Servant Leadership Philosophy and Practice: Development of Training Activities to Implement Servant Leadership in Organisations

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ABSTRACT

Research on servant leadership in the past few years has covered several theoretical and practical aspects. The growing literature on servant leadership supports its positive impact on individuals and organisations. However, the literature witnesses very few efforts to address the underlying philosophy of servant leadership, which is the precursor to servant leadership theory. Philosophy is about knowing reality. Interestingly, despite systematic reviews and meta-analyses, the aspect of servant leadership philosophy has been overlooked. Further, despite several causal studies, there is a paucity of field experiments or practical activities to implement servant leadership in different organisational settings. There is a dire need to address these neglected aspects of servant leadership. This paper aims to address gaps in the available literature regarding servant leadership philosophy and activities to develop servant leadership. In doing so, this study explores the historical roots and identifies the philosophical association of servant leadership with the ideas presented by Aristotle, Immanuel Kant, and Peter Drucker. Considering the multidimensional and widely used measure of servant leadership developed by Dirk van Dierendonck, this study also devises a number of activities to foster servant leadership in organisations in terms of all servant leadership dimensions, and the methods to assess the extent to which servant leadership is effectively implemented. These activities can help practitioners successfully implement servant leadership in different organisations. This literature and activities discussed in this paper imply that scholars' prime focus should be more on how to develop servant leaders than on what a servant leader is, and that servant leadership is a cost-effective approach to practice in daily life.

Keywords: Philosophy, Servant Leadership, Training

1. INTRODUCTION

Leadership is considered as something responsible for every rise and fall in any organisation (Blanchard & Miller, 2014). Considering the significance of leadership, scholars have developed several theoretical and practical leadership models (Zhu et al., 2019). Among several developed leadership theories and models, servant leadership is the one that has captured attention of the scholars most in the last couple of years (Najam & Mustamil, 2020) Growing body of literature on servant leadership is one of the evidence that researchers and practitioners consider servant leadership as a solution to modern-day business challenges (Eva et al., 2018). Servant leadership emerged to address issues related to leadership character and competency that remained unanswered (Dinh et al., 2014; Sousa & van Dierendonck, 2017). Several successful turnaround are associated with servant leadership. These turnarounds paved that way for reaching new

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horizons for organisations like Starbucks, Intel, Marriott, and Southwest Airlines (Eva et al., 2018; Glenn & Cuerro, 2016). However, activities that can help developing servant leaders can only be acquired explicitly through consulting firms, which is quite costly. The extensive literature on leadership lacks such training activities. This paper attempts to fill this gap. Furthermore, it is also important to know the reality of the idea (philosophy) of servant leadership because without understanding the philosophy, true manifestation of any idea is difficult. This paper also presents philosophical aspect of servant leadership theory.

1.1 Leadership

The famous leadership scholar Yukl (2013) emphasises that the concept of leadership is historically rooted in the image of a dynamic person. He further adds that leaders are responsible for the significant events from history or the present. Furthermore, Parry and Bryman (2006) state that despite historical perspective, leadership still grabs scholars' attention who perceive this concept as something very essential to an individual, organisations and the entire community. According to Janda, (1960), this term was borrowed from a common vernacular and brought into the scientific discipline without redefining it clearly, resulting in uncertainty about the meaning of the leadership notion. This problem has been discussed by Bennis (1959) who has found the leadership concept so confounding because of its complexity. According to Bogenschneider (2016), scientific inquiries have over emphasised the cause-effect relationship on leadership. Yukl (2013) states that despite the benefits of a leader's role in motivating and persuading others to achieve particular goals, there is a debate over the type of influence that leaders exert. Either leadership is about abusing one's positional authority or this has nothing to do with one's position in an organisation.

According to Bass (1990), the concept of leadership, like other concepts, has developed over time. He pointed to a number of various leadership definitions, and from these definitions, it is clear that researchers do not rely on a single definition. They find every definition of leadership different since they define leadership in their particular contexts. However, Othman al-Huzaim (2011) noted that the role of leaders is present in all definitions. He termed it as the 'ability to influence', regardless of the diverse definitions supplied by different scholars. According to Daft and Marcic (2016), without the shadow of a doubt, leadership is recognised as something responsible for achieving desired results. Leadership is recommended as a vital element for worker commitment and thriving associations. This statement has also been confirmed by Macik-Frey et al. (2009). The integrity of leadership has also been matched up with the concept of organisational integrity within or outside the organisation. This statement has particularly been specified by Van Eeden Jones and Lasthuizen (2018).

1.2 Servant Leadership

The evolution of leadership literature gave birth to the servant leadership concept which is a people-focused leadership approach (Ertel, 2017). The issue of ethics and morality at workplace is becoming a growing concern for organisations (Md. Mahi et al., 2015). Servant leadership theory is a moral theory that focuses on the shortcomings of leadership character (Dinh et al., 2014). A servant leader puts others' needs before theirs and is willing to give more to their society. The term servant leadership was coined by Greenleaf (1970), who got the motivation from the book 'The Journey toward the East' which emphasised Christian values (Hess, 1956). This gives an indication that servant leadership is closer to religiosity and can be more effective in religious setting. Greenleaf postulated that servant leaders go beyond his self-interest and that his desire to serve precedes his desire to lead (Greenleaf, 1977).

Among numerous characteristics that servant leaders possess, some remarkable traits distinguish servant leaders from rest of the other leadership styles. For example, servant leaders are devoted to their followers' development (Laub, 1999). With humility (Van Dierendonck,

2011) and concern for the wellbeing of their followers (Ehrhart, 2004), servant leader become source of emotional healing to their followers (Barbuto et al., 2006). Servant leadership style requires a person to show qualities like sympathy, stewardship, and self-awareness (Greenleaf, 1977; Greenleaf & Spears, 1998). Servant leaders make sure that their people are safe and secure in terms of their wellbeing and job security (Cooper & Thatcher, 2010). Servant leaders' communication style is open. Respect, honesty, and politeness are some of the other hallmarks of servant leadership (Kool & van Dierendonck, 2012). Servant leaders' special attention to their service of their followers make their lives more meaningful (Rodríguez-Carvajal et al., 2018). Servant leaders likewise aim to foster these leadership characteristics in their followers.

However, the notion of servant leadership and its characteristics should not be confused with only being ethical or moral, rather, it is an action driven approach where morality and effectiveness are intertwined. Contrary to conventional norms, servant leaders with higher hierarchical position and power are more effective than those with more work-focus approach and less service-oriented behavior (Sousa & van Dierendonck, 2017). Organisations operating under servant leadership thrive in terms of individual and organisational performance (Christensen-Salem et al., 2021; Huertas-Valdivia et al., 2021; Liden et al., 2014). Some prominent examples are Starbucks, Intel, Southwest Airlines, and Marriot where servant leadership is behind their success (Eva et al., 2018).

1.3 Contribution and Originality

Literature on servant leadership in the past few decades has grown exponentially. The contribution to servant leadership literature has been in theory and practiced both. However, ontology of servant leadership i.e. "What is the nature of servant leadership?" remains unanswered at philosophical level. Another significant gap in the literature is the dearth of training activities to develop servant leadership among leaders in particular. Eva et al. (2018) also highlighted this gap and stressed to discover this unknown territory. There are, however, certain certification programs such as Servant Leadership Cornell Certificate Program offered by ECornell (2022), Servant Leadership Training by Servant Leadership (2022), and Implementing Servant Leadership by Greenleaf (2022); but all these courses are highly paid and difficult to access worldwide. This study attempts to fill both the gaps and unearths the philosophical origins of servant leadership theory and a manual of set of training activities that can be implemented in any organisation to develop servant leadership traits.

2. LITERATURE REVIEW

2.1 Servant Leadership Philosophy

From Ancient Greek philosophers to present day scholars, literature explores the concept of leadership. Aristotelian philosophy has been offered over 2500 years ago without taking into consideration the complicated and demanding commercial environment that exists in today's industrialised world. Peter Drucker, considered as the modern day Aristotle of the corporate world, found Aristotelian virtue ethics relevant to modern-day leadership practices (Kurzynski, 2012). Drucker's management approach mirrors with Aristotle's ethics emphasising a person's sense of morality. Kurzynski (2012) further states that the character and integrity of leaders are the touchstones of Aristotle's and Drucker's thoughts. It seems plausible to deduce that both Aristotle and Drucker would have believed that business leaders have a duty to regard the wellness of others. A corporate firm, according to Drucker, is not just an economic entity but also a social organisation and a micro-society within a broader macro-society. According to Drucker, the moral standards that control individual experience must also regulate collective and professional corporate life. According to Drucker, moral character is a fundamental aspect of an individual's character (Drucker, 2000). Only those who display the highest level of moral

character should be elevated to leadership positions. Business leaders, according to Drucker, have a moral duty since their choices affect the lives of people in the organisation.

In Nicomachean Ethics, Aristotle states that a human being is a social and political entity who cannot fully operate in solitude and hence needs a community. While Aristotle entrusts the achievement of good for individuals to the state (Crisp, 2014), Drucker empowers organisations to do so. He believes that the business organisation is the new community (Drucker, 1993). Business community gave little consideration to Drucker's way of thinking until they witnessed an enormous business change in the form of global financial crisis around 2006. According to Sendjaya et al. (2008), the fall of eminent business organisations has a strong connection with leadership morality. Some of the example include, Global Crossings, Enron, Tyco, Lehman Brothers, WorldCom, Sanlu Milk and a few others. These corporate failures gave considerable attention to the link between leaders' unethical decisions, most of which serving leaders' own self-interest, and their impact on organisation (Ahmad & Gao, 2018). Therefore, the corporate world began looking for character-driven leadership models with the capacity to protect the interest of all stakeholders. The litearure before and after global financial crisis covers the aspect of ethical orientation of an organisation and its performance. Books such as Return on Character (Kiel, 2015), The Human Equation (Pfeffer, 1998), and Built to Last (Collins & Porras, 2005) have focused on this narrative for example.

The servant leadership theory connects ethics, virtues (Parris & Peachey, 2013). One of the very well-known mediaeval philosophers named Thomas Aquinas also emphasises upon the sheer importance of morality in human life. His ethical doctrine was founded on Christianity (Geisler, 1999). Later, Jean-Jacques Rousseau and Immanuel Kant were major personalities talked on morality during the Renaissance and Revolution. Their work on human personality is of enormous worth. Rousseau's focal point was on empathy and compassion while he defied selfishness. Kant's ethical way of thinking is particularly in accordance with what servant leadership should be perceived. Kant proposes that all individuals are similarly significant and ought to have similar freedoms in everyday life (Buckingham et al., 2015). Kant also recommends that every individual is entitled to dignity and deserves respect. Accordingly, Kant totally dismisses using others as means to achieve one's ends and hence, disregards instrumental view of leadership (Kant, 1785). Servant leadership is compatible with Kant's view and servant leader does not seek power, but drains his energy for the development and wellbeing of his followers (McGee-Cooper & Looper, 2013). Bowie (2000) presents the same viewpoint according the Kant's perspective in his article *A Kantian theory of leadership* where he argues that servant leadership fulfils the requirements of Kant' categorical imperative by not using others to achieve their own ends.

However, Bowie (2000) is also critical on the notion of 'servant' and objects that being servant is also about using oneself to achieve others' ends. In this way, servant leader exploits himself for the development of his followers, which is against Kant's viewpoint. Notwithstanding the objection Bowie (2000) made, McGee-Cooper and Looper (2013) argue that developing others does not necessarily mean that one fails to develop himself or does so at the cost of his own development. Therefore, Bowie's objection can easily be ignored on the ground that one must develop himself to develop others. As long as the maxim of universal law of Immanuel Kant is concerned that suggests to act as a universal law (Kant & Ellington, 1994), servant leaders fulfil the maxim when they have ambition for their followers to become servant leaders (Greenleaf, 1970).

3. METHODOLOGY

This study follows narrative review method to identify and explain philosophical underpinnings of servant leadership theory which comprises of past literature and is very common in academic research. Narrative is also referred as 'literature review' only. It is a type of review which covers a wide range of literature on any subject. It normally includes peer-reviewed papers and helps consolidating the previous work (Grant & Booth, 2009). Narrative review portrays overview of

the conclusions of the previous studies on any subject (Orben, 2020). However, servant leadership has several characteristics in its portfolio, in this paper, our purpose is to equip leaders with the five traits of servant leadership that are Empowerment, Humility, Standing back, Stewardship and Authenticity as suggested by Sousa and van Dierendonck (2017). According to Eva et al. (2018), the contribution of Van Dierendonck to servant leadership literature is conceptually distinguished and remarkable, and that the instrument that he developed is among widely used, rigorous, and valid scales to measure servant leadership. The activities to instill servant leadership are developed by 90 professional leaders from the industry. All 90 leaders belong to diverse array of organisations from manufacturing, service and agriculture sectors in Pakistan. They have diversified experience from 7 to 20 years in the industry. The source of the data is the PhD. dissertation of Qureshi (2019) collected from 90 respondents working at leadership position in different private sector organisation. These ninety leaders from the industry helped developing this training manual based on their own experiences.

4. RESULTS AND DISCUSSIONS

4.1 Stewardship

Stewardship is an essential part of servant leadership, it is to own and take responsibility of your actions as well as your teams. It is not to point finger on other for any failure but also being positive with any setbacks. It refers to focus on all the societal and organisational factors while making any decision rather than focusing of benefit of one self (Bier et al., 2021). Stewardship is about taking responsibility of the teamwork. With stewardship trait, a leader is motivated to learn from the mistakes and hold himself accountable rather than blaming the team (Kearns, 2022). In other words, stewardship trait is something where a leader has confidence in the team and takes full responsibility of the actions that his/her team takes. A good leader does not team blame the team members but sets his head high and boost the confidence of the.

4.1.1 Activity – 1: Shooting a Target

Two members of each team will be blindfolded and asked to shoot a target. The leader will be guiding shooters about the target. However, followers will avoid the guidance from the leader and consequently would miss the target. The game will help the leader develop stewardship because all the action of his member will be dependent on the instructions given by the leader and whether they win or fail depends on well the leader was able to communicate and lead his team.

4.1.2 Assessment: Shooting a Target

Here the leader would be judged based on the instructions he is giving to his team; the scoring would be based on how many targets do they hit out of ten. If the leader becomes frustrated or only blames the team for not hitting the target, then the leader is not taking full responsibility of whatever are the results and is holding the team accountable for it.

4.1.3 Activity - 2: Throwing a Ball

The different teams will be made of only two members consisting of the Manager and the Assistant Manager (AM). The activity is more of like a game for which only one minute has been given to finish it and all the departments/team will perform this activity by their turn.

There will be two ends of this game. One will be the throwing end and the other will be goals end. All of the assistant manager will take the position of throwing end and all of the managers will take the position of a goalkeeper. Unlimited balls will be provided to each team.

As the activity begins, the AMs will be allowed to throw the balls from their positions on to the goals and they need to make as many goals as they can, while the managers will keep a strong goal keeping and will not allowed any ball to pass through the given line.

4.1.4 Assessment: Throwing a Ball

The points will be provided for this activity like 5 points will be for a goal and if the person misses the goal and manager is able to save it from passing through the line, then they will be provided with 1 point. If the ball crosses the line then 10 points will be deducted from the total. In the end, all the points will be totaled and the teams with the highest point will be awarded accordingly. This activity will help to understand if the organisation provide unlimited resources for work to its employees then how the employees utilise it to provide maximum profit to the organisation.

4.2 Humility

Humility can be termed as the behavior in which leaders do not consider them superior, instead of assuming themselves to be extraordinary they consider and prioritise themselves as equal as their sub-ordinates. The leaders with humility are not arrogant instead, they work on their followers in order to achieve the best out of them. Humility is considered to be one of the most significant qualities of a good leader (Krumrei-Mancuso & Rowatt, 2021).

Humility is a characteristic where there is freedom from pride or arrogance. These kind of leaders have empathy and respect for their subordinates/followers and believe in gaining their perspective before making decisions. In other words, hhumility trait can be defined when one has no sense of superiority in them and feel equal to everyone else despite the position or authority which one may have over anyone. It is one of the strengths of a good leader. A humble leader does not have pride in them but they take pride in the work of their team and their surroundings (Clark, 2021).

4.2.1 Activity – 1: Putting Yourself in Someone's Show

Under this activity, the leaders are required to take position of their subordinates for a day and perform all of their work, i.e.: for instance, a leader will be asked to serve meals to his followers during lunch-time in cafe instead of the waiter.

4.2.2 Assessment: Putting Yourself in Someone's Show

After performing this activity once in a week, it will be assessed by the followers if the leaders were generous enough while serving them the meals. Their facial expressions would be tested and how well they cater to them. If the leaders are found serving meals without any hesitation it is understood that they performed their activity well without any ego.

4.2.3 Activity – 2: Sharing Subordinates' Work Space

Different levels of executives have different standards of rooms and their workstation. Higher the leader in the hierarchy more sophisticated and isolated room is given to them. In this activity, the leader will be asked to leave his room and work on common workstations where his immediate subordinated are working for 2 days and he will spend 1 day with those 2 steps down in the hierarchy. This will help him get the taste of how his followers are working in the environment provided to them. Further, he will be able to learn more about them by spending all day with them. Above all, his ego will be crushed, if he had any, by having to work where his juniors sit and work.

4.2.4 Assessment: Sharing Subordinates' Work Space

After a month, his room will be deliberately made unavailable due to maintenance work on the day he was scheduled to work in his own room. If he had developed humility, he shall be happy taking place with his subordinates. Otherwise, he will be uncomfortable and frustrated.

4.2.5 Activity – 3: The Patience Challenge

In every organisation, the managers or the top management staff can visit any manager or employee room without permissions or taking appointments but the lower level of employees has to take appointments to meet the manager or any top-level management per say. This activity is designed to make the person being tested feel less privileged and less authoritative, more of an ordinary person. The manager will be tasked whole one week each for four months that if he wishes to meet any top management staff, he/she has to take appointment and go through the original process that every ordinary person would go through. This could include meeting with the receptionist, booking of an appointment and then waiting for your turn. This activity is of four weeks over four months, as any trait cannot be developed instantly and requires time. This activity will make him realise about the time that managers save regarding this case and the time ordinary people have to wait and can spend otherwise somewhere else. This will make them realise of their blessings.

4.2.6: Assessment: The Patience Challenge

After four months of this activity has been performed, the managers would be assessed of the humility trait. After one more week when the manager would be waiting for his turn to meet the concerned member of the organisation, the receptionist will make the manager wait longer than usual and send the person that came after the manager being tested. The reaction of the manager will tell whether he/she has been successful if developing humility or not.

4.3 Empowerment

Servant leaders empower their follower to make their own decisions irrespective of any uncertain situations. They encourage them to take risk. They motivate them to tackle difficult situations under pressure and help them to overcome situations by involving themselves too. This trait assists in obtaining the goals of organisation collectively (Schermuly et al., 2022). This trait means that leader does not make decision themselves and let the team have decision-making authority. Leaders come in and give guidance when the team is stuck and so leaders guide them on the right path (Jong & Faerman, 2021).

4.3.1 Activity – 1: Survive the Sinking Ship

It is a great activity to learn how with certain limitations and risks the decisions are to be made. This activity will illustrate the priorities, compromises and strategies the team members need to make for leading any project. It requires effective communication between leader and team members. The following steps enable you to participate in the sinking ship activity:

- Leaders and the team members will be on a sinking ship and the team members will be asked to prioritise what items are needed the most for their survival.
- The team members need to brainstorm all the necessary ideas and items, which they consider, will be useful until they are rescued.
- Meanwhile, they need to listen to the options of each other, feedback would be exchanged and the leader would assess everything and give suggestions that would benefit the entire team.

- Reach a consensus within the group on which the entire group is agreed upon be it the ideas or the five major items that are extremely important and worthy.

4.3.2 Assessment: Survive the Sinking Ship

After performing this activity twice every month it will be assessed by the team members if their leader enables them to share their ideas and how often the leader consider the opinions of the team members. If the leader is found listening to the employees, helping the members, guiding them where it is necessary and implementing their views on decision then it is prudent that the leader has developed this trait otherwise the organisation needs to carry out more activities until this trait is not developed in him.

4.3.3 Activity – 2: Egg Drop

In this activity, we will play a game for Egg Drop exercise by providing limited resources. To play this game worker will be divided in different team with their manager's instruction. They will be provided with some resources like fake money to buy different materials like cardboard, packaging materials and straws. Each material has fake price and they will be taking decision themselves for purchasing materials. After purchasing material, team will build egg protecting structure and they will make it as hard as they can. After completion of project, egg will be drop from a pre-defined height. Those will be winner whose egg will be survived.

4.3.4 Assessment: Egg Drop

After doing above activities, we will assign a specialised project where he will require multiple skills and leader does not possess all. By ensuring his team has all required capabilities and skills of doing this project, given that this given task will be out of his routine job. In this way, the leader will tested how much he is ready for empowerment to his team to successfully completion of the project.

4.4 Standing Back

The quality of standing back is to letting go your personal interest and putting more efforts to what could be beneficial for the team. The personal achievements are ranked second and the well-being of the team is considered priority. Standing back means that the leader always put its team and people before the self-interest of himself. The leader always gives the credit of good achievements to its team's works. This type of leader always thinks of the better of its team before he thinks of his personal benefits (Qiu & Dooley, 2019; Van Dierendonck & Nuijten, 2011).

4.4.1 Activity – 1: Perfect Pentagon

In this activity, there will be multiple teams with their manager from different departments. The assigned task will be performed by the blindfolded members of each team. Then the players will be escorted towards the ground where there will be five spots marked on the ground shaping a pentagon as a whole. Then the leader will be instructed to give directions to each member to move into the direction of each spot marked. There will be some obstacles in between the member and their destination, which is the spot. The leader has a given time in which he has to guide all five members to the spot positions while making sure that no member touches any obstacle. The team to complete the activity in the shortest amount of time will be declared as a winner.

4.4.2 Assessment: Perfect Pentagon

The manager will be tested on this activity upon the results. There could be two possibilities that would let us know if the manager adopted this trait or not. Either the manager will take full credit

for his guidance to members towards the spots or will give credit to his team. In either case, it will be easy to assess whether the trait of standing back has been developed or not.

4.2.3 Activity – 2: Fishing

In order to develop this trait, the leader will learn a skill of fishing and will then teach it to his team members. Since he has made so many efforts in transferring his knowledge and helping his team learn the skill he deserves the credit however the rules are that if the leader catches the fish the team can eat it with leader, however if the team catches the fishes, leader lets them enjoy the meal and doesn't participate in the feast.

4.2.4 Assessment: Fishing

The leader will be assessed on how he performs his task and does he value his team and avoids getting all the credit.

- How accurately does the leader teaches the skill to his team and does not worry about not getting the credit?
- Does leader put in extra efforts for the team to achieve the goals and enjoy benefits reaped out of it?

This activity will help leader to drive away from taking the credits for any achievement all alone and make a leader learn to put his team first. If within this activity a leader is happy for his team being able to catch as many fishes, then the trait has been developed within the leader. The trait will be measured in all other tasks as well by focusing on how often the leader appears to be in limelight and take the credit and does, he really stays back happily when his team is being recognised.

4.5 Authenticity

A servant leader with the trait of authenticity acts with integrity and morality. This refers to showing honesty and integrity, a leader should stick to his moral values and avoid unethical activities, and he should be transparent and open to communication with his followers. A servant leader must fulfill the promises he makes, accept criticism to learn from it and should be consistent in his actions.

4.5.1 Activity: Escape Room

In this activity, we will be conducting a game of escape room. The leader and his team will be closed in a themed room full of clues that the team members have to find and solve it like a puzzle. There is a time limit to which team has to find all clues and solve the scenario before the times run out to escape the room. In this activity, everyone will be finding values on their own and will be aiming towards a common goal together as a team. The leader will have to respect the decisions of their team workers and have to be responsible if they win or lose. This activity will be played with different department managers and their teams and the winning team will be rewarded with incentives. This activity will be performed every day of the month for five months straight.

4.5.2 Assessment: Escape Room

The leader will be assessed as in the last two games some team members will be told to perform good in the start of the activity but decrease their input gradually as the activity moves to the

closing stages of the game. Then the members will be instructed to make the team lose to other departmental teams. If the manager puts blame on the members and criticise them then we can say that the trait has not been developed yet. If the manager accepts the defeat and does not blame the members and boost their confidence by trusting them then we can say that the trait has been developed.

4.5.3 Activity – 2: Marshmallow Challenge

In this activity, the teams will be given straws, tape and marshmallows. They will be assigned to make the tallest tower; however, the winner will not be chosen based on the height of tower, but the efforts or strategies used throughout the challenge will declare the winner.

4.5.4 Assessment: Marshmallow Challenge

Although this activity plays an important part in understanding the presence of mind and promoting teamwork, but this activity will be played under the supervision of a trainer and the leader himself. The leader will be asked to critically review the performance of his team members on a form and in front of his team members. The trainer will assess if the leader's comments remain the same and there is no manipulation in his reviews then it is an indication that he is honest.

5. CONCLUSIONS

This paper finds association of servant leadership with the philosophical ideas of Aristotle, Jean-Jacques Rousseau, Immanuel Kant, and Peter Drucker. This paper covers philosophical perspective from ancient Greek philosophers to modem day thinkers that are in line with servant leadership theory. From ancient Greek philosophy, Aristotle's virtue ethics cover most of the servant leadership traits. In addition, the concept of *telos* highlights the purpose of life that refers to serving other in the servant leadership literature. From medieval philosophical ideas, the work of Rousseau and particularly, of Immanuel Kant stress on the non-instrumental view of leadership. While Rousseau discourages selfishness, Kant prefers human dignity and respect above all in society and argues that only those acts moral, which can become universal law with no exception. Servant leaders share the perspective of both the great philosophers of their time. From modern philosophical perspective, Peter Drucker's ideology regarding leadership is character-oriented, granting no exemption for business leaders with regards to the code of conduct that govern entire society. Peter Drucker also urges on the need fulfillment of all people working in any organisation as he considers organisation as a social entity. Servant leaders exhaust organisational resources to satisfy psychological, social, and physical needs of the people working with them (Chughtai, 2019). This paper also presents multiple training activities to foster servant leadership in organisations. These activities are interesting, easy to implement, and economical. These trainings do not put any pressure to organisational budget and can be implemented without the support of any external expert or professional. The training manual that this study proposes covers all the five dimensions of servant leadership proposed by Dirk van Dierendonck who is considered an authority on the subject of servant leadership. These five dimensions include Stewardship, Humility, Empowerment, Standing Back, and Authenticity.

6. PRACTICAL AND THEORETICAL IMPLICATIONS

This paper implies that servant leadership is not only a theoretical concept that consists of academic literature only; rather, it is something that can be practiced in daily life. This paper also implies that practicing servant leadership is not something that requires immense budget or technical skills of some outside experts, or requires expertise of consultants charging

extravagantly. Indeed, this paper makes it easy for organisations to implement servant leadership in their organisation irrespective of the economic sector in which they are operating. The ontological explanation of servant leadership theory postulates that scholar should shed more light on the development of the moral content among leaders through their intellectual activities. The disaster of the global financial crises can only be avoided if character-driven theories such as servant leadership become sine qua non of academic literature and training and development activities. Finally, it implies that the reality of servant leader lies within its ethical core. Therefore, mere emphasis on 'what servant leaders is or should be' is not sufficient. The prime focus should be on how to develop servant leaders.

7. LIMITATIONS OF THE STUDY

One of the limitations of this study is that the activities developed to instill servant leadership are solely based on the experience of the native leaders. The effectiveness of these activities across cultures is yet to be examined. More inclusive sample across the globe can overcome this limitation. Additionally, philosophies supporting servant leadership should be critically examined considering the opposing views, which not only counter servant leadership narrative, but also find support in favour of their antithesis.

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