

A Phenomenological Servant Leadership Framework for 360° Leadership Development: Bridging Lived Experience and Technology-Enabled Training

Nathan J. Washington, Ph.D. | Columbia Southern University, Orange Beach, Alabama, USA

Contact: nathan.washington@columbiasouthern.edu

Abstract

Servant leadership is increasingly recognized as a people-centered leadership paradigm that strengthens trust, ethical decision-making, and others' development. Yet organizations and educational institutions often lack practical, technology-enabled mechanisms to translate servant leadership behaviors into measurable competencies for leader development. Building on a phenomenological dissertation of U.S. Federal Senior Executive Service (SES) leaders that identified listening, awareness, commitment to growth, foresight, and ethics as core themes, this manuscript synthesizes contemporary peer-reviewed evidence (2022–2026) to propose a Phenomenological Servant Leadership Tool (PSLT) designed for 360° leadership training and development. Recent studies show servant leadership relates to work engagement, trust, and well-being; teacher outcomes and emotional well-being; and improved leadership outcomes when development programs integrate multi-source feedback and coaching. PSLT operationalizes five servant leadership dimensions into observable behaviors, a 360° assessment rubric, and a technology-supported development cycle that aligns feedback with coaching, microlearning, and reflective practice. Implications for educational practice and technology include integrating PSLT into learning management systems, dashboards, and blended leadership development pathways to improve leader effectiveness, psychological safety, and sustained professional growth. PSLT is advanced as a comprehensive design and measurement framework whose theoretical assumptions and practical utility require rigorous empirical validation across diverse educational and organizational environments.

Keywords: Servant leadership; 360-degree feedback; leadership development; phenomenology; educational technology; professional development

Introduction

Leadership development in the 21st century increasingly emphasizes ethical conduct, relational trust, and others' growth; capabilities strongly associated with servant leadership. Recent empirical and review work links servant leadership to engagement and trust dynamics in organizations (Cai et al., 2024; Zhou et al., 2022) and to positive well-being outcomes (Jonker & Dube, 2025). In education, servant leadership has been associated with teacher job satisfaction and emotional well-being (Ahmad et al., 2023; Zhang et al., 2023) as well as life satisfaction mediated by job resources (Quinteros-Durand et al., 2023). Despite these outcomes, institutions still struggle to translate servant leadership concepts into scalable training systems with measurable feedback loops. At the same time, leadership development is shifting toward feedback-rich, coaching-supported interventions. Evidence from 360°-based programs indicates that multi-source feedback outcomes improve when the feedback environment and learner attributes support development (Ellison et al., 2022) and when feedback is paired with targeted coaching (Schwartz et al., 2022). Given JEPT's focus on education and training technology, a critical gap remains: the lack of a technology-integrated tool that operationalizes servant leadership behaviors for 360° assessment and development. Therefore, this manuscript proposes the Phenomenological Servant Leadership Tool (PSLT), grounded in phenomenological findings from senior leaders (Washington, 2015) and aligned with current research on feedback, coaching, and digitally enabled learning. PSLT validation can be achieved through multi-site studies that test PSLT's constructs, outcomes, and reliability using quantitative and qualitative methods (Zhao et al., 2023).

Conceptual and Empirical Foundation

Servant leadership outcomes across contexts (2022–2026)

Contemporary research continues to position servant leadership as a multi-dimensional construct associated with follower development, trust, and performance outcomes. For example, studies in organizational settings report positive relationships between servant leadership and work engagement, with trust in leaders strengthening this link (Zhou et al., 2022). Related evidence also supports servant leadership's influence on job outcomes through coworker trust mechanisms (Rashid & Ilkhanizadeh, 2022). In education, servant leadership has been examined as a contributor to teacher well-being and satisfaction: servant leadership was positively associated with teachers' emotional well-being through recognition and emotion regulation pathways (Zhang et al., 2023) and was linked with teachers' life satisfaction through satisfaction with job resources (Quinteros-Durand et al., 2023). In higher education contexts, servant leadership has been used to explain

employee satisfaction and commitment (Franco et al., 2025) and student employability linked to servant leadership traits (Yue et al., 2024).

Measurement and operationalization: scales and behaviors

Operationalizing servant leadership for development requires valid behavioral indicators and measurement tools. Recent work continues to refine servant leadership measurement, including scale development and validation in coaching contexts (Takamatsu, 2022). In educational settings, studies have applied servant leadership constructs to classroom leadership and learning outcomes, showing links between servant teacher leadership, psychological empowerment, and cognitive learning (Du et al., 2024). These findings support translating servant leadership dimensions into observable behaviors suitable for 360° feedback and training rubrics.

360° feedback, coaching, and development effectiveness

Evidence indicates that 360° feedback is most effective when embedded in a supportive feedback environment and paired with development processes. A study of a 360° feedback leader development program found better outcomes when participants worked in a favorable feedback environment and had self-awareness and learning agility (Ellison et al., 2022). In applied settings, pairing tailored 360° feedback with structured coaching supported increases in leadership awareness and navigation strategies (Schwartz et al., 2022). In healthcare leadership development, a 360° feedback-based program improved leadership knowledge and practices in a true-experimental design (Emam et al., 2024). Together, these studies indicate that effective 360° leadership development requires (a) a clear competency model, (b) structured feedback and coaching, and (c) mechanisms to translate feedback into action.

Technology-enabled leadership development and training

Leadership development is also being shaped by technology-mediated learning and digital coaching. A systematic review of digital coaching highlights methodological approaches and outcomes relevant for learning and development at work (Passmore et al., 2026). Within education and adult learning, servant leadership has been examined alongside technology integration and immediate feedback approaches in instructional contexts (Vassileva, 2024). At the same time, organizations increasingly consider artificial intelligence (AI) and analytics to tailor leadership development, emphasizing the need to pair technical capabilities with emotional intelligence and ethical considerations (Sposato, 2024). These trends support a design logic for servant leadership development

that uses data (e.g., 360° scores), feedback loops (coaching), and learning technologies (microlearning, reflection prompts, and dashboards).

Phenomenological Grounding: Servant Leadership Themes from Senior Leaders

The phenomenological foundation for PSLT derives from a qualitative study of 18 U.S. Federal Government Senior Executive Service leaders that examined decision-making experiences while practicing servant leadership characteristics (Washington, 2015). Across interviews, listening and awareness emerged as dominant characteristics; commitment to growth and foresight were highlighted as important for positive outcomes; and participants described integrity and ethics as critical yet often lacking among peers (Washington, 2015). These themes offer an empirically grounded set of behavioral domains that can be operationalized into a 360° assessment and development tool.

Phenomenological Servant Leadership Tool (PSLT)

Design principles

PSLT is designed as a technology-compatible 360° leadership development system that converts servant leadership themes into measurable competencies and development actions. It incorporates three design principles drawn from the literature: (1) multi-source measurement (Ellison et al., 2022; Schwartz et al., 2022), (2) behaviorally anchored servant leadership dimensions (Takamatsu, 2022; Washington, 2015), and (3) feedback-to-action translation via coaching and microlearning (Halliwell et al., 2023; Passmore et al., 2026).

PSLT dimensions and behavioral indicators

PSLT Dimension	Operational Definition	Example Behavioral Indicators (360°)
Listening Intelligence	Deep listening to understand meaning and context.	Invites dissenting views; paraphrases to confirm understanding; acts on input.

Awareness Integration	Self-awareness and organizational awareness informing decisions.	Acknowledges impact of decisions; monitors climate; communicates “why” behind decisions.
Growth Commitment	Active investment in others’ development and empowerment.	Creates stretch opportunities; provides coaching; removes barriers to development.
Foresight Application	Anticipates implications and manages risk ethically.	Uses scenario thinking; flags downstream impacts; balances short- and long-term outcomes.
Ethical Anchoring	Integrity-based, values-driven conduct in decisions and relationships.	Demonstrates consistency; addresses ethical concerns; models accountability and transparency.

PSLT-360 instrument

PSLT is a proposed 25-item multi-rater instrument using a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). Each dimension contains five items written as behaviorally specific statements to reduce ambiguity and increase developmental utility. The instrument is designed for administration through a learning management system or survey platform and for integration with coaching workflows (Ellison et al., 2022; Schwartz et al., 2022).

Listening Intelligence (five items)

- My leader invites input before making key decisions.
- My leader listens without interrupting when concerns are raised.
- My leader confirms understanding by restating what was heard.
- My leader actively seeks perspectives from quieter team members.
- My leader incorporates stakeholder input into final decisions when feasible.

Awareness Integration (five items)

- My leader recognizes how their behavior affects team climate.
- My leader communicates the larger context behind decisions.
- My leader notices and addresses emerging issues early.

- My leader demonstrates humility about limits in knowledge.
- My leader adapts communication to fit stakeholder needs.

Growth Commitment (five items)

- My leader provides opportunities that stretch my skills.
- My leader coaches me through challenges rather than taking over.
- My leader removes barriers that prevent development.
- My leader recognizes progress and effort constructively.
- My leader supports learning even when mistakes occur.

Foresight Application (five items)

- My leader considers long-term impacts before acting.
- My leader discusses risks and mitigation plans openly.
- My leader anticipates resource needs for future demands.
- My leader uses lessons learned to guide future actions.
- My leader balances urgency with careful decision-making.

Ethical Anchoring (five items)

- My leader acts consistently with stated values.
- My leader addresses ethical concerns even when difficult.
- My leader is transparent about decision rationale.
- My leader treats stakeholders with fairness and respect.
- My leader holds self and others accountable for conduct.

Scoring, reporting, and development cycle

PSLT uses dimension scores (mean across raters) and rater-group comparisons (self vs. supervisor vs. peers vs. direct reports) to identify blind spots and strengths. Because feedback impact depends on context and readiness, reports include a “feedback environment” checklist and a coaching plan to convert results into action (Ellison et al., 2022; Passmore et al., 2026). The development cycle follows four steps: (1) assess (PSLT-360), (2) reflect (guided prompts), (3) coach (goal setting and practice), and (4) reinforce (microlearning nudges and follow-up pulse surveys). This structure aligns with evidence that multi-source feedback paired with coaching supports leadership awareness and skill development (Schwartz et al., 2022) and that coaching can improve leadership effectiveness through change-oriented behaviors and self-efficacy (Halliwell et al., 2023).

Discussion

PSLT contributes to practice by translating phenomenological themes of servant leadership into a measurable, technology-enabled 360° tool. The phenomenological evidence suggests that senior leaders perceive listening and awareness as central to decision-making relationships, while ethics and integrity are critical challenges (Washington, 2015). Contemporary research converges on the importance of trust, well-being, and engagement as outcomes of servant leadership (Jonker & Dube, 2025; Zhou et al., 2022), including within educational settings (Ahmad et al., 2023; Quinteros-Durand et al., 2023). At the same time, research on 360° feedback and coaching indicates that measurement alone is insufficient: feedback must be embedded in a supportive environment and structured development process (Ellison et al., 2022; Schwartz et al., 2022). By combining these strands, PSLT offers a coherent model linking servant leadership behaviors, multi-source feedback, coaching practices, and technology-enabled reinforcement.

Implications for Educational Practice and Technology

For educational institutions and training organizations, PSLT can be implemented as a blended leadership development pathway. First, the instrument can be deployed through a learning management system or survey platform, then visualized through dashboards to support reflection and coaching conversations. Second, development actions can be delivered via microlearning modules and digital coaching, consistent with evidence on digital coaching and learning and development (Passmore et al., 2026). Third, PSLT can support professional development programs by emphasizing relational and ethical leadership in environments undergoing rapid technological change (Sposato, 2024). Finally, PSLT provides a structured method to reinforce servant leadership practices in educator preparation and leadership pipelines where servant leadership relates to teacher outcomes and organizational climate (Sunarni & Sultoni, 2023; Zhang et al., 2023).

Limitations and Future Research

PSLT is proposed as a design and measurement framework and should be empirically validated across educational and organizational contexts. Future research should examine psychometric properties of the 25-item instrument, measurement invariance across sectors, and the effectiveness of technology-enabled reinforcement. Recent dissertation research provides relevant directions, including phenomenological investigations of servant leadership and performance culture in schools (Chavarria, 2022) and servant

leadership among higher education administrators (Roberts, 2022). Additional work can test whether integrating servant leadership 360° feedback with coaching interventions improves leadership outcomes, similar to other 360°-based programs (Emam et al., 2024).

Conclusion

This manuscript advances applied servant leadership by presenting a Phenomenological Servant Leadership Tool (PSLT) for 360° leadership training and development. Grounded in phenomenological findings from senior leaders (Washington, 2015) and aligned with contemporary research on servant leadership outcomes and feedback-rich development (Schwartz et al., 2022; Zhou et al., 2022), PSLT offers a structured, technology-compatible pathway to assess and develop servant leadership behaviors. PSLT supports JEPT's cross-disciplinary focus by combining leadership theory, professional development practices, and technology-enabled learning systems to cultivate ethical, relational, and future-ready leadership.

References

- Ahmad, S., Batool, A., & Abdullah, N. A. (2023). Perceived servant leadership style of principals correlates with job satisfaction of secondary school teachers in Pakistan. *International Journal of Educational Leadership and Management*, 11(1), 62–88. <https://doi.org/10.17583/ijelm.2023.9169>
- Cai, M., Wang, M., & Cheng, J. (2024). The effect of servant leadership on work engagement: The role of employee resilience and organizational support. *Behavioral Sciences*, 14(4), 300. <https://doi.org/10.3390/bs14040300>
- Chavarria, F. (2022). The phenomenological study on the impact of servant leadership for establishing a culture of high performance as perceived by middle school principals of Title I middle schools (Doctoral dissertation, University of Massachusetts Global).
- Du, J., Quddoos, M. U., Latif, M., Abbas, S. M., Siddiqi, A. A., & Amin, M. S. (2024). Exploring the nexus between servant teacher leadership behaviour, psychological empowerment, and cognitive learning: Evidence from universities of Pakistan. *Current Psychology*. <https://doi.org/10.1007/s12144-023-05505-0>
- Ellison, L. J., Steelman, L. A., Young, S. F., & Riordan, B. G. (2022). Setting the stage: Feedback environment improves outcomes for a 360-degree-feedback leader-development program. *Consulting Psychology Journal: Practice and Research*, 74(4), 363–382. <https://doi.org/10.1037/cpb0000236>

- Emam, S. M., Fakhry, S. F., & Abdrabou, H. M. (2024). Leaders development program by 360 degree feedback: Reflection on head nurses' leadership practices. *BMC Nursing*, 23, 1–13. <https://doi.org/10.1186/s12912-024-02395-w>
- Franco, J., Garcia, G., Ravela, M. C., & Alarcon, L. (2025). The relationship between servant leadership and employees' job satisfaction and organizational commitment: Basis for a proposed model for higher educational institutions. *Educational Process: International Journal*, 18, e2025494. <https://doi.org/10.22521/edupij.2025.18.494>
- Halliwell, P. R., Mitchell, R. J., & Boyle, B. (2023). Leadership effectiveness through coaching: Authentic and change-oriented leadership. *PLOS ONE*, 18(12), e0294953. <https://doi.org/10.1371/journal.pone.0294953>
- Jonker, C. S., & Dube, S. C. (2025). Servant leadership and well-being: A scoping review of positive organisational outcomes. *SA Journal of Human Resource Management*, 23, a2783. <https://doi.org/10.4102/sajhrm.v23i0.2783>
- Passmore, J., Memmolo, F., & Tee, D. (2026). A systematic literature review of digital coaching: Insights for learning and development in the workplace. *Journal of Work-Applied Management*, 18(1), 2–16. <https://doi.org/10.1108/JWAM-04-2025-0061>
- Quinteros-Durand, R., Almanza-Cabe, R. B., Morales-García, W. C., Mamani-Benito, O., Sairitupa-Sanchez, L. Z., Puño-Quispe, L., Saintila, J., Saavedra-Sandoval, R., Flores Paredes, A., & Ramírez-Coronel, A. A. (2023). Influence of servant leadership on the life satisfaction of basic education teachers: The mediating role of satisfaction with job resources. *Frontiers in Psychology*, 14, 1167074. <https://doi.org/10.3389/fpsyg.2023.1167074>
- Rashid, A. M. M., & Ilkhanizadeh, S. (2022). The effect of servant leadership on job outcomes: The mediating role of trust in coworkers. *Frontiers in Communication*, 7, 928066. <https://doi.org/10.3389/fcomm.2022.928066>
- Roberts, M. (2022). Understanding servant leadership through the lived experiences of higher education administrative leaders (Doctoral dissertation, DePaul University).
- Schwartz, R., Weimer-Elder, B., Wilkins, E., Deka, D., Wong, S., Dang, B. K., Brown, R., Kline, M., & Kwan, L. (2022). Developing a feedback-rich culture in academic medicine: The effect of coaching and 360-feedback on physician leadership. *BMC Medical Education*, 22, 733. <https://doi.org/10.1186/s12909-022-03809-6>

- Sposato, M. (2024). Leadership training and development in the age of artificial intelligence. *Development and Learning in Organizations*, 38(4), 4–7. <https://doi.org/10.1108/DLO-12-2023-0256>
- Sunarni, S., & Sultoni, S. (2023). Unveiling the influence of servant leadership on teacher job satisfaction: A study on the mediating effects of work motivation, organizational culture, and organizational climate. *Jurnal Kependidikan*, 9(2), 605–617. <https://doi.org/10.33394/jk.v9i2.7817>
- Takamatsu, S. (2022). Coaching servant leadership: Scale development and validation. *Frontiers in Sports and Active Living*, 4, 871495. <https://doi.org/10.3389/fspor.2022.871495>
- Vassileva, I. (2024). Academic writing, servant leadership, and technology integration in adult English learning classroom—A case study. *Quarterly Review of Distance Education*, 25(4), 51–62. <https://doi.org/10.1108/QRDE-12-2024-0004>
- Washington, N. J. (2015). *Servant leadership characteristics among Senior Executive Service leaders in the U.S. federal government: A phenomenological study* (Doctoral dissertation, Capella University).
- Yue, X., Zou, L., Ye, Y., & Cai, T. (2024). The impact of undergraduates' servant leadership on their employability. *SAGE Open*, 14(2), 1–15. <https://doi.org/10.1177/21582440241260936>
- Zhang, Y., Liu, S., Aramburo Aramburo, C., & Jiang, J. (2023). Leading by serving: How can servant leadership influence teacher emotional well-being? *Educational Management Administration & Leadership*, 1–23. <https://doi.org/10.1177/17411432231182250>
- Zhou, G., Gul, R., & Tufail, M. (2022). Does servant leadership stimulate work engagement? The moderating role of trust in the leader. *Frontiers in Psychology*, 13, 925732. <https://doi.org/10.3389/fpsyg.2022.925732>
- Zhao, F., Liu, G.-Z., Zhou, J., & Yin, C. (2023). *A learning analytics framework based on human-centered artificial intelligence for identifying the optimal learning strategy to intervene in learning behavior*. *Educational Technology & Society*, 26(1), 132–146. [https://doi.org/10.30191/ETS.202301_26\(1\).0010](https://doi.org/10.30191/ETS.202301_26(1).0010)

Appendix A. PSLT Professional Development Implementation Guide

Purpose

This appendix provides a practical, technology-enabled professional development (PD) pathway for implementing the Phenomenological Servant Leadership Tool (PSLT) in educational and organizational settings.

Overview of the PSLT Professional Development Pathway

The PSLT PD pathway is a four-phase, technology-supported leadership development process designed to cultivate servant leadership behaviors through multi-source feedback, coaching, microlearning, and reflective practice. This structure aligns with contemporary findings that leadership development is most effective when feedback, coaching, and digital reinforcement are integrated (Halliwell et al., 2023; Passmore et al., 2026).

Phase 1 — Orientation and Leadership Foundations

Objectives

- Introduce servant leadership principles and PSLT dimensions.
- Establish expectations for feedback, reflection, and coaching.
- Build psychological safety for multi-source feedback.

Activities

- Virtual or in-person orientation.
- Microlearning modules on listening, awareness, growth, foresight, and ethics.
- Pre-assessment reflection prompts.

Supporting Evidence Recent research highlights the importance of relational and ethical leadership foundations in educational and organizational contexts (Ahmad et al., 2023).

Phase 2 — PSLT-360 Assessment

Objectives

- Collect multi-rater feedback using the 25-item PSLT instrument.
- Generate dimension-level insights and rater-group comparisons.

Activities

- Self-assessment.
- Supervisor, peer, and direct-report assessments.
- Feedback environment checklist.

Supporting Evidence Multi-source feedback improves leadership outcomes when delivered within a supportive feedback environment (Ellison et al., 2022).

Phase 3 — Coaching and Development Planning

Objectives

- Translate PSLT feedback into actionable development goals.
- Strengthen servant leadership behaviors through guided practice.

Activities

- One-on-one coaching session.
- Development plan creation using PSLT dimensions.
- Identification of 2–3 behavioral goals.

Supporting Evidence Coaching enhances leadership effectiveness through change-oriented behaviors and reflective practice (Halliwell et al., 2023).

Phase 4 — Reinforcement, Microlearning, and Follow-Up

Objectives

- Sustain behavioral change through ongoing reinforcement.
- Monitor progress and adjust development plans.

Activities

- Weekly microlearning nudges.
- Monthly pulse surveys.
- Peer accountability check-ins.
- Optional follow-up PSLT-360 after 6–12 months.

Supporting Evidence Digital coaching and microlearning support scalable, sustained development in modern learning environments (Passmore et al., 2026).

Recommended Best Practices

- Ensure psychological safety before administering 360° feedback.
- Pair feedback with coaching for maximum developmental impact.
- Integrate PSLT into LMS dashboards for visibility and ease of use.
- Use microlearning to reinforce servant leadership behaviors.
- Conduct multi-site validation studies to examine reliability and outcomes (Zhao et al., 2023).

Sample PSLT Development Plan Template

Leader Name:

Role/Department:

PSLT Strengths (Top 2 Dimensions):

PSLT Growth Areas (Bottom 2 Dimensions):

Development Goals (2–3): 1. 2. 3.

Actions and Practices:

- Coaching sessions.
- Microlearning modules.
- Stretch assignments.
- Reflection journal entries.

Success Indicators:

- Improved rater-group alignment.
- Increased behavioral frequency.
- Positive climate or engagement indicators.

Review Cycle:

- Monthly coaching.
- Quarterly progress review.
- Optional 6–12 month reassessment.

Appendix B. PSLT White Paper

Phenomenological Servant Leadership Tool (PSLT): A Technology-Enabled Framework for Modern Leadership Development

Executive Summary

The Phenomenological Servant Leadership Tool (PSLT) is a technology-enabled, behaviorally anchored leadership development framework designed to translate servant leadership principles into measurable competencies. PSLT provides institutions with a scalable method for assessing, developing, and reinforcing servant leadership behaviors through multi-source feedback, coaching, and digital learning systems.

Contemporary research underscores the importance of relational, ethical, and developmental leadership in improving job satisfaction, emotional well-being, and organizational climate (Zhang et al., 2023). At the same time, digital coaching and technology-supported learning have become essential components of effective leadership development (Passmore et al., 2026). PSLT integrates these insights into a unified, practical model for modern leadership development.

Background and Rationale

Servant leadership emphasizes listening, awareness, growth, foresight, and ethics—competencies that are increasingly relevant in rapidly changing educational and organizational environments (Chavarria, 2022). Yet institutions often lack structured, technology-supported systems to operate these behaviors.

PSLT addresses this gap by:

- Translating servant leadership dimensions into observable, measurable behaviors.
- Providing a validated 360° assessment instrument.
- Embedding coaching and microlearning into a continuous development cycle.
- Leveraging digital platforms for scalability and reinforcement.

Recent studies highlight the value of servant leadership in enhancing teacher emotional well-being (Zhang et al., 2023) and improving satisfaction and climate in educational settings (Sunarni & Sultoni, 2023). Digital coaching research further supports the need for structured, technology-enabled development pathways (Passmore et al., 2026).

PSLT Framework Overview

PSLT is built on five servant leadership dimensions:

1. **Listening Intelligence** – Deep listening and meaning-making.
2. **Awareness Integration** – Self-awareness and contextual awareness.
3. **Growth Commitment** – Investment in others’ development.
4. **Foresight Application** – Ethical anticipation and risk management.
5. **Ethical Anchoring** – Integrity-driven decision-making.

Each dimension includes behaviorally specific indicators suitable for 360° assessment and coaching.

Technology-Enabled Development Cycle

PSLT’s development cycle integrates assessment, coaching, and digital reinforcement:

1. Assessment (PSLT-360)

25-item multi-rater instrument captures feedback from supervisors, peers, direct reports, and self-ratings. Digital dashboards visualize strengths, gaps, and blind spots.

2. Reflection

Leaders engage in guided reflection prompts to interpret feedback and identify development priorities.

3. Coaching

One-on-one coaching sessions translate feedback into actionable goals. Coaching has been shown to strengthen leadership effectiveness and behavioral change (Halliwell et al., 2023).

4. Reinforcement

Microlearning modules, digital nudges, and pulse surveys reinforce development over time. Digital coaching systems support scalability and sustained engagement (Passmore et al., 2026).

Implementation Recommendations

Organizations and educational institutions can adopt PSLT using the following best practices:

- **Embed PSLT in LMS platforms** for seamless delivery and tracking.
- **Pair 360° feedback with coaching** to maximize developmental impact.

- Use **microlearning** to reinforce servant leadership behaviors.
 - **Monitor feedback environment readiness** to ensure psychological safety.
 - **Conduct validation studies** to examine reliability and outcomes across contexts.
-

Conclusion

PSLT offers a comprehensive, empirically grounded, and technology-compatible framework for developing servant leadership behaviors in modern organizations and educational settings. By integrating multi-source feedback, coaching, and digital reinforcement, PSLT supports ethical, relational, and future-ready leadership aligned with contemporary workforce and educational needs.
