students, to prepare them for the real world, and to set them up for success.

There are several characteristics of the shepherd leadership model. Fioravante (2020) stated it requires "authenticity, mentoring, the communication of shared vision and commitment to the greater good" (para. 1). Fioravante further explains this model is about bringing people together, empowering, inspiring, and adapting clear and articulate descriptions. Resane (2014) identified three roles of the shepherd model, which include (a) caring, (b) courage, and (c) guidance. The caring function includes activities such as lead, direct, or provide. The courage function focuses on the "activities of assuming responsibility, serving, and participating in change" (Resane, 2014, p. 1). And the function of guidance includes the act of guiding, shepherding, or showing the way. The above-mentioned traits, in collaboration, define the uniqueness of shepherd leadership and how it can inspire students, faculty, and the higher education institution as a whole.

Shepherd leaders are advocates and guardians and need to be present and attentive in their shepherding. These leaders need to listen to the followers and remove the irritants they believe are obstructing success. McCormick (n.d.) stated that "one of the hallmarks of shepherd leadership is the ability to view ones' followers with a deep sense of compassion" (p. 23). Individuals with low self-efficacy may believe they do not have the ability to overcome a problem. Many times, students have self-doubt about the choices they make or the path they take. They may also suffer from a higher self-efficacy and are struggling with mastering their capabilities. Faculty often encounter these situations with their students. In these times, it is best for the faculty member to take time and have a meaningful conversation with their student. This simple act of encouraging words and expression will do much to empower the student.

Mentor-Mentee Relationship

McCormick (n.d.) referred to a "transformational power in a leader when perceiving himself or herself as a shepherd" (p. 14). Transformational leaders use the practice of teaching, motivation, nurturing, and supporting in a mentor and mentee relationship (Drummond, 2019). The shepherd leader remembers the individuals who guided him through life and appreciatively recognized their influence and impact on his life. This action continues to impact the decisions and behaviors they have upon their mentee. Shepherd leaders are trusted mentors who help their mentees solve problems and eliminate obstacles through support, teaching, and encouragement (Drummond, 2019). Ultimately, teaching that shepherd leaders develop their leadership style and should acknowledge at one time he and/or she was the mentee under the care of another before they shepherd others.

Shepherd leaders are mentors in that they have traveled the path ahead of others and offer reliable and expert counsel about the choices one may face (McCormick, n.d.). Drummond (2019) continued to state that mentors are considered to educate others with trust, expertise, wisdom, and promise. These leaders must acknowledge this dependable guidance, advice, and encouragement that has been given over the course of time. Those who have shepherd leadership through life have more wisdom, relationships, resources, and traveled more places and ought to be recognized for awakening the minds of their mentee. Higher education institutions, which mold the minds of the younger generation, instill this leadership approach because it directly influences individuals (Melinda et al., 2019). Faculty use this approach through their teaching and lecture notes. They provide guidance and knowledge to the student through their discussions and their actions. Faculty have gained knowledge through their education and experiences and share it with their students, which is the foundation of shepherd leadership. Faculty, as well as the higher education institutions, have a responsibility to provide an encouraging and informative environment that cultivates and guides the community.

There can be a two-way relationship in shepherd leadership, which is a mentor-mentee association; this is also considered as a leader-follower association. Both quadrants of coaching and supporting from Hersey and Blanchard's Situational Leadership are considered two-way communications between leader and follower (Anthony & Estep, 2005). When a person thinks of leadership, one may believe only the mentee-follower benefits from the provided wisdom. This is not the case. A mentor-leader also benefits from the relationship when the mentee-follower has learned and grows within himself. There can be many rewards from mentoring others, not only quantifiable but intangible. Within higher education leadership, it can be observed that an "approach to leadership that engages both leaders and followers can be transformed into what both are capable of becoming" (Melinda et al., 2019, p. 678). Through modeling good behavior and advising, both sides develop valuable talents that contribute to society. Moore and Wang (2017) conducted a study on the quality of mentoring and found that role modeling was measured by two items: mentees admired and respected their mentors and their attitudes and values aligned.

McCormick (n.d., pp. 18-19) stated shepherds provide a variety of roles for the mentee-follower, which include:

- Meeting the needs of followers
- Finding the right path and keeping followers on it
- Honoring and nurturing the souls of the followers
- Resolving conflict among followers
- Supplying followers to meet the demands of life

- Sharing a positive vision
- Being present with followers
- Getting followers through the valley
- Removing irritants that hinder followers from living full lives
- Cultivating loyalty among followers.

The above principles also apply to the faculty-student relationship as a mentor-mentee. It can relate to faculty mentoring new faculty members. In any type of mentoring, whether servant or shepherd leadership styles are utilized, the goal of the mentoring person is to offer support, encouragement, direction, and availability to the recipient. Offering a secure, welcoming environment to address questions or concerns should be the main priority. This type of leadership promotes the valuing and development of people, building a community, and trust (Drummond, 2019; Moore & Wang 2017).

Crisis Within Higher Education

The culture of an organization is like a river. It can be fluid, strong, and consistent, serving as a lubricant while guiding its members in the right direction. In contrast, a river can become stale and toxic, silently killing those who drink at its shore. —Ron Kaufman

The education field is one that, in essence, molds today's future. We generally look at the current population of K-12 teachers as those who will shape our youth and determine what is to become of them in the workforce. They are the ones who introduce and teach our children about the plethora of fields that exist and have them thinking from a young age what it is that they might want to be when they grow up. However, one must not also forget the impact that professors may also have on our young adults, who are just as quickly moldable, manipulated, and observant when entering college. That stated, it is critical for professors to conduct themselves as professional adults within their institution as students will pick up on any *negativity* that may be produced amongst faculty and staff as well as administration within the institution. Stanley et al. (2005) revealed that employees are the liaison between the organization and its stakeholders. Furthermore, it was revealed that disgruntled employees tend to speak negatively about their employers as well as illustrate cynicism (Sasso, 2017; Stanley et al., 2005). This, in turn, takes one to the importance of ensuring that the organization is led via servant leadership and not toxic leadership, as toxic leadership is destructive to not only the individuals within the organization but also to the organization itself (Sasso, 2017).

According to research, human capital is a crucial, maintainable, as well as a competitive advantage that organizations have, as they symbolize innovation, future leadership, as well as a foundation of bravery (Chaleff, 2003; Johnson, 2009; Kellerman, 2008). It was similarly stated by Tanzharikova (2012) that there is an essential relation between education, human capital, and the economic growth of the country. However, when employees feel disgruntled and become cynical at work, they begin to speak negatively about their employer, which in turn unfavorably affects the customer's experience (Meyer & Schwager, 2007; Verhoef et al., 2009). In this case, the customer refers to the students within higher education. That being said, toxic leadership within education not only affects the staff and faculty but the students as well. It is crucial to keep in mind that in today's day and age, higher education is experiencing a significant decline in student enrollment (Sasso & Ross, 2019). Therefore, it is of even greater

importance for professors to illustrate and bring on an engaging and positive presence to the institution, where students feel secure and optimistic about their program and future degree.

Envision this scenario; imagine a professor, in the middle of their lecture, stopping the class from allowing students to *vent* about their issues with the academic institution. Better yet, imagine if this same professor then chimed in with the students about their disgust of the institution. How do you suppose that would make the students feel, knowing that professors from that same institution share the same negative feelings? How do you suppose that would help the institution's reputation or enrollment? Servant and shepherd leaders support positive, constructive communication and leadership; they do not encourage hostility. For the greater good, these leaders set the tone of the environment and need to provide direction for the institution.

Bourne (2016) identified that many viewpoints, styles of leadership, which are designed as a leader who has power over others, should change in a direction, so educators and leaders of organizations employ a more power-with approach. This leads to higher performance as the leader is recognized as influential, not toxic. Greenleaf (2009) felt that the public sector has less persuasion and an increase in coercion, which leads to a society of oppression and corruption. In higher educational institutions, the environment must be welcomed by all staff, faculty, and administration, as there could be a decrease in enrollment as well as other university-based challenges. Universities must meet the needs of the student as "people are demanding an educational product that fits within their budget, time – work schedule, and that what is traditionally offered by higher educational organizations is not meeting the outside demands of the social or business world" (Bourne, 2016, para. 3). Farnsworth 2007 (as cited in Bourne, 2016) explicated that to address a decline in admissions; there must be a new approach to higher education leadership in the United States to meet potential students' opportunities they will face in the global markets.

One measurement of poor leadership is attrition; poor leadership leads to attrition. Leadership can be further explained as a process of social influence within diverse organizational environments in which there is a set of common traits for every situation. Rosenbach et al. (2012) explained that understanding leadership is necessitated by organizational and environmental dynamics and the increasing complexities of higher education. With higher education becoming increasingly diverse, leaders have more pressure and responsibility to deal with the challenges presented by employees. The faculty and staff of today's workforce need to be influenced by effective leaders who can protect their interests while pursuing the goals of the organization.

To help curtail attrition, servant and shepherd leadership certainly offers any organization an opportunity to develop into a learning organization, becoming a healthier, comfortable, and empowering place to work and be recognized for achievement and growth. To create a healthier professional environment for all stakeholders (i.e., employees, supervisory levels), there is a need for equity, equality, respect, core values, open communication, continual training, and other incentives to develop internal self-confidence. An organizational structure should foster a sense of camaraderie and encourage growth for everyone to pursue a standard set of goals, which leads to a strong sense of belonging and personal motivation to remain employed within the institution. Moreover, the personal empowerment of these employees is further supported by working in a learning environment where the culture supports ownership in the organization through the active participation of managers and leaders who are open to new ideas and change (Marquardt, 2011).

Aside from ownership within the organization, most employees desire the opportunity to be treated in a fair and balanced manner by the agency leadership. A few of those examples include regular promotions, mutual respect, educational opportunities, and consistent increases in annual pay and benefits. Employee

attitudes can range from disempowered to empowered. A disempowered employee places recognition in the hands of the organization, whereas an empowered employee is responsible for his or her own sphere of influence. No matter what an individual's position is in any organization, the recognition process affects an individual's ability to reward and recognize others (Berraies et al., 2014). "Empowerment implies that employees throughout the organization have the authority to do whatever is necessary to meet requirements and satisfy customers and are trusted to make the best choices without having to wait for approval from management. It is a process of power sharing" (Schultz, 2014, p. 44). This influences employees to develop self-esteem and job satisfaction, thus increasing the organization's productivity and, therefore, the value of the organization. It is leadership that fosters the growth of new ideas.

Servant and Shepherd Leadership in Graduate Programs

Bourne (2016), in his review of *Leadership as a Service: A New Model for Higher Education in a New Century*, stated that the author Kent Farnsworth stretched the concept of educational leadership to encompass obstacles facing higher education and a rationalization for a new model in all educational leadership, focusing on higher education and the institutions. Comparing a couple of philosophies of servant leadership by Steven Covey and Robert Greenleaf, Bourne identified Farnsworth's expertise as a professor and president of the higher education system, which gives merit to his philosophy to justify servant-centered leadership in both the public and private sectors. Greenleaf (2009) commented that trustees of higher education must change their model to be that as servants since these institutions build societies that give opportunities to people. There are many topics that should be discussed and incorporated in any university curricula to include (a) new leadership, (b) leadership as a pursuit to serve, (c) empowering toward service, (d) redesigning higher education, (e) organizing for service, and (f) barriers to leadership as service (Bourne, 2016). Farnsworth (2007) (as cited in Bourne, 2016) commented that he had become an advocate for servant leadership from the readings of Steven Covey and Robert Greenleaf. In support of servant-centered leadership, it should be the focus and vision of higher education as a "new direction in educational leadership will come through a complete commitment to service" (Bourne, 2016, para. 4).

Any curriculum designed for higher education leadership should have a servant-centered leadership component to include listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of others, building community, and a calling to make a difference in others' lives (Crippen, 2010). Crippen (2010) introduces the need for servant leadership to be taught in the K-12 school system, as a teacher is a leader who prepares students for the community. "Once you assume the mantle of teacher, you become a leader in your classroom and then in your school and learning community. Such leadership situations provide an opportunity to contribute to the moral ethos of that learning environment" (Crippen, 2010, p. 27). Courses in higher education, whether structured as face-to-face, online or blended, must improve student satisfaction and their commitment to learning. Sahawneh and Benuto (2018) explained for online courses, students would benefit from servant-centered leadership as students are isolated from the university, faculty, and their colleagues, unless faculty are engaging and influential, as well as offer servant leadership characteristics of emotional healing, commitment to building a strong community.

There are many benefits to incorporate servant leadership within higher education institutions. A discussion should take place to integrate servant leadership into higher education and organizational leadership graduate programs. Students in this field need to learn how to lead their organization with

integrity, honesty, and humility. Servant leaders "put the needs of their followers before their own needs" (Hackman & Johnson, 2013, p. 358). They are humble stewards, and "scholars of leadership have increasingly emphasized that effective leadership emerges from inspiring, motivating, and mentoring followers" (Chin & Trimble, 2015, p. 128).

Similarly, shepherd leadership entails certain characteristics of mentoring, influence, and instilling knowledge and practice where the leader supports their followers from an indirect role.

In higher education, individuals at times work in group decision-making. Based on a shepherd leadership approach in group decision-making, resources and encouragement could be provided by leaders who delegate from the rear (Hill, 2010; Kolzow, 2014). With the uprising of mobbing and bullying in higher education institutions, graduate students need to understand how to incorporate servant and shepherd leadership into their organizations to help promote harmony and to serve as constructive energy in the global market, and in turn, avoid a toxic environment. Professors' roles should be emphasized in mentoring and influencing their students, rather than forcing their philosophical ideals for the reason that these students are equipped with expertise and experiences to contribute their skills within a collaborative team (Ross et al., 2020).

For example, students in a graduate course could identify and evaluate a case study associated with a mobbing/bullying situation in a higher education setting. By evaluating the case study, the students can review the administrative leadership to identify the effectiveness. The student could then identify the characteristics of servant and shepherd leadership and provide examples of ways to intervene and correct the situation through a positive, ethical climate. Similar to the above example could be to review case studies where servant leadership was successfully implemented. Through research, students can identify effective techniques and skills on how to implement servant leadership and ways to promote a pleasant and safe environment.

Another example could be to require the graduate students to conduct a Strengths, Weaknesses, Opportunity, and Threats (SWOT) analysis on their organization regarding the leadership related to servant and shepherd leadership. By description, these styles of leadership promote an environment of "service, values, and characteristics include a strong service ethos, integrity, humility, morality, empathy, and trustworthiness; one leads by serving others and by inspiring and enabling others to exercise leadership responsibilities" (Dean, 2014, p. 274). As a result of conducting a SWOT analysis, students will have a better understanding of servant leadership and how it can benefit a higher education institution.

After the SWOT analysis, linking it to servant and shepherd leadership, students can apply the information by creating an Anti-bullying Training Program at the higher education institution. As indicated by Chin and Trimble (2015), "training is effectively and appropriately used to create awareness and help people develop knowledge and skills, which could result in behavior change" (p. 240). Behavior change is what higher education institutions require to avoid the toxic environment associated with mobbing and bullying. Creating a calm, pleasant work atmosphere should be a high priority for leaders. Hackman and Johnson (2013) stated that "individuals working under servant leaders indicate that they are more satisfied, believe their needs are met, declare they will stay with their organization, think their organizations are more effective, put forth extra effort, and report that they are justly treated" (p. 358). Creating this type of environment would help to eliminate the negativity and preserve an encouraging work setting. Faculty and other higher education personnel must contribute to the well-being of others (Bourne, 2016).

RECOMMENDATIONS AND CONCLUSION

Failure is not the end to success. The autocratic method of leading with a divide and conquer bully mentality fill employees with fear and destroys the organization. The opportunity to move ahead and develop an optimum performance model in higher education through a process of learning from missed clues and missteps becomes an inspiration to the institution's leadership. Servant leadership is not intended to be passive in organizational edict when required, but most relationships respond well to employee nurturing to reframe the intended organizational goals through individual participation. True leaders work as part of a team and foster individual as well as group success. A leader must be willing to be a pupil, willing to listen, admit to, and learn from employees' mistakes, and accept constructive criticism. Regardless of how much education or experience a leader in higher education has, he or she should know how to incorporate listening skills into his or her leadership style.

Servant and shepherd leadership is inspirational and promotes a culture of integrity, trust, vision, and a real concern for others grounded in mutual respect. Rancher leadership promotes vision but then again also inspires through motivation by praising others for their accomplishments and growth as a team. It sets the institutional foundation to serve the students, faculty and staff, and public and community through effective and competent leadership, which entices public servants to want to learn and become empowered to serve. The demand for great leadership is within everyone. Although all three models (i.e., servant, shepherd, rancher) are designed to lead others, there are some similarities yet some differences regarding these traits. As servant leaders, followers receive feedback as these leaders serve and inspire innovation with a vision. A shepherd leader is one who not only leads and checks on the conditions of their people but also creates an environment to safeguard their people against any internal or external influences. These shepherd leaders who lead from behind while engaged with fewer people in a smaller department, division, or classification, also create positive change. On the other hand, a rancher leader manages a vast amount of people in a greater setting or situation and creates roles for the entire system to fill. These leaders are very much focused on getting results while their people are independent of the leader, as flexibility is vital.

Activities can be quantified, which can assess a value to the task. Many critical questions arose during the research and analysis of this chapter. Aside from the obvious costs associated with attrition, other costs include the brand value and reputation for a College/University. There are the costs to replace personnel, recruitment, retirement, medical and physical healthcare, loss of clientele, and organizational intellect. Organizations that breed a toxic culture drive people to leave and transfer their intellect to the competitive market as there is no opportunity for people to become long-term employees.

Change is not an option, it is an inevitability. And the tremendous changes in the culture that surrounds and impacts higher education have created both crisis and opportunity. As presently organized and delivered, higher education is no longer sustainable, technologically, or pedagogically. (Farnsworth, 2007, p. 2)

Those organizations that constantly seek recognition by having organizational culture style surveys produce data; however, it is not clear whether the responses are truly unbiased and accurately represent how employees feel working within the organization.

It is commonplace for employees to mistrust organizational managers and leaders based upon prior experiences as well as colleagues who have experienced personal challenges. During the frequent transi-

tion of managers and leaders within an organization, there is a fear of the ambiguity of the future style of organizational leadership under the new administration. This confusion seems to benefit the new administration when people guess about how old traditions will be changed during the new administration. Leaders in higher education must know what it takes to lead. Throughout history, leadership theories have evolved to reflect events occurring within the societies of the current time.

Today more than ever, leaders in any setting must encourage people to become critical thinkers in order to focus upon new and creative ideas. Employees in an organization or students in a classroom have competing interests with sometimes scarce resources but still must be led to perform at an optimum level and beyond. For an organization to be effective, real and valued input is encouraged from its people. The cost of public institutional services is measurable, and output is found to increase significantly because of the subtle power of coaching and the persuasion process used by the servant leader. The servant and shepherd leader also benefits from this process by understanding ethics and power along with awareness of the value of organizational trust and its integrity and the coming together style of servant and shepherd leadership. To become these leaders, leaders must provide positive reinforcement and influence, so people can perform at an optimal level.-

CONTRIBUTIONS

Authors Contributions. This extensive literature review, to include the introduction and recommendations and conclusion sections were a full collaboration by first author[1] and second author[2]. Both authors read and approved of the final manuscript.
Conflicts of Interest. The authors declare no conflict of interest.

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KEY TERMS AND DEFINITIONS

Empowerment: The process of giving power and authority to other people.

Higher Education: The physical institution of school beyond high school; a college or university.

Higher Education Personnel: The individuals who make up the higher education institution.

Influence: The ability or capacity to have an effect or impact on a person.

Leadership: The ability to influence and lead people or an institution.

Mentorship: the guidance provided by an individual; the relationship between mentor-mentee.

Rancher Leadership: The leaders in this style have intentions to motivate and drive people of the organization to set a course by achieving the goals and objectives, and to ensure their people are cared for who cares for others.

Servant Leadership: The ability to place the needs of the organization and people first and help others increase their knowledge, skills, and abilities.

Shepherd Leadership: A leadership method to promote an increased level of performance that will provide people with individualism, empowerment, and achievement.

Chapter 12
Hallmark of Robustness in Frugal Management Techniques:
A Case Study on Service Class Leadership

Ujwal Prakash

Ranchi University, India

ABSTRACT

To maintain continuity of education, school management was confronted with a conflicting situation of mobilizing the student learning process and simultaneously maintaining COVID-19 protocols without having the cushion of using online medium in the village. The mission was accomplished through an extraordinary education delivery system which was non-technical, cost-effective, prudent, and still efficient that would revitalize education by using the existing village resources. This case documents how Utkramit Madhya Vidyalaya achieved this unexpected goal which illustrates how frugal techniques can be effective in any management process if the vision for work remains the centripetal force in the organization.

INTRODUCTION

Public and private organizations in contemporary settings often undergo periodic crises in the quest to meet their desired goals within the constraint of time, space, and resources. This universally applies to all the organizations as in contemporary times crisis is unavoidable (Vardarlier, 2016), either public sector or private. Such organizational goal-threatening crisis is unexpected and potentially disruptive (Bundy et al., 2017) that seldom seeks to alter the basic functioning; instead, it imparts a tendency on the managerial fraternity to imbibe a change-oriented approach to solve impending crisis. A crisis is an extreme form of change and marks a pivotal moment in an organization's life; successful adaptation or death (Appelbaum et al., 2012), and survival of organizations in an uncertain environment demands handling of the manifestations of the unforeseen (Duchek, 2019). Accordingly, the successful functioning of any organization is dependent on its adaptability to meet the contingent demands that the crisis

seeks. The management of the crisis is dependent on the capacity of the human capital managing the organization to either avert or manage the crisis, wherein the leader provides focus and assemble the working team for the mission (Sapriel, 2003)

BACKGROUND

The Covid-19 crisis comprehensively affected organizations across the globe (Abubakar, 2020), and its severity imparted the need for a radical change in the quest for service delivery and survival concerning the massive dislocation along with the financial fragility of small businesses (Bartik et al., 2020). Apart from the organizations dealing with essentials, many sectors were adversely affected (Agarwal & Singh, 2020), and among the most affected was the education sector. As we move forward to construct our "new normal" in the wake of the Covid-19 pandemic, we must therefore recognize that, along with the economy and health care system, schools are an essential third pillar in promoting community resilience and rebuilding communities' physical, economic, emotional, social, and cultural health (Fay et al., 2020). Hence, the disruption in education was a concern as it attempted to weaken the force for sustainable future growth. It was imperative to ensure the continuity in education in the social system, and for this, an effort was required to be made by the management of the educational intuitions to explore a way out amidst the Covid-19 crisis. Though it was an exceptional situation in the history of education, the pandemic created many opportunities to come out of the rigorous classroom teaching methodology to a new era of the digital model (Jena, 2020). The schooling fraternity in India during the lockdown adapted to the situation by offering online mediums of teaching using electronic applications like Zoom, Google Meet, Microsoft Teams, etc. This mandated mobilizing human resources, both teachers and students to imbibe the skills and acquire resources that were required to foster online education delivery. The pandemic highlighted three faces of the Indian school system. They include regular urban schooling systems, including both public and private schools (Kundu & Sonawane, 2020), rural schooling systems comprising private and governmental schools (Das, 2020), and schools in the far remote and backward areas (Sharmista, 2016).

The schools in the urban parts of the country adapted to the online forum fairly quickly with the teachers and the students restructuring their teaching and learning skills respectively. This was possible as the urban community comprised of educated parents within the resource affordable income strata. Even in the rural schooling system, the online education delivery system was adopted as the students responded to the new form of guidance. Not every village and town in India was developed to sustain online education, but many rural schools in India started planning to adequately adapt to e-learning during the pandemic (Jena, 2020). However, this exuberance was not seen with the schools in the backward areas reeling in abject poverty for the reasons attributed to the fact that schools in rural areas are filled with students from financially backward (Sridhar, 2020) and educationally deprived households (Prabakaran & Mahalakshmi, 2019).

Problem Studied

The present case highlights the leadership efforts of a headmaster from a government school situated in a remote and poverty-stricken village in Jharkhand, India during the Covid-19 lockdown. The case of Utkramit Madhya Vidyalaya, documents how the school maintained the continuity of education of

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students in the rural areas within the severe constraints of resources during the crisis by optimizing the capacity of human capital associated with the school. The case concerns the frugal practices adopted by the headmaster of the school in achieving the extraordinary goal.

Relating to the continuity of education, the case also illustrates how the efficacy of the service class leadership (Shek et al., 2015) enables an organization to meet the exigencies offered by the socioeconomic turbulences disrupting the normal functioning of the organization. Public service leadership involves handling stakeholder relationships and other factors under significant constraints which influence leadership, indicating a sense of direction with values within a collaborative framework (Chapman et al., 2017). Concerning the public sector, Van Wart (2003) noted that leadership is invariably a public service commitment, and the key element of administrative leadership is service focus. Leadership role concerns providing service to others. In India, the personnel holding a public position within any governmental departments and enterprises are government service holders and are designated as government servants. This case analyses the leadership style of a state government employee in India with a strong desire to serve the community and achieve defined organizational goals which highlight the service class leadership among government public servants in India. The associated aim of the premise on which this case study was undertaken for the study was to expand the scope of knowledge on the leadership tendencies of in-service human resources in a rural governmental organization during the period of crisis enforced due to external factors beyond control. The other objective behind this case analysis was to study the organizational behavior that was required for adaptation of the governmental intuition with the external shock offered by the Covid-19 pandemic and its effectiveness towards attaining the pre-set goals.

Definition of Terms. Servant leadership advocates a leader's primary motivation and role as service to others (Smith, 2005). Servant leadership and service leadership are styles where each has a repercussion on the other. Servant leadership is characterized by serving others and is related to employee's service innovative behaviors (Su et al., 2020). Self-leadership is important for a service leader where leadership is a form of service offered to satisfy communities, environmental, and system needs (Shek et al., 2015). Accordingly, the study is relevant for understanding the dynamism of governmental institutions and the commitment of the employed members towards the attainment of objectives given to them. This aspect of managerial foresight (Amsteus, 2011) is essential among the service holders to optimize human capital formation within the organization with a long-term intention of mobilizing collective efforts towards the attainment of organizational, social, and personal objectives (Garg, 2021).

LITERATURE REVIEW

Survey of Literature

The Covid-19 crisis since the second quarter of 2020 hindered the functioning education sector which made the continuity of education vulnerable for students at the school level. Pravat Kumar Jena (2020) studied the positive as well as the negative impacts of Covid-19 on the education sector in India. He expressed that the governmental measures like Diksha, e-Pathshala for secondary school education did help the students to continue learning with online education, but at the same time, it was also asserted that the students lost a substantial part of the full academic year 2020-21 which may further deteriorate the situation in the future when the school resumes after a huge gap. Tadesse and Muluye (2020) regarding the impact of Covid-19 on teachers, students, and parents, stated that the Covid-19 crisis increased

social inequality in schools. They highlighted that the schools in remote and rural areas lacked the appropriate digital infrastructure required to deliver teaching online, inferring that such schools may have faced greater difficulty with the continuity of education. Rawal (2021) in his research pointed that due to the limited or no Internet access and other resources needed for online education in the rural areas, online teaching-learning may create a digital divide among students. He also stated that the Covid-19 crisis has hit the poor students severely as most of them are unable to pursue online learning.

Kundu and Sonawane (2020) in a policy brief from the Centre for Budget and Governance Accountability mentioned that the closure of schools in India has affected 320 million students and only 37.6 million children across 16 states in India are continuing education through various education initiatives such as online classrooms, radio programs, etc. A national survey report on the status of rural children's education and well-being in India (2020) stated that the top three alternate mechanisms to support children's education were WhatsApp, the community library, and online classes. Choudhary (2020) in economic times government e-magazine reported that the structure of schooling was first to be affected and only a few private schools could adopt online teaching methods during the initial period of lockdown. It was also said that due to the paucity of resources for e-learning, the low-income government and private schools were completely shut down. India Today's web desk report in April 2021 reported that over 75% of the students in their survey stated challenges which included not having an Internet connection, unable to afford data to access education digitally, whereas 3 out of every 4 students faced challenges to access educational digitally. In the Indian state of Jharkhand, the report stated that over 40% of students did not have the right device to access digital education.

Concerning rural education in rural India during the Covid-19 pandemic, Singh (2021) in India Today's e-magazine article reported that a section of two-third of rural children did not receive learning materials at all during the period of the pandemic. Adding to this, he highlighted the gap between the rural and urban education system due to which rural children are facing many difficulties. He mentions the need to support the rural community in India with a comprehensive education system that would allow the members to build knowledge capacity, to make informed decisions which will help in aligning with the changing dynamics. Tiwari (2021) in an article published in the British Educational Research Association's blog pointed that within the backdrop of the rural-urban digital divide, the efforts of the state governments in India to implement distance learning for rural school children yielded disappointing results. It was also expressed that only 20% of people in the 5 to 35-year age group had basic digital literacy in the rural area as per a survey. The article also pointed out that even if access to digital resources were resolved for the rural children, the technologies may not meet the instructive need for rural education. Commenting over the conditions of school children in India during the pandemic, Alvi and Gupta (2020) stated that the majority of relief packages announced in India during the pandemic were focused on economic rehabilitation, whereas the education sector remained absent from the efforts. As per the UNESCO report, about 0.32 billion students in India were affected by school closures due to the Covid-19 pandemic. They focused on the dropout rates and stated that experiences from the past suggested that disruptions in the schooling system often ended up in permanent dropouts among poor students. This was an important remark concerning the dropout count. The village school students are vulnerable to changes in the school set up as they may get engaged in income generation activity to finance the subsistence need of the rural household, and once it happens, the parents of such children may become reluctant to let their children re-join the school for educational purposes.

Concerning the leadership styles, it was stated that with the norms of servant leadership, a manager creates conditions to positively stimulate performance (Saleem et al., 2020). Expressing the reliability

of servant leaders, it was expressed that they are motivated either by a sense of higher calling or inner persuasion to serve and make a positive difference (Eva et al., 2018). On the financial crisis of 2008, Doraiswamy (2012) stated that the crisis exposed the legitimacy of a leader. The traditional models of leadership have given way for servant leadership, a model that fosters the personal growth of followers while improving the quality of the organization. For the library leaders during the Covid-19 pandemic, it was studied that servant leadership provided them a framework to sustain the initial phase of the Covid-19 pandemic where willingness to experiment combined with regular communication with a desire to see staff members excel in their roles became main elements of success (Piorun et al., 2021).

Limitations of Existing Literature Towards Comprehending Management of Rural School Education During Pandemic

The literature survey concerning the continuity of education during the Covid-19 crisis, and its challenges repetitively described a similar host of issues that the students and the teachers were dealing with in the quest to maintain the continuity of school education. With 64.05% (World Bank staff estimates) of the rural population in India, it was imperative to seek the development of school education in rural areas during the Covid-19 crisis. There was a scarcity of reports which highlighted the managerial initiatives of educational institutions and teachers in the rural areas with limited resources and adverse socioeconomic conditions to maintain the continuity of school education under the pandemic conditions. The available literature did narrate the best practices and the inherent challenges but was devoid of literature on the information concerning the management of education continuity in rural areas. The web content on this case had limited scope concerning a comprehensive understanding of the subject. The present case fills the study gap and highlights the frugal and highly effective management of school education practiced by a government-run school in the rural area of Jharkhand that was under the conditions of abject poverty (Singh et al., 2013).

METHODOLOGY OF THE STUDY

Analysis of this single case study involved descriptive phenomenological study and narrative inquiry, a storytelling strategy to understand how policy analysis helps to advance knowledge (Benasso et al., 2019). Phenomenology helps us to understand the meaning of people's lived experiences (Neubauer et al., 2019). This study design is one of the most commonly used methodologies in qualitative research and is used to explain how human beings experience a certain phenomenon. An in-depth personal investigation was applied to support the phenomenological study (Lester, 1999). The case of Utkramit Madhya Vidyalaya, meaning Utkramit Middle School in the English language, was selected for the study using a purposive mode of sample selection (Seawright & Gerring, 2008) as it laid an example of novelty that led to the fulfillment of organizational responsibilities within the constraint of resources during the Covid-19 crisis when even the most progressive urban schools were struggling to maintain the continuity of student's education. This case demonstrates the significance of service class leadership in affecting organizational change successfully to fulfill the institution's objectives (Shek et at., 2015). The study is based on the frugal practices adopted by the headmaster of the school, Dr. Sapan Patralekh, which defined how applied leadership can influence twin organizational purposes of substantiating the organizational vision and realizing set goals even under extreme circumstances. Dr. Patralekh has been

focussing on the student's welfare since he joined the school and has been ensuring that the village students are trained well as per the prescribed curriculum. The Covid-19 crisis disrupted the schooling system, but Dr. Patralekh assessed the situation, and the encumbering constraints to design teaching practice which enables continuity of education with his choice of activity that created an unusual but highly effective teaching forum.

The Case of Utkramit Madhya Vidyalaya

Utkramit Madhya Vidyalaya in Dumarthar village in the Dumka district of Jharkhand which is a middle school run and managed by the state government. It comprises over 200 students with uneducated and poverty-ridden parents in Dumarthar village which is located about 229 km from the capital city of Ranchi. This case revolves around the managerial initiatives of the headmaster of the school, Dr. Sapan Patralekh. Dr. Patralekh is a native of Dumka who joined Utkramit Madhya Vidyalaya, Dumarthar in the year 2015. He strongly believes that education is the key to eradicate poverty. Since the early days of his career, he aspired to serve society and accordingly choose the rural education sector to nurture and strengthen the academic structure of the village students. Dumarthar village is extremely backward and is dominated by the underprivileged community of scheduled tribes. When Dr. Patralekh joined the school, Utkramit Madhya Vidyalaya had non supporting infrastructure and an enviable academic environment. He did not consider these impediments as a challenge, instead, he took them as an opportunity to serve the students' community and uplift student's education. Since he joined, the school underwent significant infrastructural and academic improvements.

Covid-19 crisis threatened to disrupt the education system in Utkramit Madhya Vidyalaya. With the extended lockdown in place, the headmaster of the school Dr. Sapan Patralekh was confronted with an unruly situation for the continuity of education for the school students. The situation further compounded considering the poor financial background of the students and hence their inability to buy a smartphone for online education delivery during the Covid-19 pandemic (Daimary, 2020). With the cushion of the online forum out of consideration, Dr. Patrakeh was left with no viable options except for the frugal ways to spiral out of the situation and maintain the continuity of the education for school children. In the pursuit, a few conflicting questions challenged him, they were:

1.   What methods should he apply in the circumstances to mobilize the student's learning process within the constraint of social distancing norms?
2.   How to ensure that the parents comprehend the education continuity for their children?
3.   How to ensure maintaining the productivity of education during the class?

The findings of this case explain how the prudent managerial process ensures delivering services (Al-Qahtani et at., 2015) under extreme adversity as the Covid-19 enabled economic as well as socio-welfare crisis and coming out with a win-win situation for the students and the school administration. The elements of methods adopted by the Dumarthar school helped to expand knowledge and understanding about the problem. Also, this case explained that constraints and crises often open a plethora of opportunities for any organization (Liu et at., 2020) and signify the adapting dynamism of the human resources that are entrusted to manage the organization. When it comes to a comparison between public and private schools in the region during the Covid-19 pandemic, there is always a perceived gap concerning the quality of education delivery processes (Gouda et al., 2013; Vyas, 2020). The case of Utkramit

Vidyalaya in Dumarthar village is an appropriate example of bridging this gap and asserting that the resources managed by the school are equally productive towards the student's welfare, the premise on which the government schools stand.

Social and news media did cover this unique education delivery technique. But the reports in the said media narrated only the techniques adopted by the school administration and did not cover the process behind the event. They were not comprehensive enough to gauge the human dynamism and the sequences of events that led the school to adapt according to the foreseeable situation. Since no prior study was done on the said managerial process apart from the reports in the news media, it was imperative to study and measure its implication that laid an example for others to follow. Moreover, the findings of this case would also substantiate the involvement of human resources in counteracting crises (Dwiedienawati et al., 2021; Jasinska & Hab, 2019). The selection of the case of Utkramit Madhya Vidyalaya is relevant in the present scenario when the government schools are under intense criticism for ensuring comprehensive education to the village students in India.

Assessment of the situation is based on the actions taken to solve the problem associated with it. Sectoral analysis as an outcome of the Covid-19 pandemic has been comprehensively done concerning the managerial process which enabled the business firms to successfully come out of the crisis, but a similar analysis was rare concerning the educational sector, especially for institutions dealing with backward communities within the low-income societal layers. Studying this case will open up the horizon to develop an understanding of crisis management with a non-complying community. The crisis management of educational institutions in the rural areas opens up a forum to analyze the capacity of human assets to manage education continuity under critical circumstances which are seldom encountered by the educational institutions in urban areas. An in-depth case study on the management of education delivery and its continuity in Utkarmit Madhya Vidyalaya, Dumarthar village in Dumka district will assist in exploring the extent of management tendencies on the part of the administrators and will focus on the effect which the leadership casts on the organizational effectiveness towards attaining its service goals (Harishwaran et al., 2020).

With the absence of resources and the technicalities required by the students for administering online classes (Sahay, 2021) which were compounded by the lack of interest in learning among the students (Muthuprasad et al., 2021), the only premise left for Dr. Patralekh was to ensure student's education at their home with the initiative *Knowledge on Walls*. The initiatives pertained to the bringing of school education to the doorstep of students. But deciding to bring the school to the doorstep of rural households in villages was a challenging scheme. As the rural areas in the Dumarthar village were devoid of education-enabling infrastructure, the aspiration of bringing the school to the student's home was met by three-fold exertion. First, the feasibility of the school and the teachers to teach all the students by visiting each home for taking classes. This exertion was significant for the formulation of the education delivery scheme. If this question was not taken care of in the initial stages of the teaching plan, Utkramit Madhya Vidyalaya may not have achieved the goal comprehensively. Second, the inclusion of the students in the tutoring initiatives of the school. Students' participation was a key to the successful implementation of the program. If student's attendance in the initiatives of the school were poor, the mission would have failed to deliver its results. Third, the adherence with the Covid-19 safety protocols. Any venture during the pandemic which does not maintain the Covid-19 protocols stated by the government for safety purposes may well be objected to by the parents of village students and even the local administration would not have allowed the same.

With all the combined constraints, Dr. Patralekh devised a frugal plan *Jaha Chah Waha Rah* (Jaha Chah Waha Rah is a Hindi phrase which means 'When there is a will, there's a way in English) to enable student's teaching that was comprehensive enough to cover for all the exertions faced by the school. In his plan, he proposed reaching out to the students at their homes for school tutoring by making the village a school. In his opinion, the headmaster had a twin motto of fostering teaching and making the students self-reliant behind his initiative. With this motto in sight, Dr. Patralekh aspired to fulfill the vision of the school, i.e., teaching and ensuring continuity of school education of the deprived village students. The aim to make students self-reliant had a bona fide intent of binding student's interest which will enable them to partake in the schooling initiative of bringing the school to the doorstep of students. This had a long-term objective to develop skills among the students that may assist the village youth for employment purposes as employment opportunities are scarce in the concerned area (Kumar, 2021). Dr. Patralekh believed that all-around development is essential for a child to become successful in life.

In this quest of making the village a school, he made the students change agents and decided to convert the mud walls of the village houses into blackboards by painting black squares on the walls which were to be used as a blackboard for self-learning and school tutoring. Moreover, the blackboards painted on the walls of the village houses were distanced, which enabled social distancing among the students. To minimize cost, the paint used for making blackboards was obtained from homegrown rural resources which were free from chemicals and were cost-effective. A total of 100 blackboards were created on the walls of the village houses (Figure 1).

Figure 1. Students studying on blackboards painted on the mud walls and preparing sitting mats.

The skilling of students was not an isolated venture, rather it had the agenda of ensuring the inventories required for teaching students. Creating blackboards mandated the requirement of other materials like writing chalks which were to be used on painted blackboards, cleaning the area, and the seating of students. Each of these requirements was expected to incur costs which was a cause of concern in the light of the constraint of resources and the Covid-19 pandemic. But as it is always mentioned that *necessity is the mother of invention*, a cost controlling way was devised by Dr. Patralekh, which had the potential to counter all the cost fallacies associated with the mission. These included covering the intermediate

cost of blackboard writing chalks, cost-effective arrangement for proper seating of the students, and maintenance of cleanliness of the student's seating and the teacher's teaching area. Since a large number of chalks were required, incurring a raw cost that could have hurt the implementation of the program, indigenous manufacturing of the chalks was undertaken, and the students were imparted chalk-making skills with village-grown organic raw materials. In no time the students started manufacturing over 200 chalks in a day. Students were taught the method of manufacturing sitting mats using palm tree leaves that kept student's interest intact in the program (Figure 1), and the students were euphoric to learn this skill. The local engineering of brooms was done by the students under the mentorship of Dr. Partalekh. This was used as a tool for cleaning and sanitization of the area taken to create an open-air classroom.

After covering the costs, Dr. Patralekh started working on the academic operations associated with the student's requirements. School studies accompany academic literature to imbibe learning among the students. Unlike the regular urban schools, schools in tribal and non-tribal areas had shortages of teachers (Choudhary, 2018) and other resources. Utkramit Madhya Vidyalaya did not have the resources required to create a library to meet the literature requirements of the school students. Moreover, the lockdown intensifies the problems associated with logistic issues. Again, reaching out to meet this aspect of students' learning, Dr. Patralekh had no alternatives to choose from, other than manipulating the existing village resources to look for a solution. This was not an easy decision to make concerning the village infrastructure, but the urge to restart the school learning process ensured an accepted way to approach the requirement. In the quest, the headmaster turned the entire village into a library by scripting necessary academic literature on the walls of the village houses which served the purpose of an open book for all the students (Figure 2).

Figure 2. Mud walls of the houses, painted with academic literature as an open book library.

Having completed the mission to offer an organic library to the school students, the next challenge that remained pending was the doubt support required by his students. Accordingly, in continuation of his initiatives, the headmaster devised ways to address the doubts of students. Under his operation, the students wrote their doubts on the painted blackboard, and Dr. Patralekh in the post-school time checked each query posted by the students by providing the answer there itself (Figure 3). In conjunction with

the stated methods, Dr. Patralek handled the teaching of the students over portable micro speakers maintaining the social distancing Covid-19 norms. In pursuit of offering support to the village student, who otherwise could not have had the opportunity to imbibe school learning as compared to other school students in the urban areas, Dumarthar school realized what seemed a confronting ambition. This effort was well-accepted by the students who responded by offering regular attendance in the open-air classroom. The entire frugal plan to maintain education continuity for the village school students created a prudent offline method that was more effective and students engaging in the given circumstance that even the online teaching forum was devoid of.

Figure 3. Dr. Patralekh assisting students during the class.

DISCUSSION

Service Class Leadership and Organizational Effectiveness

The present case comprehends the optimization of various functions of an organization single-handedly by the government service personnel in pursuit of realizing the welfare vision of the government-run school. Moreover, the initiatives of Dr. Patralekh exemplified how the core principles of the managerial process embedded in an organization can assist efforts to realize the objectives of an organization. In the quest of maintaining the continuity of school education for the rural students, the headmaster made his aspiration to introspect and induce an organic way to teach students. About the application of managerial values, he highlighted the core significance of productively coordinated principles to align his institution (Garg, 2021; Rastogi, 2021), which included

1. Research: The methods adopted as an alternative to the online teaching forum illustrates the leadership tendencies in the government service holders to adopt strategic thinking during chaos (Kauzya & Niland, 2020) and access the situational turbulences that were intended to stall the education services to the poverty-ridden students of the area and come up with a researched strategy which

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overcame all the hurdles by assisting the students to productively participate in the educative process of the school.

2. Adapting challenges and requirements: Educational institutions comprise people who assist in the attainment of organizational objectives (Aernyi & Ameh, 2016). Dr. Patralekh took the challenging task of mobilizing human resources in the organization amid the pandemic-driven lockdown to successfully implement the frugal and organic education delivery system.

3. Scientific decision making: Decision making is a dynamic process involving a systematic body of experimental knowledge that governs the operations of managerial functions in an organization (Garg, 2021), where each step involves a dynamic process including planning and evaluation (Usher et al., 2013). The case of Dumarthar village school appropriately demonstrated the scientific principle behind the managerial decision-making process. The process of learning was based on a systematized body of knowledge and management practices of Utkramit Madhya Vidyalaya.

4. Optimum utilization of resources: In the light of constraint of resources due to a multiplicity of factors including abject poverty in the village, lack of awareness about the importance of education among the parents, cultural and other socioeconomic maladies compounded by the Covid-19 pandemic, resources management was effectively managed concerning the creation of right ambiance with organic blackboard, indigenously made writing chalks along with the sitting mats.

5. Effective administration: The teaching initiative of the school covered all the enrolled students by enabling assessment of a cause and effect relationship concerning decisions of the headmaster thereby reducing inefficiency connected with the cut-and-try empirical method.

6. Fulfilling social responsibility: It is a universally accepted premise that education is among the main functions that enable one to move towards an egalitarian society (Gouda et al., 2013). Accordingly, to maintain the continuity of education, the school administration responded to the need for the situation promptly by not allowing the pandemic to disrupt the education of the rural students of Dumarthar village.

This coordination formed the force that synchronized all the activities (Osifo, 2013) behind the implementation of the program by correlating the diversity of goals and integrating it to foster welfare-oriented outcomes for the rural school students in Dumarthar village.

Objective Quantification of the Case Parameters

The cause and effect relationship associated with the teaching methodology adopted by Dr. Sapan Patralekh, the headmaster of Utkramit Madhya Vidyalaya, exhibited a framework of interdependent factors that collectively governed the education delivery process for the village school students. This framework can well be represented by a sequence of quantitative interpretations of the situations. Considering school education services as the dependant variables $\left(\theta_{ij}\right)$ and casual nexus between managerial capacity and available resources $\left(\mu_{1}\right)$ along with concatenation of measures adopted in the process $\left(\mu_{2}\right)$ as explanatory variables, the case of Utkramit Madhya Vidyalaya, can be represented as a function of the two parameters.

$$\theta_{ij} = f\left(\mu_{1}, \mu_{2}\right) \tag{1}$$

Equation (1) indicates the functional interdependencies of the factors which enable the introduction of the organic method of teaching which is the sum of all explanatory factors. Simplifying the functional content in equation (1), a regression equation is obtained as follows:

$$\theta_{ij} = \alpha_0 + \alpha_1\mu_1 + \alpha_2\mu_2 + \varepsilon \tag{2}$$

equation (2), where, α_0 is the intercept of the regression equation indicating the average level of education services with the consideration that no initiatives were taken by the school management to maintain the continuity of education during the Covid-19 pandemic, α_1 and α_2 are the regression parameters which defines the explanatory variables, μ_1 and μ_2 respectively. ε is the stochastic term, i.e., unexplained managerial and environmental factors that streamlined the entire process. Since the constraint of pandemic posed as a retarding aspect (π) in the initiative, its inclusion in the quantified expression (2) will assist in a comprehensive explanation of the education delivery initiatives of Dr. Patralekh. Including (π), the model equation (2) can be reformulated as equation (3). The inclusion of the Covid-19 pandemic constraint (π) in the

$$\theta_{ij} = \alpha_0 + \sum_{j=1}^{i=1}(\alpha_i\mu_i)\frac{1}{\pi} + \varepsilon \tag{3}$$

modeling of the novel education initiative of the Dumarthar village school renders the equation (2) with an inverse proportionality factor. The inverse proportionality factor $1/\pi$ in equation (3) affects the explanatory variables negatively. Having mentioned the inverse proportionality factor in the model, a direct proportionality constant (λ), i.e., the leadership of the headmaster provided enough impetus to counter the negative effect of pandemic (π) and productively implement the novel but prudent offline teaching method. The influence of (λ) fine-tuned the equation (3) to:

$$\theta_{ij} = \alpha_0 + \sum_{j=1}^{i=1}(\alpha_i\mu_i)\frac{\lambda}{\pi} + \varepsilon \tag{4}$$

The equation (3) completes the model where the addition of (λ) indicates that with greater commitments of service class leadership, organizational performance towards the realization of its goals can be effectively implemented even when the retarding factor (π) provides impediments in the process. Quantitative modeling of the present case provides a different opportunity to introspect further into the ramifications of the study. Equation (4) offers an algorithm to follow the factors that collectively offered sufficient impetus to the educational venture during the Covid-19 pandemic and made it a successful venture. The study of this model also governs the principles of service class management in the pursuit of formulating a yardstick to measure the effectiveness of initiative by Dr. Partalekh.

Value Propositions of the Utkramit Madhya Vidyalaya Case. The analysis of Dr. Sapan Patralekh's management initiatives highlights the realization of multidimensional and interdependent executive, social

and personal objectives in an organization under extreme circumstances. Management is a cumulative process that requires synchronization among these three objectives (Garg, 2021).

The severity of the Covid-19 crisis altered how the organization operates and visualizes its objectives. For Utkramit Madhya Vidyalaya in Dumarthar village, it was the vision and leadership of Dr. Patralekh to cater to the societal need for the school that pushed him to devise a frugal way to provide answers towards the realization of social objectives that paved the way for substantiating the vision of the school. Leaders in the contemporary management process often devise new methods of management to engage in employee decision-making and to find solutions to the emerging operational problems within the group (Bucata, 2018). These solutions may be an outcome of technological development or can be an example of a *Jugaad.* Jugaad is a Hindi term that expresses an innovative and indigenous approach to problem-solving within the constraint of resources (Radjou, 2010). Since the technical solution of the problem was out of question and lockdown imposed a constraint of resources, the solution to the problem was attained by a Jugaad arrangement that led to the attainment of *Triple Identity* of interlinking of the three management objectives for Utkramit Madhya Vidyalaya leading to the realization of organizational goals under the constraint of time, space and resources.

Figure 4. Triple identity attained by Dr. Patralekh while managing education during the covid-19 lockdown in Utkramit Madhya Vidyalaya.
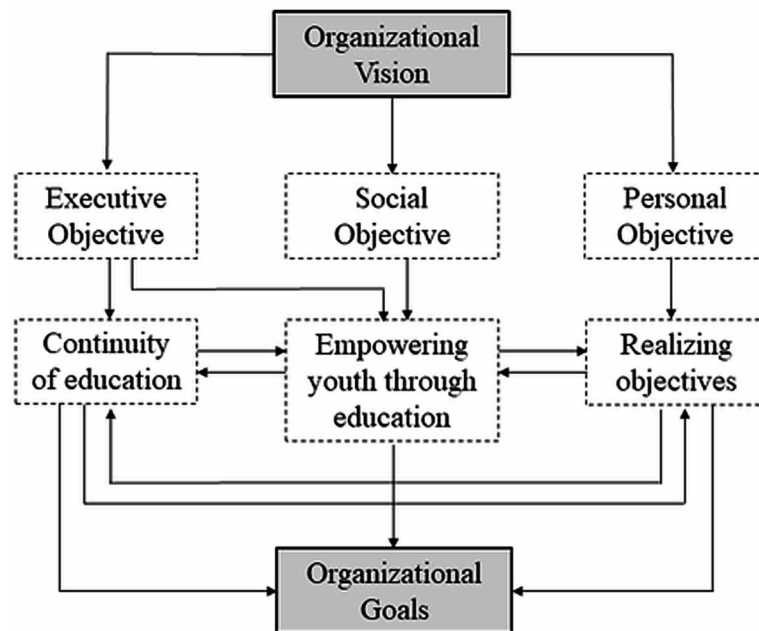
Figure (4) explains the attainment of triple identity for Utkramit Madhya Vidyalaya. The interlinking of the objective in the pursuit of attaining triple identity and substantiate the significance of service class leadership towards optimizing organizational efficiency. Besides, interlinking of the objectives, Utkramit Madhya Vidyalaya did set a precedent for other rural schools by educating school leaders with the conditioned management of rural educational institutions even when the circumstances proved oth-

erwise. The use of frugal techniques for the accomplishment of duties for which the job stands indicates visionary involvement of the organizational leadership to overcome the impediments and surpass the minimum standards required for the successful running of an organization.

Significance of the Study. The Covid-19 crisis had a multiplier effect in all the sectors across the countries. The pathological crisis overpowered human sustenance disrupting social as well as economic life. Though the economic sector revived with the corrective efforts, the same exuberance was not seen in the rural education sector. Initiatives of Dr. Patralekh redefined rural education for maintaining the school education for the rural students and imbibing the learning process organically. The study highlighted two significant aspects of the initiatives, namely, servant class leadership, and adaptability towards meeting organizational needs. Servant leadership inculcates an approach that engages followers in a way that empowers them to grow as per their capability (Eva et al., 2018). The followers are the human resource in the organization who are the key to successfully attain the pre-defined organizational goals. Their handling of office affairs and managerial tendencies offer assistance to complete an assigned task with efficiency. To manage the diverse human capital in an organization and get optimum efforts from these resources, effective leadership from the key members in the organization is essential to channelize the team of personnel holding various positions. This case demonstrated the effective leadership of the head-master of Utkramit Madhya Vidyalaya in Dumarthar village that helped the village school to actualize the goals and increase its efficiency by doing the task at hand correctly under extreme circumstances which in turn upgraded organizational effectiveness. The use of organic methods and materials helped the school to implement the learning program for its students in a cost-effective way which was much needed during the lockdown enforced to contain the spread of Covid-19 infection. Moreover, implementing digital methods would have been a futile venture as many village households did not have the Internet connectivity required to follow online classes (Reddy & Ramesh, 2020), also the rural students along with their parents lack the right mentoring (Sardana, 2021) to follow the technicality of the online education. Even the villagers lacked sufficient financial strength to procure electronic devices for pursuing online education. Under these constraints, coming up with a frugal and *"desi"* method of teaching (desi is a Hindi term that means using indigenous techniques for doing work). The school management under the leadership of the headmaster Dr. Patralekh adapted to the changing need of the students and the prevailing circumstances in the village.

In pursuit of providing educational services to the village school students, Dr. Patralekh followed management principles through the process of observation of the pandemic situation by exploring various methods that can be applied and experimentation with those methods to yields fruit-full results. Besides, this case exhibits the importance of organizing activities and human efforts. The initiative *Knowledge on Walls* provided clarity in the working relationship among the teaching and the non-teaching fraternity. Furthermore, a culmination of organizing processes helped in the successful implementation of the program, which signified dual aspects of governance relating to effective administration and expansion of the school's vision. The organizing tendencies of Dr. Patralekh provided a framework of job-related accountability and responsibility relationship that provided clarity in a working association which was a driving force towards maintaining the effectiveness of human resources in Utkramit Madhya Vidyalaya. Whereas, the program created favorable conditions for diversification of the schooling activities by enabling it to depart from existing standards and take up new challenges that were coherent for actualizing the purpose of the school's initiative.

Implications

There are potential learnings from the problem statement in this case. These learnings will enhance student's managerial grooming and will condition them on the subject of leadership concerning the service class professionals and the applied nature of the senior management. The case of Utkramit Madhya Vidyalaya in Dumarthar village reflects the leadership acumen of Dr. Sapan Patralekh in solving a crisis that seemingly had no alternative solutions. The educational programs developed for the school students in Dumarthar village during the Covid-19 pandemic were not only beneficial for the recipient of the program but were also fruitful for the school administration as they successfully achieved the agenda of welfare and social objective behind the running of the school. Managerial capabilities exhibited by the service class governmental employee were exceptional and offered insights into the extent of human managerial tendencies in handling a crisis facing their organization. This case illustrates the frugal and innovative ways to approach a problem as per the need for the situation and assist the managerial community with an understanding of coordination among various management functions to solve an organizational problem.

The key aspects of the learning raised in this case can be summarized as issues that include, the utility of servant class leadership in the management of effectiveness in an organization, use of frugal and indigenous approaches towards addressing a problem, and application of situation-based methodologies to enhance organizational efficiency. The essence of any organization is the human capital associated with it. How an organization functions and approaches its goals is defined by the capabilities behind the use of humans as a resource. This case assisted in understanding that the use of technology may not suffice the need to serve the cause unless the beneficiary behind it is in a position to capture the associated benefits. This case signified that the use of technology may not alone suffice the quest to find answers for solving organizational issues about the accomplishment of goals. Addressing the problem with a situation based on frugal ways as perceived by the management, which is indigenous, may assist in offering a comprehensive solution for the organization. Addressing a goal-oriented problem helps to optimize performance in an organization. When an exceptional fruitful outcome is derived under adverse circumstances which support the actualization of the organizational objectives and growth, it enhances efficiency associated with the working of the concerned organization and raises the managerial standard for other organizations to follow.

Limitations of the Study

The investigation of this case was limited to an understanding of the situation by interacting with the sole respondent of this case and interpreting the documents from published sources. Accordingly, this case is based on a self-report. Since respondents from different strata of the schooling fraternity were not covered, a lateral analysis could not be done. To realize the findings of this case, an expansionary analysis is deemed by integrating other schools in the area by longing for a comprehensive assessment of the situation in a more equitable manner.

CONCLUSION

The vision of Dr. Patralekh, through his frugal way, comprehends that a crisis is an abode of opportunity when visualized. This opportunity is not only self-enhancing but also paves the way for triumph towards enriching the work culture that enhances employee experience who enables the effective attainment of the set goals. The synthesis of this case converges prudent methods of management initiatives with employee's work aspirations that resonate with the functional vision of the leader, who on the verge of initiating a change, accomplishes the duties of the job assigned to him even under extreme circumstances. His work received accolades from the administrative corridors, NITI Aayog as well as the Indian prime minister who appraised Dr. Patralekh's efforts in his community reach initiative *Man ki Baat* (Mann Ki Baat is a radio program in India which is hosted by Prime Minister, Shri. Narendra Modi where he addresses and reaches out to the people of the country). Currently, Utkramit Madhya Vidyalaya is continuing to teach its students using the same frugal method. Despite the fact a comprehensive effort was made to cover this case in its entirety, a multidimensional assessment of the case comprehends expanding the scope of this case scrutiny.

The analysis of this case and its managerial interpretations offer a wide scope of the study for the service class managerial leadership which is the custodian of organizational sustenance, growth, and change. Leadership assists in aligning all the processes in an organization which augments efforts towards the common objectives that signify the essence of its existence. Utkramit Madhya Vidyalay and its education process initiated by Dr. Sapan Patralekh enunciated an increase in human capital efficiency to make the school a dynamic organization adapting to one of the most critical situations faced by human mankind as a whole. This case is also an example of how proper balance between authority and responsibility by the leadership provides parity between the two variables to meet responsibility on time and prevents a no-use of authority.

ACKNOWLEDGMENT

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About the Contributors

Maria Pressentin, Ph.D., MBA, MR, IDT, ACC is the Chief Knowledge Officer at Leadership ScientificTM, a global consultancy specialized in building leadership capacity and transmuting toxic organizational cultures. She has a consistent track record of success in reducing companies' attrition rate, raising employee work-passion by connecting the people's purpose to organizational results through her ground-breaking research on Servant Leadership. She is a Professor at the International School of Management, France, as well as at the Emeritus Institute of Management, Singapore. Maria is the Editor-in-Chief at IGI Global Publications, USA, for the book "Key Factors and Used Cases of Servant Leadership Driving Organizational Performance", where she also co-authored a few chapters. Maria has been awarded as a Top 100 Best Global Coaching & Leadership Professional by the Global HRD Congress. She was honored twice as the Iconic Woman for Creating a Better World for All by the Women Economic Forum. Maria is also a two-time-consecutive Best Researcher award-winner from the ACPSB academic accreditation council, in Paris, and in Houston for the title: "The 4 Key Ingredients in Building Social Entrepreneurial Leaders in the For-Profit World".

* * *

Muhammad Mahboob Ali is a professor and expert in the field of Macro and financial economics, entrepreneurial management and ICT, Dhaka School of Economics, Constituent Institution of the University of Dhaka, Bangladesh. Google Scholar, https://orcid.org/0000-0002-2860-1516 and Research ID: p-2227-2018.

Diana Fernandes received her Master's degree in International Business in 2017, and her Degree in International Relations in 2015, both from the University of Minho. She currently develops professional activity in Adidas GBS Porto (Porto, Portugal), in the HR Services Department. Meanwhile, she dedicates to academic research, being her main research interest areas in the field of International Business, Human Resources Management, Leadership, Green Economy, and Change Management.

La'Wana Harris, CDE, CIC, ACC, is a Certified Diversity Executive, an Executive Coach, and a global leadership development professional who has over 20 years experience in large multinational pharmaceutical companies. Her most recent book, Diversity Beyond Lip Service: A Coaching Guide for Challenging Bias, introduces an "inside out" approach for diversity, equity, and inclusion, (DEI) and is the foundation of her coaching paradigm. La'Wana is contributing to the coaching industry with this body of work merging DEI, leadership development and professional coaching spaces. She developed

a coach training program designed to equip coaches and leaders that are pursuing their development to become Certified Inclusion Coaches. La'Wana has demonstrated success strategizing a range of corporate functions including global leadership and organizational development, diversity and inclusion and people leadership. In addition, La'Wana is an affiliated faculty member in Organizational Dynamics at the University of Pennsylvania. Spanning the decades of her professional career and social justice activism, La'Wana has received numerous industry and community awards. Most recently, La'Wana was recognized in the 100 Most Inspiring People in the life-sciences industry by PharmaVOICE magazine and the recipient of the Women in Leadership award from the National Black MBA Association. La'Wana is also a respected humanitarian and philanthropist. Understanding how important it is for children to read books with characters they can relate to she created two book series featuring children of color. These books promote cultural diversity and are translated in the native languages of underserved nations. La'Wana has donated 10,000 books in Haitian Creole to schools and orphanages throughout Haiti in partnership with Grace International. Through her efforts, U.S. sales from these books help support young females entering careers in STEM. A servant leader, foreign and domestic missionary, and a passionate activist, La'Wana believes in meeting people where they are to combat racism, poverty and injustice.

Anant Lal Karn is a professor of management and has been associated to the central department of management in Tribhuvan University, Kathmandu, Nepal over the years. He is a PhD holder from the faculty of management, University of Delhi, India. He has been the First Program Co-ordinator, M.Phil in Management, Tribhuvan University, Nepal. He has been Ex- Head-Central Departmnet of Management in Tribhuvan University, Nepal. He was also the visiting Professor, Osaka University, Osaka, Japan. He was also Japan Foundation Fellow in Osaka University, Osaka, Japan. He was Colombo Plan British Council Scholar in U.K. He has been the Ex-Director Employee Provident fund, Nepal and Member of Management Subject Cluster Group, University Grant Commission, Nepal.

Markos Kyritsis is an interdisciplinary researcher and data scientist with a diverse publication history in the areas of cognition, computing, and business. He is a member of several research teams both inside and outside the UK, who are currently engaging or have engaged in studies involving: cognitive modelling; eye tracking; user experience; virtual reality; entrepreneurial intention; and predictive analytics in a medical setting.

Paolo Marizza is an Experienced Executive with a proven history of working in management consulting, in finance and services companies. Musician, pianist. Management consultant in leading consulting firms, he covered managerial roles in both small and large companies and business angel roles in public and private sector initiatives. He is currently visiting professor of Business Organization at the University of Trieste. He started playing the piano at the age of 5 years. After a few piano concerts and youthful experience in rock bands he embarked on a different path with a degree and MBA in Business economics. Author of books and articles on strategy, finance, and innovation, over the years, his love for music, from classical to jazz, has been enriched by experiences and sensibilities gained in the interaction with complex organizations.

Vladimir Dmitrievich Milovidov (born January 13, 1960, in Moscow) is an economist, doctor of economic sciences. Dr. Milovidov graduated from Moscow State University (MSU) with a degree in economist, a teacher of political economy (1984), postgraduate studies at the Institute of World Economy

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and International Relations (IMEMO) of the USSR Academy of Sciences (1987). In 1990-1991 he was a postdoctoral fellow at the Economic Department at Yale University. From 1990 to 1996, he was teaching in the Russian School of Middlebury Colledge. Honored Economist of the Russian Federation (2005). Author of numerous scientific papers on innovation management, financial markets, decision-making under uncertainty. In 2007-2011, he headed the Russian financial market regulator. In 2011-2017 he served as the top manager in one of the most prominent Russian public companies. He was responsible for managing the innovation projects. Dr. Milovidov is heading of the Department of International Finance of the Moscow State Institute of International Relations (MGIMO University), the Deputy Director of the Primakov National Research Institute of World Economics and International Relations of the Russian Academy of Sciences.

Gina L. Peyton, an Associate Professor at Nova Southeastern University, USA, teaches doctoral level courses in organizational and higher education leadership, and master level leadership courses. Dr. Peyton earned her Doctor of Education in organizational leadership, specializing in higher education leadership, her Master of Science degree in reading and her Bachelor of Science degree in psychology from Nova Southeastern University. With over 25 years of higher education experience, Dr. Peyton has extensive knowledge of leadership theories and practice, ethical leadership, strategic leadership, leading and managing organizational change, education, and research. Dr. Peyton is a dissertation chair and serves on numerous leadership committees.

Ujwal Prakash is a university gold medalist in Master of Arts (Economics) and a college topper in Bachelor of Arts (Economics). Besides, being associated with the department of economics, Ranchi University as MPhil research scholar, he is a faculty in the department of economics, Lady K C Roy Memorial School, Ranchi. Earlier, he was associated with a multinational corporation based in India in a managerial capacity dealing with educational services for over fourteen years.

David B. Ross, a Professor at Nova Southeastern University, teaches doctoral level leadership courses and is a dissertation chair. He earned a Doctorate in Educational Leadership, Master of Justice Policy Management/Public Management at FAU, and a B.S. Degree in Computer Science at NIU. He has written articles and book chapters on leadership, power, narcissism, stress, academic integrity, entitlement, mobbing/bullying, Gerontechnology, mass media, and areas of homeland security. Dr. Ross is a co-editor of a book titled Higher Education Challenges for Migrant and Refugee Students in a Global World. He is a retired Criminal Investigator/Agent with extensive-applied supervisory and field operations experience involving complex federal, state, local, and international crime; covert-clandestine operative and worked with informants; smuggling, profiling and drug interdiction; development of evidence for use in sworn affidavits, arrest and search and seizure warrants, pen registers including wire-oral intercepts, high technical human, surveillance; intelligence-led programs, and RICO Act crimes.

Teay Shawyun is an Associate Professor in Strategic Management and was Consultant to King Saud University, Saudi Arabia (2009 to 2020) retained to develop the university's integrated electronic ITQAN Performance Management System linking quality-information-planning. He was the President of SEAAIR (South East Asia Association for Institutional Research) from 2005-2017. Presently he is Editor of JIRSEA (Journal of Institutional Research South East Asia) and a member of the TQA (Thailand Quality Award) Board of Assessors for 15 years. He developed the CHE (Commission on Higher

Education) Award winning IQA system in 2009 for Assumption University of Thailand during his tenure as the Director for the Center for Excellence (2003 to 2013). He was awarded the best academic staff award by the APHEIT in 2008 and received various grants and awards for research and conferences. He has 10 years business experience and more than 38 years academic experience teaching MIS, IT and Strategic Management with research interest covering Management of Technology, Strategic Management, Quality Management and Performance Management. He has published two sets of manual and 4 booklets on quality & performance management system, a book on strategic planning in higher education, more than 80 articles and book chapters.

Vasilios Stouraitis is a lecturer in International Business and Management at Glasgow Caledonian University in the UK and visiting lecturer in several institutions abroad including Italy and Panama. Specializing in small and medium-sized enterprises and with a background in International Business and Economics, he holds a PhD from Henley Business School/University of Reading, an MSc in Development studies from University College London and an MBA and BSc from the University of Kent. He has worked on development issues (agribusiness and governance) for the United Nations (Food and Agriculture Organization and the International Fund for Agricultural Development) and European Commission (DG Enterprise and Industry) and is also a published author in international business strategy and entrepreneurship. Regarding academic work, he has taught in several institutions (Edinburgh Business School at Athens, The American University of Rome, Link Campus Rome, Swiss School of Management Rome) and supervised several BA/BSc and MA/MSc theses on International Business topics and Food Economics. He has published in journals such as the International Journal of Entrepreneurial Behavior and Research, Journal of Small Business and Enterprise Development and in United Nations working paper series. His academic interests include SMEs, entrepreneurship, internationalization, exporting and agri-business smallholders. He speaks Italian, Greek, French, English and Spanish. Regarding research, he collects data and publishes in academic journals regularly with many collaborations and pending projects including books. He is a member of the Africa Children and Bread-Action NGOs based in Rome and Athens, a board member of the GCU UHatch incubator and start-up advisor.

Daniella Teles Amaral is a lecturer at the University of Johannesburg in the Department of Business Management. She is currently in the process of obtaining her PhD in Business Management. Her interests lie in the fields of Entrepreneurship and Strategic Management. She has a strong passion for knowledge-sharing and constantly strives to keep up to date with the most current trends in anything business related. She has also been recognised amongst the top academics in the Department of Business Management and is admired for her hard-work and passion in ensuring that students academic needs are well-catered for. Daniella thoroughly enjoys her job and is always up for any challenge that is thrown at her – however, in her spare time she really enjoys spending time with her family and is a huge animal lover.

Konstantinos Tsanis is a Digital Transformation and FinTech Specialist with the IFC. Prior to joining IFC he was based in Lagos, Nigeria, where he worked as Chief Innovation and Data Officer for WEMA Bank. Before that, he worked in Bloomberg, developing new markets and new products, and Thomson Reuters, working in their VC investments arm within MEA. He also worked for Bayzat, the highest funded insurtech in the MENA region and as a strategy consultant with Kaiser Associates, and as University lecturer at the Universities of Edinburgh, Glasgow and City, in London. During his professional life, he has gained different recognitions and awards for his achievements (Best Digital Bank,

Innovative Bank of the year, Finnovator of the Year) while his work has been extensively published in the media (HBR, MIT Tech Review, Industry Journals, Different newspapers etc). He gained his PhD from the University of Edinburgh, and his research focused in Strategic Decision Making and Financial Performance in Rapidly Changing Environments. He is also a Chartered FCSI, he is adjunct professor at Hult International Business School in ''Digital Transformation and FinTech'', and he is a resident fellow on ''scaling business in Africa'' at the University of Edinburgh Business School. He is also a frequent conference keynote speaker and author in Digital Finance topics.

José G. Vargas-Hernández, M.B.A., Ph.D., Member of the National System of Researchers of Mexico and a research professor at Tecnológico Mario Molina Unidad Académica de Zapopan. Professor Vargas-Hernández has a Ph. D. in Public Administration and a Ph.D. in Organizational Economics. He has undertaken studies in Organisational Behaviour and has a Master of Business Administration, published four books and more than 200 papers in international journals and reviews (some translated to English, French, German, Portuguese, Farsi, Chinese, etc.) and more than 300 essays in national journals and reviews. He has obtained several international Awards and recognition.

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