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A CONTENT ANALYSIS OF
SERVANT LEADERSHIP
ATTRIBUTES IN JOB
DESCRIPTIONS OF CHILD CARE
PROVIDERS WITHIN
WISCONSIN'S COULEE REGION

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**A Content Analysis of Servant Leadership Attributes in Job Descriptions of Child Care Providers
Within Wisconsin's Coulee Region**

Looking for servant leadership attributes as expectations of child care providers.

A CONTENT ANALYSIS OF SERVANT LEADERSHIP ATTRIBUTES IN JOB DESCRIPTIONS OF CHILD CARE
PROVIDERS WITHIN WISCONSIN'S COULEE REGION

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Abstract

Child care provider job descriptions were reviewed using a qualitative approach to determine the presence of servant leadership characteristics as expectations for child care providers. The study examined whether servant leadership characteristics could be identified as desired qualities of child care providers within the Coulee Region of Wisconsin. Licensed child care providers within the Coulee Region: La Crosse, Onalaska, Holmen, and West Salem, Wisconsin, served as the target sample population. Fifteen job descriptions were collected and coded using the ten servant leadership characteristics defined by Larry C. Spears. All ten servant leadership characteristics were seen throughout the job descriptions that were reviewed. The most frequently referenced characteristics include: awareness, commitment to the growth of others, empathy, and stewardship. Overall, the job descriptions implied servant leadership characteristics, but did not directly identify the terms of servant leadership defined for this study.

Keywords: child care providers, servant leadership, job descriptions

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Introduction

Since the early to mid-1990s the need for child care has been on the rise throughout the US (Huang, 2007). Many children, under the age of six spend more of their days with child care providers than they do with their parents. Child care providers play an important role in the lives of the children in their care and, thus, to society overall (Vandell, 2004). Even though there is a great deal of importance placed on the role of child care providers, there are many challenges that are faced by this profession. There have been multiple studies completed regarding the state of child care employment in the United States and around the world. Throughout the literature, it is a common opinion that child care providers are undervalued in both pay and status (Chesters & Baxter, 2011; Cleveland & Hyatt, 2002; Macdonald & Merrill, 2002; Mueller & Orimoto, 1995; Rolfe, 2005; Shpancer, Dunlap, Melick, Coxe, Kuntzman, Sayre, Toto & Spivey, 2008; Thorpe, Ailwood, Brownlee, & Boyd, 2011; Zaman, Amin, Eduardovna, Momjian, & Lei, 2012). Still, a majority of people who choose to work and stay in the child care profession feel drawn to serve children and their families (Huang, 2007; Macdonald & Merrill, 2002; Murray, 1998; Rolfe, 2005; Shpancer et al., 2008; Thorpe et al., 2011; Zaman et al., 2012).

Based on the notion that people feel called to the profession of child care it is important to see what common characteristics are sought by these child care agencies when hiring providers. Aspects of child care that draw people to the profession are the ability to incorporate creativity, leadership, safe and stable environment for children, and education (Thorpe et al., 2011; Zaman et al., 2012). Though people may choose child care because they feel called to serve children and/or their families, there remains a very high level of burnout/turnover in the profession (Cleveland & Hyatt, 2002; Evans, Bryant, Owens, & Koukos, 2004; Macdonald & Merrill, 2002; Mueller & Orimoto, 1995; Rolfe, 2005; Shpancer et al., 2008; Thorpe et al., 2011;

Zaman et al., 2012). As the shortage of quality child care providers becomes more obvious in society the next step to consider is how to better attract and retain quality providers. While the recognition of the low pay and status of this profession is important, it is not the main focus of this study.

Rather, the focus of this study is to determine if the desired qualities of child care providers within the Coulee Region of Wisconsin, as specified in job descriptions, match up with servant leadership qualities. Child care providers, by calling or profession or position, are servants first to the children they serve and, likewise, the parents for whom they work. Based on this call to serve, the proposed lens to use to elevate this profession is that of servant leadership. The concept of servant leadership connects this call to serve and the need for quality leadership in the child care profession. There are several scholars of servant leadership that have developed lists of common characteristics or qualities in those perceived to be servant leaders. As the President and CEO of the Robert K. Greenleaf Center for Servant-Leadership for 17 years and a Greenleaf scholar, Larry C. Spears developed a non-exhaustive list of ten servant leadership characteristics: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community (Spears, 2004). While many other scholars have developed constructs to define servant leadership (Barbuto and Wheeler 2006; Laub 1999; Russell and Stone 2002; Taylor 2007), Spears' initial list remains one of the most widely cited and clearly defined, making it particularly useful for the type of qualitative coding used in this study.

Although there have been studies to connect servant leadership with public and private school education, there have not been any studies to review infant-toddler education under the servant leadership lens. To address this gap in the literature, this study seeks to learn more about

the desired qualities of child care providers within the Coulee Region. The central research question that will be addressed by this study is can servant leadership characteristics be seen in the desired qualities of child care providers within the Coulee Region of Wisconsin? Once this question is answered there can then be other research conducted to see whether or not increased attention to these servant leadership qualities can elevate the child care profession.

Literature Review

Several topics touched on in the literature motivate the purpose behind this study. The current state of child care, employees being drawn to serve, the burnout/turnover rates, and shortage of qualified providers appear in much of the literature. In light of the need for this profession the literature review gave consideration to developing that sense of calling and servant leadership from an educational perspective. The educational perspective was chosen because of the close connection between 0-5 year old child care providers and early education providers. The literature review considered all of these topics to direct the focus of this study to the desired qualities of child care providers.

Child Care Employment Challenges

More and more families are finding the need to look for child care providers outside the home. According to Zamin et al (2012),

The statistics released from the Early Child Care Research Network (NICHD, 2002, 2005, 2009) show that approximately two million children in the U.S. receive formal, licensed child care, while several million children are under the supervision of unlicensed babysitters or caretakers. Furthermore, children under five years of age whose mothers are employed, receive only about one fourth, or 27% of their primary care from their parents; 27% from relatives; 28% from child care centers; 14% from family-based child

care; and 4% from family-based child care; and 4% from nannies (Clarke-Stewart & Miner, 2008). (pp. 739-740)

These statistics illustrate the range and complexity of the child care system. Any discussion of how to strengthen the child care profession must be sensitive to the diverse roles and expectations represented by these different options. There have been multiple studies completed regarding the state of child care employment in the United States and around the world.

Throughout the literature, it is a common opinion that child care providers are undervalued in both pay and status (Chesters & Baxter, 2011; Cleveland & Hyatt, 2002; Macdonald & Merrill, 2002; Mueller & Orimoto, 1995; Rolfe, 2005; Shpancer et al., 2008; Thorpe et al., 2011; Zaman et al., 2012). In general, burnout and turnover are high and correlate with job satisfaction. As a result, the child care system faces a constant shortage of qualified providers. In light of this current state of child care in the US, studies have been done to determine why people, primarily women, continue to go into the child care profession. At majority of the studies in this literature review revealed that one of the top initial motivations for pursuing the child care profession is altruism, a call to care for children (Chesters & Baxter, 2011; Huang, 2007; Macdonald & Merrill, 2002; Mueller & Orimoto, 1995; Murray, 1998; Rolfe, 2005; Shpancer et al., 2008; Thorpe et al., 2011; Zaman et al., 2012).

In an attempt to answer the question of whether there is a correlation between servant leadership characteristics and the desired qualities of child care providers within the Coulee Region of Wisconsin, some research of the existing literature in both areas must be reviewed. First, there is research of literature regarding quality child care providers, such as, the rewards and challenges of the profession. Second, servant leadership, as defined by Spears, will be

discussed and expanded, particularly with regards to how it can be linked to education and thus child care providers.

Employees are drawn to serve. In reading the literature, there is an overall consensus that a majority of people who choose to work in the child care profession and stay in the profession feel drawn to serve children and their families (Huang, 2007; Macdonald & Merrill, 2002; Murray, 1998; Rolfe, 2005; Shpancer et al., 2008; Thorpe et al., 2011; Zaman et al., 2012). According to Shpancer et al (2008), “data suggest that a proclivity to enjoy, care for, and find satisfaction in relationships with children is a major contributing factor to both the decision to enter the profession as well as the decision to remain in it” (pp. 405-406). Additional scholars note that due to the low pay and low status of the child care profession, there must be a strong desire to serve others. One student from a study conducted by Thorpe et al (2011) stated:

It's all about money. You go to uni (university) for four years, come out with a \$16,000 debt to go to work for \$29,000 a year. I can earn more pulling beers at my local pub. I loved prac (practicum) and could really see myself in child care but then reality hit. (p. 92)

As stated by this student, there are high costs involved in education, and students determine if the costs of this education outweighs their desire to serve others.

Although in child care, it is not all about costs. Other aspects of child care that draw people to the profession are the ability to incorporate creativity, develop leadership, create a safe and stable environment for children, and education (Thorpe et al., 2011; Zaman et al., 2012). According to a study of 35 students working toward their Bachelor of Education (Early Childhood) degree at an Australian university, Thorpe et al. (2011) identified the following reasons for choosing a B.Ed. (EC) program: enjoy children (100%); suits my skills (95.4%); and

to work in Pre-3 (85.5%). Child care professionals report the following positives of the child care profession: “intrinsic rewards of the job are high” (Rolfe, 2005, p. 58): “the emotional content of teacher/child relationships as one of their biggest rewards” (Murray, 1998, p. 162); and “parents also sought a provider who cared about their children and who accepted the children for who they were” (Huang, 2007, p. 118). Patton (2009) offers the following conclusion based on a study of early childhood program directors:

I discovered that it probably is not enough to say, “Yes, I want to make things good for children,” but commitment is a characteristic that grows from an individual having found his/her “calling” and thereby coming to understand the purpose of her or his life. (p. 163)

In order to choose and work in child care as a lifetime career, the studies above suggest, it is important to have some sense of purpose/calling to the profession.

Burnout and shortage of qualified child care providers. Even though people may choose child care because they feel called to serve children and/or their families, there remains a very high level of burnout/turnover in the profession (Cleveland & Hyatt, 2002; Evans, Bryant, Owens, & Koukos, 2004; Macdonald & Merrill, 2002; Mueller & Orimoto, 1995; Rolfe, 2005; Shpancer et al., 2008; Thorpe et al., 2011; Zaman et al., 2012). The study conducted by Evans et al (2004) includes emotional exhaustion, fatigue, lack of personal accomplishment, and negative perception of self as components of burnout, which ultimately reflects negatively on the care they provide. Cleveland and Hyatt (2002) go so far as to place child care professionals into the secondary labor market. The secondary labor market is considered to contain jobs that provide not option for advancement, generally offer low pay, and non-competitive with the primary labor market (Kaufmann 1994). According to Cleveland and Hyatt (2002), “If child care workers participate in a secondary labour market, there might well be negative implications for the

quality of care” (p. 576). Macdonald and Merrill (2002) state that there is a tendency of child care providers to put the needs of the children they care for ahead of their own. From a parent’s perspective, this may seem great, but for the provider, and thus those served, neglecting one’s personal needs does not serve anyone well in the long run. This focus on the care of the child(ren) at the expense of self-care has contributed to annual “turnover rates between 25 and 30 percent among nursery workers...while other settings, for example, day nurseries, said turnover was so high they were almost permanently recruiting staff” (Rolfe, 2005, p. 58). Reviewing the literature on burnout of child care staff, Shpancer et al. (2008) concluded that “burnout and turnover rates among daycare staff have historically been high” (p. 402).

Primary contributors to the high burnout/turnover rates are low wages, long hours, poor work conditions, high levels of stress, low status, and poor returns on education (Chesters & Baxter, 2011; Cleveland & Hyatt, 2002; Macdonald & Merrill, 2002; Mueller & Orimoto, 1995; Rolfe, 2005; Shpancer et al., 2008; Thorpe et al., 2011; Zaman et al., 2012). According to Zaman et al (2012), “The primary reason cited for such instability is the incredibly low salary received by child care workers in a twelve-month period, which is only slightly more than half of the average public school teacher salary for a ten-month year” (p. 745). Among other care providers or educators, there is a pay gap, even for those that have the same education. According to the Center for the Child Care Workers (CCW), the average hourly wage for a child care provider in Wisconsin is \$11.10/hour while preschool teachers average \$11.28/hour. The CCW also includes state rankings for both child care provider wages and preschool teacher wages. Based on these tables, Wisconsin is ranked seventh highest for child care wages, whereas Wisconsin ranks forty-fourth for preschool teacher wages. These levels of pay in both areas may

contribute to the difficulty in recruiting and retaining high-quality child care providers and teachers that are needed for the children in the Coulee Region and around the state.

This difference in pay, which is based on position title, has a direct correlation to the other contributor, low status and/or poor returns on education. According to Zaman et al (2012), “the high stress levels and low salary characteristic of this profession often discourage staff, and prompt them to leave for other professions or to work in elementary schools” (p. 745). The idea that an educator of children younger than six is a lower class than an educator of children ages six to eighteen is deeply concerning. This lack of value placed on child care providers, or early childhood educators, is detrimental not only to this workforce, but also to the children they serve. “A child care organizer summed up the frustration that many caregivers feel in their struggle for both economic reward as workers and social value as careers when she said, ‘It shouldn’t have to be a trade’” (Macdonald & Merrill, 2002, p. 67). That statement speaks volume, yet falls on deaf ears most of the time.

Summary of current problem. With all of this information on child care providers regarding the high amount of burnout/turnover and shortage of qualified child care providers one could then ask, why does it matter? According to the research completed by Huang (2007),

It is estimated that over 60% of mothers of children under six are employed (Phillips & Adams, 2001; Bradley and others, 2003). About 14.5 million children under the age of five years (75%) regularly attend child care in the United States (Smith, 2000; Ritblatt et al., 2003). Therefore, finding satisfactory child care has become a major undertaking for many parents and families. (p. 114)

These statistics, based on 2007 data, show the tremendous need for non-parental child care providers. Working families, both single-parent and dual-parent families, need to find someone

to stay with their children when they are at work (Evans et al., 2004). For the most part the true shortage affects families with children under six years of age, or prior to attending school programs. These are the families that need more permanent, part-time or full-time child care.

Additionally, consideration of how this high need for child care and shortage of quality child care affect society as a whole must be considered. According to the research collected and reviewed by Vandell (2004), “the available evidence indicates that child care quality is related to child developmental outcomes during the early elementary school years” (p. 396). Quality child care contributes to how elementary aged children develop. Whether that quality care is provided in the home or elsewhere, the key is quality child care. Additionally, Vandell’s (2004) research states:

In other cases, high-quality child care served as a protective factor for children who were otherwise at risk...In analysis of school readiness, receptive language, and expressive language, higher quality child care was found to buffer young children from the negative effects of family poverty (McCartney, Dearing, & Taylor, 2003). (pp. 396-397)

The literature shows that the effects on children receiving high-quality child care can and do contribute to brighter futures for the children served. This in turn contributes to the quality of future adult members in society.

While reviewing the high demand for this profession, it is important also to consider the need for quality people filling these roles. According to Rolfe (2005), “Quality is an important issue for the sector because, when making the decision to return to work, women and their partners are likely to consider the quality of care...the quality of staff is a key factor” (p. 63). Additionally, the quality of child care affects the development of the children in their care (Thorpe et al., 2011; Vandell, 2004; Zaman et al., 2012). According to Vandell (2004), “high-

quality child care has positive effects on intellectual, verbal, and cognitive development, and children receiving high-quality care have superior relationship skills whereas children receiving poor-quality care have deficient skills” (p. 397). The need is great and the current numbers of good-quality child care providers are low. The Wisconsin Early Childhood Association (2010) received responses from 491 centers that stated, “of the full-time employees that were working in these centers in January 2009, 1,081, or 21%, of them left within the year” (p. 4). These statistics are consistent with the general trends discussed above and underscore the anxieties experienced first-hand by any parents that have searched for some place safe and nurturing to care for their children when the parents cannot.

As the shortage of quality child care providers becomes more obvious in society, the next step to consider is how to better attract and retain quality providers. As the literature shows the low attraction and retention rates can be contributed to the low value placed on infant to preschool aged child care providers as a profession. Additionally, because there is a low value placed on these care based professionals, there is little attention given to the levels of income paid to these providers. One step to build this profession would be to begin discussing these positions as a profession, a calling, a career, rather than babysitters, or a filler position until a real teaching position becomes available. By elevating the value placed on these professionals and emphasizing the need for society to place an importance on increasing the pay for these professionals, attraction and retention to the child care profession will improve. Most of the solutions proposed and many of the studies cited above focus on increasing pay as the first step to elevating the profession of child care providers, but there needs to be a step before elevating the pay, that is the entire child care system needs to be considered a profession and thus

referenced and viewed at a higher level. A clearer articulation of child care providers as servant leaders will lead to a heightened sense of professionalism and then to higher wages.

Servant Leadership

One way to elevate the child care profession is to consider these professionals in a different scope. Child care providers, by calling or profession or position, are servants first to the children and thus, the parents for whom they work. Child care providers are also leaders in their classrooms of the children they serve. “Larry C. Spears (has) served as president and CEO of the Robert K. Greenleaf Center for Servant-Leadership since 1990 (Spears, 2004, p. 11)” until 2007. Through the work that Spears has done at the Greenleaf Center and his studies of Greenleaf’s work he summarizes Greenleaf’s principles of servant leadership into ten characteristics. Spears (2004) himself, states “These ten characteristics of servant-leadership are by no means exhaustive, but they serve to communicate the power and promise that this concept offers to those who are open to its invitation and challenge (p. 10).” Therefore, these ten characteristics were chosen as a foundational starting point for the purpose of this research project. According to Spears (2004), “The term servant-leadership was first coined by Greenleaf (1904-1990) in a 1970 essay titled ‘The Servant as Leader?’” Also according to Spears (2004) after considering Greenleaf’s writings, “the following set of characteristics (are) central to the development of servant-leaders: (1) listening; (2) empathy; (3) healing; (4) awareness; (5) persuasion; (6) conceptualization; (7) foresight; (8) stewardship; (9) commitment to the growth of people; and (10) building community.” Taylor et al. (2007) also refer to building relationships, service to others, and stewardship as components to servant leadership.

A simple, yet thought provoking, definition of servant leadership was given by Bowman (2005), “Fundamentally, servant leadership is personal...in the ultimate sense, servant leadership

is self-inflicted accountability in the service of others” (p. 257). Servant leaders must be prepared to serve others at a level that he/she can live up to a scrutinizing level of accountability by others. As stated by Herman and Marlowe (2005) “Many are called to serve others...people feel good when they help another” (178). This innate desire to help others, for some it is a desire to help those they love, but for others, it is a desire to help everyone as much as possible.

The characteristic of servant leadership that speaks most directly to this innate desire to help, which can be seen in child care providers through their altruistic motivation of serving the needs of the children in their care, is commitment to the growth of people. The test of whether someone is a good servant leader, per Greenleaf, is “Do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?” (Crippen, 2005; Herman & Marlowe, 2005; Spears, 2004).

Developing a sense of mission and purpose. There has been much research on the importance of servant leaders to show a desire and commitment to the growth of people (Black, 2010; Crippen, 2005; Herman & Marlowe, 2005; Patton, 2009; Spears, 2004; Tate, 2003; Taylor et al., 2007; Waterman, 2011). A primary component of commitment to the growth of people is the willingness of the servant leader to serve others, particularly their followers (Black, 2010; Spears, 2004; Taylor et al., 2007). The best way to serve others is by getting to know them and determining their personal mission or purpose, but in order to do that best, the servant leader must define their own mission or purpose. Tate (2003) states,

Perhaps the most important consideration for the servant leader is in defining one's mission. Those values or principles that have become the cornerstone of one's philosophy on life certainly influence what is (or is not) important within the leadership arena. (p. 38)

Servant leaders must allow time for contemplation, listening, and awareness, both self-awareness and awareness of the effect on others (Bowman, 2005; Crippen, 2005; Herman & Marlowe, 2005; Patton, 2009; Spears, 2004; Tate, 2003; Taylor et al., 2007; Waterman, 2011). When servant leaders are able to define their own personal mission statement, they will then be able to help others find mission and purpose in their life.

In the study by Herman and Marlowe (2005) they share an overview of the book *Charlotte's Web* as an example of giving of one's self to serve another, in this situation, Charlotte gave her life to save her friend.

This notion that one gains wholeness from becoming a servant is further embodied in the work of E. B. White's classic children's novel, *Charlotte's Web* (1952)...later, as Wilbur learns that his dear friend will soon die, does he ask her why she helped him. She replies,

I wove my webs for you because I liked you. After all, what's a life anyway?
We're born; we live a little while; we die. A spider's life can't help being something of a mess, with all this trapping and eating flies. By helping you I was trying to lift my life up a trifle. Heaven knows anyone's life can stand a little of that. (p. 164)

Charlotte, as a "servant first," was motivated by her shared goal of saving Wilbur and simultaneously meeting a basic need for wholeness and meaning in her own life. She was making meaning of her life through helping another. (p. 176)

This is the ultimate example of serving, the willingness to give up one's life for the benefit of others. Educators, both school aged and otherwise, sacrifice sometimes monetarily and sometimes their time in serving the children and families in their circles of influence. According to Crippen (2005), "The servant-leader is committed to the individual growth of human beings

and will do everything they can to nurture others” (p. 14). In an attempt to do whatever they can to nurture others many educators sacrifices can be seen in documented studies and by simply observing their actions.

Servant Leadership in an educational perspective. When looking at servant leadership from an educational perspective it is important to go to the literature that has already combined the two topics. Black (2010) provides an analysis of the effects of servant leadership on school climates. Black (2010) draws from other experts on servant leadership such as Sendjaya and Sarros (2002) “Servant leadership: Its origin, development, and application in organizations”. Black (2010) quotes Sendjaya and Sarros, “Belief in the tenets of servant leadership as a practical operational approach for school communities has gained momentum among scholars and practitioners in the past 20 years” (p. 437). The practice of servant leadership is beginning to cross into all areas of society, including education.

Bowman (2005) states, “Calling on the human spirit in the service of others reframes educators' professional obligation to focus on the developmental needs of all learners" (p. 259). By placing the focus on the other, rather than self, the servant leader can better see and facilitate learning opportunities for all developmental levels. Taylor et al (2007), “the leader who embraces their role as servant leader may create schools in which commitment to self and others are the daily practice of leaders throughout and in turn will transform their followers as well as the organization” (p. 417). The potential exists to incorporate servant leadership into schools, thus it exists to incorporate servant leadership into the earliest levels of education both parental and non-parental child care situations.

Conclusion – Child Care Providers Drawn to Leadership

In conclusion, the initial question posed is, is there a correlation between servant leadership characteristics, as defined by Spears, and the desired qualities of child care providers within the Coulee Region of Wisconsin. In trying to answer this question some research was completed looking at both the child care profession and servant leadership. The research on child care providers focused on quality child care providers, including, rewards and challenges of the profession. The second section of the research looked at servant leadership, as defined by Larry Spears. The overall findings of this initial research showed that there are definitely some links between the studied characteristics of child care providers and servant leadership qualities.

A content analysis of child care provider job descriptions in the Coulee Region will offer more of an opportunity to see if there are any documented connections. Whether or not the content analysis shows that there is a direct correlation between desired qualities of child care providers and servant leadership there is much work to still continue. If there is a correlation, more research is needed in determining how to elevate the status of this work force. If there is not a correlation, more research is needed to determine how to better inform society of the potential servant leadership qualities in this field. According to Crippen (2005), "His (Greenleaf's) goal was for the development of strong, effective, caring communities in all segments of society" (p. 12). Therefore, we should start at the beginning of education by training early childhood educators, child care providers, to display and be credited with the servant leadership qualities they already practice.

Methods

The purpose of this study was to see if child care agencies are looking for providers that are servant leaders. The areas that were explored include the child care profession in the US and around the world, as well as servant leadership. The research on child care providers focused on

quality child care providers, including, rewards and challenges of the profession. The research on servant leadership focused on defining servant leadership characteristics, particularly in an education setting. The central research question that was addressed by this study was can servant leadership characteristics be seen in the desired qualities of child care providers within the Coulee Region of Wisconsin?

Population of Interest and Sampling

Licensed child care providers within the Coulee Region: La Crosse, Onalaska, Holmen, and West Salem, Wisconsin were the population of interest in this study. To obtain the sample population for this study, The Parenting Place, an agency for parents and child care providers to use as a resource in La Crosse, Wisconsin, was contacted for a list of license providers in La Crosse, Onalaska, Holmen, and West Salem, Wisconsin. The list provided by The Parenting Place contained 24 unduplicated agencies. All 24 agencies were contacted via email, telephone, or in person requesting a copy of the job descriptions for their child care providers to be included in this study. All agencies were allowed six weeks to mail, fax, email, or arrange for an in person pick up of the documents.

Data Analysis

The principle investigator removed all descriptors from each job description and assigned a code for the purpose of discussing and reaching consensus between the three coders after all job descriptions were reviewed individually. Larry Spears' ten characteristics of servant leadership, along with his definitions, were used for the coding of each job description. The coding results and consensus of top characteristics are displayed in table and narrative form in the results section below.

Results

Response Rate

A total of 24 child care agencies in the Coulee Region (La Crosse, Onalaska, Holmen, and West Salem, WI) were contacted by email, telephone and/or in person. A total of 15 child care providers volunteered to share their job descriptions. Of the nine that did not participate, only three failed to respond to all attempts of contact. The other six stated they were willing to participate, but job descriptions were not received prior to the requested deadline. The 15 job descriptions were received via email, fax, and picked up in person.

Participant Demographics

Although the demographics of the child care providers were not the primary focus of this study, a few items were noted throughout the process of obtaining the job descriptions. The collected documents represent several areas of child care in the Coulee Region: in home child care, day care centers, faith based, and non-faith based. The size of the child care provider organizations varied as well from single locations to up to five centers using the same job descriptions.

Themes and Concepts

The results of this study are reported using two methods. The presence of each servant leadership in the job descriptions based on each coder's interpretation of the job descriptions. Additionally, the three coders came to a consensus on the top three most frequent servant leadership characteristics in each of the job descriptions. The first method, the presence of each characteristic, is important to show that even though the exact wording for the servant leadership characteristics were not present, the terminology is relevant to the characteristics sought by these child care providers. The second method includes a deeper discussion between the coders to determine which of the characteristics are the most predominant in each job description.

Through future research the overarching presence of specific characteristic patterns can be evaluated and pursued. The second method requires consensus by all three coders, rather than one individual's interpretation. Additionally, the second method is to determine the servant leadership characteristics that are most common throughout all of the job descriptions.

Summary of Results

This section summarizes the results of the coding completed by all three coders, along with the mutually agreed upon ranking of the three most common servant leadership characteristics in each job description. Some characteristics were more common across the job descriptions than others: commitment to the growth of people, awareness, empathy, and stewardship. However, all ten of the servant leadership characteristics were found at some point in the job descriptions reviewed.

Listening. For coding purposes, here is the definition used for listening, according to Spears (2004),

The servant-leader seeks to identify the will of a group and helps clarify that will. He or she seeks to listen receptively to what is being said. Listening, coupled with regular periods of reflections, is essential to the growth of the servant-leader. (p. 8)

Between the three coders this characteristic was seen in 11 of the 15 job descriptions. Coder C felt that, "Interacts & speaks with children throughout the day showing affection, support, interest & respect", as well as, "Actively seeks meaningful conversations" referenced this definition of listening for agency #0232. Additionally, Coder B and D, agreed that "listens & responds respectfully to children's comments, suggestions, feelings, frustrations" was a good example of listening for agency #0232.

Table 1

Results: *Servant Leadership Characteristics – Spears, 2004*

Servant Leadership Characteristic (Spears, 2004)	#0199	#0232	#0269	#0301	#0320	#0358	#0366	#0580	#0808	#1062	#1094	#1292	#2005	#2013	#2054
Listening															
Coder B - presence of SL quality	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes
Coder C - presence of SL quality	Yes	Yes	No	Yes	No	No	Yes	Yes	No	Yes	Yes	No	Yes	No	Yes
Coder D - presence of SL quality	No	Yes	No	Yes	No	No	No	No	No	Yes	No	No	Yes	No	No
Overall presence per all 3 coders	NA	3rd	NA	NA	NA	NA	3rd								
Empathy															
Coder B - presence of SL quality	Yes	Yes	Yes	Yes	No	Yes									
Coder C - presence of SL quality	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes						
Coder D - presence of SL quality	Yes	Yes	No	Yes	No	No	Yes	Yes	No						
Overall presence per all 3 coders	3rd	2nd	3rd	NA	NA	NA	2nd	NA	NA	NA	3rd	NA	3rd	2nd	NA
Healing															
Coder B - presence of SL quality	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes
Coder C - presence of SL quality	Yes	Yes	No	Yes	No	No	Yes	Yes	No	No	No	No	Yes	No	No
Coder D - presence of SL quality	No	Yes	No	No	No	No	Yes	Yes	No	Yes	No	No	No	No	No
Overall presence per all 3 coders	NA														
Awareness															
Coder B - presence of SL quality	Yes														
Coder C - presence of SL quality	Yes	Yes	No	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes
Coder D - presence of SL quality	Yes	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes	No	Yes	No	Yes
Overall presence per all 3 coders	NA	3rd	3rd	3rd	1st	NA	3rd	2nd	3rd	NA	1st	2nd	2nd	3rd	1st
Persuasion															
Coder B - presence of SL quality	No	No	No	Yes	No	No	Yes	Yes	No	Yes	No	Yes	Yes	No	No
Coder C - presence of SL quality	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	No	Yes
Coder D - presence of SL quality	Yes	No													
Overall presence per all 3 coders	NA	NA	NA	2nd	NA	1st	NA								
Conceptualization															
Coder B - presence of SL quality	Yes														
Coder C - presence of SL quality	Yes	Yes	Yes	No	Yes										
Coder D - presence of SL quality	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No	Yes	No	No	No	No	Yes
Overall presence per all 3 coders	NA	NA	2nd	NA	NA	NA	NA	NA	2nd	NA	NA	NA	NA	1st	NA
Foresight															
Coder B - presence of SL quality	Yes														
Coder C - presence of SL quality	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes	No	No	Yes	No	Yes
Coder D - presence of SL quality	No	No	No	Yes	No	No	No	Yes	No	No	No	Yes	No	No	No
Overall presence per all 3 coders	NA	3rd	NA												
Stewardship															
Coder B - presence of SL quality	Yes	No	Yes	Yes	No	Yes									
Coder C - presence of SL quality	No	Yes	No	No	No	Yes	Yes	No	Yes	No	No	Yes	No	No	Yes
Coder D - presence of SL quality	Yes	No	No	No	No	No	Yes								
Overall presence per all 3 coders	NA	3rd	NA	NA	3rd	NA	NA	NA	1st	NA	2nd	3rd	NA	NA	2nd
Commitment to the growth of															
Coder B - presence of SL quality	Yes														
Coder C - presence of SL quality	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No
Coder D - presence of SL quality	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes						
Overall presence per all 3 coders	1st	1st	1st	1st	2nd	3rd	1st	1st	NA	2nd	NA	1st	1st	NA	NA
Building community															
Coder B - presence of SL quality	Yes	Yes	Yes	Yes	No	Yes									
Coder C - presence of SL quality	Yes	Yes	No	Yes	No	Yes	No	No	No	Yes	No	No	No	No	No
Coder D - presence of SL quality	Yes	No	No	No	No	Yes	No	Yes	No	Yes	No	No	No	No	No
Overall presence per all 3 coders	2nd	NA	NA	NA	NA	2nd	NA	NA	NA	1st	NA	NA	NA	NA	NA

Empathy. For coding purposes, here is the definition used for empathy, according to Spears (2004),

The servant-leader strives to understand and empathize with others. People need to be accepted and recognized for their special and unique spirits. One assumes the good intentions of coworkers and does not reject them as people, even if one finds it necessary to refuse to accept their behavior or performance. (p. 8)

Based on this definition of empathy, all of the job descriptions contained some aspect of this characteristic. For example, agency #0580 states, “infant and toddler activities are flexible to meet their needs including moving the non-mobile children around frequently”. All three coders agreed that this showed the desire for a child care provider to show empathy, or understanding of the individualized needs of the children in their care.

Healing. For coding purposes, here is the definition used for healing, according to Spears (2004),

One of the great strengths of servant-leadership is the potential for healing one’s self and others. Many people have broken spirits and have suffered from a variety of emotional hurts. Although this is part of being human, servant-leaders recognize that they also have an opportunity to “help make whole” those with whom they come in contact. (pp. 8-9)

Again, this characteristic was seen in 11 of the 15 job descriptions reviewed. An example of healing that was found in the job description for agency #0366 is “Our objective is to enhance your child’s whole development, in body, soul, and spirit by providing a safe, cheerful, and loving environment.” This statement shows that the agency has a focus on keeping the whole child in mind.

Awareness. For coding purposes, here is the definition used for awareness, according to Spears (2004),

General awareness, and especially self-awareness, strengthens the servant-leader.

Awareness also aids one in understanding issues involving ethics and values. It lends itself to being able to view most situations from a more integrated, holistic position. Able leaders are usually sharply awake and reasonably disturbed. They are not seekers after solace. They have their own inner serenity. (p. 9)

Awareness was seen in all 15 job descriptions. An example of awareness that was found in agency #0199 is “maintain visual and auditory supervision of children at all times to insure their safety in the classroom, in bathrooms, on the playground, and on field trips”. These providers are expected to be completely aware of several children in every situation, there is no “seeking solace” on the job. Additionally, agency, #0199, includes “remain calm in crisis situations and use supervision constructively”. This can show the desire for providers to maintain their “own inner serenity” amidst the chaos and busyness of the day.

Persuasion. For coding purposes, here is the definition used for persuasion, according to Spears (2004), “Another characteristic of servant-leaders is a primary reliance on persuasion rather than positional authority in making decisions within an organization. The servant-leader seeks to convince other rather than coerce compliance. The servant-leader is effective at building consensus within groups” (p. 9). Some aspect of persuasion was viewed in 12 of the 15 job descriptions. Consensus between the three coders determined that persuasion was seen most frequently in agency #0358. Examples of that persuasion characteristic are, “help the children in eating, dressing, and other activities to promote good habits”, “supervise the children’s activities by participating”, and “arrange the environment”. All of these practices help direct or sway the

children's behavior without demanding or commanding them to follow specific rules. A key component to this job description was redirection and planning, both being components of persuasion.

Conceptualization. For coding purposes, here is the definition used for conceptualization, according to Spears (2004),

Servant-leaders seek to nurture their abilities to “dream great dreams.” The ability to look at a problem from a conceptualizing perspective means that one must think beyond day-to-day realities. Servant-leaders are called to seek a delicate balance between conceptual thinking and a day-to-day focused approach. (p. 9)

Conceptualization was seen in all 15 job descriptions, even agency #2013, which was the Wisconsin Administrative Code for Child Care Staff. Agency #2013 states, “Child care teacher shall plan, implement and supervise the daily activities for a group of children”. This is a bare minimum to meet this definition, but this does show that there is a basic need to plan or think beyond today to facilitate teaching in the child care setting.

Foresight. For coding purposes, here is the definition used for foresight, according to Spears (2004), “a characteristic that enables the servant-leaders to understand the lessons from the past, the realities of the present, and the likely consequences of a decision for the future. It is also deeply rooted within the initiative mind” (p. 9). Agency #0232 shows foresight as follows, “arranges room to minimize ‘no’s’”. This definitely requires understanding the past, the present, and the possible future. Other agencies showed foresight in their specification of emergency response plans. Agency #0580 actually spent a good portion of their job description covering a variety of “what if” situations which contributed to the coders’ agreement that their third highest referenced characteristic was foresight.

Stewardship. For coding purposes, here is the definition used for stewardship, according to Spears (2004), “Peter Block has defined stewardship as “holding something in trust for another.” Servant-leadership, like stewardship, assumes first and foremost a commitment to serving the needs of others. It also emphasizes the use of openness and persuasion rather than control” (p. 9). This characteristic was seen in 13 of the 15 job descriptions and was the top characteristic focused on by agency #0808. Examples of stewardship from agency #0808’s job description are “prepare annual budget”, “keep things picked up, neat, and clean”, and “make sure that all paperwork is done for the director and parents”. All of these are examples of keeping a level of trust for those that work in and are served by this agency. Likewise, by leaving children in the care of any of these agencies the parents are implying the expectation of trust. Child care providers are holding these children in trust for their parents. Because of this, the coders agreed that stewardship was an overarching servant leadership quality in this profession, even if it was not explicitly referenced in the job descriptions.

Commitment to the growth of people. For coding purposes, here is the definition used for commitment to growth of people, according to Spears (2004),

Servant-leaders believe that people have intrinsic value beyond their tangible contributions as people. As a result, the servant-leader is deeply committed to the growth of each and every individual within the institution. The servant-leader recognizes the tremendous responsibility to do everything possible to nurture the growth of people. (p. 9)

The commitment to the growth of people was found in all 15 job descriptions. Additionally, it was the primary focus of eight of the agencies. Examples of this commitment to growth are, from agency #0269, “maintain a physical environment conducive to children’s growth and

development and arrange to promote optimal program functioning”; from agency #0358, “help the children in eating, dressing, and other activities to promote good habits”; and from agency #2005, “support children’s emotional and social development, encouraging understanding of others and positive self-concepts” and “help guide children to be independent in dressing/undressing and toileting”. These are just a few of the examples found to show commitment to the growth of people. Throughout the majority of the job descriptions the focus is on the care of the children and facilitating learning. Again, even the job description for agency #2013 that was a copy of the Wisconsin Administrative Code for Child Care Staff covers this commitment to the growth of people.

Building community. For coding purposes, here is the definition used for building community, according to Spears (2004),

The servant-leaders senses that much has been lost in recent human history as a result of the shift from local communities to large institutions as the primary shaper of human lives. This awareness causes the servant-leader to seek to identify some means for building community among those who work within a given institution. Servant-leadership suggests that true community can be created among those who work in businesses and other institutions. (pp. 9-10)

Building community was found in 14 of the 15 job descriptions. It was the primary servant leadership focus for agency #1062. Examples from agency #1062 are “promote team building”, “demonstrate a desire to serve others and fulfill community needs”, and an entire section titled “collaboration”

Works effectively with people of different backgrounds, abilities, opinions, and perceptions, builds rapport and relates well to others, seeks first to understand the other

person's point of view and remains calm in challenging situations, listens for understanding and meaning, speaks and writes effectively, take initiative to assist in developing others.

This section covers other components of servant leadership as well, but the focus of collaboration is on the importance of community and working with others in a way that contributes to the sense of belonging to this community.

Discussion

The primary objective of this study was to determine if child care provider job descriptions contained servant leadership characteristics. The review of the job descriptions from these 15 child care providers were reviewed and discussed in depth in hopes of determining the presence or non-presence of servant leadership characteristics. This is a very new area of research so this is only a start.

Interpretation of Findings

Based on the individual coding, commitment to the growth of people was found most consistently throughout the job descriptions. The next most consistent characteristic was conceptualization, followed closely by awareness, then empathy. Also, stewardship was not always referenced directly, but is an overarching component to the profession.

When looking at the top three characteristics for each agency the commitment to growth of people was the most frequent characteristic in 8 of the 15 job descriptions; second most frequent in 2 of the 15 job descriptions; and third most frequent in 1 of the 15 job descriptions. Awareness was also ranked in the top three characteristics of 12 of the 15 job descriptions: three most frequent, three second most frequent and six third most frequent. Empathy was in the top

three most frequent characteristics in 7 of the 15 job descriptions. The only characteristic that was not one of the top three characteristics on any of the job descriptions was healing.

As seen in the literature and echoed in these job descriptions there is a strong desire for child care providers to be committed the growth of the children they serve. According to Shpancer et al (2008), “data suggest that a proclivity to enjoy, care for, and find satisfaction in relationships with children is a major contributing factor to both the decision to enter the profession as well as the decision to remain in it” (pp. 405-406).

Based on the coding results and the consensus on frequency of characteristics it appears that there is a desire for child care providers to have servant leadership characteristics based on Spears’ definitions even though the exact terminology is not seen. The previous research and the review of these job descriptions emphasize the serving nature of the child care profession.

Limitations

The scope of this study was small regarding the number of agencies represented, 15 out of 24 is only 62.5%. Availability of job descriptions was limited by the agency’s busyness. Six of the agencies that were not represented stated they wished to be part of the study, but due to their time restraints the job descriptions were never received. Some of the job descriptions that were never received can be contributed to technology issues with the email system not accepting large documents. This not only limited the number of job descriptions received but also caused frustration for some of the potential participating agencies.

Another limitation of the study is the subjective nature of coding. Each coder had their personal interpretation of the characteristic definitions. Also, each coder contains their own bias towards specific servant leadership characteristics based on personal experiences and opinions.

In an attempt to limit this bias the opportunity to discuss and come to consensus on the top three characteristics on each job description was used, but the bias could not be completely removed.

Recommendations for Future Research

This study, particularly, the literature review demonstrates the need to improve the status of this profession, particularly the importance to society for quality child care. The job descriptions do contain broad coverage of servant leadership characteristics. Further development of the job description wording and emphasis of the leadership needs for the profession could begin the process of leveling out the balance between the low societal status of the profession and the high expectations of these professionals.

Additionally, the scope of the study could be expanded beyond the Coulee Region of Wisconsin to see if the same results would be found on the east coast, west coast, or southern US. Are the results geographically influenced? Throughout the literature review other countries were studied, but there is definitely room for study in the various regions of the US.

Other research potential could be interviews of child care providers, directors, and parents to see if they perceive child care providers as servant leaders. The research has already begun in relating servant leadership to education in the public/private school systems. It is a natural progression to begin more research on the impact of servant leadership on the earliest levels of education, child care agencies, whether they are in home providers or large day care centers.

Conclusion

Findings of this study provide evidence that servant leadership qualities can be seen in the job descriptions of child care providers within the Coulee Region of Wisconsin. The particular prevalence of commitment to the growth of people, awareness, empathy, and

stewardship give strong emphasis to the caring nature of this profession. This information may be useful to someone working in the child care profession to revamp job descriptions, advance training for providers, and help with retention. This study sheds light on the need to consider child care providers as educators, an area that seems to be glossed over in the current literature.

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Appendix A – Coder B’s Chart of Frequency

Servant Leadership Quality & Description	Center #0199	Center #0232	Center #0269	Center #0301	Center #0320	Center #0358	Center #0366	Center #0580	Center #0808	Center #1062	Center #1094	Center #1292	Center #2005	Center #2013	Center #2054
<p>1 Listening - The servant-leader seeks to identify the will of a group and helps clarify that will. He or she seeks to listen receptively to what is being said. Listening, coupled with regular periods of reflection, is essential to the growth of the servant-leader.</p>	5	8	3	7	∅	∅	5	∅	∅	9	1	1	2	∅	3
<p>2 Empathy - The servant-leader strives to understand and empathize with others. People need to be accepted and recognized for their special and unique spirits. One assumes the good intentions of coworkers and does not reject them as people, even if one finds it necessary to refuse to accept their behavior or performance.</p>	10	15	4	11	∅	2	12	10	3	8	4	2	22	1	4
<p>3 Healing - One of the great strengths of servant-leadership is the potential for healing one’s self and others. Many people have broken spirits and have suffered from a variety of emotional hurts. Although this is part of being human, servant-leaders recognize that they also have an opportunity to “help make whole” those with whom they come in contact.</p>	7	9	3	7	∅	∅	6	4	2	3	6	∅	6	∅	2
<p>4 Awareness - General awareness, and especially self-awareness, strengthens the servant-leader. Awareness also aids one in understanding issues involving ethics and values. It lends itself to being able to view most situations from a more integrated, holistic position. Able leaders are usually sharply awake and reasonably disturbed. They are not seekers after solace. They have their own inner serenity.”</p>	7	20	6	12	1	6	7	27	8	14	5	5	28	2	11
<p>5 Persuasion - Another characteristic of servant-leaders is a primary reliance on persuasion rather than positional authority in making decisions within an organization. The servant-leader seeks to convince others rather than coerce compliance. The servant-leader is effective at building consensus within groups.</p>	∅	∅	∅	1	*	∅	2	1	∅	2	∅	1	5	∅	∅

Coder B

Servant Leadership Quality & Description	Center #0199	Center #0232	Center #0269	Center #0301	Center #0320	Center #0358	Center #0366	Center #0580	Center #0808	Center #1062	Center #1094	Center #1292	Center #2005	Center #2013	Center #2054
6 Conceptualization - Servant-leaders seek to nurture their abilities to "dream great dreams." The ability to look at a problem from a conceptualizing perspective means that one must think beyond day-to-day realities. Servant-leaders are called to seek a delicate balance between conceptual thinking and a day-to-day focused approach.	5	10	2	7	1	3	7	7	5	11	1	1	16	2	8
7 Foresight - 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. It is also deeply rooted within the intuitive mind.	4	8	2	6	1	3	6	19	3	7	3	2	8	2	5
8 Stewardship - Peter Block has defined stewardship as "holding something in trust for another." Servant-leadership, like stewardship, assumes first and foremost a commitment to serving the needs of others. It also emphasizes the use of openness and persuasion rather than control.	6	5	2	2	2	2	6	15	2	7	0	4	5	0	5
9 Commitment to the growth of people - Servant-leaders believe that people have an intrinsic value beyond their tangible contributions as people. As a result, the servant-leader is deeply committed to the growth of each and every individual within the institution. The servant-leader recognizes the tremendous responsibility to do everything possible to nurture the growth of people (children).	16	14	2	19	2	4	9	28	2	16	5	5	22	1	3
10 Building community - The servant-leader senses that much has been lost in recent human history as a result of the shift from local communities to large institutions as the primary shaper of human lives. This underawareness causes the servant-leader to seek to identify some means for building community among those who work within a given institution. Servant-leadership suggests that true community can be created among those who work in businesses and other institutions.	8	14	2	13	0	4	3	6	5	26	6	3	23	1	10

Coder B

Appendix B – Coder C’s Chart of Frequency

Servant Leadership Quality & Description	Center #0199	Center #0232	Center #0269	Center #0301	Center #0320	Center #0358	Center #0366	Center #0580	Center #0808	Center #1062	Center #1094	Center #1292	Center #2005	Center #2013	Center #2054
<p>1 Listening - The servant-leader seeks to identify the will of a group and helps clarify that will. He or she seeks to listen receptively to what is being said. Listening, coupled with regular periods of reflection, is essential to the growth of the servant-leader.</p>	1	8		2			2	2		5	1		7		4
<p>2 Empathy - The servant-leader strives to understand and empathize with others. People need to be accepted and recognized for their special and unique spirits. One assumes the good intentions of coworkers and does not reject them as people, even if one finds it necessary to refuse to accept their behavior or performance.</p>	5	9	1	2	1		6	7	2	2	2	2	7		2
<p>3 Healing - One of the great strengths of servant-leadership is the potential for healing one’s self and others. Many people have broken spirits and have suffered from a variety of emotional hurts. Although this is part of being human, servant-leaders recognize that they also have an opportunity to “help make whole” those with whom they come in contact.</p>	3	6		1			2	4					5		
<p>4 Awareness - General awareness, and especially self-awareness, strengthens the servant-leader. Awareness also aids one in understanding issues involving ethics and values. It lends itself to being able to view most situations from a more integrated, holistic position. Able leaders are usually sharply awake and reasonably disturbed. They are not seekers after solace. They have their own inner serenity.”</p>	3	7		3		2	2	1		4	2	2	9		10
<p>5 Persuasion - Another characteristic of servant-leaders is a primary reliance on persuasion rather than positional authority in making decisions within an organization. The servant-leader seeks to convince others rather than coerce compliance. The servant-leader is effective at building consensus within groups.</p>	2	1		5	9	2	3	2		4	1		2		3

Coder C

Servant Leadership Quality & Description		Center #0199	Center #0232	Center #0269	Center #0301	Center #0320	Center #0358	Center #0366	Center #0580	Center #0808	Center #1062	Center #1094	Center #1292	Center #2005	Center #2013	Center #2054
6	Conceptualization - Servant-leaders seek to nurture their abilities to "dream great dreams." The ability to look at a problem from a conceptualizing perspective means that one must think beyond day-to-day realities. Servant-leaders are called to seek a delicate balance between conceptual thinking and a day-to-day focused approach.	4	4 5	2		1	1	4	3	4	5	2	6	4	2	3
7	Foresight - 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. It is also deeply rooted within the intuitive mind.	3	2 2	1	2					1	2			5		2
8	Stewardship - Peter Block has defined stewardship as "holding something in trust for another." Servant-leadership, like stewardship, assumes first and foremost a commitment to serving the needs of others. It also emphasizes the use of openness and persuasion rather than control.		9				2	1		8			1			3
9	Commitment to the growth of people - Servant-leaders believe that people have an intrinsic value beyond their tangible contributions as people. As a result, the servant-leader is deeply committed to the growth of each and every individual within the institution. The servant-leader recognizes the tremendous responsibility to do everything possible to nurture the growth of people (children).	6	10 10	2	7		2	18	12		14	1	3		14	
10	Building community - The servant-leader senses that much has been lost in recent human history as a result of the shift from local communities to large institutions as the primary shaper of human lives. This underawareness causes the servant-leader to seek to identify some means for building community among those who work within a given institution. Servant-leadership suggests that true community can be created among those who work in businesses and other institutions.	5	1		2		2				9					

Coder C

Appendix C – Coder D’s Chart of Frequency

Servant Leadership Quality & Description	Center #0199	Center #0232	Center #0269	Center #0301	Center #0320	Center #0358	Center #0366	Center #0580	Center #0808	Center #1062	Center #1094	Center #1292	Center #2005	Center #2013	Center #2054
1 Listening - The servant-leader seeks to identify the will of a group and helps clarify that will. He or she seeks to listen receptively to what is being said. Listening, coupled with regular periods of reflection, is essential to the growth of the servant-leader.		✓		✓✓						✓✓			✓		
2 Empathy - The servant-leader strives to understand and empathize with others. People need to be accepted and recognized for their special and unique spirits. One assumes the good intentions of coworkers and does not reject them as people, even if one finds it necessary to refuse to accept their behavior or performance.	✓✓ ✓✓ ✓✓	✓✓ ✓✓ ✓✓ ✓✓		✓✓ ✓✓ ✓✓ ✓✓			✓✓ ✓✓ ✓✓ ✓✓	✓✓							
3 Healing - One of the great strengths of servant-leadership is the potential for healing one’s self and others. Many people have broken spirits and have suffered from a variety of emotional hurts. Although this is part of being human, servant-leaders recognize that they also have an opportunity to “help make whole” those with whom they come in contact.		✓					✓✓	✓✓		✓✓					
4 Awareness - General awareness, and especially self-awareness, strengthens the servant-leader. Awareness also aids one in understanding issues involving ethics and values. It lends itself to being able to view most situations from a more integrated, holistic position. Able leaders are usually sharply awake and reasonably disturbed. They are not seekers after solace. They have their own inner serenity.”	✓	✓✓ ✓✓ ✓✓ ✓✓	✓	✓✓		✓✓		✓✓ ✓✓ ✓✓	✓	✓✓ ✓✓	✓	✓✓ ✓✓ ✓✓	✓✓ ✓✓ ✓✓		✓✓
5 Persuasion - Another characteristic of servant-leaders is a primary reliance on persuasion rather than positional authority in making decisions within an organization. The servant-leader seeks to convince others rather than coerce compliance. The servant-leader is effective at building consensus within groups.	✓✓														

Coder D

Appendix D – Top Three Characteristics of Each Agency

Servant Leadership Quality & Description	Center #0199	Center #0232	Center #0269	Center #0301	Center #0320	Center #0358	Center #0366	Center #0580	Center #0808	Center #1062	Center #1094	Center #1292	Center #2005	Center #2013	Center #2054
1 Listening - The servant-leader seeks to identify the will of a group and helps clarify that will. He or she seeks to listen receptively to what is being said. Listening, coupled with regular periods of reflection, is essential to the growth of the servant-leader.										3rd					3rd
2 Empathy - The servant-leader strives to understand and empathize with others. People need to be accepted and recognized for their special and unique spirits. One assumes the good intentions of coworkers and does not reject them as people, even if one finds it necessary to refuse to accept their behavior or performance.	3rd	2nd	3rd				2nd				3rd		3rd	2nd	
3 Healing - One of the great strengths of servant-leadership is the potential for healing one's self and others. Many people have broken spirits and have suffered from a variety of emotional hurts. Although this is part of being human, servant-leaders recognize that they also have an opportunity to "help make whole" those with whom they come in contact.															
4 Awareness - General awareness, and especially self-awareness, strengthens the servant-leader. Awareness also aids one in understanding issues involving ethics and values. It lends itself to being able to view most situations from a more integrated, holistic position. Able leaders are usually sharply awake and reasonably disturbed. They are not seekers after solace. They have their own inner serenity."		3rd tie	3rd	3rd	1st		3rd	2nd	3rd	3rd	1st	2nd	2nd	3rd	1st
5 Persuasion - Another characteristic of servant-leaders is a primary reliance on persuasion rather than positional authority in making decisions within an organization. The servant-leader seeks to convince others rather than coerce compliance. The servant-leader is effective at building consensus within groups.				2nd	2nd	1st				3rd					

Top 3 for each agency

Servant Leadership Quality & Description	Center #0199	Center #0232	Center #0269	Center #0301	Center #0320	Center #0358	Center #0366	Center #0580	Center #0808	Center #1062	Center #1094	Center #1292	Center #2005	Center #2013	Center #2054
6 Conceptualization - Servant-leaders seek to nurture their abilities to "dream great dreams."The ability to look at a problem from a conceptualizing perspective means that one must think beyond day-to-day realities. Servant-leaders are called to seek a delicate balance between conceptual thinking and a day-to-day focused approach.			2nd						2nd					1st	
7 Foresight - 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. It is also deeply rooted within the intuitive mind.								3rd							
8 Stewardship - Peter Block has defined stewardship as "holding something in trust for another." Servant-leadership, like stewardship, assumes first and foremost a commitment to serving the needs of others. It also emphasizes the use of openness and persuasion rather than control.		3rd tie			3rd			1st		2nd	3rd				2nd
9 Commitment to the growth of people - Servant-leaders believe that people have an intrinsic value beyond their tangible contributions as people. As a result, the servant-leader is deeply committed to the growth of each and every individual within the institution. The servant-leader recognizes the tremendous responsibility to do everything possible to nurture the growth of people (children).	1st	1st	1st	1st	2nd	3rd	1st	1st		2nd		1st	1st		
10 Building community - The servant-leader senses that much has been lost in recent human history as a result of the shift from local communities to large institutions as the primary shaper of human lives. This underawareness causes the servant-leader to seek to identify some means for building community among those who work within a given institution. Servant-leadership suggests that true community can be created among those who work in businesses and other institutions.	2nd						2nd			1st					

Top 3 for each agency