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## Developing Moral Education to Combat Human Trafficking

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Developing Moral Education to Combat Human Trafficking

by

Shima Rostami

A Dissertation submitted to the Education Faculty of Lindenwood University

In partial fulfillment of the requirements for the

Degree of

Doctor of Education

School of Education

Developing Moral Education to Combat Human Trafficking

by

Shima Rostami

This dissertation has been approved in partial fulfillment of the requirements for the

degree of

Doctor of Education

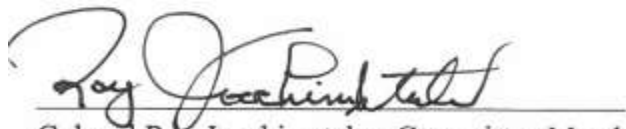
at Lindenwood University by the School of Education

  
Dr. Stephen Sherblom, Dissertation Chair

11/20/19  
Date

  
Dr. Dana Klar, Committee Member

11/20/19  
Date

  
Colonel Roy Joachimstaler, Committee Member

11-20-19  
Date

## Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work here at Lindenwood University and that I have not submitted it for any other college or university course or degree here or elsewhere.

Full Legal Name: Shima Rostami

Signature: Sh. Rostami Date: NOV 20, 2019

## **Acknowledgements**

I dedicate this work to all teachers who teach by heart; to my parents who taught me how to love and respect with confidence and how to think big, out of the box, to care for human dignity with no boundaries; and to Mother Caroline Friess, a servant leader, risk taker, woman of prayer, friend of the poor, innovative educator, undaunted missionary who led the Schools Sisters of Notre Dame in North America for 42 years from 1850 until her death in 1892. An immigrant woman, a frontier woman, bold and courageous in the face of insurmountable difficulties, she adopted the Congregation to the new world. She stepped out in faith and risked everything to bring love to those most in need. Her faith got her up in the morning and put her in bed at night. She knelt in the total quiet and received the strength, consolation, and joy necessary to engage in the grand enterprise to serve the community by her actions. I hear her say,

look not forward with anxious care but upwards in a spirit of faith and hope. Use mercy and compassion; take new courage and make it your own. Contradictions are to be expected, but do not let these disturb your rest and your soul's peace.

Try to dedicate your heart to love and patience; Love and confidence triumphed over reason, and, I love you as long as my heart beats.

## Abstract

Leaders are challenged daily to improve their organization's products and outcomes. “When the character of leaders is low, so are their standards” (Maxwell, 2010, p. 41), and accordingly the products and programs. No field or profession was exempt from this challenge at the leadership level. On this note, human trafficking as a humanitarian crisis was of particular interest for activists, but one that may still suffer from this same weakness at the leadership level. Consequently, having a concern for how to improve the character and standards of the leaders in the anti-human trafficking movement, the Investigator of this study questioned what type of leadership should be offered to the movement. To begin to answer that question, inspired by Greenleaf (1977, 1991, 1998, 2002, 2007), the Investigator played the role of a servant leader in her efforts of initiating, coordinating, and documenting the process of raising awareness, providing education, and engaging students in the topic of human trafficking on a college campus. The Investigator kept a reflective journal on this journey documenting her phenomenological experience of attempting to embody values aligned with Servant Leadership and engage students. At the end of the project, the Investigator’s attempts to embody this alternative leadership approach to “make sure that other people’s highest priority needs are being served” (Greenleaf, 1991, p. 6) was rated by the study participants. The Investigator offered a model based on this first-hand experience of Servant Leadership that highlighted the process that she and her participants went through based in her phenomenological experience. The 5P process, which in this case pertained to the issue of human-trafficking, included Personalization, Passion, Participation, Partnership, and Production. The Investigator came to recognize these five

additive phases while she moved through them in her own personal experience while completing this study. Study participants for whom human trafficking became personal, also became passionate, which led to deepening their participation and engaging in participation for the production of something useful for this cause. Lastly, this study highlighted the important role a single servant leader could play in mobilizing a community in fighting for a moral issue of common concern.

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## **Chapter One: Introduction**

### **Background of the Study**

The crisis of leadership of recent times echoed a lack of moral and ethical standards in leaders, reflected in “the mediocrity or irresponsibility of so many of the men and women in power” (Burns, 1978, p. 1). Leadership played a critical role in implementing any program and, in fact, “everything rises and falls on leadership” (Maxwell, 2010, p. viii). Theorists developed different methodologies to address ethical and moral standards in leadership. However, concerns remained relevant since “there is a tendency today to absolve individuals of moral responsibility and treat them as victims of social circumstances. You buy that and you pay with your soul. What limits people is lack of character.” (Robbins, 2003, p. 110). Some believed, at the time of this writing that,

Character is dead Attempts to revive it will yield little. The death of character comes at the time when the call to ‘renew values’ and to restore ‘character’ is loud, persistent, and universal... there is much more to this than political posturing. (Hunter, 2008, p. xiii)

Then, in a leadership perspective it was observed that “when the character of leaders is low, so are their standards” (Maxwell, 2010, p. 41). Leaders were challenged on a daily basis to improve their organization's products and outcomes, which in some cases led them to enforce authoritarian hierarchy structures. This highly competitive corporate culture might foster an environment which led to the dangers of egotism and corruption of power since it was said that “we are in a culture of individualism and competitiveness which foster egotistic pride” (Wong & Page, 2003, p. 8). Furthermore,

no field or profession was exempted from this challenge at the leadership level. On this note, human trafficking as a humanitarian crisis was of particular interest for activists, but one that may still suffer from this same weakness at the leadership level. Consequently, we should all be concerned with how to improve the character and standards of the leaders in the anti-human trafficking movement. We are left with the question - what type of leadership should be offered to the movement? In an effort to begin to answer questions about leadership and human trafficking, the Investigator started by conducting a quick review of (a) the history of slavery and anti-slavery movements from ancient ages to popular cultures, religious traditions, and the leaders who were fighting with the form of slavery of their own time; and (b) the contemporary popular leadership models that theorists offered as a solution to the moral crisis of leadership.

Reviewing the contemporary popular leadership models led the researcher to the Servant Leadership practice. Some authors suggested and argued if this approach may be a solution in an environment lacking in ethics and thus challenging the leadership world at the time, including school system (Bier, 2017). The servant leader was expected to be more people-centered, to strive to be stewards of the common good, expanding the concept of self-interest, to support the individuals in the organization, build community, and share leadership (Greenleaf, 1977; Northouse, 2004; Spears, 1995). Additionally, Servant Leadership addressed the concerns discussed earlier by; (a) setting the tone based on the importance of team-work, group spirit, shared vision, and personal responsibility; (b) approaching conflicts by agreeing upon due processes and spiritual principles; and (c) enabling horizontal structure in organizations, shared power, which can work when the leader already earned the trust and respect of those in the organization (Franklin, 2010).

Furthermore, being a servant leader did not require one to believe in a special religion or tradition and “Servant Leadership has also found support from non-religious beliefs” (Sendjaya, 2015, p. 33). However, the scholarship reviewed here also traced a connection between religious prophets, the oldest known anti-slavery leaders, and the modern embodiment of Servant Leadership. In fact, “A cursory review of extant literature reveals that Servant leadership is typically linked to some religious teaching” (Sendjaya, 2015, p. 33). Religious leaders, including prophets, were recognized as examples of servant leaders. Their strategy, attitude, and aptitude were consistent with Servant Leadership.

Two significant elements connected the Investigator to this investigation of Servant Leadership as an option for contemporary anti-human trafficking movements: (a) the Investigator recognized that being spiritually oriented and possessing the followers to come along with the mission to fulfill their responsibilities willingly was the common place of prophets with Servant Leadership; (b) that this constancy of fighting slavery in their time by the followers of religious prophets might be a significant point to consider as a feature for the movement; and (c) servant leaders inspired their followers to voluntarily fulfill the mission.

### **Human Trafficking: The scope of the problem in the Greater St. Louis Area**

At the time of this writing, the Federal Bureau of Investigation (FBI) “estimates that 100,000 children are sold for sex each year in the United States, and as many as 300,000 children are at risk of becoming victims of Child Sexual Exploitation (CSE) in the United States” (Walker, 2013, p. 9). The St. Louis Metropolitan area was recognized by both local and national experts as one of the most popular areas for human traffickers



(“Missouri Still a Hotspot for Human Trafficking,” 2016), largely due to its geographic location, known as a host city for many large sporting and cultural events and conventions (Heil & Nichols, 2015). Data on human trafficking “largely draws from cases reported to or uncovered by law enforcement, prosecuted cases, and reports from social service agencies” (Nichols, 2016, p. 11).

Invited by Covenant House International, Loyola University New Orleans’s Modern Slavery Research Project (MSRP) conducted a study on 10 cities, one of them St. Louis, MO, between February 2014 and June 2016. The study focused on homeless and runaway youth who had access to services through Covenant House’s network of drop-in centers, shelters, and transitional living and apartment programs. Researchers found, teens who had been in the foster care system were particularly at risk. Homeless youth were at high risk for sex trafficking, with 15% reporting they had been victims. An additional three percent reported being forced into dealing drugs as youths, a form of labor trafficking. Numbers were even higher when it came to LGBTQ youth. Forty percent of homeless LGBTQ youth in St. Louis surveyed in the study told interviewers they had been victims of sex trafficking (Fenske, 2017).

Furthermore, besides runaway and homeless youth, St. Louis had a sizeable immigrant and refugee community, which made the region more at risk of exploitation (Heil & Nichols, 2015, p. 13), due to the vulnerability of the immigrant population.

In 2014, the Joseph H. and Florence A. Roblee Foundation in St. Louis conducted research to learn about effective models and best practices of youth prevention programs, addressing the Commercial Sexual Exploitation of Children (CSEC). The Foundation aimed to identify best prevention practice programs that could be adopted in the St. Louis

region. Despite increased local interest and activity in addressing this challenging and devastating issue, there were no identified CSEC youth prevention programs operating in the St. Louis region. Thus, it was the first step for the Foundation in supporting work in this arena at that time to identify and establish those programs ("Understanding Prevention Programming," 2014).

Two years later, in 2016, the Daughters of Charity Foundation in St. Louis (DCFSL) published a research study to understand community needs and priorities for preventing commercial sexual exploitation of children and youth. This study also aimed to review a funder's framework to address prevention. In their study, DCFSL found that, while awareness of human trafficking grew significantly in recent years, it had only more recently become an area of significant public concern in the St. Louis region ("Understanding Community Needs," 2016). Among their findings, DCFSL mentioned that training and education were critical to ensure that trafficking cases were properly identified and managed so that chances for a victim to receive necessary help and for a trafficker to be properly prosecuted were increased. Findings also emphasized that public education, particularly at the middle and high school levels, would be the arena that would make significant impact in the provision of CSEC prevention to a broad range of youth, families, and educators. However, the education sector lagged behind many others in addressing sex trafficking prevention. Additionally, the Foundation shared its concerns regarding an existing gap in local prevention efforts that they determined in the area. Their findings led DCFSL's funding programs to focus on expanding its youth empowerment programs to include human trafficking, specifically to address commercial sexual exploitation of children (CSEC). The researcher of this dissertation was among

the interviewees who participated in the DCFSL's study, and based on her observation as an anti-human trafficking activist in the region, she had the same concern as the Foundation regarding an existing gap in local prevention efforts.

This concern led DCFSL to find out if prevention was considered a critical need by local stakeholders, and if so, how it should best be addressed and achieved. Was there also a need for a more coordinated or collaborative sex trafficking education and awareness prevention strategy across the St. Louis region? These considerations led this researcher to focus on the type of the leadership anti-human trafficking activists should adopt in the area, especially in education sectors, to better serve the community, rather than merely focusing on the program and the type of curricula that addresses exploitation of adults and children.

### **Rationale of the Study**

This study initiated, coordinated, and documented the efforts the Investigator dedicated to raising awareness, providing education, and engaging students, regarding human trafficking. It focused on the 2017 through 2019 school years, with a culminating conference in September, 2018. The project also conducted training for students and educators about human trafficking and the facilitation of working groups to engage in activities that were multi-disciplinary and project-oriented. These working groups of volunteers were, ideally, to consist of members with experience in different areas, such as broadcast media, social media, psychology, public relations, public health, and criminology; including designers of curriculum and instruction, visual and auditory artists, social workers, and entrepreneurs. For example, a group of students worked on designing the logo and website for the project.

In brief, the researcher played the role of a servant leader in her effort of initiating, coordinating, supporting, and documenting the project, by developing a positive environment engaging young adults at the college level to help combat human trafficking. The purpose was (a) to teach about the crime of human trafficking; (b) to empower and motivate students to have a role in breaking the chains of modern-day slavery by crafting an original message to speak up for those who could not speak for themselves; and (c) to examine if Servant Leadership could be an effective form of leadership in combating human trafficking in this context.

The project consisted of four main parts: (a) networking with faculty and students regarding their then-current and potential involvement in anti-human trafficking efforts; (b) networking with St. Louis area off-campus organizations (government agencies or NGOs) working against human trafficking; (c) conducting education with students and faculty regarding human trafficking and motivating them to craft a message about the topic, according to their field of study; and (d) coordinating all of those interested in putting on a conference at the university specifically on human trafficking. Therefore, faculty's role was to assist in recruiting interested students within their departments and academic network. Students' roles were to (a) craft a message about human trafficking to raise awareness on the topic; and/or (b) participate in the project as volunteers for the September conference.

### **Purpose of Study**

This study focused (a) on developing a moral education environment on a college campus to combat human trafficking, (b) through the Investigator, embodying a Servant Leadership approach to community mobilizing, (c) especially focusing on ways to engage

young adults through their own creative expression; and (d) coordinating a professional development culminating event – the inaugural Midwest Human Trafficking Conference – at a Midwest University Campus. Consequently, the Investigator proposed to coordinate the Conference to raise awareness about human trafficking, while studying the process and its challenges. The study invited students and faculty from across the University to become involved in the project in various ways. This included, first, networking with departments and faculty to determine interest across the campus. The Investigator held discussions with faculty regarding the feasibility of designing and creating Public Service Announcements (PSA) for the university television and radio stations - LU-TV and LU-radio. Second, this study involved coordinating and documenting the anti-human trafficking activities completed around the campus. Third, the study included facilitating the Midwest Human Trafficking Conference for students and faculty, the public and other off-campus professionals. Lastly, the study included the Investigator journaling her experience as a student servant leader on a college campus.

This research included a qualitative component based on a pre- and post-test around the conference, a survey, and interview responses from volunteers who participated in this project and/or training sessions of the conference. The interview and focus group questions elicited changes in awareness brought about by either participating in the project for the volunteers or experiencing one of the educational modules/units. While the project activities were in large part to facilitate the self-directedness of the community and to inspire coordinated educational action, the dissertation study documented the social dynamics involved and the effectiveness of the strategies used.

### **Servant Leadership**

This documentation was based on the researcher's role as a servant leader facilitating the efforts of anyone interested. Greenleaf (2017), the founder of the Servant Leadership movement, wrote,

The idea of The Servant as Leader came to me as a result of reading a book by Herman Hesse, *Journey to the East*. It is the story of a band of men on a mythical journey. The key person in the story is Leo. He is a servant who does chores for the travelers, but he also lifts their morale with his positive spirit and his singing. He is the glue that holds the group together. The travelers all sense Leo's extraordinary presence. (Greenleaf, 2017)

Greenleaf's (2017) conceptualization of Servant Leadership, therefore, reflected the idea that it was a process and journey. Consequently, inspired by Greenleaf (2017), the Investigator documented her efforts and experiences in her journey of trying to be a servant leader to fight human trafficking. Thus, the Investigator kept a journal of her experiences on this journey. This practice helped her to develop this project conceptually as an evolving possibility, and to navigate and document the process and success of the project, as it developed.

### **Research Questions**

The Investigator investigated the following research questions:

**Research Question 1:** What can one person do, acting as a servant leader, to mobilize and inform a community on the topic of human trafficking?

**Research Question 2:** How does the researcher's phenomenological experience attempting to embody values aligned with Servant Leadership (a) inform the project's

successes and failures with participants, and (b) inform Servant Leadership theory through the researcher's own embodiment of Servant Leadership in this context?

### **Summary**

In summary, this study investigated the Investigator's practice as an anti-human trafficking activist attempting to embody the Servant Leadership model in order to inspire young adults at the college level to become involved in combating human trafficking and make some educational waves that would extend outward. Additionally, through networking with interested people on campus and off, the Investigator explored ways to build community and spark creative energy around a topic of great social concern.

## Chapter Two: Review of Literature

### Introduction

This chapter demonstrates an introduction to human trafficking and popular contemporary forms of human trafficking, and describes human trafficking as a multicultural phenomenon that concerns today. Then, the chapter describes the 3Ps paradigm of combating human trafficking of Prevention, Prosecution, and Protection and the fourth P of Partnership, recommended by the U.S. Department of the State to anti-human trafficking activists to make their efforts in combating human trafficking more impactful (“Three (3)Ps,” 2018). Among the 3Ps, it seems that prevention has a special connection with education. The expansion of an educational prevention campaign of an existing problem could improve the other 2Ps – prosecution and protection - in combating human trafficking. “The purpose of education is to inform. The assumption is that armed with factual information, individuals will most likely make the best decisions” (Albee & Gullotta, 1997, p. 16). Thus, this chapter speaks of the language of educational leadership in developing prevention programs that aim to combat human trafficking.

Consequently, among various theories in the field of education, this chapter was developed on two of the popular contemporary theories in the field of Moral Psychology and Education: Ethics of Care and Ethics of Justice. Then, among the two, considering the idea that developing any educational campaign regarding any social justice movement, including human trafficking, should support a fundamental change in the behavior of communities through seeking care for the public good in our society, this study mainly focused on practicing the Ethics of Care. Since, among various programs and methods developed in the field of moral education, Character Education (CE) seemed



to demonstrate a close match to the moral psychology advocated by the care perspective, this chapter provides a brief introduction about CE.

Furthermore, due to a lack of support from school districts, limited time, and not having a foundation to support developing a CE environment for school-aged children to fight human trafficking, the Investigator decided to focus on professional development to raise awareness about the crime for educators, law enforcement and court personnel, attorneys, and others who work directly with school-aged children. Thus, this chapter provides a short explanation about Professional Development. Then, this chapter focuses on explaining Servant Leadership, since the Investigator wanted to practice the care perspective under the supervision of a servant leader who might engage Professional Development or CE programs defined under moral psychology by care perspective.

Lastly, this chapter speaks of community mobilizing and partnership to demonstrate the role of collaboration in making any prevention and educational projects more successful. Finally, the Investigator conducted an interview with Dr. Andrea Nichole, who taught human trafficking in some Midwest higher education institutions to reflect her experience from a higher education perspective in combating human trafficking.

### **Human Trafficking: Introduction**

Human trafficking is a serious crime and a significant violation of human rights. Every year, many men, women, and children fell into the hands of traffickers. It was one of the most thriving criminal activities in the world, often cited as one of the three most profitable businesses for organized crime, along with drugs and the arms trade (“How Serious Is the Problem?,” 2017). As a billion-dollar criminal industry that trapped

millions of people across the globe in horrific situations, including in the Greater St. Louis area, human trafficking was a hidden crime (“Human Trafficking by the Numbers,” 2017). Victims may not come forward to ask for help due to language barriers, fear of the traffickers, or fear of law enforcement. Traffickers used several tactics to engage their victims in the illegitimate, unlawful, and unethical activities of forced labor and/or commercial sex without the victims’ consent. Even though anyone, including both foreign born and U.S. Citizens, can be trafficked, traffickers most often targeted the most vulnerable and isolated populations of different communities, among them children and youth. Polaris, a nonprofit non-governmental organization that worked to combat and prevent modern-day slavery and human trafficking, stated,

A total of 1,636 survivors of sex and labor trafficking reached out to the hotlines. [Also,] case and call data from the National Human Trafficking Resource Center (NHTRC) for all 50 states and D.C. is available” (“2015 Human Trafficking Hotlines Data Released. 2016)

As one of the most challenging issues of the century, some scholars in the field suggested that human trafficking was not a single issue. In fact,

The complex interplay of cultural, social, political, and economic factors giving rise to and supporting human trafficking demands a comprehensive approach to prevention and intervention ... it requires more than providing services to survivors . . . to abolish human trafficking, it must be approached as a public health problem. (Greenbaum, 2017, p. 10)

Additionally, as “a moral wrong, as a criminal act by corrupt individuals, and [...] a human rights issue” (Andersen & Taylor, 2016, p. 219), human trafficking was long

reported – frequently as open slavery – in human history. In other words, “Human beings have been obtained, controlled, and exploited for labor, and presumably for sexual services, for at least 5,000 years” (Alpert & Chin, 2017, p. 379). Although some races or tribes at some points in time considered themselves better than others, vulnerable people had been enslaved or trafficked regardless of their gender, faith, or color in every age. From the Persian Empire, Greece, and Rome in the history books to the modern-day Mediterranean, Eurasia, Australia, Africa, and America, scholars could find evidence regarding slavery or human trafficking.

To understand the most effective and efficient ways to fight this multi-faceted phenomenon, one should first develop an understanding of slavery, its history, its contemporary forms, and how they connect to criminal sources. Researchers should also acknowledge the pioneers — anti-human trafficking activists, their crusade movements, and the leadership strategies created to combat human trafficking, as well as other contexts addressing human trafficking, including ethics and popular contemporary leadership theories. Additionally, it is important to consider that the history of slavery was not the purpose of this work and it requires in-depth study; however, to amplify the expansion of slavery along with history. The following section navigates some examples of slavery in the popular cultures from the ancient time.

**The history of slavery.** Not only had many societies, along with history, related to slavery in a way, but some civilizations also used slavery to build and expand their territory. In this regard, Engels (1935) said,

Without slavery, no Greek city, no Greek art or science; without slavery, no Roman Empire. And without this basis of Hellenism and Roman empire, no

modern Europe. We should never forget that our whole development, economic, politic and intellectual had as its prior condition, a state of affairs in which slavery was quite as necessary as generally acknowledged. Thus, we have reason to say: without ancient slavery, no modern socialism. (p. 184)

Therefore, although it was not a part of history to be proud of, “slavery had been a fact of European and Mediterranean life” (O'Rourke, 2005, p. 54). For instance, “one of the Seven Wonders of the Ancient World, the Egyptian pyramids, have fascinated generation after generation. The fifth-century BCE Greek historian Herodotus first suggested that - the Egyptian pyramids- were built by Egyptian slaves” (Barham, 2015, p. 4). If true, admirers should also consider the pain this wonder caused for those enslaved people who built them. In fact, history drew a clear picture of many innocent people suffering slavery, regardless of their age, faith, gender, race, or nationality, in order to develop ancient civilizations. For instance, the story of the Jews, the Children of Israel, was one of those keystones in the history of slavery.

They [Children of Israel] were forced to do the hard labor of building huge monuments and structures for the Firawn [Pharoh], such as the pyramids. Firawn [Pharoh] used his soldiers and police to torture them to get his work done.”

(Khan, 2015, p. 5)

As a more contemporary example of exploitation, “The city of Dubai has experienced exponential growth, made possible by vigorous foreign investment and its robust tourism industry. However, beneath the glossy visage of the city lies a foundation of pervasive human rights violations, primarily slavery” (Cooper, 2013, p. 67).

Looking even further back in history, before the establishment of the Valley of the Nile, some scholars claimed that slavery was nothing but a step forward in the development of civilizations (Meltzer, 1971, p. 1). Historians and sociologists developed various theories about mankind's lifestyle in the ancient ages. Among them, some suggested that in the early days, hunting was one of the most prominent ways people used to feed their families and allowed their tribes to get a chance to survive, and "the hunting was exclusively dominated by the males of the tribe" (Miles, 2007, p. 20). Thus, the highest competition among hunters was the fight and war over supplies and resources during hunting seasons. As a result, the disposal of prisoners of war, the custom of killing prisoners, and cannibalism turned out to be a serious issue. On this note, Lewis (1908), in *The Old Kingdom of Kongo*, mentioned:

But perhaps of all the African institutions the least understood is that of slavery. The horrors and abominations of the slave trade have so outraged our consciences that we find considerable difficulty and very little patience in inquiring into the system itself. In the early days in Africa warfare, the disposal of prisoners of war soon became a serious question. The vanquished were captured and made to serve the victors. When these became numerous among their captors, they became a menace and a peril, for at any time they might rise in insurrection or join a threatening enemy. The only remedy was to put them to death. This custom of killing prisoners of war led to the institution of cannibalism. . . . Slavery, therefore, is a decided step in advance of cannibalism and general slaughter; and no doubt the captives themselves appreciated the improvement. (p. 608)

Slavery became a viable possibility when humans made the transition from seasonally migratory bands to settled villages of farmers. What happened with humans in the transition to agriculture was “an evolutionary transition where society takes on the characteristics of a superorganism within which individuals become cogs harnessed to further a higher-level goal which may or may not be in the interest of individual well-being” (Gowdy & Krall, 2014, p. 184). Basic questions about this transition and its significance in human history, such as “Why do hunters become farmers?; Why is agriculture so dynamic in changing human adaptation and behavior?” (Bar-Yosef & Price, 2011, p. S164) remained unanswered. However, what was known was,

Slavery was unknown in primitive hunter-gather societies, where there was no appropriable surplus. It emerged with the adoption of agriculture and the rise of chiefdoms, expanded dramatically under the ancient empires, and remained a feature of most human societies until the nineteenth century. (Rogowski, 2013, p. 189)

Thus, this new social class of people — slaves — was made up of nothing but tools or servants to the more powerful citizens or the plutocracy. Later, “Kidnapping and piracy became good business (for some) to meet a scarcity or satisfy a growing demand.” (Meltzer, 1971, p. 3); even though “in theory, the slave is an object or tool; in reality, a human being” (p. 6), who was created free with a free will to observe, think, and make decisions based on his/her feelings, emotions, or/and intellectual analysis.

**The modern era of slavery.** Article 3, paragraph (a) of the Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children (OHCHR,

2000), supplementing the United Nations Convention against Transnational Organized Crime defined human trafficking as,

The recruitment, transportation, transfer, harboring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits. (2000)

This definition defined “trafficking in persons as consisting of three elements: (i) an “action,” being recruitment, transportation, transfer, harboring, or receipt of persons; (ii) a “means” by which that action was achieved; and (iii) a “purpose” (of the action): namely, exploitation” (“The Role of Consent in the Trafficking in Persons Protocol,” 2014, p. 21). The development of technology, which in many ways improved people’s lives, also played a significant role in enabling trafficking of vulnerable people as well. Advances in technology recent to this writing, especially cyber technology, changed human behavior significantly in comparison to previous ages. By eliminating the physical borders of time and location, cyber technology assisted traffickers in facilitating their dirty business via the virtual space of the Internet, online platforms, or offline, such as texting. Unfortunately, at the time of this writing, to buy slaves people, did not need to travel or move more than inches away from their laptops or cellphones. Slaves could be easily bought over the Internet. “Craigslist was dubbed ‘the Walmart of child sex trafficking’ and vilified for years for allegedly fostering sexual abuse. Backpage picked up where Craigslist left off, making an estimated \$22.7 million annually from thousands of ads for young women” (Aiken, 2016, p. 201). Traffickers used cyber technology not only to facilitate their activities, but also to augment their business. Undeniably, “e-

trafficking- trafficking in persons in the context of the internet and other communication platforms . . . has been a concern for the anti-human trafficking movement” (Milivojevic, 2012, p. 73). Consequently, developments in technology, eliminating the constraints of time and location for traffickers, added a new aspect to human trafficking.

**Popular contemporary forms of human trafficking.** The most popular contemporary forms of human trafficking were sex and labor trafficking of adults and children; however, it was important to note that there were different forms of human trafficking. Many things influenced the ways human-trafficking took shape in any given society in a specific part of the world. For instance, existing interstate highways in some areas made them a potential spot for traffickers to extend their nets in local motels for travelers to transport some of the victims. Other examples include the “missing children in India [who have] being trafficked every year for prostitution, marriage or illegal adoption, child labor, begging, recruitment to armed groups, and entertainment” (Chopra, 2015, p. 187).

One should note that what made human trafficking occur was the intention of traffickers to exploit others by using force, fraud, or coercion. The U.S. Department of State pointed out this fact when it said, “At the heart of this phenomenon is the traffickers’ aim to exploit and enslave their victims and the myriad coercive and deceptive practices they use to do so” (“What is trafficking in persons?,” 2017, p. 1). In addition to the three elements of action, means, and purpose mentioned under the legal definition of human trafficking, vulnerability and consent were two other elements that should be discussed. It was important to consider the vulnerability of victims that made



them isolated from the society around them, which made them a good target for traffickers to gain their trust and, at least at first, their consent.

**Vulnerability and consent of victims.** How people potentially get exploited depends on various elements that might make them vulnerable, that causes the absence of their consent to the trafficking situation. Victims were members of society and were the same society's most isolated and sidelined members, who could be reached out to, if society was aware of their vulnerability. This isolation of some society members often happened because of risk factors, such as poverty, racism, narcotics, alcoholism, bullying, and mental health issues. In many cases, a combination of these factors could place some individuals in even more vulnerable situations (Colarossi & Gonzalez, 2014). In fact, "Risk factors are characteristics at the biological, psychological, family, community, or cultural level that precede and are associated with a higher likelihood of negative outcomes" ("Risk and protective factors," 2018, p.1).

At the K-12 school level, children had been a target for traffickers. Some of the "possible risk factors associated with child trafficking (might) include lack of personal safety, emotional distress, homelessness, family dysfunction, childhood sexual abuse, etc." ("Human trafficking in American schools," 2015, p. 4). However, these at-risk children might not even know that they were victims or who they could ask for help, since traffickers made their victims attached to them or be afraid of the grown-up world around them. "Children have, in law, often been recognized as being unable to consent to certain types of activities in recognition of the fact that they are more vulnerable and there exists a potential power imbalance" ("The Role of Consent in the Trafficking in

Persons Protocol,” 2014, p. 21). Likewise, not all are capable of deciding and expressing their consent. In this respect, Juss (2016) argued regarding ‘exploitation,’

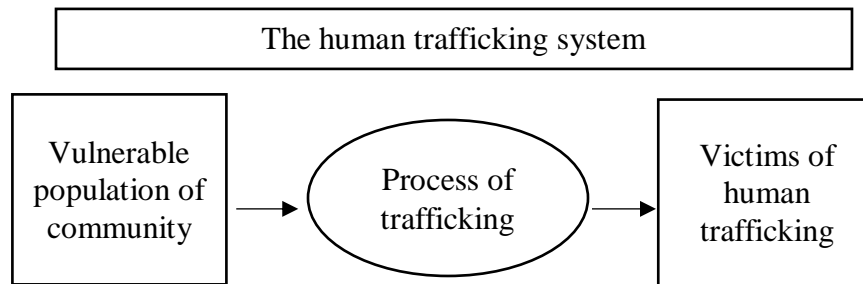
That the consent of the victim is irrelevant. This is because it is illogical to consent to sexual exploitation, forced labor, slavery or practices similar to slavery, where the threat or use of force or coercion, abduction, fraud or deception has been used. (p. 293)

On the other hand, since a person is a human being, in order to be sold, his or her consent needed to be taken; that is, victims were trafficked against their will. In fact, “The baseline established by the Trafficking in Persons Protocol is that the consent of an adult victim to the intended exploitation is irrelevant if any of the listed ‘means’ are used” (“The Role of Consent in the Trafficking in Persons Protocol,” 2014, p. 25). Consequently, arguments made by traffickers that the victim consented, and that they were therefore blameless, were shown to be self-serving falsehoods.

### **Human Trafficking Concerns at the Today**

Human trafficking was a multi-country, society-wide phenomenon that should be discussed in various fields; for example, “until 2015, there had been little consideration of the phenomenon as a public health issue” (Greenbaum, 2017, p. 1). Raising awareness and using education as a prevention strategy should be done through the collaboration of human welfare professions, including law, medicine, public health, criminal justice, psychology, social work, politics, and education. “The task of preventing slavery [and Modern-Day Slavery] is not as straightforward as simply declaring it to be illegal. Slavery has different root causes, and many factors that sustain both vulnerability to enslavement and the impunity of offenders” (Brown, 2016, p. 83). Therefore, one of the

models for prevention could focus on the issue by addressing factors increasing risks of human trafficking. On this note, it would be important for any anti-human trafficking program to consider the basis or root causes, since some community members were in a more vulnerable position than others.



*Figure 1: The human trafficking system. Adapted from *Human Trafficking Is a Public Health Issue: A Paradigm Expansion in the United States* by Chisolm-Straker & Stoklosa, 2017.*

In other words, “Combating human trafficking cannot be done in a vacuum,” (Greenbaum, 2017, p. 10), since it is a multicultural issue. The system of human trafficking could be described as a machine, which has an input, process, and output. In order to control and decrease the output - victims of human trafficking, the input – vulnerable population of the community - needs to be controlled and decreased.

Advocates cannot fight human trafficking through use of advocacy alone or only through direct services to victims of human trafficking. A better approach to human trafficking is to make it clear that something major should happen to not only reach out to victims, but also to prevent more victimizations of vulnerable community members. This does not mean that it is wrong or unhelpful to use direct service programs for survivors of human trafficking. However, these types of programs were considered to be advocacy that affected the output only, which was only a part of the system.

### **Popular Contemporary Strategies in Combating Human Trafficking**

The U.S. Department of State introduced a guideline for activists all around the nation for combating human trafficking. This in-action diplomacy was a strategy called “The 3Ps Paradigm - prosecution, protection, and prevention - to combat human trafficking” (“Three (3) Ps: Prosecution, Protection, and Prevention,” 2018, p. 1). The department provided diplomatic and programmatic tools introduced in the 3Ps strategy as the fundamental framework used globally to fight human trafficking. The United States followed the 3Ps approach in its agenda since it was contained in the *Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children* (OHCHR, 2000, Palermo Protocol), the *United Nations Transnational Organized Crime Convention* (UNTOC) and the United States’ Trafficking Victims Protection Act, as amended (TVPA) (Victims of Trafficking and Violence Protection Act, 2000). The 3Ps are listed below.

**Prosecution (or punishment).** This element reflected the important role of law enforcement agencies and prosecuting offices nationwide to work closely together in human trafficking cases to identify traffickers and prosecute them, based on the available laws and regulations. Moreover, the significant role of the Prosecuting Attorney’s Office in all this should not be overlooked or underestimated. The prosecutor was not merely a case-processor, but also a problem-solver.

A different approach (rather than the traditional role of a prosecution attorney - before 1930s - to present evidence gathered by others to a court and jury) [had] been required to deal with complex criminal activity such as organized crime, (Goldstock, 1992, p. 3).

This accounted for transnational crimes, including human trafficking. Prosecutors also had a responsibility to consider the criminal justice system in a comprehensive way to improve the then-current laws and regulations in order to be more prepared in fighting human trafficking. In other words, in addition to prosecuting criminals, law enforcement, as the front-line defense along with prosecutors, could seek to reform and improve the criminal justice system when laws, policies, and protocols were inadequate.

**Protection.** This element mainly means protecting survivors or potential victims of human trafficking through different advocacy programs. These programs vary from developing new laws to improving victim protections, as well as providing community support, such as housing, health programs, and trauma counseling, etc. for victims. Identifying a victim might be considered the first step in the process of protection followed by other services. The protection of victims included national and foreign-born individuals; thus, various legal services, such as providing visas to some foreign-born victims, would be considered under the area of protection. For instance, providing U and T Visas or granting asylum or refugee status could be a step in protecting foreign-born survivors of human trafficking.

**Prevention.** The last element of the 3Ps strategy in combating human trafficking introduced by the U.S. Department of State might be the most important, since protection and prosecution happened after the fact. However, prevention was an effort to avoid, decrease, or control the growth of human trafficking, before the victimization of vulnerable community members, including adults and children, happened. The prevention strategy was a call for various governmental agencies and nonprofit organizations to get together and, in a collaborating network, address the issue. In

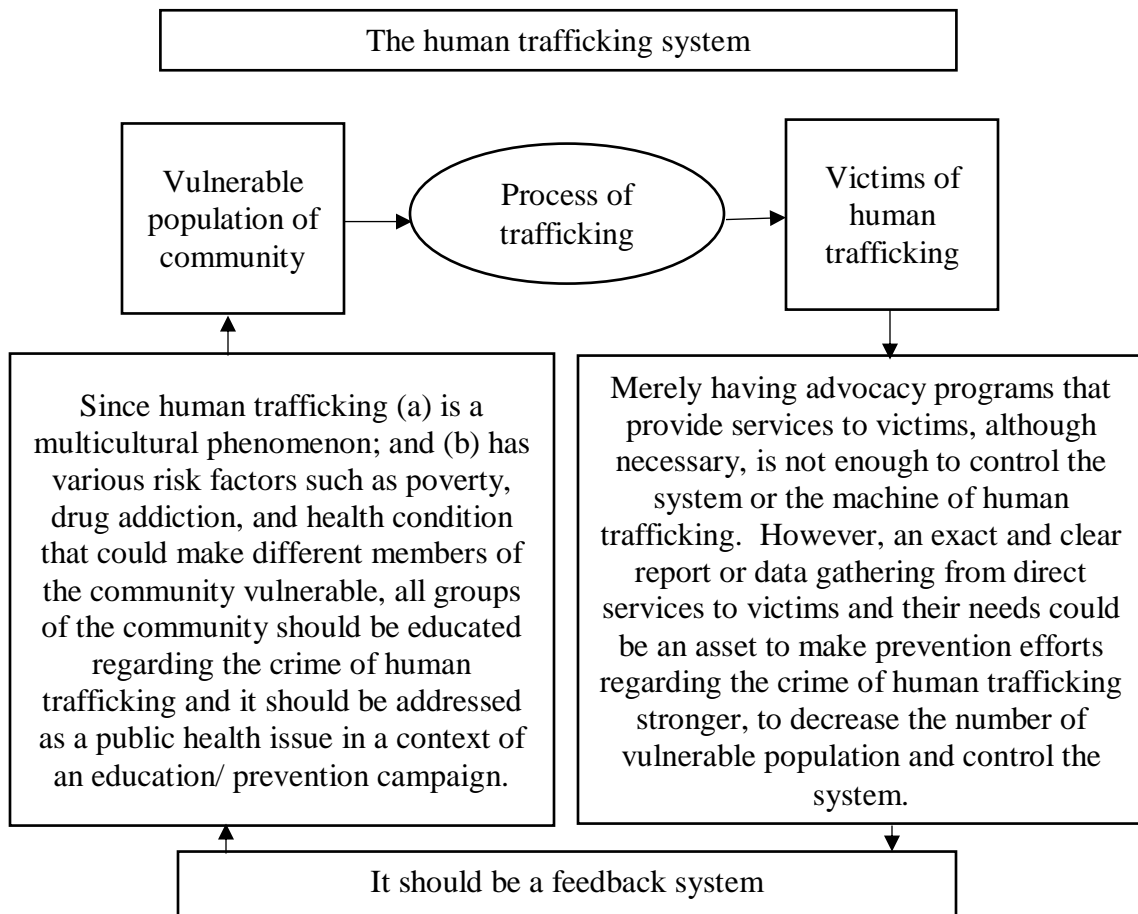
awareness campaigns, prevention was introduced through training and education.

Raising awareness and holding educational campaigns should lead to reform of the criminal justice system and to long-term consequences, such as establishing new laws and regulations or reforming the then-current policies.

### **The Language of Educational Leadership to Combat Human Trafficking**

People long recognized the need for prevention: “Diseases are of two types: those we develop inadvertently and those we bring upon ourselves by failure to practice preventive measures” (Koop, 1995, p. 760). In this vein, authors of *Human Trafficking Is a Public Health Issue* (2017) suggested that a better approach to control human trafficking was to prevent more input into the system, in addition to providing direct services to victims and survivors who were already affected by trafficking.

In fact, controlling the system of human trafficking required keeping an eye on both input and output at the same time. Fighting human trafficking required a fundamental change in society’s behaviors. Hence, it was important to notice that “some behaviors are considered functional, whereas others are considered dysfunctional” (Gullotta, 1997, p. 23). In other words, human trafficking should be considered as a dysfunctional problem for which society failed to practice adequate prevention measures. “Early intervention services have important humanitarian benefits as well. When preventive efforts enhance the quality of life for children and families, unnecessary challenge and despair are avoided and greater human potential is achieved” (Caruso Whitney, 1997, p. 69).



*Figure 2.* A better approach to combat human trafficking is when the anti-human trafficking movements address how traffickers use psychological and physical abuse, fear, threats, and addiction to keep those trafficked vulnerable. Adapted from *Human Trafficking Is a Public Health Issue: A Paradigm Expansion in the United States* by Chisolm-Straker & Stoklosa, 2017.

Here lies an opportunity for education sectors to step in, and through various awareness programs at different levels, try to prevent the crime of human trafficking within different communities in order to improve the well-being of families and individuals, including children. This is important because,

In every child who is born, under no matter what circumstances and of no matter what parents, the potential of the human race is born again, and in him, too, once

more, and each of us, our terrific responsibility toward human life. (Agee & Evans, 2001, p. 255)

Education, either as in-depth trainings or mere awareness, could be the key to combat the crime of human trafficking. Therefore, having an aware society that cared about what was going on in its neighborhoods, school districts, worship congregations, and backyards could help to recognize those vulnerable members. Such an awareness also helps in the establishment of a healthy society in which the well-being of its members is guaranteed.

Additionally, the same effort given regarding other social justice issues or sexually transmitted diseases needed to be given to human trafficking. For instance, an awareness campaign regarding human trafficking should be as strong as used to address HIV or drug issues among community members. In fact, the education system would be the place to start such a movement, because,

There is a great concern not only to make schools more just-that is, to provide quality of educational opportunity and to allow freedom of belief- but also to educate so that free and just people emerge from schools. (Kohlberg L., 1981, p. 74)

“Education is not ‘value free.’ This model also indicates that schools should teach principles, in particular those of justice, equity, and respect for liberty” (Shapiro & Stefkovich, 2005, p.12). In other words, any educational campaign regarding combating human trafficking should support a fundamental change in our school system through seeking care for the public good at the individual and institutional level in our society.



### **Ethics of Justice and Ethics of Care**

When considering ethical decisions in any field, especially in regard to social justice, professionals and scholars of the field may use different perspectives (Botes, 2001). “Perhaps the most globally engaging of recent debates in the fields of moral philosophy, moral psychology and moral education was the so-called justice-care debate between Lawrence Kohlberg and care-theorists” (Sherblom, 2008, p. 81).

Kohlberg argued that people developed morally primarily through cultivation of their cognition through ‘justice reasoning’ (Kohlberg, 1958). He developed his cognitive theory on moral psychology and moral education, which consisted of six stages, based on a technique of telling stories of dilemmas to people in the 1960s to late 1970s and recording their reasoning about the dilemma (Kohlberg, 1969). At the highest stage, Kohlberg claimed that individuals followed laws because they were just and “they (people) answer (moral dilemmas) in moral words such as duty or morally right and use them in a way implying universality, ideals, and impersonality” (Kohlberg, 1981, p. 22). In other words, “The ethics of justice is concerned with decisions made on the basis of universal principles and rules, and in an impartial and verifiable manner with a view to ensuring the fair and equitable treatment of all people” (Botes, 2001, p. 1).

Kohlberg’s justice theory was not without critics, especially from scholars with the care-reasoning perspective. The ethics of care, conversely, were concerned with “the creation or strengthening of relationships among people” (Simola, 2003, p. 324) who needed to understand and respond to the needs and feelings of others (Simola, 2005). In 1982, the most popularly known book about the ethics of care theory, *In a Different Voice*, was published by psychologist Gilligan, as a part of a gendered critique of the

dominant theories of moral development, especially the cognitive developmental approach of Swiss psychologist Piaget, and his American follower Kohlberg. Gilligan emphasized that

Care reasoners assume a level of interdependence and connection with other people far more relationally embedded than the individual autonomy emphasized by the ethic of justice, and typical of the justice reasoner. Care reasoners view action as responsive and assume caring as moral mandate. (as cited in Sherblom, 2008, p. 88)

Gilligan and Attanucci (1988) challenged Kohlberg's analysis of stages of moral development and they argued that 'care' was just as important a moral principle as 'justice.' They “contest the idea that a person who responds to moral dilemmas with a caring perspective is at a lower stage of moral development than a person responding to the dilemma in terms of justice” (Gilligan & Attanucci, 1988, p. 240). Some criticized Gilligan for introducing the ethics of care as a specifically *feminine* philosophy; however, Gilligan argued that the *different voices* she described were “characterized not by gender but theme” (Gilligan, 1982, p. 2). As a matter of fact, she clearly showed “these differences arise in a social context where factors of social status and power combine with reproductive biology to shape the experience of males and females and the relationships between sexes” (p. 2).

To simply define ethics of justice and ethics of care values, it is important to consider that “an ethics of justice focuses on questions of fairness, equality, individual rights, abstract principles, and the consistent application of them. An ethics of care focuses on attentiveness, trust, responsiveness to need, narrative nuance, and cultivating

caring relations” (Held, 2006, p. 15). Furthermore, between the two, some believed that care had a deeper value. Held (2006) stated,

There can be care without justice: there has historically been little justice in the family, but care and life have gone without it. There can be no justice without care, however, for without care no child would survive and there would be no persons to respect. (p. 17)

As a matter of fact, “Justice must be complemented by care” (Camps, Introduction, 2013, p. 8). Gilligan also clarified later, “The ethic of care in its concern with voice and relationships is the ethic of love and of democratic citizenship. It is also the ethic of resistance to moral injury” (Gilligan, 2013, p. 14). In this regard, “a wide range of approaches to ‘healthy’ or ‘positive’ youth development have either adopted foundational aspects of the care perspective on moral values and relational psychology or have conceptually evolved to a very similar place” (Sherblom, 2008, p. 91).

### **Character Education**

Various programs and methods had been developed in the field of moral education and among them “Character Educators demonstrate a close match to the moral psychology advocated by the care perspective, both in emphasis on the moral aspects of relationships and community and in a more holistic conception of deliberation and moral engagement” (Sherblom, 2008, p. 93). Character Education (CE) was one of the popular methods of engaging youth to support and develop a positive youth environment to benefit communities. Some believed that “in order for societies to flourish, their citizens must demonstrate good character and a moral commitment to improving both their own well-being as well as that of their communities, and more broadly, civil society” (Brown

Urban, et al., 2018, p. 104). Some scholars in the field of moral education believed that “both performance character and moral character (respect, fairness, kindness, honesty, etc.) are needed for and developed from every area of academic work” (Davidson, Khmelcov, & Lickona, 2014, p. 297).

“Character education is both popular and controversial” (Lapsley & Narvaez, 2007, p. 248). Lockwood offered a provisional definition of Character Education as “any school-instituted program, designed in cooperation with other community institutions, to shape directly and systematically the behavior of young people by influencing explicitly the non-relativistic values believed directly to bring about that behavior” (Lockwood, 1997, p. 179). Additionally, Ryan and Bohlin (1999) defined Character Education as being “about developing virtues- good habits and dispositions which lead students to responsible and mature adulthood” (p. 190). The importance of the role of Character Education in developing a positive youth environment cannot be underestimated. Without good character, individuals will not know right from wrong and may not feel the desire to do the right thing (Park & Peterson, 2006). Brown (2009) asserted that,

For the good of our civilization, (CE programs) are very worth pursuing, because if the moral and social development of our children are not as worthy of attention as our drive for academic success in the service of economic productivity, we will foster the kind of cultural improvement and ethical misconduct that undermine our ability to thrive as a nation. (p. 131)

“For many educators, CE [Character Education] has much more to do with formation and transformation of a person and includes education in schools, families, and through the individual’s participation in society’s social network” (Arthur, 2014, p. 53).

Regardless of the challenges they may experience, youth were capable to be productive members of society if they got empowered and received appropriate support from their community, including their family, peers, and school system (Bandura, 2006). In fact, as Althof and Berkowitz (2006) stated,

Any democratic society must concern itself with the socialization of its citizens...

Through explorations of each of these domains and their similarities and differences, it is concluded that the role of schools in fostering the development of moral citizens in democratic societies necessitates focus on moral development, broader moral and related character development, teaching of civics and development of citizenship skills and dispositions. (p. 495)

Still, it was common that children and students received the burden or criticism for not only their behavior but also for their character. Some argued that the role of public or state schools in shaping the character of students was more limited than the private sectors and others had an opposing position.

Under consideration of such an approach of developing Character Education programs by school systems, the society took a positive step toward making just and caring citizens for the future - especially when fighting issues concerning the well-being of our societies, including human trafficking.

### **Professional Development**

Professional development referred to programs and efforts aimed to provide opportunities for working individuals to enhance the knowledge and skills that were important to their positions and professional career. In addition, the organization's achievement also depended on providing ongoing training and educational support for

professionals working in various fields. Generally, professional development programs “can range from a single workshop to a semester-long academic course, offered by a medley of different professional development providers and varying widely with respect to the philosophy, content, and format of the learning experiences provided” (Buyse, Rous, & Winton, 2009, p. 236). To date, there was a lack of unified definition for professional development; however, Elman et al. (2005) provided a comprehensive definition for psychologists’ professional development which stated:

Professional development is the developmental process of acquiring, expanding, refining, and sustaining knowledge, proficiency, skill, and qualifications for competent professional functioning that result in professionalism. It comprises both a) the internal tasks of clarifying professional objectives, crystallizing professional identity, increasing self-awareness and confidence, and sharpening reasoning, thinking, reflecting, and judgment and b) the social/contextual dimension of enhancing interpersonal aspects of professional functioning and broadening professional autonomy. (p. 368)

Creth (1989) stated that professional development and continuing education played an important role in shaping knowledgeable and competent staff within the organization to achieve their goal. In other words, in addition to an existing environment that encouraged professional development, we should develop systems that ensured continuous learning (Deiss, 2001). Likewise, since professional development “concerns the advancement of practitioner knowledge, skills, and dispositions” (Sheridan, Edwards, Marvin, & Knoche, 2009, p. 378), those who educate our young would benefit from such programs to advance their on-going knowledge related to their profession.

### **Servant leadership**

There were some of those - generally known as ‘servant leaders’ - who “believe that people have an intrinsic value beyond their tangible contributions as workers; these leaders are committed to the growth of each and every individual within his or her organization” (Spears, 2010, p. 29). On this note, Spears (2010) stated;

The servant leader recognizes the tremendous responsibility to do everything in his or her power to nurture the personal and professional growth of employees and colleagues. In practice, this can include (but is not limited to) concrete actions such as making funds available for personal and professional development, taking a personal interest in the ideas and suggestions from everyone, encouraging worker involvement in decision-making, and actively assisting laid-off employees to find other positions. (p. 29)

Greenleaf (1991), founder of Servant Leadership, developed the theory based on Hesse’s *Journey to the East*, a short novel by German author Hesse, in which the central figure was a character named Leo who attended the party “as the *servant* who does their menial chores, but who also sustains them with his spirit and his song” (p. 2). To describe the important role of this story in helping him develop Servant Leadership, Greenleaf (1991) stated,

This story clearly says that the great leader is seen as servant first, and that simple fact is the key to his greatness. Leo was actually the leader all of the time, but he was servant first because that was what he was, deep down inside. (p. 2, para. 3)

Although many argued that Servant Leadership was rooted in theological traditions, this practice was also supported by non-religious traditions and beliefs (Fry,

2003). In other words, practicing and acting as a servant leader did not require one to believe in a special religion, faith tradition, or denomination, though being spiritually oriented was frequently the motivation behind individuals in any society to adopt the model of Servant Leadership. Therefore, for those practicing a particular traditional religion, this motivation was the divine or the power beyond - the God - that motivated them to be a servant and a leader at the same time. For others with no particular religion, the set of core values and ideals - good virtues - were their motivation, which defined life for them in a way that influenced them to be servant leaders.

In the leaders as servant theory, the motivation engine for the leader was others or the desire of the leader to serve others. Greenleaf (1998) described this point as “[t]he servant-leader is servant first. It begins with the natural feeling that one wants to serve. Then, conscious choice brings one to aspire to lead” (p.123). An important aspect of Servant Leadership, introduced as *primus inter pares* by Greenleaf, suggested that a servant leader did not use his power to get things done, but tried to persuade and convince his staff with the power of service (as cited in Stone, Russell, & Patterson, 2004). A servant leader - being other-oriented rather than self-oriented - inspired his/her followers to do the task by persuading and convincing followers through the power of services s/he provides for them. On this note, Greenleaf a (1991) argued that,

The difference manifests itself in the care taken by the servant-first to make sure that other people’s highest priority needs are being served. The best test, and difficult to administer, is: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves



to become servants? And, what is the effect on the least privileged in society?

Will they benefit or at least not be further deprived? (p. 6)

What made Servant Leadership different from other leadership theories were two main elements, both equally important: the spirituality and morality-ethical aspects of Servant Leadership. In this respect, a few theorists suggested that Servant Leadership might be a potential response to the crisis of leadership the world was experiencing caused by irresponsible men and women in power (Greenleaf, 1977; Northouse, 2004; Spears, 1995). Servant Leadership was not about rights only, especially legal rights, but it was about what was the right thing to do. The spirituality (Fairholm, 2000) and the ethical aspects of Servant Leadership had been well-stated in Servant Leadership literature reviews from multiple sources (Graham, 1995).

Servant leaders were community members who chose to do the right thing by prioritizing others' and the community's needs over themselves. This attitude of serving without the expectation of taking it back or seeking compensation from their followers or the community was rooted in servant leaders' spiritual and moral beliefs and helped them build a relationship based on trust. This relationship made upon a trust was the source of the power for a servant leader and was gifted from the followers who trusted in their leader first (Greenleaf, 2002) to overcome and prevent moral injury which "consists of the destruction of trust and the loss of the capacity to love" (Camps, 2013, p. 9). As Greenleaf (1991) said,

*Love* is an undefinable term, and its manifestations are both subtle and infinite.

But it begins, I believe, with one absolute condition: unlimited liability! As soon

as one's liability for another is qualified *to any degree*, love is diminished by that much. (p. 21)

Therefore, servant leaders make certain that not only the end(s) to which they are guiding their followers and the community were morally legitimate, but also that the means they employed to achieve those goals were ethically justified (Sendjaya & Sarros, 2002).

**Elements of Servant Leadership.** There were numerous articles and books introducing various elements of Servant Leadership that let activists and theoreticians measure the characteristics of a servant leader. Some of these elements seemed to be more applicable in a comprehensive model. Dierendonck (2011) stated that:

Servant Leadership is demonstrated by empowering and developing people; by expressing humility, authenticity, interpersonal acceptance, and stewardship; and by providing direction. A high-quality dyadic relationship, trust, and fairness are expected to be the most important mediating processes to encourage self-actualization, positive job attitudes, performance, and a stronger organizational focus on sustainability and corporate social responsibility. (p. 1228)

One of the most prominent models that included the elements and dimensions of a servant leader was drafted by Sendjaya in 2015. These elements were voluntary subordination, authentic self, covenantal relationship, responsible morality, transcendental spirituality, and transforming influence. Voluntary Subordination meant taking action without seeking or expecting any compensation or acknowledgement (Sendjaya, 2015, p. 46) or being asked. A servant leader looked for opportunities to help and be a part of the solution. Authentic self suggested that servant leaders had a secure

sense of self, acknowledging that they were human beings who sometimes made mistakes.

The servant leader is open, authentic and honest. Knowing that leadership is not position, the servant leader is free to be completely vulnerable while refusing to use self-protective strategies that become counter productive to serving others and to the interests of the organization. (Laub, 1999, p. 24)

Additionally, “servant leaders are able to create an environment in which followers feel safe and trust that they are able to make mistakes and still feel that they will be accepted” (Borland, Burton, & Kane, 2015, p. 54). The covenantal relationship feature of Servant Leadership proposed that the relationship between the servant leader and followers remained as long as the followers’ actions and performances were consistent with the servant leader and the team. Covenantal relationship “is characterized by open-ended commitment, mutual trust, and shared values” (Van Dyne, Graham, & Dienesch, 1994, p. 768) between the leader and followers. Bromley and Busching (1988) introduced covenants and contracts as the alternative social relationships that happened in interaction between people at different levels. They also suggested that for both forms of social relations - covenants and contracts - two types of normative violations may be analytically distinguished — performance and orientation (p. 21s), which are referred to as the control components or mechanisms of both. In covenant relationships, rules against limitations of choice or the presence of force, fraud, or deception in agreement/exchange were introduced as the performance violations of contractual social relationships (p 21s), whereas disruption of integrality was considered as the corresponding violation of covenant performance relationship (p 22s). Additionally,

Myatt (1992), inspired by Bromley and Busching (1988), suggested that “covenantal relations are more holistic, spiritual and ‘heart’ oriented whereas contractualism is mechanistic, reductionist and ‘head’ oriented” (Myatt, 1992, p. 13).

Lastly, rooted in popular ancient cultures and faith traditions and expanded to human dignity and its core value system regardless of any religious belief system, regarding the future direction of his movement Greenleaf (1991) responded that,

Much depends on whether those who stir the ferment will come to grips with the age-old problem of how to live in a human society. I say this because so many, having made their awesome decision for autonomy and independence from tradition, and having taken their firm stand against injustice and hypocrisy, find it hard to convert themselves into *affirmative builders* of a better society (p. 4).

Furthermore, the preparation of affirmative builders of a better society needed to be the first priority and “for a while at least, until a better-led society is assured, some other important goals should take a subordinate place” (Greenleaf, 1991, p. 26).

### **The Servant Leadership Survey**

In their article, published with open access by Springer, Dierendonck and Nuijten (2011) described the development and validation of a multi-dimensional instrument to measure Servant Leadership. Dierendonck and Nuijten (2011) also explained that, at the time they conducted their study, there was not a generally agreed upon instrument or definition for what Servant Leadership was in terms of leader behavior. They also claimed that this phenomenon could explain why different measures existed in this regard (p. 250). Therefore, based on an extensive literature review, Dierendonck and Nuijten (2011) formulated their work based on 99 items, using eight samples, totaling 1571

people with a diverse occupational background to measure Servant Leadership's characteristics. The results of their study included an eight-dimensional measure of 30 items. The eight dimensions were: empowerment, accountability, standing back, humility, authenticity, courage, interpersonal acceptance, and stewardship. Their results showed that the Servant Leadership Survey (SLS) they developed "has convergent validity with other leadership measures, and also adds unique elements to the leadership field" (Dierendonck & Nuijten, 2011, p. 249). Additionally, their SLS could be used to test the underlying grounds of Servant Leadership in future studies (p. 249). The eight dimensions are briefly described below:

**Empowerment.** Is what "releases the bonds of failure and frees children to go on learning" (Gwendolyn & Haynes, 1996, p. 5). Additionally, Ashcroft (1987) defined empowering as "bringing into a state of belief one's ability to act effectively" (p. 145). Furthermore, McLaren (1989), considering empowerment in a social context, defined it as "the process through which students learn to critically appropriate knowledge existing outside their immediate experience in order to broaden their understanding of themselves, the world, and the possibilities for transforming the taken-for-granted assumptions about the way we live" (p. 186).

**Accountability.** Was observed when "responsibility for outcomes is placed with individuals and teams" (Konczak, Stelly, & Trusty, 2000, p. 303). It was also "a powerful tool to show confidence in one's followers; it provides boundaries within which one is free to achieve one's goals" (Dierendonck & Nuijten, 2011, p. 252).

**Standing back.** Was “about the extent to which a leader gives priority to the interest of others first and gives them the necessary support and credits” (Dierendonck & Nuijten, 2011, p. 252).

**Humility.** Was defined as “a human virtue that reflects a relatively stable character trait [and] a personal orientation founded on a willingness to see the self accurately and a propensity to put oneself in perspective” (Morris, Brotheridge, & Urbanski, 2005, p. 1331).

**Authenticity.** “Captures a character trait in which people are true to themselves, accurately representing — privately and publicly — their internal states, intentions, and commitments” (Peterson & Seligman, 2004, p. 249).

**Courage.** Was defined as the “ability to conquer fear or despair” (Webster, 2012, p. 148). Greenleaf (2002) introduced courage as the foundation of leadership.

**Interpersonal acceptance.** “Is about empathy: being able to cognitively adopt the psychological perspective of other people and experience feelings of warmth and compassion” (Dierendonck & Nuijten, 2011, p. 252). In this regard, it was important to know about interpersonal intelligence because, based on the definition Walker (2010) provided, it was “the ability to understand other people: what motivates them, how they work, and how to work cooperatively with them” (2010, p. 26) while tolerating differences and accepting their differences.

**Stewardship.** Was a set of beliefs that helped one choose service over self-interest. This choice indicated that a person was willing to be held accountable without choosing to control. In other words, stewardship was “about distribution of power”

(Block, 1996, p. 27), the element that brings accountability to leadership and balances responsibility in terms of power, control, and choices in organizational decision-making.

It should be noted that this Servant Leadership Survey developed by Dierendonck and Nuijten (2011) was used in this study.

### **Partnership and Community Mobilization**

In addition to the 3Ps – Prevention, Prosecution, and Protection - strategy in combating human trafficking was introduced by the U.S. Department of State. The Department also recommended and provided its audience with partnership as the 4th P. All segments of society must be enlisted in a partnership to fight against modern-day slavery. The Department suggested that the 3Ps paradigm would work more effectively when various sectors from prevention, prosecution, and protection worked and partnered together in finding adequate resolutions.

In fact, one of the important steps that could play a critical role on the success or failure of any program or movement was being able to build a supportive community around that issue. In this regard, “community mobilization, [can be] defined as structured activities that bring organizations and residents together towards a common goal” (Guerra & Backer, 2011, p. 2). Additionally, it should be noted that “community ventures were likely to increase the well-being and attractiveness of local communities. Community entrepreneurs mobilized inhabitants to actively involve them in the development of the venture” (Vestrum, 2016, p. 123).

The effectiveness and important role of community ventures in increasing the well-being of society in prevention campaigns became more important, since such a campaign and/or movement aimed to make a systemic change in the community

members' behavior to find a solution to the problem. The Transtheoretical Model (TTM) was one of the frameworks developed for understanding behavior change in communities. There were five leading measures associated with the TTM (Bellack, Bennett, DiClemente, & Nidecker, 2008, p. 1021) which are,

First, precontemplation is the stage at which there is no recognition that change is desired, or that a problem even exists that would require change. Contemplation is the next stage, in which the individual has been made aware of the existence of the problem, and the possibility of change. Preparation is when the individual has been convinced of the need for change, of the benefits for them to change, and is seriously preparing to initiate change. Action is the stage where change is initiated, and finally maintenance is the stage in which the change is regularized and integrated into the individual's lifestyle and is considered successful.

(Alcaraz, Parker, & Payne, 2011, p. 97)

Furthermore, the degree to which a community was ready to adopt that particular change varied "and this variation can have an important impact on the likelihood that a prevention/ intervention program will be successfully planned, implemented, and have the desired effect on the community" (Alcaraz, Parker, & Payne, 2011, p. 98). For instance, in mobilizing the community for projects designed to prevent the victimization of more vulnerable youth to violence it was suggested that,

These efforts work to support, enhance and collaboratively develop community efforts that reduce risk for engaging in, witnessing or being a victim of youth violence. Our Community Mobilization Plan is centered on five core mobilization and collaborative activities: (1) Supporting collaborative-coordinated efforts



within the community to reduce youth risk; (2) Providing support and technical assistance to enhance the capacity of our community partners; (3) Identifying effective community strategies to enhance positive youth development; (4) Identifying and addressing barriers and supports to community efforts that target reducing risk for youth violence, and increasing relevant protective factors; and (5) Strengthening connections with the community that inform Institute activity. (Allison, Edmonds, Wilson, Pope, & Farrell, 2011, p. 10)

Lastly, “community mobilization can be a positive externality, as it allows for the public and the local community to provide input and participate” (Casey, Farhat, & Cartwright, 2017, p. 137), since without the support of a community that understands the necessity of making a change toward specific behavior, any project or movement that tries to create that change, will fail.

### **Interview with Dr. Andrea Nichols**

In this part, the Investigator conducted an interview with Dr. Andrea Nichols who was a professor of sociology at St. Louis Community College at Forest Park and a Lecturer of Women, Gender, and Sexuality Studies at Washington University in St. Louis, MO (Personal Communication, Nichols, 2018). The Investigator designed this interview to collect a richer source of information from Dr. Nichols, since she worked to combat human trafficking in some Higher Education Institutions in the Midwest through education, prevention, and partnership, with service providers in the area. Dr. Nichols was also the author of numerous books and articles in the area of sex trafficking and commercial sexual exploitation, including: “Sex Trafficking in the United States: Theory, Research Policy, and Practice” (2016), coauthor of “Sex Trafficking and CSE:

Prevention, Advocacy and Trauma Informed Practice” (2017), and co-editor of “Social Work Practice with Survivors of Sex Trafficking and Commercial Sexual Exploitation” (2018). Dr. Nichols was teaching some component of human trafficking in the Midwest Area since 2003 and taught the full semester long sex trafficking course since 2012. She taught this class for; (a) community college students; (b) undergraduate students at Washington University in St. Louis; and (c) graduate students in the social work program. Consequently, the Investigator interviewed Dr. Nichols to help the Investigator explain, better understand, and explore popular contemporary research subjects' opinions around the topic, and discover the effectiveness and usefulness of available programs and services in a prevention and education component in the Midwest, from Dr. Nichols’s perspective as an expert in the field (Personal Communication, Nichols, 2018).

Dr. Nichols started the interview by explaining that each of the groups of students that she worked with has different needs. Therefore, teaching them required employing different methods and slightly different curriculums. For example, for the Master of Social Work group, it was important to consider the point that their major - social work - had a practice focus and its students, after their graduation, were individuals who were going to engage in some aspect of social services. Thus, generally for these students, first focuses were on the background of trafficking, not just what it was but the different forms that it took, and what students were likely to encounter in social services. Consequently, Dr. Nichols spent a good deal of time talking about vulnerable groups – referred to, what she liked to call, identity-based depression - and how vulnerability intertwines with the risk of human trafficking (Personal Communication, Nichols, 2018). Additionally, Dr. Nichols pointed that the last block of the class for social work students

focused very heavily on practice techniques. She taught social work students how to work with these populations with various vulnerabilities to trafficking and what were best practices. On this note, Dr. Nichols taught social work students how to work with someone who had been trafficked, who had an intellectual disability, how to work with someone who had experienced trafficking who might have limited English speaking ability or who might have specific needs related to being LGBTQ, and how the trafficking in the homeless youth population looked different from those who experienced trafficking as an extension of intimate partner violence. On the other hand, Dr. Nichols used a different form of teaching for her undergraduate students, because they may not get into social services. Thus, she may spend a one-and-a-half-hour session that focused on social services, but the rest of the curriculum looked quite different (Personal Communication, Nichols, 2018).

Furthermore, Dr. Nichols mentioned that, in respect to engaging the teaching strategies and curriculum, it was important to be mindful of the type of higher education institution the courses were taught to benefit students the most. For example, for the student group at Washington University in St. Louis, Dr. Nichols focused more heavily on theory and risks and she talked a lot about research in the area. The course was largely discussion-based, since students had the skills to read the material and understand it the first time (Personal Communication, Nichols, 2018). This helped Dr. Nichols to spend a lot of time on discussions in the classroom. On the other hand, Dr. Nichols spent more time lecturing in and breaking the topic down to its smaller components to make it much easier to understand in her community college classes, since students are mixed in terms of their skill sets. For example, some of these students were just as skilled as her

graduate students and others were not necessarily prepared for college; or some students may need the material broken down for them, because they cannot necessarily read it the first time and understand what it means (Personal Communication, Nichols, 2018). As a result, Dr. Nichols stated,

The teaching technique and the curriculum really need to match the population of students and what their particular needs are [ . . . ] the graduate students with the interest in human trafficking get involved in practicums [ . . . ] so if they have a practicum in whatever aspect of social services that they are interested in working on, that kind of meets the same aims as service learning. (Personal Communication, Nichols, 2018)

Furthermore, Dr. Nichols focused on the important role of providing the opportunity for students to experience working and interacting with experts in the field to enhance students' knowledge and making them ready for their professional career. For example, in terms of the undergraduate students, Dr. Nichols explained that it was about providing opportunities to engage these students in service learning, that is, making them aware of different volunteer opportunities and of some of the education and awareness events that were available (Personal Communication, Nichols, 2018).

Additionally, Dr. Nichols mentioned that educators should consider students' interests in teaching and developing curriculum, so that it most suited students' interests. By knowing the student and what their goals were, educators could make different recommendations, based on students' individual needs to help them thrive; "it is almost like individually tailoring to students' needs and interests" (Personal Communication, Nichols, 2018).

Regarding the importance of flexibility of the course, based on students' situations, Dr. Nichols added that the community college was a bit more challenging for her, because most of her students were also working and had families. Thus, it became more difficult for them to do volunteer work. Then, "in that sense bringing things to them [students] tends to be more useful" (Personal Communication, Nichols, 2018). Still, Dr. Nichols provided information about opportunities for volunteer work with different organizations; but then in addition to that, for students who had a few different jobs and having families that made it impossible for them to go out to do volunteer work, Dr. Nichols brought it to them by inviting those organizations into her classes and events to provide the opportunity for those working students to get to know them, as well. For example, every January Dr. Nichols and her team had a human trafficking resource expo, which provided the opportunity for students to be exposed to between eight and 15 different organizations (Personal Communication, Nichols, 2018). Various groups provided information about their organizations and what it was they were doing to give students a chance to talk to different representatives. Then, if students were interested in volunteer opportunities, the organizations had information available to them. Even if some students could not do volunteer work for organizations, there were individual things that they could do. For instance, students could be aware of their shopping patterns and use all these education and awareness trainings practically in their lives (Personal Communication, Nichols, 2018).

As another method of teaching, Dr. Nichols brought in guest speakers to her classes, which was about tailoring to the student population, to what their needs were, and to know that those needs were going to be diverse. More notably, Dr. Nichols

explained that the key was to consider the point that all of these students were human beings who had different interests and they might have different career goals (Personal Communication, Nichols, 2018). Dr. Nichols observed that across all her student populations, their interests definitely increased. Then, at the close of all her courses, Dr. Nichols had a session on what students could do as individuals to fight human trafficking. For example, with her graduate classes - which was in a practice context - students had discussions about what they could do, what they could expect in the career they want pursue, and what types of human trafficking populations they were most likely to come into contact with (Personal Communication, Nichols, 2018). On the other hand, in her undergraduate classes, the closing sessions were about what students' skill sets were, what they could bring to the table, and how much they could give based on their interests in research. Because of her way of teaching human trafficking in the area, Dr. Nichols was able to make her students motivated to be engaged in such a way that a lot of them still stay in touch with her. Some are now working for local organizations, and some get involved through volunteer work or through research opportunities that she made available (Personal Communication, Nichols, 2018).

Dr. Nichols observed a connection between human trafficking and ethics and morality, as well. However, she expressed that it was a little difficult to describe this relationship, because that was subjective to the person (Personal Communication, Nichols, 2018). In this regard, Dr. Nichols presented the material and the evidence to students: This is what human trafficking is, this is what it looks like, and these are the types of human trafficking that might come into play. Then, the biggest ethics related debates that came up in her classes were questions of morality which were, "The kind of

sex work perspective compared to all sex work is sex trafficking” (Personal Communication, Nichols, 2018). Dr. Nichols explained,

I just talk about for what it is, I lab [describe] the different perspectives and (that) it is much more complicated than that and even people who are choosing prostitution are often doing so under socially constrained conditions. And so, we talk about it in a very matter of fact way without judgment. And, I think that has been really useful because you are not turning anyone off. Because the quickest way to turn down those discussions (is) just say no ... this is the right way to think and if you do not think this way then there is something wrong with you. You cannot do it that way or you lose half your audience on either side. So, I had to work to stick to the research and stick to the evidence and that seems to be pretty successful. (Personal Communication, Nichols, 2018)

Another important point that Dr. Nichols mentioned to enhance the effectiveness of courses in students learning was the willingness of educators to change their method of teaching when needed. For example, she changed her methods of teaching human trafficking in courses, due to a significant change in the research in the field of combating human trafficking (Personal Communication, Nichols, 2018). In this regard she stated,

I would say for one the research in this area has gotten so much better just over the last few years. A lot of the early research in this area was extremely problematic. It was wrought with these operational methodological and definitional challenges and it just was not all that great and there was a lot of it. It tended to have sort of a myopic focus and so if you're looking at content for a course there is not a whole lot to pick from. But I think that's changed a good bit

and we've got a lot more information to draw from, so I would say that's one way in which it's changed.” (Personal Communication, Nichols, 2018)

Then, in describing other reasons that played a role in making decisions regarding changing her method of teaching she added,

Another shift too, is just moving from teaching the different populations of students and learning how to alter my curriculum accordingly. I tried discussion-based learning at the community college, and it wasn't working because people were not grasping the concept; I would say maybe 40% of people were not grasping without my explaining what everything meant. Also, there was a push for me to teach this course online and so I offered as an online course; that was a whole different medium of teaching, so I was working to ensure the quality and academic integrity while still making sure that students got the content. So, that was another shift or a change. (Personal Communication, Nichols, 2018)

Lastly, Dr. Nichols expressed her strong support of designing and developing curriculum, based on popular means of student engagement using technology and said, I wish that I had a better capacity to be able to increase electronic methods of teaching. So, if I could record my lectures and put those online that would be really useful, I think. But I want to do it in like shorter clips. There was a study that came out suggesting that in online courses students only interacted with twenty percent of the material. So, you don't want to have to pop up a video that nobody's going to watch but if you have a five-minute video that's embedded in a PowerPoint lecture, I think that would be more successful. But the challenge with



that is time and also getting the resources to do it. Those have been the big challenges really. (Personal Communication, Nichols, 2018)

Furthermore, Dr. Nichols added that keeping an eye on inclusivity and diversity was very important in the course and she stated,

Another thing is that students want to see themselves in the curriculum. So, you [as the teacher] need to be really cognizant that you are inclusive so that would be LGBTQ people who experienced trafficking who are from a variety of different countries who may or may not be immigrants or working on like a worker visa or something like that. (Being) inclusive of survivors who have an intellectual disability for example survivors of diverse racial backgrounds in that type of thing, so I think inclusivity is really important. It [Inclusivity and diversity] is something that the anti-trafficking movement has done a poor job of . . . [for instance,] the images that are often presented are of very young children who are usually white. That is the population that does experience trafficking but then you're ignoring everybody else and we know that. In the Saint Louis area African Americans are at higher risk, LGBTQ kids are at higher risk and so we need to be talking about that. And really, you're looking at an age bracket of probably more commonly thirteen to twenty-three. Does this happen to children who are under thirteen? Yes, but we need to be focused on groups who are older than ten, thirteen, who are older than seventeen as well. (Personal Communication, Nichols, 2018)

**Summary**

Lack of education across the globe regarding the crime of human trafficking in the era of a crisis of leadership made it harder for activists to find a basic, unified, and practical solution to this problem. What may have received less attention over the past few years was the point that human trafficking was always a violation of human rights. The topic of human trafficking was (a) an issue of social concern, ruining the lives of everyone it touched and frequently targeting school age children; (b) it was becoming more of a concern for law-enforcement, medical providers, social-welfare agencies, and school districts; and (c) it was an issue requiring an active social and educational component to address the problem as a public health concern.

### **Chapter Three: Research Method and Design**

#### **Introduction**

This study focused on developing a moral education environment on a college campus to combat human trafficking, through the Investigator embodying a Servant Leadership approach to community mobilizing, especially focusing on ways to engage young adults through their own creative expression; and coordinating a professional development culminating event – the inaugural Midwest Human Trafficking Conference - at a Midwest University campus. Therefore, the purpose of this qualitative study was to explore (a) the strategy of Servant Leadership as an approach to community building around human trafficking activism; and (b) ways to engage young adults on a university campus to help combat human trafficking through their own creative expression. This was both a tool to raise awareness about human trafficking in the, professional community and a chance to study the process of community engagement with its successes and failures.

For the purpose of developing this study, the Investigator played the role of a servant leader while exploring the strategy of engaging young adults at the college level to participate in designing different parts of the project. In this respect, the Investigator invited local anti-human trafficking experts and students and faculty from across the university to become involved in developing the conference in various ways. This included (a) networking with departments and faculty, beginning with determining feasibility and interest across the campus; (b) facilitating a one-day conference - the Midwest Human Trafficking Conference - for student and faculty volunteers, also open to

the public and other off-campus professionals to participate; and (c) coordinating and documenting the activities completed around the campus for the conference.

### **Research Questions**

**Research question 1.** What can one person do, acting as a servant leader, to mobilize and inform a community on the topic of human trafficking?

**Research question 2.** How does the researcher's phenomenological experience attempting to embody values aligned with Servant Leadership during this project (a) inform the project? [successes, failures, and insights regarding engaging participants] and (b) inform Servant Leadership theory? [successes, failures, and insights regarding the researcher's own embodiment]

### **Research Design and Approach**

The data gathering for this qualitative component was based on three methods: a) pre- and post-test questionnaire; b) a survey; c) and interview responses from volunteers who participated in the project and/or the conference training sessions. While the project activities were in large part to facilitate the self-directedness of the community and to inspire coordinated educational action, the dissertation study also both documented the social dynamics involved and evaluated the effectiveness of the strategies used, which is reflected in Chapter Four, in the Observation section.

Those who participated in the conference sessions measured their awareness of the issue of Human Trafficking (HT) by a pre- and post-test provided to them at the beginning of the program. Then the Servant Leadership instrument designed by Dierendonck and Nuijten (2011) was used to evaluate the role of the researcher as a servant leader by those volunteers who had participated in the educational modules/units

and so had worked directly with the Investigator. To assess the degree of Servant Leadership implemented by the Investigator, “the final eight-dimensional measure of 30 items: Standing back, forgiveness, courage, empowerment, accountability, authenticity, humility, and stewardship” (Dierendonck & Nuijten, 2011, p. 249) were used to analyze the results of the survey. Additionally, interviews with two experts who participated in the project were documented for the study as well.

Furthermore, the Investigator kept a journal of her experiences throughout the study in order to document the process for further analysis of the success and/or failure of the approach. Accordingly, the study consisted largely in documenting the Investigator’s efforts to raise awareness about human trafficking.

### **Settings and Sample**

**Population.** The target population for this study consisted of three different categories; (a) pre- and post-test responses from 75 individuals, out of approximately a total 250 who attended the conference; (b) survey responses from 10 volunteers, out of 14 who participated in the educational modules/units and worked directly with the Investigator, including faculty, students, and local experts in the field of human trafficking; and (c) interviews with two experts in the field of human trafficking who voluntarily participated in the educational modules/units and worked with the Investigator.

**Eligibility criteria for study participants.** There were three groups of participants in this study: (a) those individuals who voluntarily collaborated and participated in developing the educational modules/units and worked directly with the Investigator while conducting this project were eligible to participate in the survey; (b)

two experts in the field of human trafficking who participated in the project and represented institutions and organizations other than the Midwest University were selected for interviews; and (c) those who participated in the Conference were provided with the pre- and post- test sheets to voluntarily participate in the training session's evaluation.

**Instrumentation and coding of data.** Dierendonck and Nuijten (2011) mentioned in their work that "Servant Leadership is characterized as a more ethical, people-centered theory of leadership, and puts explicit emphasis on the needs of followers" (p. 249). The Investigator wished to gather evaluations of her leadership style to see to what extent she was successfully embodying that in her actions. To enable this, the survey responses of the 10 volunteers were analyzed, regarding their assessment of the Investigator. The variables used to measure the consistency of the degree of Servant Leadership were the eight-dimensional measures of 30 items developed by Dierendonck and Nuijten in 2011.

A deductive approach was adopted to qualitatively analyze data from survey and interview responses gathered from volunteers participating in the educational modules/units, who worked directly with the Investigator. It was important to learn what made them motivated to collaborate in this study and follow the researcher, who was playing the role of a servant leader.

Regarding the pre- and post-test completed by 75 conference attendees, the focus was primarily on determining if the conference raised their awareness of human trafficking, and secondarily participants' recommendations for further programs. The pre- and post-test responses were coded in the following ways. After reviewing the

second question of the pre-test of each number which was, “What does human trafficking mean to you?”, participants were categorized into one of three different groups: *Aware*, *Somewhat Aware*, and *Not Aware*. *Aware* participants had the most comprehensive and detailed explanations, including “Exploiting people by using force, fraud, or coercion for commercial sex or domestic servitude.” Those who emphasized “force, fraud, and/ or coercion,” or used similar definitions, such as “exploiting vulnerable people” and “lack of consent” were categorized as *Aware*. Those with a more simplistic explanation, for example mentioning only some of the above, or describing it summarily as “Modern-Day Slavery” were categorized as *Somewhat Aware*. Those who did not provide any answers or did not mention anything even close to the definition were categorized as *Not Aware*. In some small number of cases, it was difficult to decide whether participants should be categorized *Aware* or only *Somewhat Aware*.

### **Validity**

In their research Dierendonck and Nuijten (2011) explained that, at the time they conducted their study, there was no “generally agreed upon definition of what Servant Leadership is in terms of leader behaviour. That is an important reason why different measures exist” (p. 250). Therefore, they worked “to describe the development and validation of a multi-dimensional instrument to measure Servant Leadership” (Dierendonck and Nuijten, 2011, p. 249). In their development of this instrument, Dierendonck and Nuijten (2011), inspired by Greenleaf’s (2017) philosophy of Servant Leadership, used many other available instruments. In respect to their findings they mentioned that the instrument they designed, “can be used in future studies to test the underlying premises of Servant Leadership theory (Dierendonck and Nuijten, 2011, p.

249).” Consequently, their multi-dimensional instrument of the eight dimensions of standing back, forgiveness, courage, empowerment, accountability, authenticity, humility, and stewardship was used for gathering data for survey questions given to volunteers who experienced working directly with the Investigator.

Furthermore, the authors of *Discovering the Self-Interest of Servant Leadership*, Russell, Maxfield, and Russell (2017), noted that the three fundamental questions offered by Greenleaf (2017) to assess Servant Leadership “have become the cornerstones for research and writings on the [Servant Leadership] philosophy” (Russell, Maxfield, & Russell, 2017, p. 76). Consequently, the three fundamental questions raised up by Greenleaf’s (2017) philosophy-listed below – were used indirectly as a foundation in developing the interview and pre- and post-test questions in this study.

Do those served grow as persons? Do they, *while being served*, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? *And*, what is the effect on the least privileged in society; will they benefit, or, at least, not be further deprived? (Greenleaf, 1991, p. 6)

### **Participants’ Rights**

The Institutional Review Board’s research guidelines and restrictions were employed to assure that participants’ rights were protected. After the research project approval was earned from Lindenwood University’s Institutional Review Board (IRB), the Investigator collected data anonymously from the participants described in the population section of this chapter for this research project.

A nonobtrusive approach to collect data was employed. Regarding the survey questions, those 14 individuals who worked with the Investigator directly while



implementing the project were approached via email, including an option to unsubscribe and/or be removed from the database. For the interview, the Investigator reached out - via email - to two experts who volunteered in the project to make appointment for a face-to-face interview. They also were given the option to unsubscribe and/or be removed from the database. Lastly, in respect to the pre- and post-test questionnaires from the conference participants, each attendee received the questionnaire sheet at the registration. The first page provided some information about the project for each individual and gave them the option to drop it off at any time.

### **Summary**

This chapter was an overview of the research methodology employed in the study. Winston (2010) explained that “while we have theoretical studies on Servant Leadership, we have not spent sufficient effort on deepening our understanding of the theories we proffer. This is where qualitative research methods can assist us – specifically, phenomenological studies’ focus on the *lived-experience*” (p. 180). Consequently, a desire to give a voice to the study’s participants in this research was the reason the Investigator aimed to choose a qualitative research method to advance the understanding of being a servant first and then a leader to combat human trafficking.

## **Chapter Four: Analysis**

### **Introduction**

This study focused on developing a moral education environment on a college campus to combat human trafficking, through the Investigator embodying a Servant Leadership approach to community mobilizing, especially focusing on ways to engage young adults through their own creative expression; and coordinating a professional development culminating event – the inaugural Midwest Human Trafficking Conference - at a Midwest University campus. This chapter reports results from the (i) Survey, (ii) Interview, (iii) Pre and Post-test, and (iv) reports the researcher's phenomenological experience attempting to embody values aligned with Servant Leadership during this project.

### **Assessment of the Investigator as Servant Leader**

In order to extend understanding of the role of Servant Leadership in establishing this project, this investigation incorporated analysis of four sources of data. The Investigator directly collected data from the participants in the project through surveys and interviews regarding her own Servant Leadership. The Investigator also collected information about the effectiveness of the educational aspects of the conference by administering pre- and post- conference surveys of knowledge of human trafficking to conference participants.

### **Survey Results**

The Servant Leadership instrument designed by Dierendonck and Nuijten (2010) was used to evaluate the service of the researcher as a servant leader by those volunteers who participated in the educational modules/units and worked directly with the

Investigator. To assess the Investigator's degree of embodied Servant Leadership Dierendonck & Nuijten's (2011) "final eight-dimensional measure of 30 items: standing back, forgiveness, courage, empowerment, accountability, authenticity, humility, and stewardship" (p. 249) was used to construct the survey. The 30 item survey responses are organized by category in Table 1. Item numbers in the table refer to the items' place in the survey.

Table 1

*Factor loadings confirmatory analysis of the Servant Leadership survey*

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Empowerment

1. She gave me the information I need to do my work well.
2. She encourages me to use my talents.
3. She helps me to further develop myself.
4. She encourages her study participants to come up with new ideas.
12. She gives me the authority to take decisions which make work easier for me.
20. She enables me to solve problems myself instead of just telling me what to do.
27. She offers me abundant opportunities to learn new skills.

Standing Back

5. She keeps herself in the background and gives credit to others.
13. She is not chasing recognition or rewards for the things she does for others.
21. She appears to enjoy her colleagues' success more than her own.

Accountability

6. She holds me responsible for the work I carry out.
14. I am held accountable for my performance by her (Shima).
22. She holds me and my colleagues responsible for the way we handle a job.

Forgiveness

7. She keeps criticizing people for the mistakes they have made in their work (r).
15. She maintains a hard attitude towards people who have offended her at work (r).
23. She finds it difficult to forget things that went wrong in the past (r).

Courage

8. She takes risks even when she is not certain of the support from her own supervisors and mentors
16. She takes risks and does what needs to be done in her view.

Authenticity

9. She is open about her limitations and weaknesses.
  17. She is often touched by the things she sees happening around her.
-

- 
- 24. She is prepared to express her feelings even if this might have undesirable consequences.
  - 28. She shows her true feelings to her study participants.

#### Humility

- 10. She learns from criticism.
- 18. She tries to learn from the criticism she gets from her superiors.
- 25. She admits her mistakes to her superior.
- 29. She learns from the different views and opinions of others.
- 30. If people express criticism, Shima tries to learn from it.

#### Stewardship

- 11. She emphasizes the importance of focusing on the good of the whole.
  - 19. She has a long-term vision.
  - 26. She emphasizes the societal responsibility of our work.
- 

*Note.* This Servant Leadership Survey Developed by Dierendonck And Nuijten (2010). Item Numbers in The Table Refer to The Item's Place in The Survey.

**Participants.** Survey data were collected through email to participants.

Volunteers, including faculty, students, and personnel from other agencies who participated in the project and/or directly worked within the network of the Investigator were asked to participate in the survey. The participants were assured they would remain anonymous, and participation was entirely voluntary throughout the study. Ten people, out of the total 14 participants invited, completed the survey. Six of the 10 participants in the survey were volunteer youth at the undergraduate level from different fields of study, including public health, graphic and web design, communication, filmmaking, and English literature. The rest (4 of 10) were professional adults from different fields, including criminal justice and law enforcement, prosecuting attorney, researcher, author, and faculty of sociology and gender studies, and communication departments. Within this group, 70% were female and 30% were males.

**Profile in servant leadership.** The Investigator's role as a servant leader in this study was evaluated by participants with 30 items designed by Dierendonck and Nuijten (2011, p. 255). Participant opinions regarding the Investigator's qualities on these eight

factors of standing back, forgiveness, courage, empowerment, accountability, authenticity, humility, and stewardship captured by these 30 items (Table 1) were gathered on the survey where participants were asked to rate each item on a rating scale of 1 to 5, where 1 was ‘not at all important, or true’ and 5 was ‘very important, or very true.’

Based on the responses, Stewardship ranked as the highest characteristic of the ethical standards of the Investigator as a servant leader in this study, with an average of 4.97 (out of 5) and with a standard deviation of 0.15. The Investigator received the lowest ranking in Courage with an average of 4.05 and a standard deviation of 0.92, among other factors. Furthermore, Authenticity, Courage, and Accountability received the highest rates in standard deviation, as listed in order 1.02, 0.92, and 0.90, which reflected a large amount of variation in the opinions offered by the group that participated in the study. Table 2 reflects the responses:

Table 2

*The Servant Leadership Survey results on a rating scale of 5*

Leadership Category	Mean Score (out of 5)	Standard Deviation
Empowerment	4.56	0.72
Standing Back	4.70	0.59
Accountability	4.43	0.90
Forgiveness	4.46	0.64
Courage	4.05	0.92
Authenticity	4.50	1.02
Humility	4.88	0.33
Stewardship	4.97	0.18

Based on the averaging of scores, the Investigator's characteristics as a servant leader were rated in this order (from highest to the lowest): Stewardship, Humility, Standing Back, Empowerment, Authenticity, Forgiveness, Accountability, and Courage. Authenticity and Courage deviated most from the other six factors. The deviation for Authenticity (1.02) may be explained by the Investigator being from a different culture and the political situation of the time the study was conducted (2016 to 2019). Since the Investigator was an International student from Middle East studying in Midwest, she preferred, in practicing her professional life, to choose a conservative position and thus her professional role remained separated from who she was as a person. Additionally, after establishing a relationship based on trust with some of these individuals who participated in the survey, the Investigator felt more comfortable in a less conservative position regarding her professional role. However, in respect to at least half of the survey participants, the Investigator remained in her conservative position of keeping her professional life separated from her personal life while conducting this study. Finally, Courage was not exactly applicable for every participant, since some were experts in the field and were already combating human trafficking; they were not necessarily looking for someone, including the Investigator, to encourage them to continue their participation in fighting human trafficking.

### **Interview Results**

Participants navigating their relationship with the researcher during the two years of volunteering with the project indicated that they were encouraged to participate in this study and make time for it in their busy schedules, because they were impressed with the researcher's leadership style. As one of the participants stated,

She [the researcher] is putting out things that are useful, there is an impact [from it], and I can trust my time with her [the researcher].

Additionally, they said that the way the researcher was working with other groups and students and getting other people involved kept them motivated to work on this project. One participant stated that she generally made time for charitable projects if she found someone who was the right person for the job, and in regard to this project she felt the researcher was the right person for such a project; thus, she was encouraged to support this multi-disciplinary project.

Participants also were impressed by the researcher's communication and interpersonal skills. One of the participants observed that one of the researcher's strengths was "her ability to bring people to the table and even approach people that others might find unapproachable." This ability was a strong element in the researcher's leadership role that attracted them to the project. Also, another participant mentioned the "informal relationship and informal collaboration" that the researcher established kept her motivated to collaborate in the project without feeling the pressure of being obligated to do so. Additionally, both participants felt they were a part of the team, since they worked on messaging and how to best reach out to people on these efforts together. Also, one of the participants said, because the researcher was a good communicator and discussion-focused individual, no disagreement happened between them while working on the project.

One of the other characteristics that a participant mentioned was the researcher's ability to take risks and find new ways to fulfill the mission. On this note, this participant referred to an experience with one of the partners, while organizing the conference.

Respecting the important role of that person, the researcher had to try different approaches to resolve a frustrating situation that arose.

Both participants also were pleased with the Community relationship the researcher established via this project with other non-profits, government agencies, and social justice groups. They indicated that it was very important for them to see the person they were working with on any project have the ability to make community relationships. On this note, one of the participants mentioned that “the way she [the PI] connected people to fill different holes” was one of the other reasons she prioritized this project over many other requests she received on a regular basis from many other individuals and organizations.

Furthermore, participants agreed that being passionate was another important characteristic in the researcher’s effectiveness in leading the project. For instance, one of them mentioned that the researcher “is someone who needs to work on a cause that helps people because of the passion and the ability of being effective in it,” while the other one stated that not only was the researcher passionate, but also “able to get other people involved and passionate” about participating in the project.

Lastly, the researcher was able to steward and lead the project, since she “is a visionary person who thinks big,” which attracted different people from multi-disciplinary fields of study to join the project. One of the participants also commended the researcher for maintaining her positivity and commitment to the cause even in the face of so many obstacles. This participant said admiringly, “You will be let down a lot if you are going to do good in the world so you [the PI] need to manage your expectations and you [the PI] just keep on doing it anyway.”



### **Pre and Post-test Results**

**Method.** Those who participated in the conference sessions evaluated their awareness of the issue of human trafficking by completing a pre- and then a post-test provided to them at the beginning of the program.

*Analysis.* Using answers to question “2” of the pre-test, which was, “What does human trafficking mean to you?”, participants were categorized into three different groups: Aware, Somewhat Aware, Not Aware at All. The standard for making each category was a comparison to a simplified definition of human trafficking: “Exploiting people by using force, fraud, or coercion for commercial sex or domestic servitude.” Those who mentioned concepts like force, fraud, and/ or coercion, or used similar concepts involving “exploiting vulnerable people” or “lack of consent” were categorized as “Aware.” Those who more minimally mentioned these concepts, perhaps simply summarizing it as “Modern-Day Slavery,” were categorized as “Somewhat Aware.” Those who did not provide any answers or did not mention anything even close to the definition were categorized as “Not Aware at All.” In some rare cases, it was difficult to decide where that participant belonged between “Aware” and “Somewhat Aware.” In those cases, question 2 of the pre-test, which was a “true” and “false” question, regarding general facts or misconceptions around human trafficking among the public, such as “about one third of all trafficking victims are children,” helped to make such a decision about the participant’s awareness. For instance, where it was difficult to categorize a participant as “Aware” or “Somewhat Aware,” if the participant provided correct answers to all comments in the question 2, then they were considered in the “Aware” category; otherwise the participant was categorized as “Somewhat Aware.”

**Awareness of human trafficking results.** From approximately 250 individuals who attended the conference, 75 individuals voluntarily returned a completed pre-test and post-test. Among the 75 volunteers, 62 participants were female, and 13 were male. The youngest participants in the categories Aware, Somewhat Aware, and Not Aware at All in order were 22, 21, and 24 years old; while the oldest participants in the same order of category were 74, 66, and 82 years old. Table. 3 provides this information about the conference pre and post-test participants as listed below:

Table 3

*The Conference Pre and Post-Test Participants Information*

	Female	Male	Youngest (age)	Oldest (age)
Aware	11	0	22	74
Somewhat Aware	32	6	21	66
Not Aware at All	19	7	24	82

*Further qualitative description.* The study participants described their level of understanding of human trafficking before and after the conference sessions.

*Pre-test analysis.* “Aware” participants mostly gave the complete definition, that is “Human trafficking is the [use] of force, fraud, and coercion of individuals that involves sexual [and] labor exploitation.” Some participants provided more details and information on what human trafficking means to them. For instance, one of the participants said:

Human trafficking can be referring to labor trafficking and sex trafficking. Sex trafficking is the recruitment, harboring, or transportation of a person for a commercial sex act in which the commercial sex act is induced by force, fraud, or coercion in which the person is under 18 years old. It is propagated by the

demand of the consumer and is therefore society's responsibility as a whole to combat it, not just the government.

The majority of participants (38) were categorized as "Somewhat Aware." They provided a mixed definition of human trafficking, along with their personal feelings, thoughts, and/or emotions about the issue, and the complicity of society and community. For example, one of them mentioned, "It is a crime where the victims are usually treated as criminals; we need to focus more on the people that enslave the women, men, and children that they force to work for them." Another participant mentioned "stealing people and forcing them into prostitution or forced labor." A 33-year-old female participant said trafficking meant being "forced into sexual acts for money across the world" while another 33-year-old female from this category, said human trafficking meant being "abducted, moved, neglected, against someone's will." Also, there was a 49-year-old female participant in this category who said human trafficking meant:

locating vulnerable preadolescents or teens, who may have been exposed to trauma. The vulnerable teens are easily targeted and persuaded into this lifestyle, especially if they need money, food, clothes and a place to live.

Lastly, 10 participants out of 26 in the "Not Aware at All" category did not provide any answer to question "2" of the pre-test and decided to stay silent regarding what human trafficking meant to them personally. However, the majority of participants in this group provided their feelings or thoughts about human trafficking in response to the question. For instance, an 82-year-old male participant answered that human trafficking meant "abuse of the powerless" and "greed prevailing." Another participant mentioned, "pain and fear and anger." Another said it was "something horrific" and

someone else said it was “an ugly blot in America.” A 48-year-old female stated that human trafficking meant “young people losing their lives to perform sex acts, exposure to drugs, victims of murder.”

*Post-test analysis.* The first question of the post-test asked participants whether, after going through the conference session(s), did they believe they had learned what human trafficking is about, that is, its various dynamics?

Among the participants in the “Aware” category, some of whom did this work professionally, 3 out of the 11 said they felt their knowledge regarding human trafficking had remained the same, despite attending the conference. One of these already knowledgeable participants, a 24-year-old female, said that although her knowledge remained the same, the conference gave her more passion and motivation. The other 8 *Aware* participants suggested that their knowledge about human trafficking had increased through participating in the conference. For instance, one of the participants, a 26-year-old female, acknowledged that the issue “includes more [than] I had previously thought.” Three other participants mentioned that they recognized there was more labor trafficking than they had thought before and one of them said that after the conference she “know[s] more about examples of labor trafficking” than she knew before. Also, another 24-year-old participant said that, before the conference, she did not understand that the average age of the entry of victims to human trafficking was so young.

In the “Somewhat Aware” category, 31 participants provided answers. Some mentioned that they had more in-depth understanding about human trafficking, since the conference. Some mentioned that they had a greater understanding of the different forms of human trafficking, especially labor trafficking. For instance, a 40-year-old female

participant said that after the conference she had “a better understanding of the wide-spectrum of trafficking,” and another person mentioned learning that human trafficking “can include labor” too. Some in this group felt more informed about trauma. For example, someone said we “need to focus on trauma and be more in tune with victims.” Some participants recognized that people were trafficked “against their will.” A 21-year-old participant said that after the conference she had “more passion” to work against human trafficking.

From the “Not Aware at All” category, four participants indicated their knowledge was the same and four others did not provide any answer. However, there were some participants that were able to provide a complete definition of human trafficking at the end. For instance, a 47-year-old female participant who previously left the question blank in the pre-test, in response to what human trafficking meant to her after participating in the conference, identified it as “any exploitation of an individual for the use of sex or labor.” Also, there were some people who shared their emotions in response to the question. For example, a 42-year-old participant who previously mentioned “slavery, prostitution” as what human trafficking meant to her, in the post-test replied that “it’s scary, it means there are a lot of people of all ages being hurt, damaged, and victimized.” Furthermore, there were some people who provided their opinions on how to take actions to combat human trafficking. For example, two individuals that both left the question blank in the pre-test, replied by providing practical solutions. One of them said, “We need to spread awareness in all schools [and] to the public,” and the other one said, we “need more involvement earlier than later in life.”

Question 2 of the post-test asked participants to provide their recommendations for designing courses to educate students about human trafficking and for attracting students to these courses. People responded differently; but, all of them asked for more prevention strategies to be established and that education and awareness play the key role for designing any course. From the Aware group, participants mainly wanted adequate information for them to speak of reality and examples to show that human trafficking may happen for any one via different ways. For instance, a 24-year-old female said to “make it [the course] for everyone, not just people who want to ‘work with victims.’” Participants in the “Somewhat Aware” category asked for more in-depth education, training, and professional development to be considered. Some of them asked to have more focus on trauma, such as “education on trauma informed care,” while some asked for general courses that teach about warning signs to watch for. Then, some asked for different aspects of human trafficking to be highlighted and noted that more professional development for law enforcement and attorneys was needed. Also, some mentioned the courses needed to provide statistics for students, as well. Lastly, participants in the “Not Aware at All” category focused more on using case studies and real examples. Also, some participants recommended that technology should be engaged in developing such a course. For instance, a 42-year-old participant said, “Use the same kind of flyers [methods] traffickers use to help those [vulnerable] who respond [to traffickers] more aware of the problem.”

Finally, question 3 of the post-test asked participants if they could think of ways to spread the message of the dangers of human trafficking to their communities, besides explicit education. Except for 10 participants from “Somewhat Aware” and “Not Aware

at All,” who decided to leave the answer blank, all other 65 participants (over 86% of participants) indicated that more awareness or education campaigns were needed. For instance, a participant from the “Not Aware at All” category mentioned there was not any other way besides education that she could recommend by simply responding “None” to the question. Another 32-year-old female participant from the “Aware” category stated that “other than awareness I can’t think of much else.” This participant also mentioned that parents needed to get informed about various platforms, such as Snapchat, video games, and other social platforms that children used that make them good targets for traffickers. Parents needed to be able to talk to their children and educate and warn them regarding the dangerous situation out there. Methods that all participants from the three categories mentioned to raise awareness were: (a) traditional and physical training (25 participants); (b) social media or some form of social media, and technology (38 participants). In regards to traditional and physical training, some mentioned “conversations and discussions,” “the power of personal stories,” increasing “education in schools, parent awareness,” or “talking to students,” while some people in this category recommended “rallies, walks, [or] community functions” and some mentioned using “billboards” and/or “presence consistency in the streamline community, teen places and restaurants, [and] hotels.” The other group who wished to see more use of technology and social media, asked for developing more “Public Service Announcements,” “News Segments” “creating documents, [and] bring the info to local news stations,” “email to our families,” “social media campaigns, flyers, etc.,” “music,” “on the screen at ball games, on the radio,” “bulletin boards,” “advertising on websites,” and similar new-aged instruments and methods.

### **Phenomenological Experience**

Greenleaf “dubbed as the grandfather of Servant Leadership [,] drew heavily on Hesse’s novel *Journey to The East*” (as cited in Sendjaya, 2015, p. 33). Inspired by Greenleaf (2017), the Investigator documented her observations, efforts, and experiences in her own journey of trying to be a servant leader to fight human trafficking through the process of this dissertation study. This section includes description and excerpts from the journal the Investigator kept of her work, while conducting this research project. All people and institutions who participated in the project, or who were interviewed, remain anonymous, and their names were changed for the telling of this story.

To understand the Investigator’s journey, it is relevant to mention again the three fundamental questions raised by Greenleaf’s philosophy. Authors of *Discovering the Self-Interest of Servant Leadership*, Russell, Maxfield, and Russell (2017), noted that “these fundamental questions have become the cornerstones for research and writings on the philosophy” of Servant Leadership, and they directed part of this study as well (Russell, Maxfield, & Russell, 2017, p. 76). Those three questions were:

Do those served grow as persons? Do they, *while being served*, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? *And*, what is the effect on the least privileged in society; will they benefit, or, at least, not be further deprived? (Greenleaf, 1991, p. 6)

The Investigator used these three questions as touchstones for evaluating her own Servant Leadership.



## **My Journey**

The journey that has led me to seek a doctoral degree in Educational Leadership is rooted in my unique cultural background and life experiences. I was born and grew up in the Middle East, before a war in my country and after a young revolution. Only one year after the revolution, my country got involved in a war with its neighbor. As a result, during my childhood and teen years, I was exposed to drastic and influential social and political experiences that accompanied a new revolutionary society. Consequently, these experiences inspired me to seek justice for those who had no voice. This goal made me understand that merely developing policies and protocols or providing direct services were not enough for a systematic change in our society. But also, we needed to raise awareness and education regarding justice issues to prevent victimization of more vulnerable members in our community. This was because victims were the most isolated members of the same community and it was up to every community member to act to identify and help them. Thus, an aware and educated community that understands risk factors of victimization can lead to a systematic change to prevent injustice and promote the wellbeing of any society and the world. The hope of raising awareness and promoting the understanding of social justice issues, especially those issues that mostly affected children and women, encouraged me to study jurisprudence and law to understand the legal system and the process of making policies. Then, I decided to pursue of a Doctor of Education in Educational Leadership, since I believed education was the key to resist injustice and combat moral wrongs, including human trafficking in our societies.

This desire to advocate for victims to honor human dignity introduced me to the pain of vulnerable people who have been exploited for commercial sex and/or labor -the crime of *human trafficking*. Accordingly, I decided to fight for one of the most important rights of any human being: freedom. Thus, I chose to pursue my doctorate in educational leadership to combat human trafficking by being a servant leader and educating our communities regarding the crime of human trafficking, its risk factors, and how we can prevent the victimization of vulnerable members of our community. The following notes are from my journal of my journey since Fall 2015, when I started my project as a servant leader to fight human trafficking.

**Fall 2015 and spring 2016.** In August 2015, I joined the anti-human trafficking program of one of the local nonprofit organizations in St. Louis, as a volunteer. The unit was supported by funding from the U.S. Department of Health and Human Services. The goal of this program was to educate the public about human trafficking, identify potential victims, and offer outreach case management services to meet the special needs of those who have been affected by the devastating consequences of human trafficking. I helped the project in their direct outreach efforts within the Muslim community. Working with vulnerable community members and the needs of the community encouraged me to design an educational project regarding human trafficking and focus on documentation of this project for my doctoral dissertation.

In February 2016, a friend of mine who already knew my plan for my doctoral dissertation informed me of a short human trafficking workshop planned on a Midwest University campus for Sibley Day. I participated in the workshop. The room was full, with about 50 interested students and faculty there to learn about human trafficking in

our geographic area. The workshop was presented by a small local non-profit called BBBB which appeared to be the only anti-human trafficking non-profit organization in the Midwest. The organization's mission statement said they were "raising awareness about human trafficking by providing information, networking, opportunities and community resources." At the end of the workshop, I introduced myself to the presenters. They handed me their business cards. Most of them were representing the AAAA and two of them with BBBB's business cards had the title of religious Sister and represented a Catholic organization. It was the first time while working on the idea for this study I felt a bias in myself - as a Muslim I was afraid to contact the Coalition, since their Chief Executive Officer (CEO) was a Catholic Sister. I assumed I would be ignored, or my requests denied due to my faith. This feeling stopped me from pursuing the idea of contacting the coalition, BBBB.

A couple of weeks later, I had a chance to meet with a lady in a random situation at a restaurant. Being in the United States for over 30 years, she was originally from an Asian country, but now married to a Muslim man and converted to Islam. She was curious about me and what I was doing in the United States. I explained to her that I was an International Scholar doing my doctorate. She asked about my dissertation. I briefly explained to her that my study was about raising awareness, education, and engagement regarding human trafficking. When she heard about my interests and that I was an anti-human trafficking activist, she got encouraged to share her story with me. She explained to me that as an orphan child she was smuggled to the United States about 30 years ago. She also shared with me some of the pains and sufferings she went through. Her story inspired me to be more encouraged about what I had planned to do. At the end of the

conversation, she asked me to never be afraid of asking for help while fighting against human trafficking, since she believed asking never hurts. She told me that, as an activist, if I got what I asked for, I won, and if I did not, then I lost nothing. I promised her I would do that. This lady and her unique story were my inspiration to take the first step on my way in combating human trafficking: setting aside my personal biases and fear of rejection – as she said, it does not hurt to ask.

The following day, I contacted BBBB, and I was surprised when the CEO wanted to see me at 9:00 am the following day. I went to BBBB's office and provided them with a short background of what I was doing. Our meeting went smoothly, and the Sister invited me to participate in their board meeting the following week. At their board meeting, I found them to be educated women with social concerns, who were willing to make some changes in their society. Many of them were AAAA members at the local branch for many years and had some ideas about the humanitarian crisis going on in the world, especially regarding human trafficking. Moreover, historically, I found that BBBB was founded in 2014 in a chicken coop located at the other end of the Catholic Sisters' convent. The chicken coop building had been refurnished earlier as an art studio, before being used as a meeting space for the coalition against human trafficking. However, not being used for years, the community decided to rent it to BBBB for 50 dollars per month. In the same board meeting, they decided to consider hiring me as the BBBB's first intern. Driving back home after the meeting, I remembered my conversation with that lady a month ago who advised me to ask for help. I felt it was the time for me to promise myself to ask for help when I see the value and need of asking,

even when it required me to do tasks that I was not altogether comfortable doing, such as seeking alliances with people very different from me in some ways.

In April 2016, I joined BBBB as an intern, and after three months, I was hired as the first program director for this local non-profit organization. It was a part-time position which fitted my needs as a doctoral student and gave me the opportunity to pursue my educational goals, as well. By the end of the Spring semester of 2016 I had to decide for summer semester. Additionally, I was more interested in expanding my circle of research to choose my dissertation Chair to start and keep my project going.

A classmate who was working in the American higher education system for over 20 years - employed by the school of humanities and also aware of my research interests - advised me to consider having Dr. NM as my dissertation Chair. She believed that Dr. NM was the right person for the topic that I was interested in working on. She also gave me advice about how to get Dr. NM's attention and to consider being my chair since she claimed that Dr. NM was not accepting anyone. I should first establish a relationship with him, at least take a class with him, and let him know me better and how motivated I was before asking him to serve as my chair. Dr. NM's scholarship explored what develops in moral development and how, with special emphasis on integrating care and justice, recognizing the impact of gender socialization on moral epistemology, and the substantial influence of ideology on moral knowing.

**Summer 2016.** Although I was not sure about the details of how I wanted to continue to shape my study, which I think was normal for that stage of my dissertation, I decided to consider listening to my well-experienced classmate and took Qualitative Methods in Educational Research with Dr. NM. It was an interesting class. In the first

session of the class, we provided some quick information regarding our dissertation while introducing ourselves. I recognized that I grabbed Dr. NM's attention when I expressed my research interests after the introduction. Typically, summer classes lasted for only two months, with two sessions per week. After the first month, I felt confident enough to make an appointment with Dr. NM and talk to him to see if he might consider being my dissertation chair.

After the meeting, I found Dr. NM a reasonable and knowledgeable person who was interested in my project. Thus, the most important part of formulating my study - finding the chair for my Dissertation Committee - happened smoothly at the middle of summer semester of 2016. During the summer of 2016, I got my Curricular Practical Training (CPT) status, which allowed me to work for BBBB as a part-time employee. Working in the field in which I wished to conduct my research was another positive point that allowed me to enhance my learning skills and life experience.

In the meantime, I decided to gather my data qualitatively rather than quantitatively. It was not because I did not like nor lacked knowledge of mathematics. In fact, I have a diploma in mathematics; however, I believe that mathematical numbers cannot analyze and/or measure everything, including human emotions, feelings, and sufferings. Science might try to measure human pain or emotion and then draw them in a diagram, using numbers to make it easier to understand *something*. However, numbers cannot describe what was going on deep in the hearts and minds of those people who experienced it. Even words are unable to describe the real feelings in many cases, but between the two - numbers and words - I preferred to use words for my study; because it would better describe participants' learning experiences at the conference, their

motivation for participating, and their experience in respect to my experience as a Servant Leadership experience, and so on.

My idea of doing qualitative research on human trafficking was happening in an environment in which students were generally encouraged to do a quantitative or a mixed method of study for their doctoral dissertations. However, I did not see any reason not to share my concerns with my program adviser and my dissertation Chair regarding doing only a qualitative research study. They both agreed and respected my decision. Dr. NM, who was teaching the qualitative method of study, was more open and supported me to in pursuing a qualitative study. Thus, I decided to develop a program to raise awareness about human trafficking on this university campus by inviting faculty and students to craft a message regarding human trafficking in accordance with their field of study. However, my dissertation was studying, observing, and documenting the participants' behaviors and motivations for engaging in the project.

While meeting and working with Dr. NM to explore more possible ways of doing my study, I contacted the communication department at the Midwest University to explore the possibility of getting their students engaged with my project. I strongly believed that different ways to raise awareness were required for different people. In fact, I believed different people learned, engaged and were inspired via different tools and methods. Accordingly, I have a deep belief in audio and visual arts and their power in touching the audience's hearts and facilitating the learning process for them. I also think that the knowledge some people could take away from a picture might be deeper than what they could learn by reading or studying a 200-page book or an article. More importantly, considering the time we were living in, which was well-known as the time

of technology and mass media, it was my concern as a teacher to be creative enough to engage my audience in ways that they enjoyed while learning. I found my contact person at the Communication Department a well-aware person regarding social justice issues in our society, and supportive. He directed me to one of his faculty at the department who was a filmmaker.

Finally, in the late summer of 2016, with Dr. NM's support, I drafted a two-page summary about my project to send to faculty in August and ask them to participate in the project and inviting them to consider having me in their classes to explain my idea to their students and encourage them to think about participating in my study. The following message was forwarded to the faculty meeting facilitator to share with faculty via email:

**Exploring Human Trafficking Program (EHTP) on college campuses**

Trafficking in persons is a serious crime and a grave violation of human rights. Every year, thousands of men, women and children fall into the hands of traffickers, in their own countries and abroad. Almost every country in the world is affected by trafficking, whether as a country of origin, transit or destination for victims. It is one of the most flourishing and profitable businesses in the world, often quoted as the third most profitable business for organized crime after drugs and the arms trade. Human traffickers generate hundreds of billions of dollars in profits by trapping millions of people in horrific situations around the world, including not only in the U.S. but also here in St. Louis area. Human trafficking is a hidden crime, as victims rarely come forward to seek help because of language barriers, fear of the traffickers, or fear of Law enforcement. Traffickers



use violence, threats, deception, debt bondage, and other manipulative tactics to force people to engage in commercial sex or to provide labor or services against their will. Human Trafficking (HT) involves both foreign born and U.S. citizens. Even though anyone can be trafficked, traffickers target vulnerable people. It is believed that there is a general lack of awareness regarding Human Trafficking and its roots among students, faculty, and administrators on college campuses.

In brief, EHTP is a coordination of programs which seek to raise awareness about Human Trafficking (HT) on college campuses. The EHTP program will facilitate a cooperative network of students and faculty to inform the community and facilitate students taking a role in breaking the chains of modern-day slavery. This collaborative project will create original materials designed to speak to fellow college students and empower students to speak up for those who cannot speak for themselves. EHTP is a campaign to design a program to raise awareness against Human Trafficking on college campuses to lead youth to produce their own materials to educate other youth about Human Trafficking. This movement is called “the Yellow Butterfly Campaign.” Youth are the next generation of leaders for our communities and deserve every chance and opportunity which might assure them of a better life in the future. Through the Yellow Butterfly Campaign, youth at the college level will be facilitated to use their skills and cultural knowledge to transfer and translate a message and facts about human trafficking to different mediums to speak to other youth. In other words, this project may be called, ‘Youth gets empowered FOR and BY Youth against Human Trafficking.’

EHTP encourages learners and educators to work cooperatively on human trafficking issues and enables youth to understand the complex realities and processes of human trafficking to develop values, attitudes, knowledge and skills, which will allow them to face the challenges of an interconnected world of crime, corruption, and chaos.

Youth are the heart and future of our communities who deserve to live in a safe, secure, and healthy environment. Through the EHTP program and the Yellow Butterfly Campaign we seek to equip and educate vulnerable youth with skills and knowledge that can lead them to a more positive lifestyle. Currently within the United States there are more than 100,000 child-trafficking victims with more suspected of being at risk every day. In the schools and on the streets of the Greater St. Louis region, young people are being exploited in the labor and sex trades, often because these vulnerable youth are especially targeted, and most are unaware of the dangers and trickery involved. Then, youth as victims rarely come forward to seeking help because of language barriers, fear of the traffickers, or fear of law enforcement. Traffickers use force, fraud, or coercion for children and youth who are vulnerable for different reasons such as economic hardship, natural disasters, civil war, or political instability.

Empowering youth by youth through the Yellow Butterfly Campaign, a prevention program, aims to prevent human trafficking by reaching vulnerable, at-risk populations before it is too late. Through education, outreach, awareness, and early intervention, our youth can be empowered to make positive and healthy decisions about their own lives and take a stand for their own futures and also to

speak out for whoever cannot speak for themselves. To impact human trafficking, it is very important to engage youth at younger ages through school-based curriculum and approaches. Therefore, our goal is to lead and educate youth to produce their materials to educate other youth about Human Trafficking.

We believe the heart of global education is enabling young people to participate in shaping a better, shared future for the world. Global education emphasizes the unity and interdependence of human society, developing a sense of self and appreciation of cultural diversity, affirmation of social justice and human rights, as well as building peace and actions for a sustainable future in different times and places. The campaign mechanism is to recruit interested students introduced and recognized by faculty from different departments at school to join us and start their activities against human trafficking. These students receive the primary information from our professionals who started the campaign and then they will be empowered and motivated to produce and develop their own program to transfer the Yellow Butterfly campaign's message to other people at school or their community and hopefully to the world. (Email)

To draft the letter, I tried to use many documents and statistics, which were available online for public access, to prove the reality of human trafficking in our area to our faculty. One cannot expect to receive appropriate support for her/his project unless one helps the audience understand the existence of an issue and makes it personal for them. In this case, my audience was the faculty and then students at a Midwest University. I was afraid that they would reject me since the Midwest University was a small school in the Saint Louis, Missouri, area of the American Midwest. Based on my

observation and word of mouth, most people were in denial about human trafficking in the St. Louis area. As a matter of fact, the St. Louis Area had a reputation in the nation as having high crime rates. The area used to be among the first three most dangerous cities in the nation for a number of years; however, recent to the time of this writing, this ranking had been changed - but still the area was among the top 20. I should add that there have been many people and scholars criticized for this ranking regarding St. Louis region.

Dr. NM contacted the administration person and requested to issue this letter to all faculty at the Midwest University. Additionally, we took a chance to organize a short presentation for faculty to explain the project. Besides one faculty member, Dr. RL, from the school of business, no one else showed up to learn about my project. I could predict facing lack of support. Based on my initial conversation and networking with faculty and students for the past five months, from February to August 2016, it appeared to me that regardless of their educational background or social position, people were in the denial stage; that is, the stage of not believing human trafficking was happening in their neighborhood and local area. For instance, I had a chance to have a conversation with a faculty member from the school of communication who was teaching students how to make documentaries. He was astonished when I provided information regarding human trafficking in St. Louis.

Thus, I changed my outreach strategy. To do so, I started narrowing my list and only targeted specific departments and faculty from whom I was interested in having some help and who I thought might be interested in this project, and I started with them. In other words, I replaced a scatter-shot 'let's see if we can get everyone interested'

approach with a targeted approach strategy. I could see a one-by-one approach could make the situation harder for me, especially because of time. However, I learned to be patient. Thus, as an international student and scholar, subject to immigration regulation, I had to make sure to pick a strategy that allowed me to manage my project in a timely manner that would not put my immigration status in jeopardy, since my main purpose of being in the United States was pursuing my education and completing my research.

Shortly after I started my work, the BBBB received an invitation to participate in a newly established network of anti-human trafficking professionals in St. Louis city. This network was a collaboration of faculty from some other schools in the area. I participated in the meetings on behalf of the BBBB. It was a three-half day networking opportunity. What was interesting for me was the fact that there were so many people interested in doing something about the issue of human trafficking in our local area. Observing many people with various backgrounds at that networking opportunity initially made me think of a couple of observations regarding human trafficking and its presence in the St. Louis Area: (a) there were many different organizations working in the area to address human trafficking and (b) there was not any effective collaborative networking among these teams and for this reason groups started duplicating each other's efforts. Then it occurred to me that there could be different reasons behind everyone's motivation to get involved. Some people had a passion to fight trafficking while some others became interested to feed their personal agenda, such as getting a better social or political position. In other words, I observed that anti-human trafficking activists were motivated by different reasons from caring, being passionate, feeling responsible, and working for an important cause to liking being in power, fulfilling their

political agenda, getting the community support for their personal business, and many other different reasons. None of these reasons might be illegal; however, they could be morally wrong, because it might not be ethical to fulfill our personal desires by taking advantage of social welfare issues, including human trafficking. This is what I came to call ‘the trafficking of human trafficking.’

Participating in the three-half-day networking sessions gave me mixed feelings of confusion and hope. I realized there was a lack of knowledge about different forms of human trafficking. Many had only heard of sex and labor trafficking, and some just were trying to learn about it. In contrast, my understanding of human trafficking was a more comprehensive model, including at least organ trafficking, child soldiers, and tourism trafficking, in addition to sex and labor trafficking. In fact, when I brought up the issue of child soldiers, I figured out that many people in the room had never heard of that. This lack of knowledge among activists made me step back, and before starting my project first start to know other anti-human trafficking units and the environment in which I wanted to conduct my study.

In those meetings, I met a person who seemed to be a good advocate, especially regarding child trafficking cases, Dr. NY. On the second day of meetings, I got more interested in getting her contact information and having a conversation with her to see if I could add her to my dissertation committee. I did some online research to find out more about her, her scholarly background, and her research interests. I did not find any publication under her name or supervision, but I saw that she had done some activities regarding human trafficking.

For my dissertation committee team, I had Dr. NM with education background and Dr. RA with social work experiences. None of them had any experience or background regarding human trafficking. Thus, I thought that I should have an expert with at least some level of knowledge about human trafficking for my dissertation committee. For that reason, I followed up with that person I met at the network meetings. She replied to my email and I made an appointment with her. We met for lunch after the last day of networking sessions. I had a conversation with her to see if she would consider joining my dissertation committee. It seems she was very pleased and open to the opportunity. Then, at the end of the conversation, she invited me to join her family for the 4th of July the following month.

While getting ready to work on my dissertation application, in mid-summer of 2016, I joined another non-profit organization in St. Louis, which was a collaborative organization open to people in the St. Louis metropolitan area to make bridges and connect people together with different backgrounds. This organization had deepened understanding, respect, and appreciation among all persons across lines of difference. Our Islamic Center's director, who had been supporting this organization for years, found me interested in the work and introduced me to this organization to represent him in their meetings. I decided to join the organization for several reasons, including that I believed human trafficking happens partly because we do not know what we do not know. Thus, I wanted to learn more to expand my understanding of other people, their traditions, and their position regarding human trafficking.

**Fall 2016.** I started my one-by-one approach strategy in Fall semester 2016 by making appointments individually with those faculty I thought might be interested in

participating in my project by letting me present in their classes. The first presentation started with the class of Dr. RL who was the only faculty who participated in my workshop earlier at the faculty meeting day. After my presentation, many students in his class expressed their interest in helping and participating in my project. They filled the sign-up sheet for me. A couple of them belonged to different student organizations on campus. I thought it could be another good strategy if I was able to grab some student organizations' attention to participate in my project. At the same time while I was researching online to find out more about national or international campaigns or groups fighting human trafficking or other justice-centered movements, I learned about a UNICEF program called "UNICEF Campus Initiative."

I thought about pursuing the opportunity of initiating a UNICEF club at the Midwest University and continuing my anti-human trafficking program as a UNICEF Campus Initiative club. Thus, I did some more research on the opportunity and contacted the UNICEF campus club administration unit to get more information. I talked to Dr. NM about the UNICEF campus club program and my idea of joining them for the purpose of having access to a wider national network. After communicating via email with one of the UNICEF administration, I scheduled a conference call with UNICEF's representatives, Dr. NM, and myself to discuss the possibility of such a collaboration. However, at that meeting we understood that my project was bigger and beyond what UNICEF campus clubs were initiated for and we decided not to pursue that goal.

Although I decided not to initiate a UNICEF club on campus, I still had the chance to submit my request for starting a student organization on the Midwest



University campus against human trafficking in order to receive more support from the school and the student government. I contacted the relevant department to get more information about the required steps in order to establish a new student organization. The bureaucracy looked very complicated to me. Although one of the students, A, from Dr. RL's class wanted to participate in my project by finding interested students to start the club, I decided not to go through all of the paper work and other restrictions, especially since A and some of his friends were graduating in May of the same academic year.

The second faculty member who invited me to present at her class was NN, who was an attorney with the local prosecuting attorney's office. She also was an instructor at the Midwest University, and she had some experience with human trafficking cases. At NN's class, students got excited to join the project and help. Some of them gave me their contact information to add to my list to update them with more information. Unfortunately, many of these interested students were about to graduate the same academic year as well - the issue I had with A and his classmates.

Finally, in Fall 2016, I started to officially start work on my dissertation, enrolled in Capstone I, beginning to complete the required Prospectus. I decided to propose the coordination of a program to raise awareness, education, and engagement regarding human trafficking. The project goal was to initially invite students and faculty from across the university to become involved in the project and (a) engage in training sessions, and (b) produce some educational *unit* or *module* (youth empowerment) designed to raise awareness of the issue and the crime of human trafficking.

In mid-semester, I was in good shape in tracking my program deadlines and requirements; however, I felt I got lost in space for a short time. I knew what I wanted to do; but I did not know how to say and/or implement it. On the other hand, I knew if I gave myself a little time, I would be able to find my way. Meanwhile, I was continuing my efforts to find more professionals to help me raise awareness and education about human trafficking.

By that time, I wanted to measure different ways of training about human trafficking, since I was not satisfied with regular classroom trainings that required audiences to participate physically in the classes. Thus, I thought I should come up with a training strategy that makes people learn while enjoying what they were doing. Then, I came up with the idea of designing a simulation game to train people about human trafficking in a 3 to 4-hour training course. Meanwhile, one of the faculty at Midwest University TV, who was teaching Internship classes, sent an email to his students that they could work with me if they wish to make their Public Service Announcement (PSA) with a focus on human trafficking. Fortunately, one of his students contacted me and made a 30-second PSA, which I found simple but informative.

At the end of the fall semester, something still did not feel right, but I did not know what it was. Then, when I went to a meeting with Dr. NM, he told me something that grabbed my attention. At the moment I did not know what it meant, but I felt it was interesting. Dr. NM, who was mentoring me for a while, told me, “Shima, by mentoring and observing what you are doing and how you are doing it, I think you are a servant leader. Have you heard of the theory?” Until that moment, I had never heard of the theory, but I got so excited to know more about it. Later that day, I did some research on

the ‘Servant Leadership’ theory. Founded by Greenleaf (1991), a servant leader was one who “goes out ahead and shows the way” (p. 8). Moreover, Greenleaf (1991) believed that everybody has to learn out of his or her own experience and a servant leader “must have facility in tempting the hearer into that leap of imagination that connects the verbal concept to the hearer’s own experience” (p. 11). Dr. NM talked to me about the theory and the leadership, its history, and what it was about. Additionally, he put me in contact with a colleague, Dr. RY, whose area of focus was on Servant Leadership theory. I contacted Dr. RY and made an appointment with her. She not only talked to me about the leadership but also gave me access to a great database about Servant Leadership and how to study it. The theory of servant leadership has become very personal to me, not only to use in my dissertation as a conceptual literature, but also as an identity to know myself better. I learned I was a servant leader, not previously knowing its name or academic definition, but finding that my leadership values and my way of embodying leadership seem well articulated by this approach.

Studying about various aspects of the Servant Leadership helped me to get to a level of self-recognition, and I realized my dissertation project has been a small reflection of who I am. Among all those different ways that Greenleaf (2007) described his theory of Servant Leadership, one paragraph touched me deeply;

The forces for good and evil in the world are propelled by the thoughts, attitudes, and actions of individual beings. What happens to our values, and therefore to the quality of our civilization in the future, will be shaped by the conceptions of individuals that are born of inspiration. (p. 84)

I suddenly felt I found myself after being lost in an uncertain era. The key to be an effective anti-human trafficking activist, it was starting to seem to me, was not in focusing on what programs we could develop, but on the *leadership we could develop*. I realized the key was *inspiration*. A human trafficker uses “force, fraud, and/or coercion” to make individuals in a vulnerable position to act against their own best interest. Thus, the anti-human-trafficking movement needs to ‘inspire’ people and empower them to lead in ways that are liberating for all; however, as Greenleaf said, “the leader needs more than inspiration . . . He initiates, provides the ideas and the structure, and takes the risk of failure along with the chance of success” (Greenleaf, 1991, p. 7). Raised up by my core values and inspired by Greenleaf, I decided to continue acting like a servant leader and trying to raise up other individuals to be servant leaders, especially to combat human trafficking.

**Spring 2017.** It was during Spring 2017 semester that the project got more serious. Dean EA and Dr. NM played a critical role in this part and raised me up. It was after Christmas 2016 - in February 2017 - that Dr. NM told me he wanted to talk to Dean EA about my project, because he believed that my dissertation project was both unusual for our program and something she would find meaningful. A couple of days later, Dr. NM informed me via email that we were going to meet with Dean EA. Until that time, I had no clue who she was. I never saw her or met with her. I asked Dr. NM what we were going to talk to her about. He replied, “Just talk about your project, what you have done, and what you are going to do.” We scheduled a meeting with the Dean in her office at 1:00 pm. I managed to be there 10 minutes early, since it was my first-time meeting with her. I was not nervous, anxious, or stressed, but it was important for me to

do my best and present well. When we got into the meeting, the Dean started talking first and then she turned the conversation to me by asking about my project. The Dean was an easy person to talk to, and she explained she was already aware of human trafficking and looking for an opportunity to do something about it.

After the Dean explained to us how she got interested in this topic, she told her assistant to call some of the liaisons in the education department to come to her office. When they came, Dean EA introduced me to them and said that the department was going to help my project in any potential ways that the department could. She came up with two important events that we already had in the School for the Spring Semester. One was a Speaker series event for the doctoral program and the other one was the *Eye on Education* program at the University TV station, which was available to all cable subscribers in the County. Dr. EA dedicated the spring speakers' series to human trafficking. In addition, she devoted two 30-minute TV shows of *Eye on Education* to human trafficking. Also, a week later, I received an email from Dr. NM that Dean EA asked him to forward me an email. In that email, Dean EA asked her network of Tri-County Superintendents to put me on their next meeting agenda for five minutes, so I could provide them with some information regarding my project and human trafficking.

For the next step I helped schedule the speaker series and the TV shows. We met to consider which activists and/or first responders I wanted to invite to the TV shows. Then we decided that the same people would present at the speaker series on the coming Monday after recording the show. One of the other sources I talked with for advice was Chief of Police RY. On my behalf, he contacted the county prosecuting office and facilitated a meeting for us. It was a productive meeting, and the local prosecuting

attorney sent his attorney who was prosecuting human trafficking cases to be one of our guests for the *Eye on Education* show on human trafficking. In late Spring 2017, I heard that Dean EA was retiring. It was very hard on me to lose her support since, as the Dean, she was very helpful. Before she left, Dr. EA put me in contact with Dr. KF, another Dean in our school. I had contacted him earlier in my outreach efforts; however, I had not heard back from him. Getting Dr. KF involved in the project was another encouraging development that gave me more hope to continue the effort and be positive about the future of my study.

**Summer 2017.** I decided not to take any courses in the Summer of 2017 for two reasons: a) there was so much stress on me in the 2016-2017 academic year and I felt the need of slowing down; and b) based on the new policies at school, international students were not allowed to work on campus anymore during the summer. Thus, the lack of financial resources played a critical role in abandoning my enrollment for summer classes. On the other hand, I needed to spend more time working on my dissertation in regard to networking and data gathering.

**Fall 2017.** I started a productive semester in Fall 2017. Some people played a significant role in that success, including Dr. KF and Dr. RN, faculty at the School of Education doctoral program.

At the beginning of the semester, I made an appointment with Dr. KF at his office and talked to him about my project, what I had done, and what I was looking for. He challenged me in many ways that I appreciated very much. He challenged me to make my project real rather than remain an only-on-paper theory. I had a headache and was in a state of confusion after meeting with him, but it was exactly what I needed to be pushed

into the real world. Dr. KF's advice helped me to organize everything with a deadline map. He told me that I needed to narrow down my population and topic to be manageable. Then I had to narrow down the messages I wanted to send to my audience in a revised form. Basically, he explained that there was an X= take away message, and Y= method, and Z= population.

$$X \quad \rightarrow \quad Y \quad \rightarrow \quad Z$$

This is called an open system. In this system, what the researcher receives as a result in the Z part would play a significant role in effecting the input or X for the second round in this feedback loop. In other words, the researcher learns from the results produced and tries to make changes on the system by making the take-away from the outcome inform the input for the following times. I told Dr. KF that I was going to think about his points and make another appointment with him to make sure I was on the right path. Later in October, I set a meeting with my dissertation committee members and the project advisory team to further define the study design. At that meeting, we brainstormed ways to try to send out a message via social media to alert children at k-12 schools about the dangers of human trafficking. Concern about teaching children (under the age of 18) about human trafficking were raised because of the consent issues. Thus, I needed to think of another way to come up with a human trafficking training that would benefit k-12 students, but not get them involved directly. Thus, I thought I should start to train teachers and school personnel, since they play the role of the first responder on a daily basis working with students and children at schools. Our children spend a significant time every day at schools, making it a viable place to reach the most youth. Additionally, school personnel need training to be able to recognize the likely child

targets or actual victims of human trafficking to be able to intervene. In training teachers, I would not have to worry about consent issues.

It was almost the second week of the semester that I received an email from one of our faculty in the Public Health Department - Dr. C - that she was interested in knowing if I was still working on my study against human trafficking. She wanted to introduce me to one of her students who was looking for an internship opportunity. I told her that I would be happy to have a conversation with her student to see what her talents were and how she could help me with the project.

AA was an international student and, when I talked to her to see what she had done and why she was interested in helping me in this project, I was not quite sure if she was the right person. AA did not have any special background in social science or education fields; however, she was a young lady who had a future ahead of her. Thinking of how other professionals during the last four years helped me to build my professional career in America made me consider my study, in general, as an opportunity to empower college students and help them find their own voice. At that moment I did not have a specific task for AA; but, I was thinking if traffickers could easily exploit our youth, then, as an anti-human trafficking activist, I needed to figure out a way, or ways, to get youth involved to empower them to fight back against traffickers.

As I mentioned, when I interviewed AA, I found something in her behavior that made me hesitate to work with her. I believe a part of that was the way she was communicating, or maybe that she was not completely aware of the purpose of having an internship or being an intern. The best part of accepting AA was that she told me her friend CC was interested in joining our team, too. Dr. C confirmed that CC was a reliable



student; CC was doing her internship somewhere else, but was interested in volunteering with my project, since she had such a passion about it. Although I was hesitating to work with them, I decided to have an interview with CC too, especially since she wanted to be a volunteer. This was mainly because I believe in the power of cheering by peers. On the other hand, I was worried about them eventually being competitors with each other, rather than supporters. Having these thoughts, I decided to risk it and use both of them to help me with the project. Thus, I had to sit down and put my vision on paper to better organize the project and design a job description for AA and CC.

**Spring and Summer 2018.** It was a semester of improvement but full of frustration, too. I experienced different situations, and at the moment each of them was a disaster; however, trying to put pieces together as a whole, I would say it was a positive semester with many adventures.

Enrolling in an ethics course was the first positive thing that happened for me. Reading widely in the fields of moral psychology, ethics, and moral education allowed me to put a name to the values and standards I naturally embody. The best experience was when I got to know the work of psychologist Gilligan (2013) and the *Ethics of Care*. The care perspective reminded me of my own childhood development. By reviewing Gilligan's (1982, 2013) comments, I recognized my parents raised us on the care perspective principles, and this made me personally feel connected to the care perspective philosophy.

Additionally, the focus of my intended educational intervention became clear to me. In early 2016, when I started this project, I was hoping to develop a program to

combat human trafficking in schools among students. I even had a plan to create a program under the Character Education (CE) label, based on scholarship in that area.

I believe to fight social justice issues that affect the well-being of our society, including human trafficking, we need to raise our children to be responsible citizens with good character who care about other people. However, after a while, working to get into schools, I recognized because of a lack training and awareness among our school personnel, those in leadership, and parents about the dangers and existence of human trafficking in our schools, the ground was not ready for such a program in our schools. Thus, I found it very difficult to be able to initiate such a project primarily for students. Consequently, I decided to design a Professional Development course for personnel who work directly with school-aged children such as teachers, counselors, law enforcement, court system personnel, social welfare providers, and so on. Consequently, I decided to organize the Midwest Human Trafficking conference and focus on professional development for those who work with our children on a daily basis.

The semester was full of communication with different partners who came together to help create and put on the conference; but, collaborating had its challenges. Working with some of these volunteers was not my choice, but as a servant leader I had to think about the positive impact they could have for our area to serve our audience, even when they were something of a challenge for me. There were some people who got excited about the conference and came up with promises that they would do this or that. In reality, when it got close to the deadline at which they were supposed to accomplish what they signed up for, they simply excused themselves saying that they did not have time for it and easily dropped out. In all those cases I felt hurt, not personally, but as a

human. It was hard for me to digest the behavior of some people and how easily they promise but do not stand for what they said. In some of those cases, as a servant leader in the position, I excluded that person from the project hoping that he or she would learn a lesson for the future. In some cases, I decided to keep working with them since I felt they may learn more about Servant Leadership by keeping them on the project and it would be better for them and for the good of our world.

At the end of this Spring semester I had to get AA out of the program after working with her for almost two semesters, because she did not complete the projects she signed up for and then started complaining about almost everything. I was trying to be supportive of her; but sadly I had to excuse her from the project. She sent me an angry text and deleted all her assignments from our data base. She never gave me a chance to speak to her adult-to-adult. Later, she sent me a text message and apologized; but I decided not to get engaged again at that point. I was hoping via this experience she could learn transparency, accountability, and respect. Two of the other students working with me at the same time on the project kept working with me, including CC – AA’s friend. The other student, who was an undergraduate and finishing his last semester, insisted on staying in the project even after his graduation. He said,

I did not think I should have a college degree. But later, I decided that I need a degree, which is why I am 29 and graduating with my Bachelor’s. I learned via experience how to design websites, but when I was around 25, I noticed if I want to get a decent job, then I need to get a degree. Now that I am graduating at the age of 29, I feel I have not done anything for humanity. I think through your project I could do something good and positive for this world.

I let him continue working in the project, and he stayed on until the last day, designing the website and the conference registration page and maintaining the website when it was needed.

**Fall 2018.** Time was flying and my whole focus was now on the conference, scheduled for September 28, 2018. It was over-whelming at times, but pieces were coming together. The conference agenda, registration website, and marketing materials to attract our community were ready. I was able to partner with some local and national agencies. We were able to provide the Continuing Legal Education (CLE) credits for attorneys and the Peace Officer Standards and Training Program (POST) certification for law enforcement, who were participating in the conference as a professional development course to encourage them to attend. Around 300 people participated in the one-day conference. It was hard to have an exact count, since some people participated in only some sessions that they found more of interest or useful for them. We had many students that stopped by only for a morning or afternoon session and then needed to attend their classes. I was also able to receive grants and donations from some community organizations, including from faith leaders in the area from Christian, Jewish, and Muslim communities to sponsor some students and to video tape the conference sessions. Additionally, one of the former Governors showed up to give a short, but an important, talk about legislative solutions; and one of our U.S. Congress representatives sent a short video about what we have accomplished in the state and the nation regarding human trafficking.

Local television media showed up and we had an evening news broadcast in the area. At the end of the day, a participant informed me that he was there because he heard

about it in the morning news on the day of the conference. Additionally, one of the students from the school TV station videotaped some parts along with interviewing some of our faculty. She made a short news report about the conference for the school TV station. Furthermore, a couple of days before the conference one of the student reporters interviewed me and one of the faculty on the committee about the project and published it in the school's journal. Many faculty and students got to know about this conference because I filled the school activities and events form on the digital bulletin board, including advertising three times on the school's social media pages, and TV boards on student activity buildings at the beginning of the semester, only couple of weeks before the conference. Furthermore, in coordination with my Chair, I sent email invitations to select departments on campus whose students and faculty might have an interest in the topic, including Psychology, Social Work, Sociology, Education, and Nursing. Due to summer break on campus, all of this on-campus marketing happened when the Fall semester started, between the last week of August through the third week of September 2018.

In summary, instead of a direct outreach strategy to school-age children to teach them about human trafficking, I had to work on developing this project for adults, especially those who work on a daily base with children at schools, including teachers, school counselors, law enforcement, social workers, school nurses, and so on. By this indirect strategy to impact children, I was able to spread the message out to many teachers and professional adults who had been in direct contact with school-aged children. As a result, from late 2017 and beginning 2018 - around the time the I officially started facilitating the Midwest Human Trafficking Conference - the I received

invitations to present and/or facilitate training about human trafficking for two of the local school districts for teachers and counselors at their professional development training. Additionally, in October 2018, I received an invitation to present the topic of human trafficking for a group of high school students at one of the area school districts. The counselor who initiated the program was one of the Midwest Human Trafficking Conference attendees as well as one of the other workshops I presented for educators. Some conference participants sent me professional and personal notes about how much they enjoyed the conference sessions. Some asked to be kept informed about future events.

### **Conclusion**

During my studies, I heard about crime, truancy, drugs, substance abuse, teen pregnancy, and academic failure; all of which had fed the world of human trafficking to cause vulnerability for some of our community members, mostly at-risk children, women, immigrants, and the LGBTQ population. I learned that to prevent human trafficking we should consider that human trafficking (a) is an issue of social concern, ruining the lives of everyone it touches and targeting school age children; (b) is becoming more of a concern for attorneys, law enforcement, and medical providers as well as social welfare agencies and school districts; and (c) is an issue requiring an active social-educational component to address the problem as a public health concern. Human trafficking must be dealt with in concert with law professionals, social welfare agencies, social workers, and schools districts.

## Chapter Five: Discussion

### Introduction

As previously discussed, human trafficking (HT) is a serious crime and a significant violation of human rights. Every year, many people, regardless of their gender, nationality, faith, and education level, fall into the hands of traffickers. Facing one of the most challenging issues of the century, some researchers and anti-human trafficking activists acknowledged that fighting human trafficking “requires more than providing services to survivors . . . it must be approached as a public health problem” (Chisolm-Straker & Stoklosa, 2017, p. 10).

At the same time, the crisis of leadership of times recent to this writing that reflect “the mediocrity or irresponsibility of so many of the men and women in power” (Burns, 1978, p. 1) grounds a bigger responsibility for anti-human trafficking activists and their crusades, regarding the leadership strategies they need to adopt to combat human trafficking. In other words, moral leaders within different fields were required to face this morally wrong and multicultural issue. This was because “everything rises and falls on leadership” (Maxwell, 2010, p. VIII), and the success and/or failure of any program depended upon leadership strategies taken to boost that program. The importance of discovering the best leadership practice became highlighted when one acknowledged that as a multicultural phenomenon “combating human trafficking cannot be done in a vacuum” (Chisolm-Straker & Stoklosa, 2017, p. 10).

As mentioned in Chapter Two of this study, Servant Leadership was suggested as an alternative response to the perceived leadership crisis. Consequently, this study focused on developing a moral education environment to combat human trafficking by

both advocating for improving ethical standards and strategies among anti-human trafficking movements through suggesting Servant Leadership as an alternative approach, and inspiring anti-human trafficking leaders to adopt moral education programs with a focus on engaging community and young people as a part of the decision-making process and implementation of the projects. The purpose of this qualitative study was to examine the following questions: (1) What can one person do, acting as a servant leader, to mobilize and inform a community on the topic of human trafficking? (2) How does the researcher's phenomenological experience (attempting to embody values aligned with Servant Leadership during this project) (a) inform the project's successes and failures with participants? and (b) inform Servant Leadership theory by reflecting on the challenges the researcher faced in her own embodiment of that ethic?

Consequently, this study focused on developing a moral education environment on a college campus to combat human trafficking, through the Investigator embodying a Servant Leadership approach to community mobilizing, especially focusing on ways to engage young adults through their own creative expression; and coordinating a professional development culminating event – the inaugural Midwest Human Trafficking Conference - at a Midwest University campus to provide answers to the study questions.

### **Personal Reflections**

Reflecting on the Phenomenological Experience of the Investigator going through this process, described in Chapter Four, three points made this journey personally more inspiring for the Investigator. First, when not finding much usage of the then-current terminology of “human trafficking” in history, the Investigator had to expand her search regarding a broader meaning of “depriving or controlling mankind’s freedom- physically



and psychologically” and similar phrases. This allowed her to follow it back into ancient times and traditional cultures, including connecting the topic directly to religious prophets and faith traditions. At this stage, the Investigator got to learn more about “slavery,” its history, and how different movements - some of them having roots in faith traditions - were shaped in all ages to fight slavery or to support it.

The characteristic of this particular group of leaders who worked against slavery - religious prophets - came to the Investigator’s attention at the same time the Investigator first found out about the Servant Leadership of Greenleaf (1991, 1998, 2002, 2007). A common point of this historic and contemporary review was that not all servant leaders were religious prophets; however, all religious prophets who had a consistent and central message of freedom for humanity - in various scales and levels - were servant leaders. Additionally, as mentioned in the Chapter Two literature review, contemporary scholars suggested that Servant Leadership might be the answer to the crisis of leadership in contemporary times within various sectors and movements. As a result, in this study of values, the Investigator adopted the framework of servant leadership as the groundwork of her own relationships with participants.

Upon reflection, the second point that had a significant role in helping the Investigator complete her conceptual orientation toward this project was when the Investigator learned how psychologist Gilligan (1982, 2013) discussed “moral injury” and “resisting injustice.” In line with Gilligan, Camps (2013) emphasized a “need for a paradigm shift if we are to keep sight of something as important to the well-being of the individual and of society as the capacity to love and to generate mutual trust” (p. 7). With respect to what direction his movement would take, Greenleaf (1991) predicted:

Much depends on whether those who stir the ferment will come to grips with the age-old problem of how to live in a human society. I say this because so many, having made their awesome decision for autonomy and independence from tradition, and having taken their firm stand against injustice and hypocrisy, find it hard to convert themselves into *affirmative builders* of a better society. (p. 4)

To better understand Greenleaf's thinking, it should be noted that the 1980s and 1990s were known as a period of *culture war* in the U.S. when "a religious war [was] going on in our country for the soul of America" (Henretta, 2016, p. 919). Issues, including homosexuality, abortion, and women's rights fed a liberal movement in American society in this period. Particularly, "the decade of the 1990s was noted for the ascendance of cultural issues to the forefront of American politics and a growing political division between those that hold traditional versus progressive moral values" (Kaufmann, 2002, p. 283). In 1982, "by naming and changing the voice of psychological and moral theory, *In a Different Voice* [Gilligan, 1982] shifted the framework, and with this shift, the different voice no longer sounded different. It is, simply, a human voice." (Gilligan, 2013, p. 13). Both Gilligan (2013) and Greenleaf (1991) developed their ethical works in this environment of so-called *culture wars*. Greenleaf's (1991) memos indicated that having a strong society required people to care and spread unconditional love, highlighting the connection between the ethics of care and Servant Leadership. For instance, regarding the school and education system, Greenleaf (1991) wrote, "The *school*, on which we pinned so much of our hopes for a better society, has become too much a social-upgrading mechanism that destroys community" (p. 21). Further, Greenleaf (1991) complained about the amount of time wasted on the purposeless items

“at the door, *not of education*, but of the *school*” (p. 21, para. 4). Lastly, Greenleaf’s (1991) remarkable statement about love made it more possible to think of him as a care reasoner when he stated,

*Love* is an undefinable term, and its manifestations are both subtle and infinite.

But it begins, I believe, with one absolute condition: unlimited liability! As soon as one’s liability for another is qualified *to any degree*, love is diminished by that much. (p. 21, para. 8)

As a result, the Investigator learned that when people became aware of the various issues concerning social justice and well-being of civil societies including human trafficking, how they decided to respond to it reflected their values and their own life-long journey. While developing this study, the Investigator recognized something more than merely developing programs or funding was needed to combat human trafficking. As a matter of fact, billions of dollars may go wasted and amazing programs may fail without having righteous and passionate people and leaders who care about facing human trafficking. Dunn and Senter stated that: “without wise and humble, and sensitive leadership even the best program will fail. It will fail because the people will not ‘own’ what the leadership already values” (as cited in Rosemeyer, 1997, p. 335). Consequently, this indicated the critical role of a servant leader to whom power was given from the followers through trust (Greenleaf, 2002).

It was important for any social justice movement that worked toward a systemic change, including anti-human trafficking movements, to secure the well-being of its members of society including children, to remember that

the conflict is not one between justice and care, but rather between democracy and patriarchy. Justice and care are equally important and universally applicable, but democracy (and with it the desire for justice) are threatened by the survival of patriarchy (Camps, 2013, p. 9).

On this note, “moral injury consists of the destruction of trust and the loss of the capacity to love” (Camps, 2013, p. 9) and a servant leader was one to whom power was gifted from the followers through trust (Greenleaf, 2002), which could suggest that a servant leader was one who could help heal moral injuries of our civil society, since a servant leader’s influence among followers was not through hierarchical power but trust and love.

Lastly, with respect to building a support community who shared the same concern about HT, from the Investigator’s phenomenological experience attempting to embody values aligned with Servant Leadership during this project. The power of community mobilization and the value of sharing resources in combating human trafficking could be compared to the “Stone Soup” story published in *The American Magazine of Wit*, in 1808. The story illustrated the power of community mobilizing in its own unique way. It was about a group of strangers who came to a village, and they were hungry. No one in the village gave them any food. Then, the travelers decided to fill their empty pot with water and drop a couple of stones in the pot. Then, one of the village residents came curiously asking about what they were making. One of the travelers said they were making a soup, but they are lacking some of the ingredients and what a delicious soup it could be if they had those items:

Give me a piece of paper' (said the traveler) 'and I'll write it down for you,' which he did as follows: - A recipe to-make Stone Soup. 'Take a large stone, put it into a sufficient quantity of boiling water; properly season it with pepper and salt; add three or four pounds of good beef, a handful of pot-herbs, some onions, a cabbage, and three or four carrots. When the soup is made the stone may be thrown away.' ("History of the Stone Soup Folktale From 1720 to Now," 2019)

In the end, the villagers contributed to the soup the travelers were making by providing the resources each of them had. All of them, the travelers and the village residents, could then enjoy a delicious soup, after they all collaborated in preparing the meal. Similarly, the Investigator of this study, who was an International Scholar pursuing her doctorate in the Midwest, felt like a total stranger who had difficulties at first to get necessities she needed to develop the project. In some cases, people and organizations were unwilling to share their resources or provide their expertise and/or advice. Then, when the Investigator approached them in a servant-hood manner, while telling them how they could collaborate to make this effort a successful community project by sharing what they could contribute to the project, little by little various pieces came together and made the conference happen. In some cases, some participants had a small role - similar to one who contributed pepper to the stone soup - but without that small contribution the project could not be as successful as it was. More importantly, what made this project exceptional in its unique way was the influence of a servant leader to use the power of persuasion and relationship, based on love and trust - rather than hierarchical power - to mobilize a community of strangers toward a good cause.

**The Investigator as servant leader.** After approximately three years practicing the role of a servant leader in developing this study, the Investigator's characteristics as a servant leader were rated by the Survey participants. The Investigator's strengths of embodied Servant Leadership were evaluated by considering the eight dimensions of standing back, forgiveness, courage, empowerment, accountability, authenticity, humility, and stewardship described in Chapter Three of this study. Based on the responses, from these eight dimensions, Stewardship ranked as the highest characteristic of the ethical standards of the Investigator as a servant leader in this study. The Investigator received the lowest ranking in Courage, among other factors. Furthermore, Authenticity, Courage, and Accountability received the highest ratings after Stewardship, which reflected a large amount of variation in the opinions offered by the group that participated in the study. Based on the averaging of scores, the Investigator's characteristics as a servant leader were rated in this order (from highest to the lowest): Stewardship, Humility, Standing Back, Empowerment, Authenticity, Forgiveness, Accountability, and Courage. Authenticity and Courage deviated most from the other six factors. The deviation for Authenticity (1.02) may be explained by the Investigator being from a different culture and the political situation at the time the study was conducted (2016 to 2019). Since the Investigator is an International student from Middle East studying in Midwest, in respect to at least half of the survey participants, in practicing her professional life, the Investigator preferred to choose a conservative position; and thus, her professional role remained separated from who she was as a person. Finally, Courage was not exactly applicable for every participant, since some of them were experts in the field and were already combating human trafficking; they were not necessarily looking

for someone, including the Investigator, to encourage them to continue their participation in fighting human trafficking.

The interview conducted with two of the volunteer experts in the field of human trafficking reflected on the characteristics of the Investigator of this study as a servant leader, as well. The participants navigating their relationships with the researcher during the two years of volunteering with the project indicated they were encouraged to participate in this study and the Investigator's future studies, since they admired the Investigator's leadership style by stating comments, such as "[the PI] is someone who needs to work on a cause that helps people because of the passion and the ability of being effective in it," "[the PI is] able to get other people involved and passionate," and "[the PI] is a visionary person who thinks big."

Furthermore, they said that the way the Investigator "connected people to fill different holes" with other groups and students and getting other people involved kept them motivated to work on this project. The participants also were impressed by the researcher's communication and interpersonal skills and her ability to bring people from different backgrounds to the table and even approach people that others might find unapproachable by stating that "her [the PI] ability to bring people to the table and even approach people that others might find unapproachable." Additionally, both participants felt they were a part of the team, since they worked on messaging and how to best reach out to people on these efforts together. Furthermore, participants agreed that being passionate was another important characteristic in the researcher's effectiveness in leading the project. Lastly, the interview participants believed the Investigator was able to steward and lead the project, since she was a visionary leader.

**The 5p process for a servant leader.** The Investigator came to recognize five phases that she moved through in her own personal experience while completing this study: Personalization, Passion, Participation, Partnership, and Production. Not only were these the phases she moved through in her phenomenological experience of playing the role of a servant leader, but she came to recognize that others getting involved in the project in smaller ways also tended to change their relationship to the project as they more fully engaged in precisely these ways. In the following, the Investigator offers a short definition of each of the five Ps of Personalization, Passion, Participation, Partnership, and Production, provided by other studies, to support her personal experience and discovery in her personal journey, while conducting this study. Additionally, the Investigator provided a short explanation of her phenomenological experience of the 5Ps process after each definition, as well. Lastly, although while playing the role of a servant leader, the Investigator was able to persuade volunteers to participate in the project and be productive together, she was not able to ascertain whether participants experienced the same phases as the Investigator, while participating in the project, since this project aimed to evaluate the Investigator's phenomenological experience only.

*Personalization.* In this phase the person feels the issue or value so close to herself/himself that this motivated them to act, based on that personal feeling, to seek a solution. In other words, when someone personalized a value for themselves, it meant "that individual sets those values beyond their present situation, [and consistently uses the values to] guide his or her choices and assessments" (Gavriel-Fried & Shilo, 2016, p. 45). Regarding this project, the problem of human trafficking became a personal issue



for the Investigator as a result of learning more about human trafficking via research and personal communications with survivors and activists in the field.

*Passionate.* Passion was defined as “a strong inclination toward an activity that people like, find important, and in which they invest time and energy” (Vallerand, 2008, p. 1). As a result of making a goal and/or value personal for himself or herself, the individual feels special passion that drives that person to act, based on this feeling of being passionate about that personal value. “Passion refers to giving an important value to a specific activity and exerting much time and energy on it” (Bum, 2019, p. 1). In this study, the Investigator became passionate about human trafficking and felt a personal desire to seek ways that she could be a part of a problem-solving process and do some activities based on her skills to help combat human trafficking.

*Participation.* This phase manifests in an individual as a result of the passion present for the person motivating them to action to fulfill the passion. Also, “a participant’s passion for a specific activity can be used as an important measuring parameter in predicting adherence to that activity” (Bum, 2019, p. 1). If the individual is passionate enough about a cause or value, the person will very likely engage in taking some actions to respond to that personalized desire and passion. In the Investigator’s experience of this phase, the Investigator became passionate enough to discover different ways she could participate in the problem-solving process to combat human trafficking, and she began to participate in anti-human trafficking activities and initiatives to learn more about available projects or find those like-minded activists that she could join.

*Partnership.* Partnership served as a significant support for the previous steps of Personalization, Passion, and Participation in their move toward the greater goal of

delivering mutual gains. In other words, similar to the Stone Soup story described briefly in this chapter, an individual who participated in various efforts and initiatives recognized the power of mobilizing community in achieving a greater common good. Partnership is “a way to expand capabilities beyond what the organization's own resource base permits” (Sagawa & Segal, 2000, p. 108). In this study, as a result of participating in various activities, task forces, and initiatives, the Investigator identified those projects and/or like-minded activists that she could partner with so that together they could do better.

*Production.* The final phase was when the mobilized (and partnered) community that shared their resources to reach a greater good can be productive. They see the actual result of their collaboration and partnership in a product they earned together. In other words, “productivity [ . . . ] significantly affect the profit as a result of the partnership” (Hamidi, 2014, p. 127). In this final phase, the Investigator became productive and began a production of her own, persuading others to join her for the purpose of creating a HT conference to raise awareness among the general community and University student body and provide professional development for area professionals.

By the end of the second year of this study, the Investigator had volunteers and participants in the study who, in a casual conversation, were asking her, “What are you doing differently that no one could say ‘no’ to you?” and “Why are you so passionate about it?” Other volunteers also stated, “I cannot say no to you.” These questions and similar statements guided the Investigator to recognize the vital role of Passion. In fact, “Passionate” was what people could recognize, see, and name in the Investigator’s behavior, while putting together this project.

Similarly, after a relationship based on trust was built between the Investigator and some of the participants, they felt comfortable to ask the Investigator, “Are you a survivor of human trafficking?” This question and similar comments were a way for participants to inquire about the motivation and passion that drove the Investigator throughout this project. However, what was invisible to people was what caused the Investigator’s reaction of being passionate about the issue. What these people were missing was the first P: Personalization, which was the motivation behind the Investigator being Passionate about what she was doing. In fact, what drove the Investigator to feel personally connected to this work was not a personal history; rather it was the care perspective briefly discussed in Chapter Two. To understand what it meant to make human trafficking or similar topics personal enough to be a motivational factor behind actions, one need not be a survivor of human trafficking. In fact, what people needed to feel or understand was the suffering of human beings caused by the criminal activity and morally wrong behavior of human traffickers. Caring for human dignity was navigated by many experts in different fields and particularly was reflected on by the Persian poet Saadi, who wrote a poem eight centuries ago. This poem later was used as a motto and was inscribed on the entrance of the United Nations building. Saadi (1258 AD) eloquently wrote:

The sons of Adam are limbs of each other, Having been created of one essence.

When the calamity of time affects one limb, The other limbs cannot remain at rest.

If thou hast no sympathy for the troubles of others

Thou art unworthy to be called by the name of a human (chapter 1, story 10).

When the Investigator could feel the suffering of victims and survivors of human trafficking, the issue got personal for her, and the Investigator used this newly developed passion to do more to be a part of the solution and try to help solve the problem of human trafficking. Next, the Investigator recognized she needed to know more about the topic and its extent in the area, which guided her to the next P: Participation. The Investigator recognized it was very important to identify those like-minded activists who cared about finding a solution to solve the problem of human trafficking. In this phase, the Investigator participated in various network meetings, joined different task forces, and organized some networks and meetings, as well. Once the Investigator became informed about the scope of the problem in this geographic area and what issues needed to be addressed, two central points came to the Investigator's attention: the necessity of (a) introducing a new style of leadership to the anti-human trafficking movements that focused more on the morality; and (b) engaging youth or young people at the college level to have a voice and engage in problem-solving. In this phase, the Investigator recognized those two needs, identified like-minded people who would value and support such initiatives, and she started inviting them to participate in the project, so that together they could arrive at the final P of Productivity in the creation of the Midwest Human Trafficking Conference. Furthermore, based on the interview responses detailed in Chapter Four of this study, it seemed that the Investigator's ability to bring people to the table and even approach people that others might find unapproachable shows that the Investigator was successful to steward and lead the project in bringing participants with similar goals and values into a productive collaboration. Additionally, in order to persuade these like-minded people to participate and partner with the Investigator to be

productive, the Investigator needed to help them feel connected to the Investigator's goals and/ or vision. However, this study cannot determine if other participants experienced the same 5P phases as the Investigator did, but it seemed that they all had their own reasons that drove them to feel passionate enough to participate in this project and be productive.

Furthermore, it was important to note that the final phase – production – was a result of previous phases in the process that the Investigator experienced. In other words, if it was not for the powerful desire to do something to combat human trafficking, the seeking how to engage her skill-set to be a part of a problem-solving process, the looking for suitable programs, and networking with likeminded people, then the outcome - the product- could not have materialized.

**The Investigator's own embodiment of Servant Leadership.** Not being from the dominant culture turned out to be an advantage for the Investigator in trying to be a servant leader in this project. The Investigator was an International student from the Middle East, completing this study in a small university campus in the Midwest United States, while completing a doctorate in Educational Leadership on that campus. The servanthood of this project helped the Investigator to overcome her biases of being from another culture. This happened in a way, because of being eager to know the dominant culture, learn from it, and vice versa, to find better ways to accomplish this project together. This process was sometimes complicated, and sometimes it was as simple as inviting potential participants to have a cup of tea or coffee with the Investigator or for her to share a meal from their cultures with them. In return, many participants joined the

project and accepted the Investigator's invitation to collaborate on this topic of common interest and passion.

There were also some challenges for the Investigator in embodying the servant leader role, as well. On some occasions it happened that embodying Servant Leadership seemed to require the Investigator to attempt some tasks that the Investigator personally was not yet comfortable doing. For example, sometimes the Investigator had to ask for help, even when she was not altogether comfortable doing so. Additionally, sometimes the Investigator needed to seek alliances with people very different from the Investigator. However, for the common goal of doing something about HT, it was the right move for the Investigator. Likewise, it was productive for her professional development to try difficult things and work outside her 'comfort zone.'

Another example of critical experience occurred when the Investigator came to recognize that Greenleaf's (2017) examples of Servant Leadership seemed to all be about leading an in-group, defined by the organization; however, the Investigator found that Servant Leadership did not require leaders to work with a team or in groups; in fact it was to consider the quality of the work rather than the quantity. In other words, decide whom to work with and whom to potentially turn away, whom to trust and whom to potentially distrust. On this note, for example, one of the interviewees mentioned her reason of working on this project with Investigator as, "I can trust my time with her [the PI];" this mutual trust of making sure participants that were not necessarily a team were capable to be trusted and trusted to fulfill the work was what should be considered in the work of a servant leader, not the number of participants.

In all those cases, the Investigator felt hurt, because it was hard to digest the behavior of some people who easily promised but did not stand for what they said. In some of those cases, as a servant leader in the position, the Investigator excluded that individual from the project, hoping that he or she would learn a lesson for the future. For example, when the Investigator found something in one of the intern's behavior, mentioned in Chapter Four of this study, that made the Investigator hesitate to work with her to see if she was trustworthy in different ways, including fulfilling the tasks assigned to her (the intern). In some other cases, the Investigator decided to keep working with some participants that she was not sure about, since the Investigator felt by keeping them on the project, they may learn more, and it would be better for them and for the good of our society.

Furthermore, another challenge, as Showkeir identified (2002), was that the concept of Servant Leadership was "too soft and touchy-feely . . . or it is good when times are good, but under stress, 'business as usual' prevails" (p.155). On some occasions, to fulfill the needs of the project, the Investigator had to take an action or say something that was not what other people involved expected from the Investigator. They described their feelings about the Investigator at those occasions as, "well, because you are so nice" to express their surprises; however, the Investigator's understanding of this reaction was that they actually meant to say the Investigator was naïve, but they described it as 'being nice.'

Additionally, it is also important to note that "servant-leadership was not a leadership theory developed through empirical studies, but more a philosophy of life first articulated by Greenleaf (as cited in Song, 2018, p. 245)." Later, some scholars

raised criticism about it and some others, in response to these critiques and public interest, decided to create various instruments to measure Servant Leadership and develop organizational tools for it and define it better. One of those common critiques of Servant-Leadership that was identified by some scholars was the 'lack of foresight' aspect of the Servant Leadership. To define the relationship between leadership and foresight, as Ladkin (2010) advocated, it should be said that when it comes to exploring a phenomenon such as leadership, "What one does not see may be as important as what one does see" (p. 6) and when leadership, "is serving its purpose, it is difficult to 'see'" (Ladkin, 2010, p. 46). Validating this criticism, lack of foresight could be another challenge for the Investigator because, while it seems the Servant Leadership is not that strong in this respect, as all the interviewees described, the Investigator "is a visionary person who thinks big." For example, the Investigator had to have a second or third plan in case the first plan did not work; have some other volunteers stand by to finish specific tasks in case someone dropped out. On the other hand, there were some scholars who disagreed with the first group and believed that Servant Leadership had the element of foresight within it, as Greenleaf (2002) stated, "Foresight is the 'lead ' that the leader has" (p. 40).

Put together, having the advantage of the Investigator seeing things differently, because of not being from the dominant culture, was a strong element that enriched the Investigator's experience of embodying Servant Leadership while completing this study, which attracted different people from a variety of disciplinary fields of study to join the project.



**Limitations**

This study first aimed to establish a Positive Youth Development (PYD) environment with an emphasis on Character Education (CE) to fight human trafficking. However, because of a lack of support from school districts, limited time, and not having a foundation to support developing a CE environment for school-aged children to fight human trafficking, the Investigator decided to focus on engaging volunteer college students to help in creating the Midwest Human Trafficking Conference with appropriate media messaging. This conference was a professional development one-day training to raise awareness about the crime for educators, law enforcement and court personnel, attorneys, and others who worked directly with school-aged children. Depending as it did on some combination of opportunity and necessity, the context of this activism would likely vary from other contexts in which Servant Leadership was attempted. There is also the obvious limitation that this was attempted once, by one person, at one school in the Midwest of the United States. For these reasons, expectations of replicability are complicated, and the described experiences of this Investigator can only be used as a general guide to the development of Servant Leadership.

**Recommendations for Future Research**

As a major concern of any society and as one of the most flourishing criminal activities in the world, human trafficking was a public health issue and a humanitarian crisis. To effectively combat human trafficking, moral leaders from various sectors who care about having righteous citizens are needed to focus on developing moral education programs to fight human trafficking. For that reason, children and youth should be

considered the center of any program and provided the opportunity to be a part of the solution and decision-making process in combating human trafficking.

The 5P Process - Personalization, Passion, Participation, Partnership, and Production - that the Investigator came to recognize while completing this study was based on the Investigator's personal reflection from her phenomenological experience in this study. Future researchers may want to explore other servant leaders' experiences and see how generalizable this process is.

Additionally, even though the Investigator was fully aware of the power of technology and engaging social media to design an online platform to combat human trafficking; developing online platforms and engaging in social media were beyond the scope of this project. Future researchers and implementers must accommodate the technological generational shift, creating learning modules and opportunities for dialogue to be shared via social media platforms. Program developers may lose opportunities to prevent victimization of children, if they do not stay technologically current. In support of this recommendation, many conference participants voiced a preference to receive information online in a short message, especially via Facebook posts and/or YouTube videos, rather than in-person training sessions.

### **Recommendation for Future Curriculum Development**

Due to the sensitivity of the issue and the need to get parental consent to design a program for children under the age of 18, the Investigator changed the direction of this study from developing a Character Education (CE) project to engage children to combat human trafficking to developing a Professional Development training day for educators, law enforcement, attorneys, and others who worked directly with school- aged children.

However, the Investigator did not give up the belief that we need to develop a CE program to educate school-aged children about human trafficking. To the extent that teaching was “about developing virtues - good habits and dispositions which lead students to responsible and mature adulthood” (Ryan & Bohlin, 1999, p. 190), then teaching was about supporting character development. Consideration of such an approach by school systems was a positive step toward making just and caring citizens for the future - especially when fighting issues concerning the well-being of our society, including human trafficking.

Therefore, this study recommends that teachers and administrators consider adopting and implementing CE as a core value for developing a social justice ethic among school-aged children. Furthermore, as discussed in the literature review, the common roots between the Ethic of Care and the values embodied in Servant Leadership indicated that it was worth the effort of research on the relationship between Servant Leadership and the outcome of CE programs in school projects (Bier & Berkowitz, 2018). In other words, it is important to know if practicing Servant Leadership could increase the outcome of CE programs (Rostami, 2019) especially in the school system, not only regarding developing anti-human trafficking programs, but also to enhance the effectiveness of any social justice program concerning the equity and well-being of society.

## **Conclusion**

Engaging in this research, both in reviewing the broad range of scholarly literature and in the lived experience of attempting to embody Servant Leadership, led the Investigator to the first question of this study: “What can one person do, acting as a

servant leader, to mobilize and inform a community on the topic of human trafficking?”

The Investigator attempted to show Servant Leadership in the care taken by the servant -

first to “make sure that other people’s highest priority needs are being served”

(Greenleaf, 1991, p. 6). On this note, the Investigator started networking between

organizations where the Investigator had the opportunity to make contacts to ask them

what they needed. Then, the Investigator tried to make the conference - as the product of

this study - fit those contacts’ needs as well as creating an opportunity to interact with

them and establish a level of trust, which resulted in getting them involved as partners

and presenters for the conference.

This grounded theory study also served as a contribution to the literature in

informing successes and failures with the researcher’s own embodiment of Servant

Leadership in completing this study. Under the supervision of the Investigator,

volunteers got engaged and joined the Investigator in facilitating the Midwest Human

Trafficking Conference. The Investigator also sought out and engaged college students,

where possible, in developing the conference. Consequently, the Investigator was able to

engage undergraduate students in the pre-planning process of the conference, including

activities such as creation of two TV Public Service Announcements (PSA), designing

the conference registration website page, logo, and developing some infographics. A

couple of days prior to the conference, one of the student journalists published an article

about the conference on the university’s journal. Another student working at the school

TV station made a short news story regarding this collaborative effort on the day of the

conference. In addition, three undergraduate students volunteered to help on the day of

the conference, when needed.

Additionally, the Investigator offers a model, based on first-hand experience of attempting to be a servant leader: the 5P process - Personalization, Passion, Participation, Partnership, and Production. Furthermore, reflecting on the literature, these 5Ps are in accordance with, though not identical to, the five activities Alcaraz, Parker, and Payne (2011) recommended in mobilizing the community for projects designed to prevent the victimization of more vulnerable youth mentioned in Chapter Two.

Finally, this study highlights the important potential of servant leaders in their power to mobilize a community in fighting morally wrong issues - including human trafficking. It can further be concluded that leadership is central to addressing human trafficking because HT is a multi-aspect phenomenon and needs to be addressed in various contexts in a multidisciplinary effort. Under the supervision of a unique leadership that “manifests itself in the care taken by the servant-first to make sure that other people’s highest priority needs are being served” (Greenleaf, 1991, p. 6), the journey of developing just citizens who care about the world around them is beginning.

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**Appendix A**

(NATIONAL INSTITUTES OF HEALTH CERTIFICATE)



## Appendix B

### (FACULTY PARTICIPANT INFORMATION FOR RECRUITING STUDENT PARTICIPANTS)

#### **“Raising awareness, education, and student engagement regarding human trafficking”**

**Principal Investigator: Shima Rostami Telephone: (314) 585 7303 Email: srostami@lindenwood.edu**

Dear Faculty,

Trafficking in persons is a serious crime and a grave violation of human rights. Every year, thousands of men, women and children fall into the hands of traffickers, in their own countries and abroad. Almost every country in the world is affected by trafficking, whether as a country of origin, transit or destination for victims. It is one of the most flourishing and profitable businesses in the world, often quoted as the third most profitable business for organized crime after drugs and the arms trade. Human traffickers generate hundreds of billions of dollars in profits by trapping millions of people in horrific situations around the world, including not only in the U.S. but also here in the St. Louis area. Human trafficking is a hidden crime, as victims rarely come forward to seek help because of language barriers, fear of the traffickers, or fear of law enforcement. Traffickers use violence, threats, deception, debt bondage, and other manipulative tactics to force people to engage in commercial sex or to provide labor or services against their will. Human Trafficking (HT) involves both foreign born and US Citizens. Even though anyone can be trafficked, traffickers target vulnerable people. It is believed that there is a general lack of awareness regarding Human Trafficking and its roots in society as general and among students, faculty, and administrators on college campuses, and this project is meant to address that deficit in awareness.

Let me be clear from the outset that I am a doctoral student at Lindenwood, in Educational Leadership, and I will coordinate and document the efforts of this project as the empirical research portion of my dissertation. While my coordinating efforts will be focused on the 2016-2017 school year, with a culminating event in late spring, I trust that we will be able to build some relationships that will enable an on-going effort.

In brief, the study will consist of supporting, coordinating, and documenting efforts across the university in the coming year to increase awareness about Human Trafficking. The support will consist of training for students and faculty on these issues, and the facilitation of working groups that will be intentionally multi-disciplinary and project oriented. By multi-disciplinary I mean a group might consist of members with experience in media, psychology, public relations, creation of educational materials, visual and auditory artists, social work, social media, and entrepreneurship. One working group might coordinate including speakers and activities in existing college courses, another creating Public Service Announcements on LUTV, PSAs for LU radio, doing out-reach to community and national organizations, outreach to local media, involving the alumni association, and out-reach to youth through social media. The study will facilitate this cooperative network of students and faculty to inform the community and



facilitate students taking an active and creative role in making original materials designed to speak to fellow students.

The project has begun with Shima Rostami personally contacting faculty from different departments to join this project and start activities in their own discipline against human trafficking. You are receiving this email because either you have expressed interest in the project, or we would like to invite you to consider being involved. We will be organizing an orienting meeting for faculty during the week of August 15<sup>th</sup> to further advertise the project and answer questions, it is the intention of the coordinating committee that students who join the Project as members of the working groups will not only be invaluable volunteers for a great cause, but will also gain something from their efforts. That something is real-world experience in crafting and sharing a very important message, whether through PSAs, student media, interacting with local press, artistic expression, or facilitating educational opportunities. All participants will have something they can show prospective employers that demonstrates their ability to work cooperative, creatively, and effectively.

If you have questions regarding this study or the methods the researcher will use, please contact the principal investigator, Shima Rostami.

Sincerely,  
Shima Rostami

## Appendix C

(ADULT RESEARCH STUDY CONSENT FORM (PRODUCER PARTICIPANTS'  
INTERVIEW, SURVEY, AND FOCUS GROUP))

### Research Study Consent Form

#### Raising Awareness, Education, and Engagement regarding Human Trafficking

Before reading this consent form, please know:

- Your decision to participate is your choice
- You will have time to think about the study
- You will be able to withdraw from this study at any time
- You are free to ask questions about the study at any time

After reading this consent form, we hope that you will know:

- Why we are conducting this study
- What you will be required to do
- What are the possible risks and benefits of the study
- What alternatives are available, if the study involves treatment or therapy
- What to do if you have questions or concerns during the study

*Basic information about this study:*

- We are coordinating a program on campus to raise awareness about Human Trafficking and studying both the process and its success.

# LINDENWOOD

## Research Study Consent Form

### Raising Awareness, Education, and Engagement regarding Human Trafficking

You have been asked to participate in a research study being conducted by Shima Rostami under the guidance of Dr. Stephen Sherblom at Lindenwood University. Being in a research study is voluntary, and you are free to stop at any time. Before you choose to participate, you are free to discuss this research study with family, friends, or a physician. Do not feel like you must join this study until all of your questions or concerns are answered. If you decide to participate, you will be asked to sign this form.

**Why is this research being conducted?** We have been doing this study to raise awareness on a college campus about the topic of Human Trafficking; and to document the process and success of that awareness campaign. We have been asking all participants in this project activities and trainings, about 300 people, to answer these questions.

**What am I being asked to do?** The researcher would like to interview you briefly about your experience with the project or ask you participate in a questionnaire.

**How long will I be in this study?** Your participation will last only as long as it takes you to complete your contribution, and 30 minutes at your convenience for an interview or a questionnaire about the process and your experience with the project.

**Who is supporting this study?** No one has financially supported this study.

**What are the risks of this study?** There are no anticipated risks to participants

- Privacy and Confidentiality

Producers and Presenters will be identified as they wish;

**What are the benefits of this study?** We hope your exposure to the dangers of Human Trafficking has been of direct educational use to you. You will receive no additional benefits for completing this survey. We hope what we learn from this study may benefit other people in the future.

**What if I do not choose to participate in this research?** It is always your choice to participate in this study. You may withdraw at any time. You may choose not to answer any questions or perform tasks that make you uncomfortable. If you decide to withdraw, you will not receive any penalty or loss of benefits. If you would like to withdraw from a study, please use the contact information found at the end of this form.

**What if new information becomes available about the study?** During the course of this study, we may find information that could be important to you and your decision to participate in this research. We will notify you as soon as possible if such information becomes available.

**How will you keep my information private?**

**Form A:** If you wish your name to be attached as the creator or presenter of your contribution that will be done as you wish; if you wish your contribution to be anonymous, your name will not be included in any project records.

**How can I withdraw from this study?** Notify the research team immediately if you would like to withdraw from this research study.

**Who can I contact with questions or concerns?** If you have any questions about your rights as a participant in this research or concerns about the study, or if you feel under any pressure to enroll or to continue to participate in this study, you may contact the Lindenwood University Institutional Review Board Director, Michael Leary, at (636) 949-4730 or [mleary@lindenwood.edu](mailto:mleary@lindenwood.edu). You can contact the researcher, Shima Rostami directly at [sxr814@Lindenwood.edu](mailto:sxr814@Lindenwood.edu) You may also contact Dr. Stephen Sherblom at [SSherblom@Lindenwood.edu](mailto:SSherblom@Lindenwood.edu).

I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my participation in the research described above.

<b>Participant's Signature</b>	<b>Date</b>
<b>Participant's Printed Name</b>	

<b>Signature of Principal Investigator or Designee</b>	<b>Date</b>
<b>Investigator or Designee Printed Name</b>	

## Appendix D

### (INTERVIEW AND SURVEY QUESTIONS FOR PRODUCER PARTICIPANTS)

#### Interview

You have been participating in a Project to raise awareness and engagement about the topic of human trafficking by sharing your expertise and expertise with the researcher, Shima Rostami, and/or participated in part(s) of the project.

1. How long have you been active in the field to fight different forms of human trafficking?
2. What was your engagement with the Project?
3. When was the first time that you heard about the project or by whom?
4. Do you have special criteria to help or engage with these types of activities?
5. What element(s) encouraged you to get interested in collaborating with the project and continue engaging with it?
6. During the collaboration, was there a time that there was a disagreement between you and the researcher? If yes, how did you approach solving the issue?
7. Have you ever experienced being overwhelmed regarding your role in the project? If yes, what happened and how did you solve the issue?
8. Have you ever felt you were overwhelmed with your other daily tasks but felt obligated to collaborate with the project and make time and effort out of your busy schedule?
9. Have you felt being a part of the team working with the project?
10. Have you ever felt comfortable to share your opinion with the project leader (Shima Rostami)?
11. Pick one skill to describe Shima? Pick one skill you think she needs to learn?
12. Do you encourage the project leader (Shima Rostami) to keep working on the project?
13. Would you be willing to support the project leader (Shima Rostami) on her future work?
14. What is your recommendation or criticism to the project leader's (Shima Rostami) way of doing things?

### Producers' Survey

You have been participating in a Project to raise awareness about the topic of human trafficking by interacting with the researcher, Shima Rostami, and receiving information from her about the topic of human trafficking and how your talent could be used to raise awareness regarding human trafficking. Please rate each of the following statements regarding her role (Shima Rostami) on a rating scale of 1-5, where 1 is 'not at all important, or true' and 5 is 'very important, or very true'.

1. She gave me the information I need to do my work well.
2. She encourages me to use my talents.
3. She helps me to further develop myself.
4. She encourages her study participants to come up with new ideas.
5. She keeps herself in the background and gives credit to others.
6. She holds me responsible for the work I carry out.
7. She keeps criticizing people for the mistakes they have made in their work (r).
8. She takes risks even when she is not certain of the support from her own supervisors and mentors.
9. She is open about her limitations and weaknesses.
10. She learns from criticism.
11. She emphasizes the importance of focusing on the good of the whole.
12. She gives me the authority to take decisions which make work easier for me.
13. She is not chasing recognition or rewards for the things she does for others.
14. I am held accountable for my performance by her (Shima).
15. She maintains a hard attitude towards people who have offended her at work (r).
16. She takes risks and does what needs to be done in her view.
17. She is often touched by the things she sees happening around her.
18. She tries to learn from the criticism she gets from her superiors.
19. She has a long-term vision.
20. She enables me to solve problems myself instead of just telling me what to do.
21. She appears to enjoy her colleagues' success more than her own.
22. She holds me and my colleagues responsible for the way we handle a job.
23. She finds it difficult to forget things that went wrong in the past (r).
24. She is prepared to express her feelings even if this might have undesirable consequences.
25. She admits her mistakes to her superior.
26. She emphasizes the societal responsibility of our work.
27. She offers me abundant opportunities to learn new skills.
28. She shows her true feelings to her study participants.
29. She learns from the different views and opinions of others.
30. If people express criticism, Shima tries to learn from it.

## Appendix E

### (CONFERENCE SURVEY RESEARCH INFORMATION SHEET)

You have been asked to participate in a survey conducted by Shima Rostami under the guidance of Dr. Sephen Sherblom at Lindenwood University. We are doing this study to raise awareness on a college campus about the topic of Human Trafficking; and to document the process and success of that awareness campaign. It will take about 2 minutes to complete this survey.

Your participation is voluntary. You may choose not to participate or withdraw at any time by simply not completing the survey or closing the browser window.

There are no risks from participating in this project. We will not collect any information that may identify you. There are no direct benefits for you participating in this study.

#### **WHO CAN I CONTACT WITH QUESTIONS?**

If you have concerns or complaints about this project, please use the following contact information:

Shima Rostami at [sxr814@Lindenwood.edu](mailto:sxr814@Lindenwood.edu)

Dr. Stephen Sherblom at [SSherblom@Lindenwood.edu](mailto:SSherblom@Lindenwood.edu)

If you have questions about your rights as a participant or concerns about the project and wish to talk to someone outside the research team, you can contact Michael Leary (Director - Institutional Review Board) at 636-949-4730 or [mleary@lindenwood.edu](mailto:mleary@lindenwood.edu).

By returning this survey, I confirm that: I have read this form and decided that I will participate in the project described above. I understand the purpose of the study, what I will be required to do, and the risks involved. I understand that I can discontinue participation at any time by simply not completing the survey. I also confirm that I am at least 18 years of age.

You can withdraw from this study at any time by simply closing the browser window. Please feel free to print a copy of this information sheet.

## Appendix F

### (PARTICIPANT PRE-CONFERENCE SURVEY AND POST-CONFERENCE QUESTIONNAIRE) (copied front and back)

#### Pre- conference Questionnaire

##### Section 1: Demographic Questions

Please answer to the following questions.

1. Gender:     Male         Female             Decline to Answer

2. Age:

##### Section 2: Informative questions

1. Please answer the following questions by choosing True or False.

a) Victims of human trafficking in the US can be US citizens as well as foreign born.         True         False

b) About one third of all trafficking victims are children.         True         False

c) Traffickers can make a lot of money, and are rarely convicted.         True         False

e) Human trafficking has been reported in all 50 states in the US.         True         False

f) It is the government's responsibility to fight trafficking.         True         False

2. What does human trafficking mean to you?



**post-conference Questionnaire**

**Post Questionnaire:**

1. After going through this panel and knowing some facts about human trafficking, now what does human trafficking mean to you?
2. Now imagine that you are part of a committee designing courses for students in your field of study to educate them regarding human trafficking, what recommendations should be considered? What are the things that you are sure would attract students to these courses
3. Beside education, what other ways can you think of to spread the message of the dangers of human trafficking to your community?

**Vitae**

Shima Rostami  
Shimarostami2018@gmail.com

Shima has a Bachelor of Science (BS) in Islamic Jurisprudence and Law from the Middle East; a Master of Science (MS) in Criminal Justice and Law Enforcement; and has worked toward her Doctorate in Educational Leadership. Her doctoral study focuses on *‘developing moral education to combat human trafficking.’* Shima is an advocate for the human rights of children and she has had especial attention to the children soldiers, a form of human trafficking.

Besides her academic training, she has experienced working in several agencies affiliated with the Humanities and Humanitarian efforts including the American Red Cross of the Greater St. Louis Area where they received the International Services Award for their outstanding International Humanitarian Law (IHL) project known as Raid Cross.