



**How is the Servant-Leadership Philosophy Incorporated
in the Corporate Culture of a Culturally-Diverse Retail
Company in New Zealand? A Case Study Approach**

Shepherd

Servant

Steward



By

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ABSTRACT

The word ‘leader’ is often heard or seen, and even overused, to simply refer to senior managers of organisations, in which case it is more concerned with their position or rank in the organisations, rather than with the question of whether or not they are leaders in terms of quality. To be precise, they should be called “managers” in this context. Leadership is about influencing others to willingly and enthusiastically direct their efforts and abilities towards attaining defined group or organisational goals; and thereby eliciting extraordinary performance from ordinary people. Leadership is needed throughout an organisation at every level regardless of position and rank.

From a number of different leadership options, this research is particularly focused on servant leadership (SL) while aiming at examining its effectiveness in a large-scale, culturally-diverse business organisation that operates retail stores across New Zealand. The CEO of this organisation is recognised as a prominent servant-leader in the country’s business circles, and the research was conducted on the assumption that the organisation might well have embraced SL. The survey results show that SL is embraced and that the majority of participants have a positive slant on SL. To measure the effectiveness of leadership, this research determines ‘motivation’ and ‘commitment’ as the key indicators. The vast majority of responses indicate that SL motivates the participants to face and overcome challenges and go beyond their differences to cooperate with their supervisors and co-workers as they move towards the organisation’s common goals.

SL attracts a number of negative views, many of which are due to misunderstandings or to the attitude of “judging a book by its cover”. However, some others should be acknowledged as a warning, particularly those that point to pertinent “side effects”. SL may cause followers to become overly reliant on the leaders and unwilling to take the initiative. This should be avoided at any cost. The leaders need to bear in mind that SL does not literally entail the leader taking on the role of a servant, rather it represents a blend or balance between leader and servant; the leader never loses leadership qualities while being a servant-leader.

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ABBREVIATIONS

| | |
|------|---|
| AL | Authentic Leadership |
| CD | Cultural Diversity |
| CQ | Cultural Intelligence |
| EI | Emotional Intelligence |
| IND | Indulgence versus Restraint |
| IDV | Individualism versus Collectivism |
| LTO | Long-Term Orientation |
| MAS | Masculinity versus Femininity |
| PDI | Power Distance |
| PRN | Pragmatic versus Normative |
| SL | Servant Leadership |
| SPSS | Statistical Package for the Social Sciences |
| UAI | Uncertainty Avoidance |

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CHAPTER ONE – INTRODUCTION

“Leadership is all about people. It is not about organizations. It is not about plans. It is not about strategies. It is all about people—motivating people to get the job done. You have to be people-centered.” - Colin Powell

3.8 Background

The word ‘leader’ is often heard or seen, and even overused (Du Plessis, 2015; Reggio, 2012), to simply refer to senior managers of organisations, in which case it is more concerned with their position or rank in the organisations. Between leadership and management, there are both similarities and differences: they are similar in the sense that both influence people in the organisation; and different in that management is recognised by ‘position power’ while leadership is by ‘personal power’ (Northouse, 2015, pp.9-11). They may be distinguished, too, by an understanding that management provides order and consistency while leadership produces change and movement (pp.12-13). For the healthy growth of the organisation, neither role is dispensable, and effective leaders need to either be effective managers themselves or be supported by good managers (DuBrin, 2013, p.5). In fact, Yukl & Lepsinger (2004, pp.9-10) are against the idea of viewing leadership and management as two distinct roles and of the opinion that effective leaders and managers are expected to have the qualities of the other. In addition, leadership is required not only at the top levels of an organisation but also throughout the organisation at all levels (Nel et al., 2014, p.313).

Historically, leadership has been defined in many ways, but according to one example of today’s most common definitions, it is ‘the process whereby one individual influences others to willingly and enthusiastically direct their efforts and abilities towards attaining defined group or organisational goals’ (Du Plessis, 2015; Nel et al, 2014, p.313). Ultimately, it is ‘the ability to elicit extraordinary performance from ordinary people’ (Tracy, 2014, p.2). Northouse (2015, pp.5-6) states that leadership has a number of features: 1) it is a process; 2) involves influence; 3) occurs in group settings; and 4) pursues common goals. Furthermore, leadership is an interaction between people, i.e. between a leader and followers, wherein the leader influences the followers, AND *vice versa*, which means that it is a ‘reciprocal relationship’ (Nel et al., 2012) or ‘collaboration’ (DuBrin, Dalglish & Miller, 2006, p.473) between the two parties.

What can leadership do for organisations? Andersen (2012, pp.1-3) offers a unique argument that it is an ancient primal survival mechanism for groups of human beings to long for good leaders in order to survive against human enemies and the challenges of nature. In terms of the modern world, Antonakis, Cianciolo & Sternberg (2004, p.5) state that organisations require leadership to steer and pilot their organisational and human resources towards their strategic objectives and align their organisational functions with the external environment. In addition, leaders are expected to be capable of navigating the organisations through the complexity, diversity and uncertainty that the world is undergoing today like never before (Dotlich, Cairo & Rhinesmith, 2009). At the simplest level, businesses want to improve the bottom line (Northouse, 2015, p.1) through leaders eliciting extraordinary performance from ordinary people.

That said, leaders are not magicians, and there is no magic to make leadership work even overnight. As defined by today's mainstream theories, leadership is a 'process' which involves interactions between the leader(s) and the followers and changes the people's mindset for the better by empowering, inspiring and motivating them. Since leadership is a relationship, success as leaders is entirely contingent on how the relationship is to be built up and sustained to the degree that it can elicit the extraordinary performance, not only once but 'regularly' (Kouzes & Posner, 2002, pp.20-21). Without any doubt, a relationship is nurtured by communication over time, and the quality of the relationship relies on the effectiveness of communication between the people involved. A barrier that has the potential to disrupt communication, and eventually affect the relationship, relates to the existence of cultural differences.

Culture can be defined in many ways, but the most adequate definition for this study is 'a medium that connects individuals and small groups to larger communities with shared values, experience and modes of expression' (Lull 2013, p.132). Communication is concerned with the deep, invisible human psyche, which is moulded by the culture wherein the owner of the mind has grown up. There is no doubt that communication is more likely to be smoother, the more the people involved have to share with each other. Indeed, communication is presumably more effective within one culture, where people have most to share, than between people of different cultural backgrounds. However, more often than not, the latter is the case in today's globalised world, which is becoming culturally more and more borderless, and all the more so within the business world. No one can escape from cultural diversity even

when living in one's home country if it is one like New Zealand. Despite its remote location, New Zealand has become culturally diverse at a rapid pace over the last decade, with 25.2% of the population having been born overseas (Statistics New Zealand, 2013). Auckland, the country's commercial capital, is reportedly more diverse than London today (*The New Zealand Herald*, 2014): 45% of its working-age people were born outside the country, and over 200 different cultures are represented (Hewitt, 2011). These facts indicate that there are extremely few neighbourhoods or workplaces without anyone from overseas being present.

In such a culturally-diverse environment, as mentioned above, cultural differences carry implications for misunderstandings in communication, which may result in breaking an existing relationship or nipping a developing one in the bud. For example, what is taken as a joke in one culture may be an offence in another culture. In business transactions, this kind of relationship breakdown may cause both monetary and reputational damage to the company. From the perspective of the human resources management within an organisation, mutual distrust and hatred caused by cultural differences will more than likely undermine the workplace environment and reduce productivity. This must be prevented at any cost. In fact, diversity created by differences can be an asset which can add to creativity and provide an environment to develop innovative solutions (Auckland Chamber of Commerce, 2012, p.2)-. To be transformed into such an asset or a competitive advantage, the diversity must be managed effectively (Nel et al., 2014, p.116). This is where leadership counts.

According to Levy and Bently (2007), however, New Zealand managers are weak in terms of leading. The results of their 2007 study of almost 1,000 adult workers nationwide reveal that nearly two thirds of managers in this country demonstrate the following tendencies:

- Less likely to encourage or accept ideas different from their own;
- Dogmatic and unwilling to admit mistakes and change;
- More likely to value analyses of data over careful listening to different points of view before making decisions;
- Less likely to boost motivation and performance;
- More managing than leading.

Levy and Bently (2007) argue that these managerial attitudes have resulted in low productivity, workforce disengagement, lack of alignment, lack of commitment, risk aversion

and little to no propensity towards innovation. These results indicate, amongst other things, that this country's managers are yet to prepare themselves to accept differences, but like it or not, diversity is already here for those managers to face.

As a leadership tool for dealing with cultural differences, Trompenaars and Voerman (2009, p.xii) recommend the term 'servant-leadership' (SL). Since ancient times, there have been similar leadership theories around the world, but this paradoxical term was first coined by Robert K. Greenleaf (1904-1990) in his essay, 'The Servant as Leader'. Spears & Lawrence (2002, pp.4-8) identify ten characteristics of the servant-leader: listening, empathy, healing, awareness, persuasion, conceptualisation, foresight, stewardship, commitment to the growth of people and building community. Due to its paradoxical-sounding concept, some researchers have expressed negative views of SL. Nevertheless, it has been gaining increasing support since the beginning of the 21st century (DuBrin et al., 2006, p.128) and is practised in organisations around the world, even in the military (Campbell, 2013), which is normally assumed to be ruled by coercive power. That may be why it is called 'the world's most powerful leadership philosophy' (Hunter, 2004; Trompenaars & Voerman, 2009).

This study casts a spotlight on a New Zealand group company which operates retail stores across the country while employing a diverse workforce. The group chief executive himself is a migrant and is known to advocate the SL philosophy. A survey will be conducted to find out about how SL is reflected in the company's leadership development and how it is perceived by the staff.

1.2 The Purpose of the Study

The purpose of this study is to advocate SL as a tool for managing culturally-diverse organisations where two or more cultures are represented. To achieve this purpose, the following points are researched:

- To review issues surrounding leadership in today's business organisations;
- To examine the importance of leadership in an organisation;
- To identify prominent features of SL and the reason for SL being suitable for managing diversity;
- To investigate how SL is applied to leadership development in a New Zealand business organisation, how it is perceived by those who are trained in it and how it works for them;

- To make recommendations on how the application of SL could produce better results in culturally-diverse organisations.

1.3 Research Statement

The aim of this research

This research is aimed at advocating SL as a tool for managing culturally-diverse organisations where two or more cultures are represented.

1.3.2 The objectives of this research

- To achieve the above-mentioned aim, the research sets the following objectives:
- To overview issues surrounding leadership in today's business organisations;
- To examine the importance of leadership;
- To identify prominent features of SL and the reason for SL being suitable for managing diversity;
- To investigate how SL is applied to leadership development in a New Zealand business organisation, how it is perceived by those who are trained in it and how it works for them;
- To make recommendations on how the application of SL could produce better results in culturally-diverse organisations.

For these objectives, the research examines the following main and sub-questions:

Main research question

'How is the Servant-Leadership approach incorporated into leadership development in a culturally-diverse retail company in New Zealand? A case study approach.'

Sub-questions

- 1) How has SL been incorporated in the leadership development training?
- 2) How did SL fit into the existing corporate culture of the organisation?
- 3) How is the effect of the SL training measured?
- 4) How is SL perceived by the staff?

5) What is left to be desired with SL in this particular organisation?

It is expected that responses to these questions will answer the main question and thereby demonstrate how effective SL can be in managing a culturally diverse environment.

1.4 Research methodology

This research is a case study that employs a quantitative method using a survey. Data collected thereby will be analysed by means of the IBM Statistical Package for the Social Sciences (SPSS). The research takes a deductive approach to test the following hypotheses:

H1o: SL has no positive impact on commitment and motivation of employees.

H1a: SL has a positive impact on commitment and motivation of employees.

H2o: The characteristics of SL do not receive a positive reception from the members of the organisation.

H2a: The characteristics of SL receive a positive reception from the members of the organisation.

1.5 Overview of this thesis

This thesis consists of the following six chapters:

Chapter One provides an overview of this study including a rationale for the study and a proposal to adopt SL as a tool for managing cultural diversities.

Chapter Two reviews literature relevant to SL, broader leadership research and the research questions while evaluating and critically analysing the results of the research that have been conducted in the past.

Chapter Three explains in detail the research methodology that is employed for this study and presents hypotheses to be tested by the data analyses.

Chapter Four presents the findings from the data collection conducted through the previously explained method.

Chapter Five analyses the data presented in the previous chapter and tests the hypotheses that have been presented in the previous chapter.

Chapter Six concludes the thesis and makes recommendations as to how SL could be implemented better in the surveyed organisation and in other types of culturally-diverse organisations in general. It also mentions limitations of this research.

1.6 Limitations of the research

As every theory or method is open to improvement, no research project can claim to be perfectly designed (White, 2011). It is true of this research project, which surveyed one of the country's biggest business organisations with 12,000 staff members across the country. Due to its intended size, this research cannot cover every branch or store of the organisation. Instead, it includes only a few of them in different parts of the country plus the headquarters in Auckland. Therefore, the results can hardly illuminate every division and aspect of the organisation. As cultural diversity varies from area to area, it is important to minimise the potential regional bias by distributing the survey as evenly as possible over the country.

1.7 Chapter summary

This chapter has introduced the background and purpose of this research, which is a case study of how a culturally-diverse New Zealand company trains leaders based on the SL philosophy. It has presented the key elements to be discussed – leadership in general, culture, the leadership landscape of New Zealand society, and SL as a tool of dealing with cultural diversity.

New Zealand is one of the world's most culturally-diverse nations today, and its biggest city and commercial capital Auckland is more diverse than London. However, it has been pointed out that New Zealand managers are weak in leading and tend not to encourage or accept different ideas, which suggests that the diversity may not be managed effectively enough to be an advantage. While operating in this culturally diverse society, the organisation to be surveyed in this research is known to practise SL and therefore raised the researcher's interest in finding out how it works in the New Zealand workplace. The distinct value added by this research project and the contribution to the body of knowledge is discussed in Chapter Six. The next chapter reviews the literature.

CHAPTER TWO – LITERATURE REVIEW

2.1 Introduction

The previous chapter provided an introductory outline of this research project. This chapter presents a literature review as a means of establishing a framework for the whole study.

The literature review has two purposes:

- Presenting a context for understanding why and how the researcher has conducted the study;
- Communicating the researcher’s knowledge of related research that has already been done by other researchers and of the conditions surrounding the justification for his/her own research (Bui, 2014, p.120).

Importantly, the literature must be reviewed critically while research ideas are generated and refined (Saunders, Lewis & Thornhill, 2012, p.70). All of these elements are included in this chapter.

2.2 Leadership Theories

This section explores definitions, functions and styles of leadership. Several different leadership theories have been developed over time, including those that identify different leadership styles. While primarily dealing with SL, this section touches on “authentic leadership (AL)” in comparison with SL.

Definitions of leadership

Yukl (1998) defines leadership as ‘a process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives’ (p.7). Ultimately, it is ‘the ability to elicit extraordinary performance from ordinary people’ (Tracy, 2014, p.2). As a mechanism, leadership has a number of distinguishing features: 1) it is a process, 2) involves influence, 3) occurs in group settings, and 4) pursues common goals (Northouse, 2015, pp.5-6). Furthermore, it is an interaction between people, i.e. between a leader and followers, wherein the leader influences the followers, and vice versa, which

means that it is a ‘reciprocal relationship’ (Du Plessis 2015; Nel et al., 2014) or a ‘partnership’ (DuBrin *et al.*, 2006, p.3) between the two parties. Thus, leadership is a relationship as well (Kouzes & Posner, 2002, pp.20-21).

Most of today’s prevalent definitions describe leadership as a *process*, instead of *trait*, and this study supports this view. The process perspective advocates the view that leadership is learned, which means that leaders are made by training, whereas the trait perspective maintains that it is innate, i.e. that leaders are born (Northouse, 2015, p.7). After much debate amongst researchers, the process perspective prevails today. Moreover, it is the accepted view that even if one has certain innate talents to be a leader, they need to be ‘encouraged and developed’ (Nel et al., 2014, p.315).

True, not everyone trained and encouraged can be a Jack Welch; however, the goal of the leadership development mentioned herein is not always to train senior managers of the organisation alone. As stated in the previous chapter, leadership is needed not only at the top level of an organisation but also *throughout the organisation at every level* as well (Nel et al, 2014, p.313; DuBrin, 2013, p.3). Everyone trained therefore will be able to exhibit the leadership required in his/her current role, irrespective of whether or not he or she is a manager or a junior-level employee of the organisation.

2.2.2 Functions of leadership

The term “leader” tends to be overused to simply refer to “manager”. Manager and leader, however, are two distinctive roles in the organisation. Major functions each of management and leadership are juxtaposed in Figure 2.1 below to compare the differences.

Figure 2.1: Comparison between management and leadership

Figure 1.2 Functions of Management and Leadership

| Management Produces Order and Consistency | Leadership Produces Change and Movement |
|---|--|
| Planning and Budgeting <ul style="list-style-type: none"> • Establish agendas • Set timetables • Allocate resources | Establishing Direction <ul style="list-style-type: none"> • Create a vision • Clarify big picture • Set strategies |
| Organizing and Staffing <ul style="list-style-type: none"> • Provide structure • Make job placements • Establish rules and procedures | Aligning People <ul style="list-style-type: none"> • Communicate goals • Seek commitment • Build teams and coalitions |
| Controlling and Problem Solving <ul style="list-style-type: none"> • Develop incentives • Generate creative solutions • Take corrective action | Motivating and Inspiring <ul style="list-style-type: none"> • Inspire and energize • Empower subordinates • Satisfy unmet needs |

SOURCE: Northouse (2015, p.12)

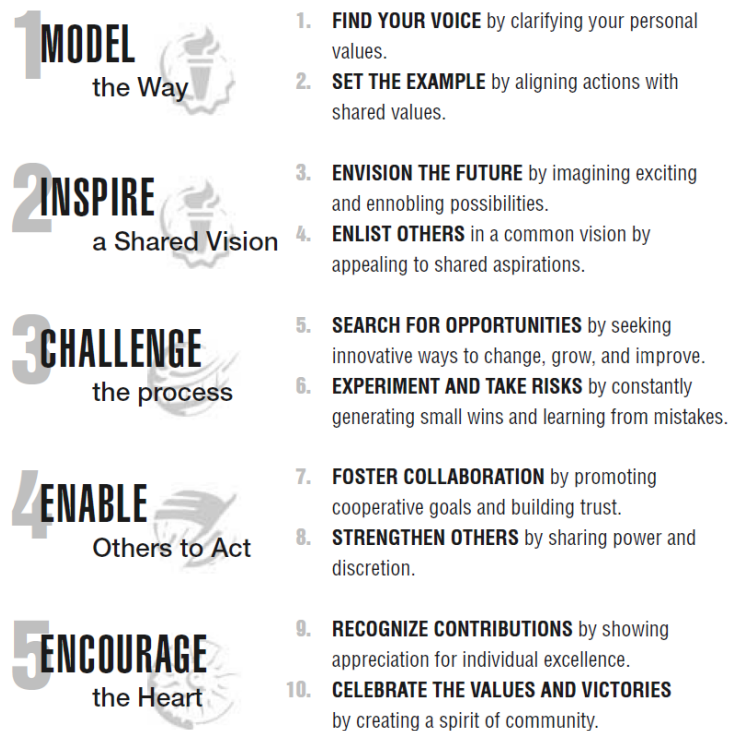
Although there is a seemingly substantial overlap between the two, such as power and influence, interaction with people and effective goal accomplishment, the two roles are dissimilar in that management seeks and produces order, stability and consistency, whereas leadership produces *change* and *movement*; that managers do things right, while leaders *do right things* (Northouse, 2015, p.13); and that leaders *create visions*, which will be implemented by managers (DuBrin, 2013, p.6). From this comparison, it can also be said that management deals with the “mind” while leadership looks after the “heart” thereby producing movement. The organisation is not an inorganic building or house but ‘an organised body of people with a particular purpose, as a business, government department, charity, etc.’ (Oxford English Dictionary, 2014). Producing movement within an organisation is about moving people therein, which is made possible by moving the people’s hearts first. That is where “inspiring” and “empowering” are required.

2.2.3 Expected characteristics and traits of leaders

DuBrin (2013) divides leaders’ personal traits into two groups: ‘general personality traits’, such as self-confidence and trustworthiness, and ‘task-related traits’, such as passion and courage (pp.37-51)..

In terms of what leaders are expected to do, Kouzes and Posner (2002) argue that leaders must be engaged in ‘Five Practices’ (pp.13-22), each of which are embedded with two commitments for the leaders to fulfil:

Figure 2.2: Five practices and ten commitments of exemplary leadership



SOURCE: Kouzes and Posner (2002, p.22)

The results of a 2002 survey conducted across continents by Kouzes and Posner (2002) reveal that in response to the question ‘What values (personal traits or characteristics) do you look for and admire in your leader?’, the respondents to Kouzes and Posner named the following qualities:

1. Honest
2. Forward-looking
3. Competent
4. Inspiring

These are followed by Intelligence, Fair-minded, Broad-minded and so forth, as in Figure 2.3:

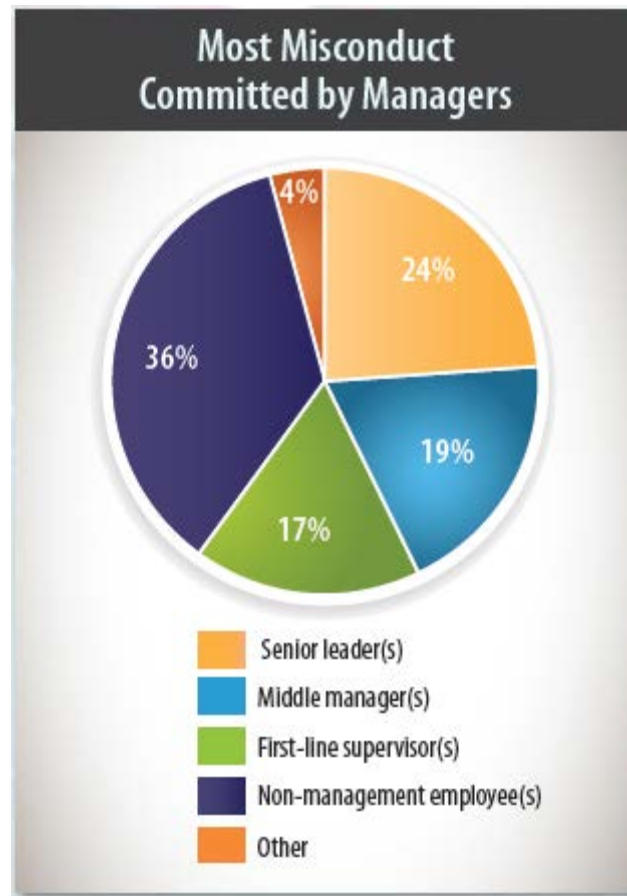
Figure 2.3: Characteristics of admired leaders

| Characteristic | Percentage of Respondents Selecting That Characteristic | | |
|-----------------|--|--------------|--------------|
| | 2002 edition | 1995 edition | 1987 edition |
| HONEST | 88 | 88 | 83 |
| FORWARD-LOOKING | 71 | 75 | 62 |
| COMPETENT | 66 | 63 | 67 |
| INSPIRING | 65 | 68 | 58 |
| Intelligent | 47 | 40 | 43 |
| Fair-minded | 42 | 49 | 40 |
| Broad-minded | 40 | 40 | 37 |
| Supportive | 35 | 41 | 32 |
| Straightforward | 34 | 33 | 34 |
| Dependable | 33 | 32 | 33 |
| Cooperative | 28 | 28 | 25 |
| Determined | 24 | 17 | 17 |
| Imaginative | 23 | 28 | 34 |
| Ambitious | 21 | 13 | 21 |
| Courageous | 20 | 29 | 27 |
| Caring | 20 | 23 | 26 |
| Mature | 17 | 13 | 23 |
| Loyal | 14 | 11 | 11 |
| Self-Controlled | 8 | 5 | 13 |
| Independent | 6 | 5 | 10 |

SOURCE: Kouzes and Posner (2002, p.25)

‘Honesty’, which is deeply concerned with values and ethics (p.28), is a virtue that has been most sought after in human society all through the ages. Northouse (2013) defines ethics as ‘a system of rules or principles to guide us in judging what is right or wrong, good or bad, desirable and appropriate in a particular situation’ (p.424). This being the most sought-after characteristic means that society needs more honest, ethical leaders. Indeed, there are some people who maintain a resigned voice saying that ethical business is a paradox. According to Mayer, Kuenzi & Greenbaum. (2010), the presence of ethical leaders helps to reduce employee misconduct (p.13). The results of a survey report that 41% of employees have observed misconduct at work (Ethics Resource Center, 2013, pp.12-13) and that, as in Figure 4, most misconduct was committed by *managers*, 40% of whom are *senior managers* (p.20).

Figure 2.4: Who commits misconduct more?



SOURCE: Ethics Resource Center (2013, p.20)

This may be a consequence of their self-conceit caused by their titles..

According to Ethics Resource Center (2014), since the beginning of the 21st century, major ethical dilemmas have arisen surrounding the use of information technology, such as...

- Cyber crimes (hacking, data theft, cyber-terrorism)
- Privacy issues caused by data mining
- Loss of privacy between employees and employers
- Intellectual property theft

In Figure 2.3, the results also seem to indicate that people expect their leaders to be more emotionally intelligent than intellectually intelligent. Emotional intelligence (EI) is considered to be an important element of today's leadership (Northouse, 2013, p.p.28-29). Cherniss and Goleman (2001) argue that managers' EI does have an impact on organisational

effectiveness in a number of areas of the organisation's business, one of which is the employee turnover (pp.4-7). Managers with high EI can produce a four times lower rate than those with lower EI. From this fact, it can be easily predicted that EI affects such other areas as employee commitment, morale and health, teamwork, productivity, and service quality.

2.2.4 Cultural intelligence (CQ)

Another ability which is considered to be important for leaders in a culturally-diverse society is 'Cultural Intelligence (CQ)', which is defined as 'the capability to function effectively across a variety of cultural contexts, such as ethnic, generational and organizational cultures' (Livermore, 2011, p.5).

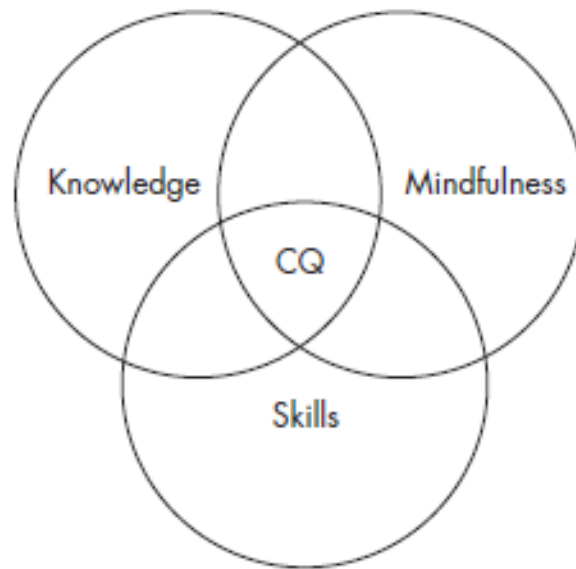
This is not an ability required for expatriates alone; it is also for those who work in their home country where the society is culturally diverse. Nowadays, corporate success, profit and growth are increasingly dependent on the management of a diverse workforce within one's own country as well (DuBrin, 2013, p.441). It is not about leaders having to be able to speak the languages or conform to the cultures where more than one culture is represented in a group; it is instead the ability to create a common ground or a shared culture there (Borrego & Johnson, 2012).

DuBrin (2013) argues that CQ has the following three facets:

- Cognitive CQ (head) - the ability to pick up factual clues about relevant behaviour
- Physical CQ (body) - actions and demeanour to prove that one has adopted habits and mannerisms such as the handshake, bow, etc.
- Emotional/motivational CQ (heart) – the self-confidence and courage to keep on trying even if one's first few attempts to adapt went poorly (pp.454-455)..

Thomas and Inkson (2009) explain the process of becoming culturally intelligent by breaking CQ into three components: Knowledge, Mindfulness and Skills (pp. 16-17).

Figure 2.5: Three components of CQ

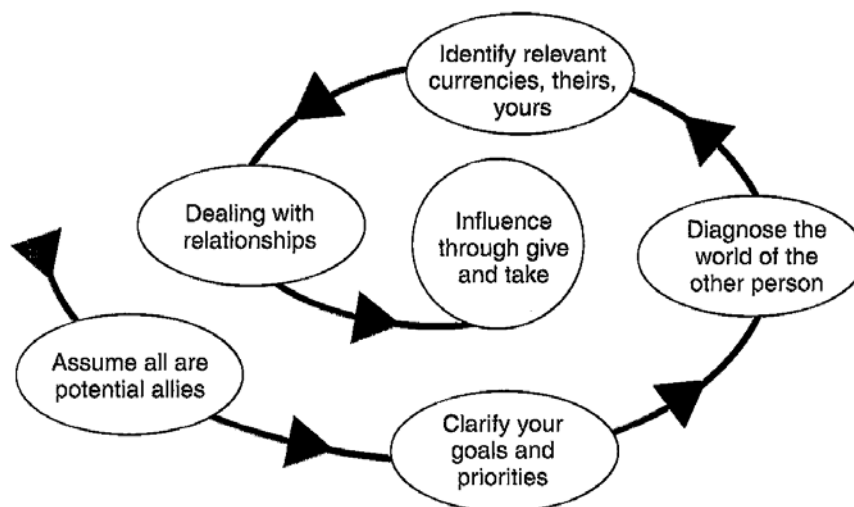


SOURCE: Thomas and Inkson (2009, p.17)

Figure 2.5 indicates that one can become culturally intelligent by: 1) gaining knowledge; 2) practising mindfulness; and then 3) developing skills. This will need to be included in leadership training programmes for organisations where CD is identified.

More often than not, it is a challenge to approach people with different cultural backgrounds. Cohen and Bradford (2005) suggest a step-by-step approach to influencing someone who is difficult to access for various reasons.

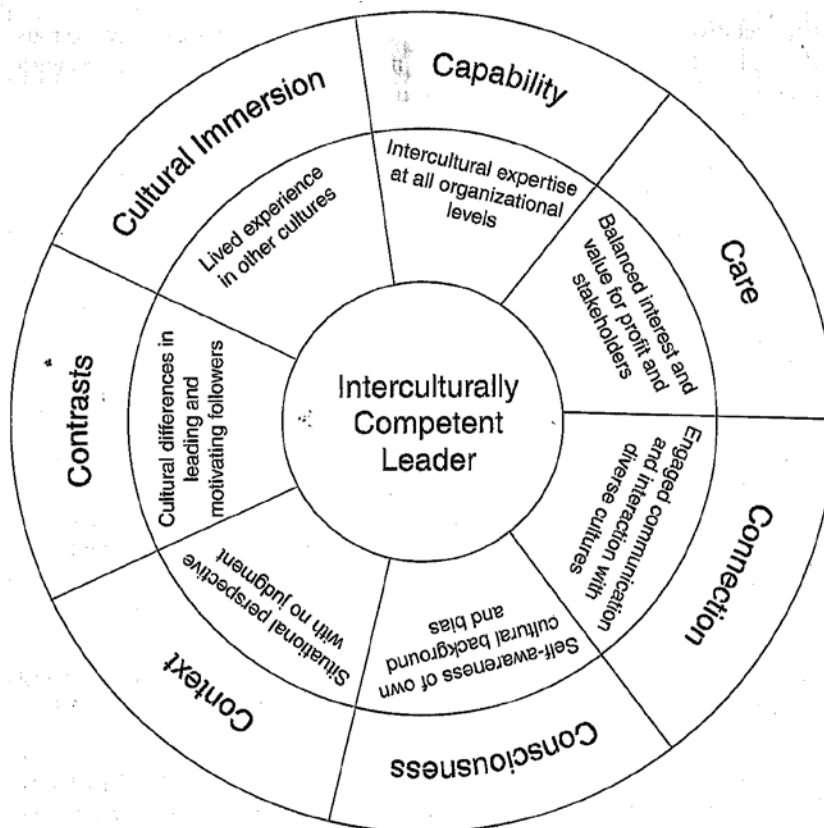
Figure 2.6: Cohen-Bradford model of influence without authority



SOURCE: Cohen and Bradford (2005, p.20)

Moran, Harris & Moran (2011) endorse this approach by saying that it can be applied to facilitate access to and influence someone across cultures effectively (pp.26-27). Figure 2.7 below illustrates intercultural competencies that interculturally competent leaders should have.

Figure 2.7: Intercultural competencies required of leaders



SOURCE: Moran *et al.* (2011, p.32)

2.2.5 Perceptions of leaders

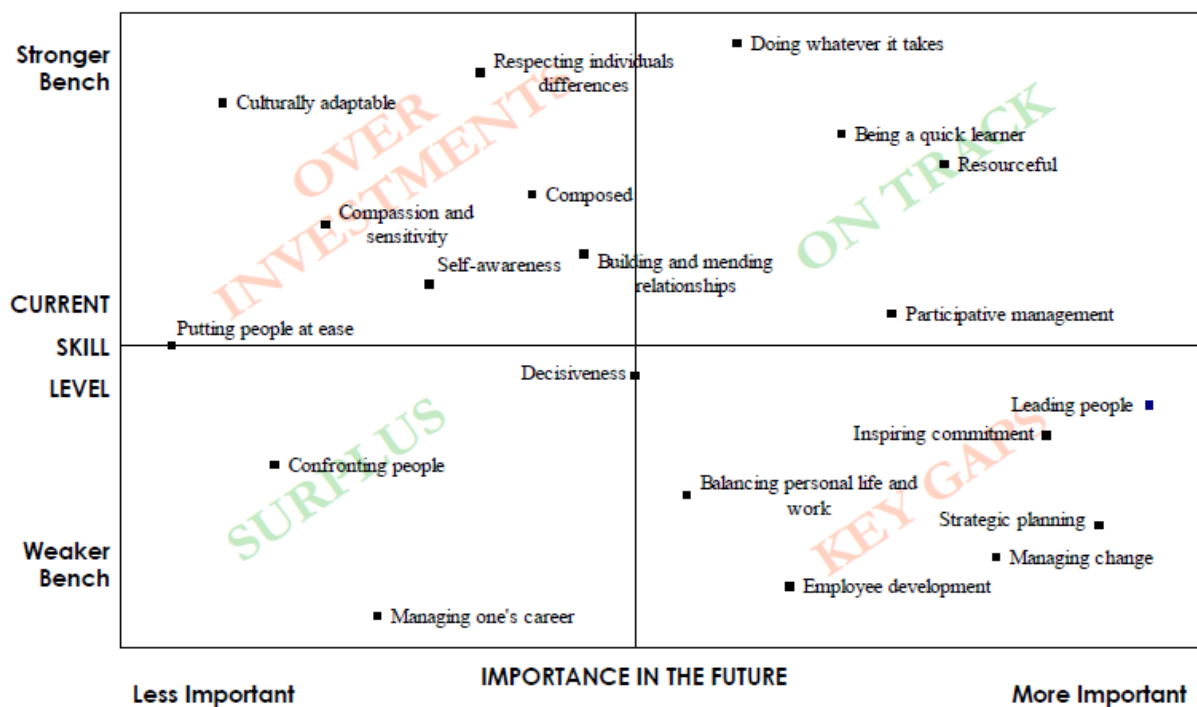
As important as the characteristics and traits that are set out in 2.2.3 is the way people perceive someone as a leader, which rests with the perception that is created among the people to be led, i.e. followers (Edmondson, 2011). A gap may exist between the two parties in their perceptions, and it would impact upon the leadership effectiveness. A survey conducted by Center for Creative Leadership (2008) in the United States, Singapore and India reveals that the existing leadership is weak in the following areas:

- Leading people

- Inspiring commitment
- Balancing personal life and work
- Strategic planning
- Managing change
- Employee development

As the results of the survey, Figure 2.8 shows that these abilities are important and yet remain on the weaker bench.

Figure 2.8: Leadership gap quadrant



SOURCE: Center for Creative Leadership (2008, p.44)

As is mentioned in many definitions, leadership is about influencing – i.e. “inspiring” and “motivating”- others to achieve a collective goal. If leaders are weak in this key area, leadership will be weak or simply non-existent. As a matter of fact, “leading people” has ended up on the weaker bench. It is for this very reason that this research attempts to examine the effectiveness of the leadership in a business organisation by surveying the staff therein with relevant questions and testing an hypothesis that their current leadership is effective in enhancing commitment and motivation.

3.8 Servant-Leadership (SL)

This research particularly deals with SL while investigating how SL is incorporated in the organisational culture and leadership training in a culturally-diverse large business organisation in New Zealand.

2.3.1 Definition

The term “SL” is central to this research. SL is about ‘leading through/by serving’, which can be well illustrated by the pyramid-shaped hierarchy flipped upside down. This does not mean that these two opposite behaviours must be synchronised. Greenleaf (2002, p.23) states that being a servant-leader first begins with the natural feeling that they want to serve first and then to lead.

The term, which was coined by Greenleaf himself in the early 1970s, has a paradoxical ring and thereby attracts negative comment, such as ‘wimpy’, ‘namby-pamby’, ‘warm and fuzzy’ and ‘passive’ (Hunter, 2004, pp.50-51). If this were true, how could one explain the growth of such world-renowned businesses as Best Buy, Starbucks and UPS? All these organisations have adopted the SL philosophy. Another successful organisation is the United States Marine Corps. Despite being called “every name in the book” by critics as above, SL has been gaining credit since the beginning of this century as there has been a growing demand for leaders who are with stewardship, ethical, collaborative, virtuous, and respectful towards others (Van Dierendonck & Patterson, 2010, p.3). This phenomenon is well worth delving into without “judging a book by its cover”.

Presumably, there are two reasons why SL came under the spotlight at the beginning of this century and has since been gaining support. One is the shock of what happened in New York on the 11 September 2001. Kouzes and Posner (2002) are of the opinion that this incident created a new context for leadership as it emotionally devastated businessmen in the world’s biggest financial centre who were considered to be ‘more driven by greed than good’ (pp.xviii-xix). Since that day, more and more businesses have been “putting people first”, which is one of SL’s characteristics. The other reason is that large-scale business scandals were revealed one after another, making the business world realise the importance of business

ethics, which had long been put aside as an “oxymoron”. SL is widely known to lay weight on ethics (DuBrin et al., 2006, P.128; Humphrey, 2014, pp.277-278; Northouse, 2013, p.229).

2.3.2 Characteristics

How should one go about “leading by/through serving”? Prichard (2013) puts it simply: SL is not literally taking on the role of a servant but establishing a blend and balance between leader and servant; and the leader never loses leadership qualities while being a servant-leader.

Spears (1998a, pp.5-8; 2010), after years of delving into Greenleaf’s writings, has identified a set of ten characteristics of SL as described below (pp.27-29), which are considered to be central to the development of servant-leaders.

Figure 2.9: Ten characteristics of SL identified by Spears

| | Characteristic | Meaning |
|----|---|--|
| 1 | Listening | A deep commitment to listening intently to others while seeking to identify the will of a group and help clarify the will. |
| 2 | Empathy | An understanding and empathy towards others so that people can feel accepted and recognised for their special and unique spirits even when their behaviour or performance is unacceptable. |
| 3 | Healing | An ability to help foster each person's emotional and spiritual health and wholeness. |
| 4 | Awareness | The leader's good understanding of his/her own values, feelings, strength, weaknesses. |
| 5 | Persuasion | An ability to influence others through persuasion. |
| 6 | Conceptualisation | An ability to integrate present realities and future possibilities. |
| 7 | Foresight | A developed sense of intuition about how the past, present, and future are connected. |
| 8 | Stewardship | The responsibility of holding the organisation's resources in trust for the greater good. |
| 9 | Commitment to the growth of people | The responsibility of serving the need of others. |
| 10 | Building community | The ability to create a sense of community among people. |

Spears (1998b) adds that these are not exhaustive. Then, Russell and Stone (2002) reviewed existing studies and described 20 characteristics that have been identified as being associated with SL. Then, they classified them into two categories – ‘functional attributes’ and ‘accompanying attributes’ as in Figure 2.9 (pp.146-147):

Figure 2.10: Classification of 20 characteristics associated with SL

| Functional attributes | Accompanying attributes |
|----------------------------------|--------------------------------|
| 1. Vision | 1. Communication |
| 2. Honesty | 2. Credibility |
| 3. Integrity | 3. Competence |
| 4. Trust | 4. Stewardship |
| 5. Service | 5. Visibility |
| 6. Modeling | 6. Influence |
| 7. Pioneering | 7. Persuasion |
| 8. Appreciation of others | 8. Listening |
| 9. Empowerment | 9. Encouragement |
| | 10. Teaching |
| | 11. Delegation |

SOURCE: Russell and Stone (2002)

The functional attributes are the characteristics and distinctive features of servant-leaders and can be observed through specific leadership behaviours in the workplace. Each attribute is distinct and yet interrelated with the others; and in some cases, the attributes reciprocally influence one another. Meanwhile, the accompanying attributes supplement and augment the functional attributes.

Among the above-mentioned characteristics, Greenleaf (1998) views persuasion as the critical skill of SL (pp. 43-46). When making decisions, servant-leaders rely on that instead of their positional authority; they seek to convince others rather than coerce compliance, thereby effectively building consensus within groups (Spears, 1998, p.6). Persuasion stands in sharp contrast to coercion and manipulation (Greenleaf, 1998, p.45).

That said, SL is by no means a ‘soft’ model of leadership, but does require courage as with any other leadership model (Trompenaars & Voerman, 2009, p.174). One of the requirements for SL is to be vulnerable and open to what their followers say. Trompenaars and Voerman argue that vulnerability is the highest form of courage (p.164). Hunter (2004) is of the opinion that servant leaders can be ‘pyramid’ minded, even autocratic and dictatorial, when

dealing with certain aspects of organisation management such as mission, values, standards and accountability (pp.50-51).

The survey questionnaire for this research asks a few questions pertinent to the characteristics with which the respondents associate SL and leadership in general and to their perceptions.

2.3.3 Effectiveness

Yukl (1998) states that leader effectiveness is measured by performance, followers' attitudes towards the leader and the leader's contribution to the quality of group processes as perceived by followers or outside observers. As mentioned in 2.2.2, the key functions of leadership are: 1) establishing direction; 2) aligning people; and 3) motivating and inspiring. It is hence reasonable to believe that the effectiveness of leadership is measured by its performance and effect in those areas. This provides an answer to the research herein in terms of sub-question 3) 'How is the effect of the SL training measured?' Also, based on sub-question 4) 'How is SL perceived by the staff?', the research questionnaire asks how the participants perceive SL so that the effect can be measured. This research regards "motivating and inspiring" as the key criterion for the effectiveness, and tests hypotheses to this effect because, as mentioned in 2.2.5, it is where a gap can come into being between the ideal and the reality.

McCouston (2013) is of the opinion that the following nine practices by leaders as in Figure 2.10 will enhance employee motivation:

Figure 2.11: Servant leadership motivators



SOURCE: McCuiston (2013)

2.3.4 Weaknesses

As there is no perfect theory or technique in this world, SL is not exempt from weaknesses either. Waterman (2011) argues that SL has the following disadvantages:

- Is similar to transformational leadership approaches;
- Falls into a target-fixated system;
- Disturbs the hierarchy;
- Can be perceived as a religious approach and therefore alien to modern sensitivities;
- The title of servant can be seen as detrimental;
- Humility can be perceived as weakness;
- Some workers may not respond to this approach.

From a theoretical perspective, Northouse (2013) points out the following:

- SL is a paradoxical title, which creates semantic noise and diminishes the potential value of the approach;
- How to influence functions as part of SL is not fully explicated;

- Though hypothesised to include a number of abilities, traits and behaviours, researchers to date have been unable to find common ground on the definition and theoretical framework;
- The overly altruistic principle (“putting others first”) conflicts with individual autonomy and other principles such as directing, concern for production, goal setting and creating a vision;
- It is unclear why conceptualising is included as one of the behaviours.

To explore research sub-question 5) ‘What is left to be desired with SL in this particular organisation?’, the questionnaire offers some negative words where the respondents can choose two or more answers. Examining negative feedback will help to reveal weaknesses of SL in general as well as those of the SL practised in this organisation.

Riley (2013) dismisses many of the above-mentioned criticisms as ‘myths’ that will create barriers to SL’s influence. Similarly, Beazely (n/d) calls them ‘misconceptions’ that make its understanding and acceptance more difficult.

As mentioned at the beginning of this section, SL cannot avoid being judged by the title which comes with a paradoxical ring and thereby arouses concern, scepticism and cynicism. Nevertheless, all advocates and practitioners uniformly note that SL is by no means a weak leadership style and, as mentioned earlier in this section, does require as high a form of courage as do other leadership styles. Most, if not all, of those which are discussed as weaknesses or disadvantages appear to be coming from such a judgement.

2.8 Culture

Section 2.2.4 refers to CQ. In this study, *culture* refers to national culture, that which is peculiar to each nation, unless otherwise stated. It is significant in this research which surveys a business organisation with culturally-diverse staff.

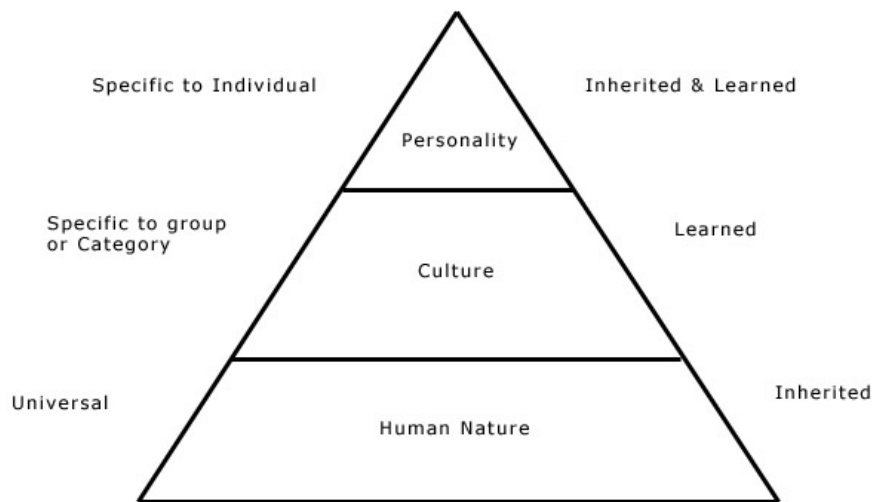
2.4.1 Definition

There are numerous ways of defining culture. Hofstede (2003) defines it as ‘the collective programming of the mind which distinguishes the members of one group or category of people from another.’ Calling it ‘a customary term for the mental software’, he argues that it

lies within the social environments wherein one has grown up, and that it determines the patterns of one's thinking, feeling and action (p.5).

Hofstede (2002) is of the opinion that culture is part of human mental programming which consists of three levels of uniqueness (pp.4-6). Figure 2.11 below illustrates the composition of the human mental programming.

Figure 2.12: Three levels of uniqueness in human mental programming

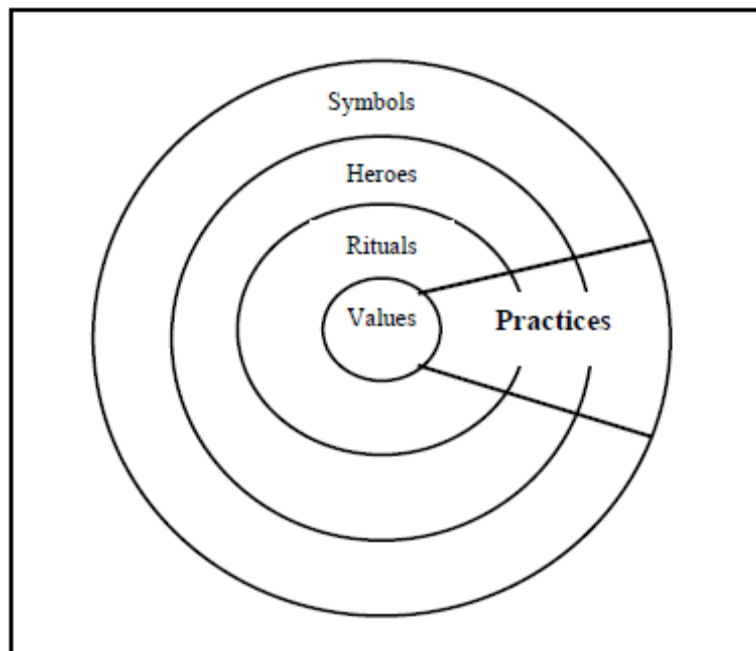


SOURCE: Hofstede (2002, p.6)

The base is 'Human Nature', which is inherited (innate), common to all human beings and universal; one flight up is 'Culture', which is learned and specific to one group or category of people; then on top of these two comes 'Personality', which is both inherited and learned and specific to individuals.

Furthermore, Hofstede argues that culture is manifested at four different levels of depth: 'Symbols', 'Heroes', 'Rituals' and 'Values', as illustrated by Figure 2.12 below. The most superficial layer, 'Symbols', includes language, gestures, pictures or objects, which have a meaning and can only be recognised by those who share the same culture; 'Heroes' are people or characters, alive or dead, fictional or nonfictional, who are highly recognised in a culture and present models for behaviour; 'Rituals' are social habits and customs that are considered to be essential within a culture. These three layers are practices and visible to outside observers (pp.7-8).

Figure 2.13: The onion diagram: manifestations of culture at different levels of depth



SOURCE: Hofstede (2002, p.9)

At the core of culture are ‘Values’, which are invisible to outsiders and control the preference of certain states of affairs over others, such as evil vs. good, dirty vs. clean, ugly vs. beautiful, etc. (p.8). Dansby and Knouse (1999) point out that if people with different cultural backgrounds work together, the surface-level diversity decreases, whereas the deep-level diversity increases.

As with other differences, culture ‘only exists by comparison’ (Hofstede, n.d.); that is to say, a culture can only be recognised when compared with others.

2.4.2 Cultural difference

Each nation has a unique culture that is different to others. To compare cultures, Hofstede (n.d.) developed a ‘cultural dimension’ theory, categorising national cultures into four groups:

- *Power Distance (PDI)*: the degree to which much less powerful members of a culture tend to accept and expect inequality. A high PDI index value will mean that within the culture, there is a distance between bosses and subordinates. A low

index value will indicate that the distance is narrow, allowing bosses and subordinates to first-name each other.

- *Individualism versus Collectivism (IDV)*: the degree to which the members of a culture prefer to be individualistic. A high IDV score will mean that the members of the culture prioritise the interests of individuals over those of the collective. A low score will indicate the opposite.
- *Masculinity versus Femininity (MAS)*: the degree to which the members of a culture prefer achievement, heroism, assertiveness and materialistic attitude towards success. A high MAS score indicates that the culture expects the members to be 'hard', i.e. powerful, assertive, directive or expressive of such behaviours as are traditionally associated with masculinity or males. A low MAS score will denote that the member of the culture tend to be 'soft', i.e. relationship-oriented, supportive, empathetic, etc.
- *Uncertainty Avoidance (UAI)*: the degree to which the members of a culture prefer to stay away from uncertainty, ambiguity. A high UAI score will mean that the members of the culture are concerned with security and intolerant of ambiguity and uncertainty. A low UAI score will indicate the opposite tendency.

In 1991, a fifth dimension, 'Long Tern Orientation (LTO)', was added by Michael Harris Bond with support from Hofstede.

- *Long-Term Orientation (LTO)*: the degree of time which members of the culture tend to take in decision making. This dimension is based on Confucian thinking and has so far been applied to 23 countries, including East Asian countries. A high LTO score will mean that the members of the culture prefer to take time and contemplate before making decisions.

In 2010, Michael Minkov added the following two dimensions:

- *Pragmatic versus Normative (PRN)*: the degree to which the members of a culture prefer to be 'pragmatic', meaning that they believe that truth depends on situation, context and time, accept contradictions, adapt according to circumstances. A high index will indicate that the members of the culture are pragmatic and prefer to keep quiet about what cannot be helped, i.e. an issue that cannot be easily

addressed or changed. A low index will mean that the members of the culture are 'normative' and tend to thresh out whatever is an issue until satisfied.

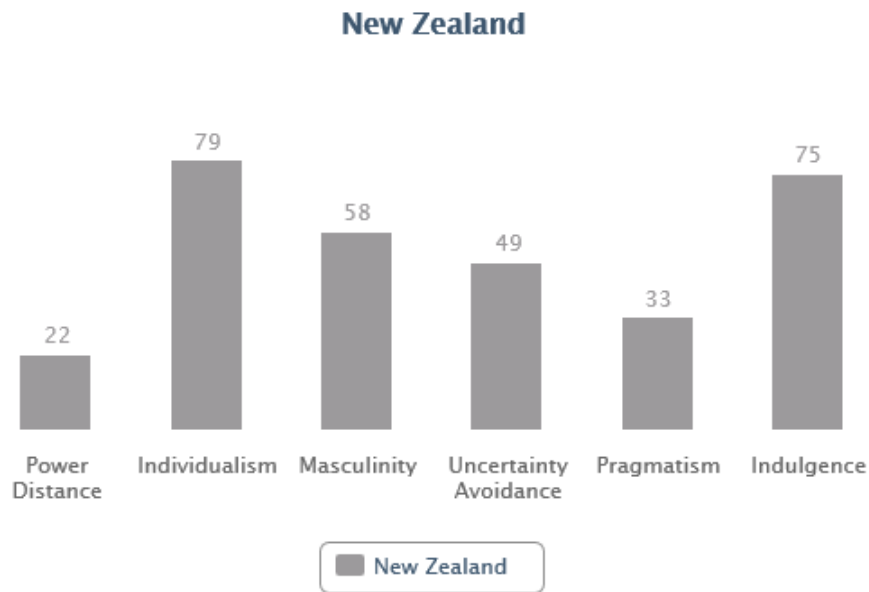
- *Indulgence versus Restraint (IND)*: the degree to which the members of a culture prefer to indulge in immediate pleasure rather than postpone it. A high index will indicate that the members of the culture prefer to seek gratification, enjoy life and have fun when they can. A low index will mean that the members of the culture prefer to delay or restrain themselves from having fun.

Hence, today there are seven dimensions, each of which has a score or index. The most updated version of the theory has indexed the cultural dimensions of 93 countries.

Cultural differences have an impact on communication between people of different cultural backgrounds. Communication can be assumed to be smoother (less room for misunderstanding), the more those involved have to share; and communication within one culture will involve fewer barriers. Guirdham (2011) mentions that in Europe in general, schoolchildren of non-European ethnicity display differences from the majority in verbal communication styles, which can be treated as 'discipline problems' and result in lower performance expectations from their teachers (p.207). As a consequence, the children may see the school climate as negative.

However, when living and working in a culturally diverse country like New Zealand, which has hosted migrants from all over the world over the last few decades, one can hardly ever pass a day without interacting with a person from another culture with different dimensions. Figure 2.13 shows New Zealand's cultural dimension, which indicates that New Zealanders are individualistic, indulgent, optimistic, relatively empathetic and prefer to be casual and informal in relating to people.

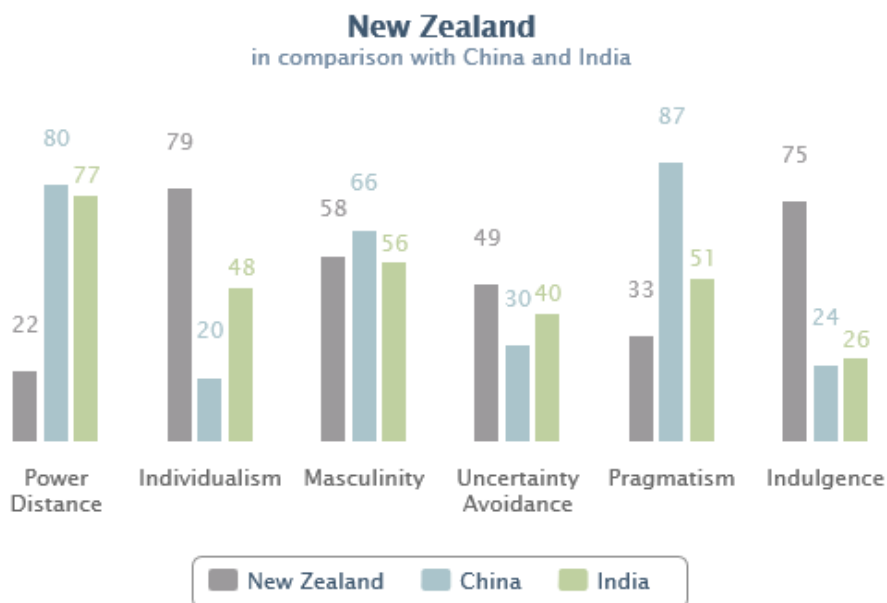
Figure 2.14: New Zealand's cultural dimensions



SOURCE: Hofstede (n.d)

Now that New Zealand has an increasing number of migrants from Asia, particularly from China and India, New Zealanders and the migrants have to keep in mind the differences presented by Figure 2.14:

Figure 2.15: Comparison of New Zealand's cultural dimensions with China and India



SOURCE: Hofstede (n.d.)

As pointed out by Hofstede (2002), in most cases, migration is a move from a collectivist home country to a more individualist country (pp.222-223); from high PDI to low PDI, high MAS to low MAS, high PRN to low PRN.

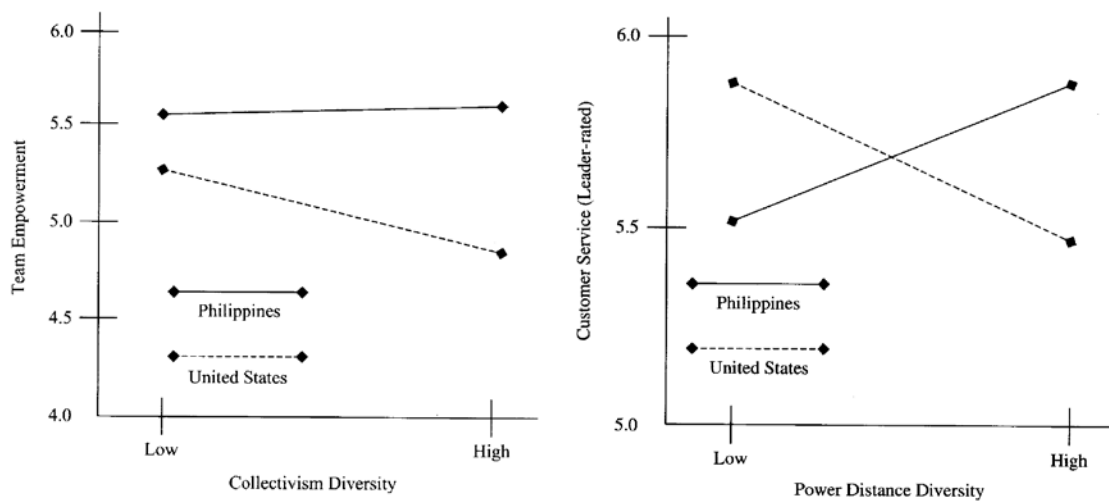
2.4.3 Cultural diversity (CD)

Diversity created by cultural differences can be an asset which can add to creativity and provide an environment to develop innovative solutions (Auckland Chamber of Commerce, 2012, p.2), and to be transformed into such an asset or a competitive advantage, the diversity must be managed effectively (Nel et al., 2011, p.116). Moran et al. (2011) assert that cultural differences can be beneficial if understood and utilised as a resource, and that they would otherwise entail significant costs (p.35).

Kirkman and Shapiro (2002) work with two different types of diversity and compare their impact on team performance (p.40). One is cultural value diversity (CVD), which is concerned with the deeper level of people's mind, i.e. the core layer of Hofstede's onion diagram; the other is demographic diversity (DD), which is created by surface-level differences such as age, gender and education. They argue that CVD tends to affect team performance more adversely than DD does. To test this theory, Kirkman and Shapiro conducted a study and discovered that team performance could suffer due to CVD, depending on the culture of the country where the team is situated.

The study was conducted both in the Philippines, which has a low IDV value and a high PDI value, and in the United States, which has a high IDV value and a low PDI value; and the teams in both countries were equally diverse in cultural values. Figure 2.15 below shows the drop of the US team's performance in each of the areas of Team Empowerment and Customer Service.

Figure 2.16: Impact of cultural value diversity on team performance in Philippines and USA



SOURCE: Kirkman and Shapiro (2002)

If this were always the case, CD would be a long way from becoming an asset or a competitive advantage. Apparently, these cases were lacking coordination which could be addressed by what is the focus of this study – leadership. The term “leadership” never appears in the discussion, but the term “manager” does; this is because the study was conducted in the context of international *management*, instead of leadership. Kirkman and Shapiro conclude that it is important for ‘managers’ to coordinate teambuilding to fit the host country’s culture (p.62). This is the very situation where the managers need to be equipped with CQ and be able to turn CD into an asset and a competitive advantage.

Moran et al. (2011) state that only 10% of 191 nations in the world are ethnically homogeneous today and that more and more people migrate than ever before in history (p.30). They suggest that well-rounded leadership training programmes should include the following components:

- General information on culture
- How to master cross-cultural communication
- How to raise cultural self-awareness
- Cultural specifics
- How to resolve conflict
- How to develop cross-cultural skills

- Addressing specific and current concerns that employees may express, such as how to deal better with Russian customers. (pp.173-174)

2.4.4 Impact of CD on communication

The reason why this literature review discusses culture is that it controls communication (Goman, 2011), on which relationships are built including leadership. Goman is of the opinion that culture is made up of values that a group of people holds, which affect how they think and act and serve as the criteria by which they judge others.

2.5 Leadership Landscape of New Zealand

2.5.1 Characteristics of New Zealand leaders

In the view of Levy and Bently (2007), New Zealand managers are weak in leading. The results of their 2007 study of almost 1,000 adult workers across the country revealed that nearly two thirds of managers in this country have the following tendencies:

- Less likely to encourage or accept ideas different from their own;
- Dogmatic and unwilling to admit mistakes and change;
- More likely to value analyses of data over careful listening to different points of view before making decisions;
- Less likely to boost motivation and performance;
- More managing than leading.

Levy and Bently argue that these managerial attitudes have resulted in low productivity, workforce disengagement, lack of alignment, lack of commitment, risk aversion and little to no propensity towards innovation. These results indicate that this country is still to be well prepared to accept differences, diversities and such, which are already or, in fact, have long since been, here to stay for those managers to face.

Although no research has been carried out, there is sufficient anecdotal evidence to suggest that immigrants, as well as expatriates who have been away from the country for some time, have a hard time finding employment in New Zealand for such reasons as lack of New Zealand experience or qualifications and low English-language proficiency. These may be excuses for the dogmatism or rejection of diversities that the New Zealand business managers exhibit. According to the results of a survey, 41% of employers in Christchurch would refuse

to employ immigrants even if offered incentives, subsidies and support from the government (North, 2007, p.8). North points out that the country's chronic low productivity may be attributed to New Zealand employers' discriminatory practices rejecting diversity in their workplaces.

2.5.2 Authentic leadership (AL)

Levy and Bentley analyse and discuss the tendencies that New Zealand managers exhibit, particularly from the perspective of AL. According to Northouse (2013), AL is one of the newest leadership theories and still is in the early phase of development (p.253). Levy and Bentley (2007, p.6) state that authentic leaders exhibit the following characteristics:

- Not faking their leadership; not pretending to be leaders because of their management positions;
- Leading from personal conviction rather than a desire for status or reward;
- Being original, not copies;
- Acting by their values and convictions.

AL builds on one's own experiences, such as values, thoughts, emotions and beliefs, and is accompanied by action that reflects one's true self.

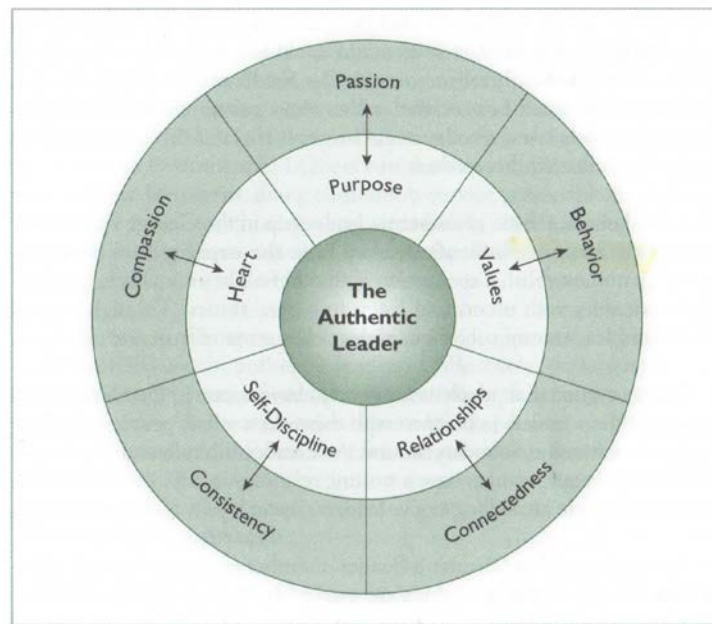
Also, AL comprises the following four components (Levy & Bentley, 2007, p.6; Northouse, 2013, pp.263-264):

- *Self-Awareness*: Development of self-understanding including strengths and weaknesses;
- *Internalised Moral (or Moral and Ethical) Perspective*: Guiding oneself on core values, internal moral standards, beliefs and thoughts instead of allowing outside pressures to control self;
- *Balanced (Information) Processing*: Unbiased collection and interpretation of information about self, whether positive or negative;
- *Relational Transparency*: High levels of openness, honesty, self-disclosure and trust in relationships.

These may be predisposed to, and enhanced by four key positive psychological attributes called ‘Psychological Capital’, which are: Confidence, Hope, Optimism and Resilience.

The above-mentioned components and factors characterise AL as it is in Figure 2.16:

Figure 2.17: Characteristics of authentic leadership



SOURCE: Northouse (2013, p.259)

2.5.3 AL and SL

An AL guru and American businessman-turned-scholar, Bill George, once said in his address at a church, ‘We are all called to be servant leaders’ and stressed the importance of being servant leaders, while quoting words of SL founder Robert K Greenleaf (George, 2013). Another case of the two leadership theories crossing paths is that Levy and Bentley (2007) are of the opinion that Herb Kelleher, founder and chairman of Southwest Airlines, is a widely recognised authentic leader (p.7), while many others describe him as a servant leader (Northouse, 2013, pp.242-243; Thibodeau, 2014, p.2; AMCA, n.d.). The question, then, is what are the differences between AL and SL? Are there any conflicting values between the two?

Nayab (2010) identifies the following differences:

Approach

- AL strives to be *real*; SL strives to be *right*;
- AL is character-driven and does not have styles or a fixed set of characteristics to follow, while SL is normative and has set characteristics and values for practitioners to follow in order to attain success.

Application

SL's core principle is to prioritise other people's interest first and fulfil their needs and desires, while AL does not encourage leaders to be too responsive to others' desires in order to avoid creating competing interest, deviation and situations wherein leaders cannot make difficult decisions in fear of offending others.

Styles

SL is one-dimensional and does not change according to the situation, with the focus placed on listening, persuasion, and empathy even during times of grave crisis. AL is more proactive and can be adapted to immediate situations.

Conclusion

AL and SL are similar in that both address issues by partnering with people and groups, and yet different in that AL nurtures innovation better and helps to discover unique and creative solutions.

2.5.4 New Zealand leaders viewed from the AL perspective

As mentioned previously, the results of a survey show that much is left to be desired with New Zealand leaders' capability of leading. Levy and Bentley (2007) are of the opinion that the critical factor that holds New Zealand managers back from being authentic leaders is a low level of self-awareness. Self-awareness is about knowing about self, without which one never knows what one's weaknesses are and what to learn in order to overcome the weaknesses. Typically, New Zealand managers tend to be "right" rather than "real", and while it is good to have a strong moral and ethical perspective, it is apt to manifest as a determination to be frank and direct, which makes it hard for them to willingly admit their

own mistakes or listen to other opinions that conflict with their own (Levy and Bentley, 2007, pp. 18-19).

Where the level of AL is low, Confidence and Optimism may remain at low levels, too, resulting in bringing detriment to workforce motivation and performance. The New Zealand workforce maintains high levels of Resilience, but this may be a sign of disengaged workers putting in the time, not the effort or passion (p.19). As pointed out by The Treasury (2008), the low productivity performance is New Zealand's chronic problem, which may have a causal relationship with the workers' lack of engagement and passion. New Zealand businesses and industries would need good, visionary leadership at all levels which can engage the workers in the corporate effort to attain goals.

2.6 SL and CD

As mentioned earlier in this section, CD can add value to the organisation's culture if managed effectively. How can SL be effective in managing CD? According to Trompenaars and Voerman (2009), SL originally had the concept of 'integrating two opposites', which is in fact the key to bridging differences, such as *yin* and *yang* in East Asian philosophy (p.xii) . On this basis, they assert that it can be applied to cultural differences by the leaders viewing two or more different cultures within an organisation as 'we' and 'a common goal' instead of segregating 'we' and 'they' (pp.xiii-xiv).

SL as it is known today was first conceptualised in America and is yet to be widely studied in a global context (Hale and Fields, 2007, p.398). For this reason, some researchers including Hale and Fields (2007), Hannay (2009), Parcher (2011) and West & Bocarnea (2008), are of the opinion that the effectiveness of SL varies with the culture wherein it is applied. Using Hofstede's cultural dimensions, Hannay states that SL works best in cultures with low PDI, low to moderate IDV, low to moderate MAS, low UAI and moderate to high LTO. Here are the reasons:

Low PDI

SL promotes personal growth through feedback on strengths and weaknesses. The leader and the followers need to share their thoughts, opinions and recommendations freely between

them. This will be hard to do in a high PDI culture, wherein juniors do not dare to speak up against seniors.

Low to moderate IDV

SL involves teamwork, requiring the leader and the followers to jointly address issues and collectively determine outcomes. This may pose a challenge in a high IDV culture wherein people prefer to act as individuals rather than as members of a collective.

Low to moderate MAS

SL involves visible appreciation, valuation, encouragement and care for constituents, which are considered to represent a ‘soft’ approach. Therefore, a low to moderate MAS will be necessary to create an environment to enable people therein to express them freely.

Low UAI

SL promotes empowerment as a way of employee development, and it entails new responsibilities for employees, who will be required to stand up and accept them as challenges as well as to take risks. In a high UAI culture, people are intolerant of uncertainty and reluctant to take risks.

High LTO

As with anything else, SL builds on both short-term and long-term goals, and the latter includes developing employees by building their skills for success in the future. This cannot be attained overnight and does require that both leader and followers deal with challenges with a long-term view.

Trompenaars and Voerman (2009) hold a different opinion and assert that SL can be applied in any culture by establishing a different starting point (pp.55-56). For example, when an American company has bought a significant share of a Chinese company and is to train Chinese managers in SL, they will need to fine-tune the methods to Chinese culture. Especially when leaders and followers have to share thoughts, opinions and recommendations freely, which is an important part of SL, the American and the Chinese approaches are different. The American would do it freely, but the Chinese would be reluctant in fear that the leaders might “lose face” in front of many other people if followers said anything negative.

For this reason, Trompenaars and Voerman recommend that the Chinese do this in small groups where people are conscious of “face”.

Whereas the above-mentioned theory by Trompenaars and Voerman is concerned with how SL is effective in a culturally homogeneous environment, this research examines how SL can manage CD in a culturally heterogeneous environment in New Zealand.

2.7 Conclusion

In its attempt to find out about the effectiveness of SL in a culturally-diverse organisation in New Zealand, this research requires substantial knowledge about leadership in general, SL, culture and cross-cultural communication in addition to that of the leadership landscape in New Zealand. Leadership is a set of skills which consists primarily of people skills and can be acquired through proper training. In addition to the traditional people skills, CQ is gaining importance in today’s increasingly culturally-diverse social environment. New Zealand is already a culturally-diverse nation where the management of a workforce can never proceed smoothly without taking CD into consideration. However, the reality is that New Zealand leaders are weak in leading and unwilling to accept differences and diversity, and such attitudes are considered to be contributing to the nation’s suffering from low productivity, workforce disengagement, lack of alignment, lack of commitment, risk aversion and little to no propensity towards innovation. This research surveys one of the country’s largest business organisations, which has a prominent SL advocate as their CEO, and investigates the influence of SL on their staff’s motivation, thereby attempting to advocate SL as an effective tool for managing diversity in New Zealand.

2.8 Chapter summary

This chapter has reviewed literature that provides information and knowledge required for this research. It covered the areas of leadership in general, SL, culture, New Zealand’s landscape of leadership, authentic leadership and the application of SL in different cultures. The extensive literature review has revealed that leadership is a set of skills that can be acquired through proper training, and that culture must be taken into consideration when leadership is to be applied in organisations in such a culturally-diverse country as New Zealand. Although some researchers have studied how SL should be applied in different

cultures and what outcome can be expected, this research examines how SL works in a culturally-diverse environment specifically in New Zealand.

CHAPTER THREE – METHODOLOGY

3.1 Introduction

Chapter Two reviewed literature that provides knowledge, perspectives and issues regarding SL, leadership in general, culture and New Zealand's landscape of leadership. This chapter covers the methodology of this research. Generally, a methodology chapter should articulate four key points – *setting*, *participants*, *materials* and *procedures*, while checking each with the following questions:

Setting

- What was the research setting?
- Why was the particular setting chosen?
- What ethical issues were raised and how were they addressed?

Participants

- How many?
- How were they selected?
- What were their characteristics?
- How were refusals and non-returns handled?

Materials

- What tests/scales/interview or observation schedules/questionnaires were used?
- How were purpose-made instruments developed?
- How were the resulting data analysed?

Procedures

- What were the characteristics of the interviewers and observers, and how were they trained?
- How valid and reliable are the procedures thought to have been?
- In what context were the data collected?
- What instructions were given to the participants?

- How many interviews/observations/questionnaires were there; and how long did they last; and where did they take place?
- When was the research carried out?

(Saunders et al., 2012; Robson, 2011; Kvale & Brinkmann, 2009)

The chapter first re-states the aim of this research followed by the research questions and hypotheses; and then articulates the methodology of the research, starting with an overview of research on SL based on the insights from the literature review. After explaining the research paradigm, the chapter provides the particulars of the methodology and the approach for this study to achieve the objectives. It examines and answers the research questions by using to the best effect the insights from the literature review as well as the data obtained through the survey.

The methodology chapter must be written in a detailed and transparent style and provide sufficient information in order to estimate the reliability and validity of the methods used and the trustworthiness of the findings (Saunders et al., 2012).

3.2 The aim of this research

The aim of this study is to advocate SL as a tool for leading culturally-diverse business organisations where two or more cultures are represented. To achieve this aim, the research sets the following objectives:

1. To review issues surrounding leadership in today's business organisations;
2. To examine the importance of leadership in an organisation;
3. To identify prominent features of SL and the reason for SL being suitable for managing diversity;
4. To investigate how SL is applied to leadership development in a New Zealand business organisation, how it is perceived by those who are trained in it and how it works for them;
5. To make recommendations on how the application of SL could produce better results in culturally-diverse organisations.

3.2.1 Research questions

To attain the above-mentioned objectives, the research examines the following questions:

Main research question

‘How is the Servant-Leadership approach be incorporated into Leadership Development in a culturally-diverse retail company in New Zealand? A case study approach.’

Sub-questions

1. How has SL been incorporated in the leadership development training?
2. How did SL fit into the existing corporate culture of the organisation?
3. How is the effect of the SL training measured?
4. How is SL perceived by the staff?
5. What is left to be desired with SL in this particular organisation?

3.2.2 Hypotheses

This research involves testing the following hypotheses:

H1a: SL has no positive impact on commitment and motivation of employees.

H1o: SL has a positive impact on commitment and motivation of employees.

H2a: The characteristics of SL receive a positive reception from the members of the organisation.

H2o: The characteristics of SL do not receive a positive reception from the members of the organisation.

To fulfil all these, this research takes the form of a *case study* and adopts a *quantitative* approach.

3.3 Methodology

3.3.1 Overview of research on SL

It was not long ago that the term ‘servant-leadership’ was first coined. Greenleaf started using it in his first essay, ‘The Servant as a Leader’, which was published in 1970. Because of the combination of two paradoxical words, ‘servant’ and ‘leader’, the term has since drawn negative comments; but then, a number of world-renowned businesses have successfully built or rebuilt their organisations and grown themselves by adopting SL; these include Best Buy, Starbucks and UPS, just to name a few. Even military forces – for example, the United States

Marine Corps – have integrated it into their leadership development. As the adage goes, “books cannot be judged by the cover”. First of all, more thought would need to be given to the question of what leadership means in its true sense – not as a synonym for manager – and what it can do at its best for the organisation. It is certainly important to eliminate the old preconception, or misconception, of equating leadership with management or simply defining those who are senior in the hierarchy. Only then can SL be discussed to defend itself against the negative views engendered by its paradoxical term.

SL is actively promoted by the Robert K. Greenleaf Center for Servant Leadership (Greenleaf Center), a non-profit organisation, which was originally founded by Greenleaf himself in 1964 firstly as ‘The Center for Applied Ethics’. With a mission of ‘advancing the awareness, understanding and practice of servant leadership by individuals and organizations’, the Greenleaf Center connects, educates and inspires servant-leaders from around the world by holding conferences and sponsoring researches. (Greenleaf Center, n/d).

While presented with a ‘timeless concept’ (Greenleaf Center, n/d), SL has a short history. When Greenleaf had mentioned SL in his essay in 1970, academics at the time showed less interest than they did in other leadership approaches (Yukl, 2010). Linden (2013) states that no scientific research had followed up on SL until Loyola University Chicago Professor Jill W. Graham made a theoretical exploration and introduced SL to academic researchers in her publication of 1991, and that no *earnest* scientific research had ever been carried out until San Diego State University Professor Mark Ehrhart conducted an empirical research study and published the results in 2004.

Ehrhart was followed by many researchers including Linden, who, together with colleagues, developed a multidimensional measures and multilevel assessment (Linden et al, 2008). A significant study was made by Arizona State University Associate Professor Suzanne J. Peterson and her colleagues, who, by using Linden and colleagues’ measure of servant leadership, found that business performance, as measured by return on assets, was higher in companies led by servant leader CEOs (Peterson, Galvin & Lange, 2012). They also found that there is a negative relationship between narcissism and servant leadership, which supports Greenleaf’s contention that leaders should help others before providing for themselves (Greenleaf, 1970).

3.3.2 Research paradigm

A research paradigm is ‘a theoretical framework within which research is conducted’ (O’Gorman et al., 2014; Mertens, 2005); or ‘an integrated set of assumptions, models of doing good research, and techniques for gathering and analysing data, which organises concepts theoretical frameworks and research methods’ (Neuman, 2012); and it is ‘the epistemological and philosophical basis for claiming to know what we know’ (O’Gorman et al., 2014). University of Southampton (n/d) defines it more succinctly as ‘a belief system or theory that establishes a set of practices’.

A number of different paradigms have been identified thus far, including but not limited to the following:

- *Postpositivist / positivist paradigm*
Often referred to as ‘scientific method / research’; most commonly aligned with quantitative methods of data collection and analysis.
- *Interpretivist / constructivist paradigm*
Aimed at understanding the world of human experience and based on the idea that reality is socially constructed. Most likely reliant on qualitative methods of data collection and analysis or a combination of both qualitative and quantitative methods.
- *Transformative paradigm*
Established by those who were dissatisfied with the existing dominant paradigms and practices; similar to the interpretivist / constructivist paradigm in methods, but believed to allow for an understanding of greater diversity of values, stances and positions so as not to miss out on marginalised voices. Reliant on the mixed methods and a diverse range of tools.
- *Pragmatic paradigm*
Not committed to one single philosophy or reality but more focussed on endeavouring to understand the *what* and *how* of the research problem; reliant on any research method or approach that can attain this goal instead of being loyal to any particular philosophy.

(Mackenzie and Knipe, 2006)

Figure 3.1: Paradigms, methods and tools

| Paradigm | Methods (primarily) | Data collection tools (examples) |
|-----------------------------------|--|--|
| Positivist/ Postpositivist | Quantitative. ‘Although qualitative methods can be used within this paradigm, quantitative methods tend to be predominant . . .’ | Experiments Quasi-experiments Tests Scales |
| Interpretivist/ Constructivist | Qualitative methods predominate although quantitative methods may also be utilised. | Interviews Observations Document reviews Visual data analysis |
| Transformative | Qualitative methods with quantitative and mixed methods. Contextual and historical factors described, especially as they relate to oppression. | Diverse range of tools – particular need to avoid discrimination e.g. sexism, racism, and homophobia. |
| Pragmatic | Qualitative and/or quantitative methods may be employed. Methods are matched to the specific questions and purpose of the research. | May include tools from both positivist and interpretivist paradigms e.g. interviews, observations and testing and experiments. |

SOURCE: Mackenzie and Knipe (2006)

Research paradigms are characterised through *epistemology* and *ontology* (Guba, 1990; Du Plessis & Frederick, 2010; Wahyudi, 2012) as well as through methodology.

Stanford Encyclopedia of Philosophy (2005) defines epistemology as ‘the study of knowledge and justified belief’, which entails considering: the necessary and sufficient conditions of knowledge; its sources; its structure; and its limits.

Ontology is literally translated as the science or study of being (Lawson, 2004). As a specification of a concept, it describes the concepts and relationships that can exist for an agent or a community of agents (Gruber, 1993).

This research uses the positivist / postpositivist paradigm primarily because it is appropriate for a quantitative research study that attempts to measure the reception and incorporation of a leadership philosophy through the analysis of responses to the questionnaire.

3.3.3 Research methodology

Research is an activity to find out things that one does not know in a systematic-logical way (Walliman, 2010; Saunders et al., 2012); or a scientific and systematic search for pertinent information on a specific topic (Kothari, 2004). It involves collecting, analysing and interpreting information and/or data in order to expand knowledge on the phenomenon of interest or concern (Leedy & Ormrod, 2005; Singh, 2006).

Methodology is the general approach for a research project, which, to some extent, dictates what particular tools the researcher should select (Leedy & Ormrod, 2005). It is the theory of how the research should be conducted, including the theoretical and philosophical assumptions upon which the research is based, and the implications of these for the method or methods adopted (Saunders et al., 2012).

This research is a case study and takes the quantitative approach.

3.4. Case Study

Case study is the research approach aimed at concentrating on one element – the complexity and uniqueness of a particular project, policy, institution, programme or system a person, a group, an institution, a country, an event, a period of time, and so on – and looking at it in particular detail and depth from multiple perspectives in a real-life context, instead of seeking to generalise it (Thomas, 2011; Simons, 2009). In other words, a case study approach investigates a unit of human activity embedded in the real world, which can only be studied or understood in context, exists in the here and now and merges in with its context so that precise contexts are difficult to draw (Gillham, 2000, p.1). It can offer an in-depth analysis of a bounded system constrained by time and/or place (Creswell, 1998), and is suitable for answering questions that start with *how*, *who* and *why*, while investigating what is occurring in a contemporary context (Farquhar, 2012, p.6).

The core of the case study consists of three analytic features:

1. The need to identify the boundaries of the research as early as possible;
2. The need to define the unit of analysis at the outset;

3. The need to limit the research problem to specific features without losing the wholeness and integrity of the case (Punch, 1998),

Stake (1995) identified three types of case study: one is the *intrinsic case study* wherein the case is important in itself; another is the *instrumental case study*, which is to obtain further insight in to an issue; and the other is the *collective case study*, which uses multiple cases to identify similarities between the said cases.

3.4.1 Rationale for the use of case study approach

This research aims at examining the results of an employee perception survey to measure the effect of a leadership philosophy on leadership development in a large-sized New Zealand business organisation. The case study approach is considered to suit the purpose of this research because:

- Case study concentrates on one thing; this research is concerned with one subject – SL – and one object – one particular business organisation. Case study can offer an in-depth analysis of phenomena that may be created within the organisation when the leadership philosophy is put into practice.
- Case study can examine the complexity and uniqueness of one thing. As a philosophy, SL has its complexity and uniqueness, which need to be examined from multiple perspectives so that SL can be applied effectively.
- Case study investigates a unit of human activity, i.e. whether and how the above-mentioned philosophy is incorporated into the organisation's leadership development training, how the members perceive it, and how it is reflected in their behaviours at work.
- Case study seeks answers to various questions on what is occurring in a contemporary, real-life context.

3.5 Data Measurement Methods – Qualitative and Quantitative Approaches

In research, there need to be methods to measure concepts and variables in order to test a hypothesis, evaluate an explanation, provide empirical support for a theory, or study an applied issue (Neuman, 2012). Two general approaches to this are *qualitative* and *quantitative* approaches.

A qualitative approach relies on non-numeric (non-metric) data such as words, images and video clips. It is a quest for the meanings behind the numbers and explores the reasons and motivations for perceptions, beliefs and behaviours primarily by observing and talking to people (Donley, 2012). It is used to: 1) study the meanings of people's lives under real-world conditions; 2) represent the views and perspectives of the participants; 3) cover the contextual conditions within which the participants live; 4) contributes insights into existing or emerging concepts that may help to explain human social behaviour; and 5) draw on multiple sources of evidence instead of relying on a single source (Yin, 2010).

A quantitative approach is based on numeric (metric) data, and what constitutes the core of the research is to study and measure how variables change (Martin & Bridgmon, 2012). It seeks to answer questions about relationships among measured variables in order to explain, predict and control phenomena (Leedy & Ormrod, 2005). The primary purposes of quantitative approach are to: 1) measure; 2) make comparisons; 3) examine relationships; 4) make forecasts; 5) test hypotheses; 6) construct concepts and theories; 7) explore; 8) control; and 9) explain (Walliman, 2010).

With regards to the distinction between the two approaches, Stake (1995) is of the opinion that the most important differences between the two approaches are twofold: a qualitative approach aims for explanation while a quantitative approach aims for understanding; and a qualitative approach entails a personal role for the researcher, whereas a quantitative approach positions the researcher in an impersonal role.

Figure 3.2: Differences between qualitative and quantitative research methods

| Qualitative Methods | Quantitative Methods |
|---|---|
| Methods include focus groups, in-depth interviews, and reviews of documents for types of themes | Surveys, structured interviews & observations, and reviews of records or documents for numeric information |
| Primarily inductive process used to formulate theory or hypotheses | Primarily deductive process used to test pre-specified concepts, constructs, and hypotheses that make up a theory |
| More subjective: describes a problem or condition from the point of view of those experiencing it | More objective: provides observed effects (interpreted by researchers) of a program on a problem or condition |
| Text-based | Number-based |
| More in-depth information on a few cases | Less in-depth but more breadth of information across a large number of cases |
| Unstructured or semi-structured response options | Fixed response options |
| No statistical tests | Statistical tests are used for analysis |
| Can be valid and reliable: largely depends on skill and rigor of the researcher | Can be valid and reliable: largely depends on the measurement device or instrument used |
| Time expenditure lighter on the planning end and heavier during the analysis phase | Time expenditure heavier on the planning phase and lighter on the analysis phase |
| Less generalizable | More generalizable |

SOURCE: Oakridge Institute for Science and Education (n/d)

3.5.1 Rationale for the use of quantitative approach

The ultimate aim of this research is to measure the effect of a leadership philosophy on leadership development in a large-sized New Zealand business organisation. A quantitative approach is considered suitable for this research for the following reasons:

- Quantitative approach is considered to be best when data need to be compared in a systematic way, generalised to the whole population or tested against theories or hypotheses (London School of Economics, 2010). This research entails testing hypotheses.
- Quantitative approach emphasises ‘objective measurements’ (University of Southern California, 2015) and can reduce or restructure a complex problem to a limited number of variables (University of Surrey, n/d), which should facilitate the measurement. This research is aimed at measuring the effect of a leadership philosophy.

- Quantitative approach is suitable for testing hypotheses, which this research entails doing.

3.6 Sample Selection

A sample is a subset or part of a population in which the researcher is interested (Marcsyk et al., 2005; Neuman, 2012), and sampling is to select a limited number of representatives from the population (Walliman, 2010; Neuman, 2012; Saunders et al., 2012). For example, if the researcher wants to investigate how people feel about the current condition of a city's public transport system, he or she does not need to survey the whole population of the city (which is termed "census"), but instead to sample a limited number of people from amongst it and generalise from the result of the analysis. It can be compared to 'tasting a spoonful of it to know (generalise) about the contents of a pot' (Donley, 2012).

There are two types of sampling techniques: *probability (or representative) sampling* and *non-probability sampling*. Probability sampling is used in quantitative research and requires precise sampling procedures, which rely on the mathematics of probability. In contrast, non-probability sampling is used in qualitative research.

Saunders et al. (2012) are of the opinion that sampling is more valid than census when: 1) census is impracticable; 2) there is not enough budget for census; and 3) there is not enough time for census. Gorard (2012) claims that while sampling helps to save time and money, a high-quality sample is a necessary precondition for pursuing high-quality and hence safe research findings.

This quantitative research surveys a business organisation with over 11,000 staff members and seeks 50 samples for the data analysis.

3.7 Ethical Considerations

Generally, potential ethical issues are inherent in every research project, and every stage of it comes with its specific issues to consider. Figure 3.3 below identifies these based on Saunders et al. (2012). Of the six stages that are set out, the first two stages of this research are closely intertwined. At the beginning, the researcher had in mind several different topics, from which SL was finally selected, and the selection was deterministically dependent on

whether the researcher was allowed access to the organisation, because many organisations had declined to participate. This was the first and biggest hurdle to clear for the researcher.

The researcher did not personally know any of the senior management of the organisation that this research surveyed, and yet successfully obtained consent for the research from the organisation after approaching their CEO directly, telling him openly and honestly that the researcher was needing his help with the research pertinent to SL. Fortunately, he consented willingly to participate in the research after obtaining consent from his management team. Thereafter, his personal assistant was the researcher's point of contact and assisted with the distribution and collection of necessary information and documents including the organisational and individual consent forms.

The research was conducted in accordance with general ethics guidelines and in consultation with the research supervisors. While the names of the organisation and the participants were kept strictly anonymous, they were thoroughly informed beforehand of the contents, aim and objectives of the research, as well as of the right to withdraw whenever they felt so inclined. No questions were raised by the organisation or the participants after the survey was commenced.

Figure: 3.3: Ethical issues at different stages of research

| General ethical issues | Stage of research | Stage-specific ethical issues |
|--|---|---|
| Integrity and objectivity; respect; avoidance of harm; privacy; voluntary participation; right to withdraw; informed consent; confidentiality and anonymity; responsibility in analysing and reporting; data management and compliance; safety | Formulating and clarifying the research topic | Integrity and objectivity; Recognition of responsibilities towards the participants; Risk assessment of political harm; Recognition of continuing interests. |
| | Designing the research and gaining access | Right to absence of coercion by researcher, sponsor or gatekeeper; participants'/gatekeepers' right to be fully informed and to ask questions; right to give informed consent; participants' right to privacy; participants'/gatekeepers'/sponsors' right to quality research. |
| | Collecting data | Right to absence of coercion by researcher, sponsor or gatekeeper; researchers' right to safety; maintenance of objectivity; requirement to work within and maintain informed consent; right to withdraw; participants' right to privacy; right to confidentiality and anonymity; avoidance of harm; sponsors'/gatekeepers'/participants' right to quality research; need for debriefing. |
| | Processing and storing the data | Maintenance of objectivity; confidentiality and anonymity; observance of agreed consent; researcher's responsibility to verify data; use and security of personal data. |
| | Analysing the data and reporting findings | Right to absence of coercion; maintenance of objectivity; confidentiality and anonymity; observance of agreed consent; avoidance of harm; sponsor's/gatekeeper's/participants' right to quality research. |

3.8 Conclusion

Research is an activity to find out about phenomena that one does not know in a systematic-logical way, or is a scientific and systematic search for pertinent information on a specific topic. To conduct a research activity, the researcher has to design the research systematically when he or she has established a methodology for it. In order to be able to present quality results, it is crucial for the researcher to choose an appropriate method that is best suited for the research. Also, it is essential that the research meet ethical standards. Most importantly, the research should never do harm in any way to anyone involved.

3.9 Chapter summary

This chapter covered the methodology used in this research. The chapter first presented the aim of this research followed by the research questions and hypotheses and then articulated the methodology of the research, starting with an overview of research on SL based on the

insights from the literature review. After explaining the research paradigm, the chapter provides the particulars of the methodology and the approach for this study to achieve the objectives, examine and answer the research questions by using to the best effect the gains from the literature review and the data from the survey.

The next chapter presents the results of the survey and the empirical data that have been obtained from it.

CHAPTER FOUR – RESULTS

*‘The task of the leader is to get his people from where they are to where they have not been.’
- Henry Kissinger*

4.1 Introduction

Chapter Three explained the methodology that this research implemented. As a quantitative research project, it is entirely reliant on the data that were collected by the questionnaire survey. This chapter presents the empirical data which were collected from 41 responses using a quantitative approach. This research is aimed at advocating servant leadership (SL) as a tool for managing culturally-diverse organisations where two or more cultures are represented; thus, to do so, this research focuses on investigating how SL is applied to leadership development in a New Zealand business organisation and how it is perceived by those who are trained in it and how it works for them;

This chapter presents and analyses the results of the survey, using outputs from IBM SPSS. Whereas 42 people signed consent forms, 41 responses were obtained; one person did not participate in the survey for an unknown reason.

With regard to the demonstration of the questionnaire results, the findings are presented and conceptualised in reference to the literature reviewed in Chapter Two.

4.2 Questionnaire analysis

There were a total of 41 responses from nine regions of the country. For an unknown reason, one of the 41 respondents did not answer the question about the location of work. The participants’ names and the names of their branches are anonymous in this research study to avoid personal identification and to ensure that there is no harm to any of the participants and their branches. Additionally, in order to answer the research questions, the questionnaire was carefully designed so that the questions went from the general to the specific. The questionnaire was based also on the theoretical background of the study and each research objective. Where some terms and questions appeared relatively difficult to understand for some participants, the researcher elucidated the questions or some terms to ensure that were clearly understood, and consequently the participants could express their opinions.

The participants were chosen on the basis that they were staff members regardless of designation, although it turned out that 40 of the 41 respondents were team leaders or higher-ranking managers.

The findings are presented below:

4.2.1 Demographic information

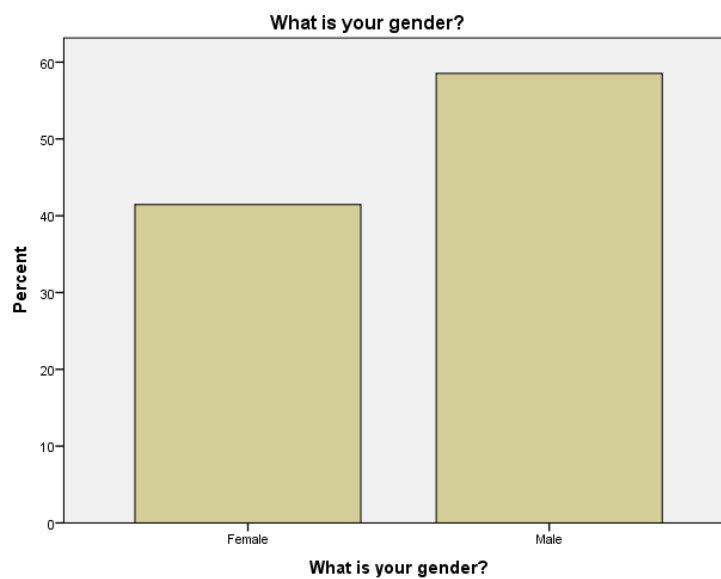
This section gives the demographic information of the respondents which is important as background for this study.

4.2.1.1 Gender

Q17: What is your gender?

All of the 41 respondents answered this question. A total of 17 (41.5%) are female and 24 (58.5%) are male.

Figure 4.1: Gender of the participants



4.2.1.2 Age group

Q18: In which age group are you?

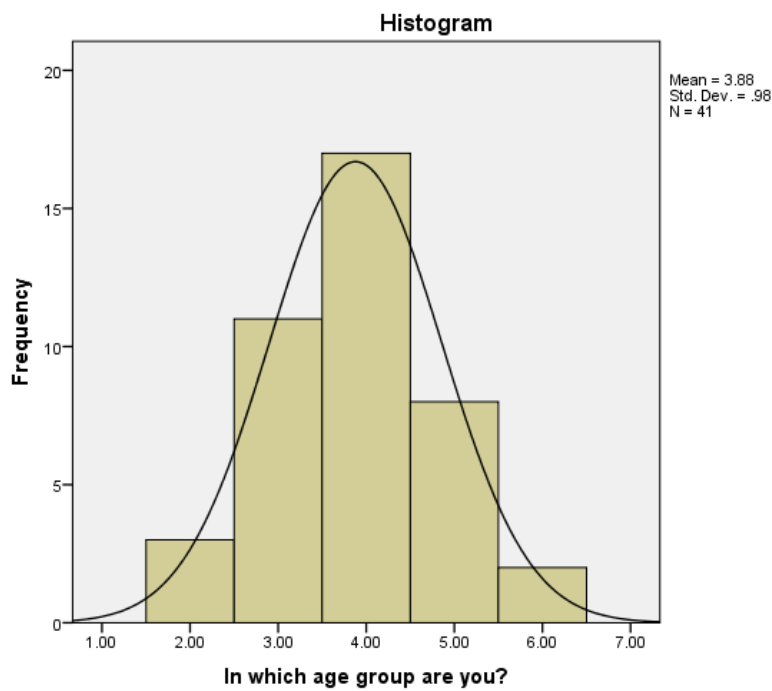
All of the 41 respondents answered this question, given in percentages in Table 4.1 below (and adds up to 100). The majority of respondents are those in the 40-49 group, followed by

those in the 30-39 group and the 50-59 group. These three groups account for 87.8% of all the respondents. There was no one below the age of 20 years.

Table 4.1: Age groups of the participants

| Answer choice | Frequency | Percentage |
|----------------|-----------|------------|
| 1. Below 20 | 0 | 0.0 |
| 2. 20-29 | 3 | 7.3 |
| 3. 30-39 | 11 | 26.8 |
| 4. 40-49 | 17 | 41.5 |
| 5. 50-59 | 8 | 19.5 |
| 6. 60 and over | 2 | 4.9 |
| Total | 41 | 100 |

Figure 4.2: Age group histogram



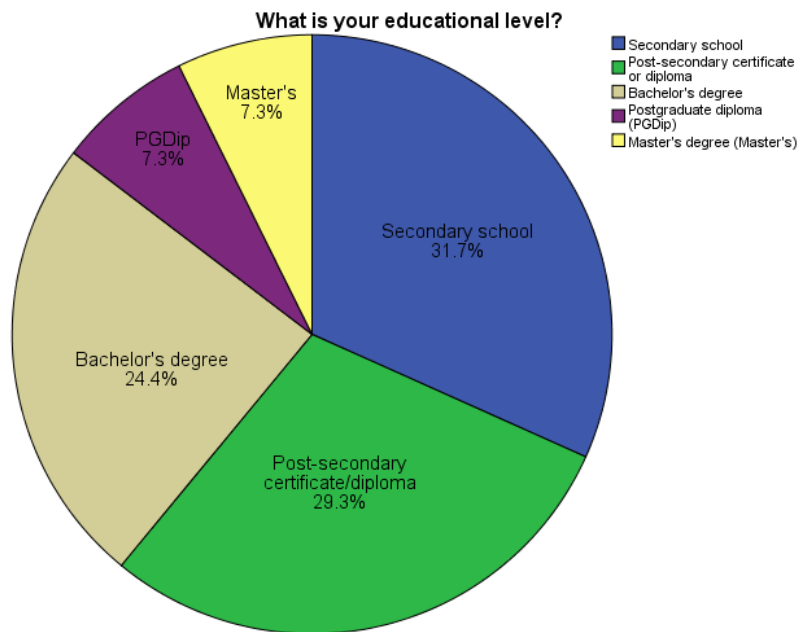
The average age of all the respondents is 38.8 years.

4.2.1.3 Educational level

Q19: What is your educational level?

This question also received a response rate of 100%.

Figure 4.3: Educational levels of the participants



Whereas 31.7% of the respondents are secondary school leavers, the others have completed some form of tertiary education; and 14.6% of those who have received tertiary education hold postgraduate qualifications.

According to Statistics New Zealand (2014), 26.1% of adults in New Zealand aged 25 to 64 held a bachelor's degree or higher in 2013, whereas 39% of the respondents to this survey have a bachelor's degree or higher.

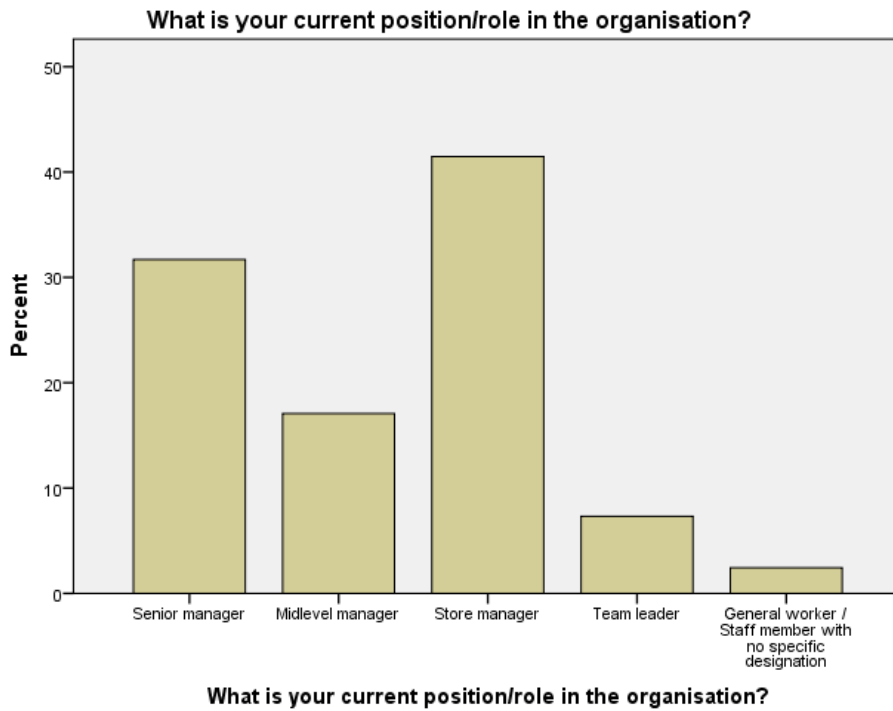
4.2.1.4 Position/role

Q20: What is your current position/role in the organisation?

Table 4.2: The name recognition of SL

| Answer choice | Frequency | Percentage |
|---|-----------|------------|
| 1. Senior manager | 13 | 31.7 |
| 2. Midlevel manager | 7 | 17.1 |
| 3. Store manager | 17 | 41.5 |
| 4. Team leader | 3 | 7.3 |
| 5. General worker/staff member with no specific designation | 1 | 2.4 |
| Total | 41 | 100 |

Figure 4.4: Current positions/roles of the participants



Of the respondents, 41.5% were store managers whereas 31% were senior managers, 17.1% were midlevel managers and 7.3% were team leaders. This means 97.6% of the respondents were those who have subordinates at all times.

4.2.1.5 Geographic distribution of respondents

New Zealand is divided into 16 regions according to the Local Government Act 2002. They are:

North Island

Northland, Auckland, Waikato, Bay of Plenty, Gisborne, Hawke's Bay, Taranaki, Manawatu-Wanganui, Wellington

South Island

Tasman, Nelson, Marlborough, West Coast, Canterbury, Otago, Southland

Figure 4.5: Map of New Zealand and its regions



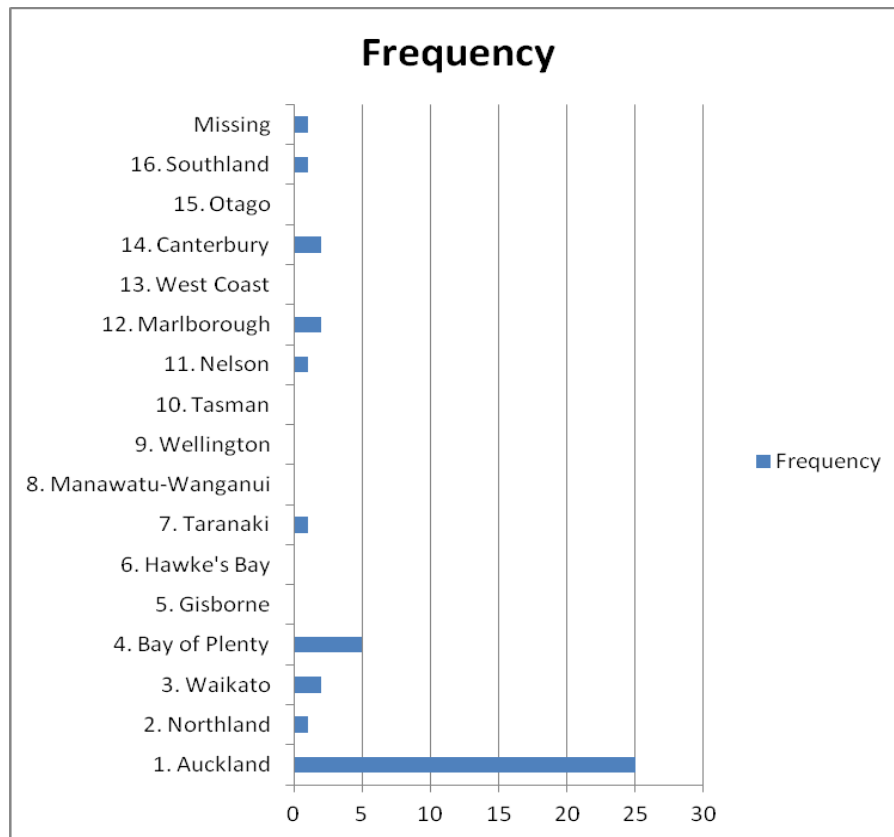
SOURCE: Wikipedia (2015)

Q21: In which region is your normal location of work?

Table 4.3: Locations of work

| Region | Frequency | Percentage |
|----------------------|-----------|------------|
| 1. Auckland | 25 | 61.0 |
| 2. Northland | 1 | 2.4 |
| 3. Waikato | 2 | 4.9 |
| 4. Bay of Plenty | 5 | 12.2 |
| 5. Gisborne | 0 | 0.0 |
| 6. Hawke's Bay | 0 | 0.0 |
| 7. Taranaki | 1 | 2.4 |
| 8. Manawatu-Wanganui | 0 | 0.0 |
| 9. Wellington | 0 | 0.0 |
| 10. Tasman | 0 | 0.0 |
| 11. Nelson | 1 | 2.4 |
| 12. Marlborough | 2 | 4.9 |
| 13. West Coast | 0 | 0.0 |
| 14. Canterbury | 2 | 4.9 |
| 15. Otago | 0 | 0.0 |
| 16. Southland | 1 | 2.4 |
| Missing | 1 | 2.4 |
| Total | 41 | 100.0 |

Figure 4.6: Locations of work



One participant did not answer this question; therefore, the number of the respondents to this question is 40, of whom 25 respondents are based in Auckland, five are in Bay of Plenty, two each in Waikato, Marlborough and Canterbury and one each in Northland, Taranaki, Nelson and Southland.

The researcher had wished the responses to come with an even geographic distribution; however, the outcome showed a high (61%) concentration in Auckland Region.

4.3 Research questions

This section attempts to answer each research question by analysing responses. The data obtained from the responses were input into IBM SPSS and then analysed. The sub-questions are examined first and then the main question is explored metaphorically.

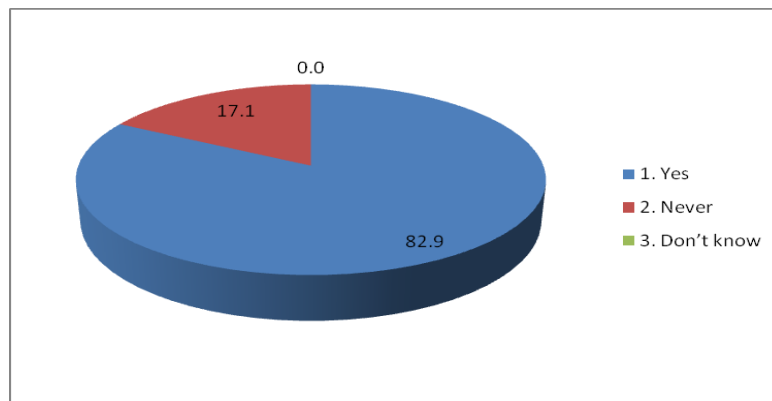
4.3.1 Sub-question 1) How has SL been incorporated in the leadership development training?

The questionnaire did not include a direct question as to whether or not the organisation has officially adopted any elements of the SL philosophy in its leadership training. Q15 asks ‘Have you ever heard of SL?’ to which seven of the 41 respondents (17.1%) answered ‘Never’.

Table 4.2: The name recognition of SL

| Answer choice | Frequency | Percentage |
|---------------|-----------|------------|
| 1. Yes | 34 | 82.9 |
| 2. Never | 7 | 17.1 |
| 3. Don't know | 0 | 0.0 |
| Total | 41 | 100 |

Figure 4.7: The name recognition of SL



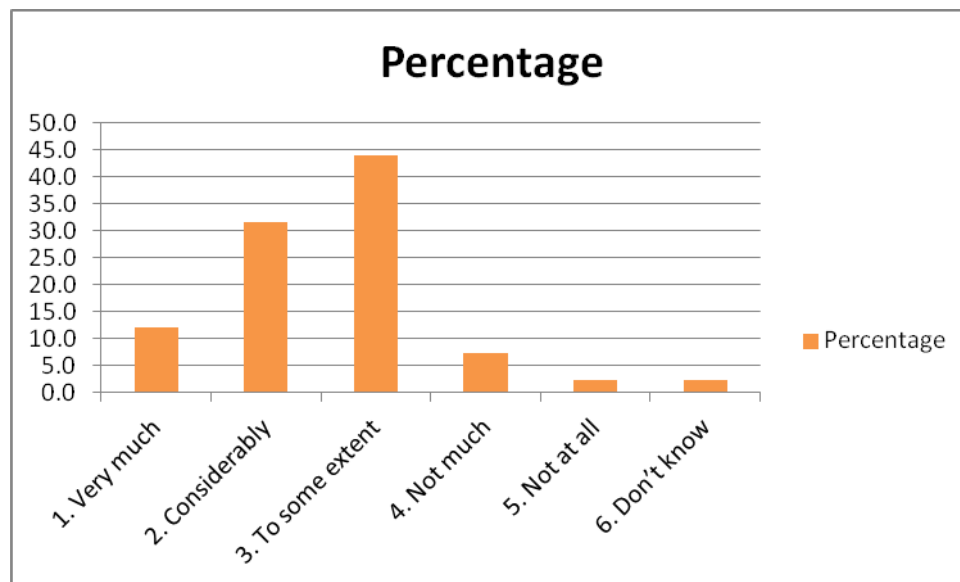
However, the presence of SL in their leadership training is strongly indicated in the responses to the questions below as if it is already well in place.

4.3.1.1 Q10: How much does SL affect your motivation to face and overcome the challenges in your life at work?

Table 4.4: The effect of SL on motivation to face and overcome work-related challenges

| Answer choice | Frequency | Percentage |
|-------------------|-----------|------------|
| 1. Very much | 5 | 12.2 |
| 2. Considerably | 13 | 31.7 |
| 3. To some extent | 18 | 43.9 |
| 4. Not much | 3 | 7.3 |
| 5. Not at all | 1 | 2.4 |
| 6. Don't know | 1 | 2.4 |
| Total | 41 | 100 |

Figure 4.8: The effect of SL on motivation to face and overcome work-related challenges



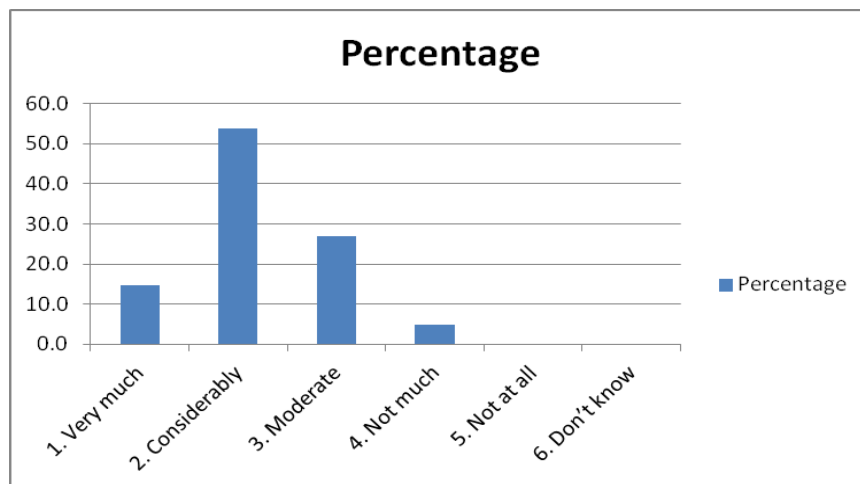
A total of 43.9% of respondents believe that SL contributes to raising their motivation either ‘very much’ or ‘considerably’ to face and overcome challenges in their lives at work, while another 43.9% feel that it helps to some extent. A total of three respondents or 7.3% of all respondents said ‘not much’, which sounds negative, yet can be interpreted as ‘a little’.

4.3.1.2 Q11: How much does SL contribute to motivating you to cooperate with your supervisors and co-workers towards common goals beyond all differences (values, culture, age, gender, etc.)?

Table 4.5: The contribution of SL to motivation to cooperate with your supervisors and co-workers towards common goals beyond all differences (values, culture, age, gender, etc.)

| Answer choice | Frequency | Percentage |
|-----------------|-----------|------------|
| 1. Very much | 6 | 14.6 |
| 2. Considerably | 22 | 53.7 |
| 3. Moderate | 11 | 26.8 |
| 4. Not much | 2 | 4.9 |
| 5. Not at all | 0 | 0.0 |
| 6. Don't know | 0 | 0.0 |
| Total | 41 | 100 |

Figure 4.9: The contribution of SL to motivation to cooperate with your supervisors and co-workers towards common goals beyond all differences (values, culture, age, gender, etc.)



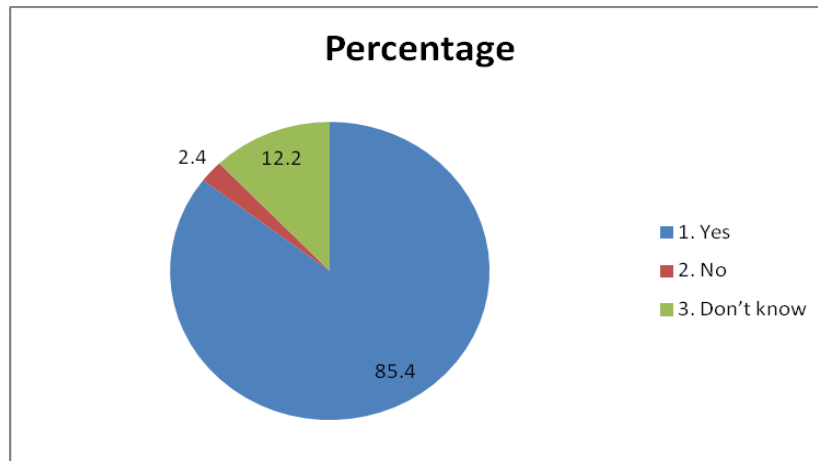
The majority of respondents (68.3%) find the level of contribution high – either ‘considerably’ (53.7%) or ‘very much’. Those who feel it to be moderate account for 26.8%.

4.3.1.3 Q12: In your opinion, is SL suitable for managing diversity?

Table 4.6: SL’s suitability for managing diversity

| Answer choice | Frequency | Percentage |
|---------------|-----------|------------|
| 1. Yes | 35 | 85.4 |
| 2. No | 1 | 2.4 |
| 3. Don't know | 5 | 12.2 |
| Total | 41 | 100 |

Figure 4.10: SL's suitability for managing diversity



A total of 35 out of 41 respondents (85.4%) answered 'Yes' to this question.

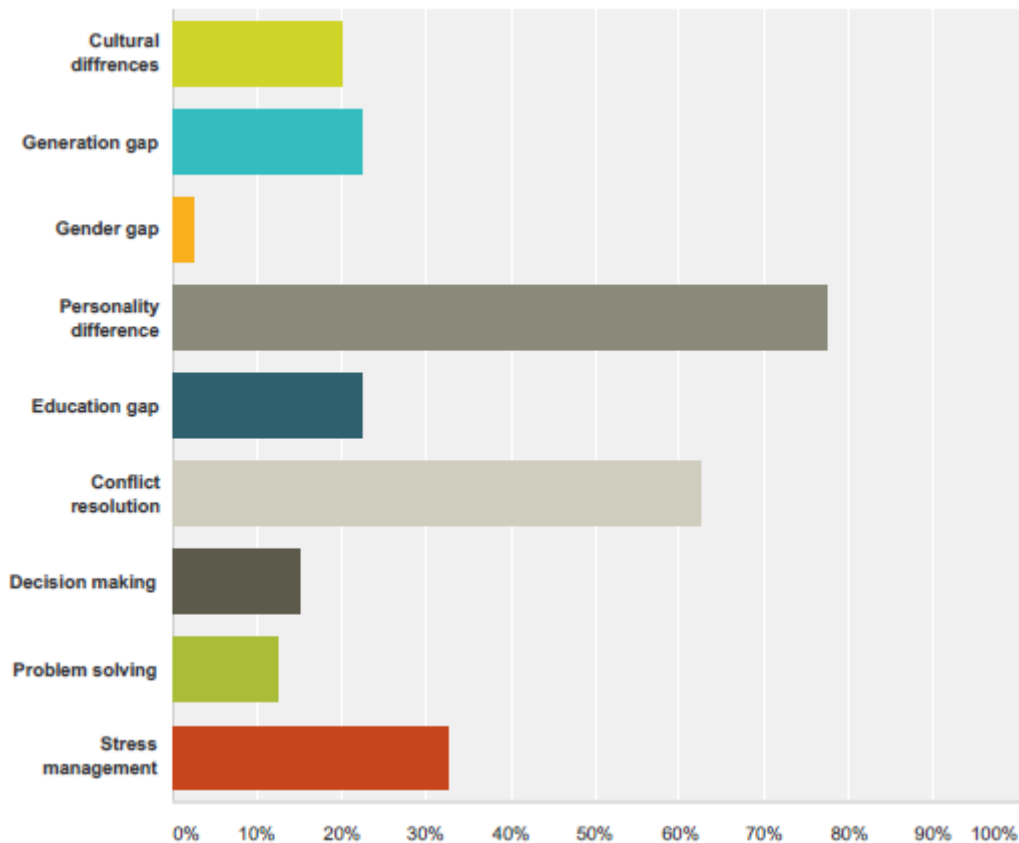
In this connection, passing reference should be made to the question of what the participants consider to be 'challenges', because responses to another question have revealed that diversity can pose the biggest challenge at workplace.

Q9: What are the biggest challenges to you in leading people?

Table 4.7: The biggest challenges in leading people

| Answer choice | Frequency | Percentage |
|---------------------------|-----------|------------|
| 1. Cultural difference | 8 | 19.5 |
| 2. Generation gap | 9 | 22.0 |
| 3. Gender gap | 1 | 2.4 |
| 4. Personality difference | 31 | 75.6 |
| 5. Education gap | 9 | 22.0 |
| 6. Conflict resolution | 25 | 61.0 |
| 7. Decision making | 6 | 14.6 |
| 8. Problem solving | 5 | 12.2 |
| 9. Stress management | 13 | 31.7 |

Figure 4.11: The biggest challenges in leading people



As many as 31 respondents (75.6%) chose ‘Personal difference’ as a challenge in leading people. Also, approximately one fifth of respondents considered each of ‘Cultural differences’, ‘Generation gap’ and ‘Education gap’ to be a challenge. These differences form a major type of ‘diversity’ at workplace. Diversity is ‘the condition or quality of being diverse, different, or varied; difference, unlikeness’ (Oxford English Dictionary, 2015) and encompasses all forms of difference among individuals (Nel et al., 2014).

Meanwhile, the second biggest challenge chosen is ‘Conflict resolution’. Conflict is defined as ‘the clashing or variance of opposed principles, statements, arguments, etc.’ (Oxford English Dictionary, 2015). It occurs anywhere people gather, and in real life, it is a variety of differences that cause conflict between people.

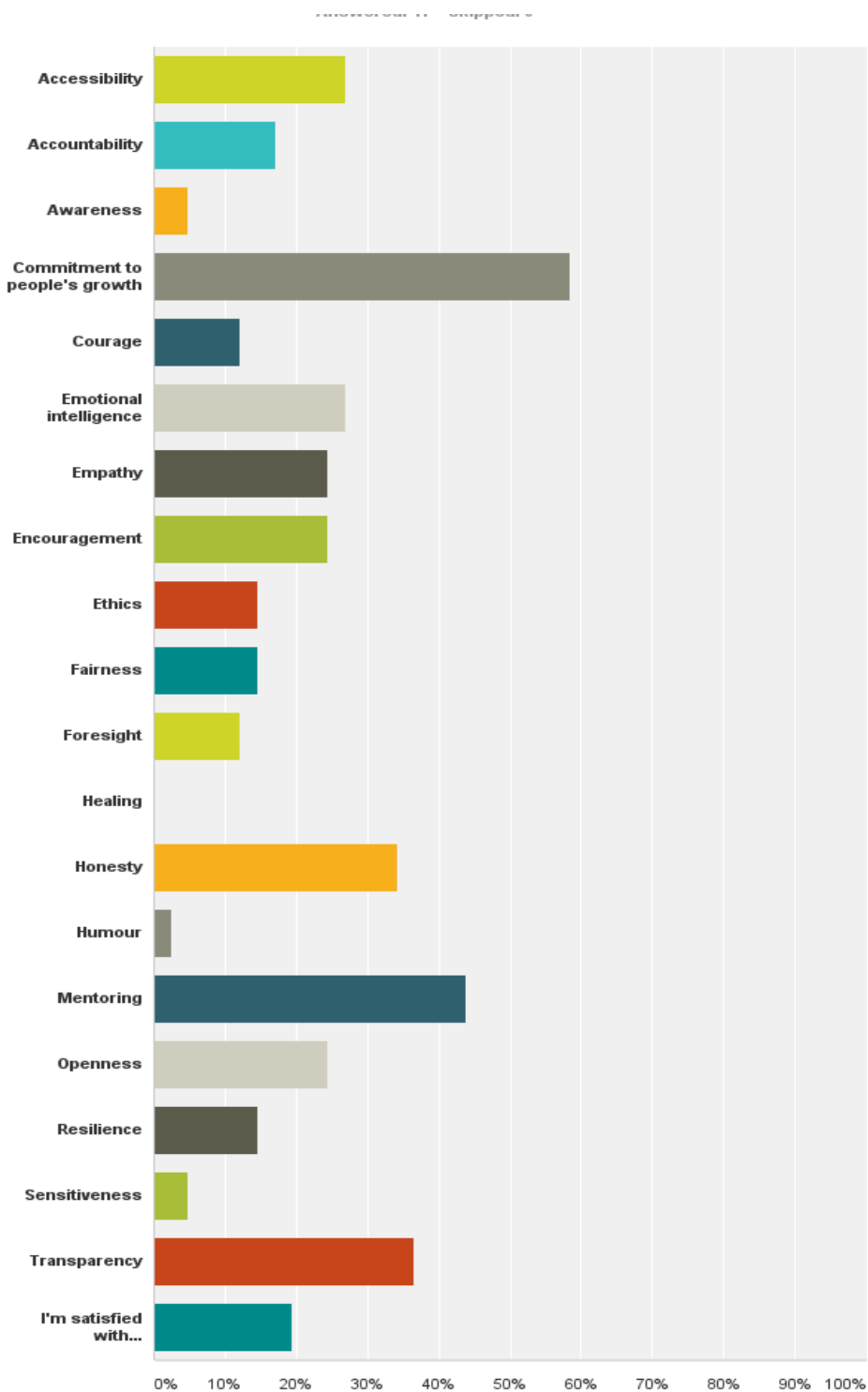
If SL is suitable for managing diversity, these differences should be well managed with SL. In fact, the figures above indicate that 85.4% of respondents think of SL as an effective tool for managing diversity.

4.3.1.4 Q13: What more do you expect from a servant leader?

Table 4.8: What more to expect from a servant leader

| No. | Characteristic | Frequency | Percentage |
|-----|------------------------------------|-----------|------------|
| 1 | Accessibility | 11 | 26.8 |
| 2 | Accountability | 7 | 17.1 |
| 3 | Awareness | 2 | 4.9 |
| 4 | Commitment to people's growth | 24 | 58.5 |
| 5 | Courage | 5 | 12.2 |
| 6 | Emotional intelligence | 11 | 26.8 |
| 7 | Empathy | 10 | 24.4 |
| 8 | Encouragement | 10 | 24.4 |
| 9 | Ethics | 6 | 14.6 |
| 10 | Fairness | 6 | 14.6 |
| 11 | Foresight | 5 | 12.2 |
| 12 | Healing | 0 | 0.0 |
| 13 | Honesty | 14 | 34.1 |
| 14 | Humour | 1 | 2.4 |
| 15 | Mentoring | 18 | 43.9 |
| 16 | Openness | 10 | 24.4 |
| 17 | Resilience | 6 | 14.6 |
| 18 | Sensitiveness | 2 | 4.9 |
| 19 | Transparency | 15 | 36.6 |
| 20 | I'm satisfied with SL as it is now | 8 | 19.5 |

Figure 4.12: What more to expect from a servant leader



The respondents expected 'Commitment to people's growth' (58.5%), followed by 'Mentoring' (43.9%), 'Transparency' (36.6%), 'Honesty' (34.1%), 'Accessibility' (26.8%) and 'Emotional intelligence' (26.8%). The level of satisfaction with SL as it is now was 19.5%, which does not appear high.

4.3.1.5 Q14: In your opinion, how did SL fit into the existing corporate culture of the organisation?

Table 4.9: SL’s fitness for the corporate culture

| Answer choice | Frequency | Percentage |
|-----------------------------|-----------|------------|
| 1. Easily | 5 | 12.2 |
| 2. Over a period of time | 28 | 68.3 |
| 3. After training | 2 | 4.9 |
| 4. It’s just changed over | 0 | 0.0 |
| 5. Very difficult to accept | 1 | 2.4 |
| 6. Don’t know | 5 | 12.2 |
| Total | 41 | 100 |

The majority (68.3%) was of the opinion that it was accepted over a period of time, while it was easy for 12.2%; and 4.9% said ‘after training’. A total of 35 respondents (85.4%) perceived that SL was accepted.

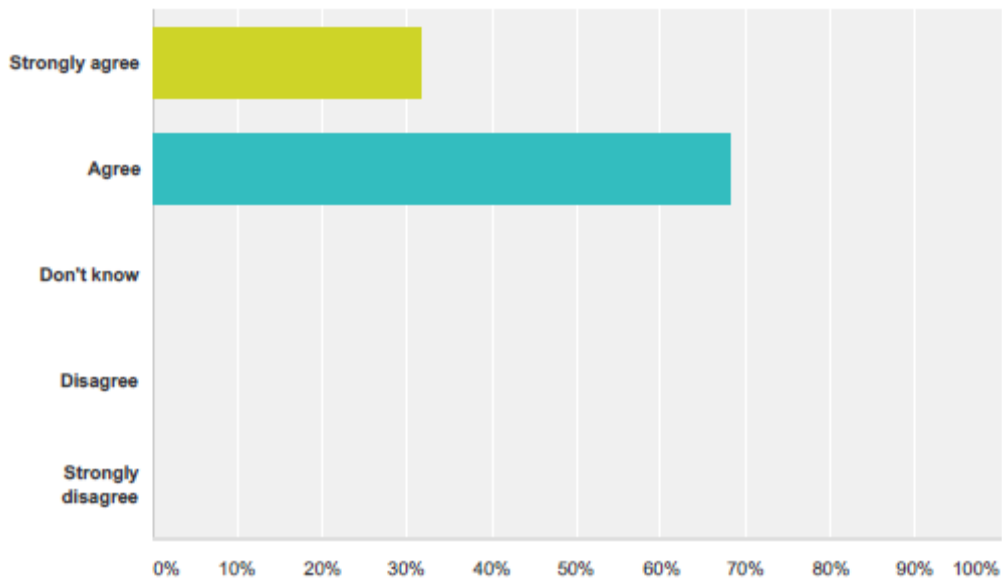
4.3.1.6 Q16: As mentioned in sub-Q2, servant-leadership is about ‘leading through serving’ and also about leaders putting their followers’ interests first before their own while actively facilitating their growth. Do you agree: Servant-leadership would improve the corporate culture or workplace environment of your organisation?

The results indicate that all the respondents favour SL, agreeing that SL would improve the corporate culture or workplace environment.

Table 4.10: SL’s ability to improve the corporate culture/workplace environment

| Answer choice | Frequency | Percentage |
|----------------------|-----------|------------|
| 1. Strongly agree | 13 | 31.7 |
| 2. Agree | 28 | 68.3 |
| 3. Don’t know | 0 | 0.0 |
| 4. Disagree | 0 | 0.0 |
| 5. Strongly disagree | 0 | 0.0 |
| Total | 41 | 100 |

Figure 4.13: SL’s ability to improve the corporate culture/workplace environment



All the above responses suggest that SL has already been put in place, albeit still to spread into every corner of the organisation, and assumingly accepted positively by the majority of the staff members.

4.3.2 Sub-question 3) How is the effect of the SL training measured?

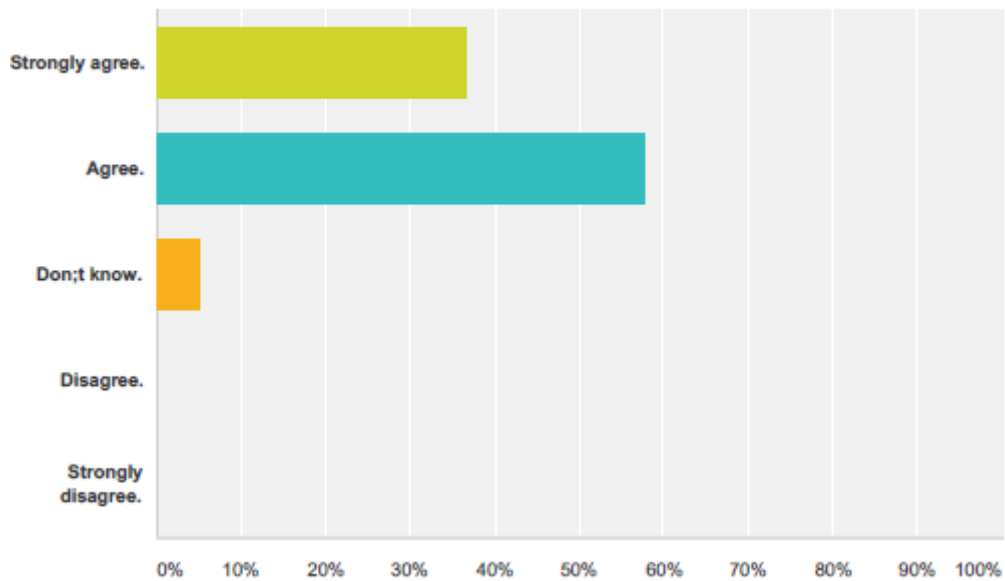
As is indicated by the previous analyses, SL is assumingly part of the organisation’s leadership development programme. On this basis, this question can be answered by exploring the following questionnaire questions:

Q4. Could you recognise any effect of the leadership training on your behaviour at work?

Table 4.11: Recognisability of effects of the leadership training on the respondents’ own behaviour at work

| Answer choice | Frequency | Percentage |
|----------------------|-----------|------------|
| 1. Strongly agree | 14 | 34.1 |
| 2. Agree | 22 | 53.7 |
| 3. Don’t know | 2 | 4.9 |
| 4. Disagree | 0 | 0.0 |
| 5. Strongly disagree | 0 | 0.0 |
| Total | 38 | 92.7 |

Figure 4.14: Recognisability of effects of the leadership training on the respondents' own behaviour at work



Despite three participants not answering this question, a total of 38 respondents answered the question, and 36 respondents agreed that an effect is recognisable, whereas the other two respondents chose 'Don't know'. None disagreed.

Q5. Could you recognise any effect of the leadership training on the behaviour of the managers and leaders at work?

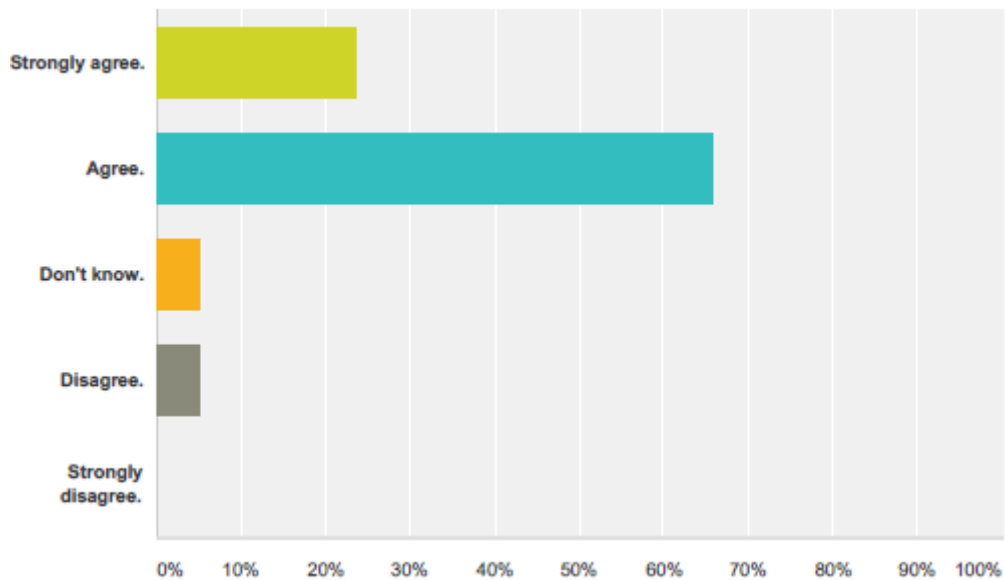
Table 4.12: Recognisability of effects of the leadership training on the behaviour of the managers and leaders at work

| Answer choice | Frequency | Percentage |
|----------------------|-----------|------------|
| 1. Strongly agree | 9 | 22.0 |
| 2. Agree | 25 | 61.0 |
| 3. Don't know | 2 | 4.9 |
| 4. Disagree | 2 | 4.9 |
| 5. Strongly disagree | 0 | 0.0 |
| Total | 38 | 92.7 |

As was the case with Q4, a total of three participants skipped this question. While there were two respondents for each of 'Don't know' and 'Disagree', a total of 34 respondents (83%)

agreed that the leadership training had an effect on the behaviour of their managers and leaders at work.

Figure 4.15: Recognisability of effects of the leadership training on the behaviour of the managers and leaders at work

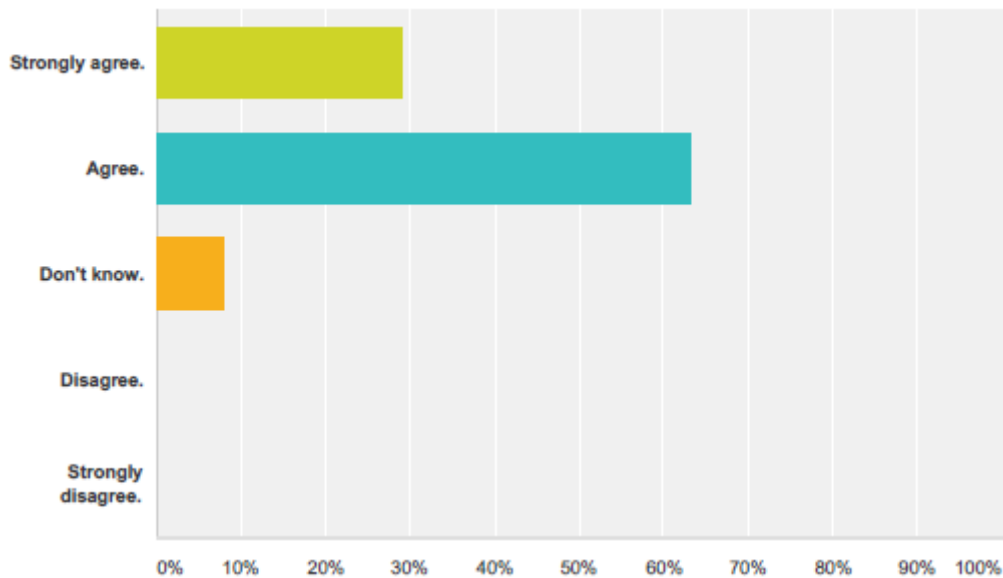


Q6. Does the leadership training help you in dealing with challenges and dilemmas?

Table 4.13: The effectiveness of the leadership training in dealing with challenges and dilemmas

| Answer choice | Frequency | Percentage |
|----------------------|-----------|------------|
| 1. Strongly agree | 11 | 26.8 |
| 2. Agree | 24 | 58.5 |
| 3. Don't know | 3 | 7.3 |
| 4. Disagree | 0 | 0.0 |
| 5. Strongly disagree | 0 | 0.0 |
| Total | 38 | 92.7 |

Figure 4.16: The effectiveness of the leadership training in dealing with challenges and dilemmas



Yet again, there were three participants not answering the question, but the results revealed that 35 respondents (85.4%) agreed that what they learned from the leadership training helps them in dealing with challenges and dilemmas.

From the above results, it can be concluded that the organisation's leadership training assumingly containing SL elements is highly successful.

4.3.3 Sub-question 4) *How is SL perceived by the staff?*

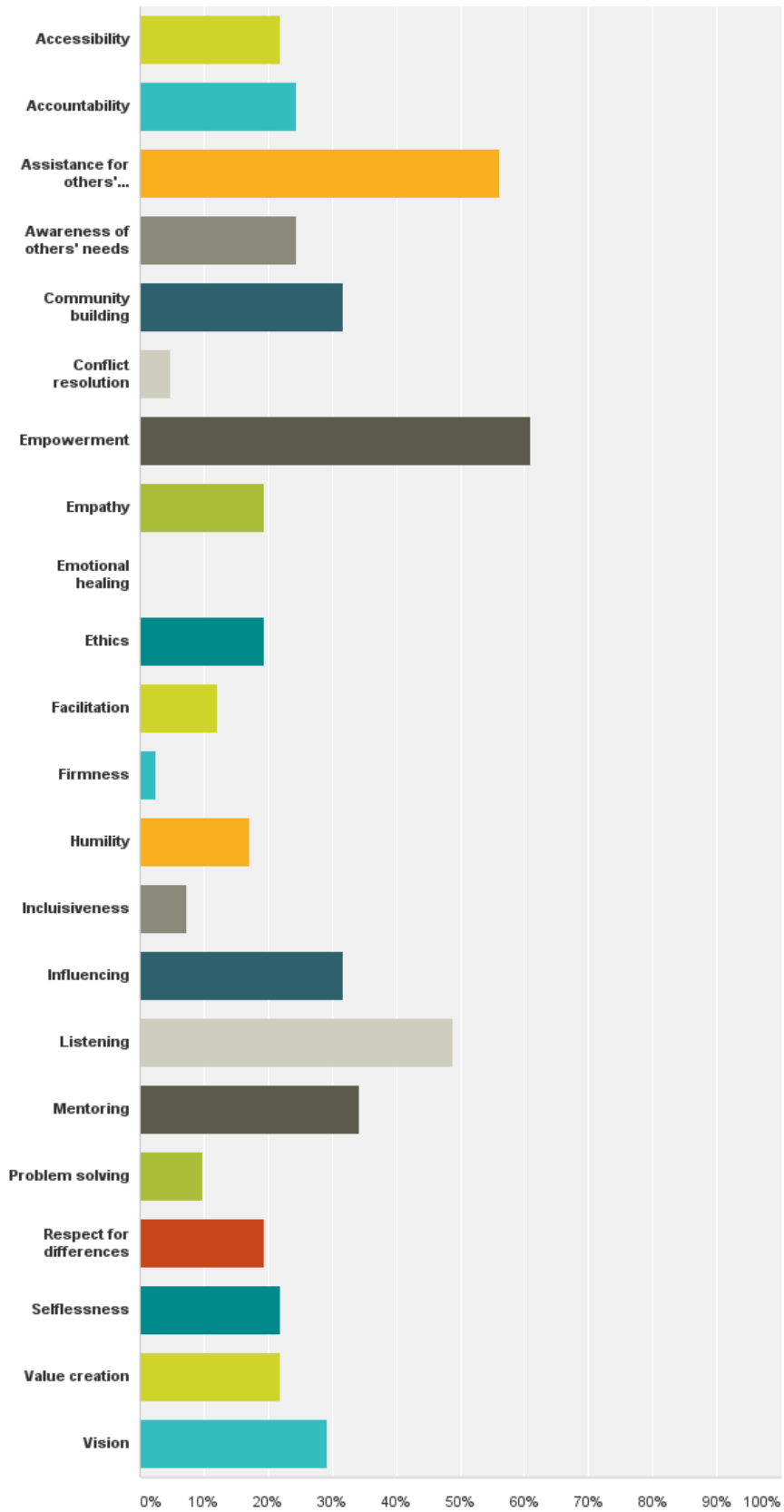
This question can be answered by delving into the responses to the following question:

Q2. Your group CEO is publicly known to advocate the 'servant-leadership' philosophy, which is about 'leading through serving'. What characteristics do you associate with servant-leadership?

Table 4.14: The characteristics the respondents associate with SL

| Characteristic | Frequency | Percentage |
|---------------------------------------|-----------|------------|
| 1. Accessibility | 9 | 22.0 |
| 2. Accountability | 10 | 24.4 |
| 3. Assistance for others' development | 23 | 56.1 |
| 4. Awareness of others' needs | 10 | 24.4 |
| 5. Community building | 13 | 31.7 |
| 6. Conflict resolution | 2 | 4.9 |
| 7. Empowerment | 25 | 61.0 |
| 8. Empathy | 8 | 19.5 |
| 9. Emotional healing | 0 | 0.0 |
| 10. Ethics | 8 | 19.5 |
| 11. Facilitation | 5 | 12.2 |
| 12. Firmness | 1 | 2.4 |
| 13. Humility | 7 | 17.1 |
| 14. Inclusiveness | 3 | 7.3 |
| 15. Influencing | 13 | 31.7 |
| 16. Listening | 20 | 48.8 |
| 17. Mentoring | 14 | 34.1 |
| 18. Problem solving | 4 | 9.8 |
| 19. Respect for differences | 8 | 19.5 |
| 20. Selflessness | 9 | 22.0 |
| 21. Value creation | 9 | 22.0 |
| 22. Vision | 12 | 29.3 |

Figure 4.17: The characteristics the respondents associate with SL



The top five characteristics that the participants associated with SL are:

Empowerment (61%), Assistance for others' development (56.1%), Listening (48.8%), Mentoring (34.1%), Community building (31.7%) and Influencing (31.7%)

Sub-question 5) What is left to be desired with SL in this particular organisation?

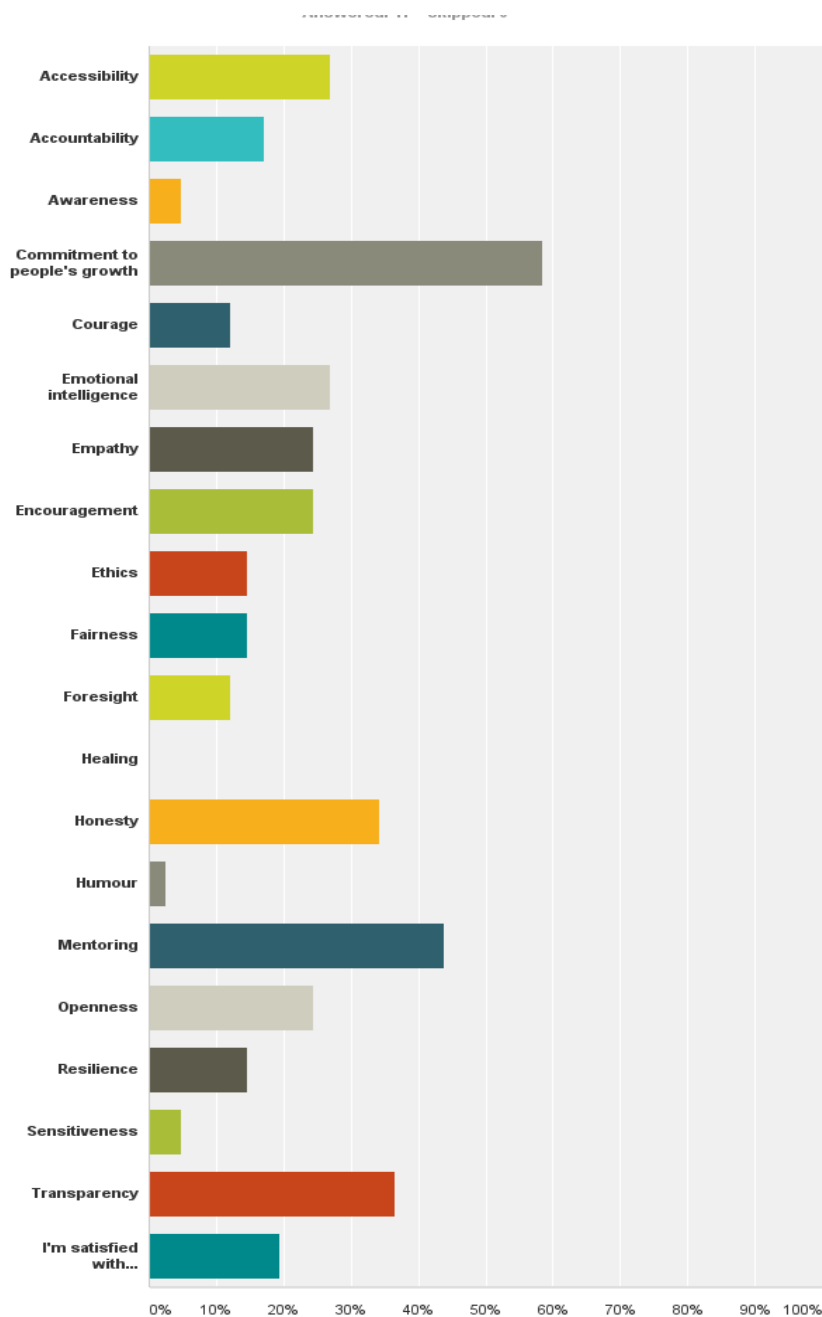
In other words, the question is asking what SL is lacking in this organisation. The questionnaire did not include a direct question, but it can be concluded analogically by analysing the responses to Q13 analysed in 4.3.1.4.

Q13: What more do you expect from a servant leader?

Table 4.15: What more to expect from a servant leader

| No. | Characteristic | Frequency | Percentage |
|-----|------------------------------------|-----------|------------|
| 1 | Accessibility | 11 | 26.8 |
| 2 | Accountability | 7 | 17.1 |
| 3 | Awareness | 2 | 4.9 |
| 4 | Commitment to people's growth | 24 | 58.5 |
| 5 | Courage | 5 | 12.2 |
| 6 | Emotional intelligence | 11 | 26.8 |
| 7 | Empathy | 10 | 24.4 |
| 8 | Encouragement | 10 | 24.4 |
| 9 | Ethics | 6 | 14.6 |
| 10 | Fairness | 6 | 14.6 |
| 11 | Foresight | 5 | 12.2 |
| 12 | Healing | 0 | 0.0 |
| 13 | Honesty | 14 | 34.1 |
| 14 | Humour | 1 | 2.4 |
| 15 | Mentoring | 18 | 43.9 |
| 16 | Openness | 10 | 24.4 |
| 17 | Resilience | 6 | 14.6 |
| 18 | Sensitiveness | 2 | 4.9 |
| 19 | Transparency | 15 | 36.6 |
| 20 | I'm satisfied with SL as it is now | 8 | 19.5 |

Figure 4.18: What more to expect from a servant leader



The respondents who work in this organisation may wish there could be more of 'Commitment to people's growth' (58.5%), 'Mentoring' (43.9%), 'Transparency' (36.6%), 'Honesty' (34.1%), 'Accessibility' (26.8%), 'Emotional intelligence' (26.8%) and so on. Following these are 'Encouragement' (24.4%), 'Empathy' (24.4%) and 'Openness' (24.4%), which one fourth of respondents wish there to be. And overall, only one fifth of respondents were satisfied with SL as it is now.

4.4 Testing hypotheses

4.4.1 H1o: SL has no positive impact on commitment and motivation of employees.

H1a: SL has a positive impact on commitment and motivation of employees.

The key question to be answered here is whether or not SL has a positive impact on the commitment and motivation of employees. Testing these hypotheses requires an analysis of responses to Q10 (How much does SL affect your motivation to face and overcome the challenges in your life at work?) and Q11 (How much does SL contribute to motivating you to cooperate with your supervisors and co-workers towards common goals beyond various differences – values, culture, age, gender and so on). These are directly concerned with motivation, and the responses support H1a and reject H1o.

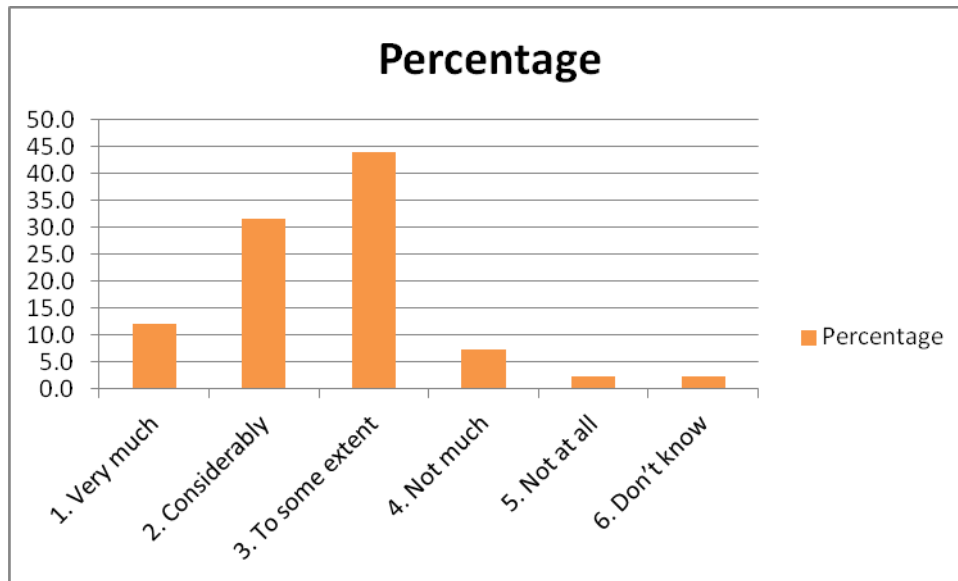
Q10 was explained in 4.3.1.1 as follows with Table 4.5 and Figure 4.8:

Q10: How much does SL affect your motivation to face and overcome the challenges in your life at work?

Table 4.5: The effect of SL on motivation to face and overcome work-related challenges

| Answer choice | Frequency | Percentage |
|-------------------|-----------|------------|
| 1. Very much | 5 | 12.2 |
| 2. Considerably | 13 | 31.7 |
| 3. To some extent | 18 | 43.9 |
| 4. Not much | 3 | 7.3 |
| 5. Not at all | 1 | 2.4 |
| 6. Don't know | 1 | 2.4 |
| Total | 41 | 100 |

Figure 4.8: The effect of SL on motivation to face and overcome work-related challenges



A total of 43.9% of respondents believe that SL contributes to raising their motivation either ‘very much’ or ‘considerably’ to face and overcome challenges in their lives at work, while another 43.9% feel that it helps to some extent. A total of three respondents or 7.3% of all respondents said ‘not much’, which sounds negative, yet can be interpreted as ‘a little’.

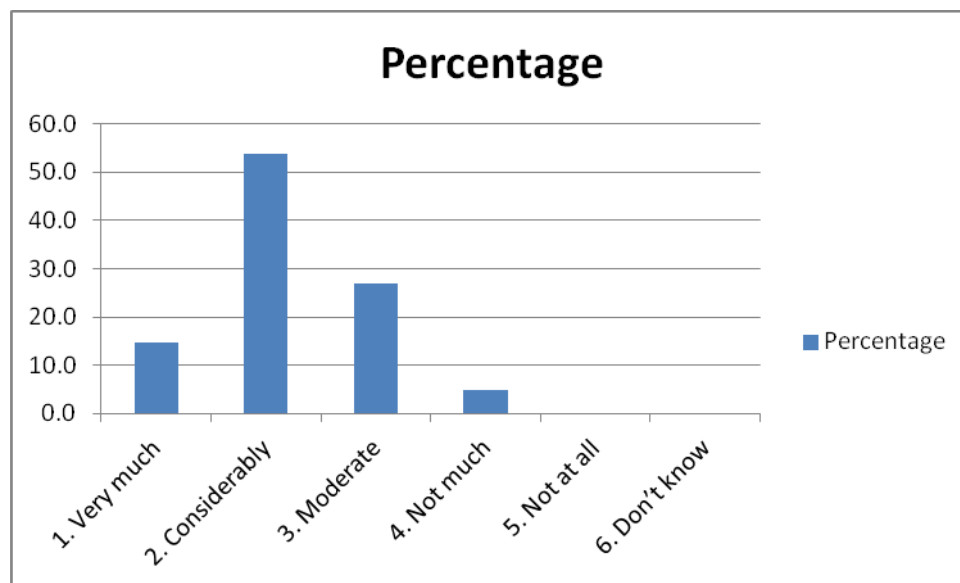
Q11 was explained in 4.3.1.2. as follows with Table 4.6 and Figure 4.9:

Q11: How much does SL contribute to motivating you to cooperate with your supervisors and co-workers towards common goals with all differences (values, culture, age, gender, etc.) put aside?

Table 4.6: The degree of SL’s contribution to cooperate with supervisors and co-workers towards common goals beyond all differences (values, culture, age, gender, etc.)

| Answer choice | Frequency | Percentage |
|-----------------|-----------|------------|
| 1. Very much | 6 | 14.6 |
| 2. Considerably | 22 | 53.7 |
| 3. Moderate | 11 | 26.8 |
| 4. Not much | 2 | 4.9 |
| 5. Not at all | 0 | 0.0 |
| 6. Don't know | 0 | 0.0 |
| Total | 41 | 100 |

Figure 4.9: The degree of SL’s contribution to cooperate with supervisors and co-workers towards common goals beyond all differences (values, culture, age, gender, etc.)



The majority of respondents (68.3%) find the level of contribution high – either ‘considerably’ (53.7%) or ‘very much’. Those who feel it to be moderate account for 26.8%. A total of 39 respondents (95.1%) are of the opinion that SL contributes more or less to motivating them to cooperate with their supervisors and co-workers towards common goals.

These results indicate that the majority of respondents recognise positive effects of SL on motivation, thereby supporting *H1a: SL has a positive impact on commitment and motivation of employees* while rejecting *H1o: SL has no positive impact on commitment and motivation of employees*.

4.4.2 H2a: The characteristics of SL receive a positive reception from the members of the organisation.

H2o: The characteristics of SL do not receive a positive reception from the members of the organisation.

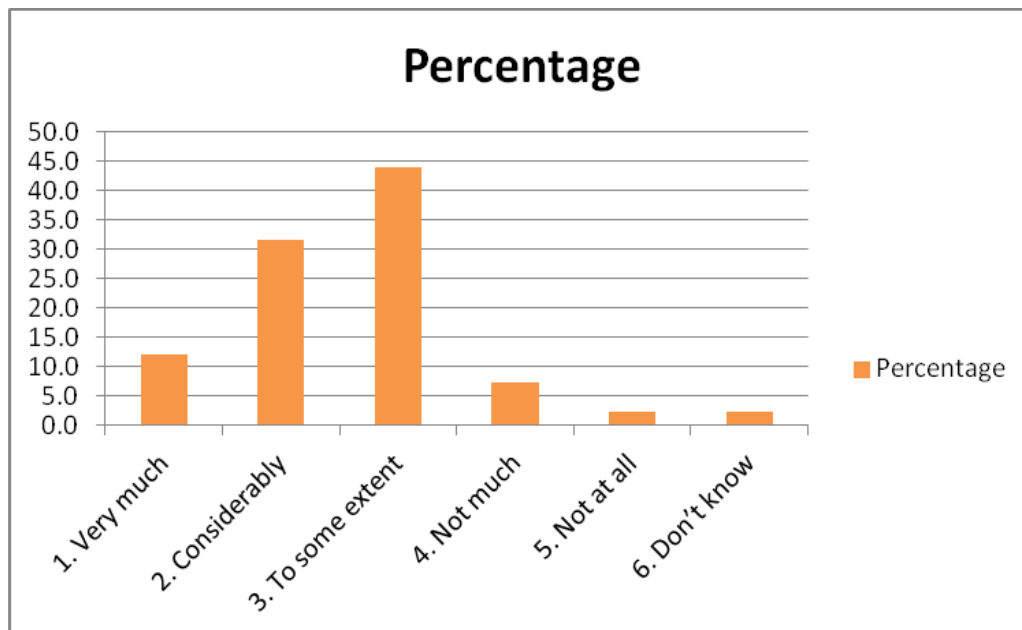
The key question to be answered here is whether or not the characteristics of SL receive a positive reception from the members of the organisation. These hypotheses can be tested by analysing the responses to the following survey questions:

Q10: How much does SL affect your motivation to face and overcome the challenges in your life at work? (as referred to Table 4.5 and Figure 4.8 before)

Table 4.5: The effect of SL on motivation to face and overcome work-related challenges

| Answer choice | Frequency | Percentage |
|-------------------|-----------|------------|
| 1. Very much | 5 | 12.2 |
| 2. Considerably | 13 | 31.7 |
| 3. To some extent | 18 | 43.9 |
| 4. Not much | 3 | 7.3 |
| 5. Not at all | 1 | 2.4 |
| 6. Don't know | 1 | 2.4 |
| Total | 41 | 100 |

Figure 4.8: The effect of SL on motivation to face and overcome work-related challenges



A total of 43.9% of respondents believe that SL contributes to raising their motivation either ‘very much’ or ‘considerably’ to face and overcome challenges in their lives at work, while another 43.9% feel that it helps to some extent. A total of 3 respondents or 7.3% of all respondents said ‘not much’, which sounds negative, yet can be interpreted as ‘a little’.

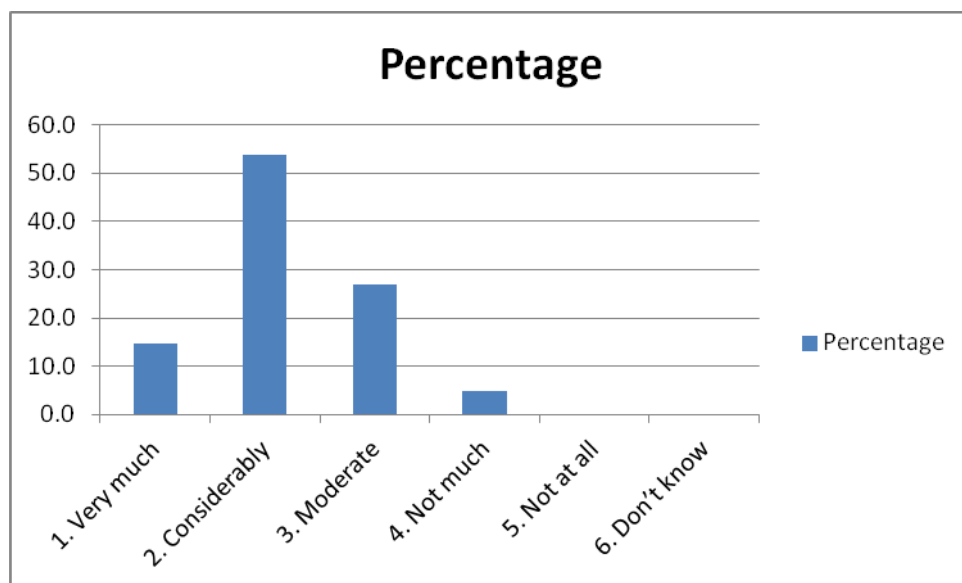
A total of 87.9% of respondents were more or less positive about SL’s effectiveness in motivating them to face and overcome challenges in their lives at work. Therefore, the responses support H2a and reject H2o.

Q11: How much does SL contribute to motivating you to cooperate with your supervisors and co-workers towards common goals with all differences (values, culture, age, gender, etc.) put aside? (As referred to Table 4.6 and Figure 4.9)

Table 4.6: The degree of SL’s contribution to cooperate with supervisors and co-workers towards common goals beyond all differences (values, culture, age, gender, etc.)

| Answer choice | Frequency | Percentage |
|-----------------|-----------|------------|
| 1. Very much | 6 | 14.6 |
| 2. Considerably | 22 | 53.7 |
| 3. Moderate | 11 | 26.8 |
| 4. Not much | 2 | 4.9 |
| 5. Not at all | 0 | 0.0 |
| 6. Don’t know | 0 | 0.0 |
| Total | 41 | 100 |

Figure 4.9: The degree of SL’s contribution to cooperate with supervisors and co-workers towards common goals beyond all differences (values, culture, age, gender, etc.)



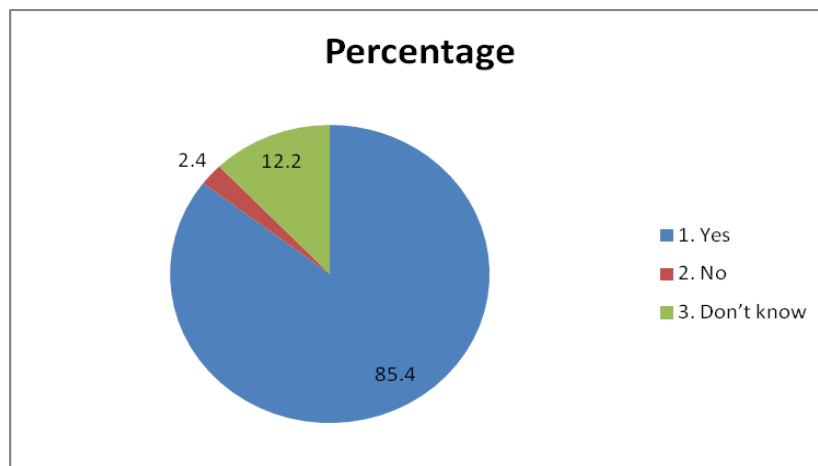
The majority of respondents (68.3%) find the level of contribution high – either ‘considerably’ (53.7%) or ‘very much’. Those who feel it to be moderate account for 26.8%. In total, 95.1% of respondents think that SL can facilitate cooperation with their supervisors and colleagues towards common goals with differences put aside. This response suggests that the characteristics of SL receive a positive reception from the members of the organisation, while accepting H2a and rejecting H2o.

Q12: In your opinion, is SL suitable for managing diversity? (As referred to Table 4.7 and Figure 4.10 before.)

Table 4.7: SL’s suitability for managing diversity

| Answer choice | Frequency | Percentage |
|---------------|-----------|------------|
| 1. Yes | 35 | 85.4 |
| 2. No | 1 | 2.4 |
| 3. Don’t know | 5 | 12.2 |
| Total | 41 | 100 |

Figure 4.10: SL’s suitability for managing diversity



A total of 35 out of 41 respondents (85.4%) answered ‘Yes’ to this question.

As mentioned in 4.3.1.3, diversity is concerned with ‘difference’ and ‘gaps’, which can be a challenge for people to deal with and can cause conflicts. From this viewpoint, a useful tool for managing diversity will give them peace of mind. This positive response indicates that H2a is accepted while H2o is rejected.

Q16: As mentioned in sub-Q2, servant-leadership is about ‘leading through serving’ and also about leaders putting their followers’ interests first before their own while actively facilitating their growth. Do you agree: Servant-leadership would improve the corporate culture or workplace environment of your organisation?

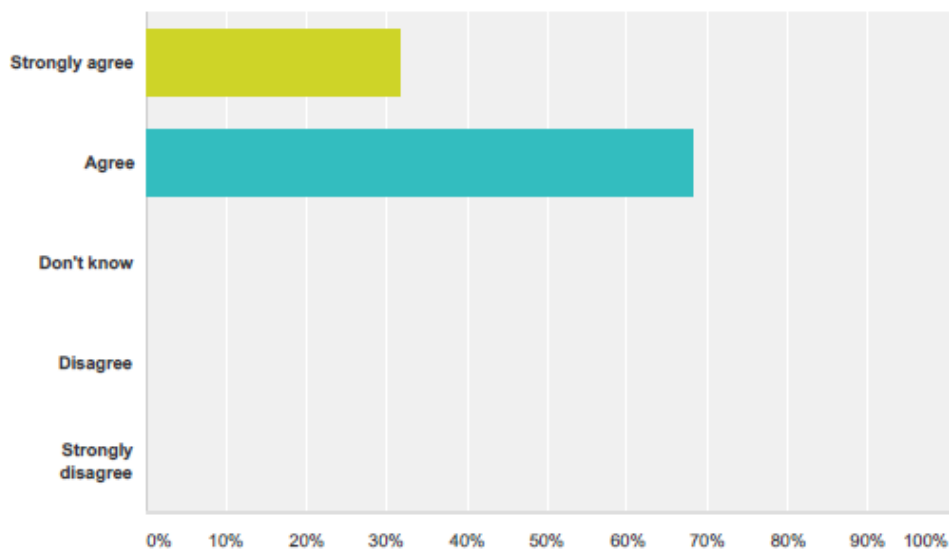
Q16 has been explained in 4.3.1.6 as follows (as referred to Table 4.11 and Figure 4.13 before):

The results indicate that all the respondents favour SL and agree that SL would improve the corporate culture or workplace environment.

Table 4.11: SL’s ability to improve the corporate culture or workplace environment of your organisation

| Answer choice | Frequency | Percentage |
|----------------------|-----------|------------|
| 1. Strongly agree | 13 | 31.7 |
| 2. Agree | 28 | 68.3 |
| 3. Don’t know | 0 | 0.0 |
| 4. Disagree | 0 | 0.0 |
| 5. Strongly disagree | 0 | 0.0 |
| Total | 41 | 100 |

Figure 4.13: SL’s ability to improve the corporate culture or workplace environment of your organisation



Most of the above responses acknowledge that SL is effective in motivating staff to tackle challenges, manage diversity and improve the corporate culture. These results support the alternative hypothesis – *H2a: The characteristics of SL receive a positive reception from the members of the organisation*) and reject the null hypothesis – *H2o: The characteristics of SL do not receive a positive reception from the members of the organisation*.

4.5 Conclusion

The purpose of this chapter was to discuss the results of the analyses that were made in the previous chapter, in order to find answers to the research questions and test the hypotheses. The results indicated that SL was well received in terms of the following: it has a positive impact on commitment and motivation of employees, and its characteristics receive a positive reception from the members of the organisation; it contributes to motivating them to cooperate with their supervisors and co-workers towards common goals with all differences (values, culture, age, gender, etc.) put aside; and it can improve the corporate culture or workplace environment of your organisation.

While attracting such positive responses, the SL currently practised in the organisation does not have a high satisfaction level amongst the participants. Only 19.5% of respondents were ‘satisfied with SL as it is now’.

4.6 Chapter summary

This chapter has presented and analysed the results of the survey. The results indicate that SL is well received and perceived as a motivator for addressing challenges by the majority of participants.

The next chapter will infer what this response means.

CHAPTER FIVE – DISCUSSION

Outstanding leaders go out of their way to boost the self-esteem of their personnel. If people believe in themselves, it's amazing what they can accomplish. – Sam Walton

5.1 Introduction

Chapter Four presented the analysis of the quantitative data that had been collected from the questionnaire survey. This chapter discusses the results of the analysis that were made in the previous chapter, in order to achieve the aim and objectives of this research. The discussion chapter is generally required to: 1) comment on the results; 2) explain what the results mean; 3) interpret the results in a wider context and indicate what results were expected or unexpected; 4) provide explanations for unexpected results; 5) relate specific results to previous research or theory; 6) point out what the limitations were; and 7) note any questions that remain unanswered (UNSW, 2015). This chapter covers all these requirements.

The aim of this research is ‘to advocate servant leadership (SL) as a tool for managing culturally-diverse organisations where two or more cultures are represented.’ To eventually achieve this aim, the discussion associates the analysis results with the research objectives, which are:

- To review issues surrounding leadership in today’s business organisations;
- To examine the importance of leadership in an organisation;
- To identify prominent features of SL and the reason for SL being suitable for managing diversity;
- To investigate how SL is applied to leadership development in a New Zealand business organisation, how it is perceived by those who are trained in it and how it works for them;
- To make recommendations on how the application of SL could produce better results in culturally-diverse organisations.

5.2 Overview of the results

The surveyed organisation employs a staff of over 12,000 across the country, and the research surveyed a total of 41 of them from 16 regions. Though as small as 41 out of 12,000, the sample included junior to senior level managers and helped the researcher to generalise about

leadership training that the organisation provides and about staff perceptions of leadership and SL.

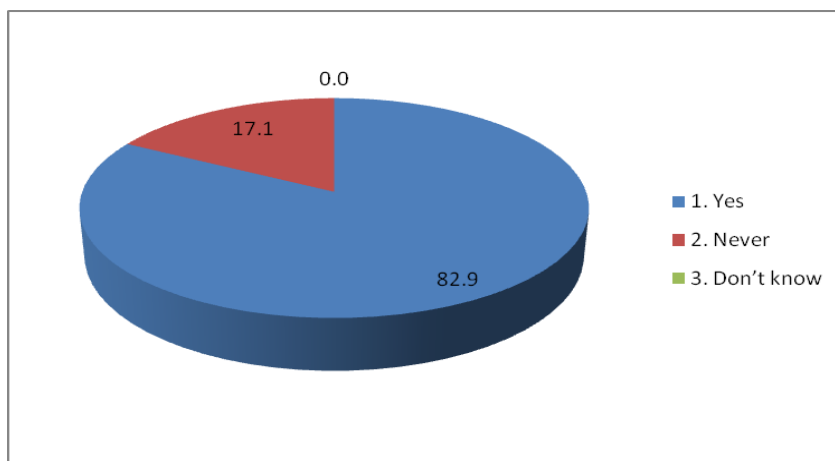
It can safely be said that, overall, the participants had a positive view of SL and its effects on themselves and their workplace culture. The data analysis revealed the following facts:

5.2.1 More than 82% of respondents had heard of SL.

Table 4.4: The name recognition of SL

| Answer choice | Frequency | Percentage |
|---------------|-----------|------------|
| 1. Yes | 34 | 82.9 |
| 2. Never | 7 | 17.1 |
| 3. Don't know | 0 | 0.0 |
| Total | 41 | 100 |

Figure 4.7: The name recognition of SL



The results show that, unaccountably, 17.1%, or 7 out of 41 respondents, have ‘never’ heard of SL in this organisation which has been led by a prominent servant leader for four years. He has stated in an internal publication that his leadership philosophy is that of SL. Moreover, the responses to Q20: *What is your current position/role in the organisation?* Indicate that a total of 40 of 41 respondents are in supervisory positions, which means that they should have received some form of leadership training.

Table 4.4: The name recognition of SL

| Answer choice | Frequency | Percentage |
|---|-----------|------------|
| 1. Senior manager | 13 | 31.7 |
| 2. Midlevel manager | 7 | 17.1 |
| 3. Store manager | 17 | 41.5 |
| 4. Team leader | 3 | 7.3 |
| 5. General worker/staff member with no specific designation | 1 | 2.4 |
| Total | 41 | 100 |

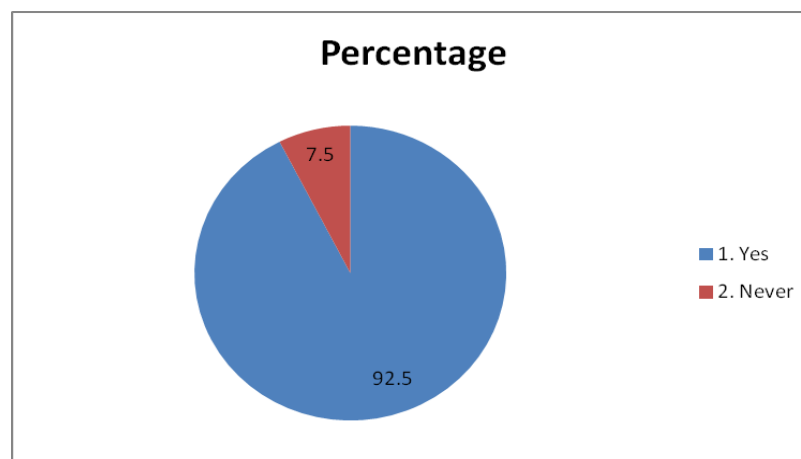
The survey includes a question asking whether or not they have ever received leadership development training provided by their current employer:

Q3: Have you ever received any leadership training provided by your current employer?

Table 5.1: Availability of leadership training

| Answer choice | Frequency | Percentage |
|---------------|-----------|------------|
| 1. Yes | 37 | 92.5 |
| 2. Never | 3 | 7.5 |
| Total | | 100 |

Figure 5.1: Availability of leadership training



A total of 40 participants answered this question whereas one participant did not for an unknown reason. According to the responses, a total of three respondents had never received any leadership training provided by the current employer.

Whereas management is for managers, leadership is not only for managers but also for everyone in the organisation, and is needed throughout the organisation at every level (Nel et al, 2014, p.313; DuBrin, 2013, p.3; Du Plessis, 2015). Even junior-level frontline retail staff should be taught certain leadership skills that are considered to be useful to deal with customers. The researcher, who has a background in customer services, realises that the principle of “leading by serving” is a highly effective, well-balanced solution to customer services. On most occasions, customers visit stores with something specific in mind, i.e. a goal. The store salespersons have to serve the customers by guiding or leading them to their goals. Only serving may end up in reactive approaches, and only leading may result in leaving the customers with the feeling that they are not well listened to or well looked after.

5.2.2 Over 87% believed that SL contributed more or less to raising the motivation to face and overcome challenges in their working lives.

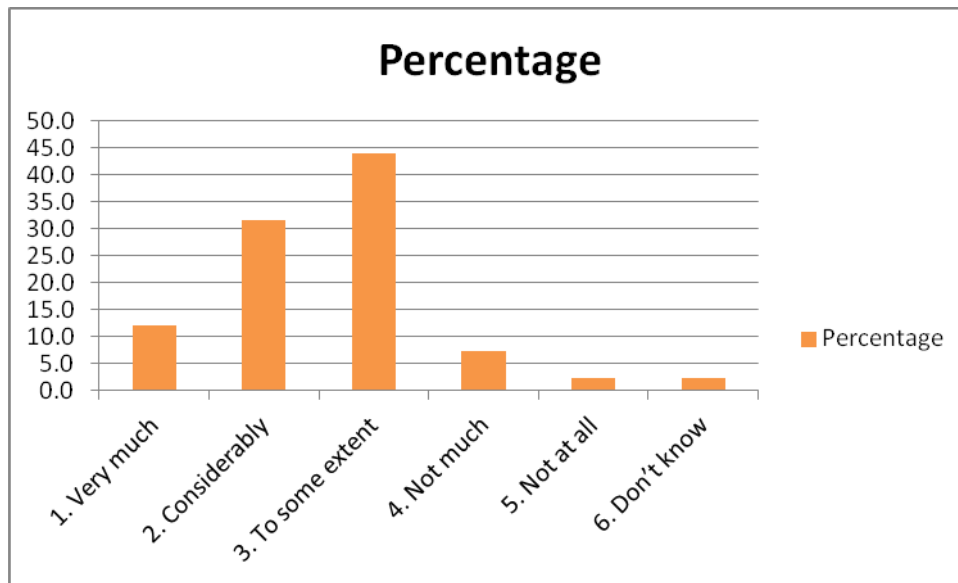
This finding is based on the responses to the following question:

Q10: How much does SL affect your motivation to face and overcome the challenges in your life at work?

Table 4.5: The effect of SL on motivation to face and overcome work-related challenges

| Answer choice | Frequency | Percentage |
|-------------------|-----------|------------|
| 1. Very much | 5 | 12.2 |
| 2. Considerably | 13 | 31.7 |
| 3. To some extent | 18 | 43.9 |
| 4. Not much | 3 | 7.3 |
| 5. Not at all | 1 | 2.4 |
| 6. Don't know | 1 | 2.4 |
| Total | 41 | 100 |

Figure 4.8: The effect of SL on motivation to face and overcome work-related challenges



In other words, when faced with challenges, 88% of respondents feel a “supportive push” from SL or from the environment with SL in effect. It can safely be said that SL is taking effect in this organisation, since this research regards “motivating and inspiring” as the key indicator of the effectiveness of SL.

5.2.3 Over 95% found SL more or less effective in motivating themselves to cooperate with supervisors and colleagues towards common goals with all differences (values, culture, age, gender, etc.) put aside.

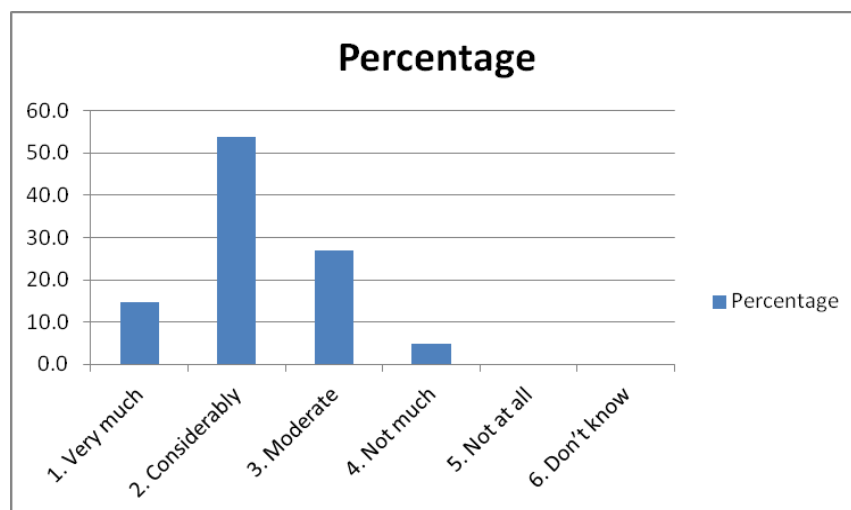
This fact has been found in responses to the following question:

Q11: How much does SL contribute to motivating you to cooperate with your supervisors and co-workers towards common goals with all differences (values, culture, age, gender, etc.) put aside?

Table 4.6: The degree of SL’s contribution to cooperate with supervisors and co-workers towards common goals beyond all differences (values, culture, age, gender, etc.)

| Answer choice | Frequency | Percentage |
|-----------------|-----------|------------|
| 1. Very much | 6 | 14.6 |
| 2. Considerably | 22 | 53.7 |
| 3. Moderate | 11 | 26.8 |
| 4. Not much | 2 | 4.9 |
| 5. Not at all | 0 | 0.0 |
| 6. Don’t know | 0 | 0.0 |
| Total | 41 | 100 |

Figure 4.9: The degree of SL’s contribution to cooperate with supervisors and co-workers towards common goals beyond all differences (values, culture, age, gender, etc.)



How does SL motivate the respondents? Kouzes and Posner (2002) are of the opinion that self-motivation is the key to successful motivation, whereas external motivation can create conditions of compliance or defiance; and that leaders therefore need to be able to make their followers feel like accomplishing something because they “want to”, not because they “have to”. This is all summed up in Sam Walton’s saying that is quoted at the top of this chapter: ‘Outstanding leaders go out of their way to boost the self-esteem of their personnel; if people believe in themselves, it’s amazing what they can accomplish.’

5.2.4 Over 85% thought SL suitable for managing diversity.

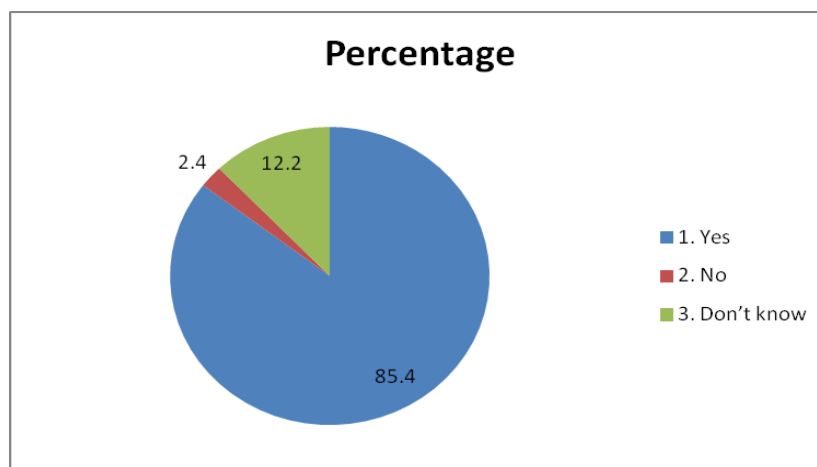
This finding was produced by the following question:

Q12: In your opinion, is SL suitable for managing diversity?

Table 4.7: SL's suitability for managing diversity

| Answer choice | Frequency | Percentage |
|---------------|-----------|------------|
| 1. Yes | 35 | 85.4 |
| 2. No | 1 | 2.4 |
| 3. Don't know | 5 | 12.2 |
| Total | 41 | 100 |

Figure 4.10: SL's suitability for managing diversity



The survey did not define the meaning of “diversity”, which does vary and can refer to any type of difference between people, including but not limited to culture, education and gender. As there is no question to ask about it further, it is unknown specifically what each respondent associated with the word “diversity” when answering this question.

Bentley et al. (2015) reveal the results below of their October 2015 survey on diversity.

Table 5.2: Diversity issues in New Zealand organisations

| Diversity issues considered to be of importance | Number of respondents (n=522) | Current survey % | April 2015 % |
|---|-------------------------------|------------------|--------------|
| Wellbeing/wellness | 344 | 65.9% | 59.3% |
| Flexibility | 309 | 59.2% | 51.2% |
| Aging | 245 | 46.9% | 42.1% |
| Ethnicity | 196 | 37.5% | 25.7% |
| Bias (conscious and unconscious bias that can influence decision making around issues such as hiring and promotion) | 194 | 37.2% | 27.2% |
| Gender | 177 | 33.9% | 24.4% |
| Employment transition for younger staff | 175 | 33.5% | 27.4% |
| Bullying and harassment | 169 | 32.4% | 26.2% |
| Disability | 101 | 19.3% | 13.4% |
| Sexuality | 70 | 13.4% | 7.6% |
| Religion | 47 | 9.0% | 5.4% |

SOURCE: Bentley et al. (2015)

The results show that ‘Aging’ and ‘Ethnicity’ are considered to be major diversity issues in New Zealand organisations. Similarly, in the United Kingdom and the United States, people face limitations or discrimination at work on the basis of ‘age’ (21% in UK / 30% in US) and ‘family commitments’ (21% / 23%), ‘race’ (6% / 19%), ‘gender’ (11% / 18%), and so forth (Lewis, 2015).

Figure 5.2: Differences that create limitations or discrimination at work



SOURCE: Lewis (2015)

5.2.5 Over 85% perceived SL as accepted in their organisation.

The results are derived from the responses to the following question.

Q14: In your opinion, how did SL fit into the existing corporate culture of the organisation?

Table 4.10: SL's fitness for the corporate culture

| Answer choice | Frequency | Percentage |
|-----------------------------|-----------|------------|
| 1. Easily | 5 | 12.2 |
| 2. Over a period of time | 28 | 68.3 |
| 3. After training | 2 | 4.9 |
| 4. It's just changed over | 0 | 0.0 |
| 5. Very difficult to accept | 1 | 2.4 |
| 6. Don't know | 5 | 12.2 |
| Total | 41 | 100 |

Of 41 respondents, 35 respondents said that SL fitted into their corporate culture, while one respondent found it 'very difficult to accept', and five respondents chose 'Don't know'.

5.2.6 All the respondents agreed that SL would improve the corporate culture or the workplace environment.

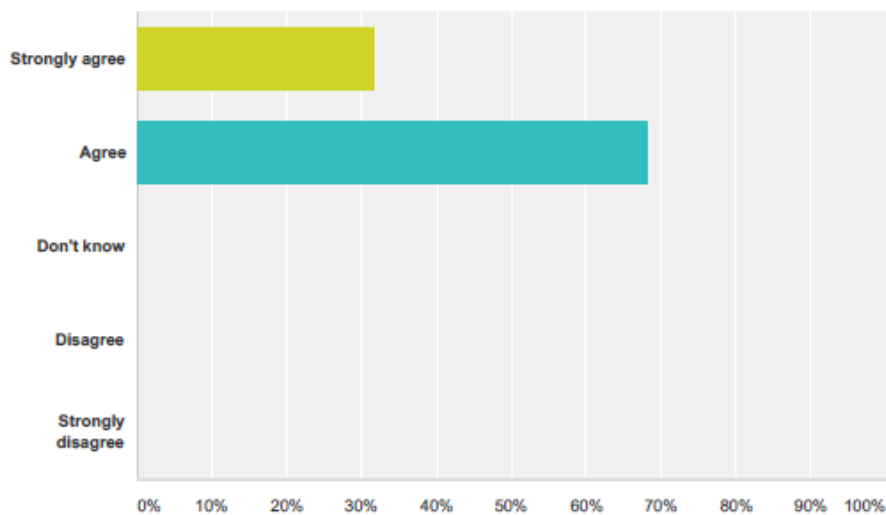
This fact was found in the responses to the following question:

Q16: As mentioned in sub-Q2, servant-leadership is about 'leading through serving' and also about leaders putting their followers' interests first before their own while actively facilitating their growth. Do you agree: Servant-leadership would improve the corporate culture or workplace environment of your organisation?

Table 4.11: SL’s ability to improve the corporate culture/workplace environment

| Answer choice | Frequency | Percentage |
|----------------------|-----------|------------|
| 1. Strongly agree | 13 | 31.7 |
| 2. Agree | 28 | 68.3 |
| 3. Don’t know | 0 | 0.0 |
| 4. Disagree | 0 | 0.0 |
| 5. Strongly disagree | 0 | 0.0 |
| Total | 41 | 100 |

Figure 4.13: SL’s ability to improve the corporate culture/workplace environment



This response indicates that SL receives a high evaluation from all the respondents. However, according to those responses to Q14 (*In your opinion, how did SL fit into the existing corporate culture of the organisation?*), which is mentioned in 5.2.5, one respondent found it ‘very difficult to accept’ while five others chose ‘Don’t know’. The survey did not ask any further questions to identify what element of SL made them feel so, but the name of SL might have prejudiced them against its concept, allowing them to judge the book by its cover.

5.2.7 Nearly two-thirds felt dealing with ‘personality difference’ as a challenge.

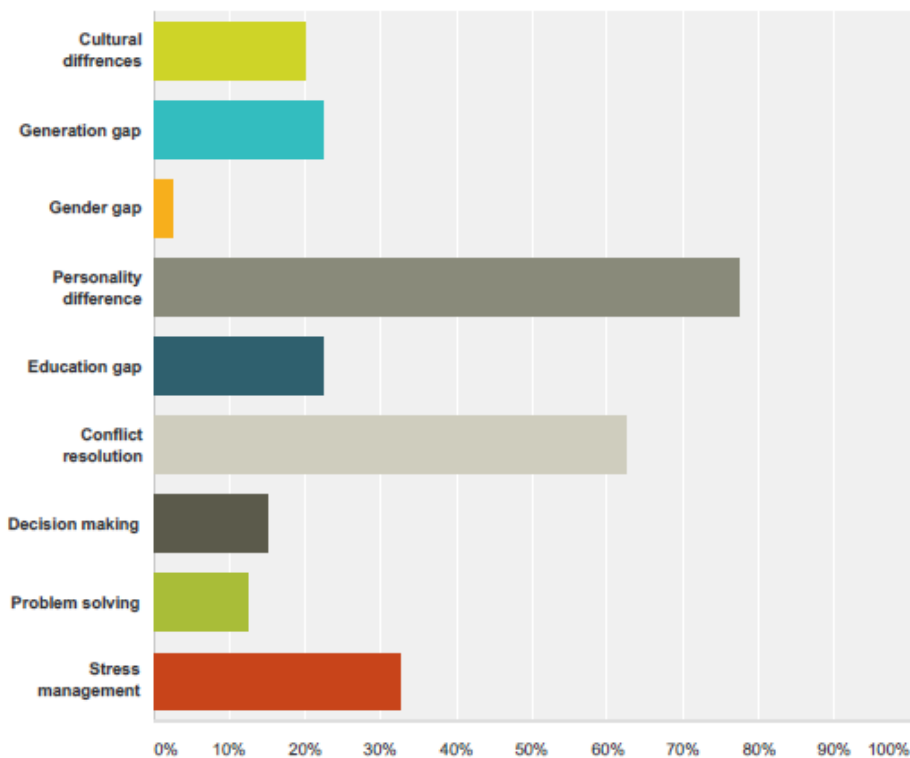
This fact was reflected in the responses to the following question:

Q9: What are the biggest challenges to you in leading people?

Table 4.8: The biggest challenges in leading people

| Answer choice | Frequency | Percentage |
|---------------------------|-----------|------------|
| 1. Cultural difference | 8 | 19.5 |
| 2. Generation gap | 9 | 22.0 |
| 3. Gender gap | 1 | 2.4 |
| 4. Personality difference | 31 | 75.6 |
| 5. Education gap | 9 | 22.0 |
| 6. Conflict resolution | 25 | 61.0 |
| 7. Decision making | 6 | 14.6 |
| 8. Problem solving | 5 | 12.2 |
| 9. Stress management | 13 | 31.7 |

Figure 4.11: The biggest challenges in leading people



Difference can cause conflict. Basically, conflict is a product of difference between the parties involved. It is said that there are roughly two types of workplace conflict: one is opposition to people’s ideas, decisions and actions directly related to their jobs; the other is that two people just cannot get along (Victoria State Government, 2012).

Everyone is different to each other. Leaders must have a skill to deal with such diversity and motivate their followers to break psychological barriers to cooperating towards common goals.

5.2.8 What the respondents expected from servant leaders ‘Commitment to people’s growth’ (58.5%), ‘Mentoring’ (43.9%), ‘Transparency’ (36.6%), ‘Honesty’ (34.1%), ‘Accessibility’ (26.8%) and ‘Emotional intelligence’ (26.8%).

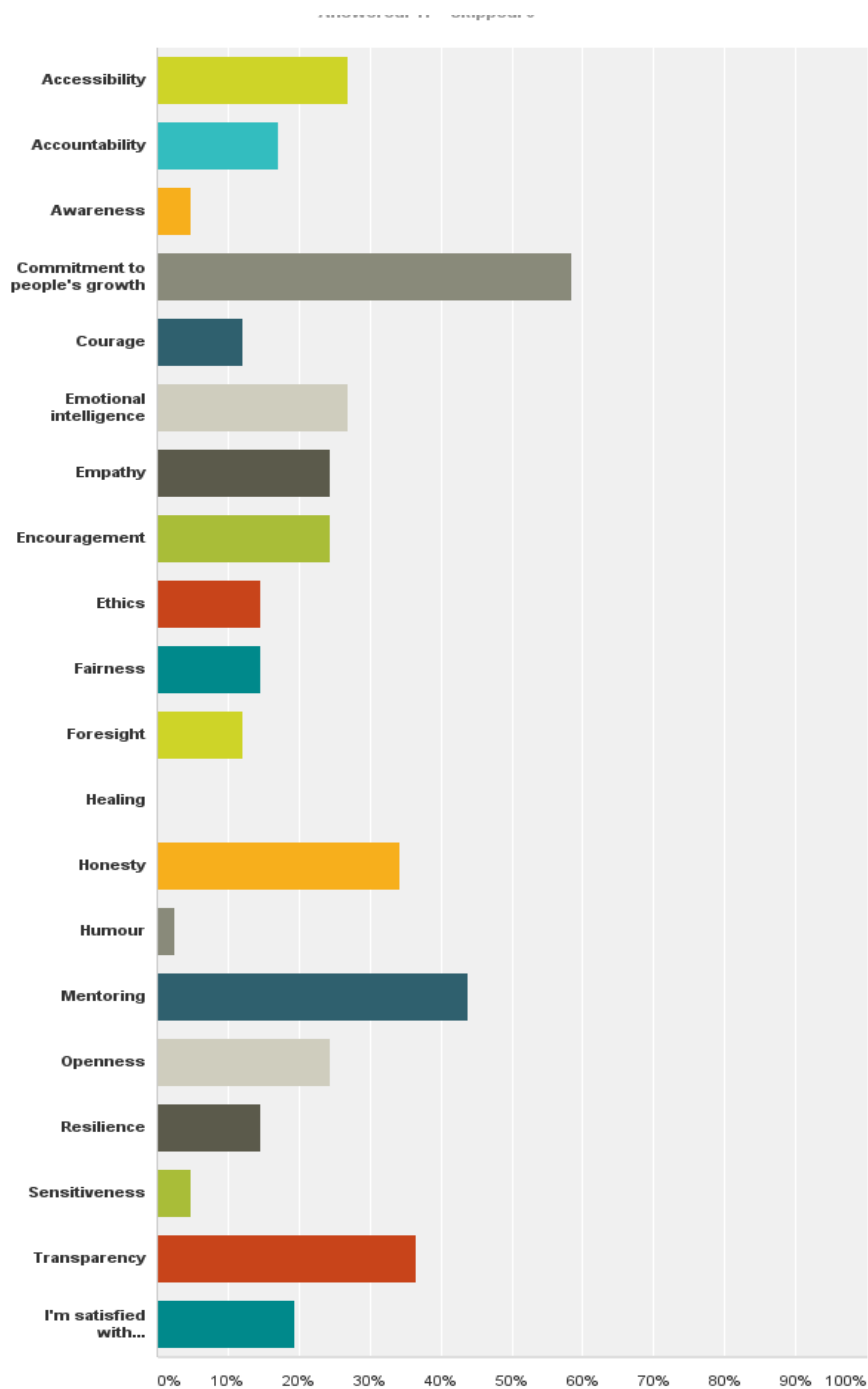
The results come from the following survey question:

Q13: What more do you expect from a servant leader?

Table 4.9: What more to expect from a servant leader

| No. | Characteristic | Frequency | Percentage |
|-----|------------------------------------|-----------|------------|
| 1 | Accessibility | 11 | 26.8 |
| 2 | Accountability | 7 | 17.1 |
| 3 | Awareness | 2 | 4.9 |
| 4 | Commitment to people’s growth | 24 | 58.5 |
| 5 | Courage | 5 | 12.2 |
| 6 | Emotional intelligence | 11 | 26.8 |
| 7 | Empathy | 10 | 24.4 |
| 8 | Encouragement | 10 | 24.4 |
| 9 | Ethics | 6 | 14.6 |
| 10 | Fairness | 6 | 14.6 |
| 11 | Foresight | 5 | 12.2 |
| 12 | Healing | 0 | 0.0 |
| 13 | Honesty | 14 | 34.1 |
| 14 | Humour | 1 | 2.4 |
| 15 | Mentoring | 18 | 43.9 |
| 16 | Openness | 10 | 24.4 |
| 17 | Resilience | 6 | 14.6 |
| 18 | Sensitiveness | 2 | 4.9 |
| 19 | Transparency | 15 | 36.6 |
| 20 | I’m satisfied with SL as it is now | 8 | 19.5 |

Figure 4.12: What more to expect from a servant leader



The results indicate that the respondents are well-informed and understand theoretically what SL can provide; and it also appears that they wish to be better looked after. It is impossible to judge from this survey alone whether or not the organisation has fallen short of providing for the staff.

That said, as in the case of parents spoiling their children, if the caring is poorly controlled and overdone, it will only do harm. Rocco (2015) points out a downside or side effect of SL, one which can cause followers to become overly reliant on the leaders and therefore unwilling to take the initiative. McCrimmon (2010) even argues that SL as a bad idea for the reason that it has a paternalistic overtone while being critical of autocratic leadership, and thereby ends up demotivating and disengaging the employees.

Every theory has both upsides and downsides, and so does SL. More importantly, the theory must never be misinterpreted. Particularly, as mentioned in Section 2.3.2, SL is not literally the leader taking on the role of a servant; it is a blend and balance between leader and servant; and the leader never loses leadership qualities while being a servant-leader (Prichard, 2013). Hence, the leaders can be autocratic and dictatorial when dealing with certain aspects of the organisation, such as mission, values, standards and accountability (Hunter, 2004).

5.2.9 The respondents associated SL with certain characteristics: Empowerment (61%), Assistance for others' development (56.1%), Listening (48.8%), Mentoring (34.1%), Community building (31.7%) and Influencing (31.7%).

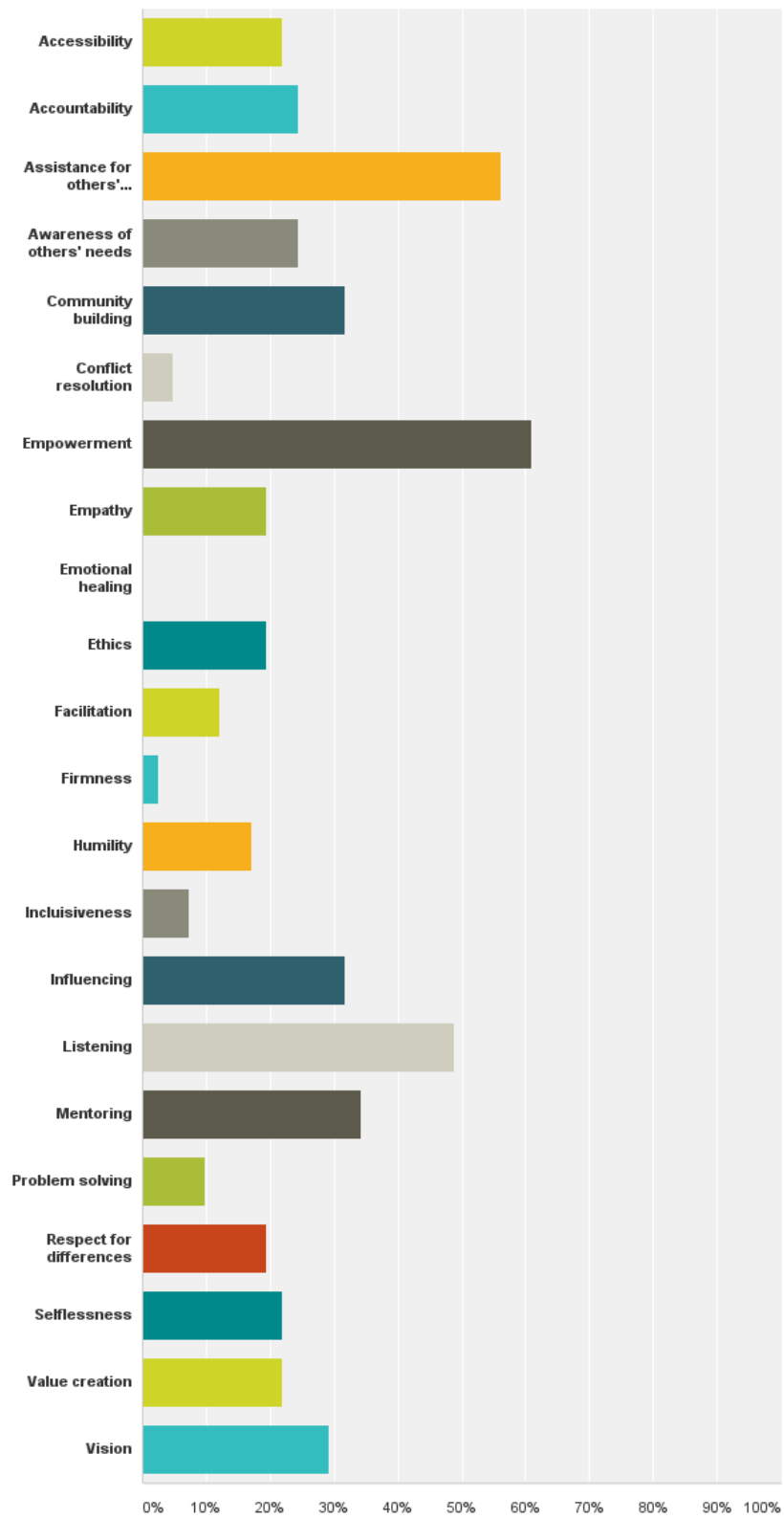
These responses come from the following question:

Q2. Your group CEO is publicly known to advocate the 'servant-leadership' philosophy, which is about 'leading through serving'. What characteristics do you associate with servant-leadership?

Table 4.15: The characteristics the respondents associate with SL

| Characteristic | Frequency | Percentage |
|---------------------------------------|-----------|------------|
| 1. Accessibility | 9 | 22.0 |
| 2. Accountability | 10 | 24.4 |
| 3. Assistance for others' development | 23 | 56.1 |
| 4. Awareness of others' needs | 10 | 24.4 |
| 5. Community building | 13 | 31.7 |
| 6. Conflict resolution | 2 | 4.9 |
| 7. Empowerment | 25 | 61.0 |
| 8. Empathy | 8 | 19.5 |
| 9. Emotional healing | 0 | 0.0 |
| 10. Ethics | 8 | 19.5 |
| 11. Facilitation | 5 | 12.2 |
| 12. Firmness | 1 | 2.4 |
| 13. Humility | 7 | 17.1 |
| 14. Inclusiveness | 3 | 7.3 |
| 15. Influencing | 13 | 31.7 |
| 16. Listening | 20 | 48.8 |
| 17. Mentoring | 14 | 34.1 |
| 18. Problem solving | 4 | 9.8 |
| 19. Respect for differences | 8 | 19.5 |
| 20. Selflessness | 9 | 22.0 |
| 21. Value creation | 9 | 22.0 |
| 22. Vision | 12 | 29.3 |

Figure 4.17: The characteristics the respondents associate with SL



The top five characteristics that the participants associated with SL are: Empowerment (61%), Assistance for others' development (56.1%), Listening (48.8%), Mentoring (34.1%), Community building (31.7%) and Influencing (31.7%). The participants appear to be well informed on SL and probably have been taught in the training, as their responses are by and large consistent with the characteristics that have been identified by Spears (1998), Russell and Stone (2002) and McCuiston (2013). (Figures as it appears in Chapter 2.)

Figure 2.9: Ten Characteristics of SL Identified by Spears

| | Characteristic | Meaning |
|----|---|--|
| 1 | Listening | A deep commitment to listening intently to others while seeking to indentify the will of a group and heps clarify the will. |
| 2 | Empathy | An understanding and empathy towards others so that people can feel accepted and recognised for their special and unique spirits even when their behaviour or performance is unacceptable. |
| 3 | Healing | An ability to help foster each person's emotional and spiritual health and wholeness. |
| 4 | Awareness | The leader's good understanding of his/her own values, feelings, strength, weaknesses. |
| 5 | Persuasion | An ability to influence others through persuasion. |
| 6 | Conceptualisation | An ability to integrate present realities and future possibilities. |
| 7 | Foresight | A developed sense of intuition about how the past, present, and future are connected. |
| 8 | Stewardship | The responsibility of holding the organisation's resources in trust for the greater good. |
| 9 | Commitment to the growth of people | The responsibility of serving the need of others. |
| 10 | Building community | The ability to create a sense of community among people. |

Figure 2.10: Classification of 20 characteristics associated with SL

| Functional attributes | Accompanying attributes |
|----------------------------------|--------------------------------|
| 1. Vision | 1. Communication |
| 2. Honesty | 2. Credibility |
| 3. Integrity | 3. Competence |
| 4. Trust | 4. Stewardship |
| 5. Service | 5. Visibility |
| 6. Modeling | 6. Influence |
| 7. Pioneering | 7. Persuasion |
| 8. Appreciation of others | 8. Listening |
| 9. Empowerment | 9. Encouragement |
| | 10. Teaching |
| | 11. Delegation |

SOURCE: Russell and Stone (2002)

Figure 2.11: Servant Leadership Motivators



SOURCE: McCuiston (2013)

5.3 SL as an effective tool for managing culturally-diverse organisations

This research surveyed a New Zealand owned and operated company employing approximately 12,000 people across the country, and the staff is ethnically and culturally diverse particularly in Auckland where more than 200 different cultures are represented. In addition, the CEO, who is also a migrant, is publicly known as an advocate of SL, having stated the following in an interview:

‘My philosophy of leadership is best encapsulated in the term “servant leadership”.... It’s about me facilitating success for others.’

It was these words that prompted the researcher to choose this organisation to attain the aim of this research, which is ‘to advocate SL as a tool for managing culturally-diverse organisations where two or more cultures are represented.’

The survey results show that people in the organisation recognise that SL can improve the workplace culture and environment and heighten motivation. Firstly, they feel that it encourages them to face and overcome challenges at work. While acknowledging that dealing with differences is the biggest challenge, over 95% of respondents are more or less positive in that SL can be an effective tool for motivating themselves to cooperate with supervisors and co-workers towards common goals across boundaries.

In answering Q9 *What are the biggest challenges to you in leading people?*, a total of eight respondents (19.5%) chose ‘Cultural difference’.

Table 4.8: The biggest challenges in leading people

| Answer choice | Frequency | Percentage |
|---------------------------|-----------|------------|
| 1. Cultural difference | 8 | 19.5 |
| 2. Generation gap | 9 | 22.0 |
| 3. Gender gap | 1 | 2.4 |
| 4. Personality difference | 31 | 75.6 |
| 5. Education gap | 9 | 22.0 |
| 6. Conflict resolution | 25 | 61.0 |
| 7. Decision making | 6 | 14.6 |
| 8. Problem solving | 5 | 12.2 |
| 9. Stress management | 13 | 31.7 |

It is unknown what part or kind of cultural difference presents them with a challenge, since the survey did not ask any such question in this regard. Then, generally, how does cultural difference affect human relations? Barna (1997) identifies the following six primary sources of cross-cultural miscommunication:

- *Assumption of similarities.* The invisible aspects of culture lead people to assume that everyone else will think, communicate and behave in the same manner as they themselves do.
- *Language difference*
- *Nonverbal misinterpretations*
- *Preconceptions and stereotypes*
- *Tendency to evaluate.* People tend to interpret messages and actions through their own lens.
- *High anxiety*

The impact of the difference on communication varies case by case.

5.4 How can SL deal with leadership issues in New Zealand business organisations?

New Zealand has produced a number of negative results in economic surveys, particularly in the areas of productivity and innovation. De Serres, Yashiro and Boulhol (2014) highlight these issues in their analysis of the most recent survey by the Organisation for Economic Cooperation and Development, while discussing them from economic perspectives.

From leadership perspectives, Levy and Bently (2007) point out that two-thirds of New Zealand business managers are weak in leading. They tend to be:

- Less likely to encourage or accept ideas different from their own;
- Dogmatic and unwilling to admit mistakes and change;
- More likely to value analyses of data over careful listening to different points of view before making decisions;
- Less likely to boost motivation and performance;
- More managing than leading.

Levy and Bently (2007) add that the above-mentioned attitudes exhibited by the managers contribute to low productivity, workforce disengagement, lack of alignment, lack of commitment, risk aversion and little to no propensity towards innovation. Moreover, it will be a liability for diversity if the managers will not accept ideas or viewpoints different to their own.

To improve or optimise the performance of their operation, business organisations should put leadership in place while managing themselves well by keeping their resources in good order. For the organisations to add leadership to management, SL can be a solution. McCuistion (2013) argues that in order to motivate the followers, servant leaders should engage in, and probably make second nature, the following nine practices:

- Acceptance
- Communication
- Emotional intelligence
- Involvement / empowerment
- Listening
- People first
- Person of character
- Persuasion
- Vision / leadership pride

To improve productivity, organisations will need to boost staff motivation by engaging in the above-mentioned practices, and it requires commitment of not only the management but also the entire organisation.

As a matter of course, the implementation will require careful planning, preparation and training, depending on what type of leadership theory the organisation is to adopt.

5.5 Conclusion

Leadership is about motivating people and thereby eliciting extraordinary performance from them. For this reason, this research used *motivation* as the key indicator of its effectiveness. This research established one pair of hypotheses to measure the effectiveness in motivating and another pair to enquire of the participants (i.e. staff of the surveyed organisation) about

their perceptions of SL. The results showed that approximately 90% of respondents were positive about SL being a motivator for facing and overcoming challenges at work, most of which are concerned with 'differences' or 'diversity'; and that all the respondents agreed that SL could improve the corporate culture or the workplace environment. Hence, the results support both alternate hypotheses:

- *SL has a positive impact on commitment and motivation of employees.*
- *The characteristics of SL receive a positive reception from the members of the organisation.*

Further, it can safely be said that SL can be an effective tool for managing diversity, since people are motivated to cooperate with supervisors and co-workers towards common goals beyond differences.

5.6 Chapter summary

This chapter discussed the results of the analysis of the survey responses that were presented in Chapter Four. The results revealed the following nine facts that attained the research objectives and afforded clues to answering the research questions:

1. More than 82% of respondents had heard of SL;
2. Over 87% believed that SL contributed more or less to raising the motivation to face and overcome challenges in their working lives;
3. Over 95% found SL more or less effective in motivating themselves to cooperate with supervisors and colleagues towards common goals with all differences (values, culture, age, gender, etc.) put aside;
4. Over 85% thought SL suitable for managing diversity;
5. Over 85% perceived SL as accepted in their organisation;
6. All the respondents agreed that SL would improve the corporate culture or the workplace environment.
7. Two-thirds felt dealing with 'personal difference' as a challenge;
8. The respondents expected from servant leaders: 'Commitment to people's growth' (58.5%), 'Mentoring' (43.9%), 'Transparency' (36.6%), 'Honesty' (34.1%), 'Accessibility' (26.8%) and 'Emotional intelligence' (26.8%);

9. The respondents associated SL with: Empowerment (61%), Assistance for others' development (56.1%), Listening (48.8%), Mentoring (34.1%), Community building (31.7%) and Influencing (31.7%).

From these findings, it can be concluded that SL is well-received in this organisation with the staff members well-trained and informed of the theory, and is working effectively in motivating the staff members to cooperate in pursuing organisational goals or to tackle challenges at work.

SL can also be a solution to weaknesses in leadership that New Zealand business organisations have, from which they suffer low productivity and lack of innovation. It can be improved by introducing leadership into the organisations and thereby booting staff motivation.

The next and last chapter concludes this thesis and makes recommendations on how SL can be applied in New Zealand organisations.

CHAPTER SIX - CONCLUSIONS AND RECOMMENDATIONS

To handle yourself, use your head; to handle others, use your heart. - Eleanor Roosevelt

6.1 Introduction

Chapter Five discussed the results of the survey while addressing the objectives and research questions and linking the results with relevant literature presented in Chapter Two.

This chapter concludes by summarising the research and making recommendations which could make SL more applicable and effective.

6.2 Conclusions

This research has been conducted in order to achieve the following aim, objectives and answer the following questions:

Aim

To advocate SL as a tool for managing culturally-diverse organisations where two or more different cultures are represented.

Objectives

- To review issues surrounding leadership in today's business organisations;
- To examine the importance of leadership in an organisation;
- To identify prominent features of SL and the reason for SL being suitable for managing diversity;
- To investigate how SL is applied to leadership development in a New Zealand business organisation, how it is perceived by those who are trained in it and how it works for them;
- To make recommendations on how the application of SL could produce better results in culturally-diverse organisations.

Main research question

How can the SL approach be incorporated in leadership development in a culturally-diverse retail company in New Zealand?

Sub-questions

- How has SL been incorporated in the leadership development training?
- How did SL fit into the existing corporate culture of the organisation?
- How is the effect of the SL training measured?
- How is SL perceived by the staff?
- What is left to be desired with SL in this particular organisation?

6.2.1 Aim

The survey results indicate that SL can be an effective tool for managing culturally-diverse organisations. Of 41 respondents, a total of 35 respondents think that SL is suitable for managing diversity, whatever its nature, and motivates them to cooperate with their supervisors and co-workers beyond various differences.

6.2.2 Objectives

6.2.2.1 Issues surrounding leadership in today's business organisations in New Zealand

The OECD has rated New Zealand's workforce low in productivity and innovation. According to the results of surveys within New Zealand, this is attributed to the fact that New Zealand managers are weak in leading, demonstrating the following tendencies:

- Less likely to encourage or accept ideas different from their own;
- Dogmatic and unwilling to admit mistakes and change;
- More likely to value analyses of data over careful listening to different points of view before making decisions;
- Less likely to boost motivation and performance;
- More managing than leading.

These managerial attitudes have resulted in low productivity, workforce disengagement, lack of alignment, lack of commitment, risk aversion and little to no propensity towards innovation. If only 'managed' without much or any leadership, an organisation is likely to suffer from such a situation.

6.2.2.2 The importance of leadership

Bennis (2009) refers to the difference between manager and leader in the following way:

- The manager administers; the leader innovates.
- The manager maintains; the leader develops.
- The manager focuses on systems and structure; the leader focuses on people.
- The manager relies on control; the leader inspires trust.
- The manager has a short-range view; the leader has a long-range perspective.
- The manager asks how and when; the leader asks what and why.
- The manager has his or her eye always on the bottom line; the leader's eye is on the horizon.
- The manager accepts the status quo; the leader challenges it.
- The manager is the classic good soldier; the leader is his or her own person.
- The manager does things right; the leader does the right thing.

Leadership is important as it can elicit extraordinary performance from ordinary people (Tracy, 2014), not only once but regularly, by engaging in the following nine practices:

- Acceptance
- Communication
- Emotional intelligence
- Involvement / empowerment
- Listening
- People first
- Person of character
- Persuasion
- Vision / leadership pride

(McCuistion, 2013)

Simply put, management deals with the mind while leadership with the heart. Just as said by Eleanor Roosevelt at the top of this chapter, one must use one's heart to handle people.

6.2.2.3 Prominent features of SL and its effectiveness in managing diversity

SL is defined as a leadership model that features ‘leading by/through serving’. It is not literally the leader taking on the role of a servant; it is a blend and balance between leader and servant; and the leader never loses leadership qualities while being a servant-leader (Prichard, 2013).

According to Spears (1998a), SL comes with 10 Characteristics: Listening, Empathy, Healing, Awareness, Persuasion, Conceptualisation, Foresight, Stewardship, Commitment to the growth of people, and Building community. Later, Russell and Stone (2002) identified 20 characteristics and classified them into two categories as follows:

Table 6.1: Twenty characteristics of SL

| | Functional attributes | Accompanying attributes |
|----|------------------------|-------------------------|
| 1 | Vision | Communication |
| 2 | Honesty | Credibility |
| 3 | Integrity | Competence |
| 4 | Trust | Stewardship |
| 5 | Service | Visibility |
| 6 | Modelling | Influence |
| 7 | Pioneering | Persuasion |
| 8 | Appreciation of others | Listening |
| 9 | Empowerment | Encouragement |
| 10 | | Teaching |
| 11 | | Delegation |

What enables SL to manage diversity effectively?

Originally, SL was posited as an integration of what are considered to be opposites, ‘servant’ and ‘leader’, which is similar to ‘yin-yang’; and it is based on the idea that people have a common basis, namely being human, beneath all cultural differences, and face similar dilemmas in life (Trompenaars and Voerman, 2009). This original nature of SL can enable trained leaders to deal effectively with opposing values, views and other differences, and/or with the state wherein they exist (i.e. diversity), and weld together a team of people with differences and build a community out of it.

In practical situations, if SL is in effect with the above-mentioned characters exhibited, such as Listening, Empathy and Healing, people will almost certainly feel secure and supported and then respond to a supportive push when they have to tackle challenges. As a matter of course, it is more important that the support, moral or material, should be followed through, not just with words, since the growth of people is a major concern for SL.

6.2.2.4 The application, staff perception and effectiveness of SL in the surveyed organisation

In order to protect the anonymity of the organisation and the participants as well as the confidentiality of corporate information, this study's survey did not ask any direct questions as to whether or not SL was being taught in their training. It was the researcher's assumption that SL was in place, based on the fact that a prominent servant leader was the organisation's CEO. However, the responses to indirect questions indicated that SL was in place.

The majority of respondents were in favour of SL overall: a total of 88% felt that it helped motivate them to face and overcome challenges; over 85% thought that it was suitable for managing diversity; more than 95% thought that it could motivate them to cooperate with their supervisors and co-workers towards the organisation's goals beyond differences; and all agreed that it could improve the corporate culture or the workplace environment.

As this research has determined motivation as the key indicator of effectiveness, the high percentage of positive response indicates that SL is effective in this organisation.

6.2.3 Main research question: How can the SL approach be incorporated in leadership development in a culturally-diverse retail company in New Zealand?

As mentioned in the previous section, in order to protect the anonymity of the organisation and the participants as well as the confidentiality of corporate information, the survey did not include any direct questions as to whether or not and how SL was being taught in their training; however, the responses to indirect questions indicated that SL was being taught in training and practised at work. The responses suggest that the majority of participants have learnt what SL is like and how it works. The main research question is therefore answered

6.2.4 Sub-questions

6.2.4.1 How did SL fit into the existing corporate culture of the organisation?

According to the responses, 85.4% of respondents felt that SL fitted into the existing corporate culture without difficulty - easily (12.2%) or over a period of time (68.3%) or after training (4.9%). Although the survey included no direct question, the responses to this question suggest that this organisation embraces SL and includes it in their training.

6.2.4.2 How is the effect of the training measured?

As has been highlighted a number of times, this research has determined 'motivation' as the key indicator of effectiveness. The responses to relevant questions indicate that a large majority of participants recognise the effect of the training on their own behaviour and on that of their managers and leaders. Also, a total of 85% of respondents thought that SL helped them in dealing with challenges and dilemmas at work.

6.2.4.3 How is SL perceived by the staff?

According to the responses to the question of what characteristics they associate with SL, the participants pointed to ones that overlap substantially with theories, such as empowerment, assistance for others' development, listening, mentoring and community building. These responses bear evidence that SL has been taught and practised properly in this organisation.

6.2.4.4 What is left to be desired with SL in this particular organisation?

In response to the question 'What more do you expect,' the respondents pointed to 'Commitment to people's growth', 'Mentoring', 'Transparency', 'Honesty', 'Accessibility', 'Emotional intelligence' and so on. One fifth of respondents were satisfied with SL as it was.

Whereas 'Assistance for others' development' was mentioned in the previous section as one of the characteristics that they recognised, 'Commitment to people's growth', which is substantially the same, appeared here as what more they expected from SL. 'Mentoring' is a means of achieving it.

'Transparency', 'Honesty' 'Accessibility' and 'Emotional intelligence' are counted among the characteristics of SL, and it is more a question of whether or not they are practised, rather

than what more SL needs to possess. It can be inferred from these responses that the leaders are too busy with their own duties to communicate with their followers. If the followers try to speak to the leaders at such times, the leaders may exhibit emotional behaviour or a perfunctory response, if not to the extent that it spoils the relationships between the two parties.

All the sub-questions have been answered to the satisfaction of the researcher and therefore the purpose, aims and objectives are fulfilled with this research project.

6.3 Recommendations

The survey results show that overall, the participants are well informed of SL, have a positive perception and recognise its effectiveness, and that SL is working well for this organisation. As is normally the case, the score is not perfect, but it deserves grade A. To make use of the good results, below is a list of recommendations for leaders and organisations derived from this research project:

1. A periodic review or self-audit should be conducted to examine whether or not their leadership is on the right track;
2. A further recommendation to business managers is to ensure that their managers all attend leadership courses and get them conversant with the requirements and expectations of employees for a leader, more specific servant leaders;
3. Current leaders should study the outcomes of this research project and work on their shortcomings such as leading people with cultural differences, gender and generation gaps (see Figure 4.8).

Whereas this research is in favour of SL, there exist a number of negative views of it. While many of them misinterpret SL or simply reject it out of hand (“judging a book by its cover”), some others are well worth acknowledging as a warning and delving into, particularly one pertinent to any potential “side effects”.

4. As mentioned in Section 5.2.8, Rocco (2015) points out a downside or side effect of SL, which can cause followers to become overly reliant on the leaders and unwilling to take initiatives. This may be a pitfall that servant-leaders should avoid at any cost.

5. As with anything else, if the caring is poorly controlled and overdone, it will only do harm. Hunter (2004) points out that leaders in supervisory roles need to stand firm in dealing with some aspects of their organisations, such as mission, values, standards and accountability.
6. It would pay for business managers to develop leadership skills regardless of whether or not they have any staff.
7. Organisations should assist leaders to identify their leadership style and get as close as possible to SL if they are not servant leaders
8. Organisations should not underestimate SL, as it was confirmed in this study that it helped staff in dealing with challenges and dilemmas at work.
9. Organisations should commit to their people's growth, in other words to develop their employees' careers

6.4 Contribution of this research

This research contributes to: 1) the body of knowledge in SL; 2) filling the gap in literature involving SL in the retail sector of New Zealand; 3) promoting awareness of leadership in general; and 4) creating interest in SL in the context of New Zealand society,

Research by a prominent New Zealand academic specialising in leadership reveals that New Zealand's organisational management is weak in leading and is more managing than leading. They are too focused on management to be aware of the necessity of leadership where staff are involved in their business operations, while overlooking the negative psychological effects of their management approach on staff. This research, on the other hand, confirms that SL is practiced in larger organisations especially in the retail sector although 70% of New Zealand businesses have no employees; and 90% of New Zealand businesses only have between zero and five employees (Ministry of Business, Innovation and Economy, 2015).

If these small business employees were more motivated and willing to go the extra mile at work, it would make a huge difference. If they have no staff to supervise but themselves, the leadership skills are transferable and can be applied to other relationships and situations in their business activities as was confirmed in this study.

This research particularly advocates SL in the conviction that it would fit well into the typical New Zealand workplace environment wherein a limited number of staff members, committed and motivated, need to look after each other more while the manager facilitates this process.

In the retail industry in which the surveyed organisation operates, SL contributes to better customer services and is useful in this sense for customer-facing staff as well, junior or senior. Customers need to be led, not just handled, as they call into the stores with something in mind – a goal or destination that they want to reach. Customer service staff may think of “leading the customers to their destinations” rather than just selling them what they want and, as the respondents in this study agreed and admitted that they also practice SL, better customer service is expected..

6.5 Limitations

The results of this research are based on responses from a sample of 41 participants from an organisation with 12,000 staff members across the country. Due to the project’s limited time and size, this research could not cover every branch or store of the organisation. Instead, it sampled only a few of them in several parts of the country plus the headquarters in Auckland. Therefore, the results can hardly illuminate every leadership aspect of the organisation. Also, in order to protect the anonymity of the organisation and the participants as well as the confidentiality of corporate information, the survey did not include any direct questions as to whether or not and how SL was being taught in their training.

6.6 Future Research

For the researcher to better understand what is going well and what is not, larger-scale, nationwide research would need to be carried out on the current state of SL and other leadership styles in New Zealand workplaces. There have been a limited number of studies executed thus far, perhaps for the reason that many managers direct their focus on management more than anything else. The results or findings of such a large-scale study would enable researchers to thereby access what needs to be done and make more recommendations.

In the same way, the organisation that was surveyed for this research could be surveyed on a larger scale; in particular, it could include the effect of the leadership training on the performance of the business.

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Appendix 2: Questionnaire

(The contents were distributed, completed and collected through a web survey)

| | | | |
|------------|--------------------------------|------------|---------|
| Researcher | Leo Saito | Date | |
| Institute | UNITEC Institute of Technology | Student ID | 1331285 |

LEADERSHIP RESEARCH SURVEY

I am a student in the Master of Business programme at UNITEC Institute of Technology.

I would greatly appreciate it if you would take 15 to 20 minutes of your time to complete this survey, which is aimed at understanding your perception of leadership in a business organisation.

It would be helpful if you would answer the questions honestly. Please be assured that confidentiality will be maintained at all times; your identity, views and opinions will remain totally anonymous. Also, do not hesitate to answer “don’t know” at any question that is unclear or unknown or unanswerable to you.

You can choose more than one answer where requested and applicable; otherwise, please choose only one answer.

Q1. What characteristics do you associate with leadership? *Choose up to five (5) answers.*

1. Accountability
2. Communication
3. Confidence
4. Courage
5. Cultural intelligence
6. Determination
7. Dominance
8. Empowerment
9. Emotional intelligence
10. Facilitation
11. Goal setting
12. Honesty
13. Humility

14. Influencing
15. Integrity
16. Intellectuality
17. Motivating
18. Power
19. Problem solving
20. Sociability
21. Trustworthiness
22. Vision

Q2. Your group CEO is publicly known to advocate the 'servant-leadership' philosophy, which is about 'leading through serving'. What characteristics do you associate with servant-leadership? *Choose up to five (5) answers.*

1. Accessibility
2. Accountability
3. Assistance for others' development and success
4. Awareness of others' needs
5. Community building
6. Conflict resolution
7. Empowerment
8. Empathy
9. Emotional healing
10. Ethics
11. Facilitation
12. Firmness
13. Humility
14. Inclusiveness
15. Influencing
16. Listening
17. Mentoring
18. Problem solving
19. Respect for differences
20. Selflessness

21. Value creation

22. Vision

Q3. Have you ever received any leadership development training provided by your current employer?

1. Yes. => *Proceed to Q4.*
2. Never => *Skip next three questions and go to Q7.*

Q4. Could you recognise any effect of the leadership training on your behaviour at work?

1. Strongly agree.
2. Agree
3. Don't know
4. Disagree
5. Strongly disagree.

Q5. Could you recognise any effect of the leadership training on the behaviour of the managers and leaders at work?

1. Strongly agree.
2. Agree
3. Don't know
4. Disagree
5. Strongly disagree.

Q6. Does the leadership training help you in dealing with challenges and dilemmas?

1. Strongly agree.
2. Agree
3. Don't know
4. Disagree
5. Strongly disagree.

Q7. What characteristics do you expect servant leaders to exhibit? Choose up to five (5) answers.

1. Accessible

2. Agreeable
3. Ambitious
4. Broad-minded
5. Caring
6. Competent
7. Cooperative
8. Courageous
9. Culturally intelligent
10. Dependable
11. Eloquent
12. Emotionally intelligent
13. Ethical
14. Fair-minded
15. Forward-looking
16. Honest
17. Imaginative
18. Independent
19. Inspiring
20. Intelligent
21. Loyal
22. Mature
23. Resolute
24. Self-controlled
25. Straightforward
26. Supportive
27. Tolerate

Q8. Do you believe leadership is a natural ability or a product of training?

1. Solely a natural ability.
2. A product of training plus a natural ability.
3. Solely a product of training.
4. Don't know.

Q9. What are the biggest challenges to you in leading people? *Choose three (3).*

1. Cultural differences
2. Generation gap
3. Gender gap
4. Fairness
5. Personality difference
6. Education gap
7. Conflict resolution
8. Decision making
9. Problem solving
10. Stress management

Q10. How much does servant-leadership affect your motivation to face and overcome the challenges in your life at work?

1. Very much
2. Considerably
3. To some extent
4. Not much
5. Not at all
6. Don't know

Q11. How much does servant-leadership contribute to motivating you to cooperate with your supervisors and coworkers towards common goals, with all differences (values, culture, age, gender, etc.) put aside?

1. Very much
2. Considerably
3. To some extent
4. Not much
5. Not at all
6. Don't know

Q12. In your opinion, is servant-leadership suitable for managing diversity?

1. Yes

2. No
3. Don't know

Q13. What more do you expect from a servant leader? *Choose up to five (5) answers.*

1. Accessibility
2. Accountability
3. Awareness
4. Commitment to people's growth
5. Courage
6. Emotional intelligence
7. Empathy
8. Encouragement
9. Ethics
10. Fairness
11. Foresight
12. Healing
13. Honesty
14. Humour
15. Mentoring
16. Openness
17. Resilience
18. Sensitiveness
19. Transparency
20. I'm satisfied with servant-leadership as it is now in my organisation.

Q14. In your opinion, how did servant-leadership fit into the existing corporate culture of the organisation?

1. Easily
2. Over a period of time
3. After training
4. It just changed over
5. Very difficult to accept
6. Don't know

Q15. Have you ever heard of ‘servant-leadership’?

1. Yes.
2. Never.
3. Don’t know.

Q16. As mentioned in Q2, servant-leadership is about ‘leading through serving’ and also about leaders putting their followers’ interests first before their own while actively facilitating their growth. Do you agree: Servant-leadership would improve the corporate culture or workplace environment of your organisation?

1. Strongly agree.
2. Agree
3. Don’t know
4. Disagree
5. Strongly disagree.

Q17. What is your gender?

1. Male
2. Female

Q18. In what age group are you?

1. Below 20
2. 21-29
3. 30-39
4. 40-49
5. 50-59
6. 60 and over

Q19. What is your educational level?

1. Secondary school
2. Post-secondary certificate or diploma
3. Bachelor’s degree
4. Postgraduate Diploma

5. Master's degree
6. Doctorate

Q20. What is your current position/role in the organisation?

1. Senior manager
2. Midlevel Manager
3. Store Manager
4. Team leader
5. General worker / staff member with no specific designation

Q21. In which region is your normal location of work?

1. Auckland
2. Northland
3. Waikato
4. Bay of Plenty
5. Gisborne
6. Hawkes Bay
7. Taranaki
8. Manawatu-Wanganui
9. Wellington
10. Tasman
11. Nelson
12. Marlborough
13. West Coast
14. Canterbury
15. Otago
16. Southland