

An assessment of servant leadership in a power utility

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ABSTRACT

The aim of this study is to perform an assessment of Servant Leadership (SL) in a power utility. The purpose for deciding on a topic of this nature is due to the massive current capital expansion project that is in progress and the major organisational and operational changes that are currently occurring in the power utility. The power utility needs to align its strategic direction by focusing on its human capital to ensure improved business performance. By establishing the desire for Servant Leadership, employees will determine the organisation's success or failure in this dynamic environment.

A quantitative approach in the form of a questionnaire was chosen. The target group for the study consisted of the entire study sample (n=771) of employees from seven departments at the power utility. To best suit this study the convenience sampling technique was chosen.

The study showed that there was a perception gap between employees and management regarding Servant Leadership in the organisation. Flowing from this a leadership on-boarding programme was recommended to allow new leaders to experience, through the use of simulation, a variety of situations in which the power utility's leaders are likely to be exposed to during their role as leaders. The content to be covered will focus on the eight dimensions of Servant Leadership. The study was concluded by addressing the achievement of all the objectives and, based on the limitations, conclusions and recommendations of this study, several suggestions regarding future research were made.

Key terms: Servant Leadership

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LIST OF ABBREVIATIONS

Abbreviation	Description
SL	Servant Leadership
SLS	Servant Leadership Survey
CMIN	Chi-square minimum
CFI	Comparative fit index
RMSEA	Root mean square error of approximation
HPO	High performance organisation

DEFINITION OF TERMS

Leadership – A process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2012:6).

Organisation – A group of individuals working together to achieve a particular goal; the engagement of the individuals is not indiscriminate but co-ordinated in a controlled manner (Stewart & Rogers, 2012:2).

Servant leaders – Servant Leaders are those who make a deliberate choice to serve others and to put other people's needs first (French, 2011:451).

CHAPTER 1

ORIENTATION & PROBLEM STATEMENT

1.1 INTRODUCTION

This study is an assessment of Servant Leadership (SL) in a power utility. The premise of Chapter 1 provides a framework for the rationale, research objectives and methodology that will be used. A preliminary literature review of the topic and relevant research findings within the field of study will be explored. An explanation of the significance of the chosen research focus will be detailed. It also highlights the value-adding benefits and the limitations to the study. The final aim of this study is to establish the presence of Servant Leadership in a power utility.

Research has attempted to highlight the importance of good leadership for organisational success. Leadership has, to this end, become so pivotal that both success and failure of any organisation are attributed to the leadership style of the person, or body of persons, that pilot the activities of that system (Nwankwo, 2012: 119-130). The author further said that the quality, mission, and vision of the leadership to a large extent determine the degree of success or failure of an organisation. In a dynamic environment, with an intention of creating a more agile organisation in support of continuous business improvement, the power utility is faced with daily electricity constraints and organisational challenges such as fuel shortages, maintenance problems, capital expansion project delays and environmental concerns. Sound leadership is necessary to keep the power utility running at optimum capacity. The goal of the power utility is to maintain a top quartile performance amongst utilities worldwide. This will be accomplished by protecting the health and safety of employees, systematically pursuing incident free operations, improving organisational processes, maximising electricity generation, optimising related costs, correcting weaknesses and sharing and applying operation experience.

Good leadership is the fuel of progress. The impact of leadership style on the progress of any organisation manifests through the performance of the work force shown by the productivity level of the outfit towards the attainment of its corporate objectives (Nwankwo, 2012: 119-130). The concept of leadership has progressed and has changed in modern day society. Early research on leadership focused on personal traits such as intelligence, energy, and appearance, and later research attention shifted to leadership behaviours that are appropriate to the organisational situation (Daft & Marcic, 2011:395). The authors further said that leadership concepts have evolved from the transactional approach to charismatic and transformational leadership behaviours. Leadership further progressed to incorporate values instead of behaviour. According to Russel (cited by Agard, 2011:345-6) Servant Leaders assert important placement of values, beliefs and principles in leadership and those values are the core elements of the practice which, eventually, incite Servant Leadership behaviour in others. Agard postulated that the concept of Servant Leadership was one that had attracted substantial interest among many followers over the past few decades.

Why is it relevant for modern day organisations to focus on Servant Leadership? The HPO (high performance organisation) research shows that there is a direct positive relationship between the HPO factors and organisational performance (De Waal & Sivro, 2012:179). As Servant Leadership deals with behaviours and attitudes of managers, it is a reasonable assumption that Servant Leadership has a certain influence on management quality, one of the factors of high performance included in the High Performance Organisation Framework (De Waal & Sivro, 2012:174). Servant Leadership is demonstrated by empowering and developing people, by expressing humility, authenticity, interpersonal acceptance, stewardship; and by providing direction (Van Dierendonck & Nuijten, 2011: 249-267).

The purpose for deciding on a topic of this nature is due to the massive current capital expansion project that is in progress and the major organisational and operational changes that are currently occurring in the power utility. Being a parastatal the core strategy is on “shifting performance and growing sustainability”, while the strategic imperatives are focused on “becoming a high performance organisation” and “setting ourselves up for success (internal company

transformation)". The power utility needs to align its strategic direction by focusing on its human capital to ensure improved business performance. With a negative media attitude and the accelerated operational and human performance challenges (plant maintenance, employee behaviour and employee morale, and leadership ineffectiveness) experienced, it is my opinion that hope amongst employees in the organisation is diminishing and the need for Servant Leadership is becoming more desirable. By establishing the desire for Servant Leadership, employees will determine to the organisation's success or failure in this dynamic environment.

1.2 PROBLEM STATEMENT

Due to the dynamic nature in which the parastatal operates, and the need for continuous uninterrupted electricity supply, there is added pressure to enhance organisational performance. Being a key role player in the industry and an essential services provider, acknowledged by all stakeholders for exceptional standards, performance and professionalism, it is imperative that the power utility remains ethical, well-governed and builds trusted relationships with all stakeholders. This can only be sustainable if the power utility leads through excellence and enhances its organisational performance. One could argue that SL is therefore a logical preferred leadership style due to the fact that it is strongly associated with positive organisational performance. However, it has not been established what leadership style(s) are dominant in the power utility. By establishing the employees' perceptions of the extent to which leaders demonstrate this leadership style, which may or may not be accurate, perceptions are, however, very strongly related to their decision making and consequent behaviour as a result of what they perceive to be true. SL, for one, had never been assessed; therefore it was important to conduct this study to do an assessment on Servant Leadership in the power utility and determine the perception of Servant Leadership amongst employees and management.

1.3 RESEARCH OBJECTIVES

1.3.1 Primary objectives

The primary objective of this research is to gain an understanding of Servant Leadership in a power utility.

1.3.2 Secondary objectives

The specific objectives of this research are:

- To establish the relevance of Servant Leadership by conducting a literature review;
- To empirically assess employee perceptions of the level of Servant Leadership as demonstrated by their leaders at the power utility;
- To explore the nature of Servant Leadership at the power utility by conducting statistical analyses of empirical data; and
- To establish management implications based on the findings.

1.4 SCOPE

The study will be undertaken within the discipline of Organisational Behaviour in the Vaal Triangle region and at the power utility.

1.5 RESEARCH METHOD

This research pertaining to the specific objectives consists of two phases, namely a literature review and an empirical study.

1.5.1 Phase 1: Literature review

Bless et al. (2006:24) stated that, in order to conceive the research topic in a way that permits a clear formulation of the problem and the hypothesis, some background

information is necessary and this is obtained mainly by reading whatever has been published that appears relevant to the research topic. In view of this a literature review will be conducted to determine the extent of research relating to Servant Leadership.

The sources that will be consulted include

- Text books and relevant subject-specific scientific journals and articles; and
- Electronic searches via the Internet, e.g. by using the key words such as Servant Leadership and organisational outcomes utilising search engines including EbscoHost, Science Direct, SA Cat, Emerald Online, etc.

1.5.2 Phase 2: Empirical study

The empirical study consists of the research approach and design, participants, measuring instrument and statistical analysis.

1.5.2.1 Research approach and design

Explorative studies are used to make preliminary investigations into relatively unknown areas of research (Terre Blanch et al., 2006:44). This research can be classified as explorative since it aims to explore the presence of Servant Leadership in the workplace. Any critique of explanatory research would include the facts that these studies are limited in scope and focus, cannot be generalised to a larger population, and cannot be used as a basis for prediction (Fitzpatrick & Wallace, 2006:188). However, Fitzpatrick and Wallace further said that, in spite of these limitations, exploratory studies were useful to uncover or discover information about little known phenomena or single concepts, to explore the existence of relationships between and among variables, to find out more about human behaviour in a naturalistic setting, to lay the groundwork for more systematic testing of hypotheses, and to determine the feasibility for a more in-depth study. Very little previous research has been done to explore this aspect. Therefore, regarding this aspect, this study will aim to fill this gap scientifically.

Research can take the form of qualitative and quantitative methods. The general similarities between qualitative and quantitative research are that both are descriptive, evaluative, context sensitive and viewed on continuum (Monsen & Van Horn, 2007:66). Monsen and Van Horn further explained that the differences were the data, sample size, data collection techniques and terminology. A quantitative method will be used to perform an assessment of Servant Leadership. Due to time and cost constraints, the quantitative method was chosen as the most suitable option. To collect data, a cross-sectional survey design will be used to select the participants from the target population. If we simply want to describe the characteristics of a population, the attitudes, their voting intention or their buying patterns, then a cross-sectional survey is the most satisfactory way (de Vaus, 2003:176).

1.5.2.2 Study Population

This power utility is the power house of the South African economy. It is one off the twenty two power utilities throughout South Africa with an installed capacity of over 40 000 MW. The purpose of the power utility is to provide sustainable electricity solutions to grow the economy and improve the quality of life of people in South Africa and in the region. The organisation's vision is to become a world class power utility. In total the organisation employs just over 40 000 employees.

This study will be conducted in the Vaal Triangle region. The study will be conducted in this one power utility, consisting of seven departments. All seven departments, including management, will be sampled (see Appendix A). Each department is different in size. Only the employees that report directly to the head of department, a line manager or a supervisor will be sampled. Based on these characteristics the most suitable technique would be the convenience sampling technique. This is confirmed by Anderson et al. (2012:318) who state that convenience sampling is a non-probability sampling technique. As the name implies, the sample is identified primarily by convenience.

1.5.2.3 Participants

The entire sample population consists of people from all 22 power utilities with a population of 40 000 employees. This study focuses on only one power utility with a study population of $n=771$. The target group being studied consists of the entire study sample ($n=771$) of employees from seven different departments. All seven departments were analysed. The study population were easily accessible and were all literate.

Written permission from the Power Utility Manager will be obtained. The questionnaire will be administered with the help of the Human Resources Department. The questionnaires will be handed out manually during each section's team meeting. During these meetings, the aim and objectives of the study will be discussed with all participants. Anonymity will be guaranteed to those who participate.

1.5.2.4 Measuring Instrument

An attempt will be made to assess Servant Leadership by means of a standardised questionnaire administered to the study sample at the power utility based in the Vaal Triangle. A quantitative approach in the form of a questionnaire was chosen. The alternative methods, such as interviews, were discarded due to the process being time consuming and the dynamic environment in which the business operates creates difficulty in employee availability. This will be expanded upon in Chapter 3. A 30-item instrument on Servant Leadership, which includes eight dimensions namely Standing Back, Forgiveness, Courage, Empowerment, Accountability, Authenticity, Humility, and Stewardship (Van Dierendonck & Nuijten, 2011: 249-267), will be applied. The specific instrument to be used has been validated by Van Dierendonck and Nuijten who explained that the correlations between the different items on the instrument are good. The authors said that the results show that the Servant Leadership Survey (SLS) has convergent validity with other leadership measures, and also adds unique elements to the leadership field. The authors further explained that the SLS was tested in two countries and proven to be successful. Due to this similar studies can be performed on different groups to test the principles of Servant

Leadership theory. Key Servant Leadership qualities are displayed in the SLS which illustrates ways for individual and organizational improvements and also proposes a baseline for training and leadership development (Van Dierendonck & Nuijten, 2011: 249-267).

The writer has taken cognisance of the advantages and constraints of conducting a survey using a questionnaire and concluded it was justifiable for the purpose of this research. According to Mouly (cited by Baraceros, 2007:96-97) the advantages of a questionnaire are that it permits a wide coverage with minimum effort and money requirements, it reaches people who are difficult to contact, it elicits more candid and objective replies because of its impersonal tone, it permits considered and carefully thought answers, it permits greater uniformity and how the questions are presented; thus it ensures greater comparability in the answers. He further explained that the disadvantages are that the questionnaires are subjected to non-returns that reduce the size of the sample on which the results are based; it is dependent on the “availability and willingness of the respondent to provide information needed” and that it is prone to bias because basically, the respondents differ from the non-respondents in terms of “interest in the topic, attitude, conscientiousness, promptness, and educational and socio-economic status”.

At this stage no previous surveys on this specific measuring instrument could be found in the South African context.

1.5.2.5 Statistical Analysis –Quantitative Analysis Technique

To best fit this study the convenience sampling technique was chosen from many types of other statistical analysis methods that were investigated. This technique was chosen as the respondents were willing to participate; and they were available and easily accessed in the power utility. The data gathered will be transferred into Microsoft Excel and sent to the Statistical Consultation Services Department based at the North West University, who will then perform the analysis. The computer packages used for the analysis will be SPSS (2009) and Statistica (2011). The internal consistency and reliability of the questionnaire will be assessed by

calculating Cronbach alpha coefficients. Frequency distributions, mean values and standard deviations will be calculated for every construct and individual statements. Independent *t*-tests and Anovas will be performed to determine the differences between the means of different groups in the selected demographic variables and the constructs. A confirmatory factor analysis performed in AMOS will test the validity of the constructs.

1.6 LIMITATIONS/ANTICIPATED PROBLEMS

Due to the sample consisting of employees from one power utility, it will not be a representative study for the entire organisation (22 power utilities) and cannot be broadly generalised for all forty thousand employees in the entire organisation. This research will be limited to Servant Leadership. It will not attempt to link Servant Leadership to any other organisational outcome.

1.7 LAYOUT

Chapter 1: Introduction and Problem Statement

Chapter 2: Literature Review

Chapter 3: Empirical Study

Chapter 4: Conclusions and Recommendations.

1.8 CHAPTER SUMMARY

This study is an assessment of Servant Leadership in a power utility with the aim of establishing the perception of this leadership style among the employees and management. Due to the dynamic environment in which the power utility operates, and the need for continuous uninterrupted electricity supply, there is added pressure to enhance organisational performance. Since Servant Leadership is linked to positive organisational performance, the study will focus on gaining an understanding of Servant Leadership in the power utility.

The survey instrument to be used in this research is a questionnaire. The questionnaires contain statements and are based on a five point Linkert scale. Seven different departments that make up the power utility will be sampled. The participants for the study will consist of all seven hundred and seventy one employees. A convenient sampling technique will be used to analyse the sample. The data gathered will be transferred into Microsoft Excel and sent to the Statistical Consultation Services Department based at the North West University who will then perform the analysis. The limitations of this research are: Due to the sample consisting of employees from one power utility, it will not be a representative study for the entire organisation (22 power utilities); and the perception of Servant Leadership cannot be broadly generalised for all employees.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This research project is centralised around Servant Leadership. In this research there are sub-topics that explore key thoughts, ideas and perceptions relevant to this study. The following topics were identified as important: The characteristics and principles of SL, SL and organisational performance, measuring Servant Leadership, the role of SL in establishing a participative business culture, SL antecedents, the difference between this and other leadership theories, as well as SL behaviour. The purpose of conducting a literature study is to gain a more informed understanding of the topic.

2.2. Characteristics of Servant Leadership

Literature shows that the concept of Servant Leadership is explained differently by different authors and organisations. Servant Leadership is a leadership philosophy focused on follower development and represents a plausible leadership paradigm for the 21st century organisation (DeHaven, 2007:114). Servant Leadership is a style of leadership based on the idea that *leading* and *serving* are two sides of the same coin (Trompenaars & Voerman, 2009:14). The very concept of Servant Leadership is based on the values of humility and respect for others (Oforchukwu, 2013:53). The emerging approach to leadership and service is called “Servant Leadership” (Greenleaf, 1998:2). Servant leaders are those who make a deliberate choice to serve others and to put other people’s needs first (French, 2011:451). The concept of Servant Leadership emphasises increased service to others, a holistic approach to work, a sense of community, and shared decision making (Bodenhamer & Barrows, 1994:1202). Servant Leadership is a question of inner motivation, of a deeply felt mission; and everyone can become a Servant Leader regardless of whether they already are because the combination of opposites lies within everyone’s reach (Trompenaars & Voerman, 2009:13). Servant Leadership is leadership upside down (Daft, 2008:176). Transformational leadership compared to

SL is a lifelong process. SL is deliberate actions that strive to enhance the best of others. SL is a humane effort that is people-focused instead of profit-driven. The central theme of SL is working to improve others (Baron, 2010:1-87)."

A Servant Leader makes insightful, ethical, and principle centered decisions. (Sipe & Frik, 2009:4). The authors Sipe and Frik says a Servant Leader

- is honest, trustworthy, authentic, and humble;
- leads by conscience; not by ego;
- is filled with a depth of spirit and enthusiasm, and
- is committed to the desire to serve something beyond her-/himself.

Sip and Frik further explained that a servant leader's core competency should be one that

- maintains integrity;
- demonstrates humility, and
- serves a higher purpose.

A Servant Leader lives, loves, and leads by conscience – the inward moral sense of what is right and what is wrong (Sipe & Frik, 2009:17). The Servant Leader leads people in a manner that helps them grow and increase their capacity to contribute (useful products and services) and in the process gain the satisfaction of making a greater contribution to the success of the organisation (Neuschel, 2005 :12). Servant Leaders feel that their role is to help people achieve their goals; they constantly try to find out what their people need to perform well and live according to the vision (Blanchard, 2010:262). The Servant Leader ensures a constant connection between experience and learning and tests these according to the planned next steps (Trompenaars & Voerman, 2009:54). The natural instinct of a Servant Leader is to freely and readily provide information to workers that helps create a work climate based on inclusivity and partnership, which are key facets of a spiritually rich workplace (Giacalone & Jurkiewicz, 2010:133).

Developed upon Greenleaf's original findings, a list of ten characteristics of a Servant Leader were identified as being of critical importance and central to the

development of servant leaders (Spears & Lawrence, 2002:5). The authors listed and explained the characteristics as follows (Spears & Lawrence, 2002:5):

1. Listening: Listening encompasses getting in touch with one's own inner voice and seeking to understand what one's body, spirit, and mind communicate. Listening, coupled with regular periods of reflection, is essential to the growth of the servant leader.
2. Empathy: The Servant Leader strives to understand and empathise with others. The most successful servant leaders are those who have become skilled, empathetic listeners.
3. Healing: The healing of relationships is a powerful force for transformation and integration. One of the great strengths of Servant Leadership is the potential of healing one's self and one's relationship with others.
4. Awareness: General awareness, and especially self-awareness, strengthens the servant leader.
5. Persuasion: The Servant Leader seeks to convince others rather than coerce compliance.
6. Conceptualisation: The ability to look at a problem (or an organisation) from a conceptualising perspective means that one must think beyond day-to-day realities.
7. Foresight: Foresight is a characteristic that enables the Servant Leader to understand lessons from the past, the realities of the present, and the likely consequence of a decision for the future.
8. Stewardship: Emphasises the use of openness and persuasion rather than control.
9. Commitment to the growth of people: Servant leaders believe that people have and intrinsic value beyond their tangible contribution as workers. Servant Leaders are deeply committed to the growth of each and every individual in his or her institution.
10. Building community: Servant Leadership suggests that true community can be created among those who work in business and other institutions.

2.3 Principles of Servant Leadership

The ten principles of Servant Leadership, illustrated by Warneka (2008:32), are:

1. Love
2. Humanity
3. Right use of power
4. Leadership as a spiritual practice
5. Leadership as a journey of faith
6. Building an embodied peaceful presence
7. Valuing community
8. Seeking personal transformation
9. Understanding the universal
10. Lifelong learning.

2.4 Servant Leadership and organisational performance

All leaders, in particular Servant Leaders, have an unwavering commitment to their values (Baron, 2010:4). Values are the core elements of Servant Leadership and the values of Servant Leaders not only yield observable attributes, but they also affect the leader's organisation. (Oforchukwu, 2013:53). Leader values significantly affect followers and ultimately influence organisational performance (Oforchukwu, 2013:53). Servant leaders facilitate the growth, goals and development of others to liberate their best qualities in pursuing the organisation's mission (Daft & Marcic, 2011:395). In organisations these leaders' top priority is to service employees, customers, shareholders, and the general public (Daft, 2008:176). Servant Leadership helps create a high performing organisation (Blanchard, 2010:282). While the literature is lacking direct correlation between leadership and objective performance measurement, there are several bright indicators in literature that support a hypothesis for positive correlation (Hannigan, 2008:42). Servant leaders want to make a difference in the lives of their people and, in the process, create impact on the organisation (Blanchard, 2010:262).

Blanchard further said that “Servant Leadership can occur in any organisation.” The essential of a Servant Leadership culture will be evident by the way employees embrace the vision, live out the core values, and relearn key virtues. The servant-led organisation is completed with the knowledge that the financial bottom line is not the essential bottom line (Baron, 2010:134).

“Servant Leadership is just not another management technique. It is a way of life for those with servant hearts. In organisations run by servant leaders, Servant Leadership becomes a mandate, not a choice, and the by-products are better leadership, better service, a high performing organisation, and more success and significance. Organisations led by servant leaders are less likely to experience poor leadership” (Blanchard, 2010:262).

Servant Leadership succeeds or fails on the personal values of the people who employ it (Oforchukwu, 2013:53). The most persistent barrier to being a Servant Leader is a heart motivated by self-interest that looks at the world as a “give a little, take a lot” proposition (Blanchard, 2010:271). In order for Servant Leadership to be effective in today’s chaotic times, there needs to be a common vision and purpose, free information flow, and a helper mentality (Wheatley, 1992:132-133). In a business environment one would find that servant leaders are not easily identified. This is confirmed by Flint (2011: 5) who said that this could be because they may not know that being a Servant Leader is something that they should aspire to be. If they don’t know about the term or the skills and style that identify a servant leader, they won’t know it is something they want to improve on or become.

2.5 Measuring Servant Leadership

The landmark authors that will be used for this study is Van Dierendonck and Nuijten. The specific instrument that they have developed will be used for the purposes of this study. The authors said that the results show that the Servant Leadership Survey (SLS) has convergent validity with other leadership measures and also adds unique elements to the leadership field. The SLS provides a clear picture of the key Servant Leadership qualities and shows where improvements can be made on the individual and organisational level; as such, it may also offer a valuable starting point for training and leadership development (Van Dierendonck & Nuijten, 2011:249-267).

2.6 Servant Leadership Antecedents

Since it has been established that Servant Leadership qualities are important for team performance, it is necessary to recognise how an individual can become a Servant Leader and what the antecedents of Servant Leadership are for these aspiring leaders. Servant Leadership relies on a natural inclination to serve; its development in students and leaders requires instruction, facilitation and support (Greenleaf, 2003:1). Greenleaf did believe that certain core skills of Servant Leadership could be taught, developed, and measured (Sipe & Frik, 2009:16). There are inconclusive discussions on whether Servant Leadership is more genotypic or phenotypic. Until there are conclusive findings on this topic, the antecedents of Servant Leadership should be used as a guiding path.

2.7 The Role of Servant Leadership in establishing a participative business culture

There is a dire need for organisations to become more efficient and focused in the effort to reduce costs and improve profits. All organisations (profit and non-profit) can enjoy the benefits of improved leadership and management methods. Research has shown that a promising resolution rests in Servant Leadership. A Servant Leader should focus on fulfilling the needs of the follower first, with the needs of the organisation coming second, and the Servant Leader's needs placed last (Graham, 1999:105-119). Servant leaders will ensure that there are networks of managers throughout the organisation who are experienced, possess sound judgement, and who are committed to the organisation and its aims (Prosser, 2007:48).

2.8 The difference between Servant Leadership and other leadership theories

The key to successful Servant Leadership is based on four guiding principles: Service to others over self-interest; trust; effective listening and empowering others to discuss their inner strengths. Transactional leadership tends to be transitory in that, once a transaction is completed, the relationship between the parties may end or be redefined. Transformational leadership is more enduring, especially when the

change process is well designed and implemented. Transformational leadership inspires followers to go beyond their own self-interest for the good of the group. Transformational leadership seeks to satisfy followers' individual needs as a reward for completing a given transaction (Lussier & Achua, 2010:368).

2.9 Servant Leadership behaviours – management to lead the change

According to Block (as cited by Vennerberg & Eversole, 2010:83) managers need to shift to a Servant Leadership mindset. The leader is not the ultimate authority but shares power with members. Servant Leadership also emphasises the perception of the organisation as a community in which members have common values in goals. The role of the leader in such an organisation should be to work for the common good (Hardina et al., 2007:5). Leaders influence the culture and provide the vision, motivation, systems and structure required for successfully managing knowledge at all levels of the organisation. Further the authors said that practitioners and leadership theorists alike have suggested that Servant Leadership is a viable and effective choice for knowledge leaders (DeHaven, 2007:52-111).

2.10 CHAPTER SUMMARY

This chapter was used to highlight the critical concepts, characteristics, principles and organisational effects of Servant Leadership. It focused on the general concepts and encompassed requirements for organisational success. From literature it was established that the Servant Leadership concept on an individual and the team plays a significant role in organisational and employee performance. The next chapter presents the empirical research. The research methodology, as well as the results from the empirical study, is presented.

CHAPTER 3

EMPIRICAL STUDY, RESULTS & DISCUSSION

3.1 INTRODUCTION

In this chapter the empirical study focuses on the opinion of employees as in the power utility and their perception of the eight dimensions that measure Servant Leadership in the organisation. This survey will assist in assessing the ability of the organisation to sustain value in the future in order to become one of the top high performing utilities in the world.

This chapter provides insight into the methods and procedures used in gathering the information for the empirical research of this study, the sample used (including the sampling method and size), the demographic structure of the sample, the method used for gathering information, the presentation and the discussion of the research results. The internal consistency and reliability of the questionnaire was assessed by calculating Cronbach alpha coefficients. Frequency distributions, mean values and standard deviations were calculated for every construct and individual statements. To determine the differences between the means of different groups in the selected demographic variables and the constructs, independent *t*-tests and Anovas were performed.

3.2 GATHERING OF DATA

Permission was obtained from the power utility (see Appendix B). The agreement stipulated that the identity of the business unit in the power utility may not be disclosed and should be referenced as a power utility in the scope. The questionnaires were distributed to the participating respondents.

Two methods were used to distribute the questionnaires. A hard copy questionnaire and an Excel questionnaire were administered. The type of method chosen by the respondent was based on the convenience of the respondent. All completed

questionnaires were then sent to the sender via e-mail, facsimile or in hard copy format.

3.3 TARGET AND STUDY POPULATION

The target population/study sample was all of the employees of the power utility under investigation. Seven hundred and seventy one (771) questionnaires were distributed to all employees. The power utility is situated in the Free State Province. This represented the study sample. All seven hundred and seventy one respondents completed the survey. None of the questionnaires were discarded, thus seven hundred and seventy one questionnaires were analysed. The response rate was 100%. In order to achieve this exceptional response rate, tremendous effort was put into encouraging and explaining the questionnaires to the respondents, sending out weekly reminders, emphasising the value of the study in meetings and the benefits of this study to them personally. More important, the questionnaires were administered in April 2013 allowing sufficient time (3 months) for the respondents to respond.

3.4 QUESTIONNAIRE USED IN THIS STUDY

Each questionnaire distributed to the employees was accompanied by a covering letter outlining the purpose of the study. Confidentiality and the anonymity of the respondents was guaranteed and emphasised. To confirm and substantiate the results of the study a structured questionnaire was used to investigate the opinion of employees in the power utility and their perception of the relevance of the eight dimensions. A pre-determined and tested questionnaire was used in this study. Face validity was done and the reliability thereof was calculated with the assistance of the North-West University Statistical Consultation Services and the supervisor.

The questionnaire consisted of two sections: Section A and Section B.

3.4.1 Section A: Servant Leadership Survey

This section posed the following main question to the respondent: In your opinion, to what extent does the following information in the questionnaire assess the presence of Servant Leadership in the power utility?

The respondents had to mirror their opinion on a 4-point Likert scale ranging from “disagree strongly” (1), “disagree” (2), “agree” (3) to “strongly agree” (4), regarding the inclusion of the eight dimensions. (Refer to Annexure A for a copy of the questionnaire). The eight dimensions consisted of 30 statements which the respondents had to consider. The eight dimensions also represented the eight constructs used in this study.

The eight constructs included in the questionnaire comprised of the following:

3.4.1.1 Empowerment

The first dimension for evaluation was on Empowerment. Seven statements regarding empowerment were set.

The respondents were required to indicate their opinion on the statements. The statements were centred on the manager giving the respondent the tools to do his/her work effectively, encouraging the respondent to use his/her talent, helping the respondent to further develop him-/herself, empowering the respondent to solve problems and to learn new skills.

3.4.1.2 Standing Back

The second dimension was an overview of the manager’s acknowledgements. Three statements were made regarding the manager taking credit for work done, chasing recognition or rewards for the things others do, and enjoying his/her success more than his/her own. Respondents were expected to indicate how relevant these three statements were.

3.4.1.3 Accountability

The third dimension dealt with the level of Accountability offered to the employees by their manager in performing daily work/activities. Respondents were expected to indicate how relevant the following three statements are regarding the manager: Holding the employee responsible for the work carried out, accountability for individual performance and accountability for team performance.

3.4.1.4 Forgiveness

The fourth dimension that was analysed, focused on the manager's attitude and behaviour displayed to the employee. Three statements were included for respondents to indicate how relevant these are to their direct manager: Criticising employees for the mistakes they have made in their work; the manager's attitude to the employees who may have offended him/her at work; and the manager's ability to forget things that went wrong in the past.

3.4.1.5 Courage

An important dimension (fifth) to be analysed, is the courage displayed by the manager. Two statements regarding whether the manager takes risks when he/she is not certain of the support from his/her direct manager, and whether the manager takes risks and does what needs to be done in his/her view.

3.4.1.6 Authenticity

The sixth dimension was based on Authenticity. There were four statements that referred directly to the manager – the limitations and weaknesses, the way he/she feels about the things happening around him/her, and the feelings that are expressed by him/her, even if this might have undesirable consequences.

3.4.1.7 Humility

Humility is a seventh dimension included for analysis. Five statements regarding whether the manager learns from criticism of others as well as his/her superior, admits his/her mistakes to his/her direct report, learns from the different views and opinions of others.

3.4.1.8 Stewardship

As a final dimension (eighth), Stewardship was analysed. Respondents answered the three statements regarding whether the manager emphasises the importance of focusing on the good of the whole, possesses a long term vision and emphasizes the societal responsibility of the work.

3.4.2 Section B: Demographic information

Section B comprised of the gathering of demographic information where respondents had to indicate their gender, home language, age group and educational background.

3.5 CONFIDENTIALITY

Confidentiality was ensured to all respondents. Respondents' individual results were handled anonymously and were not disclosed. A confidentiality agreement was signed between the writer and the power utility.

3.6 STATISTICAL ANALYSIS OF DATA

The data collected was analysed by the Statistical Consultation Services of the North-West University (Potchefstroom Campus) using IBM SPSS Statistics Version 20, Release 20.0.0 (SPSS, 2011). The internal consistency and reliability of the questionnaire was assessed by calculating Cronbach alpha coefficients. Frequency distributions, mean values and standard deviations were calculated for every construct and individual statements. Independent *t*-tests and Anovas were performed

to determine the differences between the means of different groups in the selected demographic variables and the constructs. Structural equation modelling more specifically confirmatory factor analysis was performed in AMOS to test the validity of the constructs.

3.7 RESPONSES TO THE SURVEY

Geographically the business unit in the power utility is represented nationally (South Africa) and have in excess of 35 000 employees. A total of 771 questionnaires were sent to employees in the Free State Province, representing only one of the many power utilities. All 771 questionnaires were returned by the cut-off date of 12 August 2013. Based on the convenience sampling technique chosen, many types of statistical analysis methods were investigated to best suite this study. When choosing the technique the writer took into consideration that all participants were easy to access, available and willingly volunteered to participate in the survey.

The advantages of non-probabilistic sampling methods are their low expense and ease of implementation (Anderson et *al.*, 2012:22-4).The best suited technique for this research study would be the convenience sampling technique.

3.8 DEMOGRAPHIC INFORMATION OF RESPONDENTS

Section B of the survey questionnaire captured the demographic information of respondents where they had to indicate gender, home language, age group and educational background. (Refer to Annexure A for a copy of the questionnaire.)

3.8.1 Age group classification of respondents

Respondents were requested to indicate their age group in one of the predetermined categories. The results of the age group classification of the participating respondents are presented in Figure 3.1.

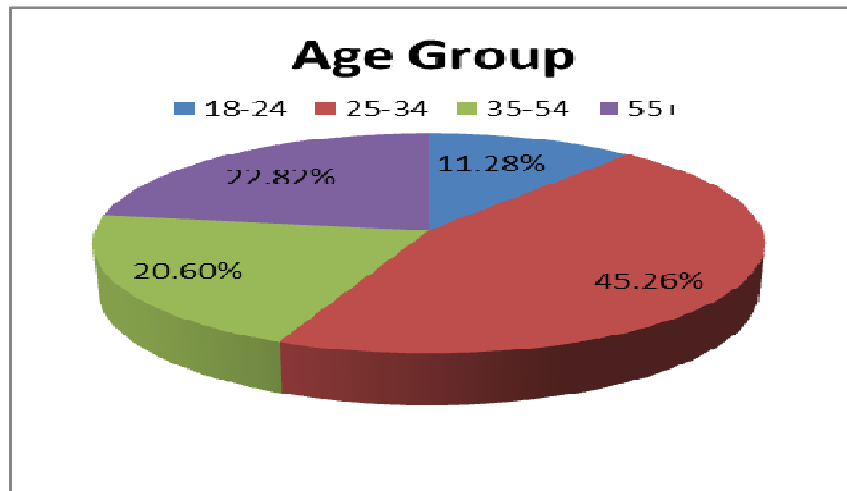


Figure 3.1: Respondents by age group

The majority of the participating respondents fall in the age group category of 25 to 34 years (45.26%), with the second largest group 55+ years (22.82%).

3.8.2 Gender of the respondents

Respondents indicated their gender, male or female, in section B of the questionnaire. The results are presented below.

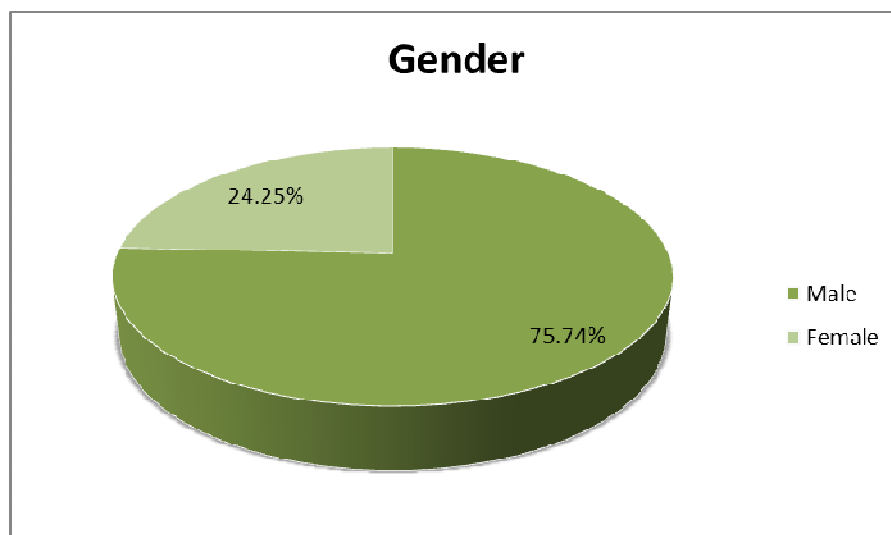


Figure 3.2: Gender of respondents

This is a male dominated environment. Majority of the employees are Male (75.4%), followed by the females (24.25%).

3.8.3 Home Language

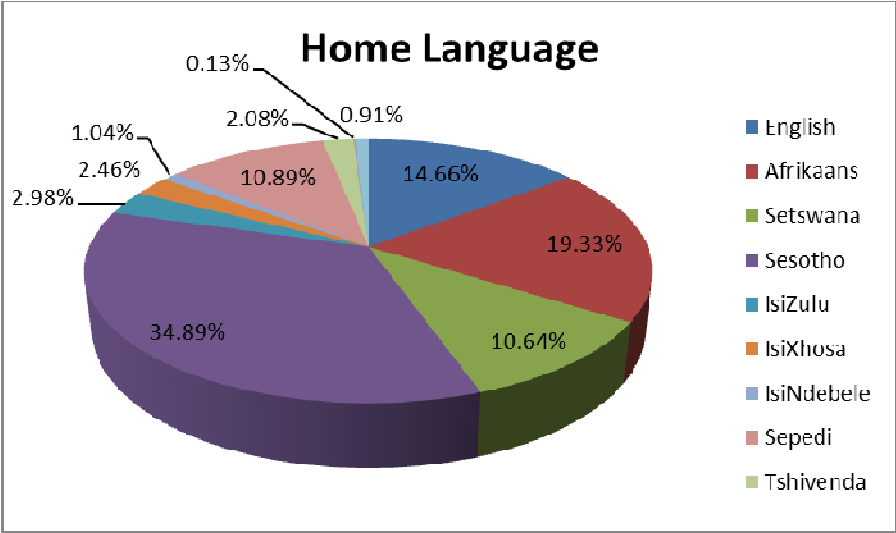


Figure 3.3: Home language of respondents

Majority of the employees (34.89%) are Sesotho speaking, followed by Afrikaans (19.33%) and English (14.66%).

3.8.4 Educational background

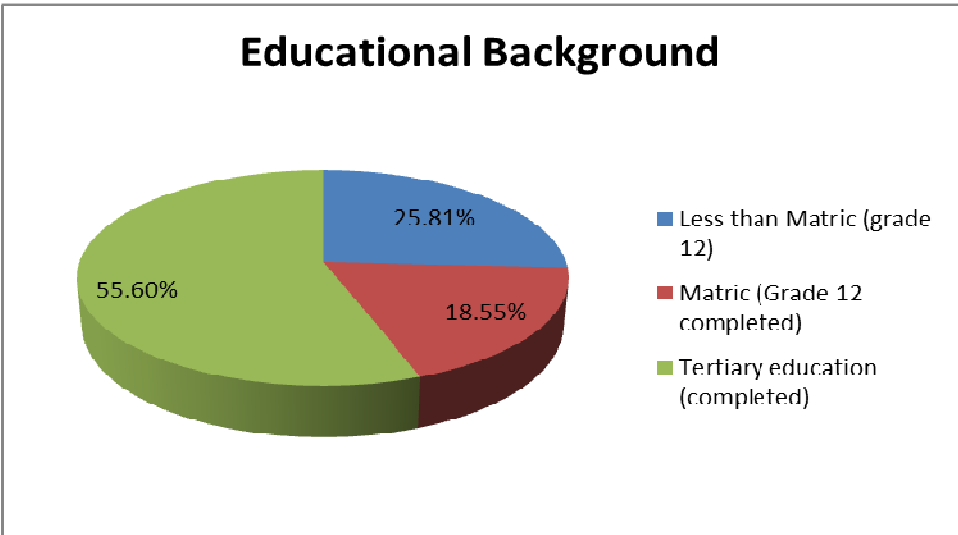


Figure 3.4: Educational background of respondents

The majority of the work force (55.6%) has completed their tertiary education with only 25.81 % of the respondents having qualifications below grade12.

3.9 FREQUENCY DISTRIBUTION, MEAN AND STANDARD DEVIATION OF EACH DIMENSION

The respondents had to mirror their opinion on a 4-point Likert scale ranging from “disagree strongly” (1), “disagree” (2), “agree” (3) to “strongly agree” (4), regarding the inclusion of the eight dimensions. (Refer to Annexure A for a copy of the questionnaire.) The eight dimensions consisted of 30 statements the respondents had to consider. The eight dimensions also represented the eight constructs used in this study. The frequency distribution of each statement was calculated, as well as the mean and standard deviation. The results of the calculations are presented in table 3.2 to table 3.9 and some aspects have been highlighted.

Table 3.1: Responses to the dimension: Empowerment

Dimension 1: Empowerment		Linkert Scale & Valid Percent (%)				\bar{x}	s
		1	2	3	4		
Q1	My manager gives me the information I need to do my work well.	27.6	66.7	4.0	1.7	1.8	0.0
Q2	My manager encourages me to use my talent.	16.0	76.7	4.8	2.6	1.9	0.6
Q3	My manager helps me to further develop myself.	39.9	52.9	5.1	2.1	1.7	0.7
Q4	My manager encourages his/her staff to come up with new ideas.	41.6	52.0	2.5	3.9	1.7	0.7
Q5	My manager gives me the authority to take decisions which make work easier for me.	6.7	86.3	2.1	4.9	2.1	0.5
Q6	My manager enables me to solve problems myself instead of just telling me what to do.	76.7	16.3	5.7	1.3	1.3	0.6
Q7	My manager offers me abundant opportunities to learn new skills.	22.7	70.3	3.4	3.6	1.9	0.6

The Empowerment dimension, as presented in Table 3.2, indicates that most of the respondents selected the options “disagree strongly” (1) and “disagree” (2). The statement, “My manager gives me the authority to take decisions which make work easier for me”, had the highest mean of ($\bar{x} = 2.05$), as well as the smallest standard deviation of ($s = 0.53$). Overall, the majority of responses cluster on the lower end of

the Linkert scale (2), which suggest that the majority of the respondents don't seem to feel empowered.

Table 3.2: Responses to the dimension: Standing Back

Dimension 2: Standing Back		Linkert Scale & Valid Percent (%)				\bar{x}	s
		1	2	3	4		
Q8	My manager keeps himself/herself in the background and gives credit to other.	77.2	16.5	5.1	1.3	1.3	0.6
Q9	My manager is not chasing recognition or rewards for the things he/she does for others.	77.6	16.3	4.3	1.8	1.3	0.6
Q10	My manager appears to enjoy his/her colleagues' success more than his/her own.	75.2	18.5	4.2	2.1	1.3	0.7

The Standing Back dimension, as presented in Table 3.3, indicates that most of the respondents selected the options “disagree strongly” (1) and “disagree” (2). The statement, “My manager appears to enjoy his/her colleagues' success more than his/her own”, had the highest mean of ($\bar{x} = 1.33$) and the statement, “My manager keeps himself/herself in the background and gives credit to others”, had the smallest standard deviation of ($s = 0.63$). Overall, the majority of respondents seem to think that their leaders do not practice SL in the sense that they don't seem to be prepared to give credit to others when they should.

Table 3.3: Responses to the dimension: Accountability

Dimension 3: Accountability		Linkert Scale & Valid Percent (%)				\bar{x}	s
		1	2	3	4		
Q11	My manager holds me responsible for the work I carry out.			29.8	70.2	3.7	0.5
Q12	I am held accountable for my performance by my manager.			27.0	73.0	3.7	0.4
Q13	My manager holds me and my colleagues responsible for the way we handle a job.			23.9	76.1	3.8	0.4

Analysing the Accountability dimensions, as presented in table 3.4, 100% of the respondents choose either “agree” (3) to “strongly agree” (4) for all three statements. “My manager holds me and my colleagues responsible for the way we handle a job” had the highest mean of ($\bar{x} = 3.76$) and the lowest standard deviation of ($s = 0.43$). Overall, the majority of respondents seem to think that their leaders do hold them responsible and accountable for their work.

Table 3.4: Responses to the dimension: Forgiveness

Dimension 4: Forgiveness		Linkert Scale & Valid Percent (%)				\bar{x}	s
		1	2	3	4		
Q14	My manager keeps criticizing people for the mistakes they have made in their work (r).	4.0	2.1	75.1	18.8	3.1	0.6
Q15	My manager maintains a hard attitude towards people who have offended him/her at work (r).	4.3	1.8	78.3	15.6	3.1	0.6
Q16	My manager finds it difficult to forget things that went wrong in the past (r).	3.1	3.0	20.8	73.2	3.6	0.7

The fourth dimension on Forgiveness, as presented in table 3.5, indicates that most of the respondents either choose “agree” (3) to “strongly agree” (4) for all three statements. “My manager finds it difficult to forget things that went wrong in the past (r)”, had the highest mean ($\bar{x} = 3.64$) with a standard deviation ($s = 0.69$). “My manager maintains a hard attitude towards people who have offended him/her at work (r)” had the smallest mean ($\bar{x} = 3.05$) and the smallest standard deviation ($s = 0.59$). Overall, the majority of respondents seem to agree that their manager’s personality and attitude is unhealthy as the manager holds grudges and is easily offended.

Table 3.5: Responses to the dimension: Courage

Dimension 5: Courage		Linkert Scale & Valid Percent (%)				\bar{x}	s
		1	2	3	4		
Q17	My manager takes risks even when he/she is not certain of the support from his/her own manager.	3.5	2.6	76.9	17.0	3.1	0.6
Q18	My manager takes risks and does what needs to be done in his/her view.	3.6	3.8	75.1	17.5	3.1	0.6

The fifth dimension on Courage, as presented in table 3.6, indicated that most of the respondents choose “agree” (3) for the statement: “My manager takes risks even when he/she is not certain of the support from his/her own manager”. This statement had the highest mean ($\bar{x} = 3.07$) with a standard deviation ($s = 0.58$). Overall, the majority of respondents seem to agree that their managers are risk takers and give little consideration of the consequences of their decisions.

Table 3.6: Responses to the dimension: Authenticity

Dimension 6: Authenticity		Linkert Scale & Valid Percent (%)				\bar{x}	s
		1	2	3	4		
Q19	My manager is open about his/her limitations and weaknesses.	70.7	23.2	4.9	1.2	1.4	0.6
Q20	My manager is often touched by the things he/she sees happening around him/her.	39.2	55.0	4.3	1.6	1.7	0.6
Q21	My manager is prepared to express his/her feelings, even if this might have undesirable consequences.	1.6	30.1	68.4	0.0	3.7	0.5
Q22	My manager shows his/her true feelings to his/her staff.	1.0	4.8	27.7	66.5	3.6	0.6

Analysing the Authenticity dimensions, as presented in table 3.7, the statement: “My manager is prepared to express his/her feelings even if this might have undesirable consequences” had the highest mean ($\bar{x} = 3.67$) with the lowest standard deviation ($s = 0.50$). Overall, the majority of respondents seem to disagree that their manager is aware of his strengths and weaknesses and tend to strongly agree that their manager is expressive, irrespective of the consequences.

Table 3.7: Responses to the dimension: Humility

Dimension 7: Humility		Linkert Scale & Valid Percent (%)				\bar{x}	s
		1	2	3	4		
Q23	My manager learns from criticism.	65.4	28.5	4.9	1.2	1.4	0.6
Q24	My manager tries to learn from the criticism he/she gets from his/her superior.	62.8	31.1	4.7	1.4	1.5	0.7
Q25	My manager admits his/her mistakes to his/her superior.	61.5	32.4	5.2	0.9	1.5	0.6
Q26	My manager learns from the different views and opinions of others.	40.5	53.4	4.8	1.3	1.7	0.6
Q27	If people express criticism, my manager tries to learn from it.	56.9	37.0	4.7	1.4	1.5	0.7

The seventh dimension on Humility, as presented in table 3.8, indicated that most of the respondents chose “disagree strongly” (1) or “disagree” (2) for all the statements. The statement: “My manager learns from the different views and opinions of others,” had the highest mean ($\bar{x} = 1.67$) with a standard deviation ($s = 0.63$). Overall, the majority of respondents seem to disagree that their managers have a humane personality.

Table 3.8: Responses to the dimension: Stewardship

Dimension 8: Stewardship		Linkert Scale & Valid Percent (%)				\bar{x}	s
		1	2	3	4		
Q28	My manager emphasises the importance of focusing on the good of the whole.	31.1	61.5	4.0	3.4	1.8	0.7
Q29	My manager has a long-term vision.	6.5	10.4	67.2	16.0	2.9	0.7
Q30	My manager emphasizes the societal responsibility of our work.	11.1	8.2	68.1	12.5	2.8	0.8

The final dimension on Stewardship, as presented in table 3.9 showed that the statement: “My manager has a long-term vision” had the highest mean ($\bar{x} = 2.93$), with a standard deviation ($s = 0.72$). All respondents either “disagree” or “disagree strongly” on the three statements above. Overall, the majority of respondents seem to agree that their managers have a vision and focus on business requirements.

The general finding from the above results show that employees feel disempowered and micro-managed. Leaders seem to hoard their power. There is also a very strong opinion that managers don't give credit where credit is due. They are also of the opinion that managers have a criticising, hard and unforgiving attitude towards their subordinates. Managers seem to be risk takers who don't always act in good faith and sincerity and lack humility and stewardship.

A more detailed analysis on the eight dimensions will follow in section 3.16 after the reliability analysis and correlations are assessed.

3.10 RELIABILITY ANALYSIS

Cronbach alpha coefficients were calculated to assess the internal consistency (interrelatedness) and reliability between the statements in each construct in the research instrument. Johnson and Christensen (2012:142) stated that coefficient alpha explains the degree to which the items are interrelated. The greater the value of the Cronbach alpha coefficient, the higher the internal consistency and the more reliable the construct used in the study (Struwig & Stead, 2004:133). Nunnally and Bernstein (1994:265) suggested that, for acceptable reliability, the Cronbach alpha

coefficient should be equal to or greater than 0.7. According to Tavakol and Dennick (2011) a low value of alpha could be due to a low number of questions and poor interrelatedness between items or heterogeneous constructs. For example, if a low alpha is due to poor correlation between items, then some should be revised or discarded. The easiest method to find them is to compute the correlation of each test item with the total score test; items with low correlations (approaching zero) are deleted. If alpha is too high, it may suggest that some items are redundant as they are testing the same question but in a different guise. A maximum alpha value of 0.90 has been recommended. Gliem & Gliem (as cited by George & Mallery, 2003) provide the following rules of thumb: “ ≥ 0.9 – Excellent; ≥ 0.8 – Good; ≥ 0.7 – Acceptable; ≥ 0.6 – Questionable; ≥ 0.5 – Poor; and ≤ 0.5 – Unacceptable.” According to Scupola (as cited by Nunnally, 1967) Cronbach’s alpha values around 0.5 to 0.6 could be considered in early research stages.

It must be emphasised that Authenticity consisted of only two questions (the smallest number of questions that you can use to calculate a Cronbach alpha value). It is therefore not surprising that only a low Cronbach alpha value was obtained, and it is thus necessary to inspect alternative measures of reliability. For that purpose, inter-item correlation, which is also a measure of reliability, will also be reported to verify the reliability. Inter-item consistency reliability is a test of the consistency of respondents' responses to all the items in a measure (Krishnaswamy et al., 2009:268). According to Clarke and Watson (1995:309-313) the rule of thumb for the inter-item correlation is that the value needs to be between 0.15-0.55.

Table 3.9 Indicates the Cronbach alpha coefficient and inter-item correlation for the dimensions

Dimensions of Servant Leadership			
Number	Dimensions	Cronbach alpha coefficient	Inter-item correlation
1	Empowerment	0.85	0.45
2	Standing Back	0.79	0.56
3	Accountability	0.19	0.07

4	Forgiveness	0.80	0.58
5	Courage	0.79	0.65
6	Authenticity	0.52	0.35
7	Humility	0.86	0.55
8	Stewardship	0.65	0.36

*Between 0.15 and 0.55 are ideal.

Analysing the table above, all dimensions, Accountability and Authenticity, show an acceptable reliability of the Cronbach alpha coefficient. The reliability scores on all scales, except for scales 3 and 6, show that the respondents were consistent in responding to items of scale over the content or time variation. The validity informs that the items and the scale (as a whole) are sensitive and accurate in measuring what the study aims to measure.

In terms of further analysis on Authenticity, the second measure of reliability (inter-item correlation) was also analysed. Authenticity has an inter-item correlation value of 0.347 and Cronbach alpha coefficient of 0.5. Thus, according to the second measure of reliability, this construct is “reliable”. The Cronbach value of 0.5 will be looked at in future studies. Only the Accountability dimension will be excluded from this study.

3.11 RELEVANCE OF THE EIGHT DIMENSIONS

The mean and standard deviation of the eight dimensions were calculated. In a normal distribution 50% of the values are less than the mean and 50% of the values are greater than the mean. Standard deviation (and variance) is a relative measure of the dispersion of a set of data; the larger the standard deviation, the more spread out the data (Johnson & Mowry 2012:264).

The results from the descriptive analysis are presented in Table 3.11 and are illustrated in a clustered bar chart in Figure 3.9 situated directly below the table.

Table 3.10: Descriptive Analysis results

Dimensions of Servant Leadership			
Number	Dimensions	Mean	s
1	Empowerment	1.77	0.45
2	Standing Back	1.31	0.54
3	Forgiveness	3.26	0.53
4	Courage	3.07	0.53
5	Authenticity	1.52	0.52
6	Humility	1.50	0.51
7	Stewardship	2.51	0.55

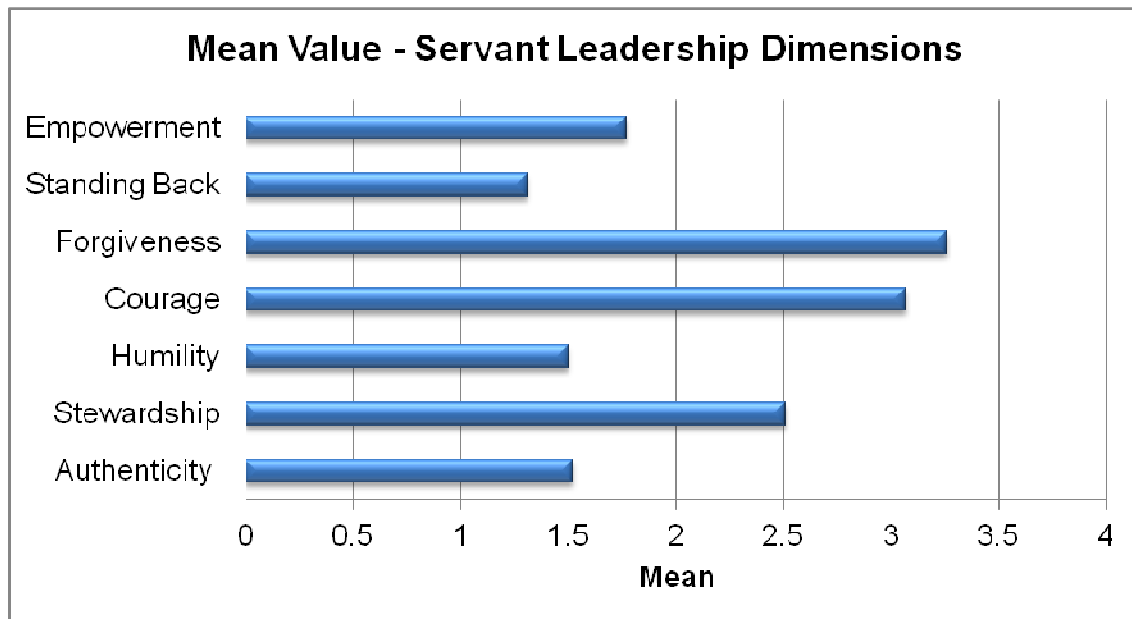


Figure 3.5: Calculated mean values

The highest calculated mean value was for the dimension Forgiveness ($\bar{x} = 3.3$) ($s=0.53$), while the dimension Standing Back had the lowest mean value ($\bar{x} = 1.3$) ($s=0.54$). This shows that most participants either agreed or strongly agreed that their manager was unforgiving, displays a criticising, hard attitude and finds it difficult to forget things that have happened in the past. The low mean values for the

dimension on Standing Back show that a majority of participants disagreed strongly that their manager gives credit to others, is not chasing recognition, and appears to enjoy his colleagues' success more than his own. The dimension on Accountability has been removed from further analysis since it was found that the Cronbach alpha value was unreliable.

3.12 CONFIRMATORY FACTOR ANALYSIS (CFA)

Confirmatory factor analysis provides a method of testing hypotheses. The method does not prove the validity of the model but shows how well the data fits (Child, 2006:108). A confirmatory factor analysis was performed in AMOS to test the validity of the constructs. The Accountability dimension was dropped due to unsatisfactory reliability. The figure below is a graphic representation of the mathematical equations used in the confirmatory factor analysis.

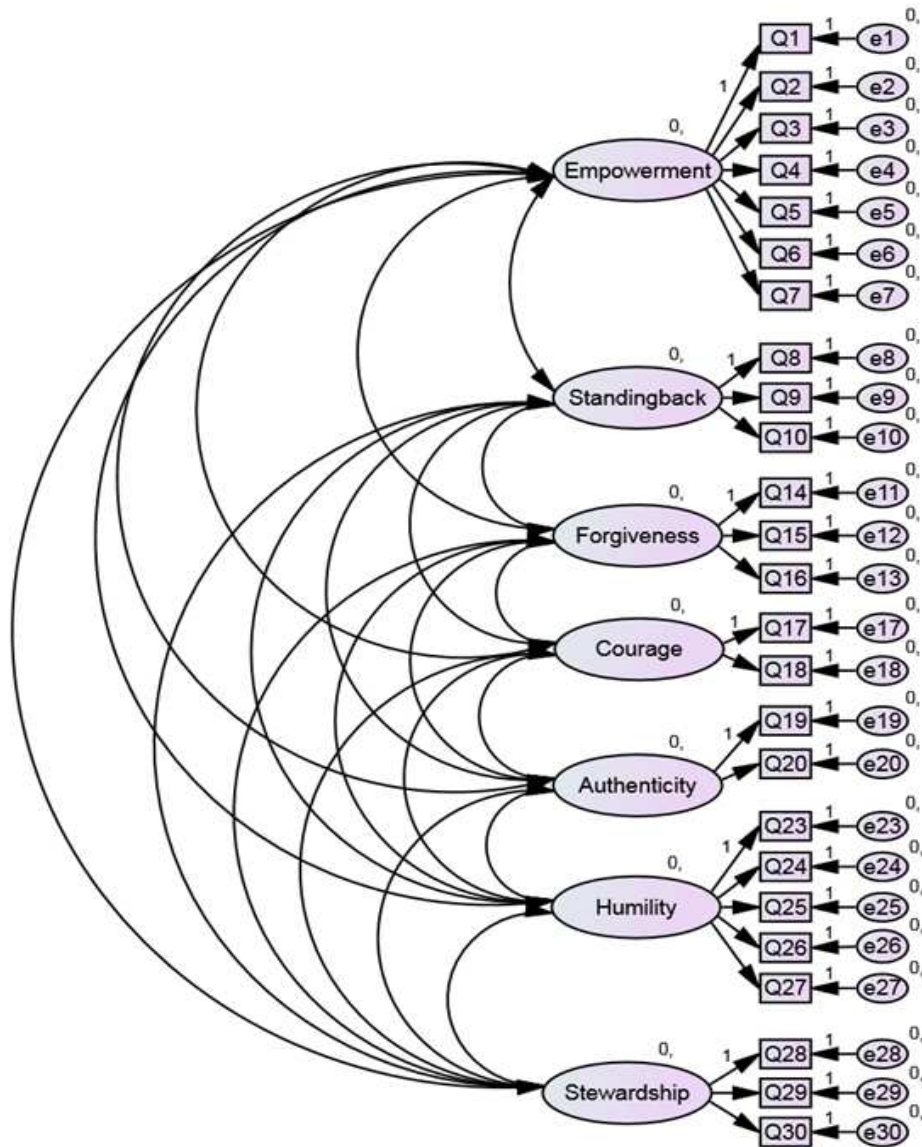


Figure 3.6: Hypothesised model: Graphic representations of the mathematical equations

The latent variables (variables that can't be observed directly) are Empowerment, Standing Back, etc. The observed variables are the responses to the statements on the Likert scale. But one always has some error when measuring the variables. The error terms are indicated by e1-e30. The double head arrows indicate co-variance between the dimensions. For example, Humility and Authenticity are related. There is a relationship between these two variables. The aim of the model is to show that

the dimensions measure Servant Leadership. All the dimensions are inter-linked to one another by means of double headed arrows.

3.13 STANDARDISED REGRESSION WEIGHTS

Table 3.11: Standardised Regression Weights

Question Number		Dimension	Estimate
Q1	<---	Empowerment	.588
Q2	<---	Empowerment	.700
Q3	<---	Empowerment	.526
Q4	<---	Empowerment	.566
Q5	<---	Empowerment	.810
Q6	<---	Empowerment	.788
Q7	<---	Empowerment	.711
Q8	<---	Standing Back	.745
Q9	<---	Standing Back	.829
Q10	<---	Standing Back	.665
Q14	<---	Forgiveness	.720
Q15	<---	Forgiveness	.732
Q16	<---	Forgiveness	.815
Q17	<---	Courage	.792
Q18	<---	Courage	.816
Q19	<---	Authenticity	.695
Q20	<---	Authenticity	.499
Q23	<---	Humility	.783

Q24	<---	Humility	.811
Q25	<---	Humility	.788
Q26	<---	Humility	.634
Q27	<---	Humility	.711
Q28	<---	Stewardship	.754
Q29	<---	Stewardship	.308
Q30	<---	Stewardship	.335

* Estimate > 0.5

The magnitude of these values can be used to identify variables that are not closely related to the corresponding constructs. Whenever the value for the intelligence regression weight falls below 0.5, we may suspect unsatisfactory reliability in test or criterion (Cattell, 1987:466). From the above results only Q29 and Q30 are not aligned with the dimension and don't contribute when measuring Stewardship. All the other dimensions (excluding Accountability) contribute to achieving the primary objective of gaining an understanding of Servant Leadership in a power utility. The secondary objectives were also met as the perception of the employees on Servant Leadership and the nature of Servant Leadership at the power utility were determined. The strengths of each correlation need to be determined. This will be established in the next section.

3.14 CORRELATION RELATIONSHIP

A correlation indicates the strength of the relationship between any two variables. A correlation can either be positive or negative. A positive correlation means that X and Y vary in the same direction. A negative correlation means that X and Y vary in opposite directions. The sign of the correlation (+ or -) specifies the direction (Gravetter & Vallnau, 2008:461). Correlation coefficients can vary between -1.0 and +1.0 (Jackson, 2011:429). In Table 3.12 below results indicate that there are values larger than 1. This is called multi-collinearity. When some of the explanatory (X) variables are similar to one another, you may have a multi-collinearity problem because it is difficult for multiple regressions to distinguish between the effect of one

variable and the effect of another. A high correlation (close to 1 or -1) indicates strong association and indicates that these two X variables are measuring something similar (Siegel, 2012:372). For example, one variable measures length in meters and the other variable measures length in centimetres. In this case, however, it seems that the study sample regards Standing Back and Humility as the same concept.

Table 3.12: Correlation relationship between dimensions

	Dimensions		Estimate
Empowerment	<-->	Humility	0.90
Empowerment	<-->	Authenticity	1.04
Empowerment	<-->	Courage	-0.93
Empowerment	<-->	Forgiveness	-0.97
Empowerment	<-->	Standing Back	0.99
Standing Back	<-->	Humility	1.02
Forgiveness	<-->	Humility	-0.90
Courage	<-->	Humility	-0.74
Authenticity	<-->	Humility	0.98
Standing Back	<-->	Authenticity	1.05
Forgiveness	<-->	Authenticity	-1.00
Courage	<-->	Authenticity	-1.02
Standing Back	<-->	Courage	-0.94
Stewardship	<-->	Standing Back	0.95
Stewardship	<-->	Forgiveness	-0.89
Stewardship	<-->	Courage	-0.92
Stewardship	<-->	Authenticity	0.98
Stewardship	<-->	Humility	0.84
Forgiveness	<-->	Courage	0.87

	Dimensions		Estimate
Standing Back	<-->	Forgiveness	-0.97
Stewardship	<-->	Empowerment	0.89

* 0.1 small effect, 0.3 medium effect, 0.5 large effect.

Significance level means when the relationship (correlation) is very important. Usually we use the p-value as a measure of the significance level; $p < 0.05$ means there is a significant relationship between the two variables. Or we can make use of effect sizes. Effect size measures the relation between the independent variable and the mediator (MacKinnon, 2008:80). MacKinnon (as cited by Cohen, 1998) provides guidelines for small, medium and large effects in social sciences corresponding to correlations of 0.1, 0.3 and 0.5 respectively. All correlations are higher than 0.3 (medium effect) and the correlations larger than 1 suggests multi-collinearity. Multi-collinearity exists for the following correlations: Empowerment and Authenticity; Standing Back and Humility; Standing Back and Authenticity; Courage and Authenticity. The implications of multi-collinearity between these constructs are that the constructs are perhaps perceived to be measuring the same identical concept, and is thus highly correlated.

3.15 DATA-MODEL-FIT

In this section the aim is to determine whether the data that has been gathered agrees with the Confirmatory Factor Model, which is displayed in Figure 3.6. The Confirmatory Factor Model is the hypothesised/proposed model which is assumed to be true. The independence model, which I hope to prove as false, assumes that all variables (dimensions) are uncorrelated. The independence model will thus be compared to the proposed model to see which model presents the best fit to the gathered data. The study applied the following three fit indices based on the different criteria for the acceptance or rejection of the hypothesised model in Figure 3.6. The three fit indices used to assess the fit between the gathered data and the theoretical factor structure are: CMIN (Chi-square Minimum Discrepancy), Comparative Fit Index (CFI) and the Root Mean Square Error of Approximation (RMSEA).

3.15.1 CMIN

Chi-square statistics indicate whether differences are statistically significant or not. One disadvantage of CMIN is its sample size sensitivity. CMIN increases with sample size (Brown & Remenyi, 2003:248). The CMIN index indicates a good fit when the probability value (p) is greater than 0.5 (McAllister-McQuaig, 2008:96).

Table 3.13 CMIN Index

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	96	2930.711	254	.000	11.54
Saturated model	350	.000	0		
Independence model	25	13496.52	325	.000	41.53

*p > 0.5

The default model above is the hypothesised model. Results show that CMIN is 11.54, which is indicative that there isn't a good fit with this model. The data is inconsistent with the model as shown in Figure 3.6. This means that, with this particular sample, the data and the default model do not match. An example of an inconsistent fit would be that Servant Leadership is not measured completely by Empowerment Stewardship.

3.15.2 CFI

The second model is the CFI. The CFI assesses how much better the model fits when compared to the default model. The CFI is restricted to a 0 to 1 range with larger values indicating a better fit (Baier, 2008:154).

Table 3.14 Baseline comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	0.783	0.722	0.798	0.740	0.797
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

*CFI range (0-1)

The default model above is the hypothesised model. The aim here, as with CMIN, is to verify if the sample data collected fits the default model. Results indicate a CFI of 0.797, which means that there is a better fit using this model, i.e. the observed data fits the default model.

3.15.3 RMSEA

According to Steiger's (as cited in Baier, 2008) RMSEA is a measure of discrepancy per degree of freedom. The author further says that a value of 0.05 indicates a close fit and that values up to 0.08 represent reasonable errors of approximation in the sample.

Table 3.15: RMSEA Index

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	0.117	0.113	0.121	0.000
Independence model	0.229	0.226	0.233	0.000

* RMSEA range (0.05-0.06)

The default model above is the hypothesised model. All three indices above are not within the rule of thumb. This is because the correlation above is greater than 1. The data is inconsistent to the default model in Figure 3.6. Although there are discrepancies when comparing the three tests, it is still a workable model based on the CFI value obtained. The current findings therefore suggest that the model needs to be adjusted with fewer dimensions, or other dimensions, so as to achieve a good fit index.

3.16 THE RESULTS OF THE ANALYSIS ON DEMOGRAPHIC INFORMATION

Independent (two-sample) *t*-test was used to test for differences in the mean. Where more than two variables applied, ANOVA and robust tests of equality of means (Welch) were used. The statistical analysis presented the results of these tests in the form of *p*-values and *d*-values. For the purpose of this research, the simple conservative approach was applied and the *t*-test, that does not assume equal variances, was used (Elliott & Woodward, 2007:59). A small *p*-value, for example

smaller than 0.05, indicates significance (Ellis & Steyn, 2003:51). The authors Ellis and Steyn (2003:51) advised against the limitations of using the p -value, especially when random sampling was not used.

A convenience sampling technique was used to analyse the sample. Since the respondents formed a complete survey of the study sample, effect sizes is the only method to determine the practical importance of the results; thus the p -values will not be interpreted but only reported for completeness. Cohen's theory will be used to interpret the effect-size (d -values): Small effect or practical non-significant differences (d -value ≈ 0.2), medium effect or practical visible differences (d -value ≈ 0.5) and large effect or practical significant differences (d -value ≈ 0.8) (Field, 2005:32; Ellis & Steyn, 2003:51-53). Cohen's d , as a measure of effect size, describes the overlap in the distribution of the compared samples on the dependent variable of interest. If the two distributions overlap completely, one would expect no mean difference between them. To the extent that the distributions do not overlap, the difference ought to be greater than zero (Salkind, 2010:183).

3.17 THE RESULTS OF THE INDEPENDENT t -TESTS

Independent t -tests were conducted on the demographic information supplied by the respondents. The mean (\bar{x}), standard deviation (s), p -value (p) and effect-size (d) are tabulated in Table 3.12 to Table 3.14.

3.17.1 Results of the independent t -tests - Gender differences

From previous work the construct for Accountability could not be determined due to the Cronbach alpha values being too low. Due to this, each question on Accountability has been reported individually. With reference to the Authenticity dimension, only question 19 and 20 formed the construct Authenticity and has been reported as such. Analysing the table below, the d -value for all eight dimensions has a small size effect. This implies that there was a non-significant difference between the dimensions for both male and females. Both male and females are equally certain about their selection and this can also be verified by comparing the standard deviations, which are similar.

Table 3.16 Results of the independent *t*-tests – gender differences

Dimensions of Servant Leadership						
Dimensions	Male		Female		<i>d</i>	<i>p</i>
	\bar{x}	s	\bar{x}	s		
Empowerment	1.76	0.43	1.78	0.48	0.02	0.76
Standing Back	1.32	0.54	1.30	0.54	0.02	0.81
Accountability - Q11	3.70	0.46	3.72	0.45	0.04	0.61
Accountability - Q12	3.75	0.44	3.68	0.47	0.13	0.12
Accountability - Q13	3.77	0.42	3.75	0.43	0.04	0.65
Forgiveness	3.26	0.52	3.27	0.57	0.03	0.71
Courage	3.08	0.53	3.05	0.54	0.05	0.54
Authenticity	1.52	0.50	1.52	0.57	0.00	1.00
Humility	1.50	0.51	1.51	0.53	0.02	0.82
Stewardship	2.56	0.51	2.38	0.65	0.27	0.00

**p* <0.05; (*d*-value ≈ 0.2 medium effect; 0.5 large effect; 0.8 significant differences)

Table 3.17 Results of the Independent t-tests - Language

	Effect size (d)							Mean	Std. Deviation
		English	Afrikaans	Setswana	Sesotho	Sepedi	Other		
Empowerment	English	0.00						1.91	0.59
	Afrikaans	0.30	0.00					1.73	0.40
	Setswana	0.22	0.11	0.00				1.79	0.45
	Sesotho	0.28	0.04	0.08	0.00			1.75	0.43
	Sepedi	0.42	0.17	0.27	0.20	0.00		1.66	0.28
	Other	0.26	0.05	0.06	0.01	0.22	0.00	1.76	0.41
Standingback	English	0.00						1.47	0.73
	Afrikaans	0.22	0.00					1.30	0.46
	Setswana	0.20	0.03	0.00				1.32	0.57
	Sesotho	0.26	0.05	0.07	0.00			1.28	0.53
	Sepedi	0.36	0.22	0.21	0.15	0.00		1.20	0.30
	Other	0.15	0.11	0.07	0.15	0.33	0.00	1.36	0.47
Accountability Q11	English	0.00						3.84	0.37
	Afrikaans	0.15	0.00					3.78	0.42
	Setswana	0.27	0.13	0.00				3.72	0.45
	Sesotho	0.40	0.28	0.15	0.00			3.65	0.48
	Sepedi	0.50	0.37	0.25	0.10	0.00		3.60	0.49
	Other	0.42	0.30	0.17	0.02	0.08	0.00	3.64	0.48
Accountability Q12	English	0.00						3.73	0.44
	Afrikaans	0.07	0.00					3.70	0.46
	Setswana	0.19	0.25	0.00				3.82	0.39
	Sesotho	0.06	0.00	0.24	0.00			3.71	0.46
	Sepedi	0.01	0.07	0.18	0.07	0.00		3.74	0.44
	Other	0.05	0.11	0.14	0.11	0.04	0.00	3.76	0.43
Accountability Q13	English	0.00						3.74	0.44
	Afrikaans	0.10	0.00					3.79	0.41
	Setswana	0.14	0.05	0.00				3.80	0.40
	Sesotho	0.03	0.06	0.11	0.00			3.76	0.43
	Sepedi	0.14	0.23	0.27	0.17	0.00		3.68	0.47
	Other	0.12	0.03	0.02	0.09	0.25	0.00	3.80	0.40
Fogiveness	English	0.00						3.06	0.77
	Afrikaans	0.32	0.00					3.31	0.46
	Setswana	0.26	0.09	0.00				3.26	0.55
	Sesotho	0.22	0.16	0.05	0.00			3.24	0.48
	Sepedi	0.44	0.20	0.26	0.35	0.00		3.40	0.30
	Other	0.39	0.10	0.18	0.25	0.08	0.00	3.36	0.52
Courage	English	0.00						2.88	0.69
	Afrikaans	0.33	0.00					3.10	0.47
	Setswana	0.15	0.26	0.00				2.98	0.45
	Sesotho	0.34	0.01	0.23	0.00			3.11	0.55
	Sepedi	0.48	0.22	0.50	0.18	0.00		3.21	0.37
	Other	0.32	0.02	0.25	0.02	0.25	0.00	3.09	0.46
Authenticity	English	0.00						1.72	0.67
	Afrikaans	0.43	0.00					1.43	0.47
	Setswana	0.35	0.10	0.00				1.48	0.52
	Sesotho	0.28	0.20	0.09	0.00			1.53	0.49
	Sepedi	0.36	0.10	0.01	0.11	0.00		1.48	0.43
	Other	0.32	0.15	0.04	0.06	0.05	0.00	1.50	0.46
Humility	English	0.00						1.58	0.71
	Afrikaans	0.12	0.00					1.50	0.45
	Setswana	0.14	0.03	0.00				1.48	0.57
	Sesotho	0.18	0.09	0.04	0.00			1.45	0.47
	Sepedi	0.09	0.04	0.06	0.12	0.00		1.51	0.40
	Other	0.03	0.13	0.14	0.22	0.10	0.00	1.56	0.48
Stewardship	English	0.00						2.48	0.74
	Afrikaans	0.03	0.00					2.51	0.53
	Setswana	0.11	0.12	0.00				2.57	0.47
	Sesotho	0.01	0.06	0.17	0.00			2.47	0.57
	Sepedi	0.20	0.24	0.14	0.28	0.00		2.63	0.30
	Other	0.06	0.04	0.09	0.09	0.22	0.00	2.53	0.49

3.17.3 ANOVA calculations

Table 3.18 Results of the independent *t*-tests – Language

Dimensions of Servant Leadership		
Dimensions	<i>P</i> <i>ANOVA</i>	<i>P</i> <i>WELCH</i>
Empowerment	0.00	0.01
Standing Back	0.01	0.01
Accountability - Q11	0.00	0.00
Accountability - Q12	0.45	0.36
Accountability - Q13	0.39	0.44
Forgiveness	0.00	0.00
Courage	0.00	0.00
Authenticity	0.00	0.01
Humility	0.31	0.41
Stewardship	0.26	0.02

Note: p-values are not for interpretation – reported for completeness only

Results show that the majority of the effect size (d values) have a small effect for all eight dimensions. For the Accountability dimensions in question 11, the Sepedi speaking respondents scored an effect size of 0.5, which indicates a medium size effect. The dimension, Courage, also scored a medium size effect of 0.5 for the Sepedi speaking respondents. Looking at the mean values for both of these dimensions; results show that the Sepedi respondents tend to strongly agree with the statements when compared with the other groups.

Empowerment : All respondents disagree, except the Afrikaans and Sepedi speaking people.

Standing Back : All respondents disagree except the Sepedi speaking people.

Accountability	: For question 11, only the Sesotho and Sepedi people agree, but for questions 12 and 13, where everybody disagrees.
Forgiveness	: All respondents disagree except the Afrikaans and Sepedi speaking people.
Courage	: Only the English and Setswana people agree.
Authenticity	: Only the Afrikaans people agree.
Humility	: All respondents disagree.
Stewardship	: All respondents disagree.

3.18 CHAPTER SUMMARY

A questionnaire was used in the empirical study to assess the eight dimensions on Servant Leadership. The questionnaire consisted of two sections – Section A and Section B. Section A was the Servant Leadership survey and Section B comprised of the gathering of demographic information where respondents had to indicate their gender, home language, age group, and educational background. The target population was the employees of the power utility. The study population consisted of seven hundred and seventy one (771). The response rate was 100%.

The data collected was analysed by the Statistical Consultation Services of the North-West University (Potchefstroom Campus) using IBM SPSS Statistics Version 20, Release 20.0.0 (SPSS, 2011). The internal consistency and reliability of the questionnaire was assessed by calculating Cronbach alpha coefficients. Frequency distributions, mean values and standard deviations were calculated for every construct and individual statements. Independent *t*-tests and Anovas were performed to determine the differences between the means of different groups within the selected demographic variables and the constructs. The best-suited technique for this research study would be the convenience sampling technique. The general finding from the results of the survey was that employees feel disempowered and micro-managed. Leaders seem to hoard their power. There is also a very strong opinion that managers don't give credit where credit is due. Employees are also of the view that managers have a criticising, hard and unforgiving attitude towards their subordinates. Managers seem to be risk takers who don't always act with good faith

and sincerity and lack humility and stewardship. The mean and standard deviation of the eight dimensions were calculated. The highest calculated mean value was for the dimension Forgiveness (\bar{x} = 3.3) (s =0.53), while the dimension Standing Back had the lowest mean value (\bar{x} = 1.3) (s =0.54). This means that most participants either agreed or strongly agreed that their manager was unforgiving, displays a criticising, hard attitude and finds it difficult to forget things that happened in the past.

A confirmatory factor analysis was performed in AMOS to test the validity of the constructs. The Accountability dimensions were dropped due to unsatisfactory reliability. All three indices (CMIN, CFA, and RMSEA) above are not within the rule of thumb. This is because the correlation discussed earlier is greater than 1. The current findings, therefore, suggest that the model needs to be adjusted with fewer dimensions or other dimensions to achieve a good fit index.

In the next chapter conclusions will be drawn and recommendations made from the findings obtained in this chapter and the information gathered from the literature study.

CHAPTER 4

CONCLUSION & RECOMMENDATIONS

4.1 INTRODUCTION

The primary objective of this study was to perform an assessment of Servant Leadership in a power utility. To address the primary and secondary objectives that were earlier identified, a literature study and an empirical study was conducted. The literature study focused on a theoretical study on published literature for Servant Leadership. The concept of Servant Leadership, its importance in the workplace, its antecedents, consequences and, more important, the instruments that were used to measure Servant Leadership, were explored.

The purpose of this final chapter is to discuss the implications and draw conclusions from the results of the empirical study. The discussion will focus on the findings from the assessment of Servant Leadership in a power utility.

The first section will focus on the conclusions drawn from the literature study and the findings of the empirical study on the assessment of the dimensions measuring Servant Leadership. The differences between the demographical information (gender, home language, age group, and educational background) will also be illustrated. Recommendations based on the conclusions drawn, and adherence to the study objectives, will be noted. Areas subject to further research are proposed.

4.2 CONCLUSIONS

The conclusion to the study will follow the format of the questionnaire. It will attempt to address the study objectives, demographic information and the evaluation of the Cronbach alpha coefficient. A discussion on the objectives, demographic information and the eight dimensions will follow.

4.2.1 Conclusion on the Primary Objective

The primary objective of this study was to gain an understanding of Servant Leadership in a power utility. To achieve the primary objective a theoretical study was done as a benchmarking exercise.

Servant Leadership focuses on the positive attributes of those who lead over the self-interest of the leader. Servant leaders are those who make a deliberate choice to serve others and to put the needs of other first (French, 2011:451). According to Inbarasu (as cited by Laub, 1999:74) Servant Leadership is an understanding and practice of leadership behaviour that promotes the value and development of people. Servant leaders build their community and practice authenticity and power sharing for the benefit of the organisation. The concept Servant Leadership emphasises increased service to others, a holistic approach to work, a sense of community, and shared decision making (Bodenhamer & Barrows, 1994:1202). Servant Leadership is a question of inner motivation, of a deeply felt mission, and everyone can become a Servant Leader regardless of whether they are, because the combination of opposites lies within everyone's reach (Trompenaars & Voerman, 2009:13).

Analysing the characteristics of Servant Leadership, as explained in chapter two, the power utility has failed to display any of these characteristics through the organisational culture. From the responses received, this leadership style is currently not valued or practised at the power utility. This is not a healthy servant organisation and, considering this, it has failed to put the needs of others first. Ultimately the organisation has now lost the strength and power that Servant Leadership stands for. Health of an organization is directly related to the nature and function of leadership (Inbarasu, 2008:57).

4.2.2 Conclusion on the Specific Objectives

The more specific objectives were to conduct an empirical investigation on the perception of employees on Servant Leadership at the power utility; to explore the nature of Servant Leadership at the power utility by conducting statistical analyses of empirical data; and to establish management implications from the findings.

4.2.2.1 Perception of the employees on Servant Leadership at the power utility

The negative perception by different levels of employees was consistently found. Perceptions of Servant Leadership differed between management and level employees: engineers, supervisors, technicians and utility workers. Laub (1999:74) prophesied that the perception of Servant Leader behaviour varied on different employee levels, largely due to the top leaders' own perception of the organisation. Analysing the mean values show that, for each dimension, the overall perception was extremely negative where employees either disagreed strongly or disagreed on the statements. Conversely management had the opposite opinion. From this perspective, the power utility will have to overcome a number of critical challenges, particularly with regard to its management/leadership behaviour, with a view to drive effective performance management across all organisational levels.

4.2.2.2 Explore the nature of Servant Leadership

All correlated dimensions were explored. Statistical analysis revealed the patterns, relationships, and trends of the empirical data.

4.2.2.3 Management implications from the findings

This has been identified and will be discussed with the analysis of the eight dimensions.

4.3 Demographic information

Demographic information of respondents was obtained, such as gender, home language, age group, and educational background. From the results of the questionnaire the following conclusion about demographic information was drawn:

- The gender representation of the power utility consisted of 76% male and 24% female;
- The most widely spoken languages at the power utility were Sesotho (44.6%), followed by Afrikaans (19.3%) and English (14.7%)

- The majority of the respondents fall in the age group 25 to 34 years (45.3%), with the second largest group being 55+ (22.8%). Respondents between the ages of 35-54 were 22.8%, followed by the 18-24 year age group that comprised of 11.3% of the population.
- The majority of the respondents (55.6%) have completed a formal tertiary education, followed by 18.5% of the population that is in possession of a matric certificate, while 25,8% have no matric (grade 12).

The results show that there were no unique contributions according to the demographic variables (gender, home language, age group and educational background).

4.4 Reliability of the questionnaire used

From the results of the survey the Cronbach Alpha coefficient were very close to 0.7 with the exception of the dimension on Accountability (0.193). The results, as indicated in Table 3.3, suggest that the research instrument used in this study to access the dimensions of Servant Leadership has a high acceptable reliability and internal consistency.

4.5 Assessment on the dimensions of Servant Leadership

The respondents had to mirror their opinion on a 4-point Likert scale regarding the eight dimensions ranging from “disagree strongly” (1), “disagree” (2), “agree” (3) to “strongly agree” (4). The mean value for each dimension was calculated.

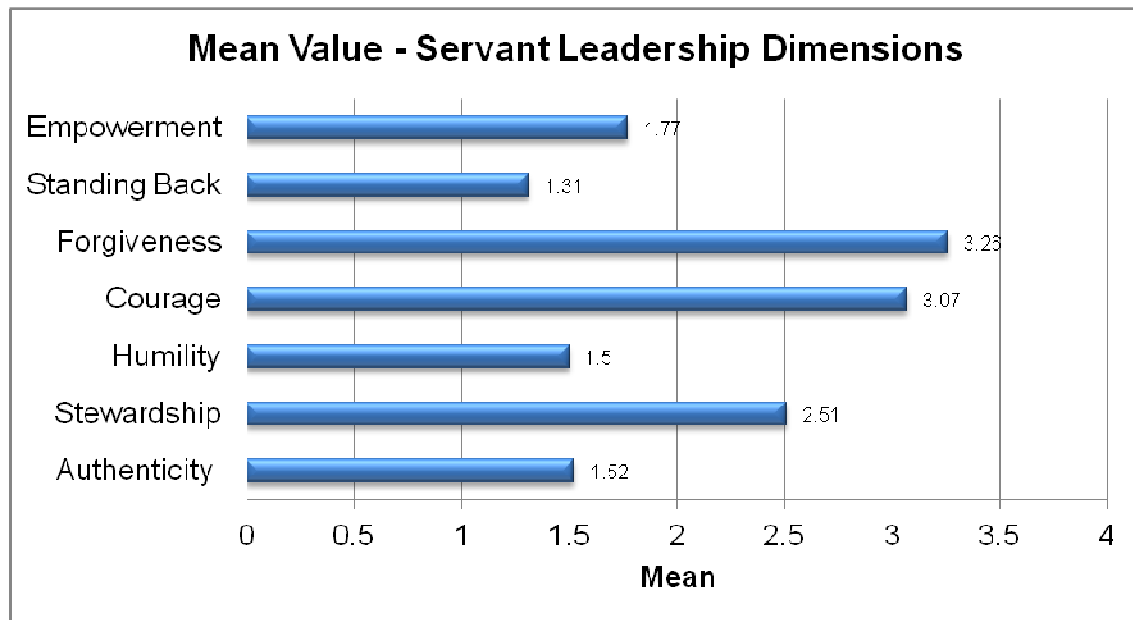


Figure 3.11 Mean Values for the eight dimensions

An extremely negative perception was reflected when analysing the mean values. The highest calculated mean value was for the dimension Forgiveness ($\bar{x} = 3.3$), ($s=0.53$) while the dimension Standing Back had the lowest mean value ($\bar{x} = 1.3$) ($s=0.54$). This shows that most participants either agree or strongly agree that their manager is unforgiving, displays a criticising, hard attitude, and finds it difficult to forget things that have happened in the past.

The low mean values for the dimension on Standing Back show that a majority of the participants disagreed strongly that their manager gives credit to others, is not chasing recognition, and appears to enjoy his colleagues' success more than his own. Conclusions for each individual dimension are discussed below. The dimension on Accountability has been removed from further analysis since it was found that the Cronbach alpha value was unreliable.

4.5.1 Empowerment

According to Van Dierendonck et al. (as cited by Van Dierendonck & Nuijten, 2011: 249-267) Empowerment means allowing employees to take responsibilities for their work and encouraging their talents. One hundred percent of the respondents either

disagreed strongly or disagreed that the power utility empowered them. However, management were of the opposite opinion and hence either agreed or strongly agreed on all Empowerment statements. Empowering employees involves giving them three elements that enable them to act more freely to accomplish their jobs: information, knowledge and power (Daft, 2010:503).

4.5.2 Standing Back

According to Van Dierendonck et al. (as cited by Van Dierendonck & Nuijten, 2011: 249-267), Standing Back was defined as working in the background, letting others shine. One hundred percent of the respondents either disagreed strongly or disagreed to all three statements. The results showed that the manager never gives credit where credit is due, is continually chasing his own rewards and recognition, and enjoys his success more than that of his employees. Ironically, management either agreed or strongly agreed on all three statements.

4.5.3 Forgiveness

According to Van Dierendonck et al. (as cited by Van Dierendonck & Nuijten, 2011: 249-267) Forgiveness was defined as letting go of resentment. The three statements posed to the respondents were reverse statements, i.e. the higher the score the more negative the response and the lower the score the more positive the response. The mean value was 3.26, which indicated that the respondents tended to strongly agree that their managers criticised people for the mistakes they had made, the manager maintained a hard attitude towards people that have offended him/her at work, and the managers found it difficult to forget things that went wrong in the past. Management, however, scored a mean value of 1.26, which indicated that they tended to disagree strongly with the above statements.

4.5.4 Courage

According to Van Dierendonck et al. (as cited by Van Dierendonck & Nuijten, 2011: 249-267) Courage was defined as willingness to take risks. The mean score obtained from the respondents were 3.07; management, however, scored 1.3. There

is a clear gap of the perception between management and the rest of the power utility.

4.5.5 Humility

According to Van Dierendonck et al. (as cited by Van Dierendonck & Nuijten, 2011: 249-267) Humility was defined as working with a combined integrity and humble attitude. Four statements were put to the organisation. A mean score of 1.5 was obtained when asked about the managers' openness about his/her limitations and weaknesses, whether the manager is often touched by the things he/she sees happening around him/her, is the manager prepared to express his/her feelings even if this may have undesirable consequences, and does the manager show his/her true feelings to his/her staff. Management, however, scored a mean of 3 as they agreed on the statements presented to them.

4.5.6 Stewardship

According to Van Dierendonck et al. (as cited by Van Dierendonck & Nuijten, 2011: 249-267) Stewardship was defined as behaving ethically with a responsibility for society and the long term interest. This is the first dimension that the respondents tended towards agreeing on. The mean was 2.51, while management scored a mean of 3.72.

4.5.7 Authenticity

According to Van Dierendonck et al. (as cited by Van Dierendonck & Nuijten, 2011: 249-267) Authenticity was defined as showing one's true self. The mean value was 1.52 while management scored 2.85. The respondents tended towards disagreeing while management tended towards agreeing with all four statements.

4.6 RECOMMENDATIONS

4.6.1 Primary Objective

The power utility is currently on a journey of transformation aiming to position itself among one of the top five utilities in the world in the next 5 years. To achieve this objective, it is recommended that the power utility approves the implementation of a team-based performance management system aimed to address the departmental SILOs and encourage value integration across the different business areas. This should be realised through implementing effective performance management processes focusing on supporting leadership behaviour, more specifically Servant Leadership, that encourage actions which are in line with business requirements in order to drive the desired culture of high performance. The objectives of leadership development would be to build a value-based leadership capability through structured, consistent processes aligned to the Power Utility Leadership framework, spanning from the executive to supervisory level. The key principles should include that the Power Utility Leadership and Supervisory Framework guide the behaviour and actions of the Leadership group, manage the leadership pipeline proactively, reinforce that supervisors are key leaders, and develop a structured talent management process to guide the leadership development process. According to Milner and Joyce (as cited by Bichard, 2000) it is leadership and not good management that transforms organisations.

4.6.2 Reliability of the questionnaire used

From the results of the survey the Cronbach alpha coefficient were very close to 0.7 with the exception of the dimension on Accountability, which was 0.193. It is therefore recommended that new questions are used to access the Accountability Dimension or fewer questions are used. These questions should be grounded in a South African context.

4.6.3 Perception of the employees on Servant Leadership at the power utility

Since the overall perception of all employees was negative, the power utility needs to address this issue as a matter of urgency. There is clearly a perception gap that needs to be addressed.

Why then should the power utility address this perception gap? The power utility is on an aggressive journey to be a top 5 performing utility within 5 years. Realisation of this vision will require breakthrough organisational performance and results in order to 'keep the lights on', while also facilitating the necessary expansion plans in aligning to the world change towards renewable energy and greening of the environment. These objectives can best be realised through effective strategy execution and displaying Servant Leadership behaviour. Currently the organisation has a different view of the leader/s. To address the perception requires of management to mobilise this initiative through executive leadership. Should management demonstrate an understanding of mobilising change through Executive Leadership, it will impact on the successful and effective implementation of Servant Leadership behaviour. Any organisational change initiative, such as the strategic transformation that the power utility is undertaking to become a top 5 utility within five years, must be driven from the senior leadership levels. The executive committee must articulate a strategy that is intended to drive the change towards the desired vision and is committed to effectively driving strategy execution. To attain this, the power utility must define Servant Leadership competencies that are to be driven amongst the relevant target group. These must be articulated and defined in the power utility's leadership programme. One of the requirements should be to "adopt leader and manager performance behaviour in line with well-defined and specific competencies." One may need leaders throughout the organisation because employees' immediate line manager exerts the biggest influence on the extent to which employees are engaged in their work and committed to doing their job to the best of their ability (Marrin, 2011:288).

In its pursuit to change the management/leadership behaviour, an assessment needs to be done of the effort to establish whether

- organisational behaviour is leadership-led with consistent top-down leadership application;
- the managerial leadership capability requires capacity building;
- there is consistent application and interpretation of leadership behaviour;
- chronic manipulation exists (linked to bonus payments; poor performance); for instance, is the five-year performance trend reflecting skewed, above target individual rating across the entire organisation; and
- is there a reluctance to confront poor performance.

The new Servant Leadership management approach should be team-based, which means that it will see the organisation moving from a traditional performance management process based on measures derived from employees' job roles and competencies, towards a team-based solution where all individuals share responsibility for organisational performance. It will create a shift from the thinking that strategy execution is solely the responsibility of the executive team and will see strategy execution become the responsibility of everybody in the organisation. It will also address the challenge of business unit SILOs and encourage value integration by adopting leader and manager performance behaviours in line with well-defined and specific competencies.

The power utility's long term strategic implementation model should also focus on:

1. Translating Servant Leadership strategy into operational terms;
2. Aligning organisation to the strategy;
3. Motivate to make strategy everyone's job; and
4. Govern to make strategy a continuing process.

According to Laub (1999: 74) trust and communication are two key components of increasing the perception of Servant Leadership characteristics in an organisation. By management reinforcing trust among employees and communicating the business Servant Leadership strategy, the organisation will be on the path to success.

4.6.4 Management implications from the findings

Servant Leadership behaviour will require management to lead the change. Management will be required to

1. Set and articulate clear and consistent strategic performance goals;
2. Interpret the organisation's strategy into specific goals and priorities for the teams and individuals;
3. Create an atmosphere of open and transparent communication;
4. Empower employees to develop themselves with skills required to do well in their job role and meet performance objectives; and
5. Drive and expect performance excellence through effectively differentiating between high performers and poor performers.

This Leadership Behaviour should support the Effective Performance Management philosophy

1. That organisations able to cascade their strategy throughout the organisation do so through educating employees, thus instilling an understanding of the organisation's mandate, vision and strategy in each employee, and fostering buy-in and support for the initiatives to drive the strategy.
2. Strong leadership commitment is required for leaders to be able to create line of sight to organisational strategy and corporate plan.
3. Strong leadership is required to appropriately cascade organisation strategy and corporate plan throughout the organisation to develop synergies by sharing resources, cost and customers, which ultimately translates into greater organisational value.

4.6.5 Assessment on the dimensions of Servant Leadership

Leadership should be embraced by the power utility's values, which should seek to ensure fairness, objectivity and consistency, while allowing sufficient flexibility to create the appropriate climate for positive interaction, communication and feedback

regarding individual performance. The corporate culture – what it is like to work for the organisation – must encourage risk taking and creativity and celebrate and empower employees. Employees must feel that they are contributing towards the organisation's vision. By empowering employees with responsibility, the employees will reward the employer with trust.

Management activities should include

1. Assessing and ensuring Servant Leadership Excellence at executive and management levels;
2. Assess executive Servant Leadership in terms of the defined competence model and define interventions to address Servant Leadership gaps;
3. Establish an executive Servant Leadership Development and Assessment centre to manage an on-going pipeline of Servant Leadership talent; and
4. Enhance the organisation's ability to identify, engage and retain High Performance, High Potential employees through a structured Servant Leadership management process and associated governance in line with the transformation agenda.

To ensure that our leaders are rooted on the right foundation, it is further recommended that the Leadership On-Boarding Simulation (LoB) is introduced for managerial levels. Management on-boarding will aim to monitor and effectively guide the 90 day on-boarding plan of the new leader. This will be achieved through engaging all the key stakeholders. If the power utility wants to make a good first impression on the new leader, have impact on the role of the new leader and emphasise his/her role to align to the power utility's strategic objectives, Leadership On-Boarding (LoB) should be a compulsory programme that all leaders (internal and/or external) have to go through.

The LoB programme will aim to achieve the following:

- Align new leaders with the vision, values, strategy and culture of the power utility.
- Empower new leaders to understand the power utility's leadership brand and to be effective as soon as possible.

- Equip new leaders to better understand how their roles and responsibilities align to the power utility's business processes through experiential and interactive learning.

Experiential/interactive learning methodology should be identified as the method of learning for this programme. The benefits of this method for our Servant Leaders mean, among others, that it has a minimum amount of 'telling' and promotes maximum effort of 'self-discovery' for the leader in the new role.

Simulation: Scenarios/ business case studies/ videos should be based on the actual incidences that the power utility experiences and aim to educate and prepare participants with the knowledge to better deal and resolve such situations in their new role as Servant Leaders.

Benefits of the leadership on-boarding:

- Tactics for putting forward-looking development plans in place to help employees understand the vision for their future and their role in becoming a Servant Leader organisation.
- Leadership on-boarding is a key sub-process in the overall Servant Leadership strategy of an organisation.
- Candidates will have the required resources and knowledge to successfully produce the desired characteristics of a Servant Leader.

How will it work?

The programme will allow new leaders to experience, through the use of simulation, a variety of situations to which the power utility's leaders are likely to be exposed in their role as leaders. Each situation must be simulated in the context of the power utility's value chain to give leaders a basic understanding of the operations of each area in the power utility, as well as how different business processes fit into the bigger picture. The programme should provide the leader with an opportunity to identify his/her own learning "gaps" in a safe environment, and they will then use this new knowledge to prioritise their development plans during the 90 days following this programme. The content to be covered should focus on the eight dimensions of Servant Leadership and the duration of the programme should be three full days.

4.7 Suggestions for further research

Due to the dynamic environment in which the utility operates, it is important that the organisation keeps track of the challenges that exist presently. Based on the limitations, conclusions and recommendations of this study several suggestions regarding future research can be made:

1. The scope of the study was limited to one of the 22 power utilities in South Africa. Similar research could be conducted on other power utilities or on the entire organisation.
2. The study focused on only eight dimensions that measured Servant Leadership. Further research could be undertaken to establish whether more or different dimensions can be used in a South African context.
3. A final suggestion is to establish a different set of questions, or fewer questions, on the Accountability construct to determine the perception in a South African context.

5. CHAPTER SUMMARY

Conclusions drawn from the empirical research results provided in chapter three were discussed in detail in the final chapter. The basic demographics of gender, home language, age group, and educational background were briefly discussed, as well as the perception of respondents of Servant Leadership. The Cronbach alpha Coefficient, which determines the reliability of the relevance of the dimensions, was discussed and examined in relation to the results obtained from the questionnaires distributed to respondents.

A leadership on-boarding programme was recommended to allow new leaders to experience, through the use of simulation, a variety of situations in which the power utility's leaders are likely to be exposed to during their role as leaders. Each situation must be simulated in the context of the power utility's value chain to give leaders a basic understanding of the operations of each in the power utility, as well as how

different business processes fit into the bigger picture. The programme should provide the leaders with an opportunity to identify their own learning “gaps” in a safe environment, and they will then use this new knowledge to prioritise their development plans during the 90 days following this programme. The content to be covered should focus on the eight dimensions of Servant Leadership.

The chapter concluded by addressing the achievement of all the objectives of the study and, based on the limitations, conclusions and recommendations of this study, several suggestions regarding future research were made.

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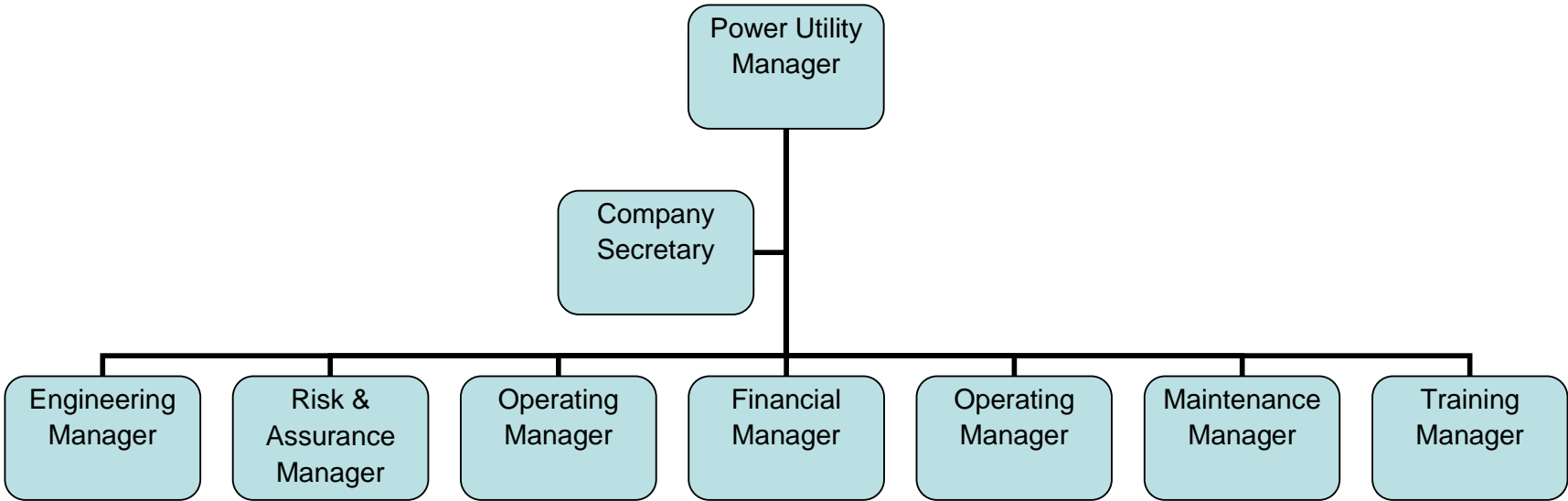
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Appendix A – Company Organogram



Appendix B – Letter of Permission to conduct survey



TO WHOM IT MAY CONCERN

Date:
01 May 2013

Enquiries:

Tel +27 13 690 0921

Dear Sir/Madam

PERMISSION TO CONDUCT SURVEY

This letter serves to confirm that permission has been granted to Derisha Nair, unique number 3915439 to conduct a survey in the form of a questionnaire as part of her Mini-dissertation submitted in partial fulfilment of the requirements for the degree Master of Business Administration at the Potchefstroom Campus of the North-West University.

The exclusions being that the name of the business unit and the parastatal is omitted from this study.

Yours sincerely


MS Japple
POWER STATION MANAGER

Generation Division (Operating Unit - Coal 2)
Duvha Power Station
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Duvha Power Station, PO Box 2199, Witbank, 1035, SA
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Eskom Holdings SOC Limited Reg No 2002/01527/06



Appendix C – Questionnaire

The Servant Leadership Survey						
			Disagree strongly	Disagree	Agree	Strongly agree
No	Empowerment					
1	1	My manager gives me the information I need to do my work well	1	2	3	4
2	2	My manager encourages me to use my talent	1	2	3	4
3	3	My manager helps me to further develop myself	1	2	3	4
4	4	My manager encourages his/her staff to come up with new ideas	1	2	3	4
5	12	My manager gives me the authority to take decisions which make work easier for me	1	2	3	4
6	20	My manager enables me to solve problems myself instead of just telling me what to do	1	2	3	4
7	27	My manager offers me abundant opportunities to learn new skills	1	2	3	4
Standing Back						
8	5	My manager keeps himself/herself in the background and gives credit to other	1	2	3	4
9	13	My manager is not chasing recognition or rewards for the things he/she does for others	1	2	3	4
10	21	My manager appears to enjoy his/her colleagues' success more than his/her own	1	2	3	4
Accountability						
11	6	My manager holds me responsible for the work I carry out	1	2	3	4
12	14	I am held accountable for my performance by my manager	1	2	3	4
13	22	My manager holds me and my colleagues responsible for the way we handle a job	1	2	3	4
Forgiveness						
14	7	My manager keeps criticizing people for the mistakes they have made in their work (r)	1	2	3	4
15	15	My manager maintains a hard attitude towards people who have offended him/her at work (r)	1	2	3	4
16	23	My manager finds it difficult to forget things that went wrong in the past (r)	1	2	3	4
Courage						
17	8	My manager takes risks even when he/she is not certain of the support from his/her own manager	1	2	3	4
18	16	My manager takes risks and does what needs to be done in his/her view	1	2	3	4
Authenticity						
19	9	My manager is open about his/her limitations and weaknesses	1	2	3	4
20	17	My manager is often touched by the things he/she sees happening around him/her	1	2	3	4
21	24	My manager is prepared to express his/her feelings even if this might have undesirable consequences	1	2	3	4
22	28	My manager shows his/her true feelings to his/her staff.	1	2	3	4
Humility						
23	10	My manager learns from criticism	1	2	3	4
24	18	My manager tries to learn from the criticism he/she gets from his/her superior	1	2	3	4
25	25	My manager admits his/her mistakes to his/her superior	1	2	3	4
26	29	My manager learns from the different views and opinions to others.	1	2	3	4
27	30	If people express criticism, my manager tries to learn from it	1	2	3	4
Stewardship						
28	11	My manager emphasises the importance of focusing on the good of the whole	1	2	3	4
29	19	My manager has a long-term vision	1	2	3	4
30	26	My manager emphasizes the societal responsibility of our work	1	2	3	4

Demographic and General Information

No	Mark your Gender			
31	Male	1		
	Female	2		
What is your Home language?				
32	English	1	IsiNdebele	7
	Afrikaans	2	Sepedi	8
	Setswana	3	Tshivenda	9
	Sesotho	4	SiSwati	10
	IsiZulu	5	Xitsonga	11
	IsiXhosa	6	Other	12
What is your age?				
33	18-24	1		
	25-34	2		
	35-54	3		
	55+	4		
What is your educational background?				
34	Less than Matric (grade 12)	1		
	Matric (Grade 12 completed)	2		
	Tertiary education (completed)	3		