



Introduction – Volume 10, Issue 1

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It is our mission at SLTP to continue advancing servant leadership through both qualitative and quantitative research that is rooted in logic, academic literature and practitioner experience. The emergence of Covid-19 certainly made serving that mission a bit more challenging, forcing us to temporarily shift from a bi-annual publication to an annual one. With the Centers for Disease Control and Prevention declaring an end of the federal Covid-19 Public Health Emergency, we are now refocusing our efforts at the journal in search of better and more innovative ways to serve our stated mission; and most importantly, our servant led community.

Over the past year, we have been pleased to see an upward trend in the number of quality submissions to the journal. While the number of qualitative manuscripts still dominates, we have noticed a slight increase in the quantity of empirical studies being submitted. We hope that trend persists as researchers continue to empirically validate the impact of servant leadership on individuals, teams, and organizations.

We are also extremely grateful to the number of volunteer reviewers that have stepped up to serve the journal, particularly those that have expressed a desire to continue serving in that capacity. Our staff and readership thank you for your service. With the upward trend in quality submissions and willing reviewers, we will resume publishing the journal twice per year (Winter and Summer) in 2024. In future issues I hope to share additional things we are doing to advance servant leadership and SLTP.

For now, I am excited to share the articles in the current issue. **Volume 10, Issue 1** is comprised of: Russell and Shajkovci's conceptual framework for servant leadership within an evaluative process for policies and programs focused on preventing violent extremism; Chan's assessment of moral intelligence in servant leadership; Coats' case study of Frances Perkins' life as a servant leader; McClellan's "best test" for

success in academic advising; and Freeborough and Freeborough's correlational analysis of servant leadership and nonprofit workplace conflict.

Given the persistent threat of violent extremism (Harris-Hogan et al, 2016; Southers, 2014), Russell and Shajkovci used a secondary analysis of empirical and literary servant leadership and PVE (preventing violent extremism) works to develop a servant leadership PVE evaluative framework to better understand whether a policy or program is consistent with Greenleaf's (1977) principle of helping people grow as persons, healthier, wiser, and freer, particularly among the least in society. What became the foundation of their framework was the relationship between PVE policies and programs needing to be about nurturing resilient people and communities and the keen human-centered emphasis on servant leadership.

Chan stresses the importance of moral intelligence in servant leadership, suggesting that it leads to personal and organizational success. Of particular importance to servant leadership, Chan states that moral intelligence is a principle guiding servant leaders as they focus on the growth and well-being of their people and their community. Referencing Borba's (2021) work, Chan contends that moral habits can be developed by servant leaders on personal, relational, and communal levels.

Next, Coats presented a case study of the servant-led aspects of Frances Perkins, noting the important impact of Perkin's work on the least privileged in society, i.e., the poor, senior citizens, laborers, the unemployed, and children. Drawing parallels between servant leadership characteristics and Frances Perkins, Coats portrays her as a dynamic servant leader and an "unsung hero" for her contributions to society throughout the 20th century.

With his article, "The Best Test for Success in Academic Advising," McClellan explores the purpose of academic advising through the lens of servant leadership, with a particular focus on Greenleaf's (2002) litany of best test questions. While noting the importance of advising on student success and retention, McClellan draws attention to the more holistic purpose of academic advising, i.e., the growth and development of students. He contends that servant leadership is a valid model for academic advising due to its emphasis on a motive to serve, and practices that encourage growth (Kelly, 2019; Van Dierendonck, 2011).

Rounding out this edition of SLTP, Freeborough and Freeborough conduct a correlational analysis centered around the question, *what is the relationship between servant leadership and interpersonal workplace conflict in nonprofit organizational settings?* Specifically, they examined the relationship between the subscales of servant leadership depicted by Van Dierendonck & Nuijten, (2010) and the subscales of interpersonal workplace conflict (see Lee, 2007). After sampling 327 nonprofit organizations in the United States, the authors present their

findings and make recommendations on how to build the positive cultures that minimize interpersonal conflict.

That's our lineup for Volume 10, Issue 1. I hope you enjoy the articles in this edition of SLTP. As always, how can I help?

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