The Advisor Servant Leadership Behavior Scale: Development and Construct Clarification

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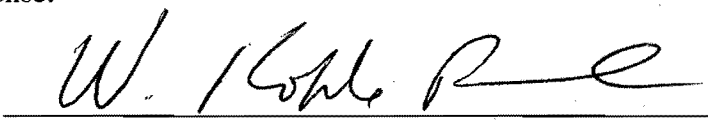
Signature 

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ABSTRACT

This study investigated the plausibility of measuring academic advisors' servant leadership behaviors using a written instrument. Spears' (1998) conceptualization of servant leadership and Crookston's (1972) conceptualization of academic advising served as the basis for survey item development. A panel of advising experts assessed the content validity of the Advisor Servant Leadership Behavior Scale (ASLBS). The ASLBS pilot-survey contained 30 items after content validation. The Academic Advising Inventory (AAI) and the Servant Leadership Questionnaire (SLQ) provided support for the construct and predictive validity of the ASLBS. An exploratory factor analysis revealed a four-factor model; *Conceptual Mapping, Holistic Growth, Degree Awareness, Advising Environment*. The four-factor ASBLS showed positive correlations with the AAI and SLQ thus supporting its construct and predictive validity. ASLBS internal consistency was high, .87 or greater for each factor. A confirmatory factor analysis confirmed the ASLBS four-factor structure. The results showed that the ASLBS can be used to help support the assessment of servant leadership based advising, and servant leadership based advising training and development programs.

TABLE OF CONTENTS

LIST OF TABLES

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DEDICATION

I dedicate this study to my wife, Casey. Thank you for enduring countless hours of class, reading, writing, and editing. Your love, sacrifice, and encouragement helped me through this process. You finally have your husband back! I want to thank my parents, Wayne and June. Your love and encouragement provided added motivation to complete this project and I know that you are proud. I want to thank my brother, Kody. I missed numerous deer hunting and fishing trips because of this project but your understanding and compassion helped me through this process. Time to do some hunting and fishing! I want to thank my Aunt Judy. Your incessant love and encouragement helped me complete this project. Lastly, I want to thank my grandparents, William, Ethel, James Chester, and Oweda. Although none of you could physically see me accomplish this goal, I know you all are smiling down on me from heaven. Your values, morals, and work ethic shined through your children and rubbed off on me. I am the man I am today because of the foundation you laid many years ago.

Chapter I

INTRODUCTION

Academic advising plays an integral role in the growth, development, and success of college students (Creamer, 2000; Light, 2001; Pascarella & Terenzini, 2005). Advisors functions include prescribing classes, providing accurate information about degree requirements, and helping students explore academic and career interests (Crookston, 1972). Students frequently rank these functions as the most important aspect of their educational experience (Noel-Levitz, 2010; Noel-Levitz, 2009). Crookston (1972) categorized advisors' functions as either prescriptive or developmental. Prescriptive advising is one-way communication from the advisor to the student. The student takes a passive role. Developmental advising is an interactive dialogue between the student and his or her advisor. The student's growth and development is just as important as course completion (Crookston, 1972; O'Banion, 1972).

The "gold standard" in academic advising is rooted in the developmental advising approach (Gordon, Habley, Grites, & Associates, 2008). Developmental advising is one of the most sought after training and development topics (Noel-Levitz, 2006). Although developmental advising is important to advisors, students do not always prefer developmental advising. Lower socioeconomic students and first-year students often prefer prescriptive advising to developmental advising (Smith & Allen, 2006; Smith, 2002). Fielstein (1989) found that students, regardless of class standing, preferred prescriptive advising. Fielstein (1989) believed students, regardless of class standing,

only wanted advisors who provided accurate information about degree requirements and policies and procedures. Prescriptive advising incorporates both functions in that context. Students are often satisfied with prescriptive advising as well (Kearney, 1994; Alexitch, 1997). Fielstein (1989) stated developmental advising is not a cure-all approach to academic advising. Advisors should treat students as individuals. Advisors should assess their advisees' progress and needs and deliver academic advising in a manner that fits in with their students' needs (Fielstein, 1989; Mottarella, Fritzsche, & Cerabino, 2004).

In response to these inconsistencies, Kelly (2003) believed that a new advising paradigm existed in transformational leadership. Academic advisors seek to empower their students in the same way transformational leaders seek to empower their followers. Empowering students helps them become active participants in their education. Empowering students also helps them challenge assumptions and think critically. Kelly also believed transformational leadership could enhance students' commitment to academic goals. However, McClellan (2007) believed servant leadership was the closest leadership theory to academic advising.

Although servant leadership and transformational leadership are very similar, they have one unique difference. Servant leaders focus on the growth and development of followers whereas transformational leaders focus on the attainment of organizational objectives (Stone, Russell, & Patterson, 2004; Graham, 1991). McClellan (2007) used this difference to postulate the theoretical relationship between developmental advising and servant leadership. He related developmental academic advising behaviors to Spears' (1998) conceptualization of servant leadership. Spears characterized servant

leadership into ten constructs: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community. McClellan's piece was theoretical in nature but called for further research to investigate his thesis.

In response to McClellan's (2007) supposition, Paul, Smith, and Dochney (2012) set out to empirically test the proposed relationship. They found positive significant relationships between servant leadership behaviors and developmental academic advising. They also found that servant leadership was a significant predictor of developmental advising behaviors. Paul et al. called for future research to investigate the creation of an advisor servant leadership behavior scale. The scale could have several practical implications including an assessment instrument for academic advisors.

Prescriptive and Developmental Advising

The two foundational approaches to academic advising are prescriptive and developmental advising (Crookston, 1972). Prescriptive advising is one-way communication between the advisor and the student. The advisor is the authority figure and the student takes on a passive role. The advisor is a prescriber of classes. Crookston compares the prescriptive advising relationship to that of a doctor and patient. The advisor prescribes classes to heal the student's scheduling dispositions. In contrast, developmental advising is concerned with a student's holistic development. Interactive dialogue is the basis of the advisor/advisee relationship. Crookston stated developmental advising "is concerned not only with a specific personal or vocational decision but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavioral awareness, and problem-solving, decision-making, and

evaluation skills" (p. 5). O'Banion (1972), King (2005), and Gordon et al. (2008) believed developmental advising included exploring life and vocational goals as well as majors, careers, and classes. Ender, Winston, and Miller (1984) defined developmental academic advising as "a systematic process based on a close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the utilization of the full range of institutional and community resources" (p. 19).

Servant Leadership Theory

Greenleaf's (1970) essay, *The Servant as Leader*, laid the groundwork for servant leadership theory. Greenleaf (1970, 1977, 2003) believed potential leaders must desire to serve others first, and only after first serving can they be moved to lead. The role of servant leaders is to foster growth and development of followers.

Spears (1998) conceptualized ten constructs of servant leadership based on Greenleaf's work. Spears' constructs of servant leadership include listening, empathy, healing, awareness, persuasion, foresight, conceptualization, stewardship, commitment to the growth of people, and building community. Listening is the servant leader's ability to engage in active listening, to listen critically. Empathy is the ability to put his or herself in the shoes of his or her followers and truly understand their life situation. Healing helps those who are broken (physically or emotionally) become whole. Awareness is the servant leader's ability to be critically aware of his or her surrounding and view situations from a holistic perspective. Persuasion is the ability to persuade followers to do things rather than using coercion. Foresight is to envision the future based on his or her current situation and lessons from the past. Conceptualization is the ability to take his or her vision and create a tangible, realistic plan. Stewardship is the ability to make society a

better place by allowing followers to make contributions for the greater good of society. Commitment to the growth of people is to empower and develop followers. Building community is the servant leader's ability to enhance societal structures through developing followers that in turn make positive contributions to society.

Linking Academic Advising and Servant Leadership

Effective advisors and effective servant leaders share many similarities. Ryan (1992) stated effective advisors are active listeners; they listen constructively to their students. McClellan (2007) stated listening is a vital part of academic advising. Ryan stated that advisors are empathic to the needs and life situations of their students. Advisors help heal their students both emotionally and academically (Paul et al., 2012). Effective advisors are critically aware of their surroundings. They are aware of the policies and procedures that affect and influence the academic and personal lives of their students (McClellan, 2007). Effective advisors persuade their students to do things. McClellan stated the act of persuasion by advisors helps the student keep their autonomy in the decision-making process. Advisors help their students make decisions based on their students' current situation and lived experiences (Paul et al, 2012). McClellan (2007) stated advisors help their students create a vision for their future based on their current and past experiences; they help students conceptualize their future. Advisors seek to empower their students through the advising process. McClellan stated that the empowering nature of advising helps the student grow both personally and professionally. Advisors provide a caring atmosphere for their students. They help their students learn how what they learn in the classroom relates to their out-of-class experiences (Crookston, 1972). Providing an open and caring atmosphere and helping

students make connections on campus is a vital part of effective advising. This process helps establish students' sense of community (McClellan, 2007; Paul et al., 2012).

Statement of Problem

The seminal researchers in advising pedagogy, Crookston (1972), O'Banion (1972), Ender et al. (1984), and Winton and Sandor (1984a), believed developmental advising is the best advising approach for all students. As such, academic advisors consistently request training and development in developmental advising (Noel-Levitz, 2006). However, developmental advising is not always the best approach for all students (Smith, 2002; Fielstein, 1989; Kearney, 1994; Alexitch, 1997; Mottarella et al., 2004; Smith & Allen, 2006).

In response to the inconsistencies, Kelly (2003) presented his thoughts on using transformational leadership as a new advising paradigm. McClellan (2007) agreed with Kelly in that a new advising paradigm exists in leadership theory. However, McClellan believed servant leadership, not transformational leadership, would be the best model for academic advising. The review of literature revealed only one empirical investigation of the relationship between servant leadership and academic advising.

Paul et al. (2012) found significant positive relationships between servant leadership and developmental academic advising. They used Barbuto and Wheeler's (2006) Servant Leadership Questionnaire (SLQ) to measure students' perceptions of their advisors' servant leadership behaviors. However, the development of the SLQ occurred in the organizational setting, which may have caused inconsistencies when applied in the advising setting. For example, stewardship in the SLQ incorporates "commitment to developing a community spirit in the workplace" (Barbuto & Wheeler, 2006, p. 319).

The mention of the workplace is contextually different from the advising setting. Therefore, assessing stewardship, in advising, using the SLQ is not contextually valid. Paul et al. concluded that servant leadership could be a viable model for academic advising. Therefore, the need for the creation of an instrument to measure advisors' servant leadership behaviors is great if servant leadership is a viable model for academic advising. The creation, validation, and implementation of such a scale would provide a framework for assessing servant leadership in academic advisors who use servant leadership as their model for advising. Such a scale would also help bridge the gap between leadership theory and academic advising.

Purpose of Study

The intent of the research was to develop a written instrument to measure advisors' servant leadership behaviors. Spears' (1998) conceptualization of servant leadership and Crookston's (1972), O'Banion's (1972), and Ender et al.'s (1984) conceptualization of academic advising provided the framework for survey item development. The goal was that the development and validation of the survey would aid in the assessment of academic advisors' servant leadership behaviors and add to the literature linking academic advising and servant leadership.

Methodology

DeVellis' (2003) eight steps to survey development provided methodological guidelines for the study. Step 1 consisted of determining what to measure. The scope of the survey was measuring academic advisors' servant leadership behaviors using a written instrument. Step 1 was the most important step because survey item generation stems from measurement intent. Step 2 consisted of generating an item pool. The item

pool consisted of questions based on the relationship between Spears' (1998) conceptualization of servant leadership and Crookston's (1972), O'Banion's (1972), and Ender et al.'s (1984) conceptualization of academic advising. Seven key responsibilities of academic advisors were identified:

1. Provide students with accurate information about degree requirements.
2. Provide students with accurate information about college/university policies and procedures.
3. Help students identify and explore career interests/opportunities.
4. Help students select courses based on their career interests.
5. Refer students to campus resources when necessary.
6. Help students assume responsibility for their education.
7. Provide and open and friendly atmosphere.

DeVellis recommends generating enough items to create redundancy within each construct. Redundancy can aid in establishing reliability of the scale. Step 3 consisted of determining the format for measurement. A seven point Likert-type scale was used to allow students to rate their advisors' servant leadership behaviors. The Likert-type scale consisted of a "neutral" middle anchor and three equally weighted anchors on either side. The seven-point scale consisted of seven anchors ranging from 1-strongly disagree to 7-strongly agree. Step 4 consisted of having the item pool reviewed by a panel of experts. Expert reviewers helped establish the content validity of the items. The expert reviewers consisted of seven academic advisors from the university. Step 5 consisted of deciding what additional items to include in the survey to help establish validity. Step 6 consisted of piloting the survey. Field (2009) stated that a sample of 300 participants is

adequate for survey development. Step 7 consisted of analyzing the pilot survey data. DeVellis recommended Exploratory Factor Analysis (EFA) to help uncover the constructs hidden in the survey items. Validity and reliability were established in Step 7. Chapter 3 will discuss how reliability and validity were established. The final step involved optimizing the survey length. The survey was reduced to a manageable amount of items based on the correlations of the items with the constructs identified by the EFA. DeVellis warns not to make the survey too long or short because reliability and survey length are directly related. Sue and Ritter (2007) stated surveys that are long, taking longer than 10-15 minutes to complete, are susceptible to participant fatigue, which is a hindrance to internal consistency. Not having enough items, one or two items per construct, also reduces the internal consistency of the construct (Sue & Ritter, 2007). Although DeVellis (2003) did not mention confirming the factor structure found by EFA, a Confirmatory Factor Analysis (CFA) analyzed the results of the EFA to confirm the factor structure.

Research Question

This study was guided by the following question: Can academic advisors' servant leadership behaviors be accurately assessed through a written instrument?

Assumptions

There are several guiding assumptions for the study. First, academic advisors' servant leadership behaviors are measurable. There is empirical evidence to support the relationship (Paul et al., 2012). Secondly, the SLQ was not a contextually valid measure of advisors' servant leadership behaviors. Thirdly, data was collected from a convenience sample of undergraduate students from a midsized university in the

southeastern United States. Multiple replications of the study in different geographical locations could enhance the generalizability of the findings. Lastly, collecting data from a representative sample of undergraduate students provided better support for the generalizability of the results rather than only surveying upperclassmen.

Summary

Effective academic advising is vital to college students' retention and success. Developmental advising is the most popular and widely sought after advisor training topic. However, research shows inconsistencies in students' preferences for and satisfaction with developmental advising. McClellan (2007) proposed a new advising paradigm rooted in servant leadership in which he believed servant leadership and developmental advising were related. Paul et al. (2012) tested McClellan's hypothesis and found a positive significant relationship between servant leadership and developmental advising. They called for future research to investigate the development of an advisor servant leadership behaviors scale. The creation and validation of such an instrument would provide a new assessment medium to measure advisors' servant leadership behaviors. Chapters 2-4 include literature to support the need for a new instrument, the steps undertaken to develop and validate such an instrument, and the results of the analysis. The final chapter summarizes the process and provides implications for practice.

Chapter II

REVIEW OF LITERATURE

Academic advising plays an integral role in the retention and persistence of college students (Pascarella & Terenzini, 2005; Light, 2001; Corts, Lounsbury, Saudargas, & Tatum, 2000). Habley (2004) stated, "Academic advising is the only structured activity on the college campus in which all students have the opportunity for one-on-one interaction with a concerned representative of the institution" (p. 1). The advisor-advisee interaction also enhances the growth and development of the student (Creamer, 2000; Light, 2001). Crookston (1972) was the first to conceptualize what effective academic advising should look like. His model dichotomized academic advising into two approaches; prescriptive and developmental advising. Although many advising theorists believed the developmental advising approach was the most appropriate model for all students (Crookston, 1972; O'Banion, 1972; Ender et al., 1984), there remain inconsistencies in the literature.

Prescriptive and Developmental Advising

Burns Crookston (1972) first introduced the concepts of prescriptive and developmental advising. Advisors utilize their authority over their advisees in the prescriptive approach. Prescriptive advisors frequently practice one-way communication in their interactions with students. Prescriptive advisors speak and students listen. Prescriptive advisors are the experts. They prescribe classes and give advice much as doctors prescribe medicine and gives advice to their patients. Crookston did not discount

the importance of class prescription and advice giving. However, he believed a better approach existed in developmental advising.

Student development theory, including the psychosocial and identity development theories, heavily influenced Crookston's (1972) conceptualization of developmental advising. Psychosocial theory in advising states students' progress through different life-stages that influence their decision-making skills. Crookston believed students' planning and self-awareness increased as they matured and experienced differing life-events. Student identity development in advising occurs when students become more aware of their changing-self (Crookston, 1972). Students seek to establish their identity and create their purpose in life (Chickering, 1969).

Crookston (1972) believed developmental advising had two basic tenants. First, the goal of the developmental advisor was to help students create a life plan and build their academic and professional career around their life plan. O'Banion (1972) also believed advisors had a responsibility to discuss life goals and vocational goals with their advisees. O'Banion believed class selection should occur after the discussion of such goals. Like Crookston, he believed advising should help students build their major or program of study around their life and vocational goals rather than the other way around. At the time, the opposite of their belief tended to be the practice in academic advising.

Secondly, academic advising is a shared responsibility between students and advisors (Crookston, 1972). The holistic growth and development of the student was just as important as class prescription. Crookston stated, "…developmental counseling or advising is concerned not only with a specific personal or vocational decision but also with facilitating the student's relational processes, environmental and interpersonal

interactions, behavioral awareness, and problem-solving, decision-making, and evaluation skills" (p. 12). Ender et al. (1984) also believed developmental advising provided a framework for holistic student growth. They stated developmental advising was "a systematic process based on a close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the utilization of the full range of institutional and community resources" (p. 19).

King (2005) believed developmental advising helps students create and achieve educational goals and link those same goals with career exploration and opportunities. Developmental advisors anticipate students' needs, help them explore their academic and career options, and create goals and action plans to reach those goals (Ohrablo, 2010). Developmental advising incorporates two-way communication. The foundation of the advisor-advisee relationship is trust and is a learning process for both parties (Crookston, 1972).

Academic Advising Inventory (AAI)

Winston and Sandor (1984b) also believed developmental advising was a more effective approach to advising than prescriptive advising. However, they noted that there was not an empirical instrument designed to measure developmental advising. In response to the lack of a formal instrument, they created the Academic Advising Inventory (AAI) (Winston & Sandor, 1984a). The original version of the AAI contained 31 items (Winston & Sandor, 1984b). Each item contained two statements. One statement exhibited a developmental advising behavior and the other exhibited a prescriptive advising behavior. The 31-item instrument was given to a panel of eight advising experts for their review of content and construct validity. Six out of the eight

experts agreed on an item in order to include the item in the instrument. Winston and Sandor (1984b) reduced the initial 31 items to 22 items with a Cronbach's alpha level of .81.

Next, Winston and Sandor (2002) administered the 22-item instrument to 412 participants from five different colleges and universities. The results of the exploratory factor analysis reduced the instrument to 17 items. Five items did not contribute any significance to the instrument (Winston & Sandor, 2002). They then administered the 17-item instrument to 506 participants from five geographically different colleges and universities. The results of the exploratory factor analysis revealed 14 items contributing to the variance in three factors. Thus, the final version of the AAI contained one 14-item scale measuring Developmental-Prescriptive Advising (DPA, α = .78), and three subscales; Personalizing Education (PE, α = .81), Academic Decision Making (ADM, α = .66), and Selecting Courses (SC, α = .42).

PE measures advisors' interests in students' holistic educational growth including their career interests, personal concerns, goal setting, and extracurricular activities (Winston & Sandor, 2002). ADM measures advisors' interests in helping students take responsibility for their academic decision-making (Winton & Sandor, 2002). SC measures advisors' ability to help students select courses based on their academic and career interests (Winton & Sandor, 2002). The AAI is the most recognized and frequently used instrument to measure developmental-prescriptive advising behaviors and preferences.

Students' Preferences for Developmental Advising

Winston and Sandor (1984b) believed students would prefer developmental advising. They used the AAI in their groundbreaking study to test their hypothesis and collected data from 306 undergraduate students at the University of Georgia. Students were found to prefer developmental advising regardless of class standing or gender. Their findings provided the first empirical evidence to support Crookston's (1972), O'Banion's (1972) and Ender et al.'s (1984) suppositions regarding the importance of developmental advising. Winston and Sandor (1984b) believed in the applicability of developmental advising in all college environments with all students.

Beasley-Fielstein (1986) followed up Winston and Sandor's conclusion with an investigation of students' preferences for developmental advising at the University of Arkansas. She conducted structured face-to-face and telephone interviews with 20 sophomore and senior students from three colleges within the university; the College of Agriculture and Home Economics, the College of Arts and Science, and the College of Business. She used questions from the AAI and other unpublished developmental advising instruments to formulate her interview questions. Students were found to prefer developmental advising regardless of major or college. Students preferred advisors who cared about them, created a personal relationship, and were committed to their holistic growth.

Using a community college setting, Herndon, Kaiser, and Creamer (1996) investigated the applicability of students' preferences for developmental advising. They used the AAI to collect advising preferences from 424 students at a community college in Virginia. The sample was majority female (60.4%) and Black (52.4%). They found that

community college students, regardless of race, major, gender, and enrollment status, preferred developmental advising. In particular, females preferred developmental advising significantly higher than males (F (1, 255) = 7.67, $p < .01$). Their findings added credibility to the generalizability of students' preferences for developmental advising regardless of institutional status.

Harrison (2009) acknowledged a lack of research pertaining to nursing students preferences for advising. She wanted to determine if nursing students preferred developmental advising. She surveyed 63 nursing and pre-nursing students at a small university in southeastern Minnesota and asked them to rank their preference for pre-determined advising behaviors. Crookston's (1972), O'Banion's (1972, and Winton and Sandor's (1984b) thoughts and findings heavily influenced the survey content. Additional space provided students with the opportunity to write in additional behaviors. Both nursing and pre-nursing students ranked "fostering and nurturing" at the top of their preference list (Harrison, 2009). Behaviors associated with setting goals, working through personal goals, working through personal and academic difficulties, and providing a supportive atmosphere is considered "fostering and nurturing" (Harrison, 2009). Harrison concluded that the majority of important and preferred behaviors were consistent with developmental advising.

Students' Satisfaction with Developmental Advising

Much of the contemporary empirical literature on developmental advising dealt with students' preferences for it. Davis and Cooper (2001) wanted to further the current research on students' preferences for developmental advising by investigating students' satisfaction with developmental advising. They investigated the relationships between

advisor types, student perceptions of their advisor, and student satisfaction with advising. Faculty advisors, professional academic advisors, or residence life advisors operationalized advisor type. One hundred ninety-eight students completed the AAI. Students rated their advisors, regardless of advisor type, as exhibiting developmental advising behaviors. However, professional academic advisors received the highest developmental advising ratings. Students were also satisfied with the advising they received. They concluded that students tended to respond better to and were more satisfied with developmental advising thus adding support for Winston and Sandor's (1984b) seminal research study and findings.

Coll and Draves (2009) determined if students' worldviews were a significant predictor of their satisfaction with advising. They administered the AAI and the World Assumption Scale (WAS) to 191 freshmen students at a mid-sized university in the southeastern United States. They found that students' worldviews were not a significant predictor of their satisfaction with advising. However, students were satisfied with developmental advising. Specific developmental advising behaviors, such as discussing personal values ($\beta = .25$, $p < .05$) and exploring majors and careers ($\beta = .33$, $p < .01$), were significant predictors of students' satisfaction with advising. Coll and Draves concluded that the adoption and implementation of developmental advising would be the best advising approach regardless of student worldviews.

Hale, Graham, and Johnson (2009) investigated students' satisfaction with developmental advising at the University of Arkansas. They wanted to determine if congruence between the type of advising received and students' preferred advising style had any effect on satisfaction with advising. They collected data from 429 undergraduate

students using the AAI. They found that 95.5% of the surveyed students preferred developmental advising. Students were also satisfied with developmental advising. Students who received development advising and preferred developmental advising (77.9%) were more satisfied with their advising experience than students who preferred developmental advising but received prescriptive advising (Cohen's $d = 1.05$). Their findings provided further support for the notion that students both preferred and are satisfied with developmental advising.

Inconsistencies with Developmental Advising

Although Crookston (1972) and others labeled developmental advising the "gold-standard" approach in advising, there are contradicting findings in the literature related to students' preferences for and satisfaction with developmental advising. Smith (2002) investigated first-year student's preferences and expectations from their advising experience by conducting focus group interviews with 34 first-year students. His investigation addressed two questions: did first-year students prefer developmental to prescriptive advising and did first-year students report receiving developmental or prescriptive advising (p. 39). He found that first-year students preferred prescriptive advising behaviors to developmental advising and they were satisfied with the advising received. His findings contradicted findings reported by Winston and Sandor (1984b) and Hale et al. (2009). He surmised that one explanation for the results could be that first-year students preferred prescriptive advising and gradually coalesced to developmental advising as they progressed through their college career.

Fielstein (1989) addressed whether students wanted personal relationships with their advisor. Personal relationships between advisors and advises is an important part of

developmental advising. Fielstein conducted structured telephone interviews with 90 sophomore and senior students at the University of Central Arkansas. She interviewed only sophomores and seniors because she wanted to determine if there was a difference in class standing and preference for advising. She used the AAI and other unpublished developmental advising based instruments as the basis for her interview questions. Students preferred prescriptive advising regardless of class. Students ranked their advisors' knowledge of degree requirements, university policies and procedures, and important dates and deadlines as the most important part of advising. Fielstein concluded that students did not discount the importance of establishing a relationship with their advisor. However, students were more concerned with prescriptive functions.

Nursing students are also more concerned with prescriptive advising (Kearney, 1994). She investigated the advising needs of Registered Nurses (RN)-to-Bachelor of Science in Nursing (BSN) students. She designed a questionnaire to measure the importance and availability of academic advising to nursing students and collected data from 62 students. Students ranked prescriptive advising behaviors, such as advisors' knowledge of degree requirements and assistance with registration, as the most important aspects of their advising experience. Students ranked developmental advising behaviors, such as career planning and personal counseling, as the least important aspects of their advising experience. These results contradicted Harrison's (2009) findings which were that nursing students preferred and were satisfied with developmental advising.

Alexitch (1997) investigated the relationship between students' educational orientation, their preferred style of advising, the style of advising received from their advisor, and overall satisfaction with advising. She defined educational orientation into

two categories; learning-oriented and grade-oriented. She argued that learning-oriented students attend college because they seek to develop their communication and critical thinking skills. Grade-oriented students attend college with the hopes of gaining skills that will transfer to a specific job or occupation. Eighty-one junior and senior level students from a midsized Canadian university participated in her study. She used the AAI to measure advisors' developmental-prescriptive advising and participants' satisfaction with advising. She used the Learning Orientation-Grade Orientation Scale II (LOGO-II) to measure participants' educational orientation. Both learning-oriented and grade-oriented participants preferred developmental advising. However, learning-oriented was the only significant predictor of students' preference for developmental advising ($\beta = .26$, $p < .05$). Alexitch concluded that learning-oriented participants tend to exhibit greater preferences for developmental advising. Both groups perceived the advising they received as prescriptive. However, both groups reported satisfaction with the advising they received. Crookston (1972) believed there was a clear distinction between developmental and prescriptive advising. She also believed advisors should adopt the developmental approach. However, Alexitch's findings suggest that student satisfaction with advising is a combination of both the prescriptive and developmental advising approaches regardless of educational orientation. She concluded that developmental-prescriptive advising might not be a dichotomy as Crookston originally wrote.

Mottarella et al. (2004) challenged Crookston's assumption that personal relationship, warmth, and concern are only associated with the developmental approach. In fact, they found the advisor/advisee relationship to be the most important factor

influencing the satisfaction with advising regardless of advising approach: prescriptive or developmental. They concluded, "The depth and emotional nature of the advising relationship contributes the most to student satisfaction with their advising" (p. 59). Their findings support the idea that the advisors approach is more important than the approach to advising they exhibit. In other words, advisors can be effective and students can be satisfied with advising regardless of the exhibition of prescriptive or developmental advising as long as the advisor exhibits warmth, care for the student, and seeks to build a rapport with the student.

Furthering Mottarella et al.'s (2004) work, Smith and Allen (2006) investigated the factors that students find to be the most important functions of academic advising. They also investigated students' satisfaction with those same functions. They identified 12 advising functions that were categorized into five constructs; integration, referral, information, individuation, and shared responsibility. The five constructs contained both developmental and prescriptive advising functions. They surveyed 2,193 undergraduate students at Portland State University. Advisors' demonstration of accurate information ranked as the most important function and had the highest satisfaction rating. The second most important function revealed by this survey was the major connect function. This function incorporates advisors helping students make class decisions that are in line with their academic, career, and life goals (p. 59). They acknowledged that the accurate information function is related to prescriptive advising whereas the major connect function is related to developmental advising. Their findings supported conclusions reported by Alexitch (1997) and Mottarella et al. (2004) that developmental prescriptive

advising is not a dichotomy but a continuum. Developmental advising is not the "gold standard" for all students.

Advising and Leadership

In response to the inconsistencies regarding students' satisfaction with and preference for developmental advising, Kelly (2003) believed a new advising paradigm existed in transformational leadership. He argued that advisors should focus on empowering their students rather than worrying about if they are demonstrating prescriptive or developmental advising behaviors. He believed that the use of transformational leadership theory in advising could also enhance students' critical thinking skills and academic achievement. McClellan (2007) agreed with Kelly in that a new advising paradigm existed in leadership. However, McClellan believed servant leadership, not transformational leadership, was the closest leadership theory to academic advising. The difference in the focus of the leader was the main difference in Kelly's and McClellan's suppositions. Transformational leaders focus on reaching and exceeding organizational objectives whereas servant leaders focus on the growth and development of followers (Stone et al., 2004; Graham, 1991). McClellan believed servant leadership in advising would place students' growth and development at the forefront of advising practice.

Servant Leadership

Robert K. Greenleaf, in a seminal essay, introduced the concept of servant leadership (Greenleaf, 1970). His inspiration for servant leadership manifested out of several life experiences including his adolescence and time spent with his family, his pursuit of higher education, his employment at AT&T, and his religious faith (Greenleaf,

2003; Spears, 2004b). However, he did not coin the term servant leadership until after reading Hesse's *Journey to the East* (as cited in Greenleaf, 1970, 2003; Spears, 2004b). In *Journey to the East*, the main character, Leo, acts as a servant to a group of men who set out on a mythical journey. All is well while Leo is present. However, when Leo disappears the group of men falls apart. They abandoned their journey. One of the men later discovers that Leo was actually a great king and had sponsored the men's journey. Like Leo, Greenleaf realized that leadership was not about individual greatness or achievements but rather providing growth and support for one's followers; acting as a servant to one's followers.

Greenleaf (1977) asserted that servant leaders have a desire to serve before they lead. Servant leaders seek to empower their followers and help them grow both professionally and personally. Servant leaders strive to help develop their followers into servant leaders themselves. Greenleaf (1970) stated, "…do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?" (p. 7). Spears (2004b) believed servant leadership is the behaviors and beliefs of leaders that positively influence their followers and community. Laub (1999) believed "servant leadership is an understanding and practice of leadership that places the good of those led over the self-interest of the leader" (p. 81). The concept of servant leadership has several constructs including listening, empathy, healing, awareness, persuasion, foresight, conceptualization, stewardship, commitment to the growth of people, and building community (Greenleaf, 1970; Greenleaf, 1977; Spears, 1998, 1995, 2004b; Crippen, 2005; Powers & Moore, 2005).

Listening. Greenleaf (1970, 1977) purported that the act of listening was the most important facet of servant leadership. DeGraaf, Tilley, and Neal (2004) believed the act of listening laid the foundation for all other characteristics of servant leadership. Listening is more than hearing what someone is saying. Listening is an active process where the servant leader actively listens to what is said (Spears, 1998, 2004b). Spears (1998) called this "listening intently" (p. 4). He later added that the process of listening to what is not said is just as important as what is said. DePree (1989) believed listening was a two-way process. Before servant leaders can lead, they must first listen to their followers. Servant leaders must accept their followers' opinions (Spears, 1995). They must actively seek to steer a course that is consistent with the group's point of view (Maxwell, 1998). Coupled with listening is reflection. Greenleaf (1970, 1977) believed a reflection period was vital to listening. Spears (1998) believed the process of reflection allowed servant leaders to align their decision-making with the worldviews of their followers.

Empathy. Empathy is more than feeling sorry for another person. Empathy involves trying to gain a deeper understanding of the lived experiences of another person (Spears, 1998, 2004b). Greenleaf (1970, 1977) believed empathy included the absence of rejecting others because of their beliefs and experiences. Spears (2010) stated, "People need to be accepted and recognized for their special and unique spirits" (p. 27). Barbuto and Wheeler (2006) believed empathy was the appreciation of followers' circumstances. Servant leaders accept their followers and are impartial in judgment (Sendjaya, 2003). Van Dierendonck's (2011) concept of "interpersonal acceptance" included empathy. Interpersonal acceptance encompassed servant leaders' ability to show compassion,

provide a caring atmosphere, and the ability to understand the psychological needs of followers (Van Dierendonck, 2011). DePree (1989) added that empathy was an authentic interaction between servant leaders and their followers. Followers' trust coupled with servant leaders' deep concern for their followers was the foundation of empathy (DePree, 1989).

Healing. Servant leaders help those who have experienced personal and professional hardships (Spears, 1998). Servant leaders do so in a manner that is consistent with what Greenleaf (1977) called "making those who are broken whole again." Sendjaya, Sarros, and Santora (2008) stated that Greenleaf's concept of "wholeness" was a by-product of providing emotional support to followers. Servant leaders also take a personal interest in their followers and try to help them get their lives back in order (Sendjaya et al., 2008). Healing is a process of restoration and improvement (Millard, 1995). Healing helps followers alleviate interpersonal issues. Deal and Patterson (2000) believed the alleviation of interpersonal issues could positively influence the social fabric of the institution and the individual. In essence, healing helped both the individual and the organization become whole again.

Awareness. Spears (1998) believed awareness was the servant leaders' desire and ability to constantly search and evaluate environmental cues. Searching and evaluation helped servant leaders stay informed and critically aware of their surroundings. Awareness helps servant leaders see how environmental factors will affect their organization, followers, and themselves (DeGraaf et al., 2004). Awareness helps servant leaders make educated and influential decisions (Barbuto & Wheeler, 2002). Greenleaf (1977) stated, "Awareness is not a giver of solace—it is just the opposite. It is a disturber

and an awakener" (p. 41). Kotter (1996) and Kouzes and Posner (2007) called this process "challenging the status-quo." Servant leaders do not sit idly by. Instead, they challenge the status-quo based on the knowledge they gain from the cues they notice in their environment. They are active seekers of new information so that they may be better prepared to make decisions, provide growth opportunities to their followers, and create a clear vision for their organization (Van Dierendonck & Nuijten, 2010).

Persuasion. Servant leaders do not use their positional power or coercion to influence their followers. Instead, they utilize persuasion to build group consensus (Spears, 1998). They use rationale rather than hierarchy to get their followers to do things (Spears, 1995). Barbuto and Wheeler (2002) believed persuasion was servant leaders' ability to influence followers without using authority. Servant leaders persuade followers by helping them understand the vision of the organization (DeGraaf et al., 2004). Servant leaders do so by "modeling the way" for their followers (Kouzes & Posner, 2007). If followers understand the vision of the organization, they are more likely to see how their values matchup with the organization's vision. Persuasion, rather than coercion, is then used as a motivator (DeGraaf et al., 2004).

Foresight. Spears (1998) stated, "Foresight is a characteristic that enables the servant-leader to understand the lessons from the past, the realities of the present, and the likely consequence of a decision for the future" (p. 5). Servant leaders are able to foresee the future (Greenleaf, 1977). Servant leaders are able to predict outcomes based on a combination of knowledge and intuition (Melrose, 1998). Kim (2004) believed servant leaders must actively seek out new information that could help "guide their people to a better future" (p. 204). DeGraaf et al. (2004) stated "foresight allows us to map out how

we are going to get places by anticipating the various consequences of our actions and then picking the actions that will serve us best" (p. 150). Foresight helps servant leaders create action plans for their followers and organization (Spears, 1998).

Conceptualization. Spears (2004b) called conceptualization the process of "dreaming great dreams" (p. 14). Dreaming great dreams is servant leaders' ability to use their awareness of environmental cues to create plans and goals for their organization and followers (Laub, 1999). Conceptualization is the process of using knowledge gained through foresight to create a map of what the future will look like for followers and the organization (Spears, 1998, 2004b). DeGraaf et al. (2004) stated, "conceptual skills allow us to see the big picture, the *where we want to go*" (p. 150). Lifelong learning, critical awareness of environmental cues, and foresight are the most impart facets of conceptualization (DeGraaf et al., 2004).

Stewardship. Greenleaf (1970, 1977) believed stewardship was the process of holding one's organization in trust for the greater good of society. The basic tenant of enhancing society revolves around serving the needs of followers so that they may contribute to society in a positive way (Greenleaf, 1977; Block, 1998). Servant leaders are committed to serving the needs of others (Spears, 1998). The true essence of stewardship is illustrated when servant leaders hold themselves and those around them accountable for the well-being of the organization and society as a whole (Block, 1993). Servant leaders put the needs of their followers before their own needs (Block, 1998). Servant leaders' philosophy is rooted in the idea that without developing their followers, they themselves cannot grow or develop (Gardiner, 1998). Stewardship is a partnership between leaders and followers. Servant leaders serve best when they create partnerships

with their followers (Block, 1993). Creating partnerships provides opportunities for both parties to grow and develop.

Commitment to the Growth of People. Spears (1998, 2004b) stated that servant leaders have a responsibility to help their followers grow personally, professionally, and spiritually. Growth comes from servant leaders' ability to provide necessary resources for followers' development (Autry, 2004). Servant leaders act as coaches to their followers. They identify their followers' weaknesses, help them overcome their weaknesses, and provide a support structure for continued growth (McGee-Cooper, 1998). Servant leaders value their followers' contributions, provide positive and negative feedback, and are open to learning from their followers (Melrose, 1998). Servant leaders facilitate growth by providing encouragement, affirmation, and autonomy to their followers (Laub, 1999).

Building Community. Greenleaf (1970) believed close-knit communities were a fading bread in a society that valued conglomerates and multi-national organizations. He believed building community could have a positive impact on the growth and development of followers. Building community is accomplished by focusing on building relationships with followers, collaborating with followers, and valuing followers' differences (Laub, 1999). Servant leaders build community by providing a welcoming environment for their followers (De Pree, 1989). DeGraaf et al. (2004) believed building community helped build "virtuous citizens" (p. 159). Virtuous citizens provide a framework for their surrounding community to follow. In essence, building virtuous citizens teaches followers to be models for their own followers. Modeling virtuous

behaviors can have a drastic impact on the commitment, motivation, and attitudes of followers and their community (DeGraaf et al., 2004).

Measuring Servant Leadership

Although the conceptualization of servant leadership occurred more than 40 years ago, attempts at empirical measurement only occurred within the last 13 years. The first and seminal empirical investigation of servant leadership was Laub's (1999) doctoral dissertation. He developed the Organizational Leadership Assessment (OLA) to measure servant leadership behaviors in the business setting. Laub pulled from numerous servant leadership experts, including Greenleaf, as inspiration for OLA item development. Seven years later, Barbuto and Wheeler (2006) developed the Servant Leadership Questionnaire (SLQ). Barbuto and Wheeler also pulled from several servant leadership experts but used Greenleaf's (1970) original essay on servant leadership and Spears (1998) servant leadership framework as their basis for item development. Regardless of the minute difference, both the OLA and SLQ are the most frequently used servant leadership assessment instruments.

Organizational Leadership Assessment (OLA). Laub (1999) was the first to develop and validate a servant leadership behavior instrument. He utilized a Delphi technique in the initial stage of instrument development. He recruited a panel of 14 experts in servant leadership to complete three rounds of questionnaires. The first questionnaire asked panelists to list 10 characteristics of servant leadership. Panelists were also given a list of characteristics found in the literature that they could use to identify the required 10 characteristics. Questionnaire 2 included 70 characteristics identified by the panelists in questionnaire 1. Panelists were then asked to rate each

characteristics on a seven point Likert-type scale ranging from Essential (7) to Unnecessary (1). Questionnaire 3 reported panelists median, twenty-fifth percentile, and seventy-fifth percentile rankings from questionnaire 2. Panelists were asked to rerate the behaviors and asked to provide an explanation for behaviors that were not within the middle 50% of responses.

Laub (1999) used the median and interquartile range to determine behaviors to include in the pilot instrument that were rated as *Necessary* or *Essential*. Analysis of the questionnaires revealed 74 items within six constructs; values people, develops people, builds community, displays authenticity, provides leadership, and shares leadership. Laub added six job satisfaction questions to the pilot survey and administered it to 828 participants. Using exploratory factor analysis to analyze the factor structure of his proposed model Laub found that his six dimension model loaded on two factors: organization assessment (α = .95) and leadership assessment (α = .98). He subsequently reduced the original 74 items down to 60 items and the OLA had a Cronbach's alpha of .98.

The final six questions of the OLA pertained to job satisfaction. Laub (1999) investigated the relationship between servant leadership and job satisfaction and found a significant positive relationship (r = .635) between job satisfaction and servant leadership. Job satisfaction accounted for 40% of the variance in servant leadership scores. He concluded that participants who scored high on both the organization assessment and leadership assessment were more satisfied with their jobs.

Adding to Laub's original study and findings, Stramba (2003) used the OLA to investigate the relationship between servant leadership and job satisfaction. Her

convenience sample consisted of senior leadership (n = 4), management (n = 9), and faculty (n = 6) at a large community college in Canada. She found that participants who held strong perceptions of servant leadership were more satisfied with their job than those who did not. Her results supported Laub's (1999) original findings of the relationship between servant leadership and job satisfaction.

Cerit (2010) investigated the relationship between servant leadership and organizational commitment. She assessed principals' servant leadership behaviors using Laub's (1999) OLA by surveying 563 teachers from the Duzce School District in Turkey. The relationship between all six factors in the OLA and organizational commitment were significant with correlations ranging from .84-.93. She also found that servant leadership was a significant predictor of organizational commitment (R^2 = .76). Servant leadership explained 76% of the variance in organizational commitment.

Furthering Cerit's (2010) study, Black (2010) hypothesized that since servant leadership and organizational commitment are related, and organizational commitment is part of school climate, then servant leadership and school climate are related. She used Laub's (1999) OLA to measure principals and teachers practice of servant leadership. She surveyed 231 teachers and 15 principals in Canada and found significant correlations between school climate and values people (r = .66), develops people (r = .54), and displays authenticity (r = .36). She concluded that school climate could be enhanced if principals practiced servant leadership.

Drury (2005) used Laub's (1999) OLA to collect servant leadership data from 87 undergraduate students at Indiana Wesleyan University. She believed servant leadership and teacher effectiveness were related. She compared students OLA scores with their

perceptions of teacher effectiveness and found that professors who were rated high on effectiveness had higher servant leadership ratings than their less effective counterparts. The results support Drury's hypothesis that servant leadership was related to professor effectiveness. She concluded that servant leadership would be a viable model for teaching in higher education.

Servant Leadership Questionnaire (SLQ). Barbuto and Wheeler (2006) developed the SLQ. They used Greenleaf's (1970) servant leadership essay and Spears (1998) conceptualization of servant leadership as the basis for their creation of survey questions. They also included "calling" as part of their model. They developed five to seven questions per construct. The pilot survey contained 56 questions. A panel of 11 expert judges helped establish face validity and construct validity. Sixty percent agreement among expert judges was required for question inclusion in the pilot survey. They administered the pilot survey to 80 community leaders and 388 raters affiliated with the community leaders. The participants also completed the Multifactor Leadership Questionnaire (MLQ) and the Leader-Member Exchange (LMX) four weeks later. Participants' MLQ and LMX responses provided predictive and convergent validity support. Barbuto and Wheeler (2006) used exploratory factor analysis to analyze the pilot survey data from the 388 raters, which revealed five factors with eigenvalues at or greater than one thus allowing them to limit their final model to include only those five factors. The final version of their SLQ contained 23 items measuring five constructs: artistic calling ($\alpha = .82$), emotional healing ($\alpha = .91$), wisdom ($\alpha = .92$), persuasive mapping ($\alpha = .87$), and organizational stewardship ($\alpha = .89$). Next, Barbuto and Wheeler conducted a confirmatory factor analysis on the community leaders data ($n = 80$). The

purpose was to confirm the factors identified in the rater data. Their analysis revealed that the community leader data supported the rater data thus validating the five-factor structure.

Dannhauser and Boshoff (2006) used the SLQ to investigate the relationship between servant leadership, trust, and team commitment. They used the Workplace Trust Survey (WTS) and Team Commitment Survey (TCS) to collect trust and commitment data. They collected data from 417 South African participants who help jobs in the automobile industry. The results revealed significant positive relationships between servant leadership and trust (r = .80), and servant leadership and team commitment (r = .49). They concluded that servant leadership was a catalyst for building trust and commitment. Building trust and commitment can have a positive impact on both employees and the organization.

Although the SLQ was typically used in the business setting, Reddick (2011) used it to investigate student affairs professional use of servant leadership in the midwestern United States. She e-mailed the SLQ to 1,396 Association of College Unions International (ACUI) members. One-hundred and thirty-five participants completed the survey. She stated that ACUI's mission is to serve students and help them grow both personally and professionally. She found that student affairs professionals exhibited high levels of servant leadership leading her to the conclusion that student affairs professional are servant leaders and exhibit servant leadership behaviors.

Paul et al. (2012) investigated the relationship between servant leadership and developmental academic advising. They also wanted to determine if servant leadership could predict developmental advising behaviors. They used Winston and Sandor's

(1984a) Academic Advising Inventory (AAI) and the SLQ to measure advisors developmental advising and servant leadership behaviors. They surveyed 223 undergraduate students at a midsized university in the southeast. They found significant positive relationships between developmental advising and wisdom (r = .61), persuasive mapping (r = .60), and organizational stewardship (r = .52), emotional healing (r = .47), and altruistic calling (r = .44). Servant leadership was also a significant predictor of developmental advising (R^2 = .41, F (5, 222) = 30.34, p < .001).

Paul et al. (2012) concluded that servant leadership was a viable model for academic advising. They noted that the purpose and focus of "servant advising" should be the growth and development of all students. The use of servant advising could offset the growing inconsistencies regarding students' preferences for and satisfaction with developmental advising. Servant advisors would help their students grow without holding allegiance to any advising or counseling theory. However, they noted that there was not a formal way to assess advisors' servant leadership behaviors. They called for further research in this area because the SLQ did not contextually measure servant leadership in academic advising. Although their findings support the relationship between servant leadership and developmental advising, the lack of a formal scale could have skewed their results. Therefore, an advisor servant leadership behavior scale is needed.

Linking Academic Advising and Servant Leadership

McClellan (2007) and Paul et al. (2012) believed that there was a relationship between servant leadership and academic advising. They believed "servant advising" could provide a viable framework for advising that could help offset the growing inconsistencies surrounding developmental advising. McClellan and Paul et al. used

Greenleaf's (1970, 1977) servant leadership model, Spears' (1998) conceptualization of servant leadership, and Crookston's (1972) conceptualization of academic advising to elucidate the link between servant leadership and academic advising.

Listening and Empathy. Listening is the most important facet of servant leadership (Spears, 1998). In short, listening to another individual means hearing what that individual is saying. However, listing is more than hearing what someone is saying. Listening is an active process that incorporates critical thinking and reflection (Greenleaf, 1977). Listening critically is an important practice of both academic advisors and servant leaders. Spears (2004b) stated that a servant leader has "a deep commitment to listen intently to others…a servant-leader is an individual who listens receptively" (p. 8). Receptive listening is a key competent of effective advising (Bitz, 2010). Ryan (1992) stated that advisors gain a better understanding of their students expressed problems by practicing critical listening.

McClellan (2007) believed empathy was a vital part of listening. Though the term empathy is used as common everyday language, many individuals do not fully grasp the concept. Empathy is more than feeling sorry for a person. Empathy includes truly understanding and feeling the emotions of another person. McClellan believed effective advisors, like servant leaders, are able to facilitate personal growth within their students. Advisors accomplish this by listening critically and participating in active reflection to try to understand exactly how their students feel about their lived experiences. Lowenstein (2008) believed empathy also encompassed impartiality in student development. Advisors have a responsibility to be fair to all students and should seek to be non-judgmental (Lowenstein, 2005).

Healing. McClellan (2007) stated that most individuals commonly associate the meaning of healing with restoring physical health. However, Greenleaf's (1977) interpretation of healing transcends the common association. Healing is the ability of servant leaders to heal themselves and their followers. Healing is the process of making those who are broken whole again (Spears, 2004b). Covey (2004) believed healing was a vital facet of holistic personal development. In particular, Covey believed the enhancement of followers physical, mental, emotional, and spiritual well-being could help them become whole again.

Helping students achieve wholeness is a common practice among effective advisors. Effective advisors help students' understand and accept themselves (Ryan, 1992). Effective advisors help students make the connection between their academic and career interests (Ryan, 1992). Other aspects of health that Greenleaf (1970) defines as healing are reflected in academic advising as well. O'Banion (1972) believed advisors should assist students in setting vocational goals. O'Banion believed this would have a positive impact on students "wholeness." In essence, advisors not only help heal students in the literal sense but also help them establish goals and purpose which in turn can help confused and "lost" students find their way (Paul et al., 2012).

Awareness. McClellan (2007) defines awareness as a "pivotal internal characteristic" of servant leadership (p. 45). To embody the true meaning of awareness, servant leaders must have general awareness along with self-awareness (Crippen, 2005). Crippen (2005) also states that awareness results when one continually gains knowledge, including knowledge about one's self, and uses that knowledge to help others. McClellan added that servant leaders use what they learn to help themselves and serve their

followers. Servant leaders empower their followers and help facilitate their growth (Howatson-Jones, 2004). Servant leaders cannot fulfill their leadership duties without awareness.

Advisors, like servant leaders, cannot fulfill their advising duties without awareness. Advisor's knowledge of academic policies and procedures along with their ability to link particular classes to a student's holistic developmental goals are enhanced by the advisor's level of awareness (Paul et al., 2012). McClellan (2007) believed advisors' knowledge and their ability to relay their knowledge to their students are the critical links between academic advising and awareness. Koring, Killian, Owen, and Todd (2004) stated effective advisors are able to learn and adapt to changing environments and use their newfound knowledge to "better serve" their students.

Persuasion. Servant leaders persuade their followers rather than force them into making decisions like other types of leaders (Spears, 2004a; McClellan, 2007). Persuasion affords servant leaders the opportunity to help their followers make decisions, which facilitates growth in followers (McClellan, 2007). Persuasive interactions allow followers to keep their autonomy in the decision-making process (McClellan, 2007). Greenleaf (1970, 1977) described persuasion as building consensus between servant leaders and their followers. The decision-making process is a shared responsibility in academic advising as well (Crookston, 1972; Ender et al., 1984). Academic advisors are concerned with assisting students in developing the skills necessary for making well-planned decisions (Crookston, 1972; Ender et al., 1984). Advisors are students' liaisons on campus and providers of advice. Advisors persuade students rather than coerce them into making personal and educational decisions (Ryan, 1992).

Foresight and Conceptualization. Spears (2004a) stated, "Foresight is a characteristic that enables the servant leader to understand the lessons from the past, the realities of the present, and the likely consequence of a decision for the future" (p. 9). Foresight allows servant leaders to envision the future (Greenleaf, 1977). Servant leaders also help followers create goals and plans based on their foresight. McClellan (2007) believed conceptualization was servant leaders' ability to visualize what the future will look like and plan for it. Spears (2004a) believed conceptualization also included helping followers "dream great dreams" (p. 9).

Foresight and conceptualization are also vital facets of effective academic advising. Advisors help students create academic plans based on their prior academic history, current academic goals, and future career plans (McClellan, 2007). Advisors are responsible for helping students envision their future and map out their path to success (Kuh, 2008; Bloom, 2008). Advisors help students set goals and provide a support system to help them reach their goals (Appleby, 2008; Gore & Metz, 2008). Ryan (1992) believed advisors should present their students with multiple academic and career-related resources based on the students' academic history and future interests. Advisors should also provide their students with a myriad of choices, challenge students to explore the different choices and create an educational action plan together (Ryan, 1992).

Stewardship and Commitment to the Growth of People. Servant leaders' desire to serve their followers is the most salient facet of stewardship (Spears, 1998). Stewardship also entails helping followers grow both personally and professionally. Servant leaders empower their followers so that they may grow and become servant leaders themselves (Greenleaf, 1970, 1977). Academic advisors also seek to serve their students and help

them grow. Advisors should expose students to academic and non-academic resources that can positively influence the growth of the student (Bloom, 2008). Academic advisors challenge students to become active learners and participants in their educational endeavors which can have a positive impact on their decision-making (Lowenstein, 2008).

The main purpose of student developmental theory is to aid students in becoming more aware of their changing self (Crookston, 1972). Through academic advising the student and advisor collaboratively place the idea of career and professional training in the context of life as a whole rather than building the life around the career choice (Crookston, 1972; O'Banion, 1972). Appleby (2001) agreed that the advising process could aid in student development if the focus was life choices, academic choices, and then career choices.

Building Community. Greenleaf (1977) believed building community fostered individuals' growth and development. Servant leaders seek to build community by encouraging small group interaction and collaboration (Powers & Moore, 2005). The purpose of advising is to facilitate a community in which there is an opportunity for the student to lead a self-fulfilling life (Crookston, 1972). King (2005) stated that advising helps students make the connection between their in-class and out-of-class experiences. Advisors seek to help students build connections on campus and recognize the importance of their campus community (King, 2005). These interactions with others can assist in valuing the differences of others (Crookston, 1972). Building community also includes providing a caring and friendly environment (McClellan, 2007). A caring atmosphere includes advisors' preparing for advising appointments, exhibiting sincerity,

and providing accurate advice (Holmes, 2004). Caring and friendship behaviors are also manifested through advisors' ability to provide an open, welcoming, and approachable advising environment (McClellan, 2007).

Summary

The developmental advising approach is the most popular advising practice and sought-after training topic. Developmental advising is concerned with the holistic growth of students. Developmental advising helps students take an active role in their educational endeavors. However, developmental advising is not the "gold standard" approach for advising all students. McClellan (2007) presented his thoughts on using servant leadership as a new advising paradigm. He believed that the 10 servant leadership constructs identified by Greenleaf (1970) and Spears (1998) could be viable in advising. His thesis was supported by the research of Paul et al. (2012). They found significant relationships between servant leadership behaviors and academic advising behaviors using the SLQ to measure servant leadership behaviors. However, the SLQ was not originally designed to measure advisors' servant leadership behaviors and thus could have skewed their results. An advisor servant leadership behavior scale would provide a medium for assessing servant leadership in advising which could prove to be valuable if higher education institutions adopted a servant leadership approach to advising. Therefore, the development and validation of an advisor servant leadership behavior scale is needed. Chapter 3 identifies the plan to develop and validate such as scale.

Chapter III

METHODOLOGY

Effective academic advising enhances college students' retention and chances for success (Light, 2001; Pascarella & Terenzini, 2005; Creamer, 2000). Developmental advising is the dominate approach in advising practice. Developmental advising focuses on the holistic growth of students (Crookston, 1972). Developmental advisors practice two-way communication, provide a caring atmosphere, and share responsibility for students' decision-making (Crookston, 1972, O'Banion, 1972; Ender et al., 1984).

Developmental advising is the most popular advising approach and academic advisors consistently request developmental advising training (Gordon et al., 2008; Noel-Levitz, 2006). However, students ranging from first-year students to minority students preferred and are satisfied with prescriptive advising (Smith, 2002; Smith & Allen, 2006; Kearney, 1994; Alexitch, 1997). This contradiction suggests that developmental advising may not be the most appropriate advising approach for all students.

In response to the above inconsistency, Kelly (2003) believed transformational leadership would provide a better framework for advising. McClellan (2007) agreed that leadership theory could provide a new framework for advising. However, McClellan believed servant leadership was a more suitable theory. He cited servant leaders focus as the primary difference between servant leadership and transformational leadership. Transformational leaders focus on achieving organizational goals whereas servant leaders

are concerned with the growth and development of their followers (Stone et al., 2004; Graham, 1991).

Paul et al. (2012) tested McClellan's (2007) thesis. They found a significant positive relationship between servant leadership and developmental advising. Barbuto and Wheeler's (2006) Wisdom and Persuasive Mapping were the best predictors of developmental advising. Paul et al. believed servant leadership could be an appropriate model for advisor training and development. However, they noted the lack of a formal instrument to measure advisors' servant leadership behaviors. If servant leadership is to be used as a new advising framework, then a formal way to assess advisors' servant leadership behaviors is needed. Therefore, my purpose is to determine if advisors' servant leadership behaviors can be measured using a written instrument. The creation and validation of such a scale will provide an assessment instrument for servant leadership in advising and help link advising to servant leadership theory and practice.

Research Question

The research intent was to investigate the potential for measuring academic advisors servant leadership behaviors with a written instrument. Spears' (1998) conceptualization of servant leadership and Crookston's (1972) conceptualization of academic advising provided the framework for survey item development. The goal was that the development and validation of the scale aided in the assessment of academic advisors' servant leadership behaviors. The research was guided by the question, "Can academic advisors' servant leadership behaviors be accurately assessed through a written instrument?"

Population and Sample

Institutional Review Board (IRB) approval was obtained before the study was conducted (see Appendix D). A midsized public university in Georgia was the research site. According to the University's Office of Strategic Research and Analysis, the fall 2011 undergraduate enrollment was 10,728 students. The undergraduate population consisted of 59.9% women and 40.3% men. The undergraduate population ethnicity consisted of 54.1% White, 34.1% Black, 3.7% Hispanic, 2.9% multiracial, 2.3% ethnicity unknown, 1.5% non-resident alien, 1.0% Asian, 0.3% American Indian or Alaska native, and 0.2% Native Hawaiian of other Pacific Islander.

The target population was all 10,728 undergraduate students. The pilot survey was administered to a convenience sample of 508 undergraduate students. Of the 508 targeted participants, 471 completed the pilot survey. Of the 471 completed surveys, 428 were completed accurately and usable in data analysis. Forty-three participants completed the pilot survey incorrectly. A convenience sample was used to collect surveys in a timely manner and it allowed for the identification of classes that included students from various majors and various levels of academic standing (approximately 25% freshmen, 25% sophomores, 25% juniors and 25% seniors) that closely matched the target population demographics. Freshmen and sophomores have limited history with their advisors when compared to upperclassmen. However, all undergraduate students were used because the generalizability to all students at the university was contingent upon such a sample. Generalizability to all students at the university provides a framework for assessing servant leadership behaviors in advisors who have students from each class level rather than limiting the scope of the scale to only upperclassmen.

Data Collection

DeVellis (2003) recommended a minimum of 300 participants for scale development. A minimum of 400 participants were targeted to account for students who were absent from class during survey administration, incorrectly completed the survey, or who opted out of taking the survey. The Seat Analysis Tool (SAT) on the university's Strategic Research and Analysis Web site was used to identify the convenience sample. The SAT provided institutional data on major, gender, and class standing to assist institutional administrators in predicting the number of future course offerings. SAT identified classes on campus that contained students, who demographically, were representative of the undergraduate population. SAT revealed 12 classes that contained representative samples of undergraduate students. The professors of each class were contacted, via an e-mail message, and provided a message regarding the study's intent and request to administer the Advisor Servant Leadership Behavior Scale (ASLBS). Access to 10 of the classes was granted totaling 508 students. The ASLBS was administered, along with the Academic Advising Inventory (AAI) and the Servant Leadership Questionnaire (SLQ) for validity purposes, during the summer-fall 2012 advising period (April 9th-27th). Students' advising appointments were concluding by this time and their interactions with their advisors were still fresh in their memory.

The ASLBS contained 30 items. The AAI and SLQ contained 80 items collectively. Therefore, participants responded to a total of 110 items. The sheer volume of items was not conducive to providing accurate responses (DeVellis, 2003; Sue & Ritter, 2007). My research advisor suggested dividing up the surveys if time and resources allowed. The ASLBS was administered on the first class meeting during one of

the three weeks of the summer-fall 2012 advising period. Next, the AAI and SLQ were administered on the second class meeting on the same week. Dividing up the 110 questions reduced the risk of participant fatigue (Sue & Ritter, 2007).

Instrumentation

The ASLBS was the pilot survey and the AAI and the SLQ were also administered to enhance the validity of the ASLBS.

Advisor Servant Leadership Behavior Scale (ASLBS).

Phase I: Item Generation. Identifying servant leadership behaviors in academic advisors is the intent of the ASLBS pilot survey. Therefore, the similarities between academic advising and servant leadership guided my creation of behavioral based items. Spears' (1998) conceptualization of servant leadership was used as the theoretical basis for servant leadership. Spears identified ten constructs in servant leadership: listening, empathy, healing, awareness, persuasion, foresight, conceptualization, stewardship, commitment to the growth of people, and building community. Crookston (1972), O'Banion (1972), and Ender et al.'s (1984) conceptualization of academic advising was used as the theoretical basis for academic advising. Three to four behavioral based questions were developed for each construct of servant leadership. DeVellis (2003) recommended redundancy in the initial item generation phase as to enhance the internal consistency of the scale. A Likert-type scale was used to evaluate students' perceptions of their advisors' display of servant leadership behaviors; (1) *Strongly Disagree,* (2) *Disagree,* (3) *Slightly Disagree,* (4) *Neither Agree nor Disagree,* (5) *Slightly Agree,* (6) *Agree,* (7) *Strongly Agree.*

Phase II: Content Validation. The initial ASLBS questions were administered to a group of seven Subject Matter Experts (SME) who have extensive experience in the content areas of academic advising and/or leadership studies. The SMEs consisted of seven professional academic advisors from various colleges within the university. Lawshe's (1975) Content Validity Ratio (CVR) helped enhance the content validity of the ASLBS. The CVR is the ratio of SME's responses to each item as essential or not essential to the item's respective construct. SMEs read the initial ASLBS questions in random order along with the definition of the ten theoretical constructs. SMEs decided which constructs were associated with each item by circling the appropriate construct. Each item contained all ten constructs as to make it easy for SMEs to circle their response. Lawshe (1975) stated an acceptable CVR value for each item with a group of seven SMEs is .80. Thus, 86% (six of seven or seven of seven), of the SMEs had to agree on the "essentialness" of each item to its respective construct in order to enhance the content validity of the ASLBS.

Phase III: Pilot-test. Pilot survey data were collected during the end of the university's summer-fall 2012 advising period. The chances of collecting data from already advised students was enhanced at the end of the advising period because students had more time to be advised before survey administration. The ASLBS was piloted along with Winston and Sandor's (1984a) AAI and Barbuto and Wheeler's (2006) SLQ. The data from the AAI and SLQ provided validity support for the ASLBS.

Construct Validity of the ASLBS. Paul et al. (2012) found a significant positive relationship between servant leadership and academic advising in a prior research study. They used the AAI to measure academic advising behaviors and the SLQ to measure

servant leadership behaviors. Therefore, participants' scores on the ASLBS should be positively and significantly correlated to participants' scores on both the AAI and SLQ. This comparison added to the construct validity of the ASLBS.

Prior research has also elucidated significant positive relationships between servant leadership and students' satisfaction with advising (Paul & Kitchens, 2012). They used AAI and the SLQ to measure students' satisfaction with advising and their advisors' servant leadership behaviors. Therefore, participants' satisfaction with advising should be positively and significantly correlated with SLQ scores. This relationship also added to the construct validity of the ASLBS.

Predictive Validity of the ASLBS. Servant leadership was a significant predictor of developmental academic advising behaviors (Paul et al., 2012). They used the AAI to measure advisors' developmental advising behaviors and the SLQ to measure advisors' servant leadership behaviors. Therefore, the ASLBS should be able to predict advisors' developmental advising behaviors. The ASLBS and the AAI were used to determine if the ASLBS was a significant predictor of developmental academic advising behaviors.

Paul and Kitchens (2012) also found servant leadership was a significant predictor of students' satisfaction with advising. They used the AAI and the SLQ in their study. Therefore, the ASLBS should be able to predict students' satisfaction with advising.

Reliability of the ASLBS. The reliability of the ASLBS was assessed using the internal consistency function (α) in the Statistical Packages for the Social Sciences (SPSS). Cronbach's alpha is the measure of the inter-correlation between survey items and their theoretical constructs. Field (2009) and Fraenkel and Wallen (2009) stated that Cronbach alpha levels of .7 or greater are acceptable for research purposes. Therefore,

the .7 or greater criteria was used as the acceptable range for measures of internal consistency within the constructs of the ASLBS.

Academic Advising Inventory (AAI). Part I of Winston and Sandor's (1984a) AAI measured advisors' developmental and prescriptive advising characteristics. The scale consists of 14 behavioral based questions designed to measure Developmental-Prescriptive Advising behaviors (DPA, α = .78). The DPA has three subscales: (1) Personalizing Education (PE) (my advisor is interested in helping me learn how to find out about courses and programs for myself OR my advisor tells me what I need to know about academic courses and programs, α = .81); (2) Academic Decision-Making (ADM) (my advisor registers me for my classes OR my advisor teaches me how to register myself for classes, α = .66); and (3) Selecting Courses (SC) (my advisor tells me what would be the best schedule for me OR my advisor suggests important considerations in planning a schedule and then gives me responsibility for the final decision, α = .42). Each of the 14 questions contains two statements. Each statement contains a four-point Likert-type scale ranging from *Very True* to *Slightly True*. Participants had to decide which of the two statements for each question best portrayed the behaviors exhibited by their academic advisor. The participant then had to decide how "true" each behavior was to their advisors' behavior.

Winston and Sandor (2002) used a panel of eight content experts to help assess the content validity of the AAI. There was not a similar scale to the AAI so Winston and Sandor (2002) compared regular students' (not enrolled in the developmental studies program) perceptions of their advisors developmental advising behaviors to students in the developmental studies program at the University of Georgia (UGA). The

developmental studies program consisted of students enrolled in at least one remedial course. The nature of the developmental studies program at UGA warranted a developmental approach in advising. Therefore, at-risk, developmental students should have reported higher levels of developmental advising than their regular student counterparts. There was a significant difference between groups (t (115) = 6.57, $p < .001$). Developmental students reported higher levels of developmental advising (M = 80.9) than regular students (M = 66.6). Their findings supported the construct validity of the AAI.

Servant Leadership Questionnaire (SLQ). Barbuto and Wheeler's (2006) SLQ was designed and validated within the realm of organizational leadership. The SLQ contains five subscales including Altruistic Calling (AC) (this person puts my best interests ahead of his/her own, α = .82); Emotional Healing (EH) (this person is one I would turn to if I had a personal trauma, α = .91); Wisdom (WIS) (this person seems alert to what's happening, α = .92); Persuasive Mapping (PM) (this person offers compelling reasons to get me to do things, α = .87); and Organizational Stewardship (OS) (this person believes that the organization needs to play a moral role in society, α = .89). Participants were asked to rate their advisors performance on the different dimensions identified in the questionnaire. Outcomes were measured using a five-point Likert-type scale with only two anchors, (1) *Strongly Disagree* to (5) *Strongly Agree*.

An expert panel review assessed the content validity of questionnaire items. The SLQ was positively and significantly correlated with similar servant leadership scales thus enhancing the convergent validity of the SLQ. They compared SLQ data and transactional leadership to assess divergent validity. They found a relationship between

transactional leadership and SLQ data. However, the effect size was very small thus acknowledging both scales were measuring two different phenomena.

Data Analysis

The Statistical Packages for the Social Sciences (SPSS) version 19 (IBM, Armonk, New York) analyzed the ASLBS, AAI, and SLQ data. Winston and Sandor's (2002) AAI user's manual provided data analysis guidelines for coding participants' responses to each question. There are 14 questions in part one of the AAI. Each question has two statements. Both statements have a four point Likert-type scale. The first statement ranges from *Very True-(A)* to S*lightly True-(D).* The second statement ranges from *Slightly True-(E)* to *Very True-(H).* Questions 1, 3, 4, 5, 9, and 13 were coded as follows: A = 8, B = 7, C = 6, D = 5, E = 4, F = 3, G = 2, H = 1. Questions 2, 6, 7, 8, 10, 11, 12, and 14 were coded as follows: A = 1, B = 2, C = 3, D = 4, E = 5, F = 6, G = 7, H = 8. After coding the data, the numerical values were totaled to obtain the developmental prescriptive advising (DPA) score. Prescriptive advising scores ranged from 14-56 and developmental advising scores ranged from 57-112. A Pearson Product Moment Correlation compared AAI data with ASLBS data. The correlation between the data helped establish construct validity for the ASLBS. A multiple regression analysis determined if ASLBS data was a significant predictor of developmental academic advising (AAI data) and students' satisfaction with advising. This analysis helped establish predictive validity for the ASLBS.

Barbuto and Wheeler's (2006) SLQ coding guidelines provided oversight for the analysis of SLQ data. There are 23 questions in the SLQ. Each question contains a five-point Likert-type scale with two anchors; (1) *Strongly Disagree, (2), (3), (4), and*

(5) Strongly Agree. The Likert-type scale contained the numbers 1-5 so there was no need to code the data. The average response for each subscale was calculated. For example, the AC subscale contains four questions. AC scores were calculated using average responses on all four AC questions. This process was completed for each subscale. A Pearson Product Moment Correlation compared SLQ data with ASLBS data. The correlation between the data helped establish construct validity for the ASLBS.

Participant responses to the ASLBS questions were coded by assigning numerical values to each Likert-type scale response; *1- Strongly Disagree, 2-Disagree, 3-Slightly Disagree, 4-Neither Agree nor Disagree, 5-Slightly Agree, 6-Agree, 7- Strongly Agree.* An Exploratory Factor Analysis (EFA) was conducted on the coded ASLBS data to determine if the hypothesized constructs were present in the ASLBS data. EFA is a data reduction process and helps reduce a large set of survey items down to a smaller but similar set of items. A sample of 300 participants is acceptable for factor analysis (Field, 2009). Given that there were 428 usable surveys, 84% of returned surveys, a random sample of 300 participants were able to be extracted for EFA using the "select random cases" function in SPSS. Sue and Ritter (2007) stated usable survey response rates of 80% or greater for face-to-face administration was excellent. Before conducting EFA, the data were analyzed to determine the probability of finding the data by chance. The Kaiser-Meyer-Olkin (KMO) test and the Bartlett's Test of Sphericity determined whether the data was found by chance. Field (2009) states a KMO value at or greater than .5 is an acceptable value to help reduce the risk of producing a factor structure by chance. Therefore, the .5 minimum criteria for the KMO value was used as the acceptance level.

A significant chi-square value for the Bartlett's Test of Sphericity also helped reduce the risk of the factor structure occurring by chance.

Next, an EFA was conducted on the ASLBS data. Field (2009) recommends the "rotation" of data during the analysis phase to help enhance the process of identifying which items load on each factor. Varimax rotation maximized the loading of each variable on individual extracted factors while minimizing the loading on all other factors (Field, 2009, p. 653). Kaiser's Criterion and the scree plot method were used to evaluate factors present in the data. Both methods helped to identify which factors needed to be included in the model and which factors did not. The Kaiser's Criterion states that a factor with an eigenvalue of 1.0 or greater should be included in the model (Kaiser, 1960). Field (2009) stated the Kaiser's Criterion tends to overestimate the number of extracted factors. Therefore, the scree plot method helped confirm the Kaisers' Criterion. The scree plot is an elbow shaped curve that contains factors with both high and low eigenvalues. As the eigenvalues decrease, the scree plot tails off or "straightens out" (Field, 2009). The point of inflexion is where the scree plot straightens out. Field (2009) suggests including all factors at or above the point of inflexion in the model. The analysis of the scree plot matched the results of Kaiser's Criterion.

Next, the rotated component matrix was analyzed. The analysis listed ASLBS items along the left-hand side of the output, the factors, according to Kaiser's Criterion, across the top of the output, and the item-to-factor correlations in the middle. Item-to-factor correlations provided guidance in selecting and deleting items from the pilot survey. Grimm and Yarnold (1995) recommend item-factor correlations of .4 to .6 are

acceptable for scale development. Their criteria was used as the guideline for including and excluding questions within each factor.

The next phase was to name each factor based on the content of questions present within each factor. To do this, common themes between items were identified to create an overarching construct name. This process was repeated for each factor. Lastly, a Confirmatory Factor Analysis (CFA) was used to confirm the factor structure found by the EFA. CFA determines if factors found by EFA are consistent over time when analyzing participants' survey responses that were not included in the original EFA (Bryant & Yarnold, 1995). Acceptable model-fit indices support the psychometrics of scale items and their use in research and assessment. Model-fit indices, Chi-square (χ^2), Chi-square/Degrees of Freedom Ratio (CMIN), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Incremental Fit Index (IFI), and Root Mean Square Error of Approximation (RMSEA), were analyzed to determine adequate model fit. The χ^2 value analyzed the difference between the population and hypothesized covariance matrices. A non-significant χ^2 value, $p \geq .05$, indicates adequate model fit (Bryant & Yarnold, 1995). However, the χ^2 value is a poor model fit indicator when the sample size is large, greater than 100, so inferences made regarding the χ^2 value included this assumption (Gatignon, 2010). The CMIN is the ratio of the χ^2 value and the degree of freedom of the proposed model. The acceptable score for CMIN is less than 5.0 (Bryant & Yarnold, 1995). The CFI analyzed the divergence between the proposed model and the hypothesized model, while accounting for sample size. The acceptable model fit value for CFI is .90 or higher (Bryant & Yarnold, 1995). The TLI and IFI are comparisons between the χ^2 value of the proposed model and the null model. The acceptable model fit value for the TLI and the

IFI is .90 or higher (Bryant & Yarnold, 1995). RMSEA analyzes the inconsistencies between the hypothesized model and the population covariance matrix. The acceptable range for the RMSEA model fit index score is at or below .08 (Bryant & Yarnold, 1995; Gatignon, 2010). Therefore, their acceptability range was used as the basis for determining adequate model fit.

Summary

The target population for this study was all undergraduate students at a midsized public university in the southeastern United States. Data were collected from a convenience sample of 428 participants and the SAT found on the university's Office of Strategic Research and Analysis Web site was used to locate and contact potential professors about using their students. The ASLBS survey was administered along with the AAI and the SLQ. Data were collected on two different days during the same week since the number of total survey items exceeded 110 questions. ASLBS data were analyzed using EFA to identify the constructs identified by the survey items. Kaiser's Rule and a scree plot were used to determine how many factors were present in the model. The recommended .4 to .6 item-construct correlation was used to determine which items to include in each factor, which was named according to its common theme. AAI and SLQ data validated the ASLBS and the factor structure was confirmed using CFA.

Chapter IV

RESULTS

Servant leadership is a viable model for academic advising (McClellan, 2007). Paul et al. (2012) found significant positive relationships between servant leadership and developmental advising. They stated that an advisor servant leadership assessment instrument would allow researchers and practitioners the opportunity to measure advisors' servant leadership behaviors. This would aid in advisor training, development, evaluation, and assessment. However, there is not a scale designed to measure advisors' servant leadership behaviors. Therefore, the need for the Advisor Servant Leadership Behavior Scale (ASLBS) is great.

The results of the development of the ASLBS follow. The first step was content validation of the ASLBS. The next step included analyzing demographic data of the sample. Then the analysis of the ten theoretical constructs considered in the literature review. The final steps included EFA, followed by validity and reliability analysis, item reduction, and CFA.

ASLBS Content Validity

Seven Subject Matter Experts (SMEs) helped establish content validity for the ASLBS items. The SMEs held various advising or advising related positions within the university. SMEs obtained the ASLBS items and descriptions of the 10 theoretical constructs identified in the literature review. The SMEs read each construct and ASLBS items and matched the ASLBS items with the appropriate theoretical construct by circling

the appropriate construct (see Appendix A). Lawshe (1975) recommended 86% agreement on items for content validity with a panel of seven experts. Therefore, only items that six or more SMEs agreed on were included in the ASLBS. All seven SMEs agreed on the item-construct match for items 1, 2, 7, 11, 15, 16, 20, 22, 24, 29, and 31. Six of seven SMEs agreed on the item-construct match for items 3, 4, 5, 6, 8, 9, 12, 14, 18, 23, 26, 27, 28, 30, and 33. Items 21, 25, and 32 did not meet the minimum criteria and were not included in the ASLBS. Items 10 and 13 also did not meet the minimum criteria. However, six of the seven SMEs agreed that item 10 was associated with *Awareness* rather than *Building Community*. Six of the seven also agreed that item 13 was associated with *Healing* rather than *Persuasion*. Therefore, *Awareness* included item 10 and *Healing* included item 13. The final pilot survey contained 30 items associated with 10 theoretical constructs (see Appendix B).

Description of the Sample

The ASLBS was given to a total of 508 undergraduate students and 471 participants returned the survey (93% response rate). Of the 471 returned surveys, only 428 (84%) were usable because 43 participants did not complete the pilot survey correctly.

Gender and Class Standing. Sixty-eight percent of the participants (N = 290) were female and 32% of the participants (N = 138) were male (see Table 1). Participants' self-reported their class standing based on credit hours completed and the class standing distribution is reported in Table 2.

Table 1

Gender of Pilot Survey Participants

Gender	*N*	*Percentage*
Female	290	67.8
Male	138	32.2
Total	428	100

Table 2

Class of Pilot Survey Participants

Class	*N*	*Percentage*
Freshmen	114	26.6
Sophomores	110	25.7
Juniors	110	25.7
Seniors	94	22.0
Total	428	100

Age and Race. Participants' ages ranged from 18 to 47 years with a mean age of 21.01 years. The majority of participants were between the ages of 18-21 and the age distribution is listed in Table 3. White and African American participants represented 59.4% and 30.4%, respectively, of the sample population and further details regarding the race distribution of the sample population is listed in Table 4.

Table 3

Age of Pilot Survey Participants

Age (Years)	*N*	*Percentage*
18-21	310	72.4
22-25	89	20.8
26-29	4	1.0
30+	25	5.8
Total	428	100

Table 4

Race of Pilot Survey Participants

Race	*N*	*Percentage*
White	254	59.4
African American	130	30.4
Biracial/multiracial	13	3.0
Hispanic	10	2.3
Declined to Respond	9	2.1
Asian	7	1.6
Other	5	1.2
Total	428	100

Ten Theoretical Constructs

The pilot survey considered ten theoretical constructs. Analysis of the ten theoretical constructs included construct-to-construct correlations and internal consistency. Cronbach's internal consistency alpha levels revealed that all ten constructs met or exceeded the acceptable .7 criteria set by Field (2009) and Fraenkel and Wallen (2009) (see Table 5). Construct-to-construct correlations presented moderate to strong correlations (see Table 6).

Table 5

Scores on Ten Theoretical Constructs

Constructs	*N*	*M*	*Total Possible*	*SD*	*α*
Listening	428	21.7	28	5.50	.87
Empathy	428	15.2	21	5.03	.85
Healing	428	8.89	14	4.00	.80
Awareness	428	22.0	28	5.04	.82
Persuasion	428	11.8	14	2.46	.70
Conceptualization	428	16.9	21	3.82	.74
Foresight	428	15.6	21	4.56	.82
Stewardship	428	17.2	21	4.02	.82
Commitment to the Growth of People	428	14.3	21	4.70	.81
Building Community	428	14.5	21	4.19	.71

Table 6

Construct-to-Construct Correlations (*N* = 428)

Construct	*L*	*E*	*H*	*A*	*P*	*C*	*F*	*S*	*G*	*B*
Listening (L)										
Empathy (E)	.69									
Healing (H)	.62	.61								
Awareness (A)	.78	.67	.62							
Persuasion (P)	.68	.55	.51	.66						
Conceptualization (C)	.77	.65	.53	.73	.67					
Foresight (F)	.76	.73	.63	.70	.64	.76				
Stewardship (S)	.78	.65	.49	.73	.67	.77	.71			
Commitment to the Growth of People (G)	.78	.64	.54	.68	.63	.76	.75	.73		
Building Community (B)	.74	.59	.63	.74	.63	.64	.64	.70	.78	

Exploratory Factor Analysis

Exploratory factor analysis (EFA) warranted the extraction of 300 participants from the total sample. The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy was strong, .95, and Bartlett's Test for Sphercity (BTS) was significant

($\chi^2 = 4554.61$, $p < .001$). A strong KMO value and a significant BTS indicated that the sample did not occur by chance and that factor analysis was appropriate and significant for the analysis.

EFA with varimax rotation revealed a four-factor solution rather than the theorized ten-factor model. Initial eigenvalues and variances for the four factors are listed in Table 7. Table 8 documents the questions that loaded on each factor. Questions 7, 8, 9, 13, 15, 20, 21, 22, and 23 were correlated with more than one factor at or above the acceptable .4 to .6 range and therefore were removed from the model.

Table 7

Extracted and Rotated Sum of Square Loadings (*N* = 300)

Factor	Initial Eigenvalue	Percentage of Variance	Cumulative Percent	Rotated Eigenvalue	Percentage of Variance
1	17.83	59.45	59.45	6.638	22.13
2	1.806	6.019	65.46	5.300	17.67
3	1.212	4.041	69.51	5.040	16.80
4	1.070	3.565	73.07	4.944	16.49

Table 8

ASLBS Item-to-Factor Correlations (*N* = 300)

Item	Factor			
	1	2	3	4
Q2	.714			
Q11	.712			
Q12	.791			
Q16	.585			
Q17	.684			
Q19	.643			
Q26	.549			
Q3		.671		
Q10		.713		
Q14		.791		
Q24		.501		
Q28		.611		
Q30		.717		
Q1			.647	
Q4			.743	
Q5			.802	
Q6			.736	
Q25			.448	
Q18				.788
Q27				.722
Q29				.701

Reliability and Validity of the ASLBS

Internal Consistency. The Cronbach's internal-consistency measure for each derived factor met the minimum .7 criteria set by Field (2009) and Fraenkel and Wallen (2009). Cronbach's alphas ranged from .87 to .94 (see Table 9).

Table 9

ASLBS Reliability Scores

Factor	*N*	*M*	*Total Possible*	*SD*	α
1	300	35.82	49	10.93	.94
2	300	28.91	42	9.17	.89
3	300	30.45	35	5.07	.88
4	300	17.75	21	4.16	.87

Construct and Predictive Validity. There were significant positive correlations between participants' scores on the ASLBS and their Academic Advising Inventory (AAI), Servant Leadership Questionnaire (SLQ), and students' satisfaction with advising (SSA) scores (see Table 10). The ASLBS was a significant predictor of developmental prescriptive advising ($R = .63$, $R^2 = .39$, F (4, 295) = 48.01, $p < .001$, see Table 11). The ASLBS was also a significant predictor of students' satisfaction with advising ($R = .75$, $R^2 = .56$, F (4, 295) = 95.22, $p < .001$, see Table 12).

Table 10

Correlations between ASLBS, AAI, SLQ, and SSA ($N = 300$)

Construct	DPA	PE	ADM	SC	AC	EH	WIS	PM	OS	SSA
CM	.59	.58	.42	.29	.64	.49	.57	.63	.63	.65
HG	.57	.59	.35	.27	.52	.47	.47	.56	.55	.50
DA	.47	.40	.41	.35	.61	.36	.48	.49	.50	.61
AE	.50	.46	.40	.32	.71	.42	.56	.57	.57	.73

Table 11

Summary of Regression Analysis for ASLBS Scores Predicting Developmental-Prescriptive Advising Scores (N = 300)

Factor	*B*	*SE B*	β	*t*	*p*
1	.518	.137	.293	3.79	.000
2	.583	.142	.276	4.11	.000
3	.216	.291	.057	.741	.352
4	.362	.377	.078	.962	.337

Table 12

Summary of Regression Analysis for ASLBS Scores Predicting Students' Satisfaction with Advising (N = 300)

Factor	*B*	*SE B*	β	*t*	*p*
1	.025	.006	.285	4.36	.000
2	-.005	.006	-.043	-.756	.450
3	.004	.012	.021	.322	.747
4	.125	.016	.534	7.76	.000

Confirmatory Factor Analysis. EFA revealed a four-factor model accounting for 73% of the variance in participants responses. CFA assessed the "model fit" of the four-factor model using 128 participants' responses to the pilot survey that were not included in the EFA. CFA elucidated the "goodness-of-fit" of participants' responses to the results of the EFA. CFA revealed that, with the exception of the χ^2 value and the RMSEA, all model-fit indices were at or above acceptable values (see Table 13).

The χ^2 value was significant which indicated poor model fit. However, χ^2 is not an appropriate indicator when the sample size is large, greater than 100. Therefore, the large sample size and adequate model fit values of the CMIN, CFI, TLI, and IFI indicated

good model fit and limited the relevance of the χ^2 value. The RMSEA did not meet the acceptable model fit criteria as well. Analysis of item-to-factor correlations and item-to-item covariance helped determine why the RMSEA value was above .08. Item-to-factor correlations ranged from .64 to .89 indicating that item-to-factor correlations were not an issue with model misfit. However, item-to-item covariance analysis revealed that items 12 and 2, 12 and 11, and 9 and 16 exhibited high levels of covariance. Therefore, a second CFA accounted for the covariance in these variables. The second CFA revealed a better model fit with each model-fit index within acceptable values (see Table 13).

Table 13

Goodness-of-Fit Indicators for ASLBS Four-Factor Model (N = 128)

Model	χ^2	*df*	CMIN	CFI	TLI	IFI	RMSEA
First CFA	374.38*	183	2.05	.91	.90	.92	.09
Second CFA	328.51*	180	1.83	.93	.92	.93	.08

*$p < .001$.

Summary

The content validation of the ASLBS reduced the survey to 30 items from its original 33 items. Participants were majority white and female. Although not one academic class was in the majority, freshmen comprised the largest percentage. However, the differences between class standings were not significant. EFA revealed a four-factor model. The relationship between the four-factor model, AAI scores, SLQ scores, and students' satisfaction with advising was positive and significant. The ASLBS predicted both AAI and students' satisfaction with advising scores. CFA confirmed the

four-factor model. The following chapter discusses a number of inferences made based on the results as well as the practical implications of the ASLBS.

Chapter V

SUMMARY AND DISCUSSION

Academic advising plays an integral role in the success and retention of college students (Light, 2001; Pascarella & Terenzini, 2005; Creamer, 2000). The two dominant advising approaches are prescriptive and developmental advising (Crookston, 1972). Prescriptive advising includes class recommendation and one-way communication (Crookston, 1972). In contrast, developmental advising focuses on student growth as well as class prescription (Crookston, 1972). Practicing two-way communication, providing an open and friendly advising environment, and enhancing students' decision-making and critical-thinking skills are all important facets of developmental advising (Crookston, 1972; O'Banion, 1972; Ender et al., 1984).

Academic advisors frequently request training and development in developmental advising (Noel-Levitz, 2006). However, developmental advising is not always the best approach for all students. In fact, first-year students and minority students often prefer prescriptive advising and are often more satisfied with it (Smith, 2002; Smith & Allen, 2006; Kearney, 1994; Alexitch, 1997).

In response to the above inconsistency, Kelly (2003) believed transformational leadership provided a better framework for advising. McClellan (2007) agreed that leadership was the best framework for a new advising approach. However, McClellan believed servant leadership was the more applicable theory. His belief in servant leadership, rather than transformational leadership, as the most applicable advising

approach, grew out of his discovery of the difference in leader focus. Transformational leaders' main focus is setting and achieving organizational goals whereas servant leaders' main focus is the growth and development of followers (Stone et al., 2004; Graham, 1991). McClellan compared this focus to advisors' helping students grow, both academically and personally, and providing access to the resources that contribute to their growth.

Paul et al. (2012) followed-up McClellan's (2007) thesis with an empirical investigation of the relationship between servant leadership and academic advising. They used the Academic Advising Inventory (AAI) and the Servant Leadership Questionnaire (SLQ) to measure advisors developmental advising and servant leadership behaviors. They found significant positive correlations between developmental advising and servant leadership. Servant leadership was also a significant predictor of developmental advising. They agreed with McClellan (2007) in that servant leadership is an appropriate model for advising practice, training, and development. However, they noted the validation of the SLQ in the organizational setting was a limitation when using it in the advising setting. The content validity of the SLQ is not the same when applied in the advising setting. They concluded the need for an advisor servant leadership scale to enhance the assessment of servant leadership based advising.

The purpose of the current research was the development and validation of an advisor servant leadership behaviors scale. Therefore, the basis of the research question centered on the plausibility of measuring servant leadership behaviors in academic advising. The research was guided by the question, "Can advisors' servant leadership behaviors be accurately assessed using a written instrument?"

Linking Servant Leadership and Academic Advising

Servant leaders strive to empower their followers and provide growth and development opportunities (Greenleaf, 1970, 1977). Servant leaders' philosophy is serve first, lead second. Servant leaders seek to elucidate and enhance the leadership capabilities of their followers (Greenleaf, 1970, 1977). Greenleaf (1970) stated, "…do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?" (p. 7). Spears (2004) believed servant leaders desire to enhance their community by educating and growing the individuals within it. Servant leaders place the needs of their followers before their own needs (Laub, 1999). The concept of servant leadership has several constructs including listening, empathy, healing, awareness, persuasion, foresight, conceptualization, stewardship, commitment to the growth of people, and building community (Greenleaf, 1970; Greenleaf, 1977; Spears, 1998, 2004b).

Listening. The most important aspect of servant leadership is listening (Greenleaf, 1970, 1977; Spears, 1998). Listening paves the way for all other characteristics of servant leadership (DeGraaf et al., 2004). Servant leaders have "a deep commitment to listen intently to others…servant leaders are individuals who listen receptively" (Spears, 2004b, p. 8). Like servant leaders, academic advisors also practice active listening (Bitz, 2010). Advisors are better equipped to handle their students' needs because of their ability to listen to their students' needs (Ryan, 1992). Therefore, listening in academic advising is an advisors ability to listen to his/her students' questions and ideas. This includes an advisor's ability to listen to their students' major related

questions, students' thoughts on their academic and career interests, and students' questions related to campus resources.

Empathy. Empathy includes understanding ones lived experience as well as being impartial in judgment based on the same lived experiences (Spears, 1998, 2004b; Barbuto & Wheeler, 2006). Academic advisors also demonstrate empathy. Advisors facilitate active reflection with their students' to elucidate how they feel about their lived experiences (McClellan, 2007). Advisors are also fair and impartial in their judgments with students (Lowenstein, 2005). Therefore, empathy in advising is an advisor's ability to relate to the lived experiences of his/her students. This includes an advisor's ability to understand how students' personal and academic experiences relate to their academic performance. It also includes an advisor's ability to be non-judgmental with regard to students' academic experiences.

Healing. Servant leaders help those who are broken, physically and emotionally, become whole again (Greenleaf, 1977; Spears, 1998). Healing helps restore and improve the social fabric of the individual and the institution (Millard, 1995; Deal & Patterson, 2000). Advisors also help students find wholeness and they help students explore and clarify academic and career interests which aids in the development of life goals (Ryan, 1992). Advisors help students alleviate dissonance between expectations and reality through goal setting and degree planning (McClellan, 2007; Paul et al., 2012). Therefore, healing in advising is an advisor's ability to help students heal when they have experienced academic hardships. This includes an advisor's ability to refer students to campus resources and set educational goals.

Awareness. Awareness is servant leaders' ability to seek out knowledge and use that knowledge to serve their followers (Crippen, 2005). Servant leaders constantly search their environment for cues that lead to gains in knowledge (Spears, 1998). Like servant leaders, advisors constantly search their environment for new information to help better serve their students (McClellan, 2007). Advisors use their knowledge of academic policies, procedures, degree requirements, and campus resources to help their students' progress through college (Paul et al., 2012). Therefore, awareness in advising is an advisor's ability to be critically aware of what is going on around him/her. This includes an advisor's knowledge of degree requirements, campus resources, university policies and procedures, and students' educational and career interests.

Persuasion. Servant leaders persuade their followers rather than coerce them to do things (Spears, 1998). Persuasion allows followers to make decisions and thus keep their autonomy in the decision-making process (McClellan, 2007). Advisors also persuade, rather than coerce, their students to do things (Ryan, 1992). Advisors share the responsibility in the decision-making process, which enhances students' autonomy and individual growth (Crookston, 1972). Therefore, persuasion in advising is an advisor's ability to persuade his/her students to do things rather than using his/her formal authority as a means of influence. This includes an advisor's ability to persuade students to take certain classes based on their degree requirements, seek out campus resources when needed, and set educational goals based on their career interests.

Foresight. Spears (1998) stated, "Foresight is a characteristic that enables the servant-leader to understand the lessons from the past, the realities of the present, and the likely consequence of a decision for the future" (p. 5). Servant leaders help their

followers envision their future (Greenleaf, 1977). Advisors also provide foresight to their students. Advisors help their students identify strengths, weaknesses, opportunities, and threats and use them to forecast their academic and professional futures (Kuh, 2008; Bloom, 2008). Therefore, foresight in advising is an advisor's ability to help his/her students forecast their future success based on students' past, current, and future academic and career experiences. This includes an advisor's ability to discuss students' schedules based on their past and current academic performance. It also includes an advisor's ability to discuss students' academic performance and how it will affect their future academic and career plans.

Conceptualization. Servant leaders use their knowledge of their surroundings to create goals and plans for their followers (Laub, 1999). Servant leaders help their followers create a road map for their future (Spears, 1998). McClellan (2007) stated conceptualization was, "the capacity to develop a big-picture perspective and plan" (p. 44). Academic advisors help their students set goals and plan for their future as well. Advisors use students' academic and career interests to help students set goals and develop a big-picture plan for their future (Appleby, 2008; Gore & Metz, 2008). Ryan (1992) stated advisors provide students with knowledge about majors and career and help them create an educational action plan together. Therefore, conceptualization in advising is an advisor's ability to help students plan for their future. This includes an advisor's ability to help students map out classes for their degree plan, create an academic plan based on academic and career interests, refer students to campus resources when needed, and help students take responsibility for their educational and career planning.

Stewardship. Servant leaders place the responsibility of societal development in the hands of their followers (Greenleaf, 1970, 1977). In doing so, servant leaders desire to serve the needs of their followers before anything else (Spears, 1998). They consistently place their followers' needs before their own needs (Barbuto & Wheeler, 2006). Like servant leaders, academic advisors place their students' needs before their own needs (Ryan, 1992; McClellan, 2007; Paul et al., 2012). Advisors devote adequate amounts of time in advising sessions, provide their undivided attention, and guide students through the decision-making process (Smith & Allen, 2006; Crookston, 1972). Therefore, stewardship in advising is an advisor's desire to put the needs of his/her students before his/her own needs. This includes an advisor's ability to provide guidance during course selection, provide an adequate amount of time during an advising session, and giving students his/her undivided attention during the session.

Commitment to the Growth of People. One of servant leaders' responsibilities includes helping their followers grow personally and professionally (Spears, 1998). Servant leaders allocate resources to aid in the growth of their followers (Autry, 2004). Laub (1999) believed encouragement, affirmation, and autonomy were the keys to enhancing follower growth. Growth is also an important facet of academic advising. Bloom (2008) believed that advisors have a civic duty to expose students to both academic and non-academic growth activities. Appleby (2001) believed that such activities included exploring academic, career, and life choices. Advisors consider such choices when guiding students through the advising process (Crookston, 1972; King, 2005; Paul et al., 2012). Therefore, commitment to the growth of people in advising is the advisor's ability to expose his/her students to academic and non-academic learning

opportunities. This includes an advisor's ability to recommend classes based on students' academic and career interests, and encourage students to participate in off-campus activities such as community service and/or volunteering related activities.

Building Community. Greenleaf (1970) believed building community enhanced the growth and development of followers. Building community includes focusing on building relationships with followers, collaborating with followers, and valuing followers' opinions and ideas (Laub, 1999). DePree (1989) believed building community also included providing an open and friendly environment. King (2005) believed building community was also an important part of advising. Advisors encourage students to participate in on-campus activities and help them make the connection between their in-class and out of class experiences (King, 2005). Advisors also provide an open, friendly, and caring advising environment (McClellan, 2007). Holmes (2004) believed a caring environment for advisors included preparing for advising appointments, exhibiting sincerity, and providing accurate advice. Therefore, building community in advising is an advisor's ability to build a partnership with his/her students. This includes an advisor's ability to provide accurate information about degree requirements, provide accurate information about campus resources, encourage students to participate in on-campus activities such as intramural sports and student clubs and organizations, and provide an open, friendly, and approachable advising environment.

Instrumentation

The ASLBS was the pilot-survey in this study. Two additional instruments, the AAI and the SLQ, were also administered. The AAI is the most frequently used and

recognized developmental-prescriptive advising scale. The SLQ is one of the most frequently used and recognized servant leadership scales.

Procedures

The development of the ASLBS encompassed the use of DeVellis' (2003) eight steps to survey development. DeVellis' first and second steps included identifying what to measure and developing survey items. Crookston's (1972), O'Banion's (1972), and Ender et al.'s (1984) conceptualization of academic advising and Spears' (1998) conceptualization of servant leadership provided conceptual guidelines for item development. DeVellis' third step included measurement format. DeVellis recommended a seven-point Likert-type scale. Therefore, the ASLBS included a seven-point Likert-type scale, *7-Strongly Agree, 6-Agree, 5-Slighlty Agree, 4-Neither Agree nor Disagree, 3-Slightly Disagree, 2-Disagree, 1-Strongly Disagree*. A panel of seven Subject Matter Expert (SME) advisors from varying colleges within the university, helped establish content validity in step 4. The AAI and the SLQ provided construct and predictive validity support in step 5. Step 6 included piloting the ASLBS. Field (2009) recommended a minimum of 300 participants for survey development. Exploratory factor analysis (EFA) analyzed the ASLBS data in DeVellis' seventh step. Item-to-factor correlations greater than or equal to .4 helped determine which items to include in the revised ASLBS in the final step (DeVellis, 2003).

Participants. The Seat Analysis Tool (SAT), accessed through the university's Office of Strategic Research and Analysis Web site, provided insight into the demographic breakdown of the classes. The demographic data provided information on classes that contained similar demographics (race, class, gender, and major) as the

undergraduate population. The SAT revealed 12 classes that had approximately the same demographic breakdown as the undergraduate population. The professors of the classes allowed access to 10 of the classes containing a total of 508 undergraduate students. Of the 508 undergraduates targeted to participate, 471 completed the ASLBS and validity surveys, yielding a 93% response rate. Of the 471 participants, 43 completed the ASLBS and validity survey incorrectly leaving a final sample of 428 participants (84% usable surveys). Therefore, the participants in this study consisted of a convenience sample of 428 undergraduate students from a midsized university in the southeastern United States. Participants' gender was 68% female and 32% male. Participants' ages ranged from 18-47 years and 72% were between the ages of 18-21 years. The majority of participants' were White (59.4%) and Black (30.4%). Participants were roughly equally distributed among freshmen, sophomores, juniors, and seniors.

Academic Advising Inventory (AAI). Participants were administered Part I of Winston's and Sandor's (1984) AAI which measured advisors' developmental and prescriptive advising characteristics and assessed the construct and predictive validity of the ASLBS. Part I contained 14 behavioral based questions that measured Developmental-Prescriptive Advising behaviors (DPA, α = .78). The DPA had three subscales: (1) Personalizing Education (PE) (my advisor is interested in helping me learn how to find out about courses and programs for myself OR my advisor tells me what I need to know about academic courses and programs, α = .81), (2) Academic Decision-Making (ADM) (my advisor registers me for my classes OR my advisor teaches me how to register myself for classes, α = .66), and (3) Selecting Courses (SC) (my advisor tells me what would be the best schedule for me OR my advisor suggests important

considerations in planning a schedule and then gives me responsibility for the final decision, $\alpha = .42$). Each question contained two statements. Each statement contained a four-point Likert-type scale ranging from *Very True* to *Slightly True*. Participants decided which of the two statements for each question best portrayed their advisors' behaviors. Participant then decided how "true" each behavior was to their advisors' behavior.

A panel of eight SMEs assessed the content validity of the AAI. Winston and Sandor (1984) recognized that no similar advising scale existed to help establish construct validity. Therefore, they compared students not in the developmental studies program to those students enrolled in the developmental studies program at the University of Georgia. Criteria for inclusion in the developmental studies program included enrollment in at least one remedial course. Winston and Sandor (1984) believed that the nature of the developmental studies program warranted a developmental advising approach. Therefore, remedial students should have rated their advisors higher on developmental advising than students not in the developmental studies program. Developmental studies students reported significantly higher levels of developmental advising than those students not in the program. Therefore, Winston and Sandor (1984) concluded the results enhanced the construct validity of the AAI.

Servant Leadership Questionnaire (SLQ). Participants were administered Barbuto and Wheeler's (2006) SLQ which measured advisors servant leadership behaviors. Although validity and reliability estimates for the SLQ occurred in the organizational setting, the SLQ provided a comparison for construct validity for the ASLBS. The SLQ contained five subscales including Altruistic Calling (AC) (this person puts my best

interests ahead of his/her own, α = .82), Emotional Healing (EH) (this person is one I would turn to if I had a personal trauma, α = .91), Wisdom (WIS) (this person seems alert to what's happening, α = .92), Persuasive Mapping (PM) (this person offers compelling reasons to get me to do things, α = .87), and Organizational Stewardship (OS) (this person believes that the organization needs to play a moral role in society, α = .89). Participants rated their advisors' servant leadership behaviors using a five-point Likert-type scale with only two anchors, (1) *Strongly Disagree* to (5) *Strongly Agree*. The addition of one question at the end of the SLQ assessed students' satisfaction with advising (I am satisfied with the academic advising I have received). Students rated their satisfaction using a four-point Likert-type scale, *Strongly Disagree* (1), *Disagree* (2), *Agree* (3), *Strongly Agree* (4).

Barbuto and Wheeler (2006) used a panel of experts to assess the content validity of the SLQ and found that the SLQ was positively and significantly correlated to similar servant leadership questionnaires. They also found a positive correlation between the SLQ and transactional leadership. However, Barbuto and Wheeler (2006) acknowledged that the effect size was very small thus warranting them to conclude the two scales measured two different phenomena. Their comparisons between the SLQ, other servant leadership questionnaires, and transactional leadership enhanced the convergent and divergent validity of the SLQ.

Advisor Servant Leadership Behavior Scale Development—Analysis of Data

ASLBS Item Generation. DeVellis' (2003) guidelines for scale development provided the framework for scale development and validation. Spears' (1998) conceptualization of servant leadership and Crookston's (1972) concept of academic

advising, along with the aforementioned theoretical relationship between servant leadership and academic advising, provided insight for item development. The initial scale contained 33 items associated with 10 theoretical constructs; listening, empathy, healing, awareness, persuasion, foresight, conceptualization, stewardship, commitment to the growth of people, and building community.

ASLBS Content Validity. Content validity refers to the extent that scale items reflect the constructs they represent (Fraenkel & Wallen, 2009). SMEs help determine the degree of relationship between theoretical constructs and scale items because they are the experts in the field that encompasses the content of the scale. Therefore, a panel of SMEs assessed the content validity of the 33 ASLBS items. The SMEs consisted of seven academic advisors from various colleges within the university. The expert panel provided feedback on the essentialness of scale items to their respective theoretical constructs and assessed whether each item was essential to the corresponding theoretical construct by circling the construct most closely associated with each item. Lawshe (1975) stated that a panel of seven experts needed to agree at least 86% or better on the essentialness of each item to its respective construct. Therefore, only items that at least six of seven experts agreed on were included in the pilot survey. All experts agreed on the essentialness of items 1, 2, 7, 11, 15, 16, 20, 22, 24, 29, and 31. Six out of seven agreed on the essentialness of items 3, 4, 5, 6, 8, 9, 12, 14, 18, 23, 26, 27, 28, 30, and 33. The expert panel did not agree on the essentialness of items 21, 25, and 32; therefore, those items were deleted. Items 10 and 13 did not meet the minimum criteria either. However, the expert panel believed they should be moved to *Awareness* and *Healing*

respectively. Therefore, the ASLBS pilot survey contained 30 items measuring 10 theoretical constructs.

Exploratory Factor Analysis. In scale development, EFA helps uncover the relationships between scale items and the underlying factor structure. In the Statistical Packages for the Social Sciences (SPSS) version 19, an EFA with varimax rotation assessed the factor structure of the proposed theoretical model. Field (2009) recommended 300 participants for EFA. Therefore, the extraction of 300 random surveys from the accurately completed initial sample of 428 pilot surveys followed Field's (2009) recommendation. The random sample generator in SPSS provided the framework for sample extraction. A significant Bartlett's Test for Sphercity ($\chi^2 = 4554.61$, $p < .001$), and a large Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy (.95), indicated the factor structure was not found by chance and EFA was acceptable for analysis. The EFA revealed a four-factor structure rather than the proposed ten-factor model. The four-factor model accounted for 73% of the variance in participants responses with Conceptual Mapping (CM), Holistic Growth (HG), Degree Awareness (DA), and Advising Environment (AE) accounting for 59.45%, 6.02%, 4.04%, and 3.57% of the variance respectively. The four-factor model contained 21 items, (see Table 8).

ASLBS Four-factor Model. EFA revealed correlations between scale items and the underlying factors present in the data. Field (2009) and DeVellis (2003) recommended item-to-factor correlations greater than or equal to .4 as acceptable for scale development. The use of item-to-factor correlations greater than or equal to .4 enhanced the explained and unique variance of instrument items and their associated factors, which enhanced the psychometrics of the scale (Field, 2009).

EFA revealed a four-factor model rather than the proposed ten-factor model. The factors included CM, HG, DA, and AE. Item-to-factor correlations were greater than or equal to .45 for all factors and non-associated item-to-factor correlations were less than .3 as listed in Table 8. This theme was consistent throughout the model structure. This indicates support for unique variance within the four-factor model for each item.

Conceptual Mapping. CM is advisors' ability to help their students plan for their educational and professional futures. This includes advisors' understanding of their students' academic, personal, and professional experiences and interests as well as the ability to help their students plan for each. CM (α = .94) included the following seven items:

1. My advisor tries to understand how my past personal experiences affect my academic performance.
2. My advisor listens to my ideas about my career interests.
3. My advisor tries to understand how my past academic experiences affect my academic performance.
4. My advisor uses my academic and/or career interests to help me create my schedule.
5. My advisor and I discuss how my past academic performance will affect my future academic plans.
6. My advisor considers my career interests when recommending classes.
7. My advisor and I discuss how my academic performance will affect my career plans.

Holistic Growth. HG is advisors' ability to demonstrate knowledge of and recommend campus resources and off-campus personal development opportunities. This includes advisors' ability to listen to their students' campus resources related questions, provide accurate information about campus resources, and encouraging students to take

responsibility for planning their schedules. HG (α = .89) included the following six items:

1. My advisor refers me to campus resources, such as the Student Success Center, when I face academic difficulties.
2. My advisor provides me with accurate information about campus resources.
3. My advisor demonstrates knowledge about campus resources such as the Student Success Center and Financial Aid.
4. My advisor encourages me to take responsibility for planning my schedule.
5. My advisor encourages me to participate in off-campus community service and/or volunteering activities such as Habitat for Humanity and Relay for Life.
6. My advisor listens to my questions about campus resources such as the Student Success Center, Financial Aid, and Registrar.

Degree Awareness. DA is advisors' knowledge of degree requirements. This includes providing accurate information about degree requirements, listening to students' questions about degree requirements, and keeping students on track for graduation. DA (α = .88) included the following five items:

1. My advisor listens to my questions about my degree requirements.
2. My advisor uses his/her knowledge about my degree requirements to keep me on track for graduation.
3. My advisor encourages me to take classes that are appropriate for my major.
4. My advisor helps me plan my schedule to fulfill my degree requirements.
5. My advisor provides me with accurate information about my major requirements.

Advising Environment. AE is advisors' ability to create an open and friendly advising environment. This also includes providing adequate amount of time for advising and advisors giving their undivided attention to their students during advising sessions. AE (α = .87) included the following three items:

1. My advisor provides an adequate amount of time during my advising session.
2. My advisor gives me his/her undivided attention during my advising session.
3. My advisor provides an open and/or friendly atmosphere during my advising session.

ASLBS Construct and Predictive Validity. The validity of the ASLBS describes the extent that it adequately measures advisors' servant leadership behaviors. Attempts to establish the validity of the ASLBS enhance the psychometrics of the scale and its applicability for research purposes. Construct and predictive validity are two common validity comparisons used in scale development. Therefore, a comparison of participants' responses on the ASLBS to their responses on the AAI, the SLQ, and students' satisfaction with advising (SSA) assessed the construct and predictive validity of the ASLBS. There were positive correlations between the ASLBS, the AAI, the SLQ, and SSA (see Table 10). The two strongest correlations between developmental advising (DPA) and the ASLBS was CM (r = .59), and HG (r = .57). Advisors who utilize DPA collaborate with their students to help them create their schedule, take responsibility for their education, and encourage them to value participation in on-campus activities (Crookston, 1972; King 2005). CM includes behaviors associated with helping students create their schedule and HG includes behaviors associated with helping students take responsibility for their education and participating in on-campus activities. The correlations support the construct validity of the ASLBS.

The correlations between ASLBS data and SSA were significant. As revealed by AE, (r = .73), and DA, (r = .61). These correlations support Noel-Levitz's (2010) findings. SSA is contingent upon their advisor's approachableness and knowledge of degree requirements. AE and DA contain items associated with providing and open,

friendly, and approachable advising environment as well as a deep understanding of degree requirements. These correlations further support the construct validity of the ASLBS.

The ASLBS was a significant predictor of developmental advising (R = .63, R^2 = .39, F (4, 295) = 48.01, p < .001, see Table 11). In particular, CM and HG were the best predictors. These findings supported Paul, Smith, and Dochney's (2012) findings in that Wisdom (WIS) and Persuasive Mapping (PM) were the best predictors of developmental advising. WIS includes one's awareness of their environment and their knowledge of what is going on around them. WIS also includes one's ability to plan for the future based on environmental knowledge (Barbuto & Wheeler, 2006). PM includes one's ability to use knowledge to forecast what the future will look like and plan for it accordingly (Barbuto & Wheeler, 2006). CM incorporates helping students' map out and plan for their academic and professional futures. HG includes advisors ability to help students take responsibility for planning their schedule and future. CM was positively correlated with WIS, (r = .57), and PM, (r = .63). HG was positively correlated with WIS, (r = .47), and PM, (r = .56). Therefore, the significant predictors of CM and HG, and the positive correlations between CM, HG, WIS and PM and HG, support the predictive validity of the ASLBS.

The ASLBS was also a significant predictor of students' satisfaction with advising (R = .75, R^2 = .56, F (4, 295) = 95.22, p < .001, see Table 12). In particular, AE was the best predictor. This finding supported Paul and Kitchens (2012) findings in that Altruistic Calling (AC) was the best predictor of students' satisfaction with advising. AC includes one's ability to put other's needs before one's own needs. The practice of

putting other's needs before one's own need is consistent with AE. Advisors give their undivided attention and allow adequate time for advising thus creating a sense that the student is the center of attention. These findings further support the predictive validity of the ASLBS.

ASLBS Reliability. Cronbach's alpha is a reliability measure used to identify internal consistency within scale items and their corresponding factor (Fraenkel & Wallen, 2009). The homogeneity of scale items and reliability increases as Cronbach's alpha increases. Cronbach's alpha assessed the reliability of the ASLBS. Field (2009) and Fraenkel and Wallen (2009) recommended alpha levels at or above .7 as acceptable for establishing reliability. Cronbach's alpha values CM, HG, DA, and AE were .94, .89 .88, and .87 respectively. These findings support the internal consistency of the ASLBS.

Confirmatory Factor Analysis. CFA tested whether the ASLBS' items confirmed to the pre-established four-factor model. This process added to the psychometrics of the ASLBS and its generalizability. One of the most common statistical packages used to conduct CFA is AMOS 20, which is an add-on package in SPSS. In AMOS 20, a CFA assessed the "model-fit" of the ASLBS. CFA used data from the 128 participants that were not included in the EFA. CFA discovered that the ASLBS presented pretty good overall model fit (see Table 13). The only values that were not within acceptable range were the chi-square value (χ^2) value and the root mean square error of approximation (RMSEA). The χ^2 value loses statistical power as the sample size increases (above 100 participants), therefore, inferences made regarding the χ^2 value in this study were limited (Gatignon, 2010). RMSEA controls for sample size so it is a popular indicator for model-fit (Bryant & Yarnold, 1995; Gatignon, 2010). RMSEA analyzed the relationship

between the proposed four-factor model and item covariance (Bryant & Yarnold, 1995). RMSEA values less than or equal to .08 were considered acceptable for adequate model fit (Bryant & Yarnold, 1995; Gatignon, 2010). An analysis of item-to-factor correlations and item-to-item covariance determined why the RMSEA value was above .08. Item-to-factor correlations did not present any cause for concern. However, item-to-item covariance revealed items 2 and 12, 11 and 12, and 9 and 16 demonstrated high levels of covariance. Therefore, the covariance was accounted for using the covariance pathway function in AMOS 20. A second CFA analyzed the amendments and revealed a better model fit for all model-fit indices (see Table 13). Therefore, the acceptable model-fit indices indicate the four-factor model was confirmed. The findings also enhanced the psychometrics of the ASLBS and its suitableness for research and assessment purposes.

Discussion and Implications for Practice

The purpose of this research was to develop and validate an ASLBS based on Spears' (1998) 10 theoretical constructs of servant leadership and Crookston's (1972) conceptualization of academic advising. Exploratory factor analysis revealed a four-factor model rather than the proposed ten-factor model. The four factors were CM, HG, DA, and AE. The item-to-factor correlations all exceeded the recommended .4 limit (Grimm & Yarnold, 1995). The item-to-non-associated factors were low, less than .3, indicating support for unique variance within each item. The ASLBS internal consistency measures were all above .87. The ASLBS appeared to provide both construct and predictive validity. The confirmation of the four-factor structure added to the validity and structural integrity of the ASLBS. The evidence of reliability, construct, and predictive validity, as well as the confirmation of factor structure supported the idea

that the ASLBS is psychometrically sound and acceptable to use for both research and assessment purposes.

DA encompasses advisors' knowledge of degree requirements and their ability to keep students on track for graduation. AE includes advisors providing adequate amount of time during an advising session, their undecided attention, and an open and friendly atmosphere. These finding supports earlier work by Noel-Levitz (2010), Mottarella et al. (2004), and Holmes (2004). Noel-Levitz found that advisors' knowledge of degree requirements and approachableness were the best predictors of students' satisfaction with advising. Mottarella et al. and Holmes both found that the advising environment, approachableness, and caring nature were the most significant predictors of student satisfaction with advising.

CM encompasses advisors' discussing students' career interests and helping them plan for their future. This is consistent with Smith and Allen's (2006) findings that students rank career advising and exploration as an important factor in their satisfaction with advising. HG encompasses advisors accuracy in knowledge of campus resources and their ability to promote and recommend growth opportunities such as community service activities. This is consistent with Fielstein (1989) and Kearney's (1994) findings that students rank advisors' knowledge of campus resources, academic policies and procedures, and community activities as important factors that influence their satisfaction with advising.

The development and validation of the ASLBS provided several practical implications for both advisors and advising administrators. First, the findings further support McClellan's (2007) original thesis that servant leadership and academic advising

are related and supports Paul et al.'s (2012) earlier findings. The current study's findings support the consistency in the relationship between servant leadership and academic advising over time. The location for the present study and Paul et al.'s study was the same. However, the lapse in time, over a year between studies, presented the opportunity for new students to complete the AAI and SLQ and elucidate the relationship. The current study also presented almost twice as many participants as Paul et al's original study.

Second, the ASLBS provides a framework for measuring advisors' servant leadership behaviors. The ASLBS operationalizes what servant leadership-based advising looks like. This is important for those who wish to adopt servant leadership-based advising because the ASLBS is a valid measurement instrument for servant leadership-based advising. The ASLBS can provide valuable insight into the importance that students' place on knowledge of degree requirements, career exploration and planning, knowledge of campus resources, and the approachableness of the advising environment.

Third, the ASLBS can provide feedback, based on student perceptions, on advisors' adherence to servant leadership-based advising training and development programs. Noel-Levitz (2006) found that advisors consistently request training in developmental advising. Paul et al. (2012) and the current study found positive correlations between servant leadership and developmental advising. Therefore, training and development in servant leadership-based advising would not only enhance advisors' servant leadership behaviors but also developmental advising behaviors as well.

Lastly, the ASLBS can help ground servant leadership in advising pedagogy and solidify servant leadership-based advising as a valuable, practical, and student growth oriented approach to advising. Advisors' main focus is the growth and development of their students (Crookston, 1972; King, 2005; Paul et al., 2012). The ASLBS provides advisors an assessment medium to uncover how well they are performing in those growth and development areas, such as knowledge of degree requirements, career exploration and planning, knowledge of campus resources, and the approachableness of the advising environment, that students rank as important to their satisfaction with advising. Servant leadership and the ASLBS provide a new framework for how advisors approach advising and how administrators plan to assess the effectiveness of servant leadership based advising.

Limitations and Future Research

The study used data from a convenience sample of undergraduate students. A random sample was preferred but time constraints and accessibility to all students at the study site prevented collecting data from a random sample. The lack of a random sample limits the generalizability of the findings. However, given that the study was a pilot study, future validation studies that incorporate probability sampling are needed. In addition, the sample contained undergraduate students from a midsized public university in the southeastern United States. Although analyses revealed and confirmed a four-factor model, the generalizability is still limited because of the lack of participants from various geographical regions in the United States. Further confirmation of the ASLBS in two-year and four-year institutions in different geographical locations utilizing

probability sampling will enhance the psychometrics of the ASLBS and add to its generalizability to all students in all situations and environments.

The use of the ASLBS in advisor assessment should be further investigated. Further investigation will add to the practicality of the ASLBS as well as enhance its psychometric properties, in particular, the ASLBS' four-factor structure and whether it can be confirmed with multiple replications. Additional confirmatory studies are needed from varying geographical locations incorporating diverse student populations and institution type, two-year and four-year. In addition, future research should investigate the applicability of servant leadership-based advising and the role the ASLBS has in assessing advisor training and development. Future studies should focus on advisors' growth in servant leadership and the impact it has on students' success, retention, and persistence.

Conclusion

McClellan (2007) hypothesized that servant leadership and developmental advising are related. Paul et al. (2012) provided empirical support for McClellan's hypothesis. McClellan and Paul et al. believed a new advising approached existed in servant leadership. This study furthered the work of McClellan and Paul et al. and provided an empirical assessment instrument, the ASLBS, to measure advisors servant leadership behaviors (see Appendix C). Although the ASLBS only contains four factors rather than the hypothesized ten, its content, construct, and predictive validity, as well as its internal consistency support its use in advising research, assessment, and evaluation. The results of this study operationalize what servant leadership-based advising looks like and provides an empirical tool to assess those behaviors. Therefore, the training, development, practice, and assessment of servant leadership-based advising is needed to

further the psychometrics of the ASLBS as well as further ground servant leadership in advising pedagogy.

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Appendix A

Content Validity Questionnaire

Appendix A

Content Validity Questionnaire

Thank you for agreeing to participate in the content validation of this survey. Please read the conceptualization of each construct. Then, read the list of survey items starting on page four. The goal is for you to identify the construct that you believe is most closely associated with the content of the item. Once you have made your selection, circle the appropriate construct that is provided below each survey item. You will circle only one construct for each item. For example, if you believe item #1 fits in with the construct ***Empathy***, then circle ***"Empathy"***. Repeat this process for each survey item. If you feel that the survey item does not fit in with any of the ten constructs identified, circle "***No Fit***" for that particular survey item. If you have questions, feel free to call me on my cell, XXX-XXX-XXXX.

Constructs

Listening in academic advising is described as an advisor's ability to actively listen to his/her students' questions and ideas. This includes an advisor's ability to listen to students' major-related questions, thoughts on their academic and career interests, and questions related to campus resources.

Empathy in academic advising is described as an advisor's ability to relate to the lived experiences of his/her students. This includes an advisor's ability to understand how students' personal and academic experiences relate to their academic performance. It also includes an advisor's ability to be non-judgmental in regard to students' academic experiences.

Healing in academic advising is described as an advisor's ability to help students heal when they have experienced academic hardships. This includes an advisor's ability to refer students to campus resources and set educational goals.

Awareness in academic advising is described as an advisor's ability to be critically aware of what is going on around him/her. This includes an advisor's knowledge of degree requirements, campus resources, university policies and procedures, and students' educational and career interests.

Persuasion in academic advising is an advisor's ability to persuade his/her students to do things rather than using his/her formal authority as a means of influence. This includes an advisor's ability to persuade students to take certain classes based on their degree requirements, seek out campus resources when needed, and set educational goals based on their career interests.

Conceptualization in academic advising is described as an advisor's ability to help students plan for their future. This includes an advisor's ability to help students map out classes for their degree plan, create an academic plan based on academic and career interests, refer students to campus resources when needed, and help students take responsibility for their educational and career planning.

Foresight in academic advising is described as an advisor's ability to help his/her students forecast their future success based on the students' past, current, and future academic and career experiences. This includes an advisor's ability to discuss students' schedules based on their past and current academic performance. It also includes an advisor's ability to discuss students' academic performance and how it will affect future academic and career plans.

Stewardship in academic advising is described as an advisor's desire to put the needs of his/her students before his/her own needs. This includes an advisor's ability to provide guidance during course selection, provide an adequate amount of time during an advising session, and giving students his/her undivided attention during the session.

Commitment to the Growth of People in academic advising is described as an advisor's ability to expose his/her students to academic and non-academic learning opportunities. This includes an advisor's ability to recommend classes based on students' academic and career interests, and encourage students to participate in off-campus activities such as community service and/or volunteering related activities.

Building Community in academic advising is described as an advisor's ability to build a partnership with his/her students. This includes an advisor's ability to provide accurate information about degree requirements and campus resources, encourage students to participate in on-campus activities such as intramural sports and student clubs and organizations, and provide an open, friendly, and approachable advising environment.

1. **My advisor listens to my questions about my degree requirements.**

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

2. **My advisor tries to understand how my past personal experiences affect my academic performance.**

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

3. **My advisor refers me to campus resources, such as the Student Success Center, when I face academic difficulties.**

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

4. **My advisor uses his/her knowledge about my degree requirements to keep me on track for graduation.**

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

5. **My advisor encourages me to take classes that are appropriate for my major.**

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

6. **My advisor helps me plan my schedule to fulfill my degree requirements.**

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

7. **My advisor and I discuss what classes to register for based on my past and current academic performance.**

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

8. **My advisor provides me with guidance about my academic and/or career interests during my advising session.**

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

9. **My advisor considers my academic interests when recommending classes.**

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

10. **My advisor provides me with accurate information about my major requirements.**

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

11. My advisor listens to my ideas about my career interests.

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

12. When I face academic difficulties, my advisor helps me set academic goals to help me overcome my difficulties.

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

13. My advisor encourages me to seek out campus resources, such as the Student Success Center, when I need help.

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

14. My advisor uses my academic and/or career interests to help me create my schedule.

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

15. My advisor and I discuss how my past academic performance will affect my future academic plans.

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

16. My advisor provides an adequate amount of time during my advising session.

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

17. My advisor considers my career interests when recommending classes.

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

18. My advisor provides me with accurate information about campus resources.

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

19. My advisor encourages me to set educational goals based on my career interests.

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

20. My advisor demonstrates knowledge about campus resources such as the Student Success Center and Financial Aid.

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

21. My advisor recommends campus resources to me, such as Career Services, which can help me plan for my future educational and career interests.

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

22. My advisor listens to my ideas about my academic interests.

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

23. My advisor tries to understand how my past academic experiences affect my academic performance.

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

24. My advisor makes me aware of academic policies and procedures such as transient student information, academic probation, and registration information, which has kept me on track for graduation.

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

25. My advisor encourages me to take responsibility for planning my schedule.

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

26. My advisor and I discuss how my academic performance will affect my career plans.

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

27. My advisor gives me his/her undivided attention during my advising session.

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

28. My advisor encourages me to participate in off-campus community service and/or volunteering activities such as Habitat for Humanity and Relay for Life.

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

29. My advisor encourages me to participate in on-campus activities such as intramural sports, student government association, sororities and fraternities, etc.

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

30. My advisor listens to my questions about campus resources such as the Student Success Center, Financial Aid, and Registrar.

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

31. My advisor does not pass judgment about my potential based on my past academic performance.

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

32. My advisor and I discuss my academic and/or career interests.

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

33. My advisor provides an open and/or friendly atmosphere during my advising session.

1) Listening 2) Empathy 3) Healing 4) Awareness 5) Persuasion	6) Foresight 7) Conceptualization 8) Stewardship 9) Commitment to the Growth of People 10) Building Community 11) No Fit

Appendix B

ASLBS Pilot-Survey with Validity Surveys (AAI and SLQ)

Appendix B

ASLBS Pilot-Survey with Validity Surveys (AAI and SLQ)

You are being asked to participate in a survey evaluation project entitled "*The Advisor Servant Leadership Behavior Scale: Development and Construct Clarification*", which is being conducted by *Kohle Paul,* a graduate student at Valdosta State University. All of the information you disclose will be kept confidential and stored in a secured area. Your participation is voluntary. You may choose not to take the survey, to stop responding at any time, or to skip any questions that you do not want to answer. You must be at least 18 years of age to participate in this study. Your completion of the survey serves as your voluntary agreement to participate in this research project and your certification that you are 18 or older.

Questions regarding the purpose or procedures of the project should be directed to *Kohle Paul, XXX-XXX-XXXX.* This study has been exempted from Institutional Review Board (IRB) review in accordance with Federal regulations. The IRB, a university committee established by Federal law, is responsible for protecting the rights and welfare of research participants. If you have concerns or questions about your rights as a research participant, you may contact the IRB Administrator at XXX-XXX-XXXX.

Complete the following survey to the best of your knowledge answering each question honestly. Make sure you write in your ID# and age. All other questions may be answered by circling the appropriate response.

Student ID#: _____ Age: _____

Gender: (1) Male (2) Female

Class: (1) Freshman (2) Sophomore (3) Junior (4) Senior

Race: (1) African American/Black (2) White/Caucasian (3) Hispanic/Latino/a
(4) Asian/Pacific Islander (5) Native American (6) Biracial/multiracial
(7) Other (8) Decline to respond

1. My advisor listens to my questions about my degree requirements.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

2. My advisor tries to understand how my past personal experiences affect my academic performance.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

3. My advisor refers me to campus resources, such as the Student Success Center, when I face academic difficulties.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

4. My advisor uses his/her knowledge about my degree requirements to keep me on track for graduation.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

5. My advisor encourages me to take classes that are appropriate for my major.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

6. My advisor helps me plan my schedule to fulfill my degree requirements.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

7. My advisor and I discuss what classes to register for based on my past and current academic performance.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

8. My advisor provides me with guidance about my academic and/or career interests during my advising session.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

9. My advisor considers my academic interests when recommending classes.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

10. My advisor provides me with accurate information about campus resources.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

11. My advisor listens to my ideas about my career interests.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

12. My advisor tries to understand how my past academic experiences affect my academic performance.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

13. When I face academic difficulties, my advisor helps me set academic goals to help me overcome my difficulties.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

14. My advisor demonstrates knowledge about campus resources such as the Student Success Center and Financial Aid.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

15. My advisor persuades me to set educational goals based on my career interests.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

16. My advisor uses my academic and/or career interests to help me create my schedule.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

17. My advisor and I discuss how my past academic performance will affect my future academic plans.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

18. My advisor provides an adequate amount of time during my advising session.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

19. My advisor considers my career interests when recommending classes.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

20. My advisor encourages me to participate in on-campus activities such as intramural sports, student government association, sororities and fraternities, etc.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

21. My advisor listens to my ideas about my academic interests.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

22. My advisor does not pass judgment about my potential based on my past academic performance.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

23. My advisor makes me aware of academic policies and procedures such as transient student information, academic probation, and registration information, which has kept me on track for graduation.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

24. My advisor encourages me to take responsibility for planning my schedule.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

25. My advisor provides me with accurate information about my major requirements.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

26. My advisor and I discuss how my academic performance will affect my career plans.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

27. My advisor gives me his/her undivided attention during my advising session.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

28. My advisor encourages me to participate in off-campus community service and/or volunteering activities such as Habitat for Humanity and Relay for Life.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

29. My advisor provides an open and/or friendly atmosphere during my advising session.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

30. My advisor listens to my questions about campus resources such as the Student Success Center, Financial Aid, and Registrar.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

PART I

Part I of this Inventory concerns how you and your advisor approach academic advising. Even if you have had more than one advisor or have been in more than one type of advising situation this year, please respond to the statements in terms of your current situation.

There are 14 pairs of statements in Part I. You must make two decisions about each pair in order to respond: (1) decide which one of the two statements most accurately describes the academic advising you received this year (which of the two statements best describes your academic advisor), and then (2) decide how accurate or true the statement is (from very true to slightly true).

Mark your answers to all questions in the Inventory on the sheet provided.

---

1. My advisor is interested in helping me learn how to find out about courses and programs for myself.

A----------B----------C----------D
very true — slightly true

OR

My advisor tells me what I need to know about academic courses and programs.

E----------F----------G----------H
slightly true — very true

---

2. My advisor tells me what would be the best schedule for me.

A----------B----------C----------D
very true — slightly true

OR

My advisor suggests important considerations in planning a schedule and then gives me responsibility for the final decision.

E----------F----------G----------H
slightly true — very true

---

3. My advisor and I talk about vocational opportunities in conjunction with advising.

A----------B----------C----------D
very true — slightly true

OR

My advisor and I do not talk about vocational opportunities in conjunction with advising.

E----------F----------G----------H
slightly true — very true

4. My advisor shows an interest in my outside-of-class activities and sometimes suggests activities.

A----------B----------C----------D

very true — slightly true

OR

My advisor does not know what I do outside of class.

E----------F----------G----------H

slightly true — very true

---

5. My advisor assists me in identifying realistic academic goals based on what I know about myself, as well as about my test scores and grades.

A----------B----------C----------D

very true — slightly true

OR

My advisor identifies realistic academic goals for me based on my test scores and grades.

E----------F----------G----------H

slightly true — very true

---

6. My advisor registers me for classes.

A----------B----------C----------D

very true — slightly true

OR

My advisor teaches me how to register myself for classes.

E----------F----------G----------H

slightly true — very true

---

7. When I'm faced with difficult decisions my advisor tells me alternatives and which one is the best choice.

A----------B----------C----------D

very true — slightly true

OR

When I'm faced with difficult decisions, my advisor assists me in identifying alternatives and in considering the consequences of choosing each alternative.

E----------F----------G----------H

slightly true — very true

---

8. My advisor does not know who to contact about other-than-academic problems.

A----------B----------C----------D

very true — slightly true

OR

My advisor knows who to contact about other-than-academic problems.

E----------F----------G----------H

slightly true — very true

9. My advisor gives me tips on managing my time better or on studying more effectively when I seem to need them.

A----------B----------C----------D

very true — slightly true

OR

My advisor does not spend time giving me tips on managing my time better or on studying more effectively.

E----------F----------G----------H

slightly true — very true

---

10. My advisor tells me what I must do in order to be advised.

A----------B----------C----------D

very true — slightly true

OR

My advisor and I discuss our expectations of advising and of each other.

E----------F----------G----------H

slightly true — very true

---

11. My advisor suggests what I should major in.

A----------B----------C----------D

very true — slightly true

OR

My advisor suggests steps I can take to help decide on a major.

E----------F----------G----------H

slightly true — very true

---

12. My advisor uses test scores and grades to let him or her know what courses are most appropriate for me to take.

A----------B----------C----------D

very true — slightly true

OR

My advisor and I use information, such as test scores, grades, interests, and abilities, to determine what course are most appropriate for me to take.

E----------F----------G----------H

slightly true — very true

---

13. My advisor talks with me about my other-than-academic interests and plans.

A----------B----------C----------D

very true — slightly true

OR

My advisor does not talk with me about interests and plans other than academic ones.

E----------F----------G----------H

slightly true — very true

14. My advisor keeps me informed of my academic progress by examining my files and grades *only*.

OR

My advisor keeps me informed of my academic progress by examining my files and grades and by talking to me about my classes.

A----------B----------C----------D
very true — slightly true

E----------F----------G----------H
slightly true — very true

---

1. This person puts my best interests ahead of his/her own.

(1) Strongly Disagree — (2) — (3) — (4) — (5) Strongly Agree

2. This person is one I would turn to if I had a personal trauma.

(1) Strongly Disagree — (2) — (3) — (4) — (5) Strongly Agree

3. This person seems alert to what's happening.

(1) Strongly Disagree — (2) — (3) — (4) — (5) Strongly Agree

4. This person offers compelling reasons to get me to do things.

(1) Strongly Disagree — (2) — (3) — (4) — (5) Strongly Agree

5. This person believes that I need to play a moral role in society.

(1) Strongly Disagree — (2) — (3) — (4) — (5) Strongly Agree

6. This person does everything he/she can to serve me.

(1) Strongly Disagree — (2) — (3) — (4) — (5) Strongly Agree

7. This person is good at helping me with my emotional issues.

(1)	(2)	(3)	(4)	(5)
Strongly Disagree				Strongly Agree

8. This person is good at anticipating the consequences of my decisions.

(1)	(2)	(3)	(4)	(5)
Strongly Disagree				Strongly Agree

9. This person encourages me to dream "big dreams" about my future.

(1)	(2)	(3)	(4)	(5)
Strongly Disagree				Strongly Agree

10. This person sees me as someone who has the potential to contribute to society.

(1)	(2)	(3)	(4)	(5)
Strongly Disagree				Strongly Agree

11. This person sacrifices his/her own interests to meet my needs.

(1)	(2)	(3)	(4)	(5)
Strongly Disagree				Strongly Agree

12. This person is talented at helping me heal emotionally.

(1)	(2)	(3)	(4)	(5)
Strongly Disagree				Strongly Agree

13. This person has great awareness of what's going on.

(1)	(2)	(3)	(4)	(5)
Strongly Disagree				Strongly Agree

14. This person is very persuasive.

(1)	(2)	(3)	(4)	(5)
Strongly Disagree				Strongly Agree

15. This person encourages me to have a community spirit in the workplace.

(1)	(2)	(3)	(4)	(5)
Strongly Disagree				Strongly Agree

16. This person goes above and beyond the call of duty to meet my needs.

(1)	(2)	(3)	(4)	(5)
Strongly Disagree				Strongly Agree

17. This person is one that could help me mend my hard feelings.

(1)	(2)	(3)	(4)	(5)
Strongly Disagree				Strongly Agree

18. This person seems in touch with what's happening.

(1)	(2)	(3)	(4)	(5)
Strongly Disagree				Strongly Agree

19. This person is good at convincing me to do things.

(1)	(2)	(3)	(4)	(5)
Strongly Disagree				Strongly Agree

20. This person seems to know what is going to happen.

(1)	(2)	(3)	(4)	(5)
Strongly Disagree				Strongly Agree

21. This person is preparing me to make a positive difference in the future.

(1)	(2)	(3)	(4)	(5)
Strongly Disagree				Strongly Agree

22. This person is gifted when it comes to persuading me.

(1)	(2)	(3)	(4)	(5)
Strongly Disagree				Strongly Agree

23. I am satisfied with the academic advising I have received.

(1)	(2)	(3)	(4)
Strongly Disagree	Disagree	Agree	Strongly Agree

Appendix C

The Advisor Servant Leadership Behavior Scale (ASLBS)

Appendix C

The Advisor Servant Leadership Behavior Scale (ASLBS)

Student ID#: _____ Age: _____

Gender: (1) Male (2) Female

Class: (1) Freshman (2) Sophomore (3) Junior (4) Senior

Race: (1) African American/Black (2) White/Caucasian (3) Hispanic/Latino/a
(4) Asian/Pacific Islander (5) Native American (6) Biracial/multiracial
(7) Other (8) Decline to respond

1. My advisor tries to understand how my past personal experiences affect my academic performance.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

2. My advisor refers me to campus resources, such as the Student Success Center, when I face academic difficulties.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

3. My advisor listens to my questions about my degree requirements.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

4. My advisor provides an adequate amount of time during my advising session.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

5. My advisor listens to my ideas about my career interests.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

6. My advisor provides me with accurate information about campus resources.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

7. My advisor uses his/her knowledge about my degree requirements to keep me on track for graduation.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

8. My advisor gives me his/her undivided attention during my advising session.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

9. My advisor tries to understand how my past academic experiences affect my academic performance.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

10. My advisor demonstrates knowledge about campus resources such as the Student Success Center and Financial Aid.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

11. My advisor uses my academic and/or career interests to help me create my schedule.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

12. My advisor encourages me to take responsibility for planning my schedule.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

13. My advisor encourages me to take classes that are appropriate for my major.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

14. My advisor provides an open and/or friendly atmosphere during my advising session.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

15. My advisor and I discuss how my past academic performance will affect my future academic plans.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

16. My advisor encourages me to participate in off-campus community service and/or volunteering activities such as Habitat for Humanity and Relay for Life.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

17. My advisor helps me plan my schedule to fulfill my degree requirements.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

18. My advisor considers my career interests when recommending classes.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

19. My advisor listens to my questions about campus resources such as the Student Success Center, Financial Aid, and Registrar.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

20. My advisor provides me with accurate information about my major requirements.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

21. My advisor and I discuss how my academic performance will affect my career plans.

1	2	3	4	5	6	7	N/A
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree	

Appendix D

IRB Approval Letter

Appendix D

IRB Approval Letter

VALDOSTA STATE UNIVERSITY

Institutional Review Board (IRB)
for the Protection of Human Research Participants

PROTOCOL EXEMPTION REPORT

PROTOCOL NUMBER: **IRB-02809-2012** **INVESTIGATOR:** **Kohle Paul**

PROJECT TITLE: **Scale Development and Construct Clarification of an Advisor Servant Leadership Behavior Scale**

DETERMINATION:

☒ This research protocol is exempt from Institutional Review Board oversight under Exemption Category 2. You may begin your study immediately. If the nature of the research project changes such that exemption criteria may no longer apply, please consult with the IRB Administrator (irb@valdosta.edu) before continuing your research.

☐ Exemption of this research protocol from Institutional Review Board oversight is pending. You may **not** begin your research until you have addressed the following concerns/questions and the IRB has formally notified you of exemption. You may send your responses to irb@valdosta.edu.

ADDITIONAL COMMENTS/SUGGESTIONS:

Although not a requirement for exemption, the following suggestions are offered by the IRB Administrator to enhance the protection of participants and/or strengthen the research proposal:

If you make any of these suggested changes to your protocol, please submit revisions so that IRB has a complete protocol on file.

Barbara Gray 6/27/12

Barbara H. Gray, IRB Administrator Date

Thank you for submitting an IRB application.
Please direct questions to irb@valdosta.edu or 229-259-5045.

Form Revised: 04.05.2012