

THE SERVANT LEADERSHIP MODEL FOR ADMINISTRATORS OF ART AND DESIGN COLLEGES IN BEIJING METROPOLIS

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ABSTRACT

The objectives of this research were: (1) To determine the components and indicators of Servant Leadership for Administrators; (2) To develop the model of Servant Leadership for Administrators of art and design colleges in Beijing Metropolis.

The research was a mixed methodology, including qualitative and quantitative research. The population of the research consisted of 7,174 who were teachers of art and design colleges in Beijing Metropolis. A proportional stratified random sampling method was used to sample, totaling 418 persons. The instruments used for data collection were semi-structured interview and a five-level rating scale questionnaire. The statistics used for data analysis were descriptive statistics and Confirmatory Factor Analysis.

The research findings revealed that: (1) there were 7 components and 27 indicators of servant leadership for administrators of art and design colleges in Beijing Metropolis, which consisted of Empathy / Trusting, Trust, Credibility / Empowerment, Authorization / Altruism / Vision, Foresight / Listening / Service; and (2) the developed servant leadership model for administrators of art and design colleges in Beijing Metropolis was consistent with the empirical data. The value of Relative Chi-square (χ^2/df) = 1.012, Chi-square (χ^2) = 318.749, Degree of Freedom (df) = 315, p-value = .430, Goodness of Fit Index (GFI) = 0.946, Adjusted goodness of fit index (AGFI) = 0.936, Tucker-Lewis Index (TLI) = 1.00, Root Mean Square Error of Approximation (RMSEA) = 0.005, all in line with specified criteria. And the key components had the weight between 0.96-1.00 higher than 0.70.

Keywords: Servant Leadership Model, Administrators, Art and Design Colleges, Beijing

1. Introduction

This paper aims to explore the factors influencing the evolution of leadership, observe the servant leadership and the existing operation situation, and evaluate whether the servant leadership is the next wave of leaders to achieve sustainable success. There is relatively little literature available on servant leadership for university managers. Starting from the servant leadership factors for administrators, this paper discusses the development model of Servant Leadership for administrators of art and design colleges in Beijing Metropolis, the People's Republic of China, and identifies and confirms this model by consulting experts and key informants. To establish servant leadership model for higher art institutions, educational administrators and related personnel in Beijing Metropolis and the country. It has extensive reference and influence on the educational development of the country, society, colleges and university.

2. Research Objectives

2.1 To determine the components and indicators of Servant Leadership for Administrators.

2.2 To develop the model of Servant Leadership for Administrators of art and design colleges in Beijing Metropolis.

3. Research Methodology

3.1 Research Design

Used mixed method, both qualitative and quantitative, first the qualitative to determine the components and indicators of the servant leadership model through content analysis from 20 document and research related, included 8 key informants. After that quantitative method was employed to collected the empirical data from the respondent through survey questionnaire.

3.2 Population and Sample

The population were teachers of 15 art and design colleges in Beijing Metropolis, total 7,174 persons. The sample group is used to select respondents by proportional stratified random sampling by using G*Power program. (Set as Chi-square test at: Df = 315, α err prob = .05, Effect size w = 0.4, power = 0.8), totally at least 418 persons.

3.3 Research Instruments

Use the Chinese website “WJX.cn” to create a five-point rating scale questionnaire and manage it on a professional platform for online data collection. All of these develop are to use the IOC and Cronbach's alpha coefficient to find the validity and reliability. Through the design of the questionnaire, a total of 84 items were obtained. After the IOC conducted by 5 experts, it was found that there were 70 items that were greater than 0.60 and remained. In this study, 70 items were statistically analyzed and the data were obtained. All items were higher than 0.80, and the Cronbach's alpha coefficient was 0.99, indicating that the reliability of this questionnaire is very high.

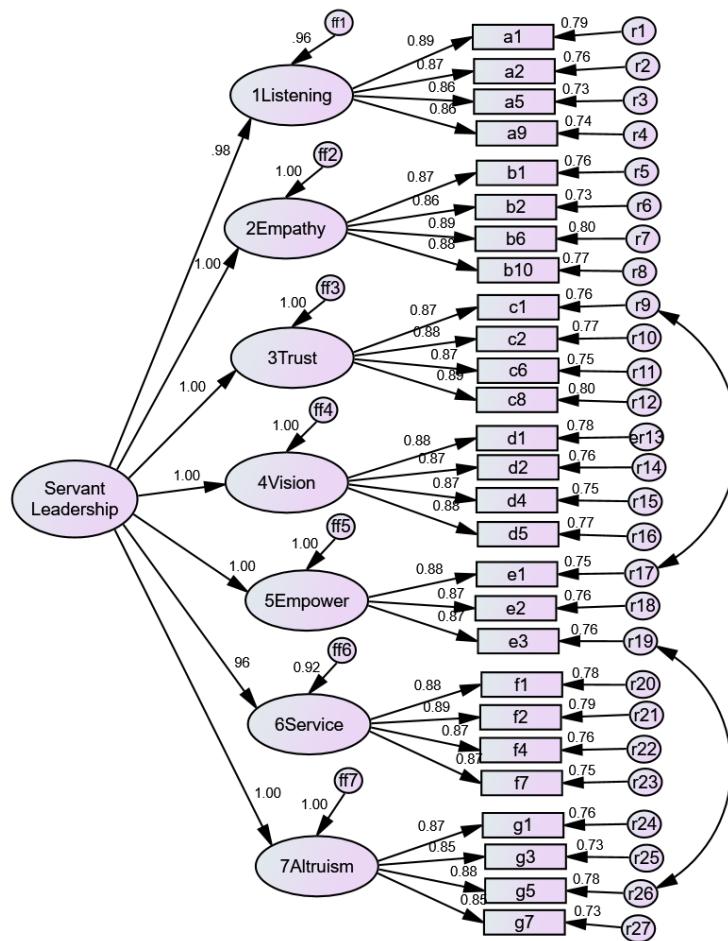
3.4 Data Analysis

3.4.1 Descriptive statistics to describe the demographic variables and to know the characteristics of servant leadership studied. The analysis was performed using percentage, mean and standard deviation, etc. (1) Analyzing the model that the servant leadership of administrators should be developed. The arithmetic mean was used by the researchers in Best' analysis (John W. Best, 1997: 190). (2) Data analysis for frequency and percentage in order to know the status of the sample group, i.e., gender, age range, educational level, position level, professional title, work experience, professional attribute, etc. (3) Average data analysis, Standard deviations and coefficients distribution to determine the suitability of the indicators for the selection of indicators in the model. by specifying the following criteria, the mean value is equal to or more than 3.00 (Suthitt Khonkan, 2004).

3.4.2 Inferential statistics, for development model of servant leadership for administrators. Confirmatory factor analysis (CFA) will be employed for finding and estimate the parameter. Therefore, the researcher used the statistics based on the opinion of (Nongluck Wiratchai, 2005) as a criterion to check the consistency between the models developed by the researcher from theory and research to empirical data. The variables used to generate the indicators and to verify the coherence of the research model are the theoretical models created by the researcher by analyzing second-order confirmation components with the empirical data. Thereafter, the coherence of the research model with the empirical data was examined. If the results of the first data analysis do not meet the specified criteria, the researcher must adjust the model to meet the specified criteria.

4. Conclusion

From the research objectives, major findings were revealed as follows:



Chi-square = 318.749, df = 315, p = .430, GFI = 0.946, AGFI = 0.936, TLI = 1.00, RMSEA = 0.005

Figure 1: Show the second order of servant leadership model

that consistent with the empirical data

From Figure and Table above the results of the second order by CFA. With the AMOS, the following confirmative index values were obtained: Relative Chi-square (χ^2/df) = 1.012, Chi-square (χ^2) = 318.749, Degree of Freedom (df) = 315, p-value = .430, Goodness of Fit Index (GFI) = 0.946, Adjusted goodness of fit index (AGFI) = 0.936, Tucker-Lewis Index (TLI) = 1.00, Root Mean Square Error of Approximation (RMSEA) = 0.005. By this evaluate index meet the specified criteria, Relative Chi-square (χ^2/df) < 2 (Diamantopoulos, A. et al., 2000; Schumacker, R. E. and Lomax, R. G., 2010), p > 0.05, GFI, TLI, CFI \geq 0.95 and RMSEA \leq 0.05 (Jöreskog and Sörbom, 1996; Diamantopoulos, A. et al., 2000; Fan and Sivo, 2009; Hair et al, 2010, Poonpong Suksawang, 2020).

Table 1: Show the rank order of Squared Multiple Correlations

Components		Squared Multiple Correlations R^2
Component 1	Empathy	1.000
Component 2	Trusting, Trust, Credibility	1.000
Component 3	Empowerment, Authorization	1.000
Component 4	Altruism.	1.000
Component 5	Vision, Foresight	0.996
Component 6	Listening	0.966
Component 7	Service	0.929

From Table 1 in these components that important listed in the following order were the component 1: Empathy, the component 2: Trusting, Trust, Credibility, the component 3: Empowerment, Authorization, the component 4: Altruism, the component 5: Vision, Foresight, the component 6: Listening, and the component 7: Service, respectively. And the standardized regression weights or factor loading are 1.000, 1.000, 1.000, 1.000, 0.998, 0.983 and 0.964 respectively.

There was total 7 components and 27 observed variables of administrators' servant leadership of art and design colleges in Beijing Metropolis. Details were as follows: component 1: Empathy, it's the latent variable that consisted of 4 indicators: b1, b2, b6, and b10; component 2: Trusting, Trust, Credibility, it's the latent variable that consisted of 4 indicators: c1, c2, c6, and c8; component 3: Empowerment, Authorization, it's the latent variable that consisted of 3 indicators: e1, e2, and e3; component 4: Altruism, it's the latent variable that consisted of 4 indicators: g1, g3, g5, and g7; component 5: Vision, Foresight, it's the latent variable that consisted of 4 indicators: d1, d2, d4, and d5; component 6: Listening, it's the latent variable that consisted of 4 indicators: a1, a2, a5, and a9; component 7: Service, it's the latent variable that consisted of 4 indicators: f1, f2, f4, and f7.

In conclusion the servant leadership model for administrator of art and design colleges in Beijing Metropolis as showed in Figure 2:

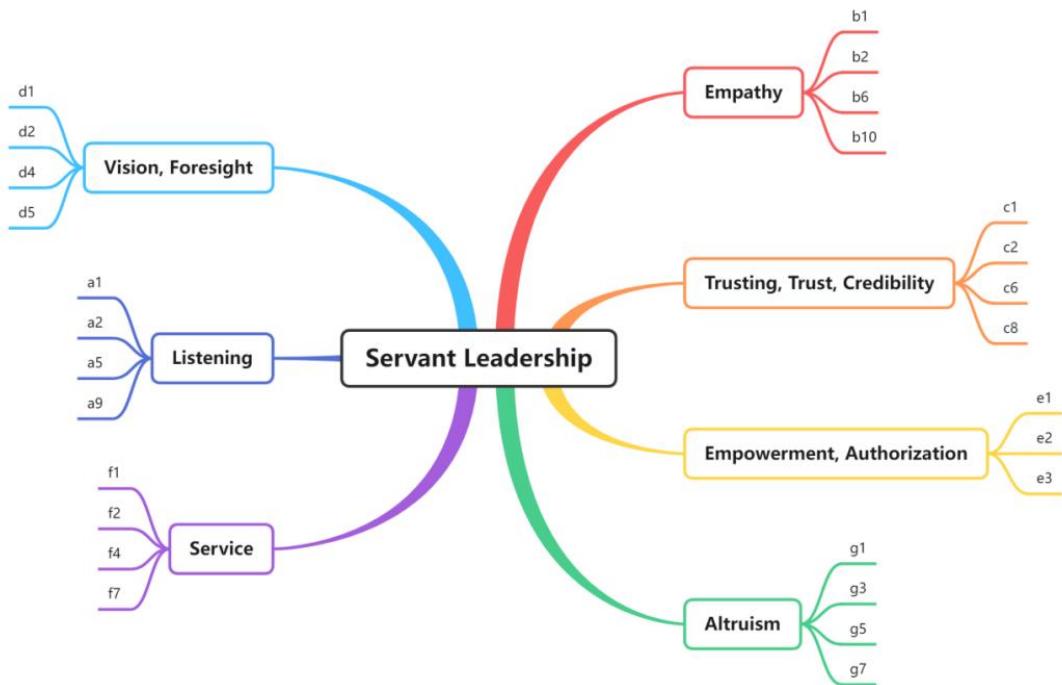


Figure 2: The servant leadership model mind map for administrators of art and design colleges in Beijing Metropolis

5. Discussion

5.1 Discussion about major findings of determining the components and indicators of Servant Leadership required by Administrators:

There were 7 components and 27 indicators of servant leadership required by administrators of art and design colleges in Beijing Metropolis which consisted of: (1) Empathy, (2) Trusting, Trust, Credibility, (3) Empowerment, Authorization, (4) Altruism, (5) Vision, Foresight, (6) Listening, and (7) Service. The major findings were revealed as such because these components and corresponding indicators can improve the servant leadership for administrators of art and design colleges in Beijing Metropolis and even the whole country. Administrators' servant leadership can give full play to the initiative and enthusiasm of everyone in the organization and improve the organization's self-regulation and adaptability, which has become the development trend of management research in the new century. Also, the findings were in the same direction with Greenleaf, R. K. (1977), Liden, R. C., Wayne, S. J., Zhao, H., & Henderson, D. (2008), and (Cameron, K. S. (2011).

5.2 Discussion about major findings of developing the model of Servant Leadership for Administrators of art and design colleges in Beijing Metropolis:

The servant leadership Model for administrators of art and design colleges in Beijing Metropolis from theory and research related was consistent with the empirical data. Servant leadership focuses on serving others, developing individuals, fostering collaboration, and creating a culture of empowerment and ethical behavior. These focal points contribute to numerous advantages, including increased employee engagement, improved teamwork, and long-term organizational success. This research finding was in accordance with Greenleaf, R. K. (1977), Ken Blanchard (2003), James Autry (2001).

6. Recommendations

6.1 Recommendation for Policy Formulation

Based on the seven components of servant leadership, here are some recommendations for policy formulation to develop a servant leadership model for administrators of art and design colleges in Beijing Metropolis: (1) Incorporate empathy in decision-making: Develop policies that encourage administrators to empathize with students, faculty, and staff. This could involve creating channels for open communication, conducting regular surveys to understand their needs and concerns, and considering their perspectives when making decisions; (2) Foster a culture of trust and credibility: Implement policies that promote transparency, integrity, and accountability within the college administration. This can include providing clear guidelines for decision-making processes, ensuring fairness in resource allocation, and maintaining open and honest communication channels; (3) Empower faculty and staff through authorization: Establish policies that delegate authority and decision-making power to faculty and staff within their areas of expertise. This can be achieved by implementing shared governance structures, encouraging participation in decision-making processes, and providing opportunities for professional development and autonomy; (4) Encourage altruistic behavior: Create policies that promote a sense of service and community within the college. This could involve organizing community service initiatives, supporting faculty and staff in engaging with the local art and design community, and recognizing and rewarding acts of altruism; (5) Promote vision and foresight: Develop policies that encourage administrators to articulate a clear vision for the college and establish long-term goals. This can include strategic planning processes, regular assessment of the evolving needs of the art and design field, and fostering a forward-thinking mindset among administrators; (6) Enhance listening practices: Implement policies that prioritize active listening and open dialogue between administrators, faculty, staff, and students. This can involve creating feedback mechanisms, establishing regular forums for communication and feedback, and ensuring that

diverse perspectives are considered in decision-making processes; (7) Emphasize service-oriented policies: Design policies that explicitly reflect a commitment to service and the well-being of students, faculty, and staff. This can include providing comprehensive support services for students, fostering a positive and inclusive learning environment, and prioritizing the professional development and work-life balance of faculty and staff.

It is important to note that these recommendations should be tailored to the specific context of art and design colleges in Beijing, considering cultural, organizational, and regulatory factors. Engaging stakeholders in the policy formulation process and regularly evaluating the effectiveness of implemented policies will be crucial for the successful development and implementation of a servant leadership model.

6.2 Recommendation for Practical Application

To facilitate the practical application of the servant leadership model for administrators of art and design colleges in Beijing Metropolis, here are some recommendations: (1) Leadership training and development: Provide administrators with comprehensive training programs focused on servant leadership principles. Offer workshops, seminars, and coaching sessions to enhance their understanding of the components of servant leadership and develop practical skills for implementation; (2) Create servant leadership guidelines: Develop a set of guidelines or a code of conduct that explicitly outlines the expectations and behaviors associated with servant leadership. Communicate these guidelines to administrators and encourage their adherence to the principles of empathy, trust, empowerment, altruism, vision, listening, and service; (3) Performance evaluation and feedback: Integrate servant leadership principles into the performance evaluation process for administrators. Incorporate criteria related to servant leadership behaviors and competencies, and provide regular feedback to administrators on their progress and areas for improvement; (4) Recognition and rewards: Establish a system to recognize and reward administrators who consistently demonstrate servant leadership behaviors. This can include acknowledging and celebrating examples of servant leadership through awards, public recognition, or other forms of appreciation; (5) Supportive communication channels: Create platforms for open and transparent communication between administrators, faculty, staff, and students. Implement regular feedback mechanisms, such as suggestion boxes, surveys, or online forums, where individuals can express their opinions, concerns, and ideas. Ensure that administrators actively listen and respond to these inputs; (6) Continuous improvement and learning: Encourage administrators to engage in continuous learning and development in servant leadership. Provide opportunities for administrators to attend conferences, seminars, or workshops

focused on servant leadership, and establish a culture that values ongoing personal and professional growth; (7) Encourage servant leadership in curriculum and pedagogy: Integrate servant leadership principles into the curriculum and pedagogy of art and design programs. Emphasize the development of leadership skills, ethical practices, and service-oriented mindsets among students, preparing them to become future servant leaders in the field.

By implementing these practical recommendations, art and design colleges in Beijing Metropolis can foster a culture of servant leadership and empower administrators to effectively lead with empathy, trust, empowerment, altruism, vision, listening, and service. The servant leadership model for administrators of art and design colleges in Beijing Metropolis can be used as a systematic model to evaluate the level of servant leadership for art and design colleges in Beijing Metropolis and even national colleges and universities, as well as foreign universities, to measure the servant leadership and management effectiveness of administrators in various colleges and universities in management positions, and to continuously adjust and improve according to their own level.

6.3 Recommendation for Further Research

To further advance the understanding and application of servant leadership in the context of administrators of art and design colleges in Beijing Metropolis, here are some recommendations for future research: (1) Longitudinal studies: Conduct longitudinal studies to examine the long-term impact of servant leadership on the performance, satisfaction, and well-being of administrators, faculty, staff, and students in art and design colleges. This can provide valuable insights into the sustainability and effectiveness of servant leadership practices over time; (2) Cross-cultural studies: Explore the influence of cultural factors on the manifestation and effectiveness of servant leadership in art and design colleges. Compare and contrast the experiences of servant leadership across different cultures, including Eastern and Western perspectives, to identify cultural nuances and adaptations that may be necessary for successful implementation; (3) Student outcomes: Investigate the effects of servant leadership on student outcomes, such as academic achievement, creativity, and personal development. Examine the role of servant leadership in creating a supportive and inspiring learning environment that fosters student success and engagement; (4) Leadership succession: Study the impact of servant leadership on leadership succession within art and design colleges. Explore how servant leaders cultivate and prepare future leaders, as well as the influence of servant leadership on the continuity of servant leadership practices in the institution; (5) Servant leadership in different administrative roles: Explore the application of servant leadership principles in specific administrative roles within art and design colleges, such as

department chairs, program coordinators, or deans. Investigate how servant leadership can be tailored and applied to address the unique challenges and responsibilities of these roles; (6) Comparative studies: Conduct comparative studies to compare servant leadership practices in art and design colleges with other types of educational institutions or industries. Analyze the similarities and differences in servant leadership implementation, outcomes, and challenges to gain a broader perspective on the effectiveness and transferability of servant leadership principles; (7) Servant leadership measurement tools: Develop and validate measurement tools specific to servant leadership in the context of art and design colleges. Create reliable and valid instruments that capture the unique aspects and challenges of servant leadership in these institutions, enabling more accurate assessment and comparison of servant leadership practices.

By pursuing these research recommendations, scholars and practitioners can deepen their understanding of servant leadership in the context of administrators of art and design colleges in Beijing Metropolis and contribute to the knowledge base surrounding servant leadership theory and its practical applications.

In the future, researchers expect to conduct more in-depth research. First, the currently obtained servant leadership model has 7 components and 27 indicators. Of course, in the specific practice process, the organization should not be limited to the 7 themes in this research, but should be based on the characteristics of the servant leadership needs. The specific situation and the environment are flexibly adjusted, and design an efficient management approach that suits organizational practices. In the future, a wider range of other factors and strategies may be explored within the same servant leadership model. Second, the population and sample data of this study only come from art and design colleges. In the future, the sample scope may be further expanded, and some universities and more representative organizations in the country or abroad may be selected as the research objects. This requires a lot of time and energy to do research, which also provides ideas for follow-up in-depth research.

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