
Reviewed by Sonya Shuler Okoli and Sheila T Gregory
Clark Atlanta University

*Servant Leadership for Higher Education Principles and Practices* by Daniel Wheeler is a comprehensive guide to assist both practicing administrators and those aspiring to become administrators on effective strategies to be used in leading and engaging faculty, staff and students. Wheeler is a retired college administrator with 40 years of experience, who applies his own real world experiences, in addition to his research and interviews with 10 servant leaders.

leaders, to formulate thoughts, opinions and examples, aiding in his suggestions for effective practice in the industry. The author begins the Preface and Introduction with his journey as a leader whose leadership posed many challenges and opportunities but ultimately set the stage for what one would consider, not only effective leadership, but an example of what a ‘Servant Leader’ would encompass. The book is divided into 15 chapters, and at the end of each chapter, Wheeler provides three foods for thought. The first is “Points to Consider,” which helps the reader process what they have read. The second, “Developmental Aspects to Explore,” offers an opportunity for the reader to explore and analyze how these aspects may impact their professional lives. Finally, the third entitled, “Strategies to Promote Emotional Healing” helps the reader apply what they have learned.

The first three chapters of the book introduce common leadership models, which he identifies as “unsuccessful,” shares current research on servant leadership, and identifies 10 principles that guide servant leaders in their practice. Chapters Four through Thirteen concentrate in one of the principles in detail, and the final chapter articulates some of the myths about servant leadership. In addition, throughout the text the author makes several references to how servant leadership is often tied to being subservient, but ultimately the thought behind his philosophy is leadership derived from a spirit of “service to others.” Servant Leadership is described through several methods, including examples. But perhaps the most succinct definition given is “a way of being, a philosophy of living and influencing” (p. 13). (This is not in the opening paragraph? Where is the page number for this quote?) Chapter One, entitled “Unsuccessful Leadership Models,” begins with an introduction to a character referred to as “Dr. Green,” a department chair at a prestigious university, which is actually a combination of several university leaders the author has encountered. This sets the stage for the entire book because chapter culminates with a discussion of points to consider and points to explore in reference to the topic covered within the chapter.
One of the salient issues addressed in this chapter was putting the light not only on the individual professional, but on the executive leadership, human resources and hiring practices. The point was to show that oftentimes, not enough is done on the front end to ensure a candidate is the right fit for the job at hand. Yes, extensive background checks/reference checks are done and credentials are closely screened, but oftentimes these are not matched to what the person will be up against in his or her new position; with his or her new demands, employees, and responsibilities. Often, this can create a notion with some that the individual was either not forthcoming with their actual capabilities, or just not the right person for the job. The author referred to this as “assumptions of administration,” with these assumptions generally made about one’s effectiveness or skills, based on past experiences without consideration of the full picture.

In addition, “unsuccessful leadership styles were addressed” and those highlighted included six types of administrators:

1) The administrator as father or mother figure;
2) The administrator as firefighter;
3) The administrator as the role of bureaucratic or technician;
4) The administrator as the transactional leader;
5) The administrator as the micromanager; and
6) The administrator as the Lassiez Faire leader.

Ironically, through our own research in looking at effective leadership models, one that is often pegged is the “Transformational Leader.” We have also concluded this to most often be the most effective leadership style to use in Education because we are typically viewed as “Change Agents.” The Transformational Leader is one who sets to make a difference and creates purposeful strides. This leader is strategic and has a goal of redefining or restructuring the organizational culture, for the betterment of all. Within the authors’ examples of what “unsuccessful
leadership” models encompass, an exact opposite style in our opinion was highlighted as the “Transactional Leader.” Opposite to Transformational Leadership, it is often defined as one where the leader is task focused or constantly seeks to provide some type of intrinsic or extrinsic motivation to get stellar results. The idea is that to the leader, the employee agreed to obey leadership upon acceptance of the position. Transactional leadership involves the organization paying employee in return for their effort and compliance. Leader tends to clarify everyone’s goals and responsibilities, while constantly judging on performance and ability, which often creates a climate where those highly motivated thrive and promote up. This approach is short-term and focused on tasks at hand, rather than the vision of the organization.

In Chapter Two, “A Philosophy of Living,” Wheeler discusses the essentials of the servant leader by emphasizing a few inner aspects, as well as inevitable personal dimensions. The author jumps right into the administrator responsibility in the examination of goals as a way of determining whether or not the model is a ‘service centered approach,’ with a commitment to others. The term servant is discussed as something natural or internal, or an overall feeling in which one wants to serve first; basically a leader, with an internal flame/desire to aid in others success. One topic raised in this chapter was the notion of what is considered a “Call to Service.” This was raised within the author’s research, as he attempted to find leaders currently practicing who considered themselves a Servant Leader. He was unsuccessful and felt that this task was difficult to do because most leaders of this caliber were so humble, that they would never openly declare themselves servant leaders. However, what he did find was that when administrators were asked to describe themselves or how they got where they were, many responded with “God called me to serve,” or “the position found me.” The author highlighted “A higher education calling suggests that educating students and generating knowledge are some of the greatest joys one can have. In observing these servants, one quickly notices their passion for what they do and their commitment to work through
whatever barriers or issues that arise to serve the needs of their clientele” (p. 15). This quote appears to sum up the administrator too humble to consider themselves a servant leader but from what the text describes is definitely one who has passion, in not only what they do, but who they serve. Another topic raised was the idea of the top characteristics a servant leader should poses; Authenticity, Humility and Moral Courage. In looking at authenticity, the author makes note that a Servant Leader is not only at peace within, but also recognizes how they are perceived by others are critical to their success. The author points out that according to Hayes and Conner (2010) “Humility is one of the most important attributes of leadership, because it helps connect the leader to followers through their common bond of humanity” (p. 3-4). Ultimately this attribute is of importance to any leader, not just of those in higher education. The author states, “Servant leaders understand that it is not about them, but about working through others to accomplish dreams and growth in others and the organization” (p.18). Moral Courage is the ability to deal with the inevitable things that will distract you. This could be temptation, pressure, powerful groups, opposition or other dominating leadership figures.

Lastly discussed in the chapter was the idea of how important one’s emotional state can be. One is unable to do anything for someone else, until they first deal with their own issues. The author points out, “Healing oneself is a prerequisite to healing others” (p. 20). The section goes on to discuss the art of projection and mirroring. Both terms are often used in psychology, which refer to the idea that an individual is able to pass along their emotions and feelings to other individuals unintentionally. The terms “Shadow” and “Light are used as analogies for good and bad power to project; Insecurity, Fear, Denial and power were also used to describe various emotions that may be present within a leader who is unable to address the importance of his or her emotional state.

Chapter Three, “Servant Leadership Principles,” serves as an introduction to the ten servant leadership principles discussed throughout the remaining chapters of the book.
These principles are described as value based; some in which are simply unique to the servant leader and others just characteristics of an effective leader. The author points out that the following Ten Leadership Principles are not set to be in an instruction manual format, but are a set of guidelines to aid in effective decision making and action.

**Principle One:** Service to Others Is the Highest Priority and is a prerequisite to leadership. The value behind this principle is that service to others is the first priority.

**Principle Two:** Facilitate Meeting the Needs of Others addresses understanding the needs of others and meeting those needed. The value is identifying and serving others to maintain satisfied and productive people.

**Principle Three:** Foster Problem Solving and Taking Responsibility at All Levels encourage problem solving at the level best able to handle the situation. The value is the empowerment of others engaging at the highest level.

**Principle Four:** Promote Emotional Healing in People and the Organization, which is specific to only this leadership model. The value is to prevent long term unresolved issues and nurture good mental health of the leader and staff.

**Principle Five:** Means Are as Important and the Ends. The Value is caring enough about how things are done, to consider the needs of those involved.

**Principle Six:** Keep One Eye on the Present and One on the Future, which is a balance between effective day-to-day activities, but also looking at what is to be done in the future. The value is addressing tension between maintaining effectiveness and finding ways to ensure attention to the future.

**Principle Seven:** Embrace Paradoxes and Dilemmas, where paradoxes appears to be equally right or strong possibilities to create organizational discomfort. The value
is incorporating diverse thinking and alternatives in deliberations.

**Principle Eight:** Leave a Legacy to Society. Servant leaders are focused on making sure their organization performs services that better society and contribute to the greater good.

**Principle Nine:** Model Servant Leadership, where leaders live out their values and principles every day and lead by example, and encourage others to do the same.

**Principle Ten:** Develop More Servant Leaders, which is the overall goal to increase those in leadership with a goal of service to others.

Chapter Four, Explores “Principle One,” a calling to serve the highest priority needs of others; a calling which may be either from an internal or external source providing motivation. The initial topic brought up in this chapter was the notion of serving (to defer or wait on) vs. subservience (to aid, help or assist). Maslow’s Hierarchy of Needs is addressed to aid in further understanding the Servant Leader. The author states “another way to think of serving is that a servant leader works to create self-actualized associates” (p. 36). Self-actualized followers are developed by a leader’s ability to address their needs or Maslow’s Hierarchy: 1) Physiological 2) Security 3) Social 4) Esteem/Self-Esteem 5) Self-Actualization/Awareness. The leader will be one that is interested in fostering this environment to bring forth a sense of belonging, inclusiveness, love achievement and overall growth potential. Finally, the chapter also discusses the importance of relationships. The author maintains that one must understand and grasp that the success of any leader lies partially in the way they deal with others.

Chapter Five, addresses Principle Two and seeks to inspect the idea of meeting the highest priority needs of those served. The importance of addressing topics such as tradition, generational differences, trust and
professional/personal issues are brought forth. The opening thought centers on how the servant leader is responsible for meeting the needs of people where they are simply by understanding the culture of the organization, type of institution, make-up of faculty, staff and or students.

The topic of Generational disparities is also addressed, which happens to be a current hot topic in the forefront of higher education as we seek various ways to meet students where they are. The author does an excellent job of pointing out that this is not only a student services concern alone, but a leadership concern as well. Everyone involved in the life cycle of the student, must be aware of the changes needed. This should ultimately include academic groups, researchers, professors, donors and other campus administrators. The author also points out that our jobs in higher education are to prepare students not only for tomorrow’s world, but also the world in which we live in today. But how can we do this, if we are not in tuned or refuse to adapt. The author also makes a great point of how grasping this concept will aid the leader in reconsideration of what the highest-priority needs are for students. It seems as though leaders are operating on assumed or antiquated ways of thinking, about the profile of

At the end of this chapter, the author addresses what it means to meet the highest priority needs of faculty, staff and students. The author sums this up by stating how critical it is to academic success for all. He also linked it to professional growth and talent development of staff, because without knowing the needs, how can one effectively match tasks to the individual professional’s talent or skills, against the needs of the organization. This is what an effective leader would do. The Servant Leader is described again as one who is thinking about the present and the future at the same time.

Chapter Six, discusses “Principle Three,” which is the importance of the involvement and responsibility of individuals at all levels of the institution or department to
solve problems. The author discusses how decisions that affect the entire group should come from a group consensus. In addition, the importance of internal and external assessments is discussed, and how it can aid in the overall success of an organization. The initial topic addressed was the importance of the strategic plan being familiar to all employees. Oftentimes, the mission and vision are shared with the group-at-large, but the strategic plan is often left out or held until the organization feels the need to share details, during what Wheeler says is sometimes called the transition or restructuring period.

Through this chapter, the author sheds sentiments on the idea that employees ought to be involved in overall processes, rather than only selective participation based on hierarchy and ranking. In reading the text, there seems to be a common relationship between Servant Leader and Transformational Leader, based on characteristics of both styles that seem to empower, educate, engage workers and see the benefit of being concerned in collaboration and professional development.

Another salient issue discussed in this chapter was how decisions were made and who made them. The section shed light on the argument that some leaders relied on upper management or executive leadership to make decisions, because it could be easier to explain to employees that this was something nonnegotiable. However, Servant Leaders make sure people are not only involved in decisions, but understand why certain items are necessary, how to interpret them, and how they should be carried out. The author points out that this is an effective way employees can get to a place where they support the institutional goals and work through an understanding of them. A great answer was given in the following rhetorical question posed: “Who needs to be involved?” The author suggests that those closest to the action and most informed should always be included in the decision-making process. Overall, the process of involvement further feeds into the long-term employee goals of commitment and organizational/professional growth.
Lastly, the topic of assessment, evaluation, measurement validity and reliability were discussed in the context of student evaluations of faculty members. The author pointed out that most would agree that advanced graduate student, rather than undergraduates, should be provided opportunities to evaluate their professor because they are in a much better position to thoroughly and constructively evaluate faculty members; given the instrument identifies what students have learned, rather than how they feel about their classroom experience.

In Chapter Seven, the author highlights emotional healing, which is one of the unique features of servant leadership, that no other leadership theory or model addresses. The author does not go into a psychology lesson or take a stance of one that seeks to become a professional counselor in the workplace, but discusses the issue in terms of a leader’s responsibility to address broken dreams or hopes of employees, as a means to keep them with a positive perspective at work. The initial tone of the chapter goes into Professional, versus personal issues, which is totally appropriate to the topic of emotional healing in the workplace. An issue many leaders find themselves struggling with or being on the fence about has to do with the desire to keep things strictly business/professional and not get into an employee’s personal business. The author states this may partially be because the personal is considered subjective or messy. The servant leader is again, one who understands the importance of getting beyond surface level relationships, in order to produce optimal results. The author does a great job providing examples from a handbook *The Academic Chairs Handbook (2008)* that includes a chapter devoted to handling personal issues in the academic world. In a nutshell the author states that within one of the chapter’s title “Personal Issues” a recommendation is provided to organizations to develop an awareness of the issues through informal conversations with colleagues and then decide where the issue is on the spectrum, and whether or not an administrative process is needed.
At the end of this chapter, the author goes into detail about what emotional healing is in context to the Servant Leader. “What is meant by emotional healing addresses when people have hopes and dreams that for various reasons are not fulfilled” (p. 84). The author then gives real life example of reasons dreams or goals may not have come to fruition. They include: 1) Unrealistic Expectations of the time and effort required to accomplish things; 2) Lack of clarification of the agreement or contract because the details were unclear or; 3) Change in administration when the new individual has chosen a new route or doesn’t adhere to the former agreement. In any of the above cases, these items can cause a severe bruise to one’s ego and change their overall sentiment to work, which could ultimately impact their effectiveness and performance. As a Servant Leader, it is paramount to address these items with employees with great care and concern in an effort to spark a conversation, which could lead to an action plan to get the individual to buy into their original goal.

Chapter Eight seeks to provide not only the Servant Leaders understanding of the difference between means and ends, but also what it means to use appropriate and worthwhile strides to accomplish goals. The leader understands that just doing the job without proper throughout considerations for all, can result in a high price tag, in which trust and development are compromised. “ In higher education leaders often become frustrated because they think that they can’t make decisions fast enough because they have to consult with so many people and their invariably will be resistance to needed changes” (P. 93). The author obviously states this to show how a leader can feel pushed to make a decisions he believes at the time based on the information available, that it is a good decision; yet the results they achieve may ultimately prove to be ineffective, questionable and counterproductive. However, the author also points out that the Servant Leader is one that is patient and believes that colleagues are partners in the solution. They trust that colleagues will work toward the goal together. This notion segments into a discussion about investing in the human resources bank,
which is a term coined to illustrate the investment you make in people, will enable you to withdraw from them.

In other words, a leader that is vested in their employee’s success, will have employees that are willing to be utilized this is a circumstantial approach and may not be appropriate for each and every situation that may arise. However, the notion is set to illustrate that the leader who does NOT invest in people, will create employees who are being used as human capital.

At the conclusion of the chapter, the author argues that a Servant Leader’s attitude and overall willingness to put the employee first, and aid in their overall success through purposeful encounters, will lead to growth and development. The author points out that one can have all the desire in the world for the employee to advance, but ultimately the employee must have the desire within themselves. Also, the author discusses the importance of Motivation in instances where the employee has everything they need and works well, but lacks the drive and/or motivation. He states “Generally people improve through increasing their skills, knowledge and motivation. If they have the motivation, skills and knowledge they will be successful, especially in a supportive environment (p.98). In our opinion the author apparently uses this to display the ideology of how a servant leader is one that encompasses a supportive environment for their employees which ultimately aids in employee motivation, engagement and effectiveness; without the use of extrinsic or monetary rewards which is most often used.

Chapter Nine looks at the art of balancing the present, while keeping an eye on the future. The chapter goes into various strategies, while providing examples of how the Servant Leader can accomplish this somewhat daunting task. The author describes the higher education arena, where nearly all are faced with the challenge of addressing the present, while paying attention to the future. This is evident in admissions practices, course scheduling, registration and hiring practices just to name a few examples. The author suggests that since this is the typical
day in the life of a university, institution can also become absorbed in the present, that it cannot or will not strategically position itself for the future. The idea is to be able to strategically plan for the future, as well as take care of the everyday details.

The second major topic discussed in this chapter was Balance and Core Values. The author states that oftentimes the structure achieves balance. Since structure is a prerequisite to clarification, if a leader is able to provide structure or expectations to staff, then everyone is able to be on the same page, thus creating balance. The core values or a value system, like the organization’s mission or vision, is actually the roadmap employees seek to understand. Core values keep things in sync and help to answers questions as to why things are a certain way. Values also serve as a way to impose expectations. The author points out that a value-driven organization is one that is consistent with the Servant Leader.

Lastly, the author discusses the risks involved when there is an inattention to the present and the future. Other than the obvious, complaints that arise, items will go undone, inefficiencies will occur and clientele neglected. Inattention can result in the lack of preparation for the future. Due to the tedious nature of planning ahead activities, such as reflection, visioning, planning and continual dialogue, some items are not up for negotiation within the process. The author also briefly inserts how this can be looked in a sense of time management and brings up the quadrants by Covey, Merrill and Merrill (1994). Overall, Servant Leaders understand and are committed to spending time on activities that promote the accomplishment of future goals and expect others in the organization, to adhere to the same commitments.

Chapter Ten introduces Principle 10 and seeks to address the power of paradoxes in helping to understand and make effective decisions. The author uses this segment to point out the overall role of the servant leader in understanding and exploring plausible answers, prior to making solid decisions. He opens with a statement that helps Servant
Leaders seek to understand and embrace paradoxes, as well as dilemmas. He highlights the fact that the term, ‘servant as leader’ is paradoxical, because it contains two contradictory ideas. Three key characteristics addressed in this chapter include the fact that: 1) two opposing perspectives can be true at the same time; 2) one can arrive at better answers by learning to ask thoughtful questions, rather than providing solutions and lastly and: 3) one gains greater understanding of a situation through fewer words, while learning to build unity in the valuing of differences. The idea behind following the paradox is because sometimes the greatest insights lie in those items which seem contrary or illogical.

The next topic addressed in this chapter was formal and informal structures that make up an organization’s strength. The author suggests how this is a relationship or paradox, because the necessary order and consistency which the formal structure, provides or creates an indispensable condition for the informal order or structure to operate (primarily in large organizations). For example, in a large organization administration is needed to provide order, act as gatekeepers and provide leadership for consistency and mitigation of other person’s efforts. The author explains how this can affect an organization creating a tug of war or tension between what’s order and consistency, and on the other, what is creativity and initiative; but that effective leader must embrace this paradox to be successful.

Lastly, to culminate the chapter, perfect paradoxes are discussed, including Rules, Procedures and Exceptions. Every leader battles with boundaries, when it is appropriate to refer employees or provide leeway in certain situations. The author quotes a previous dean’s comment, who basically stated that his goal was to have a set of rules and procedures in place, so that there would be no exceptions. He clearly believed that the way in which rules were set up, were a direct indication of when exceptions would be needed. Furthermore, the clearer and more concise were not up for further interpretation.
Chapter 11, which focuses on Principle Eight, illustrates how servant leaders are not only good stewards, but individuals who are committed to making things better than how they found them. This is done through their constant strides to engage individuals and include them in practices that directly affect them, as consistently illustrates in the each chapter that preceded this one. This represents more than changes in an organization. It represents restructuring the culture, which inevitably can set the stage or legacy for others to follow. The Servant Leader is okay with not receiving the immediate praise and accolades, as long as he or she has made a positive impact on the organization.

As discussed at the beginning of the chapter, stewardship in administration may be considered by some as an oxymoron, depending on the level of the administrator. This is not to say that it doesn’t exist, because oftentimes this humble duty is one carried out from one in a level or two down, such as the dean or department chair level. The author continues by discussing information regarding the different unit levels and the types of impact they can achieve. Each unit represents needs that may derive from external or internal clientele. The author highlights two in particular, including the Servant-Oriented Unit and the Individual Level. The Servant Oriented (external) is described as one where the highest priority needs of the university are addressed. The author stated that the clientele served is important because it can change, depending on the organization or institutional type. An example could be a Land Grant University clientele, which would include agriculture workers, farmers, ranchers or FDA employees. Ultimately, the idea is that unit level stewardship is something visible and tangible, which may not be the case in other units. The Individual Level is the (internal), which would include faculty, staff and students.

The chapter culminates with a discussion that brings the idea of succession or legacy altogether. The author notes how some leaders are not concerned about anything, but the betterment of their own skills and ensuring the task outline for them is done. However, the servant leader
understands that individuals play a major role in their succession, because not only are they responsible for doing the work, but are on the front lines to make sure the vision is carried out. The successful leader understands that with all of this, it’s important to help others hone their skills and perform to their highest ability. Servant Leaders are aware of the needs of their staff and are committed to keeping long-term perspectives in the forefront, with goals of making a contribution to the betterment of society as a whole. With this being common knowledge, staff are able to see the vision of the leader and buy into that goal, because they can also see the impact on their personal professional success.

Chapter Twelve briefly examines Principle Nine, which is what servant leaders do to model service at all times, even in the most challenging situations. The author notes that when challenges seem at their peak, one must stick to and refer back to their overall values and principles. The Servant Leader’s principles and values are assumed to be something deeply engrained and unwavering. Terms like authenticity reoccurred so much through this book, that it’s no wonder value is synonymous with DNA or the make-up of a Servant Leader. This chapter was ironically one of the shortest in the book, but it might be the most important strategy presented; if you can stick to what is engrained in you, all the other principles will fall into place with very little effort. In this chapter the author seems to be conveying that one identified as a Servant Leader is one with a pre-determined set of values and morals that are expected of them, thus they cannot afford to behave any way other than, what’s already embossed within their DNA. In this context, the Servant Leader may possess the same character as a strong role model, ethical preacher, competent president or anyone looked at as a model citizen.

Chapter Thirteen discusses Principle Ten and what servant leaders do to create more leaders like themselves. In addition to serving as a model, they create opportunities for others to learn and grow through experiences. The culminating chapters of the text are very short, but
concentrated in key themes or ideas that are being re-addressed. This last principle “Develop More Servant Leaders,” is not different than any of the other principles because each is designed to address professional development and effective management of people. The author states that “A departmental culture of servant leadership is one in which it is expected that service is a prerequisite of leadership” (p. 149). One goal of the Servant Leader must be to closely mentor individuals who they are able to pass the torch to, not only in terms of legacy, but to ensure the overall betterment of the organization and society. One cannot typically make that big of a change alone, or in one term or tenure. Terms such as Modeling, Rules of Engagement, Professional Development and Evaluation are used to illustrate how these are needed to create a continuous flow of Servant Leaders.

Chapter Fourteen seeks to identify or expose ways in which servant leaders can take care of themselves and facilitate the development of future Servant Leaders. Much of the book has been about how their role is to ensure others are taken care of, but this chapter specifically outlines the need to take care of one’s self. The idea of Self Care is addressed, which is described as staying grounded with values and principles, setting boundaries in relationships, and surrounding oneself with positive, supportive associates and friends.

The importance of self-identification or knowing yourself in order to take care of your-self fully, includes: identifying your strengths, weakness and overall needs. The author plugs in Gallup’s Strength Finder as a must for all leaders, to help in this identification or self-process. The author states “Keep your values and principles in mind in your decisions and interactions because they will ensure that you remain true to yourself and how you want to be as a leader” (p. 157). This statement are key because it includes every other principle identified and is a good way to culminate the ten principles addressed.
At the conclusion of this chapter, the author argues that Servant Leaders must Engage in Professional Renewal and Development and serve as mentors, even at the highest levels of leadership. With renewal, the author points out that a lot of leaders struggle with this, because they do not fully grasp that a separation of personal and professional renewal is the key. Wheeler contends that a vacation is not a renewal, in regards to professionals, rather it is more personal. Professional renewal can come from expanding one’s knowledge, rekindling a dusty skill, or one that has remained dormant due to expanded role or position.

Chapter Fifteen is the final chapter of this amazing book and seeks to address commonly asked questions the author has received. It is entitled, “Some Common Questions (myths) Regarding Servant Leadership.” In this chapter, he takes a few questions and not only answers them, but examines why they might be asked and how he derives at his answer. The author stated that the Servant Leadership style is not a quick fix to situations, but it sets an empowerment within the culture of the organization, which takes patience and reinforcement. Decisions are made through a well thought-out process that alone is contradictory to the ability to make a solid and firm decision.

**Conclusion**

This book served as a wonderful guide of what an effective leader should encompass. The idea of “Servant Leadership” at glance seemed like something totally off base for what leadership normally looks like. What was great about the book was how the author provided real world examples and non-loaded verbiage, which made each suggestion for success easy to understand. The handbook format also made for an easy relatable read, where we were able to grasp each concept and put it into perspective while reading the text. With each chapter’s topic, we were able to identify a person, department or situation, relevant to the discussion. In addition, the text encouraged us to review different leadership styles specific to the education industry, because oftentimes
leadership guides or texts are not geared toward educational institutions. Furthermore, the text provided realistic personable approaches that anyone can feel comfortable utilizing, especially the individual that is typically the diplomatic or democratic leader. The author made it a point to address how the business needs of the organization can be met while one is providing personalized care to his or her team. We also found value in how each principle encompassed some aspect of ethics or human resources, just to ensure that one understands that with each action we complete, boundaries are in place to avoid inappropriate or unacceptable behavior. Overall, we feel the text is one that anyone aspiring to lead in a higher education setting or in any organization for that matter, can utilize to learn about the intricacies of how these institutions work across the board.

References


About the Reviewers

Sonya Shuler Okoli, is a Doctoral Student in the Educational Leadership Department at Clark Atlanta University and the Program Coordinator for Undergraduate Business Programs at the University of Georgia. She received her B.A degree in Sociology from
Fisk University and an M.Ed degree in Educational Administration and Supervision from Tennessee State University. Mrs. Shuler Okoli’s major research interest are in the areas of urban policy studies, equalization of higher education access, leadership development, high school bridge/transition programs, and student recruitment and retention.

Sheila T. Gregory, Ph.D. is a professor of educational leadership and higher education at Clark Atlanta University. In 2005, Sheila Gregory's fifth co-authored book, *Daring to Educate: The Legacy of the Early Spelman College Presidents*, was nominated for an NAACP Image Award. Also in 2005, she received the prestigious national award of *Teacher and Scholar of the Year*. Dr. Gregory is the author of seven scholarly books and nearly four dozen articles, book chapters and other scholarly publications. She has been awarded and completed three Indigenous Visiting Research Scholar Appointments at the American University in Cairo, Egypt, the University of South Australia, Adelaide, and the University of the West Indies System in Jamaica, Barbados, and Trinidad-Tobago. Dr. Gregory has also consulted with the Shoshone-Bannock Tribal Association in Pocatello, Idaho, and the Las Vegas Piautes, in Nevada, where she trained and evaluated Non-Native American Indian teachers on the ways of knowing and learning within the Native American Indian culture. Dr. Gregory continues to work several P-12 school districts on community service projects, curriculum development, mentoring programs, Small Learning Communities (SLC) and School Improvement Plans, including a two-year collaboration with the New Schools for New Orleans (NSNO) and the New Orleans Public School District (NOPSD) which provides opportunities for doctoral students to also serve as mentor and visiting teachers in the NOPSD. She continues to consult with numerous universities, community colleges, P-12 school districts, and tribal associations around the country and abroad.