



**IOBTC 2016 at
University of Winchester
July 8th – 9th, 2016**

Submission Template

SUBMISSION GUIDANCE

- * Remove all identifying properties from this document **
- * All files must be saved in PDF format **
- *Please include ALL supplementary text at the end of this document**
- *Only one document should be submitted**

**Submission Template for the 2016 IOBTC
International Teaching Conference for Management Educators**

1) Title of Proposal:

Ethics in practice: how a service learning activity can encourage servant leader behaviors.

2) Abstract:

Please include a brief session description (not to exceed 100 words). If your proposal is accepted, this description will be printed in the conference program.

In order to deepen the learning about how organizations apply ethics and engage their local communities, students examined their ethical behavior and the level of involvement with community and/or charitable causes. The students united together around a shared interest through creating structural mechanisms, and social processes in which they served in a meaningful way. These structural mechanisms and social processes generated student impact. The experience transformed those served as well as those who serve resulting in an increase in the practice of servant behaviors and a sustainable community of servant leaders.

3) Keywords:

Use three or four keywords to describe your session.

Servant Leadership, business ethics, Service-Learning, Transformational experiences

4) Format

Activity or exercise

General discussion session

5) Time Requested:

20 Minutes

30 Minutes

60 Minutes

6) Planning Details:

Does your session have any special requirements for space or materials?

We do not need any special materials.

7) Learning Objectives or Goals for the Session:

What are 2-4 specific learning outcomes that participants will get from your session?

- **To improve the development of a sustainable community of servant leaders.**
- **To create experiences that transform those served and those that serve.**
- **To develop experiential learning through service and leadership.**

8) Management or Teaching Topics:

Describe what management and/or teaching topics are relevant to your session, and why. Please include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

Our journey as scholars developing this activity started five years ago when we met at a conference on servant leadership. We were both studying how to inspire individuals to become servant leaders. We are asked: could we design a class activity based on the models developed in our research that would inspire students to practice servant leadership behaviors? Our models provide insight into the antecedents of servant leadership and behaviors as well as how to create the structural and social mechanisms to create individual impact. We Will briefly discuss the two models.

Antecedents of Servant Leadership: (adapted from Beck, 2014)

- 1. The longer a leader is in a leadership role, the more frequent the servant leader behaviors.**
- 2. Those leaders who volunteer at least 1 hour per week demonstrate higher servant leader behaviors.**
- 3. Servant leaders influence others through building trusting relationships.**
- 4. Servant leaders demonstrate an altruistic mindset.**
- 5. Exemplary servant leaders are characterized by interpersonal competence.**

The findings that emerged from the data analysis:

- 1. Lend support to the notion that there are characteristics, behaviors, and life experiences that predict a servant leader.**
- 2. Servant leadership is a transformational approach to create a more caring and just society.**
- 3. Servant leaders put people first and define growth in terms of the individual follower.**
- 4. The followers are transformed through the act of service.**

The findings of this research study provide opportunities to explore the development of servant leadership:

- 1. Many of the antecedents are state like and open to development.**
- 2. A leadership development program designed to develop servant leaders:**
 - a. Include the antecedents identified in this study.**
 - b. Provide opportunities for professional development and training programs to develop servant leader behaviors (e.g. self-awareness, self-efficacy, consensus-building, reflection, honest feedback and communication, active listening empathy, and mentoring).**

- c. Incorporate service opportunities into organizational objectives.
 - d. Encourage leaders to find an area of service that aligns with their individual sense of purpose, calling and desire to give back.
 - e. Emphasize ethical training and conduct.
3. A leadership development program to develop servant leaders would also include core elements identified in this study that may not be teachable but need to be observed and nurtured (e.g. an altruistic mindset, congruent behavior, an others orientation, spirituality, a desire to make a positive difference in the lives of others, and leading to help others).
 4. Organizations may look for opportunities to recruit and/or develop individuals who possess more of the servant leadership behaviors. Moreover, communities, practitioners, and researchers may benefit by being able to identify select, or develop servant leaders using the findings from this study.

“According to Schneider (1987), the most important part in building an organization with a legacy of success is the people in it, which includes the followers (i.e., employees and volunteers) as well as the leaders. Leadership theories attempt to explain and organize the complexity of the nature of leadership and its consequences (Bass and Bass 2008). Over the years, some leadership scholars have called attention to the implicit connection between ethics and leadership. A burgeoning new research area and leadership theory that has been linked to ethics, virtues, and morality is servant leadership (Graham 1991; Lanctot and Irving 2010; Parolini et al. 2009; Russell 2001; Whetstone 2002). Servant leadership theory’s emphasis on service to others and recognition that the role of organizations is to create people who can build a better tomorrow resonates with scholars and practitioners who are responding to the growing perceptions that corporate leaders have become selfish and who are seeking available leadership theory to help resolve the challenges of the twenty-first century.” (Parris and Welty Peachy 2013).

Students unite around an organization or cause-related event to provide service. The students examine the organizational ethics and goals then utilize structural mechanisms, create social processes, measure individual impact, identify the practices of servant leader behaviors, encouraging a sustainable community of servant leaders.

As researchers that are exploring the identification and development of servant leaders, we utilized our models on the antecedents of servant leadership and how a cause related event inspires service by integrating into a business ethics

course. The integration of service learning activities into a business ethics course to examine ethics and service. In one example, students served at a local homeless shelter. Approximately 90% of the participating students had either never been to a homeless shelter or had ever served at a shelter. The reflection responses from students provided insightful perspectives on who they thought would be at a homeless shelter and the experience was different than what they had originally expected. Students also gained opportunities to utilize their business knowledge and skills through serving the organization in areas of accounting, marketing, event planning, operations management, and the application of ethics.

In a second example, students gained entrepreneurial management skills as well as marketing skills by developing an idea for a local cause-related event; building support and buy-in from the local charity; marketing the event; and, hosting the event. The students organized and managed three cause-related events from white board to launch raising over \$50,000 in the 15 week semester. To design the event students applied the conceptual model of how a cause-related event can inspire participants to serve (Parris and Welty Peachey, 2013). As evidence of the managerial applicability of this conceptual model two of these events will be hosted by the volunteer-community members for the 3rd year. Notably, several students have continued to take leadership roles as volunteers and board members.

9) Session Description and Plan:

What will you actually do in this session? What activities will you facilitate, how long will they take, and how will participants be involved? Reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session. Include a timeline for your session.

Our Session Agenda will include:

- Introduction of the Assignment and Learning Objectives (1 minutes)
- Teaching Lesson Plan (6 minutes)
 - Student Instructions—a Handout
 - Mini Lectures and Resources to Use to Cover the Topics:
 - Servant Leadership
 - Reflection & Self-Awareness

- **Student Examples (4 minutes)**
 - **Examples of Student Projects**
 - **Examples of Student Reflections**
- **Discussion on Student Impact (2 minutes)**
- **Shared Lessons Learned the Hard the Way. Our Ah's and OHHs! (2 minutes)**
- **Q & A from OBTC attendees (5 minutes)**

10) For Activities and Exercises:

Attach any materials needed to run the activity and debriefing questions. Evidence for effectiveness may also be included.

Journal Entry Reflection

- **What was your first impression of the class project (charity event)?**
- **How was the project/event/charity similar or difference from what you expected?**
- **Discuss your experience working with the people of charity support/serves?**
- **Did your original perception change because of this opportunity?**
- **What was most challenging or difficult?**
- **What changes you recommend for this class project/event/charity?**
- **How have you benefitted overall?**
- **Would you volunteer with charity again in the future?**

Event/Project/Charity (content) my behavior and that of others which was observable, important things that happened, what I did.....

- **Things that stood out the most were:**
- **What I learned from this experience?**
- **What did I learn about myself?**
- **What did I learn about working on a committee/my classmates?**
- **What did I learn about the charity and hosting special events?**
- **How does this project relate to academics?**
- **Did you meet your committee (or you) meet your objective(s)? Why or why not?**

Affective (feelings) underlying feelings, thought, subjective reactions, emotions, experiences....

- **I felt:**
- **The worst emotion I had:**
- **The best emotion I had:**
- **Three feelings words that best describe my experience**
- **Your strong points:**

- **Your weak points:**

Rate your level of satisfaction with your involvement with the event: (1 to 5, 1 =lowest and 5= highest).

11) Implications for Teaching or for Teachers:

What is the contribution of your session?

- **Opportunity to develop more servant leaders.**
- **Utilize service to deepen the learning experience.**
- **Coordination with organization prior to start of semester**
- **Opportunity for community engagement**
- **Qualitative data (reflections, semi-structured interviews, and feedback) provide evidence to support the longitudinal impact of the Service-Learning experience.**

12) Application to Conference Theme:

How does your session fit with the overall IOBTC theme of *Elevating Aspirations*?

We believe this is an excellent fit for this year's theme as this session will focus on students uniting to serve to fulfill a common goal and that links students with the community in a mutually beneficial way that serves both and deepens learning. Based on student reflections there is an increased student awareness of the impact of helping others.

13) Unique Contribution to IOBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the IOBTC conference?

This presentation is unique for OBTC, and has not been presented at any other conference.

14) References and/or Additional Materials:

References:

Barbuto, J. E., & Wheeler, D. W. (2006). Scale development and construct clarification of servant leadership. *Group & Organization Management*, 31(3), 300-326.

Beck, C. (2014). Antecedents of Servant Leadership: A Mixed Methods Study. *Journal of Leadership & Organizational Studies*, 21(3), 299-314.

Flannery, B. L. & Pragman, C. H. (2009). Service-Learning and Integrated Course Redesign: Principles of Management and the Campus Kitchen Metaproject. *Journal of Management Education*, 10.1177/10525629093337907

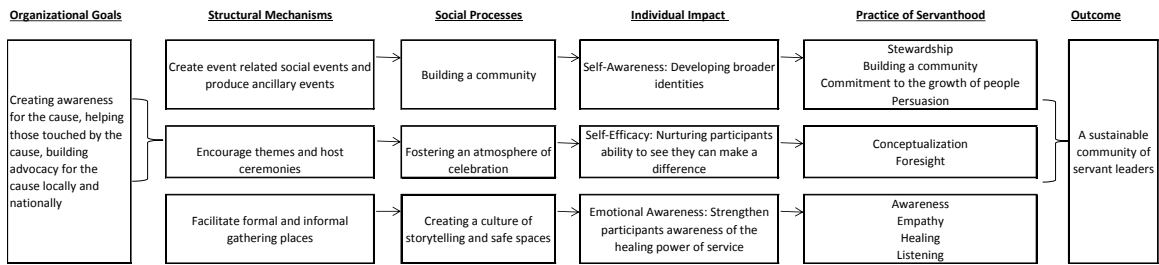
McCrea, E. A. (2009). Integrating Service-Learning into an Introduction to Entrepreneurship Course. *Journal of Management Education*, 10.1177/10525629093337906

Parris, D. L., & Welty Peachey, J. (2013). Encouraging servant leadership: A qualitative study of how a cause-related sporting event inspires participants to serve. *Leadership*, 9(4), 486-512.

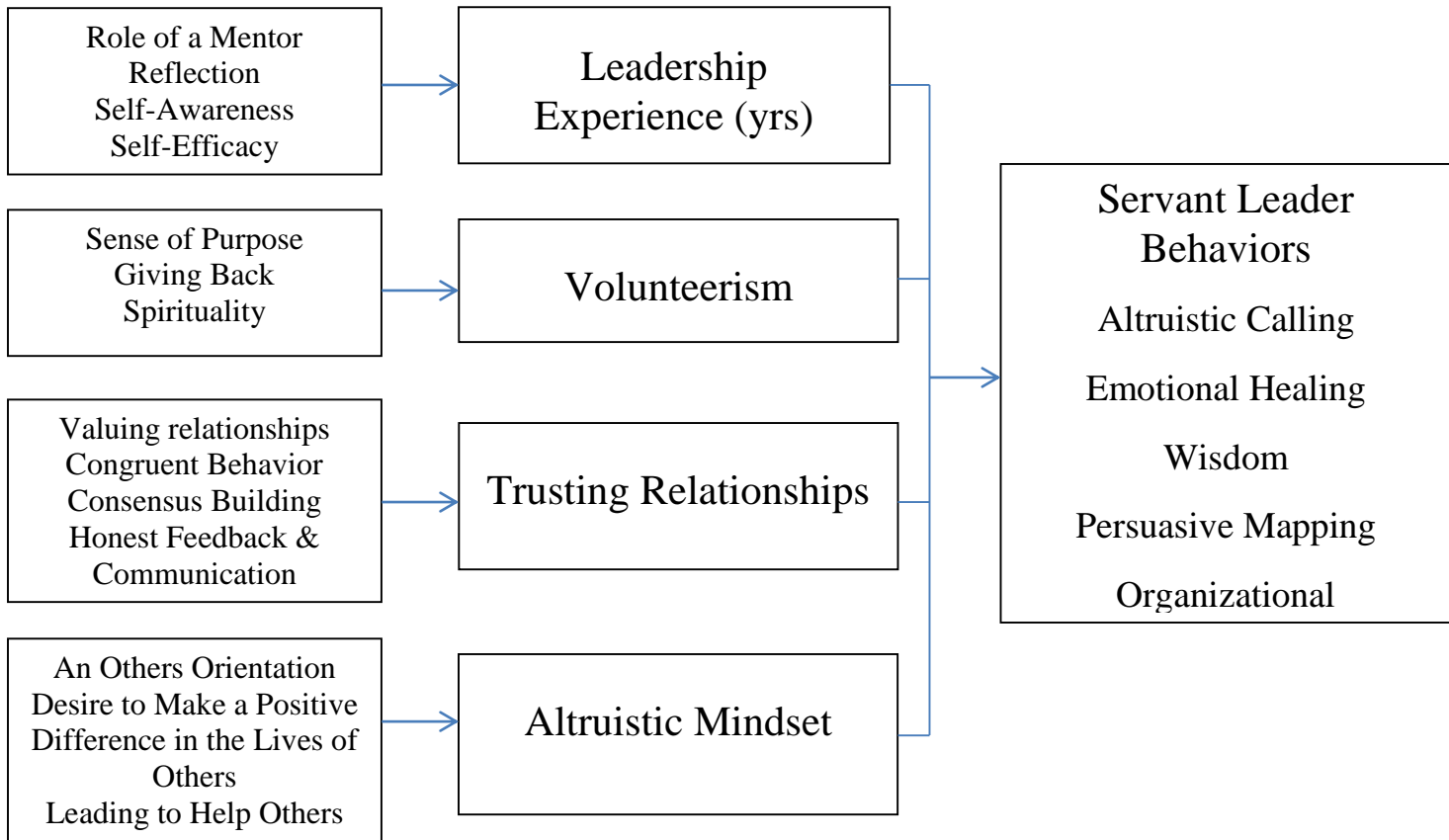
Parris, D., & Peachey, J. (2013). A systematic literature review of servant leadership theory in organizational contexts. *Journal of Business Ethics*, 113, 377-393.

Snell, R. S., Chan, M. Y. L., Ma, C. H. K., & Chan, C. K. M. (2014). A Road Map for Empowering Undergraduates to Practice Service Leadership Through Service-Learning in Teams. *Journal of Management Education*, 1052562914545631.

Vega, G. (2007). Teaching Business Ethics Through Service Learning Metaprojects. *Journal of Management Education*, 10.1177/1052562906296573



Conceptual framework through which a cause-related event encourages servant leaders



Antecedents of Servant Leadership.

Source. Servant leader behaviors adapted from Barbuto & Wheeler (2006).