Servant Leadership and Its Impact on Ethical Climate

Regan Dodd
Missouri Western University, rdodd@missouriwestern.edu

Rebecca M. Achen
Illinois State University, rmachen@IllinoisState.edu

Angela Lumpkin
Texas Tech University, angela.lumpkin@ttu.edu

Follow this and additional works at: https://scholar.valpo.edu/jvbl

Part of the Business Commons

REGAN DODD, PHD
ST. JOSEPH, MISSOURI, USA

REBECCA ACHEN, PHD
NORMAL, ILLINOIS, USA

ANGELA LUMPKIN, PHD
LUBBOCK, TEXAS, USA

SERVANT LEADERSHIP AND ITS IMPACT ON ETHICAL CLIMATE

Abstract

Many leaders in intercollegiate athletics are under attack due to an overemphasis on winning and revenue generation. In response, some have recommended a transition to a servant leadership approach because of its focus on the well-being of followers and ethical behaviors (Burton & Welty Peachey, 2013; Welty Peachey, Zhou, Damon, & Burton, 2015). The purpose of this study was to examine athletic directors' potential demonstration of servant leadership and possible contribution to an ethical climate in NCAA Division III institutions. Participants were 326 athletic staff members from NCAA Division III institutions. Results indicated athletic staff members believed athletic directors displayed characteristics of servant leadership. Athletic department employees perceived athletic directors exhibited servant leadership characteristics of accountability, standing back, stewardship, authenticity, humility, and empowerment most often. Staff members who perceived athletic directors displayed servant leadership characteristics were more likely to report working in an ethical climate. If athletic directors choose to model the characteristics of servant-leaders, they could promote more fully the NCAA Division III philosophy of prioritizing the well-being of others, being a positive role model for employees, and fostering ethical work climates within their athletic departments.

Examining Athletic Directors' Demonstration of Servant Leadership and its Contribution to Ethical Climate in NCAA Division III Institutions

Athletic directors who lead intercollegiate athletic programs directly influence the lives of hundreds of employees and thousands of student-athletes. Possibly nowhere has this been more impactful than in the 450 institutions holding membership in Division III of the National Collegiate Athletic Association (NCAA). NCAA Division III is unique with student-athletes comprising an average of 19% of undergraduate student bodies and reaching as high as 50% (Sagas & Wigley, 2014). In alignment with NCAA Division III philosophy, athletic directors should prioritize student-athletes' academic programs and view athletic participation as integral to students' overall college experiences (National Collegiate Athletic Association, 2016). Servant leadership, a leadership philosophy focusing on putting the needs of followers first with an emphasis on integrity, stewardship, and strong moral values, aligns well with the NCAA Division III philosophy. This philosophy states, "Colleges and universities in Division III place the highest priority on the overall academic quality of the

educational experience and on the successful completion of all students' academic programs" (National Collegiate Athletic Association, 2016, n.p.). NCAA Division III differs from NCAA Divisions I and II because institutions in Division III do not award athletic grants-in-aid and the Division III philosophy prioritizes overall educational development of student-athletes. Because of Division III's greater emphasis on academics, overall educational experiences, and non-athletic scholarship programs, we intentionally examined this division through the possible lens of servant leadership.

Yet even within NCAA Division III, current leadership styles may focus too heavily on winning and increasing revenue, with some athletic directors losing sight of the importance of serving their followers (Burton & Welty Peachey, 2013). Even NCAA Division III institutions use intercollegiate athletics, and especially football, to increase their overall institutional profile, campus vibrancy, and male enrollments ("Colleges and Universities Offering Football Increases," 2015). Bowen and Levin (2003) reported recruited student-athletes in NCAA Division III enjoyed a significant admissions advantage over other applicants and arrived on campus with substantially lower SAT scores. Recruited student-athletes had substantially lower SAT scores, majored in social science and business fields of study, limited most of their extracurricular activities to their sport, lived with other student-athletes as evidence of the existence of a separate athletic "culture," and earned far lower grades than other student-athletes who were walk-ons and other students (Bowen & Levin, 2003). These findings do not appear congruent with the espoused philosophy of placing the highest priority on the overall quality of educational experiences and successful completion of students' academic programs (National Collegiate Athletic Association, 2016).

Burton and Welty Peachey (2013), Welty Peachey et al. (2015), and DeSensi (2014) called for a refocus of leadership within athletic departments of NCAA-member institutions to emphasize servant leadership. Servant leadership may be a natural fit for NCAA Division III athletic directors based on the division's philosophy. Greenleaf (1970) stated, "The servant-leader is servant first. It begins with the natural feeling that one wants to serve" (p. 1). Servant-leaders exhibit a heartfelt motivation and commitment to serving others. Rather than wielding power in a self-serving way and dominating others, servant-leaders empower people. Servant-leaders fashion consensus around shared goals, and care for and empathize with the concerns of others. Servant-leaders earn and build trust. The servant-leader, declared Greenleaf (1977), focuses on employees and ensures meeting other people's needs is the highest priority. As a servant-leader, an athletic director could model behaviors encouraging staff members to focus on serving student-athletes' needs and providing quality experiences supporting their progress toward graduation. A servant leadership approach could replace an imbalanced focus on winning and revenue generation that has become the priority for many leaders within intercollegiate athletics (Burton & Welty Peachey, 2013; DeSensi, 2014). By prioritizing the needs of followers, servant-leaders increase the likelihood of achieving organizational success because followers who feel their leaders genuinely care for them will be more motivated to work toward institutional goals (Chan & Mak, 2014; Joseph & Winston, 2005; Parris & Welty Peachey, 2013).

Burton and Welty Peachey (2013) suggested investigating if intercollegiate athletic administrators adopting servant leadership behaviors might influence different responses to ethical issues facing the commercialization within intercollegiate athletics. While two studies were found that specifically examined leadership in Division III, including one on the effects of transactional and transformation leadership (Burton & Welty Peachey, 2009) and the

other on the impact of leadership style and organizational goals on emotional exhaustion, job stress, and personal accomplishment (Ryska, 2002), NCAA Division I athletics programs get most of the media exposure and are most often studied by sport management scholars (e.g., Burton, Welty Peachey, & Wells, 2017; Gaul, 2015; Gurney, Lopiano, & Zimbalist, 2017). To address the void of information about NCAA Division III institutions, this study examined the relationship between servant leadership and ethical climate in NCAA Division III athletic departments. The purpose of this study was to examine whether athletic department employees in NCAA Division III institutions perceived athletic directors demonstrated characteristics of servant leadership and contributed to an ethical climate work environment.

Review of Literature

Servant Leadership

A strong moral compass is an important aspect of servant leadership, which according to Burton and Welty Peachey (2013) is a people-centered approach to leadership including an ethical component. Greenleaf (1977) coined the term servant leadership as a group-oriented approach to strengthening institutions with the primary purpose to focus on employees and the community, not profit. In his early work on servant leadership, he offered a test of servant-leaders when he stated,

> Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, and more likely themselves to become servants? And, what is the effect on the least privileged in society? Will they benefit, or at least not further be harmed? (p. 13)

Servant-leaders place the interests, needs, and aspirations of others before their own (Greenleaf, 1977). Put simply, servant-leaders seek first to serve, not to lead. According to Stone, Russell, and Patterson (2004), servant leadership provides an alternative approach to leadership espousing organizational objectives are best achieved "on a long-term basis by first facilitating the growth, development, and general well-being of the individuals who comprise the organization" (p. 355).

Another core element of servant leadership is its focus on ethical behaviors (Ehrhart, 2004). Servant-leaders make informed decisions based on ethical and moral considerations (DeSensi, 2014), driven by core personal values such as honesty and integrity (Russell, 2001). While everyone faces choices about whether to do what is right or not, Frick and Spears (1996) declared the servant-leader "wants to do what is morally or ethically right, wants to deliver on obligations, and wants to act with competence" (p. 26). Thus, athletic directors who act as servant-leaders have opportunities to positively shape and nurture ethical climates in their organizations. Servant-leaders can institute and preserve an ethical organizational climate if they embrace and model ethical standards, as advocated by Reed, Vidaver-Cohen, and Colwell (2011).

When servant leaders modeled ethical behaviors, and were trusted by their employees, positive organizational outcomes outside of sport-related organizations, such as employee job satisfaction and organizational commitment, were found (Chan & Mak, 2014; Sharif & Scandura, 2013). Additionally, subordinates were more willing to articulate concerns or address conflict in their daily activities within an ethical environment (Burton & Welty

Peachey, 2014). Followers were more likely to display a sense of obligation or indebtedness to leaders who treated them fairly and were trustworthy (Brown & Mitchell, 2010).

As servant leadership evolved, researchers have attempted to define and measure concepts related to practicing servant leadership. Van Dierendonck and Nuijten (2011) developed and validated the Servant Leadership Scale (SLS) and identified eight important constructs related to effective leadership — empowerment, accountability, standing back, humility, authenticity, courage, forgiveness, and stewardship. *Table 1* includes brief descriptions of each construct along with a supportive comment from the literature. The SLS scale developed by van Dierendock and Njuiten (2011) provides a way to measure whether followers perceive their leaders are displaying servant leadership characteristics; however, the examination of the use of servant leadership within sport organizations is limited.

Table 1: **Servant Leadership Constructs in the Servant Leadership Scale**

Servant Leadership Constructs	Based on Descriptions of van Dierendonck and Nuijten (2011)	Supportive Concepts in Related Literature
Empowerment	Enabling and encouraging the professional development, decision-making abilities, and sense of person power of others.	Servant-leaders give away their power, such as by including others in decision-making and facilitating followers' effectiveness (Liden, Wayne, Zhao, & Henderson, 2008).
Accountability	Giving responsibilities to others and hold them accountable for performance and outcomes.	Servant-leaders share responsibility and hold people accountable for performances they can control (Finely, 2012; Konczak, Stelly, & Trusty, 2000).
Standing back	Prioritizing the interests of others and making sure followers receive support for tasks and credit for successes.	Baggett (1997) claimed servant leaders cherished the joy of seeing others succeed.
Humility	Keeping personal accomplishments and talents in proper perspective.	Hunter (1998) described humility as being without pretense or arrogance.
Authenticity	Expressing inner thoughts and feelings consistently.	Authenticity means accurately representing —privately and publicly — internal states, intentions, and commitments (Peterson & Seligman, 2004).
Courage	Showing a willingness to take risks and try new approaches.	Courage, one of the six cardinal virtues, positively affects leaders' effectiveness (Hackett & Wang, 2012).
Forgiveness	Understanding, appreciating, and being empathetic toward the feelings of other.	Servant-leaders can display forgiveness by creating an atmosphere of trust where people feel accepted, are free to make mistakes, and know they will not be rejected (Ferch, 2005).
Stewardship	Taking responsibility and serving others more than self.	Spears (1995) defined stewardship as holding something in trust and serving the needs of others. Stewardship involves taking responsibility for the larger institution and serving it, as opposed to exerting control over others and showing self-interest (Block, 1993).

Investigations of servant leadership in sport are limited. In one study, Kim, Kim, and Wells (2017) presented the Servant Leadership for Sport Organizations model as a framework for coaches' use of servant leadership in sport. They suggested antecedents of servant leadership included a leader's individual characteristics and organizational culture and demonstrated how servant leadership positively affected relationship quality and subsequently team and individual outcomes. Kim et al. (2017) emphasized the importance

of commitment and trust in relationships developed by servant-leaders. While potentially beneficial for understanding servant leadership in the context of sport, this conceptual model needs testing empirically.

The impact of being coached by a servant leader on student-athletes' mental and physical performance has been examined. According to Rieke, Hammermeister, and Chase (2008), high school basketball players who perceived their coach possessed qualities of servant leadership displayed higher intrinsic motivation were more task-oriented, reported more satisfaction, were mentally tougher, and performed better than athletes coached by non-servant-leaders. Similar positive outcomes, such as increased satisfaction with individual performance, team performance, personal treatment, training, and instruction, and higher levels of interest and enjoyment in their sport, also were reported when athletes perceived their coaches to be servant-leaders (Hammermeister, Burton, Pickering, Westero, Baldwin, & Chase, 2008). If players performed better under coaches who were servant-leaders, it would seem that athletic departments would benefit from having athletic directors who portray the qualities of servant-leaders.

Using van Dierendonck's (2011) six dimensions of servant leadership, Wells and Welty Peachey (2016) studied whether leaders within a nonprofit sport-for-development agencies (SFD) organization, Street Soccer USA, exhibited traits of servant leaders. When Street Soccer USA bosses or coaches portrayed the qualities of servant leaders, sport organizations were more successful. All organizational leaders from the founder to the regional coordinator empowered their followers, while also displaying the qualities of authenticity, interpersonal acceptance, providing direction, and stewardship (Wells & Welty Peachey, 2016). They concluded servant leadership was important in the SFD context, but they could not claim all Street Soccer USA leaders exhibited servant-leader behaviors (Wells & Welty Peachey, 2016).

Ethical Work Climate

Servant leadership with its focus on ethical behaviors (Ehrhart, 2004) might be the leadership approach best suited to promote the existence of ethical climates within organizations. An Ethical Work Climate (EWC) is comprised of employee perceptions about organizational policies, practices, and values with ethical consequences (Victor & Cullen, 1988). Ethical leadership, as modeled by servant-leaders, plays a critical role in shaping perceptions of an ethical climate (Neubert, Carlson, Kacmar, Roberts, & Chonko, 2009). Research points to an ethical work climate as an important component of an organization's ethical culture, influencing ethical decision-making and behavior (Martin & Cullen, 2006; Trevino, Butterfield, & McCabe, 1998; Victor & Cullen, 1988). Employees who perceived they worked for an organization with an ethical climate were less likely to have turnover intentions (DeConinck, 2011; Jaramillo, Mulki, & Solomon, 2006; Mulki, Jaramillo, & Locander, 2006; Pettijohn, Pettijohn, & Taylor, 2008). Other potential benefits for organizations perceived as ethical included having to devote fewer resources to advertising and publicity to ameliorate negative press, providing a foundation for customer trust, and supporting positive ethical behavior by employees (Burton & Welty Peachey, 2014; Mulki et al., 2006; Pettijohn et al., 2008).

While the EWC framework has been the primary model used for ethical climate research in nearly 75% of all ethical climate studies (Arnaud, 2010), this framework has continued to receive criticism (Arnaud & Schminke, 2012; Vaicys, Barnett, & Brown, 1996; Wimbush,

Shepard, & Markham, 1997). One of Arnaud's concerns was whether the model was comprehensive enough to capture the ethical climate construct's breadth (Arnaud, 2010). Building on Kohlberg's (1984) six stages of moral development and Victor and Cullen's (1988) framework of shared moral reasoning of individuals, Arnaud (2010) developed and validated an Ethical Climate Index (ECI) through three studies of ethical work climate. The ECI (2010) uses the moral reasoning element from Victor and Cullen's EWC (1988) along with the four-component model of ethical decision-making by Rest (1984, 1986) as a foundation. The four ECI components are collective moral sensitivity, collective moral judgment, collective moral motivation, and collective moral character (Arnaud, 2010). Collective moral sensitivity involves prevalent norms existing in a social system for both moral awareness and empathetic concern. Collective moral judgment encompasses norms of moral reasoning used to judge morally right actions. The collective moral motivation component involves prevalent values of a social system and whether moral values such as honestly, fairness, or helping are generally prioritized over other values such as power, control, or personal achievement. Collective moral character describes whether an individual has personal strength to follow through on the most ethical course of action. The creation of the ECI provided a new scale to determine whether ethical climates exist in today's workplaces.

The research examining the relationship between servant leadership and EWC is sparse (Jaramillo, Bande, & Varela, 2015). Jaramillo, Grisaffe, Chonko, and Roberts (2009) found salespeople who worked for servant-leaders were more likely to believe their firm operated at higher levels ethically and willing to go well beyond normatively expected standards of ethical conduct. College students who possessed servant leadership traits were more likely to perceive unethical actions like cheating on a test as unacceptable (VanMeter, Grisaffe, Chonko, & Roberts, 2013). In a study on servant leadership in NCAA Division I athletics, Burton et al. (2017) determined servant leadership fostered trust, which then improved perceptions of ethical climate in the sport organization. This ethical climate was also supported through procedural justice. They suggested that servant leadership helps to diminish unethical actions by encouraging an ethical climate. Further research is needed to see if servant-leaders can create positive work environments across a variety of different types of companies or organizations, including in departments of intercollegiate athletics.

Social Learning Theory

Interwoven with servant leadership and the modeling of ethical behavior by servant-leaders is Bandura's (1977) social learning theory, which states people learn from one another, such as through observation and imitation. For example, when athletic staff members observe the athletic director behaving ethically, employees are more likely to act ethically. Similarly, student-athletes may be motivated to follow institutional, conference, and NCAA rules when observing the athletic director complying with rules while insisting other departmental personnel do, too. Social learning theory suggests impacted individuals, such as employees and student-athletes, will be motivated to follow credible leaders who consistently model espoused values. Brown and Trevino (2006) affirmed the essential interconnections between ethical leadership, such as modeled by servant-leaders, and social learning theory.

As social learning theory espouses, the behaviors of leaders are essential to successful organizations because individuals learn by paying attention to and emulating attitudes,

values, and behaviors of credible role models (Bandura 1977, 1986). Virtually anything learned via direct experience also can be learned vicariously through experience and by observing others' behaviors and consequences of behaviors (Bandura, 1986). Bass (1985) and Kouzes and Posner (2012) proposed leaders served as role models. From role models, employees learn what behaviors are expected, rewarded, and punished (Brown, Trevino, & Harrison, 2005). Brown et al. (2005) suggested athletic directors are role models for their employees and student-athletes by virtue of assigned roles, success, and power to affect behaviors and performances of others. Brown and Mitchell (2010) further emphasized the idea of modeling ethical behavior by stressing ethical leaders must consistently act consistently with what they espouse. As such, when athletic directors model ethical behaviors, employees are more likely to act similarly and emulate the moral actions of their leaders.

Given the apparent congruency between NCAA Division III's philosophical values and characteristics of servant leadership, maybe athletic directors should utilize this leadership approach to create positive, ethical, and servant-focused work climates. If athletic directors placed interests, needs, and aspirations of student-athletes and employees foremost, the NCAA Division III philosophy might more likely to thrive. The observed climate and deep-seated culture within intercollegiate athletics characterized by ethical decision-making and shared moral values could emerge. This study examined whether athletic department employees perceived athletic directors demonstrated servant leadership characteristics and its contribution to an ethical work climate in NCAA Division III institutions. The hypothesized model in *Figure 1* was used to answer these research questions:

1. *Did NCAA Division III athletic department employees perceive athletic directors exhibited the characteristics of servant leadership? If so, which specific characteristics of a servant-leader did they believe these athletic directors most often displayed?*
2. *Did NCAA Division III athletic department employees perceive an ethical climate characterized their athletic departments?*
3. *Did the perceived servant leadership characteristics of athletic directors influence ethical climates in athletic departments?*

Figure 1: **Hypothesized model for the impact of servant leadership on ethical climate.**

7
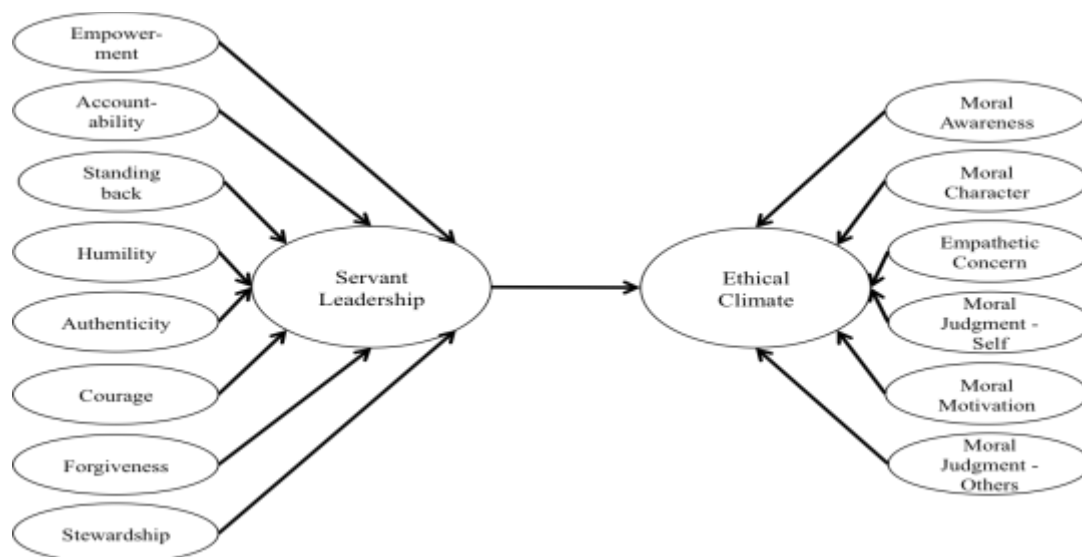
Method

This cross-sectional study focused on athletic department employees in NCAA Division III institutions. NCAA Division III athletic department employees were chosen as the focus of this study because the NCAA Division III philosophy was deemed most congruent with ideals of servant leadership. Additionally, this group is rarely studied in academic research, despite the fact it includes the largest number of NCAA member institutions.

Participants

To recruit respondents for the study, a database of all athletic department employees listed in the directories on official athletic department websites was created. The list of athletic department employees included every individual listed on athletic departments' websites, with the exception of athletic directors, any student employees, including graduate assistants, faculty athletic representatives, or individuals listed on the website not employed primarily by the university (e.g., team physicians). The database consisted of 16,133 athletic staff members. Because the number of athletic staff members was so large, the survey was sent to a random sample of these individuals. The random sample was created in Qualtrics, which randomly selected the chosen number of respondents from the database, prior to invites being sent. In total, 8,000 athletic department employees were invited to participate. The survey was completed by 339 employees. Thirteen cases had missing data in the non-descriptive variables (scale questions) and were deleted, making the final sample size 326.

Measures

The survey instrument used in this study was part of a larger data collection, but the elements used in this study are discussed here. The survey was created by examining literature on servant leadership and its measurement, ethical climate, and outcomes in sport and other industries. The survey included descriptive questions along with questions from the Servant Leadership Survey (van Dierendonck & Nuijten, 2011), Ethical Climate Index (Arnaud, 2010), and three additional leadership and job outcome scales not used in this study. No demographic data were collected to help ensure anonymity and encourage participation. As many NCAA Division III institutions are small, there may be three or four staff members working under one athletic director; thus, identifying one's institution and ethnicity may no longer ensure anonymity. To encourage respondents to feel comfortable answering questions about their athletic directors honestly, no demographic questions other than year at the institution, years working with the current athletic director, and experience working in intercollegiate athletics in a NCAA-member institution. Comparisons by gender, age, or ethnicity were not of interest to this study.

Servant Leadership Scale. Van Dierendonck and Nuijten (2011) completed an extensive literature review and through data analysis created the 8-dimension, 30-item SLS. The eight dimensions of servant leadership measured included empowerment (seven items), accountability (three items), standing back (three items), humility (five items), authenticity (four items), courage (two items), forgiveness (three items), and stewardship (three items). Items were assessed on a five-point, Likert-type scale. They evaluated the psychometric properties of the scale and found factorial validity of the eight-factor model and good model fit (χ^2 = 562.5, df = 377; RMSEA = .05, SRMR = .05, CFI = .94, TLI = .93). Also, internal consistency for all subscales was good (α = .89 for empowerment, .81 for accountability, .76 for standing back, .91 for humility, .82 for authenticity, .69 for courage, .72 for forgiveness,

and .74 for stewardship). Finally, they found support for content, discriminant, and criterion-related validity of the scale through additional studies using other leadership scales and organizational commitment and performance.

Ethical Climate Index. Ethical climate was measured using the ECI, which was created and validated by Arnaud (2010) and further tested and validated by Arnaud and Schminke (2012). The short form of the scale was used, which is an 18-item version of the original scale that includes the items with the highest factor loadings for each construct of the original scale. It has six constructs and contains two constructs measuring collective moral sensitivity (moral awareness (α = .80) and empathetic concern (α = .83)), two constructs measuring collective moral judgment (focus on self (α = .89) and focus on others (α = .81)), collective moral motivation (α = .90), and collective moral character (α = .82). Items were measured on a five-point, Likert-type scale.

Procedure

Prior to full data collection, the original survey was sent to a convenience sample of three people who worked in athletics at the NCAA Division II level for review to check the structure, format, and language of the survey. Also, the survey used in the current study was created based on a pilot of a survey used in a previous study, after which the survey was edited for clarity, and the ethical climate questions were added in place of ethical behavior questions. The final survey was coded into Qualtrics and an anonymous link created. Participants were uploaded into Qualtrics, and the anonymous link was emailed to all participants. The athletic staff sample was sent the survey in an email with two reminders happening weekly in the two weeks following the initial email.

Analysis

After being downloaded from Qualtrics, data were analyzed using SPSS Statistics Version 22 and MPlus Version 7. First, SPSS was used to run descriptive statistics. The data file was then uploaded into MPlus. Cases that did not include data on all the scale variables were deleted list-wise.

Two-step modeling, which Kline (2011) advocated, was used to assess the model and analyze the data. The first step required running a confirmatory factor analysis (CFA) in MPlus to check reliability of the measures and examine the measurement model fit prior to fitting the structural model. Then, structural equation modeling (SEM) was used to run the structural model using MPlus to examine the relationship between servant leadership and ethical climate. The robust maximum-likelihood estimator was used in all analyses. An often-violated assumption in statistical analysis is that variables are measured without error. To account for measurement error, CFA and SEM were used because they allow for the estimation of relationships among variables while adjusting for measurement error (Brown, 2007; Kline, 2011).

Results

Descriptive information collected from respondents included the number of years of experience in intercollegiate athletics in a NCAA-member institution, number of years working with the current athletic director, divisions employees had worked in, and type of institution they worked at currently (public or private). The mean number of years working in athletics was 12 (SD = 10.10) with a range of 1 to 47. The average number of years working

for the current athletic director ranged from 1 to 29 with a mean of 4.17 (SD = 4.25). In the sample, 21.2% also had worked in Division I; 12.3% also had worked in Division II. Finally, 16.6% worked at a public institution, and 83.4% worked at a private institution.

Table 2 lists the descriptive statistics for all indicators, which were measured on a 1 (strongly disagree) to 5 (strongly agree) Likert-type scale. Data were tested for normality by examining Q-Q plots and skew and kurtosis values. Because a few indicators were deemed non-normal and Likert-type data often deviate from normality, the robust-maximum likelihood estimator in MPlus was used, which uses a scaling correction factor to adjust for non-normality. Cases with missing data were deleted using listwise deletion. The correlation matrix can be found in *Table 3*.

Table 2: **Means and Standard Deviations for SLS and ECW Scale Items**

Variable	Mean	SD
E1: Gives me the information I need to do my work well.	3.59	1.17
E2: Encourages me to use my talents.	3.88	1.17
E3: Helps me to further develop myself.	3.41	1.25
E4: Encourages the staff to come up with new ideas.	3.52	1.21
E5: Gives me the authority to make decisions, which makes work easier for me.	3.92	1.11
E6: Enables me to solve problems myself instead of just telling me what to do.	3.93	1.04
E7: Offers me abundant opportunities to learn new skills	3.09	1.22
SB1: Keeps in the background and gives credit to others.	3.65	1.20
SB2: Is not chasing recognition or rewards for the things done for others.	3.94	1.10
SB3: Appears to enjoy colleagues' successes more than personal successes.	3.80	1.16
ACC1: Holds me responsible for the work I carry out.	3.98	.97
ACC2: Holds me accountable for my performance.	4.00	.92
ACC3: Holds me and my colleagues responsible for the way we handle a job.	3.92	.91
FOR1: Continues criticizing staff for the mistakes they have made in their work.	2.33	1.20
FOR2: Maintains a negative attitude toward people who have offended him/her at work.	2.32	1.29
FOR3: Finds it difficult to forget things that went wrong in the past.	2.68	1.20
C1: Takes risks even when not certain of the support from others.	2.96	1.14
C2: Takes risks and does what needs to be done in his/her view.	3.22	1.16
AUTH1: Is open about personal limitations and weaknesses.	3.03	1.18
AUTH2: Is often touched by the things happening around him/her at work.	3.41	.99
AUTH3: Is prepared to express feelings even if it might have undesirable consequences.	3.24	1.05
AUTH4: Shows his/her true feelings to his/her staff.	3.34	1.05
H1: Learns through criticism.	2.78	1.04
H2: Tries to learn from the criticism received from others.	3.10	1.02
H3: Admits mistakes to others.	3.23	1.17
H4: Learns from the different views and opinions of others.	3.22	1.12
H5: Learns from people who express criticism.	2.95	1.05
S1: Emphasizes the importance of focusing on the good of the whole department.	3.83	1.19
S2: Has a long-term vision.	3.65	1.26
S3: Emphasizes the societal responsibility of our work.	3.46	1.10
AWARE1: People around here are aware of ethical issues.	3.79	.91
AWARE2: People in my department recognize a moral dilemma right away.	3.60	.92
AWARE3: People in my department are very sensitive to ethical problems.	3.53	.96
EMP1: People in my department sympathize with someone who is having difficulties in their job.	3.48	1.00
EMP2: For the most part, when people around here see that someone is treated unfairly, they feel pity for that person.	3.26	.91

EMP3: People around here feel bad for someone who is being taken advantage of.	3.51	.88
EMP4: In my department people feel sorry for someone who is having problems.	3.52	.85
SELF1: People around here are mostly out for themselves.	2.67	1.26
SELF2: People in my department think of their own welfare first when faced with a difficult decision.	3.17	1.15
SELF3: In my department people's primary concern is their personal benefit.	3.14	1.15
OTHER1: People around here have a strong sense of responsibility to society and humanity.	3.55	.96
OTHER2: What is best for everyone in the department is the major consideration.	3.16	1.12
OTHER3: The most important concern is the good of all the people in the department.	3.17	1.13
MOT1: In my department people are willing to break the rules in order to advance in the company.	3.63	1.10
MOT2: Around here, power is more important than honesty.	3.65	1.20
MOT3: In order to control scarce resources, people in my department are willing to compromise their ethical values somewhat.	2.34	1.10
CHAR1: People I work with would feel they had to help a peer even if that person were not a very helpful person.	3.27	.89
CHAR2: People in my department feel it is better to assume responsibility for a mistake.	3.31	.92
CHAR3: No matter how much people around here are provoked, they are always responsible for whatever they do.	3.36	.93
Empowerment	3.62	.96
Standing back	3.80	1.03
Accountability	3.97	.83
Forgiveness	3.55	1.05
Courage	3.09	1.04
Authority	3.25	.76
Humility	3.06	.93
Stewardship	3.65	.99
Collective moral sensitivity – Norms of moral awareness	3.64	.77
Collective moral sensitivity – Norms of empathetic concern	3.44	.73
Collective moral judgment – Focus on self	3.10	1.09
Collective moral judgment – Focus on others	3.29	.93
Collective moral motivation	3.65	1.01
Collective moral character	3.31	.75
Servant leadership	3.50	.74
Ethical climate	3.41	.67

Note: N = 326

Table 3: **Correlation Matrix for Factors**

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Empower	1															
2. Standing back	.76	1														
3. Accountability	.59	.51	1													
4. Forgiveness	.65	.63	.36	1												
5. Courage	.39	.20	.33	.17	1											
6. Authenticity	.68	.62	.41	.47	.39	1										
7. Humility	.81	.71	.51	.62	.39	.78	1									
8. Stewardship	.78	.64	.53	.59	.43	.65	.76	1								
9. Moral awareness	.22	.17	.25	.17	.14	.25	.22	.29	1							
10. Empathetic concern	.22	.14	.13	.15	.09 *	.20	.19	.19	.39	1						

11. Judgment – self	.47	.40	.30	.44	.21	.40	.42	.48	.37	.41	1				
12. Judgment – others	.53	.43	.41	.42	.22	.50	.55	.60	.49	.35	.65	1			
13. Moral motivation	.56	.56	.41	.49	.21	.45	.52	.50	.40	.33	.64	.55	1		
14. Moral character	.41	.37	.39	.33	.19	.41	.44	.43	.48	.41	.50	.65	.55	1	
15. Servant Leadership	.91	.82	.67	.73	.54	.79	.89	.87	.27	.21	.50	.59	.59	.47	1
16. Ethical Climate	.55	.48	.42	.46	.24	.50	.53	.57	.67	.61	.82	.83	.79	.78	.60	1

Note: *Correlation not significant. All other correlations are significant at the p < .05 level.

Prior to running the full measurement model, each scale was run independently to check reliability. Reliability was examined by calculating McDonald's (1999) omega coefficient (ω) and was .95 for the SLS and .91 for the ECI. Scales were deemed sufficiently reliable for use in the full model as coefficient values were greater than .80 (Kline, 2011). Additionally, the average variance extracted (AVE) of all constructs was greater than .50 (servant leadership = .70; ethical climate = .56), which provided evidence of convergent validity for each construct (Fornell & Larcker, 1981). Convergent validity also was supported by significant factor loadings, which are reported in Table 4 (Hair, Tatham, Anderson, & Black, 2005).

The measurement model was run and fit was acceptable, $\chi^2_{(162,\ n\,=\,326)}$ = 2,192.63, scaling correction factor = 1.10, $p < .001$; RMSEA$_{(.051,\ .058)}$ = .055; CFI = .89; TLI = .88; SRMR = .066. Table 4 lists all factor loadings. The variance of servant leadership and ethical climate were fixed to one for estimation. Next, the structural model was run.

Each research question was answered using the model results and descriptive data. To answer the first question, whether athletic department employees perceived their athletic directors to be servant-leaders and which characteristics they exhibited most, mean scores and factor loadings were examined. Mean scores on the 5-point, Likert-type scale for all eight subscales on the SLS were above 3.0, suggesting employees perceived their athletic directors exhibited the characteristics of servant-leaders. Accountability (3.97) was the highest characteristic employees perceived their athletic directors to exhibit. Standing back (3.80), stewardship (3.65), empowerment (3.62), and forgiveness (3.55) were all above 3.5.

Results from the measurement model indicated all eight servant leadership subscales were salient because, as Brown (2006) suggested, all factor loadings were greater than .40. While mean scores suggested the characteristics most often demonstrated by athletic directors to be accountability and standing back, the strongest indicators of servant leadership were stewardship (.96), authenticity (.95), humility (.94), and empowerment (.94). Courage was the weakest indicator (.47). The amount of variance explained in each subscale by the servant leadership construct was examined using R^2 values. Authenticity had the highest R^2, with servant leadership explaining 91% of the variance. Courage was the indicator with the lowest R^2, with 22% of the variance explained.

Research question two was answered by using mean scores on the ECI. The mean of ethical climate for athletic department employees was 3.41 on a 5.0 scale, which indicated employees perceived an ethical climate. The two highest subscales were norms of moral awareness (3.64) and collective moral motivation (3.65). The variance explained by the ethical climate construct was examined using R^2 values. Collective moral motivation had the highest R^2, with 70% of the variance explained by the ethical climate construct. Norms of

empathetic concern was the indicator with the lowest R^2, with 27% of the variance explained.

Research question three was answered using the results of the structural model. The retained model accounted for 51% of the variance in ethical climate (R^2 = .52, SE = .06, p < .001). The significant direct effect of servant leadership on ethical climate was positive and strong in magnitude (b = .71, SE = .04, p < .001). For every 1 standard deviation increase in perception of servant leadership characteristics, the perception of an ethical work climate increased by .71 standard deviation.

Discussion

The NCAA Division III philosophy statement claims students' academic and athletic experiences are integrally connected and synergistic (National Collegiate Athletic Association, 2016). The uniqueness of the NCAA Division III model espouses athletic participation contributes to development of sportsmanship and other ethical behaviors and emphasizes broad-based participation opportunities in sports and non-athletic pursuits. Given these distinctive foci, this study examined whether NCAA Division III athletic directors displayed characteristics of servant leadership and contributed to ethical work climates. Specifically, we examined servant-leader characteristics, factors of an ethical climate, and the potential interface between these.

Servant-Leader Characteristics

We found employees perceived athletic directors exhibited characteristics of servant-leaders with accountability, standing back, stewardship, authenticity, humility, and empowerment the highest characteristics. These findings confirmed some athletic directors embraced *accountability* for the overall operation and performance of programs they led. Fulfilling responsibilities competently and understanding they must produce positive outcomes communicates accountability (Finely, 2012; Konczak et al., 2000). Employees perceived athletic directors acknowledged expectations associated with their roles and were accountable for overall departmental outcomes (van Dierendonck & Nuijten, 2011). Simultaneously, though, athletic directors can show confidence in their employees by realizing these results only happen through joint efforts with everyone held accountable (Burton & Welty Peachey, 2013). Personal accountability, however, did not appear to lapse into micro-management. Based on the fact that employees reported being empowered by their athletic directors, athletic directors likely implemented a hands-off approach, thus empowering staffs to fulfill their responsibilities. These employees perceived athletic directors modeled stewardship, while showing humility and authenticity.

When *standing back*, closely related to stewardship, authenticity, humility, and empowerment (van Dierendonck & Nuijten, 2011), athletic directors prioritize the interests of others and made sure each received support for completion of tasks and credit for successes. This emphasis on others' welfare aligns directly with Greenleaf's (1970, 1977) description of servant-leaders. Supporting the completion of tasks of employees requires a balancing act for athletic directors between giving directions about how to complete tasks and allowing autonomy to accomplish each task as preferred (van Dierendonck, 2011). Collins (2001), while not using the term standing back, described the importance of leaders crediting others for the outstanding performances of organizations.

Stewardship, the willingness to take responsibility for the larger institution and serve others ahead of exerting self-control and showing self-interest (Block, 1993), was the third characteristic most displayed by athletic directors in our study. Athletic directors who demonstrate stewardship show dedication to athletic department achievement, while ensuring all employees understand how trusting, caring for, and serving others contribute to success. Athletic directors can serve the needs of employees (Spears, 1995) by listening to their needs and creating incentives, a work environment, and policies to meet needs. For example, if an employee has a family emergency, an athletic director can demonstrate stewardship by taking on that employee's responsibilities or delegating to another employee.

Another characteristic employees perceived athletic directors displayed was *authenticity*, which was being open, accountable, and willing to learn from others (Laub, 1999). Athletic directors may have exhibited authenticity by having an open-door policy that encouraged staff members to talk about issues and share ideas honestly. Additionally, these athletic directors may have prioritized listening to staff and keeping communication channels open. Athletic directors displaying servant leadership stay committed to their values (Brown & Trevino, 2006), not only by stating these values, but living them consistently on and off the job. Athletic directors who live the cores values of honesty and integrity follow through on promises made to staff members (Russell, 2001).

Humility requires a proper understanding of one's strong and weak points (van Dierendonck & Nuijten, 2011). Athletic directors who are honest and open about their weaknesses with employees not only model their humility but also illustrate an understanding that no one was perfect and, at times, everyone makes mistakes. This can lessen the stress of feeling making mistakes threatens one's job. Another way to demonstrate humility is by trusting in and delegating tasks to athletic staff, instead of attempting to control everything.

Empowerment aligns directly with each of the other frequently servant-leader characteristics found. Athletic directors can empower others by enabling them to accomplish tasks on their own, encouraging their personal development, and allowing independent decision- making (van Dierendonck & Nuijten, 2011). Athletic directors can empower staffs by allowing autonomy over budgetary expenditures, facility and team scheduling, and fundraising events. Empowerment means athletic directors continually avoid micromanaging staff members, but rather grant autonomy to make decisions, complete tasks, and receive rewards for their performances.

Through the SLS, we found the most salient characteristics employees perceived their athletic directors displayed were accountability, standing back, stewardship, authenticity, humility, and empowerment. NCAA Division III athletic directors should be encouraged by these findings, which indicated their leadership from a broad perspective appeared congruent with the philosophy of NCAA Division III. With these servant-leader characteristics in mind, next we discuss the findings from and implications of responses to the ECI, and the influence of servant leadership on ethical climate.

Ethical Climate

Employees in this study perceived they worked in ethical climates. Arnaud and Schminke (2012) suggested ethical climate influenced how employees thought about moral issues and ethical behavior. The highest subscales contributing to an ethical climate were collective moral motivation and norms of moral awareness; norms of empathetic concern

contributed the least toward an ethical climate. The modeling of moral values can motivate employees so they know rule compliance and behaving ethically are expectations. An awareness of foundational moral values can contribute significantly to comfortable and productive work environments. The lower emphasis on empathetic concern might suggest being motivated by and aware of moral values is more important to ethical climate than showing empathetic concern among small-sized NCAA Division III departments in which everyone know and work closely with everyone else.

Ehrhart (2004), Frick and Spears (1996), and Roby (2014) emphasized the importance of an ethical climate to the satisfaction and performance of employees, including in an athletic department, as confirmed by our study. The moral awareness and behaviors of athletic directors appear to motivate employees to behave morally responsively. This concurred with Arnaud (2010) who stated, "...moral motivation involves the prevalent values of the social system, and whether moral values such as honesty, fairness, or helping are generally prioritized over other values such as power, control, or personal achievement" (p. 349).

Ethical work climates reflect not only the moral reasoning and ethical actions of athletic directors, but also behaviors of employees (Victor & Cullen, 1988). Through modeling by athletic directors, such as shown by who is hired, rewarded, and promoted, employees learn how to behave ethically (Arnaud & Schminke, 2012). Their research and ours suggested ethical actions and ethical decision-making characterize an ethical climate.

Overall, athletic department employees in this study perceived they worked in an ethical work environment. When athletic directors foster an ethical work climate, they can activate the moral reasoning of employees leading to greater self-efficacy to act congruently with the moral values they observe. When athletic directors model making morally based decisions, departmental employees possibly are more likely to adopt a moral reasoning approach when making judgments within their scope of responsibilities.

Connection between Servant-Leader Characteristics and Ethical Climate

The results of this study suggest athletic directors' demonstration of servant-leader characteristics positively and significantly shaped ethical climates, a finding similar to that of Burton et al. (2017). Many athletic staff members working in NCAA Division III institutions may have chosen to work there for these very reasons. Unlike the multimillion-dollar business of NCAA Division I athletics, and especially in the Power Five conferences, individuals working in NCAA Division III athletic programs usually do not have to win or risk losing their jobs. If employees in NCAA Division III athletic programs feel pressured, this may relate to wanting facilitate the overall educational development of student-athletes. The positive congruency between athletic directors' displaying servant leadership characteristics and modeling ethical behaviors could help attract and retain employees for whom these synergies resonate.

Athletic department employees were more likely to describe their work climates as ethical when perceiving athletic directors exhibited characteristics of servant-leaders. Our results supported Jaramillo et al. (2009) who found salespeople were more likely to believe their firm operated at higher levels ethically and were willing to go well beyond normatively expected standards of ethical conduct when working for a servant-leader. Athletic directors displaying servant-leader characteristics can positively influence the ethical work climate of

athletic departments by acting as ethical role models and creating a culture expecting, encouraging, and valuing ethical behaviors (Brown et al. 2005).

Our results supported Bandura's social learning theory (1977, 1986) with making ethical decisions one of the primary characteristics of servant-leaders. According to social learning theory, leadership, such as displayed by athletic directors, can positively affect other athletic department employees. Staff members are more likely to mimic leaders' ethical behaviors, especially when leaders consistently make ethical decisions and act congruently with the moral values they espouse (Brown & Mitchell, 2010). As such, it seems important for athletic directors to demonstrate strong moral compasses consistently demonstrating ethical actions in the workplace, even if it is difficult to do so.

The ethical behaviors of individuals demonstrating servant leadership could potentially motivate employees to engage in morally responsible behaviors, such as addressing ethical issues responsibly within an ethical environment (Burton & Welty Peachey, 2014). When athletic directors displayed servant-leader characteristics, athletic department employees may emulate them by behaving more ethically leading to overall ethical work climates.

Conclusion

Athletic directors have the opportunity to model characteristics of servant leadership for staff members and students-athletes and might consider adopting more of the characteristics of servant-leaders (Burton & Welty Peachey, 2014). As servant-leaders, athletic directors could potentially promote more fully the NCAA Division III philosophy of prioritizing the overall well-being of others and modeling the traits of servant-leaders for staff and student-athletes.

Athletic directors who act as servant-leaders are more likely to create ethical work climates within their departments. Servant-leaders who care about their followers' well-being and prioritize ethical behaviors are more likely to be role models who positively influence the behaviors of others. One common way for people to learn whether behaviors are acceptable is through the observation of others and especially those viewed as leaders (Bandura, 1986). The competitive environment of intercollegiate athletics almost daily presents individuals with ethically challenging circumstances. Should student-athletes facing pressures of remaining eligible be encouraged to cheat on exams or do whatever it takes to maintain eligibility? Similarly, athletic administrators and coaches face dilemmas about whether 100% rule compliance is essential or if less than full compliance can advance their departments' or teams' successes. Athletic directors who act as servant-leaders by prioritizing ethical behaviors will act appropriately when faced with ethical dilemmas. Ethical work climates are more likely to exist when followers engage in ethical behaviors learned by observing positive behaviors of athletic directors. Because individuals learn by paying attention to and emulating attitudes, values, and behaviors of credible role models (Bandura, 1977, 1986), athletic directors must be explicit and consistent in communicating values-based messages (Brown & Mitchell, 2010; Roby, 2014).

Burton and Welty Peachey (2013) and Welty Peachey et al. (2015) called for increased servant leadership in intercollegiate athletics. Our study supports one approach could be for athletic directors to demonstrate servant leadership characteristics and nurture ethical work climates. Athletic directors acting as ethical role models could help combat unethical behaviors and decisions in intercollegiate athletics. Ethical work climates are more likely to

exist when athletic directors portray characteristics of servant leadership, including accountability, standing back, stewardship, authenticity, humility, and empowerment.

Our findings should not be generalized to all intercollegiate athletics without future investigations into athletic departments across all NCAA institutions and non-NCAA institutions. Future work should examine if servant leadership and ethical work climates are prevalent in institutions competing in NCAA Divisions I and II, where pressures to succeed are higher and among athletic departments in non-NCAA member institutions.

Burton and Welty Peachey (2014) and Welty Peachey et al. (2015) called for researchers to investigate the impact of servant leadership within intercollegiate athletics. According to Bande and Varela (2015), the research on the relationship between servant leadership and ethical work climate is sparse. This study helped fill this gap by measuring servant leadership and ethical work climate in NCAA Division III departments. While the sample of 326 in the current study was respectable, the current study had no way to make sure at least one member from each institution responded. Therefore, future research should replicate the current study to look for consistency in results across NCAA Division III institutions. Additionally, research should explore other outcomes of servant leadership and ethical work climate in intercollegiate athletics.

References

Arnaud, A. (2010). Conceptualizing and measuring ethical work climate: Development and validation of the ethical climate index. *Business and Society, 49*, 345-357.

Arnaud, A. and Schminke, M. (2012). The ethical climate and context of organizations: A comprehensive model. *Organization Science*, *23*, 1767-1780.

Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.

Bandura, A. (1986). *Social foundations of thought action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.

Block, P. (1993). *Stewardship: Choosing service over self-interest*. San Francisco, CA: Berrett-Koehler.

Bowen, W. G. and Levin, S. A. (2003). *Reclaiming the game: College sports and educational values.* Princeton, NJ: Princeton University Press.

Brown, M. E. (2007). Misconceptions of ethical leadership: How to avoid potential pitfalls. *Organizational Dynamics, 36*, 140-155.

Brown, M. E. and Trevino, L. K. (2006). Ethical leadership: A review and future directions. *The Leadership Quarterly, 17,* 595-616.

Brown, M. E. and Mitchell, M. S. (2010). Ethical and unethical leadership. *Business Ethics Quarterly*, *20*, 583-616.

Brown, M. E., Trevino, L. K., and Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational Behavior and Human Decision Processes*, *97*, 117-134.

Burton, L. and Welty Peachey, J. (2009). Transactional or transformational? Leadership preferences of Division III athletic administrators. *Journal of Intercollegiate Sport, 2,* 245-259.

Burton, L. and Welty Peachey, J. (2013). The call for servant leadership in intercollegiate athletics. *Quest*, *65*, 354-371.

Burton, L. and Welty Peachey, J. (2014). Ethical leadership in intercollegiate sport: Challenges, opportunities, future directions. J*ournal of Intercollegiate Sport, 7*, 1-10.

Burton, L., Welty Peachey, J., and Wells, J. E. (2017). The role of servant leadership in developing an ethical climate in sport organizations. *Journal of Sport Management, 31*, 229-240.

Chan, S. C. H. and Mak, W. (2014). The impact of servant leadership and subordinates' organizational tenure on trust in leader and attitudes. *Personnel Review, 43,* 272-287.

Colleges and universities offering football increases to all-time high of 773. (2015). Retrieved from http://www.footballfoundation.org/News/NewsDetail/tabid/567/Article/55373/colleges-and-universities-offering-football-increases-to-all-time-high-of-773.aspx

Collins, J. (2001). *Good to great*. New York, NY: Harper Business.

DeConinck, J. B. (2011). The effects of ethical climate on organizational identification, supervisory trust, and turnover among salespeople. *Journal of Business Research*, *64*, 617-624.

DeSensi, J. T. (2014). Sport: An ethos based on values and servant leadership. *Journal of Intercollegiate Sport, 7*, 58-63.

Ehrhart, M. G. (2004). Leadership and procedural justice climate as antecedents of unit-level organizational citizenship behavior. *Personnel Psychology*, *57*, 61-94.

Ferch, S. (2005). Servant-leadership, forgiveness, and social justice. *The International Journal of Servant-Leadership, 1*, 97-113.

Finely, S. (2012). Servant leadership: A literature review. *Review of Management Innovation and Creativity, 5*, 135-144.

Fornell, C. and Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research, 18*, 39-50.

Frick, D. M. and Spears, L. C. (Eds.). (1996). *Robert K. Greenleaf: On becoming a servant-leader*. San Francisco, CA: Jossey-Bass Publishers.

Gaul, G. M. (2015). *Billion-dollar ball: A journey through the big-money culture of college football.* New York, NY: Penguin Books.

Greenleaf, R. K. (1970). *The servant as leader.* Cambridge, MA: Center for Applied Studies.

Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness.* New York, NY: Paulist Press.

Gurney, G., Lopiano, D. L., and Zimbalist, A. (2017). *Unwinding madness: What went wrong with college sports and how to fix it.* Washington, DC: The Brookings Institution.

Hackett, R. D. and Wang, G. (2012). Virtues and leadership: An integrating conceptual framework founded in Aristotelian and Confucian perspectives on virtues. *Management Decision, 50,* 868-898.

Hair, J. F., Tatham, R. L., Anderson, R. E., and Black, W. (2005). *Multivariate data analysis* (Vol. 6). Upper Saddle River, NJ: Pearson Prentice Hall.

Hunter, J. A. (1998). *The servant: A simple story about the true essence of leadership.* Roseville, CA: Prima Publishing.

Jaramillo, F., Bande, B., and Varela, J. (2015). Servant leadership and ethics: A dyadic examination of supervisor behaviors and salesperson perceptions. *Journal of Personal Selling and Sales Management, 35*, 108-124.

Jaramillo, F., Grisaffe, D. B., Chonko, L. B., and Roberts, J. A. (2009). Examining the impact of servant leadership on salesperson's turnover intention. *Journal of Personal Selling and Sales Management*, *29*, 351-365.

Jaramillo, F., Mulki, J. P., and Solomon, P. (2006). The role of ethical climate on salesperson's role stress, job attitudes, turnover intention and job performance. *Journal of Personal Selling and Sales Management, 26*, 271-282.

Joseph, E. E. and Winston, B. E. (2005). A correlation of servant leadership, leader trust, and organizational trust. *Leadership and Organization Development, 26,* 6-22.

Kim, M., Kim, Y., and Wells, J. E. (2017). Development of athletes and sport teams: The servant leadership for sport organizations (SLSO) model. *International Journal of Sport Management, 18,* 19-43.

Kohlberg, L. (1984). *The psychology of moral development.* San Francisco, CA: Harper and Row.

Konczak, L. J., Stelly, D. J., and Trusty, M. L. (2000). Defining and measuring empowering leader behaviors: Development of an upward feedback instrument. *Educational and Psychological Measurement*, *60*, 301-313.

Kouzes, J. M. and Posner, B. Z. (2012). *The leadership challenge: How to make extraordinary things happen in organizations.* (5th ed.). San Francisco, CA: Jossey-Bass.

Laub, J. A. (1999). Assessing the servant organization: Development of the servant organizational leadership (SOLA) instrument. Florida Atlantic University. *Dissertation Abstracts International (ProQuest Digital Dissertations)*, *60* (02).

Liden, R. C., Wayne, S. J., Zhao, H., and Henderson, D. (2008). Servant leadership: Development of a multidimensional measure and multi-level assessment. *The Leadership Quarterly, 19*, 161-177.

Martin, K. D. and Cullen, J. B. (2006). Continuities and extensions of ethical climate theory: A meta-analytic review. *Journal of Business Ethics*, *69*, 175-194.

Mulki, J. P., Jaramillo, F., and Locander, W. B. (2006). Effects of ethical climate and supervisory trust on salesperson's job attitudes and intentions to quit. *Journal of Personal Selling and Sales Management*, *26*, 19-26.

National Collegiate Athletic Association. (2016). Division III philosophy statement. Retrieved from http://www.ncaa.org/governance/division-iii-philosophy-statement

Neubert, M. J., Carlson, D. S., Kacmar, K. M., Roberts, J. A., and Chonko, L. B. (2009). The virtuous influence of ethical leadership behavior: Evidence from the field. *Journal of Business Ethics*, *90*, 157-170.

Parris, D. L. and Welty Peachey, J. (2013). A systematic literature review of servant leadership theory in organizational contexts. *Journal of Business Ethics, 113,* 377-393.

Peterson, C. and Seligman, M. E. P. (2004*). Character strengths and virtues: A handbook and classification.* Oxford, England: Oxford University Press.

Pettijohn, C., Pettijohn, L., and Taylor, A. J. (2008). Salesperson perceptions of ethical behaviors: Their influence on job satisfaction and turnover intentions. *Journal of Business Ethics, 78*, 547-557.

Reed, L. L., Vidaver-Cohen, D., and Colwell, S. R. (2011). A new scale to measure executive servant leadership: Development, analysis, and implications for research. *Journal of Business Ethics*, *101*, 415-434.

Rest, J. R. (1984). *The major components of morality*. New York, NY: John Wiley.

Rest, J. R. (1986). *Moral development: Advances in research and theory*. New York, NY: Praeger.

Roby, P. (2014). Ethical leadership in college athletics. *Journal of Intercollegiate Sport, 7*, 35-39.

Russell, R. F. (2001). The role of values in servant leadership. *Leadership and Organization Development Journal, 22,* 76-83.

Ryska, T. A. (2002). Leadership styles and occupational stress among college athletic directors: The moderating effect of program goals. *Journal of Psychology, 136,* 195-213.

Sagas, M. and Wigley, B. J. (2014). Gray area ethical leadership in the NCAA: The ethics of doing the wrong things right. *Journal of Intercollegiate Sport, 7,* 40-57.

Sharif, M. M. and Scandura, T. A. (2013). Do perceptions of ethical conduct matter during organizational change? Ethical leadership and employee involvement*. Journal of Business Ethics, 2*, 1-12.

Spears, L. C. (Ed.). (1995). *Reflections on leadership: How Robert K. Greenleaf's theory of servant leadership influenced today's top management thinkers.* New York, NY: Wiley.

Stone, A. G., Russell, R. F., and Patterson, K. (2004). Transformational versus servant leadership: A difference in leader focus. *Leadership and Organization Development Journal, 25*, 349-361.

Trevino, L. K., Butterfield, K. D., and McCabe, D. L. (1998). The ethical context in organizations: Influences on employee attitudes and behaviors. *Business Ethics Quarterly*, *8*, 447-476.

van Dierendonck, D. (2011). Servant leadership: A review and synthesis. *Journal of Management*, *37*, 1228-1261.

van Dierendonck, D. V., and Nuijten, I. (2011). The servant leadership survey: Development and validation of a multidimensional measure. *Journal of Business Psychology, 26*, 249-267.

VanMeter, R. A., Grisaffe, D. B., Chonko, L. B., and Roberts, J. A. (2013). Generation Y's ethical ideology and its potential workplace implications. *Journal of Business Ethics, 117*, 93-109.

Vaicys, C., Barnett, T., and Brown, G. (1996). An analysis of the factor structure of the ethical climate questionnaire. *Psychological Reports*, *79*, 115-120.

Victor, B. and Cullen, J. B. (1988). The organizational bases of ethical work climates. *Administrative Science Quarterly, 33,* 101-125.

Wells, J. and Welty Peachey, J. (2016). Called to serve: Exploring servant leadership in the context of sport-for-development. *Journal of Sport for Development*, *4*, 12-24.

Welty Peachey, J., Zhou, Y., Damon, Z. J., and Burton, L. J. (2015). Forty years of leadership research in sport management: A review, synthesis, and conceptual framework. *Journal of Sport Management, 29*, 570-587.

Wimbush, J. C., Shepard, J. M., and Markham, S. E. (1997). An empirical examination of the multi-dimensionality of ethical climate in organizations. *Journal of Business Ethics, 16*, 67-77.

About the Authors

Regan Dodd, Ph.D., is an assistant professor in the Department of Health, Physical Education, and Recreation at Missouri Western State University. She earned a PhD in health education from the University of Kansas, a Master of Business Administration from Baker University, a Master of Science in Education and a Bachelor of Science from Northwest Missouri State University. Prior to earning her doctorate, she served as an instructor of physical education and head men's and women's tennis coach at Baker University. Her research has focused on leadership within intercollegiate athletics, college students' perceptions of instructional strategies as well as a variety of health-related topics.

Dr. Dodd can be reached at rdodd@missouriwestern.edu.

Rebecca M. Achen, Ph.D., is an assistant professor of sport management in the School of Kinesiology and Recreation at Illinois State University. She graduated with her Ph.D. in sport management from the University of Kansas, where she also taught as a graduate teaching assistant. Prior to that, Rebecca received her master's degree from Winona State University in Educational Leadership with an emphasis in sport management. Prior to going back to school for her Ph.D., she worked as a Resource Exchange Center account manager at the National Center for Drug Free Sport. She has many years of work experience in higher education administration and sport marketing and sales. Her research focuses on the effectiveness of social media as relationship marketing tools in professional sport. She also conducts research on participant sport, sport sponsorship, and effective teaching. She is passionate about health and fitness and is an avid runner.

Dr. Achen can be reached at rmachen@IllinoisState.edu.

Angela Lumpkin, Ph.D., is a professor and the Department Chair in the Department for Kinesiology and Sport Management at the Texas Tech University in Lubbock, Texas. Previously, she served as Dean of the School of Education at the University of Kansas in Lawrence, Kansas. She has been Dean of the School of Education at State University of West Georgia, Head of the Department of Physical Education at North Carolina State University, as well as Chair of the North Carolina State Faculty Senate, and professor of Physical Education at the University of North Carolina at Chapel Hill. She previously served as the women's basketball coach at the University of North Carolina. She holds a B.S.E. from the University of Arkansas, M.A. and Ph.D. from Ohio State University, and a M.B.A. from the University of North Carolina at Chapel Hill. Dr. Lumpkin is the author of 25 books, including *Introduction to Physical Education, Exercise Science, and Sport* currently in its 10th edition, *Practical Ethics in Sport Management* with two colleagues, *Sport Ethics: Applications for Fair Play* published in three editions with two colleagues, and *Modern Sport Ethics: A Reference Handbook* currently in its second edition. She also has written 12 book chapters, delivered 25 invited lectures and keynote addresses, and made 180 conference presentations. She was the 2008-2009 Gene A. Budig Teaching Professor in the School of Education at the University of Kansas and named to the Texas Tech University Teaching Academy for excellence in teaching and contributions to teaching in 2016.

Dr. Lumpkin can be reached at [angela.lumpkin@ttu.edu.](mailto:angela.lumpkin@ttu.edu)