

**AN INVESTIGATION OF THE LEADERSHIP PRACTICES AND
ORGANIZATIONAL CULTURE AT A PRIVATE CHRISTIAN SCHOOL**

A dissertation submitted in partial fulfilment of the requirement for the degree of

MASTER OF BUSINESS ADMINISTRATION

of

RHODES UNIVERSITY

By

BITHUN BABU

Supervisor: Mr Kevin Rafferty

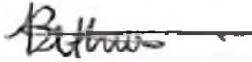
February 2018

Abstract

The purpose of this study is to investigate the leadership practices and organizational culture at a private Christian school in the Eastern Cape. A preliminary review of leadership literature suggested that traces of servant leadership may be apparent at the organization. Thus servant leadership will form a key focus area for exploration in this study. An analysis of this nature can make one aware of the influence leadership has in shaping the organizational culture of an institution. This in turn can be used to inform the future thinking around leadership efforts with respect to culture formation within an organization. The issue was addressed by consulting various articles to view the issue from different perspectives. The school served as a vehicle to explore the tenets of leadership and organizational culture. The study will take the form of a descriptive quantitative study. It was concluded that leadership plays a significant role in establishing the culture at an organization. However, leadership is not the only factor that shapes the organizational culture of an institution. The beliefs and values of the organization also has a role in shaping the overall culture and identity of an organization.

Declaration

I, Bithun Babu, hereby declare that this thesis is my own original work, that all reference sources have been accurately reported and acknowledged, and that this document has not previously, in its entirety or in part, been submitted to any University in order to obtain an academic qualification.

A handwritten signature in black ink, appearing to read 'Bithun Babu', followed by a horizontal line extending to the right.

Bithun Babu

14 February 2018

Acknowledgements

I would like to take this opportunity to thank the following individuals who supported me during the course of my studies:

- Firstly, I would like to thank God for the grace and strength to complete this dissertation. None of this would have been possible without His help.
- To my parents, sister and family members. Thank you for always being there for me.
- A special word of gratitude and appreciation to my supervisor Mr Kevin Rafferty. Thank you for your guidance, support and patience over the past two years.
- To my close friends A. Suteni and S. Ramakhale, thank you for your friendship, loyalty and sincerity.
- To S. Abraham, V. Pillay, C. Steyn, M. Hutchinson and all those who stood with me in prayer. Your support in my life will always be cherished and valued.
- To Prof. O. Skae and the Rhodes Business School staff, thank you for the privilege of being a part of your institution.
- There are many others who have influenced and impacted me in this journey of life. Thank you to all of you.

I dedicate this work to God Almighty. May His name be praised forever.

Table of Contents

Abstract	ii
Declaration.....	iii
Acknowledgements	iv
List of Figures	vii
List of Tables.....	viii
Chapter 1: Introduction	1
1.1 Introduction/ Overview.....	1
1.2 Background.....	2
1.3 Aims and objectives of the study.....	3
1.4 Importance of the study.....	4
1.5 Structure of the thesis.....	4
1.6 Conclusion	4
Chapter 2: Literature review.....	6
2.1 Introduction.....	6
2.2 Leadership.....	6
2.3 Shared or collaborative leadership	9
2.4 Servant leadership	10
2.4.1 Servant leadership in Christianity	12
2.4.2 Servant leadership compared to other leadership models.....	13
2.4.3 Servant leadership characteristics.....	14
2.4.4 Servant leadership instrument dimensions	17
2.4.5 Servant leadership assessment instruments and associated themes	19
2.5 Leadership and education	24
2.5.1 Overview of school leadership and the (South African) education system ...	24
2.5.2 Servant leadership in schools	26
2.6. Organizational culture.....	27
2.6.1 The importance of organizational culture	28
2.6.2 Dominant culture and subcultures	29
2.6.3 Key characteristics that define organizational culture	29
2.6.4 The role of leadership in influencing the organizational culture	30
2.6.5 Culture embedding mechanisms in educational institutions	32
2.6.6 Culture Assessment Instrument	33
2.7 Conclusion	36

Chapter 3: Research Methodology	37
3.1 Introduction	37
3.2 Aims and objectives of the study	37
3.3 Methods, procedures and techniques	38
3.4 Description of the research procedure followed	41
3.5 Data analysis	42
3.6 Quality of research design	43
3.7 Ethical considerations	44
3.8 Conclusion	45
Chapter 4: Results and discussion	46
4.1 Introduction	46
4.2. Servant Leadership Assessment Instrument (SLAI) results overview	47
4.3 Servant Leadership Profile Revised (SLPR) results overview	48
4.4 Overview of the rank findings	49
4.5 Standard deviation overview	50
4.6 Part 1: Theme-based summary (whole group, n=29), follower’s perspective	51
4.7 Part 2: Theme-based summary (whole group, n=30)	66
4.8 Part 3: OCAI summary (whole group, n=30)	78
4.9 Conclusion	97
Chapter 5: Conclusion	99
5.1 Introduction	99
5.2 Summary of main findings	99
5.3 Recommendations	102
5.4 Limitations	104
5.5 Future study suggestions	105
5.6 Conclusion	106
LIST OF REFERENCES	109
APPENDICES	119
Appendix A: Research instrument- Questionnaire	119
Appendix B: Research instrument theme coding	124
Appendix C: Ethical Clearance	130
Appendix D: Institutional permissions	131
Appendix E: Informed consent form	133
Appendix F: Written information given to participants prior to participation	135
Appendix G: Questionnaire permission email correspondence	136

List of Figures

Figure: 4.1	Average score for each question in part 1 (SLAI).....	47
Figure: 4.2	Average score for each question in part 2 (SLPR).....	48
Figure: 4.3	Agapao love (SLAI 1) score distribution.....	52
Figure: 4.4	Humility (SLAI 2) score distribution.....	54
Figure: 4.5	Altruism (SLAI 3) score distribution.....	56
Figure: 4.6	Visionary for the followers (SLAI 4) score distribution.....	58
Figure: 4.7	Trusting (SLAI 5) score distribution.....	60
Figure: 4.8	Serving (SLAI 6) score distribution.....	62
Figure: 4.9	Empowers followers (SLAI 7) score distribution.....	64
Figure: 4.10	Empowering and developing others (SLPR 1) score distribution	66
Figure: 4.11	Power and Pride (SLPR 2) score distribution.....	68
Figure: 4.12	Serving others (SLPR 3) score distribution.....	70
Figure: 4.13	Open, participatory leadership (SLPR 4) score distribution.....	72
Figure: 4.14	Inspiring leadership (SLPR 5) score distribution.....	74
Figure: 4.15	Visionary leadership (SLPR 6) score distribution.....	75
Figure: 4.16	Courageous leadership (SLPR 7) score distribution.....	77
Figure: 4.17	Overview of OCAI scores across the 6 dimensions	79
Figure: 4.18	Dominant Characteristics (DC) - OCAI plot.....	85
Figure: 4.19	Organizational Leadership (OL) - OCAI plot.....	87
Figure: 4.20	Management of Employees (MoE) - OCAI plot.....	89
Figure: 4.21	Organizational Glue (OG) - OCAI plot.....	91
Figure: 4.22	Strategic Emphases (SE) - OCAI plot.....	93
Figure: 4.23	Criteria of Success (CoS) - OCAI plot.....	95
Figure: 4.24	Overall - OCAI plot.....	97

List of Tables

Table: 4.1	SLAI average scores.....	47
Table: 4.2	SLPR average scores.....	48
Table: 4.3	SLAI and SLPR theme average in order of rank.....	49
Table: 4.4	SLAI and SLPR standard deviation overview.....	50
Table: 4.5	Agapao love (SLAI 1)	52
Table: 4.6	Humility (SLAI 2)	54
Table: 4.7	Altruism (SLAI 3)	56
Table: 4.8	Visionary for the followers (SLAI 4)	58
Table: 4.9	Trusting (SLAI 5)	60
Table: 4.10	Serving (SLAI 6)	62
Table: 4.11	Empowers followers (SLAI 7)	64
Table: 4.12	Empowering and developing others (SLPR 1)	66
Table: 4.13	Power and Pride (SLPR 2)	68
Table: 4.14	Serving others (SLPR 3)	70
Table: 4.15	Open, participatory leadership (SLPR 4).....	72
Table: 4.16	Inspiring leadership (SLPR 5)	74
Table: 4.17	Visionary leadership (SLPR 6)	75
Table: 4.18	Courageous leadership (SLPR 7)	77
Table: 4.19	OCAI score summary.....	79
Table: 4.20	‘Preferred – Now’ summary.....	80
Table: 4.21	‘Overall – Individual dimension score’ summary.....	81
Table: 4.22	OCAI focus area summary (Now and Preferred)	82
Table: 4.23	OCAI focus area ‘Preferred – Now’ summary.....	83
Table: 4.24	Dominant Characteristics (DC) - OCAI plot summary.....	85
Table: 4.25	Organizational Leadership (OL) - OCAI plot summary.....	87
Table: 4.26	Management of Employees (MOE) - OCAI plot summary.....	89
Table: 4.27	Organizational Glue (OG) - OCAI plot summary.....	91
Table: 4.28	Strategic Emphases (SE) - OCAI plot summary.....	93
Table: 4.29	Criteria of Success (COS) - OCAI plot summary.....	95
Table: 4.30	Overall OCAI plot summary.....	97

Chapter 1: Introduction

1.1 Introduction/ Overview

Leadership is a topic of interest that has been widely researched (Laub, 2004). The focus areas of the various leadership theories have varied over the years as the hairline cracks and fissures in certain theories became exposed under the magnifying glass of critics. Areas that needed attention have been given a voice in academic literature (Best, 2011; Brubaker, 2013; Conway and Briner, 2005). Those in leadership positions have been made aware that people need to be valued and respected. In the pursuit of performance and prominence, man and his humanity had been forgotten. A call to reconnect with the humanity of people is becoming apparent in media and society in general.

Servant leadership is one form of leadership that acknowledges this and places people at the centre of its attention (Covey, 2006). Thus it is a core area of exploration in this study. Leadership is also believed to play a significant role in shaping the organizational culture of an institution (Latif, 2015). The organizational culture which consists of a set of distinguishing collective features in turn provides an organization with an identity (Bagraim, Cunningham, Pieterse-Landman, Potgieter and Viedge, 2011).

Organizational culture can be regarded as one of the mediums through which leadership can be observed. It also creates a unique personality and corporate identity for an entity, which can be learnt, remodelled and reapplied to other organizations (Bagraim, et al., 2011). It is proposed that the shared values and belief systems of an organization, shapes its culture, which in turn shapes the behaviour of its staff members (Schein, 2010). Thus it is important to investigate amongst others, the belief system and the other secondary factors that make up their culture, such as its practices and values (De Witte and van Muijen, 1999).

Even though servant leadership and organizational culture has been studied extensively as standalone topics (Crippen, 2005; Mozaffari, 2008; Mahembe and Engelbrecht, 2013; Cerit, 2016), based on the preliminary literature review undertaken by the researcher, it seems as though not much research has been done on them as

combined topics, particularly in the Christian education context (Zehir, Aykuz, Sule Eren and Turhan, 2013; Koesmono, 2014; Kaya, 2015). Harwiki (2016) conducted a study on the impact of servant leadership on organizational culture, organizational commitment, organizational citizenship behaviour and employee performance in women cooperatives, but the findings of this study are limited in its transferability due to the varied focus and numerous variables of the study. Thus this study seeks to explore servant leadership and organizational culture as combined topics within the context of a Christian educational institute.

1.2 Background

The chosen Christian school is a co-educational private institution based in the Eastern Cape and caters for about 300 students from grade 00 to grade 12 (SJCS School Prospectus, 2015). There are 30 full-time staff members at the school. The formal leadership body consists of the Headmistress, two Deputy Heads, three Head of Departments (HOD), one School Counsellor and a Sports and Cultural Activities In-Charge. These individuals will be referred to collectively as the 'leadership' of the school for the purpose of this study.

The school is owned by a local church and is run by the school governing body and the staff of the school (SJCS School Prospectus, 2015). The level of teaching experience of the current staff, ranges from 8 months to 26 years. The comparatively smaller individual class numbers at the school enables them to provide students with individual attention and nurturing. This also assists them to provide a 'caring and loving family atmosphere' (SJCS School Prospectus, 2015:1). The school's vision has been developed over the years to instil in the students a "Christian worldview that will permeate their whole life' (SJCS School Prospectus, 2015:2). Its present vision is to equip (learners for their)¹ God given destiny.

The school's mission statement is as follows: *'Empowered by God's Spirit we work together to provide excellent, Biblically integrated education in a demonstrative, supportive and Spirit-filled environment leading to a Godly mind-set, effective*

¹ Researcher's addition.

knowledge and skills, and credible qualifications for meaningful impact' (SJCS School Prospectus, 2015:2).

The following four points are detailed in the school's prospectus:

"... intentionally equip young people to think and operate from a foundation of clear absolute Biblical values"

"... provide a warm, caring extended family that cares for every learner through a range of close pastoral relationships with peer leaders and teachers"

"... provide an environment where we seek to identify the unique talents and characteristics of every learner and value them as individuals. We stress the important workplace skills of cooperation, collaboration and synergy"

"... deliberately create many opportunities for young people to practice service and to reach out to others in altruistic acts" (SJCS School Prospectus, 2015:3).

1.3 Aims and objectives of the study

The main aim of this research study is to investigate the servant leadership practices and organizational culture at the Christian school, so that an external review of the school's current practices and progress relative to their espoused values and mission statement can be provided.

The supporting objectives include the following:

- establish the current and preferred organizational culture at the school through the use of the Organizational Culture Assessment Instrument (OCAI);
- assess the extent of servant leadership practised at the school through the use of the Servant Leadership Profile Revised (SLPR) and the Servant Leadership Assessment Instrument (SLAI);
- provide recommendations on addressing the challenges associated with implementing the desired culture at the school by interpreting the output from the questionnaires.

By addressing the above, the study seeks answer the following question: "Does servant leadership always lead to the formation of a certain type of organizational culture at Christian schools?"

The study will take the form of a descriptive quantitative study. The researcher was a former staff member of the aforementioned school. He had observed certain

noteworthy aspects of the school's organizational culture that has the potential to impact other organizations positively. An analysis of these aspects could provide valuable insights that can be of use to other organizations. It is believed that the leadership of the school has had an influence on the organizational culture of the institution. A preliminary review of leadership literature suggested that traces of servant leadership may be apparent at the organization. As such, servant leadership will form a key focus area for exploration in this study.

1.4 Importance of the study

It is anticipated that the findings and deductions made from the study will serve as a useful reference guide for schools who wish to instil a similar organizational culture. The study also has the added benefit of providing the chosen school with a reflective tool to measure the effectiveness of its current practices.

1.5 Structure of the thesis

- Chapter 2 of this study comprises of a literature review and will follow at the end of this chapter. It will consider the current state of literature pertaining to leadership, servant leadership, school leadership and organizational culture and a few related ancillary topics.
- Chapter 3 contains a discussion of the research methodology that was undertaken and followed. The aim of the study, the research instruments used and the way in which the questions were selected and how the responses were to be analysed are discussed in this chapter.
- Chapter 4 consists of a presentation of the findings and is accompanied by a discussion of the findings. This chapter contains statistical results and a graphical presentation of the key findings.
- Chapter 5 concludes the study.

1.6 Conclusion

This chapter provided an introduction to the study. The rationale for undertaking the study was briefly alluded to and its potential value to the research world was highlighted. A contextual background of the research site was detailed to facilitate better understanding of the findings and to caution the reader not to make concrete

generalisations based on the results alone. As the findings may be influenced by a number of contextual factors at the chosen institute. Chapter 2 will review the literature pertaining to this study.

Chapter 2: Literature review

2.1 Introduction

This chapter represents a review of the literature pertaining to this study. A variety of sources were explored to position the study appropriately. In line with the research topic, the review will commence with a brief exploration of leadership thought in current literature. This is followed by a cursory overview of shared leadership. Characteristics associated with servant leadership were identified at the school, as per the guidelines apparent in the preliminary literature review. Thus servant leadership and associated topics are explored in detail. This is followed by a discussion on School leadership. Organizational culture is seen as the medium through which the influence of leadership can be noticed and is therefore the last topic reviewed in this chapter. These topics are discussed to provide a theoretical foundation for the study.

2.2 Leadership

The definition of leadership has evolved over the years to include certain key features and exclude some redundant and irrelevant conceptions about it as a notion (Horner, 1997). Leadership has become more inclusive and participatory in nature (Mohelska and Sokolova, 2015). The areas of responsibility for leaders have also been broadened, as they are now held accountable for their impact on the environment and society, in addition to their commitment to their respective organizations (Walumbwa, Avolio, Gardner, Wernsing and Peterson, 2008).

A few definitions of 'leadership' will be explored in order to understand the key features that characterize leadership. Doing so is expected to provide a holistic perspective of the term 'leadership'. Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw and Oosthuizen (2008:295) states that "leadership involves influencing others to act towards the attainment of a goal." While Shriberg and Shriberg (2011) describe leadership as a process that occurs in group context, whereby influence is used to guide and direct followers towards obtaining visionary and transformational goals.

Leadership is also regarded as a skill used to influence followers to achieve organizational objectives (Parris and Peachey, 2012). It is said that there are a few differences between the term leader and the term leadership. Laub (2004) proposed

that there are four elements that are necessary for a person to be regarded as a leader. These include the following: vision, action, mobilization and change (Laub, 2004:5). Whereas 'leadership refers to the process through which leaders and followers engage to produce change (Laub, 2004:5).

When the concept of being a leader is expanded to include the leadership process, leadership can be defined as "an intentional change process through which leaders and followers, joined by a shared purpose, initiate action to promote a common vision" (Laub, 2004:5). The idea of serving a shared purpose is also affirmed by Sergiovanni (1992:87). The term leadership has expanded its horizons to involve and include more people in the leadership process (Bennis and Nanus, 1985). It is no longer regarded as just a position of authority belonging to a select few. It is not limited to the confines of a group of individuals with recognizable titles. It is something that can be carried out by a number of people, regardless of their rank within the organization. It has become regarded as a trait that individuals can display.

In essence leadership has become a collective responsibility shared amongst members of an organization. Fairholm and Fairholm (2000) support this assertion by stating that shifts have occurred in the definitions of leadership with regard to their roles, relationships and responsibilities. Thus the relationship between group members need to be strengthened for collaboration and cooperation purposes. The realization that leadership is a collective responsibility, requiring the collective efforts of others has challenged hierarchical leadership models to flatten their structures and involve more people in decision-making (Matteson and Irving, 2006).

As one individual will not always have all the information necessary to fulfil a task. Thus sharing the duties with the people who actually have the knowledge, skills and abilities or who are closer to the actual problem appears to be a better approach (Pearce, Manz and Sims, 2009). Secondly, leaders may not have enough time to make all the decisions in a dynamic environment requiring quick responses. Involving others also creates a sense of belonging and people become more inclined to take ownership of their functions or areas of responsibility. The level of commitment to the organization's purposes are thus also enhanced (Koesmono, 2014).

For leadership to fulfil its true purpose as defined by Laub in the definition discussed earlier, leadership must be a collective effort, requiring active participation from both the leader and the followers (Laub, 2004). The initiator of a process may be considered as a leader, while the followers carry out their respective roles. However, this is for functionality purposes and does not necessarily ascribe a lower value to those regarded as followers. The main aim is to fulfil the task at hand, so that the overall vision and purpose is realized (Laub, 2004).

Laub (2004) also states that a common set of values and beliefs amongst the leaders and followers acts as a unifying force that enables them to pursue a shared purpose. The original vision is then translated into actionable tasks so that the members of the organization can embrace and take ownership of it (Matteson and Irving, 2006).

As alluded to earlier, the importance of involving followers in leadership tasks and procedures has been a recurring theme in emerging leadership literature (Mohelska and Sokolova, 2015; Ruigrok and Achtenhagen, 1999). Following this philosophy can encourage group 'buy-in', as the decisions have been taken based on the collective input of the followers (Suderman, 2012). So part of a leader's responsibility is to instil in the followers an awareness that their efforts are contributing to the group's objectives (Hersey and Blanchard, 1982).

Leadership is not about forcefully eliciting a certain type of behaviour from others. It is about developing a relationship and climate that encourages wilful participation (Maxwell, 2007; Mittal and Dorfman, 2012). Pritchard (2013) acknowledges that the followers should not be regarded as inferiors and must choose to follow the leader wilfully. Thus followership is not forced, but is voluntary. There is a dynamic interplay of mutual support and cooperation. This will involve creating a sound and respectful working relationship with the followers (Prosser, 2007).

In support of Cawood and Gibbon (1983:3), Laub (2004) asserted that the notion of leadership required the participation of both the leader and the followers for the process to be effective. The importance of the followers' cooperation in sustaining the leadership process was thus acknowledged. Without followers, the leadership process is incomplete and ineffective. The process requires collective collaboration and

participation. Shared leadership is an emerging concept in leadership literature that incorporates the above mentioned collaborative and participative elements as part of its leadership approach (Pearce et al., 2009). Thus it is worthwhile to explore the concept of shared leadership.

2.3 Shared or collaborative leadership

The heart behind shared leadership is to spur one another on to fulfil the collective goals of an organization (Pearce et al., 2009). The direction of peer influence can flow up or down the official leadership structure depending on the situational demands (Pearce et al., 2009).

Over and above the two-way influence, shared leadership involves sharing power and authority amongst a group of individuals, rather than having power exclusively attributed to one person (Mittal and Dorfman, 2012). Practitioners have challenged the concept of exclusive leadership and have argued that 'leadership roles and activities can, and should, be shared among members of a team or organization (Pearce et al., 2009).

In agreement to the claims made about leadership not being limited to those with formal titles, shared leadership acknowledges that even members without formal leadership titles can make valuable contributions towards leadership thought (Pearce et al., 2009). One person may bring contextual experience while another can bring subject-related insight. Based on that, they may take the lead in certain situations (Blanchard, Blanchard and Zigarmi, 2006).

Thus members who are more competent and knowledgeable in an area can pro-actively take the lead and demonstrate leadership when the need arises and then allow others to lead when it is appropriate to do so (Morris, Brotheridge and Urbanski, 2005). So leadership has become a collective and shared responsibility, whereby people's talents are leveraged for the organization's benefit. The points raised above indirectly affirms the need for empowerment and delegation within organizations. The need for more equal power distribution and flatter organizational structures to facilitate this process is thus acknowledged (Sackmann, 1991).

As mentioned earlier, leadership positions are created for functionality purposes, and not to create distance, superficial hierarchies and status symbols that divide people, rather than unite them. That being said, this notion does not intend on replacing or downplaying the role of a main leader who provides overall leadership and direction. It merely highlights that shared leadership can prove to be more effective in situations involving interdependent tasks (Matteson and Irving, 2006). It is an approach that can be used in conjunction with other leadership approaches, so that a more flexible and quicker response platform can be created (Pearce et al., 2009).

In summary, it can be said that leadership is not a once off event. It is a trait that needs to be displayed on an ongoing basis. Amongst other things, a leader is expected to provide direction, give guidance and lead his/her fellow team members. Leadership positions should also not be seen as status symbols. Instead they should be seen as a position of trust and responsibility. They should be seen as opportunities to empower others. The leader needs to see his/her role as part of the bigger picture (Blanchard, Blanchard and Zigarmi, 2006).

Thus colleagues/followers should not be treated as inferior subordinates, but as team members. Leaders also ought to have a multigenerational perspective. In other words, they need to see themselves as stewards of the organization and are responsible for the well-being of the organization (Allan and Neill, 2016). Thus they must train and mentor potential leaders who can carry on what has been started (Maxwell, 2007).

Servant leadership is a type of leadership that embraces and incorporates the ideals mentioned in the above summary (Hunter, 1998). Thus it is the next topic for exploration.

2.4 Servant leadership

According to Sendjaya and Sarros (2002) even though servant leadership is a concept that has been recognised in literature since Burns' (1978) and Greenleaf's (1977) publications, it was only supported by anecdotal evidence as noted by Bowman (1997). It is only recently that the thought has gained prominence in leadership literature as a viable consideration (Blanchard, Blanchard and Zigarmi, 2006; Howatson-Jones, 2004; Havenga, 2006).

The scarcity of research on servant leadership is partly attributed to its seemingly paradoxical notion of a 'servant as leader' (Sendjaya and Sarros, 2002). The idea of thinking and acting as both leader and servant simultaneously, in the form of a 'leader who serves, and a servant who leads', appears to be difficult to comprehend conceptually (Sendjaya and Sarros, 2002).

Nevertheless research in the field is gaining traction (Patterson, 2003; Dennis and Bocarnea, 2005; Spears, 2010; Mahembe and Engelbrecht, 2013). The shift of focus in leadership literature with priority being given to empowerment, shared responsibility and relational power makes servant leadership's prospects seem promising (Bass, 2000).

Although not the founder of the entire concept, Greenleaf is credited to have coined the phrase 'servant leader' (Greenleaf, 1977). Even though not formally termed as such, the practice of servant leadership is demonstrated and encouraged in religious texts, particularly the Bible (Shirin, 2014).

Greenleaf (1977) describes servant leaders as those leaders who put other people's needs above their own. The servant leader's first preference and main priority is to serve. This is an intentional choice and predominant commitment. Greenleaf (1977) aptly points this out that this is the primary intention. Leading is a secondary consideration. In other words, one who desires to serve first and lead second is different to one who is leader first. As the latter's stance is likely to be based on a desire to increase their own power (Greenleaf, 1977).

Servant leaders prioritize the transformation and development of their followers so that they grow and also become servants (Greenleaf, 1977). They initiate a continuous cycle of servant leadership development that iterates the process to expand its reach. Greenleaf's construction of the notion of servant leadership is believed to have been inspired from Hermann Hesse's novel, *Journey to the East* (Greenleaf, 1977). In summary, Leo the central figure and a group of men venture off on a journey. In the process, Leo performs menial chores, but also sustains them with his strong presence. After his disappearance the team morale took a dive. Years later, the narrator comes to know that Leo was the titular head of the order (Sendjaya and Sarros, 2002).

However, the introduction of the fundamentals associated with the notion of servant leadership is credited to Jesus Christ (Sendjaya and Sarros, 2002). The concept was initially taught and practically demonstrated by him. Cunningham (2004) even highlighted the significance of service in relation to leadership.

In support, Sendjaya and Sarros (2002:58) states that “service has always been at the core of leadership in the spiritual arena, symbolized at the highest level by Christ washing the feet of his disciples.” In a paper exploring the origin, development and application of servant leadership in organizations, Sendjaya and Sarros (2002) considered Jesus Christ’s model of servant leadership. An incident in the book of Mark, in the Bible was analysed and is briefly discussed below (Holy Bible, Mark. 10:35-45).

2.4.1 Servant leadership in Christianity

An argument broke out amongst the disciples about who is greater than the other. They seem to have misunderstood the purpose of power and position (Shirin, 2014). As a result of leadership often being portrayed and perceived as a symbol of power and status, a great deal of striving is often evident for such positions in society (Fiedler, 1996). Contrastingly, Jesus Christ’s commentary in response to the incident implied that the heart motivation behind such pursuits needed to be inspected. Is it done out of a desire for power or to serve others? Greenleaf’s description about a servant leader serving first before wanting to lead, supports the rationale behind the question posed above (Greenleaf, 1977).

To reinforce the message Jesus said “...*whoever wants to become great among you must be your servant*” (Holy Bible, Mark 10:43). In essence he had introduced them to the notion of a new metric for measuring greatness, that of serving and loving others. Sendjaya and Sarros (2002) agreed by saying that the term ‘servant’ was regarded as a synonym for greatness in this context.

On another occasion in John 13: 14-15, the concept of servant leadership was also demonstrated practically (Holy Bible, John.13:14-15). Jesus took on the customary role of a servant and washed the feet of his disciples prior to a meal. Jesus said to the

disciples that he had set an example for them and they ought to emulate his actions (Ford, 1991). Thus it can be seen that the level of service does not really have a lower or upper limit.

The gesture had a few valuable lessons about serving (Shirin, 2014). The pro-active identification of a need, and the non-reluctant approach to take on a task without regarding it as below one's level is exemplary. It indirectly affirms that the individual is secure enough to empower others and elevate them to a higher level without forming or developing an inferior self-image (Hunter, 1998).

Other guidance pertaining to service in the Bible addresses the following aspects: the attitude a person ought to have while serving, the motivation for service and the different types of service.

2.4.2 Servant leadership compared to other leadership models

To investigate how leadership thought has been furthered by servant leadership, it is worthwhile exploring the similarities and differences that servant leadership has with other leadership models (Sendjaya, Sarros and Santora, 2008).

Stone, Russell and Patterson (2003) acknowledge servant leadership's similarity to Burn's (1998) transformational leadership. However, it is noted that transformational leaders elevate followers for the purpose of achieving organizational objectives, while servant leaders lead for the good of the followers (Sendjaya, Sarros and Santora, 2008). In other words, the servant leader's focus is firstly on followers and this takes precedence over organizational objectives (Barbuto and Wheeler, 2006). This approach is justified by Stone, Russell and Patterson (2003), where they state that by first focusing and facilitating follower growth and development, organizational success and goal attainment will inevitably follow, as the individuals in essence make up the organization. However, at a practical level it must be appreciated that there are times where organizational matters will need greater attention. This occasional change in focus does not necessarily detract from the essence and concept of servant leadership (Havenga, 2006).

Avolio and Gardner (2005) highlight that authentic leadership also shares a few similarities with servant leadership. They acknowledge the importance of having a positive moral perspective and modelling positive and authentic behaviour (Sendjaya, Sarros and Santora, 2008). The congruence in the leader's speech and practices adds credibility to the actions and strengthens the integrity of the ideal demonstrated (Walumbwa, Avolio, Gardner, Wernsing and Peterson, 2008).

Sendjaya, Sarros and Santora, (2008) also openly acknowledge that servant leadership has a very strong spiritual dimension and orientation, that is not as apparent in the authentic leadership model. They also put forward the claim that spirituality is an essential source of motivation for servant leaders (Sendjaya, Sarros and Santora, 2008). Thus it is no surprise that servant leadership resembles spiritual leadership in many respects.

Servant leadership and Fry's (2003) spiritual leadership both prioritize "virtuous leadership practices and intrinsic motivating factors to cultivate a sense of meaning, purpose and interconnectedness in the workplace" (Sendjaya, Sarros and Santora, 2008:404). The engagement in meaningful and motivating work in an integrated and holistic setting are chief concerns in both approaches. Thus leaders derive meaning and purpose by expressing leadership through service (Fry, 2003; Macdock and Fulton, 1998 cited in Sendjaya, Sarros and Santora, 2008).

Sendjaya, Sarros and Santora (2008) point out that the spiritual leader's constructs of vision, altruism, love and hope (Fry, 2003) are inherent in servant leadership too. Most of the ideals are captured using different terms that essentially convey the same message. However, it should be noted that there are areas of divergence in the two models (Sendjaya, Sarros and Santora, 2008). In essence, spirituality is just one of many other dimensions of servant leadership.

2.4.3 Servant leadership characteristics

As Greenleaf did not provide a formal definition for servant leadership, a number of authors have provided descriptions or characteristics that are synonymous with servant leadership (Irving and Longbotham, 2007). Spears is one such author and

identified ten characteristics of servant leadership from Greenleaf's original writings (Spears, 2010). These include the following: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people and building community (Spears, 2010).

On the other hand Stone, Russell and Patterson (2003) identified 9 functional and 11 accompanying attributes. While Van Dierendonck (2011) identified 6 key characteristics of servant leader behaviour. These include the following: empowering and developing people, humility, authenticity, interpersonal acceptance, providing direction and stewardship.

Barbuto and Wheeler (2006), Crippen (2005) and a few others posit that the ten characteristics noted by Spears (2010) are a close representation of the key characteristics of servant leadership. Thus it is useful to consider these in more detail.

I. Listening

This forms the initial gateway or portal through which valuable information is gathered. Listening with intent and being alert to both the spoken and unspoken messages are important to discern the meaning behind what was communicated. The listening process also needs to be complemented with reflection sessions (Spears, 2010).

II. Empathy

At the heart of empathy is the desire to understand people and their feelings from their frame of reference (Olckers, Gibbs and Duncan, 2007:3). This requires one to look at people with "eyes of compassion". As it is only then that things often overlooked by the layman becomes apparent to the servant leader (Spears, 2010). Figuratively speaking it is not just about seeing with one's eyes or listening with one's ears, but it is also about being able to see and hear with one's heart as well. Doing so will establish a connection that facilitates better understanding between leaders and followers (Olckers, Gibbs and Duncan, 2007:2).

III. Healing

Servant leadership has a restorative component inherent in its core belief system. It seeks to make people whole (Spears, 2010). It has the potential to heal both the leader and the follower, as they journey together in the healing process. The search for wholeness is a mutual pursuit (Spears, 2010).

IV. Awareness

This characteristic considers the leader's general disposition and level of alertness to what happens around them. A certain measure of self-awareness is also inevitable. As being open and aware of the external changes assists the leader with decision-making efforts (Spears, 2010). Reflection exercises are often used in conjunction with this characteristic to make sense of things.

V. Persuasion

This characteristic considers the approach used to obtain a certain type of behaviour from the followers (Spears, 2010). Servant leaders make use of persuasion to convince people, rather than coerce them using positional authority. It may involve informing people about the purpose behind the requested actions. Thus they become aware of the importance of the request and are more likely to comply (Howatson-Jones, 2004).

VI. Conceptualization

The ability to view problems at a conceptual level is an important skill for servant leaders. As being able to see the problem in light of multiple time zones without losing track of the short-term actions is a much needed skill (Spears, 2010).

VII. Foresight

Foresight shares a few similarities with the conceptualization characteristic. It also requires drawing from lessons in the past to inform current actions in anticipation of a

desired future (Spears, 2010). It requires visioning and looking into the future. So that pro-active steps can be taken in the present to be better prepared for the future.

VIII. Stewardship

This aspect conjures up thoughts of accountability and responsibility. It alludes to looking after resources entrusted to a person or institution. An obligation to ensure the well-being of people placed under a leader's care is indirectly implied (Greenleaf, 1977).

IX. Commitment to the growth of people

This is synonymous to empowering and developing people. So that they can grow personally, professionally and spiritually. In light of this, opportunities for growth are often presented to followers for development purposes (Greenleaf, 1977).

X. Building community

This characteristic seeks to reconnect with the humanity of people by prioritizing relationship building (Spears, 2010). Community engagement activities that promotes team work and bettering the local community are examples of such initiatives.

2.4.4 Servant leadership instrument dimensions

A number of measurement instruments have been developed to measure servant leadership (Laub, 2004; Wong and Page, 2003; Dennis and Bocarnea, 2005; Barbuto and Wheeler, 2006; Reed, Viadver-Cohen and Colwell, 2011). While there are similarities amongst the basic tenets across the instruments there certainly are key differences due to the varying subscales that have arisen. This is especially true since the various authors may have had different focus areas. This in turn may have led to the identification of distinctive factors based on statistical findings (Van Dierendonck and Nuijten, 2011).

Sendjaya, Sarros and Santora (2008) proposed a holistic model called Servant Leadership Behaviour Scale (SLBS) which comprises of six dimensions. These

include the following: voluntary subordination, authentic self, covenantal relationships, responsible morality, transcendent spirituality and transforming influence. There are pertinent points contained within each of these dimensions and it will thus be briefly outlined (Nayab, 2011).

I. Voluntary subordination

This addresses the willingness with which a person takes responsibility for a task. The type of service or the lack of corresponding reward is not a hindrance for such an individual (Blanchard and Hodges, 2003; Sendjaya, Sarros and Santora, 2008). Embracing greatness through servanthood and forgoing the status based regard of positional leadership is regarded as a key characteristic of servant leadership (Greenleaf, 1977).

II. Authentic self

This dimension acknowledges the need to consistently display humility (Sendjaya, Sarros and Santora (2008) and integrity (Russell and Stone, 2002). The leader's willingness to undertake tasks that are not formally recognized and rewarded is considered to be an example of humility (Badaracco, 2002). Such leaders are secure enough to operate without regular acknowledgement or approval from other people (De Pree, 1997).

III. Covenantal relationship

Relationships are a very fundamental aspect in servant leadership. The leader's unconditional acceptance of their followers creates a growing and enabling environment for them (Greenleaf, 1977). The leader's personal approach and genuineness creates a bond between him/her and the followers. All other engagement flows from this relationship. The 'shared values, open-ended commitment, mutual trust' (Sendjaya and Sarros, 2008:407) and concern for the well-being of others reaffirms and strengthens the bond to facilitate meaningful interaction. Servant leaders regard their followers as equals and treat them that way, instead of as subordinates. In fact Marshall (1999 cited in Sendjaya, Sarros and Santora, 2008:407) describe them as 'equal partners'.

IV. Responsible morality

Responsible morality looks at the moral legitimacy of the ends sought and the means employed (Sendjaya, 2005). The organization operates out of a commonly understood and internalized set of justice principles (Sendjaya, Sarros and Santora, 2008).

V. Transcendent spirituality

According to Fry (2003:708) 'the servant leader brings together service and meaning- the leader is attuned to basic spiritual values and, in serving them serves others...' In essence an element of 'calling' is also involved. Thus a willingness to engage in meaningful and intrinsically motivating work is apparent. So they also derive meaning and purpose in life through this service (Irving and Longbotham, 2007).

VI. Transforming influence

Transformation is one of the key distinguishing features of servant leadership. The transformation that occurs in followers through the service provided by servant leaders is a key distinguishing characteristic of the efficacy of servant leadership. In fact a question often posed to gauge the success level of servant leadership is '*Do those served grow as persons?*' (Greenleaf, 1977). The transformational influence takes place through visioning, modelling, mentoring and empowering others (Sendjaya, Sarros and Santora, 2008).

2.4.5 Servant leadership assessment instruments and associated themes

The Servant Leadership Assessment Instrument (SLAI) and the Servant Leadership Profile Revised (SLPR) and are well recognised research instruments used to measure the extent of servant leadership at an organization (Harwiki, 2016). These are the instruments used in this study. As such the constructs and themes contained in these instruments are explained below.

Servant Leadership Assessment Instrument (SLAI) themes

The seven constructs or themes found in the SLAI is based loosely around Patterson's theory of servant leadership "which defines the values on which servant leadership is based" (Dennis and Bocarnea, 2005:601).

I. Agapao love (SLAI 1)

Van Dierendonck and Patterson (2015) regard agapao love as the central pillar of servant leadership. This love results in the acknowledgement and appreciation of people's humanity (Van Dierendonck and Patterson, 2015). Love is one of the chief motivating factors behind the individual's actions (Dennis and Bocarnea, 2005). Showing genuine concern and caring for the well-being of the followers are expressions of this love (Van Dierendonck and Patterson, 2015).

II. Humility (SLAI 2)

The extent to which an individual can keep his/her own accomplishments in perspective is shown by their level of humility. As the common adage goes "humility is not thinking less of yourself, but thinking of yourself less" (Morris, Brotheridge and Urbanski, 2005:1325). Having a healthy and balanced view of oneself is what is being suggested. The shift in focus from self to others is indirectly implied as well. The willingness to involve and consult others in decision-making is an example of displaying humility (Morris, Brotheridge and Urbanski, 2005).

III. Altruism (SLAI 3)

Altruism is an expression of concern for others. It is done for the sake of helping others with no hidden motives or selfish intentions. A corresponding return expectation is not intended, though it may occur unexpectedly by virtue of the interactions that happen in one's life (Van Dierendonck and Patterson, 2015).

IV. Vision (SLAI 4)

Put simply, vision informs and inspires action in the present, in anticipation of the future. Individuals need to be able to visualise a desirable future so that efforts can be undertaken in the present to see its fruition (Mittal and Dorfman, 2012). Collective visioning that involves other people and includes their input and contribution will have a better buy-in than a vision that was formulated individually and independently (Dennis and Bocarnea, 2005).

V. Trust (SLAI 5)

Trust is a critical precursor for servant leadership to operate optimally (Ebener and O'Connell, 2010). It symbolizes the level of confidence a person has in another individual. Trust is earned over time through a consistent display of positive behaviour that complements the verbalised beliefs of a leader (Cunningham, 2004). Walking the talk through example and modelling, reinforces the impression in the follower's mind and eyes (Covey, 2006). Once a leader's trustworthiness is proven, followers are likely to reciprocate with greater levels of commitment and loyalty. Cooperation and wilful collaboration is also likely to follow suit.

VI. Service (SLAI 6)

Russell and Stone (2002) noted that servant leaders are deeply aware that service is a fundamental component of servant leadership. Servant leadership is incomplete without service. A leader's service to others is apparent mainly in their behaviour and attitudes (Boyatzis, 2009). Greenleaf asserted that a sense of responsibility is necessary for leaders to be prompted to action.

VII. Empowerment (SLAI 7)

Empowerment is a power sharing process that allows followers to exercise greater levels of authority over their assigned areas of responsibility (Cerit, 2009). It is an opportunity for followers to develop their leadership skills and take ownership of the sections allocated to them. Empowerment's intention is two-fold (Cerit, 2009). Firstly, due to time and other resource constraints it makes sense to group and delegate tasks to different people. So that the efforts exerted are focused and concentrated, rather than diluted and distributed. Secondly, empowerment is a pro-active succession measure, undertaken in anticipation of changes in future leadership, possibly due to retirement or other reasons (Howatson-Jones, 2004). Thus the continuity prospects of the existing practices are assured to a certain extent by doing so (Nayab, 2011).

Servant Leadership Profile Revised (SLPR themes)

I Empowering and developing others (SLPR 1)

Similar to the empowerment construct under the SLAI, it involves the delegation of responsibility in an attempt to empower people to be more competent and skilled at the work they do (Matteson and Irving, 2006). Prioritizing the development of followers is thus a key focus area. Investing time and resources to assist others to work through their weaknesses to improve their capabilities is another example of empowerment. Actively identifying and seeking to develop hidden talent and potential is also a distinguishing criteria of this theme. Providing growth opportunities to these members is a logical follow-up activity.

II. Power and Pride (Vulnerability and humility, if scored in reverse) (SLPR 2)

This theme partly resembles the humility construct of the SLAI. Amongst other things it considers the extent to which a leader desires positional power (Page and Wong, 2000). The impact of formal leadership positions on an individual's external demeanour and his/her mind-set is explored under this theme.

III. Serving others (SLPR 3)

This theme is synonymous with the serving construct of the SLAI. The desire to serve others rather than being served, partially explains an individual's general service orientation and attitude towards service (Spears, 1995). Placing group interest above self-interest is another measure used to discern the level of service culture apparent within an individual's mind-set. Making sacrifices and performing tasks without expecting anything in return are some of the key characteristics apparent in this theme. Believing that all work has its own dignity and worth encourages leaders to serve in different roles regardless of how menial or trivial a task may be (Parris and Peachey, 2012).

IV. Open, participatory leadership (SLPR 4)

This theme considers the extent to which a leader is receptive to the input of others (Koesmono, 2014). The willingness to involve and include others in decision-making is an indication of the level of openness and desire for collaboration (Morris et al., 2005). Creating an environment of trust and transparency will encourage group participation.

V. Inspiring leadership (SLPR 5)

Inspiring leadership seeks to draw out certain behaviours in others, by modelling certain noteworthy types of behaviours with the anticipation that it will motivate others to do the same (Irving and Longbotham, 2007). Personal charisma, positive attitudes and verbal affirmations are other means utilized to inspire followers.

VI. Visionary leadership (SLPR 6)

This theme is also very identical to the vision theme in the SLAI. A strong sense of mission drives the leader's actions (Best, 2011). An envisaged future and the necessary actions required to achieve it is communicated to the followers. Direction is provided by narrowing and defining the main focus areas (Anderson, 2008).

VII. Courageous leadership (Integrity and authenticity) (SLPR 7)

Courageous leadership involves displaying integrity and consistency. What is said should be backed up with what is actually done (Brubaker, 2013). Admitting and taking responsibility for mistakes is a sign of maturity and authenticity. Demonstrating courage by doing the right thing even when there are financial or other consequences reinforces the trust aspect mentioned in the SLAI (Reed, Viadver and Colwell, 2011). The existence of the above mentioned themes at institutions or within people's actual leadership approach is believed to be indicative of the presence of servant leadership (Howatson-Jones, 2004). As the study considers servant leadership within the context of a private Christian educational institute, it is necessary to briefly explore the education system in South Africa.

2.5 Leadership and education

2.5.1 Overview of school leadership and the (South African) education system

The main purpose of primary and high school institutions is to educate, upskill and develop the students. The criteria required to proceed to the next grade and the content of the syllabus is typically provided by the relevant educational bodies within a country (Akan, 2013). Educators and other examining bodies are responsible for preparing suitable assessment activities to measure the progress of the students. Thus these demands call for high levels of excellence and discipline from both the educators and the students. The pressures of producing high quality results are also likely to affect the culture that emerges at a school (Bipath and Adeyemo, 2014).

The performance metrics used in schooling systems are typically based around good grades and overall pass rates. There is also an inherent pressure within the system to produce high quality results. This is likely to have a bearing on the focus areas of the educators and students as well. Thus the efforts exerted will be in line with meeting these objectives of obtaining good results (Crippen, 2005).

The leadership structure of schools are generally organized around the functional requirements of the education process. Each class is led by a class teacher and the students are also taught by other teachers who specialize in various subjects. These teachers usually report to a Head of Department (HOD) or subject head. The HODs subsequently report to either the principal or vice-principal (Darko, 2012). The HODs are responsible for seeing that the requirements of each department are fulfilled. However, the manner in which they attend to their leadership duties may be misinterpreted at times, perhaps due to the formality of the processes.

In the education system, rule and regulations are key mechanisms employed to establish order, structure and stability. To prevent delays in contact classes during staff turnover periods, additional control mechanisms are used (Cerit, 2009).

There are also additional administrative duties for schools that follow the Independent Examination Board (IEB) system (IEB, 2016), as their system is highly regulated and

the rules governing the system are very stringent. As such a number of monitoring and control procedures are apparent in the guidelines provided to the educators under this system (Bipath and Adeyemo, 2014).

Darko (2012) stated that academic organizations are usually highly structured and leadership is generally value-neutral. In support Noland and Richards (2015) stated that academic organizations tend to have hierarchical leaders and they tend to use a command and control type of leadership style. Van Brummelen (2005) argued that this approach often distances the leaders from the rest of the followers.

Cunningham (2004) even stated that this approach led to a transactional style of leadership and hindered leadership development efforts. In contrast, Bass (2000) suggested that a flatter leadership structure would be necessary to facilitate leadership development. Bass (2000) suggested that process-centred, collaborative leadership models could also be a suitable alternative.

Nevertheless Fairholm and Fairholm (2000) noted that the organizational structures of schools have changed over the years. Shifts have also occurred in the leadership roles, relationships and responsibilities (Crippen, 2005). Crippen (2005:2) also noted that "schools are moving towards a more collegial, cooperative, transformative, service approach in the learning community." Fairholm and Fairholm (2000) state that authority flows have become less hierarchical and role definitions have become more general and flexible. Leadership activities are being undertaken based on skill and competence, rather than on the basis of formal positions. A greater proportion of collaborative work has become a part of people's work portfolios (Fairholm and Fairholm, 2000).

Darko (2012) makes the point that in as much as the main leaders can provide a vision and overall guidance, in order for the vision to be implemented, the efforts of the rest of the members are needed. It is a collective endeavour in many respects.

Bass (2000) noted that a variety of leadership approaches are required at various stages of an organization's development lifecycle. Servant leadership is one such type of leadership that can be utilized in educational settings (Crippen, 2005).

In fact educational institutes were one of the vehicles identified for propagating the notion of servant leadership (Greenleaf, 1977). Laub (2004:5) notes that the practice of servant leadership gave rise to serving institutions. Greenleaf realized that society was starting to look at institutions for its services (Laub, 2004). Thus institutions as a whole needed to reflect the ideals of servant leadership in order for it to be regarded as a serving institution.

2.5.2 Servant leadership in schools

According to Sergiovanni (1992) in virtuous schools people go beyond the call of duty. Their loyalty and commitment extends beyond their work contract and monthly remunerations. Serving is regarded as a norm and is believed to be self-actualising (Darko, 2012). The serving orientation permeates all areas of the institution, from the classroom to the staff room. A culture of service develops as the actions become “self-perpetuating and reciprocating” (Darko, 2012:29). The teachers, students, and parents become a part of the service culture.

Greenleaf (1977) acknowledged that teachers are in pivotal positions and have the opportunity to instil servant leadership in their students at a young age. Van Brummelen (2005) also found that there was a strong correlation between the servant leadership of principals, school climate and student achievement (Van Brummelen, 2005).

The service oriented culture that is very reliant on relationships creates a sense of belonging and connectedness. A family-like bond develops and a collaborative community that thrives on service emerges. Sergiovanni (1992:158) states that when schooling communities become intentional and purposeful about building a serving community the school shifts from being a “secular workplace to a sacred enterprise.”

As mentioned previously, organizational culture is seen as the medium through which the impact of leadership can be observed. Hence culture and organizational culture are the next topics of discussion.

2.6. Organizational culture

According to Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw and Oosthuizen (2008:372) “culture is the unique pattern of shared assumptions, values and norms that shape the socialization activities, language, symbols, rites and ceremonies of a group of people.” In other words the shared values and belief systems of an organization shapes its culture, which in turn shapes the behaviour of its staff members (Schein, 2010).

As culture is based on a set of values and belief systems, it is worthwhile to note that Bagraim, et al. (2011) differentiated between espoused values and enacted values. The former being the explicitly stated values of an organization, while the latter refers to the values that are apparent in the daily behaviour of the people in the organization (Alvesson, 2013). Sometimes there may be differences in the two. Simpson (2009) states that unwritten rules and enacted values are often more influential on the behaviour of employees than written rules. As new employees are more likely to follow the example of their seniors than the rules written in a book (Miller, 2004).

Following on from the notion of culture is the concept of organizational culture. It considers the concept of culture within a certain context, more specifically within an organizational context. The organizational culture creates a unique personality and corporate identity for an entity. In essence, an organization becomes known by the corporate identity that arises from its organizational culture. It is what distinguishes it from other organizations (Bagraim et al., 2011).

Schein, a well-respected voice in organizational culture literature, identified three cultural levels, consisting of the following: 1) artefacts, 2) espoused beliefs and values and 3) basic underlying assumptions. Artefacts refer to the visible structures, processes and observable behaviours (Schein, 2006:24). While the espoused beliefs and values reflect the belief and value systems underpinning the external expression of the cultural orientation (Schein, 2006:25).

Lastly, basic underlying assumptions refers to the taken for granted beliefs within an organization (Mozaffari, 2008). In essence, this forms a sub-conscious compass that

guides the thinking and decision-making within an organization. An investigation of the underlying assumptions will often reveal the rationale behind the actions taken in an organization. They guide the behavioural norms and values of an organization (Schein, 2006:28).

Organizational culture is influenced by a number of factors. The political background, cultural beliefs and geographical location and personalities of an organization's members are but a few to mention (Mohelska and Sakalova, 2015). Thus it has been defined broadly based on a number of criteria. Greenberg and Baron (2000) identified the following as key determinants of organizational culture: attitudes, values, behavioural norms and expectations. While Clemente and Greenspan (1999) added collective thinking, habits and feelings to the list.

Harwiki (2016) reaffirms the collective thinking aspect while Mozaffari (2008:679) states that there is a general consensus that "norms, perspectives, values, assumptions and beliefs shared by organizational members' are aspects associated with the definition of organizational culture.

For the purpose of this study Schein's definition of organizational culture will be used. Which is as follows: 'the culture of a group can be defined as a pattern of shared basic assumptions learned by a group as it solved its problems of external adaptation and internal integration, which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems' (Schein 2010:18).

2.6.1 The importance of organizational culture

Organizational culture can enhance or hinder the overall excellence of an organization. Thus the founders and/or leaders can decide whether aspects of an organization's culture need to be changed, modified or reinforced (Bagraim et al., 2011). As mentioned previously, the organizational culture creates a unique personality and corporate identity for an entity. Members of the organization are also given an identity as a result. Organizational culture also informs employees about the kind of behaviour that is deemed acceptable (Bagraim et al., 2011). Which is very useful when decisions

are to be made or when problems need to be solved. Organizational culture also serves as a yardstick for evaluating and correcting incorrect behaviour and for rewarding noteworthy behaviour (Bagraim et al., 2011).

2.6.2 Dominant culture and subcultures

An organization often does not just have one distinct culture, it may also operate amidst other subcultures (Sackmann, 1991). There may be a dominant culture that reflects the core values that are shared among the members. However, some subcultures may have developed due to the various experiences, situations and challenges that individual members may have faced in other work places, departments or geographic areas (Hofstede, Pederson and Hofstede, 2002).

2.6.3 Key characteristics that define organizational culture

Robbins and Judge (2009) identified seven characteristics that facilitates a better understanding of organizational culture. These include the following:

Innovation and risk taking: refers to the degree of freedom allowed for creativity and experimentation.

Attention to detail: refers to the level of accuracy required.

Outcome orientation: refers to the extent to which results are given a higher priority than other focus areas.

People focus: refers to the organization's consideration and appreciation of employees.

Team approach: this refers to the amount of team work related activities in comparison to individual tasks.

Aggressiveness: the degree of competition amongst employees.

Stability: the degree to which the organization resembles a predefined growth rate.

Geert Hofstede, a renowned researcher in the field of culture identified four 'value' dimensions that assists in explaining behavioural differences (Silove, 2004). These include power distance, uncertainty avoidance, individualism/collectivism and masculinity/femininity (Hofstede, 1997).

Power distance refers to the extent to which members accept the unequal power distribution in an organization (Hellreigel et al., 2008). More levels of hierarchy and centralised decision making are synonymous with a higher power distance (Hofstede et al., 2002). Whereas participative management and consultation is common where the power distance is nominal.

Uncertainty avoidance refers to an organization's desire for stability and predictability, as opposed to the contrary. In organizations where uncertainty avoidance is a priority, formal rules and procedures are heavily relied upon. Conversely, in organizations where uncertainty is not regarded as a threat, a greater tolerance of differing ideas and experimentation are evident and encouraged (Hellreigel et al., 2008).

Individualism/Collectivism refers to the extent to which an individual wants to be independent as opposed to being in a group. This varies and often depends on the context of the work situation (Hofstede, 1997).

Masculinity/Femininity in Hofstede's framework refers to the extent to which masculine values of assertiveness, wealth accumulation and competition are evident in an organization in comparison to feminine values of nurturing, support and relationship preservation (Hellreigel et al., 2008).

2.6.4 The role of leadership in influencing the organizational culture

Mozaffari states that numerous organizational culture based literature highlights the role of leaders in creating and maintaining a certain type of culture. Schein (2010) states that what is often referred to as a culture, is usually the result of what a founder or leader had instilled in a group of people and proved to be successful. So much so that it has become the accepted practice in an organization. "In this sense culture is ultimately created, embedded, evolved and ultimately manipulated by leaders" (Schein, 2010:3). Thus they influence the shared ideas, beliefs and meanings that emerge in the initial years of an organization. Miller (2004) also acknowledges the role of the organizational leader in choosing the organizational culture that will assist in meeting the vision and objectives of the organization. They are responsible for establishing the type of behaviour that will shape this envisaged type of culture.

Consequently strategies to promote this behaviour must also be developed by organizational leaders (Mozaffari, 2008).

Schein (2010) suggests that when people are influential in shaping the behaviours and values of others, this is often regarded as 'leadership'. They are in essence creating the conditions for the formation of a new culture. Smircich and Morgan (1982) described it as culture-influencing activity. This does not mean that it is the ultimate source of culture creation. It means that leadership is a form of cultural expression, similar to other cultural manifestations such as shared understandings of objectives and organizational plans (Alvesson, 2013).

How culture emerges

Typically people are socialized into a certain type of culture (Mozaffari, 2008). However, there are certain aspects of culture that people bring from their past experiences. Over time, new cultural values are added to one's cultural value set. Culture usually develops through people's interactions with the external and internal environment (Sackmann, 1991). Assumptions are developed about the situation and the response that would be required. This is then passed on to others, directly or indirectly and becomes accepted as the way of responding to similar situations in the future (Ruigrok and Achtenhagen, 1999).

How culture is created

Cultures often originate from three key sources: "(1) the beliefs, values and assumptions of founders; (2) learning experiences of group members and (3) new beliefs, values and assumptions brought in by new members (Schein, 2010:219). Without doubt at the initial stages of culture formation, the founders have the most influential role in choosing and defining an organization's reason for being. The initial way of doing things is thus guided by the thoughts and actions of the founders (Suderman, 2012). The assumptions of these individuals are then passed on to other group members. This is then adapted and reproduced by the rest of the members (Schein, 2010). The leader instils in the members of an organization the belief that

they are able to affect, impact, and to a certain extent, control the variables in their environment (Schein, 2010).

How leaders instil and transfer culture

Leaders employ a number of methods to “reinforce the adoption of their own beliefs, values and assumptions” (Schein, 2010:235). Charisma has been identified as one of the mechanisms used to facilitate the embedding of cultural beliefs in group members (Conger and Kanungo, 1998). However, it is not the main embedding mechanism. Schein (2010) provided the following 12 embedding mechanisms:

Primary Embedding Mechanisms What leaders pay attention to, measure and control on a regular basis How leaders react to critical incidents and organizational crises How leaders allocate resources Deliberate role-modelling, teaching and coaching How leaders allocate rewards and status How leaders recruit, select, promote and excommunicate
Secondary Articulation and Reinforcement Mechanisms Organizational design and structure Organizational systems and procedures Rites and rituals of the organization Design of physical space, facades and buildings Stories about important events and people Formal statements of organizational philosophy, creeds and charters

(Schein, 2010:236)

2.6.5 Culture embedding mechanisms in educational institutions

Some of the above mentioned mechanisms are discussed within an educational context below.

- What leaders pay attention to, measure and control on a regular basis
In a schooling system, excellence, good results and noteworthy pass rates are some of the key performance metrics used to measure success. Thus the behaviour expected from staff will revolve around achieving these ideals (Cameron and Quinn, 2006). The leader’s efforts would also be directed towards meeting these goals (Bipath and Adeyemo, 2014).

- Organizational design and structure
Apart from the constraints that arise from shortages in finance and resources, the manner in which departments are structured within an organization, often reflects the expectations of the group members (Conway and Briner, 2005). For example a single-department style of configuration indirectly promotes empowerment and is a form of responsibility delegation.
- Organizational systems and procedures
The level of control and the type of monitoring systems used in an organization often depends on the type of industry in which the organization operates (Zavyalova and Kucherov, 2010). For instance, some educational bodies such as the Independent Examination Board (IEB) are highly regulated with strict guidelines (IEB, 2016). Thus this is likely to influence the culture that forms in such organizations.
- Rites and rituals of the organization
In Christian schools, chapel services and devotions are avenues that are used to promote the Christian culture (Caudwell, 2012).
- Formal statements of organizational philosophy, creeds and charters
The vision and mission statement might reveal the core purpose of the organization.

Utilizing culture embedding mechanisms alone may not achieve the true purpose. In order for its benefits to be maximized, culture needs to be evaluated to recognize its merits or shortfalls (Cunningham, 2004).

2.6.6 Culture Assessment Instrument

In the past, there was a lack of a culture assessment instrument that contained a comparable set of characteristics with a common perspective that could be used to compare and contrast culture between organizations, as the fundamental elements of culture are often abstract and intangible in nature (Cameron, Quinn, Degraaf and Thakor, 2006:49). However, the Organizational Culture Assessment Instrument

(OCAI) developed by Cameron and Quinn (2006) is a well-recognized research instrument used to establish the organizational culture of an organization.

The instrument assists in identifying cultural strengths of an organization. It also indirectly highlights areas of weaknesses that can be attended to. The cultural type and the level of cultural congruence can also be investigated using the OCAI (Cameron and Quinn, 2006).

The OCAI is based around four quadrants and consists of the following:

- A. Collaborate (Clan)
- B. Create (Adhocracy)
- C. Compete (Market)
- D. Control (Hierarchy).

Cameron, et al. (2006) acknowledge that the cultural attributes of an organization are often apparent in its processes, its leadership and management style, unifying features, strategic priorities and success criterion.

To this end the following six dimensions/categories are incorporated in the OCAI.

- 1) Dominant characteristics
- 2) Organizational leadership
- 3) Management of employees
- 4) Organizational glue
- 5) Strategic emphases
- 6) Criteria of success

These dimensions are considered for each of the quadrants mentioned previously.

The OCAI is formed around the core dimensions of the Competing Values Framework (CVF). The CVF can assist in identifying the basic assumptions, orientations and values of each of the cultural quadrants. The CVF highlights the reality that in any organization there are often competing preferences, priorities and values (Cameron and Quinn, 2006). The resources and efforts allocated to achieve one type of culture can be regarded as a threat or waste of resources when viewed from the perspective of a seemingly opposite type of culture. For instance time allocated for collaboration based activities may be regarded as a waste of time when considered from a

competition point of view. As goal achievement using fast methods may often be the priority when considered from the latter point of view (Cameron and Quinn, 2006).

It is also important to note that the priorities of an organization are subject to change depending on its life cycle (Cameron and Quinn, 2006). Initially, the need to have an item or service for offer can result in priority being given to the *Create* quadrant, which may then be followed by a need for collaboration and perhaps later, adequate control. Cameron, et al. (2006:49) note that all four quadrants will never really be emphasized equally. They acknowledge that there will often be an imbalance, and that this is not a weakness in itself.

In a study by Kaya (2015) on the relationship between spiritual leadership and Organizational Citizenship Behaviours(OCB) of school principals it was found that 'leadership may contribute in forming more solid ground for OCB to pervade in an organization' (Kaya,2015:603). Thus highlighting the impact leadership has in the formation of a culture at an organization. A study on the influence of organizational culture, servant leadership and job satisfaction on a number of variables at a higher education institution acknowledged that servant leadership assists in creating an environment that promotes supportive and collaborative leadership (Koesmono, 2014). The study also found that servant leadership significantly influences organizational commitment.

Mahembe and Engelbrecht (2013) conducted a study that explored the relationship between servant leadership, affective team commitment and team effectiveness of school teachers from 32 schools. The study noted that in order to understand the nature of the school as a workplace, team effectiveness needed to be considered in an educational setting. The quality of interactions is believed to affect performance. High quality interactions has resulted in greater commitment and dedication by the teachers. Consequently the work experience had become more meaningful (Zehir, Akyuz, Sule eren and Turhan, 2013).

Servant leadership amongst the main leaders had resulted in a common vision being shared amongst the teachers together with a collective commitment toward the institution. The service provided by the leaders apparently inspired the teachers to

reciprocate the same to others. A 2014 study by Mahembe and Engelbrecht noted that school leaders' values and interpersonal competencies are important to the success of an educational institution (Mahembe and Engelbrecht, 2014). Being goal directed, creating commitment and handling different personality types as well as ensuring group cohesiveness are key characteristics required of educational leaders. It is argued that these aspects are addressed in servant leadership (Mahembe and Engelbrecht, 2014). It is even asserted that servant leaders are responsible for creating a climate that fosters feelings of employee empowerment (Mahembe and Engelbrecht, 2014).

2.7 Conclusion

The underlying precepts of servant leadership and organizational culture seem to have some similarities, in that they both exist and operate on the basis of a set of values and beliefs. Although a direct correlation may not be evident, it must be noted that a study by Harwiki (2016:287) on the relationship between servant leadership on organizational culture as well as a number of other variables in women cooperatives revealed that servant leadership impacted on organizational culture significantly. A preceding study by Sabir, Sohail and Khan (2011) noted that leadership style has a significant impact on organizational culture.

However, a study of servant leadership and organizational culture in a private Christian school setting appeared to be a novelty, hence the motivation for this study. The research methodology used in this study is presented in the next chapter.

Chapter 3: Research Methodology

3.1 Introduction

The research process which comprises of the actual collection of data from the research site, as well as the analysis of the data, provides a platform to confirm the accuracy and legitimacy of the theoretic knowledge explored in the literature review chapter. It also provides an opportunity to further develop and improve the current body of knowledge. Due to the dynamic nature of how the world operates, the relevance of operating methods and procedures are constantly changing. Thus the actual field needs to be visited occasionally and the validity of past theoretic propositions reviewed in light of the new dynamics. As chapter 2 provided a review of the literature pertaining to this study. This chapter will discuss the research methodology that was followed to gather and analyse the data from the chosen research site.

3.2 Aims and objectives of the study

The main aim of the research was to investigate the servant leadership practices and organizational culture at the chosen school, so that an external review of the school's current practices and progress relative to their espoused values and mission statement could be provided.

The supporting objectives included the following:

- establish the current and preferred organizational culture at the school through the use of the Organizational Culture Assessment Instrument (OCAI);
- assess the extent of servant leadership practised at the school through the use of the Servant Leadership Profile Revised (SLPR) and the Servant Leadership Assessment Instrument (SLAI);
- provide recommendations on addressing the challenges associated with implementing the desired culture at the school by interpreting the output from the questionnaires.

By addressing the above, the research seeks to answer the following question: “Does servant leadership always lead to the formation of a certain type of organizational culture at Christian schools?”

3.3 Methods, procedures and techniques

The paradigm that was adopted for this research was the post-positivist approach (Guba and Lincoln, 1994:107). The ontological view was thus, critical realism, whereby it is believed that reality can only be approximated and not fully understood (Guba and Lincoln, 1994:110). The associated epistemology was the modified/objectivist approach (Guba and Lincoln, 1994:107).

A descriptive quantitative approach was used for this study. This approach was also consistent with the post-positivist paradigm (Guba and Lincoln, 1994:109).

Three well-recognized research instruments in the form of questionnaires were used to collect the data. As it may not have been practical to interview all the participants during school hours.

A three part questionnaire consisting of the SLAI, SLPR and OCAI was compiled to gather data from the prospective participants. Due to time constraints and to avoid possible data redundancy the original servant leadership questionnaires were not used in its entirety. Questions were selected based on themes that were associated with the respective factor codes. A relatively equal amount of questions were selected from each factor.

Part 1 and 2 of the questionnaire consisted of abridged versions of the SLAI and SLPR respectively. While part 3 was an unabridged version of the OCAI. Part 1 was an adapted version of the SLAI and measured the extent of servant leadership of the leadership at the school. It looked at servant leadership from the follower’s perspective.

According to Patterson (2003), the constructs of servant leadership consists of the following: agapao love, humility, altruistic, visionary, trusting, serving and empowering. SLAI’s factor loadings are based on these constructs. The SLAI questionnaire covers

these factors using 42 questions in varying proportions. The researcher chose 26 of the 42 questions from the original questionnaire, ensuring adequate coverage of each construct.

The phrase “my leader’ in the original instrument was altered to ‘leadership’. The term ‘leadership’ was used to describe the Headmistress, two Deputy Heads, three Head of Departments (HOD), one School Counsellor and a Sports and Cultural Activities In-Charge, as a collective unit (SJCS School Handbook, 2014). The collective use of the term and the composition of the leadership unit was stated explicitly on the questionnaire (see Appendix A).

Initially, concerns were raised about not being able to rate an individual member whose leadership was in contrast to others in the leadership unit. While this was a valid concern, it was an intentional decision made by the researcher to protect the identity and dignity of the individual members. Secondly, the focus area of the study was to look at the leadership as a unit and a secondary focus was to consider the culture of the school as a whole. An individual analysis of each leader was outside the scope of the study. Hence it was decided to look at leadership collectively, instead of splitting it to reflect each leader’s style or type of leadership.

Part 2 was an adapted version of the SLPR, which assesses an individual’s own level of servant leadership. Put simply, it is a personal reflection of an individual’s servant leadership levels. The SLPR has 62 questions that cover the following factor keys namely: empowering and developing others, power and pride, serving others, open-participatory leadership, inspiring leadership, visionary leadership and courageous leadership. A similar approach to the SLAI question selection process was undertaken when selecting questions for the abridged version of the SLPR. The researcher chose 31 of the 62 questions, ensuring that all the relevant themes were included. With the exception of questions 7, 10 and 18 from the SLPR, all the questions were phrased positively. Thus high values correspond to a higher level of agreement whereby 4=Agree and 5= Strongly Agree. Whereas the opposite applies for the negatively phrased questions listed above.

Part 1 and 2 required participants to choose an option from a 5-point Likert scale.

The Likert scale options included the following:

1. Strongly Disagree (SD)	2. Disagree (D)	3. Neutral/ Undecided (N)	4. Agree (A)	5. Strongly Agree (SA)
---------------------------	-----------------	---------------------------	--------------	------------------------

Two servant leadership instruments were used to confirm the accuracy of the output from the participants. Firstly, this is useful to check whether the intention behind the question was understood properly. Having the same theme tested using differently phrased sentences is likely to achieve this purpose. Secondly, an additional questionnaire was used to include themes that were not explicitly stated in the other questionnaire. An additional reason for choosing two servant leadership research instruments was because the SLAI looks at the leadership's level of servant leadership from the follower's perspective, while the SLPR assesses an individual's own level of servant leadership. Having two perspectives assists one in triangulating the findings to make valuable deductions (Cresswell, 2007). It also assists in getting an overview of the collective level of servant leadership practiced at the school.

Part 3 was a full version of the OCAI, The OCAI was developed by Kim Cameron and Robert Quinn. It is a well-recognized research instrument and was used to establish the organizational culture of the school (Zavyalova and Kucherov, 2010; Suderman, 2012).

Part 3 required participants to allocate 100 points between four options (A, B, C and D) for the 'Now' column. The same had to be done for the 'Future' column. The rank of preference was to be indicated by allocating a higher point to the most fitting option. A higher point allocation represented a greater preference. The calculation component of the OCAI was compiled by the researcher to save time and to make it convenient for the participants. This was also done to prevent participants from manipulating the final figures in order to portray a preconceived image.

The OCAI was included primarily to diagnose the organizational culture of the school. Secondly, the output from the OCAI, together with the two servant leadership questionnaires, when considered simultaneously, affords one an opportunity to obtain

a more holistic picture of the school. It also serves as an encouragement for future researchers to explore possible relationships that may exist between organizational culture and servant leadership. As research on the type of culture that arises from servant leadership appears to be absent or minimal in current literature.

It was anticipated that the use of the three research instruments would assist in confirming or rejecting the researcher's claims. Utilizing just one instrument may not have yielded the same level of comprehensiveness.

The population comprised of the 32 staff members that were employed at the school at the time of the study. This includes 29 teaching staff and 3 support staff. The age range is between 23 and 63 years old. While the teaching experience ranges from 8 months to 26 years. According to Strydom (2011 cited in De Vos et al., 2011: 224) "if the population itself is relatively small, the sample should comprise a reasonably large percentage of it." Stoker (1985 cited in De Vos et al., 2011) suggests an 80% sample size for a population of 30. In line with this, the questionnaire was distributed to the entire population to increase the probability of a suitable response rate. Thirty people responded, which represents a 93.75% response rate. This was deemed to be suitable for the purpose of this study. The 'leadership' of the school were requested to complete the SLPR and OCAI. Leaders who were followers in other areas were also requested to complete the SLAI as well.

3.4 Description of the research procedure followed

The staff/participants were briefed at a staff meeting with the permission of the Headmistress. The questionnaire was explained to the prospective participants with special emphasis being given to the OCAI section in part 3. As the point allocation method was anticipated to cause a bit of confusion as it is not very self-explanatory and involves allocating 100 points among 4 options. English was used as the medium of communication for both the briefing and the preparation of the research instrument.

3.5 Data analysis

Schurink, Fouche and De Vos (2011:397) define data analysis as “the process of bringing order, structure and meaning to the mass of collected data”. The idea is to make sense of the data that has been collected, so that meaning can be extracted (Babbie 2007:378). The data was sorted and organized into manageable pieces so that it could be reassembled (Schwandt, 2007:7). Descriptive statistics was used to make sense of the data captured by the questionnaires (Schwandt, 2007). The understanding of the data was confirmed before the interpretation phase was undertaken (Schurink, Fouche and De Vos, 2011:417).

As part of the statistical analysis, the average, median, mode and standard deviation between scores were calculated. Histograms were utilized to present the results graphically. As the study looks at the extent of servant leadership at the organization as a whole, it seemed fitting to rank and tabulate the theme averages from each research instrument so that a comparison could be made between identical themes. Thus an overview of the extent of that theme being present at the organization could be obtained. For example all the questions from the ‘*Serving others*’ theme from the SLPR were grouped after data collection and then compared with the grouped questions from the ‘*Serving*’ theme associated with the SLAI. Even though a direct comparison cannot be made on a question for question basis, it can be analysed at a general level. In other words, the SLAI may reveal that service is less prevalent in leaders than what is present in the rest of the staff, as evident from the SLPR results.

For analysis purposes the Likert scale option-1-‘Strongly Disagree’ (SD) and option 2-‘Disagree’ (D) were grouped to discern the level of disagreement. Option 4-‘Agree’ (A) and option 5-‘Strongly Agree’ (SA) were also grouped to get a general overview of the level of consensus. Option 3-Neutral was viewed in light of the above selections. In other words, if any of the grouped responses resulted in a figure less than 50%, the neutral option was considered to explain the selection. The neutral or undecided option was compared against both of the grouped responses to either confirm or disprove the validity of the deductions made from the group with the most responses.

The OCAI scores were calculated as follows. Participants were asked to allocate 100 points between 4 alternatives A, B, C and D (see Appendix A). Two columns were provided for the participants to complete. The first column considered the current culture of the organization, and was labelled as 'now' or 'current'. The second column considered the preferred cultural configuration desired by the participants. This was either labelled as 'preferred' or 'future'.

Once again 100 points were allocated between the 4 alternatives. The scores were then calculated as follows. Scores from 1A to 6A were added together and then divided by 6 to get an average. Scores from 1B to 6B were added together and then divided by 6. The same procedure is followed for 1C-6C and 1D-6D. The same was applicable for the future column scores. The average scores were then plotted on a graph with 4 quadrants. Thus the current culture and preferred culture of the organization could be compared.

The difference between the overall score and the individual category scores were compared and inspected for alignment and variations. A comparison between the 'now' scores with the 'future' scores were also made. The diagonal quadrants, often referred to as the conflicting quadrants consists of the following combinations:

- (A-Collaborate) and (C-Compete) or
- (B-Create) and (D-Control).

These were contrasted to see if there were any major variations. The findings from the two servant leadership instruments were then contrasted against the feedback from the OCAI, first individually then collectively as a whole. Although the investigation did not take the form of a correlation study, it was anticipated that any consistent findings could serve as a motivating factor for future research in the area.

3.6 Quality of research design

To ensure construct validity, multiple sources of evidence were used in the form of two servant leadership instruments, consisting of a self-assessment and a reflection from the follower's point of view respectively (Riege, 2003:78). A chain of evidence or audit trail of the process was compiled to serve the same purpose (Riege, 2003:78).

Credibility, the alternative to internal validity, was addressed by using explanation building and the triangulation of sources (Riege, 2003:78).

Transferability was addressed through the use of well-defined boundaries and scope delimitation. Thick descriptions were also used to inform future users about the limitations of the generalisability of the study (Riege, 2003:79). Dependability was supported through adequate coding and storage of the data (Riege, 2003:79). The quality of the research design was addressed by providing an appropriate description of the researcher's assumptions, as well as theoretical orientation and world view (Riege, 2003:79). An instructions page detailing what was required and the respondents' rights was included with the questionnaire to ensure the objectives and expectations are clear (Delpont and Roestenburg, 2011:193). A preliminary pilot study was also done by distributing the questionnaire to an independent 3rd party to see if there were any ambiguities in the research instrument.

3.7 Ethical considerations

The researcher was a former employee of the institution under investigation. The researcher was thus aware of the potential for bias and subjectivity and maintained an objective outlook for the duration of the study, to ensure that the findings were credible and were reflected accurately (Gravetter and Forzano, 2003:60). Strydom (2011:113) states that research should be based on mutual trust and well accepted expectations. He also notes that data should not be obtained at the expense of human beings (Strydom, 2011:113). This implied that the researcher had a responsibility towards the respondents and the safeguarding of their input in the research study (Cresswell, 2003, 64). To this end the following aspects was given special attention: voluntary participation, informed consent, sensitive treatment of information as well as maintenance of confidentiality and anonymity (Babbie, 2007:27). Written consent was obtained from all respondents prior to the commencement of the investigation (Hakim, 2000:143). The respondents were given the freedom to withdraw from the investigation at any stage of the study (Babbie and Mouton, 2001:382). The consent and invitation to participate forms were collected separately from the questionnaires so that the participant could not be identified. Thus ensuring confidentiality, which allowed the participants to be truthful without fearing any consequences for responses

provided. Upon collection the questionnaires were placed in a box by each individual participant, thus reaffirming the anonymity and confidentiality principles.

To protect the reputation of the institution and associated parties, the chosen institute's name was not mentioned in the study. Due to the ethical risks associated with interviewing minors, the researcher had refrained from interacting with any students as part of the study. Authors of the SLAI, SLPR and OCAI questionnaires granted permission to use their respective questionnaires for the purpose of this study. Ethical clearance was obtained from the Rhodes Business School Internal Ethics Committee prior to the distribution of the questionnaires.

3.8 Conclusion

This chapter presented the research methodology that that was followed in this study. The study took the form of a descriptive quantitative study. The objectives of the study was stated and the research instruments used to gather data from the research site was mentioned. A three part questionnaire consisting of the SLAI, SLPR and OCAI was compiled with the permission of the respective authors of these instruments. Ethical clearance was obtained prior to the collection of data from the research site. Chapter 4 will present and discuss the findings from the study.

Chapter 4: Results and discussion

4.1 Introduction

Chapter three discussed the research methodology that was used in the study. A presentation and discussion of the findings is provided in this chapter.

As mentioned previously, three research instruments were combined to form a questionnaire for this study. In part 1, the SLAI looked at the leaders' level of servant leadership from the followers' point of view. In part 2, the SLPR provided a self-reflection of the participant's perception of their own level of servant leadership. Finally, the OCAI was used to diagnose and establish the current and preferred culture of the organization.

Out of the 32 staff members, 30 completed the questionnaire. Which represents a 93.75% response rate and was considered to be sufficient for the purposes of this study. The response pool consisted of 3 male participants and 27 females.

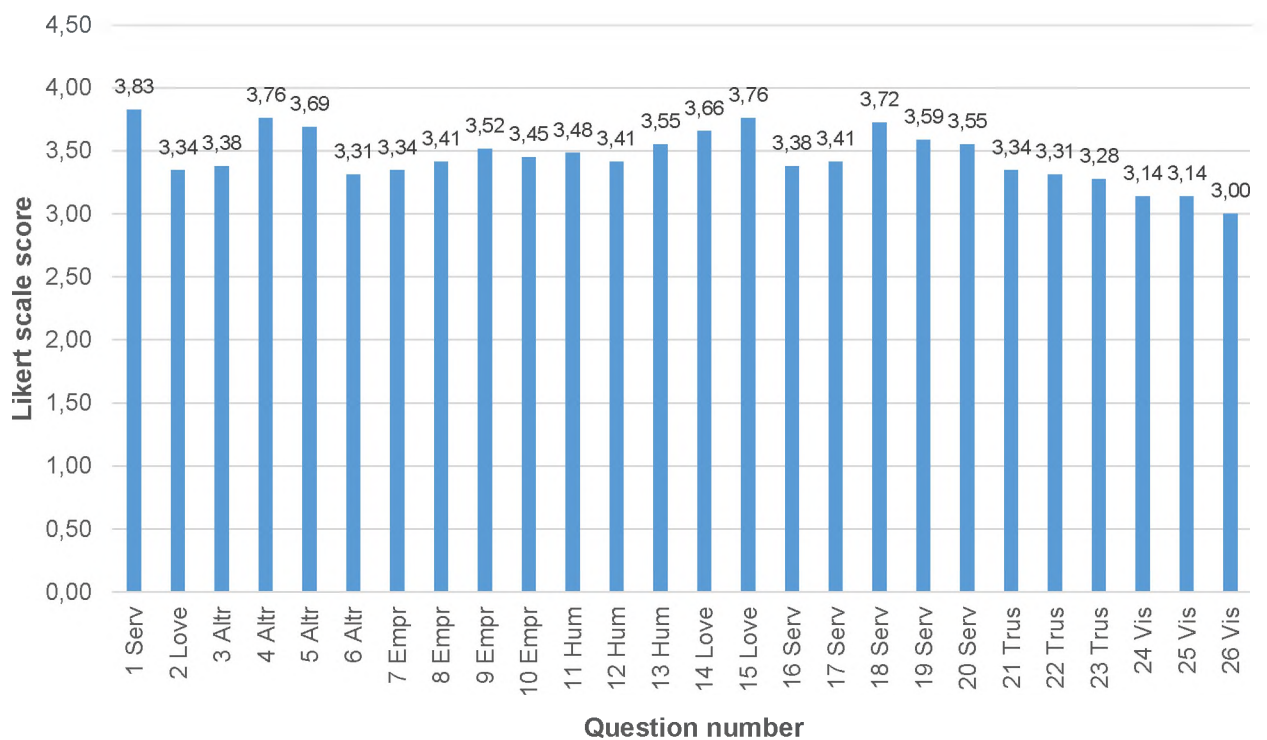
Figures 4.1 and 4.2 provide an overview of the average responses for each question in part 1 and 2 respectively. Tables 4.1 - 4.11 provide a summary of the numeric data obtained from the SLAI. The accompanying graphs (Figures 4.1 - 4.16) provide a visual representation of the overall selection preference of all the participants. Similarly, tables 4.12 - 4.18 form a numeric summary of the data from the SLPR. The accompanying graphs (figures 4.10 - 4.16) display the distribution of the Likert scale selections made by the participants. Figure 4.17 provides an overview of the OCAI scores across the 6 categories from part 3 of the questionnaire. While figures 4.18 - 4.23 are OCAI plots.

4.2. Servant Leadership Assessment Instrument (SLAI) results overview

Table 4.1: SLAI average scores

Q	1 Serv	2 Love	3 Altr	4 Altr	5 Altr	6 Altr	7 Empr	8 Empr	9 Empr	10 Empr	11 Hum	12 Hum	13 Hum
Avg	3,83	3,34	3,38	3,76	3,69	3,31	3,34	3,41	3,52	3,45	3,48	3,41	3,55
Q	14 Love	15 Love	16 Serv	17 Serv	18 Serv	19 Serv	20 Serv	21 Trus	22 Trus	23 Trus	24 Vis	25 Vis	26 Vis
Avg	3,66	3,76	3,38	3,41	3,72	3,59	3,55	3,34	3,31	3,28	3,14	3,14	3,00

Figure 4.1: Average score for each question in part 1 (SLAI)



The above figure provides an overview of the average scores for each question under the SLAI section of the questionnaire. Question 1 (*Serving*) had the highest score while question 17 (*Visionary leadership*) had the lowest score.

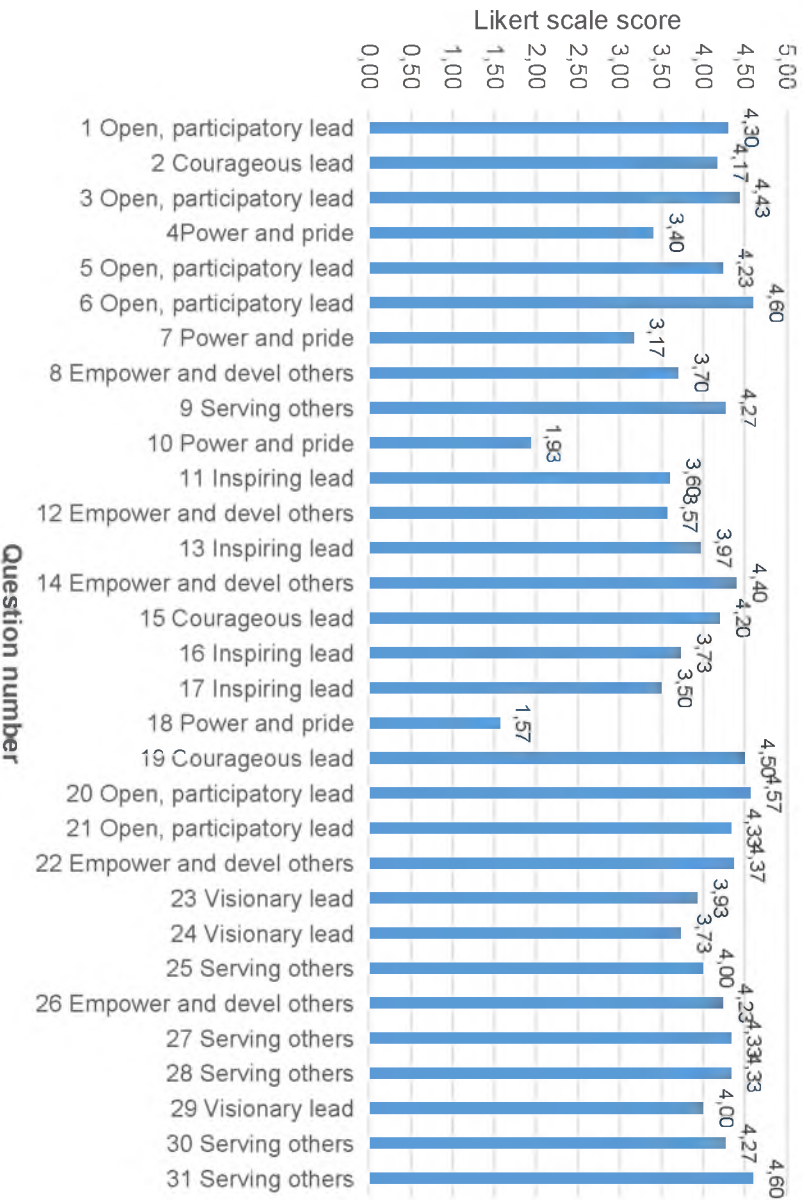


Figure 4.2 provides an overview of the average scores for the SLPR section of the questionnaire. The highest score belonged to two questions, question 6 (*Open, participatory leadership*) and question 31 (*Serving others*). Question 10 (*Power and Pride*) had the lowest score when scored in reverse, as it was phrased negatively.

4.3 Servant Leadership Profile Revised (SLPR) results overview

Table 4.2: SLPR average scores

Q	1	2	3	4	5	6	7	8	9	10
	OPL	CL	OPL	P&P	OPL	OPL	P&P	E&D	S O	P&P
Avg	4,30	4,17	4,43	3,40	4,23	4,60	3,17	3,70	4,27	1,93
Q	11	12	13	14	15	16	17	18	19	20
	IL	E&D	IL	E&D	CL	IL	IL	P&P	CL	OPL
Avg	3,60	3,57	3,97	4,40	4,20	3,73	3,50	1,57	4,50	4,57
Q	21	22	23	24	25	26	27	28	29	30
	OPL	E&D	VL	VL	SO	E&D	SO	SO	VL	SO
Avg	4,33	4,37	3,93	3,73	4,00	4,23	4,33	4,33	4,00	4,27
Q	31									
	SO									
Avg	4,60									

Figure 4.2: Average score for each question in part 2 (SLPR)

Table 4.3: SLAI and SLPR theme average in order of rank

The average scores for each theme were ranked as follows:

SLAI theme average in order of rank			SLPR theme average in order of rank		
Rank	Theme	Average score	Rank	Theme	Average score
1	Agapao love (1)	3.59	1	Open, participatory leadership (4)	4.41
2	Serving (6)	3.58	2	Serving others (3)	4.30
3	Altruistic (3)	3.54	3	Courageous leadership (7)	4.29
4	Humility (2)	3.48	4	Empowering and developing others (1)	4.05
5	Empowers followers (7)	3.43	5	Visionary leadership (6)	3.89
6	Trusting (5)	3.31	6	Inspiring leadership (5)	3.70
7	Visionary for the followers (4)	3.09	7	Power and Pride (2)	2.52
	Overall	3.45		Overall	3.93

4.4 Overview of the rank findings

Agapao love had the highest score under the SLAI, while *Serving* had the 2nd highest score. *Open, participatory leadership* was the highest score under the SLPR, while *Serving others* was the 2nd highest score under the SLPR. Thus reaffirming the presence of the high service-orientation and participatory leadership. The *Management of Employees (MOE)* dimension under the *Collaborate* quadrant of the OCAI had a score of 31 units, which supports the finding about the open and participatory leadership theme. The *Strategic Emphases (SE)* dimension score of 29 units for the *Collaborate* quadrant, also emphasizes openness and participation. It also provides additional support for this finding. The *Visionary for the follower* theme had the lowest average under the SLAI. The *Visionary leadership* theme also had a comparatively lower average under the SLPR.

4.5 Standard deviation overview

The following table illustrates the standard deviation scores from part 1(SLAI) and part 2(SLPR).

Table 4.4: SLAI and SLPR standard deviation overview

	Standard deviation < 1	Standard deviation > 1
SLAI (follower's perspective)	Q 14(Love), 15(Love), 11(Hum), 5(Altr), 6(Altr), 1(Serv),16(Serv),18(Serv), 19(Serv), 7(Empr),	Q 2(Love), 10(Hum),12(Hum),13(Hum), 3(Altr), 4(Altr), 24(Vis), 25(Vis), 26(Vis) 21(Trus), 22(Trus), 23(Trus), 17(Serv), 20(Serv), 8(Empr), 9(Empr),
SLPR (own perspective)	Q 8(Empr), 12(Empr), 14(Empr), 22(Empr), 26(Empr), 7(Power&Prid), 10(Power&Prid), 18(Power&Prid), 9(Serv), 25(Serv), 27(Serv), 28(Serv), 30(Serv),31(Serv) 1(Open&Part), 3(Open&Part), 5(Open&Part), 6(Open&Part), 20(Open&Part), 21(Open&Part), 11(Inspir),13(Inspir),16(Inspir), 17(Inspir), 23(Vis), 24(Vis), 29(Vis), 2(Cour),15(Cour),19(Cour),	Q 4(Power&Prid), 7(Power&Prid)

Low standard deviation scores show that the majority of the data values are closer to the average scores. Conversely, high standard deviation scores indicate that the data values are spread over a wider range. The highest standard deviation under the SLAI was 1.23 for Q22 (*Trusting*). While the lowest standard deviation under the SLAI was 0.75 for Q18 (*Serving*). The highest standard deviation under the SLPR was 1.43 for Q4 (*Power and Pride*). The lowest standard deviation under the SLPR was 0.50 for Q31 (*Serving others*).

4.6 Part 1: Theme-based summary (whole group, n=29), follower's perspective

Tables 4.5 -4.18 are set out as follows.

Example: 1.Theme name (Instrument theme number)

Agapao love (SLAI 1)

SLAI											Summary	
Question number	Average	Median	Mode	Variance	Standard Deviation	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Strongly Disagree &	Strongly Agree & Agree
						SD	D	N	A	SA	SD & D	SA & A
Q.	Avg.	Med.	Mod.	Var.	Std.	1	2	3	4	5	1&2	4&5
2	3,34	4,00	4	1,31	1,14	7%	17%	24%	38%	14%	24%	52%
Avg.	3,59											

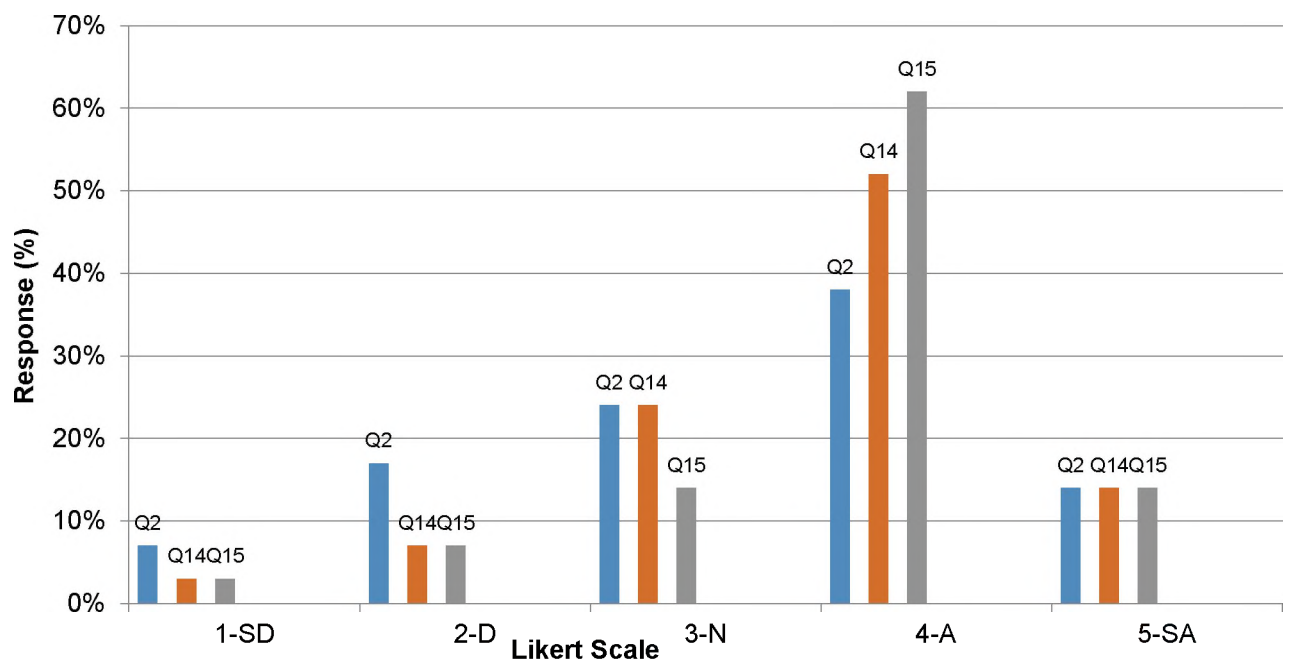
To obtain a high overview of the level of consensus or disagreement within certain questions or themes, the *SD* and *D* scores were grouped to gauge the level of disagreement. While the *SA* and *A* scores were grouped to measure the strength of agreement and will be referred to as the consensus level. Indifference, neutrality or indecision was observed through the *N* scores.

Agapao love (SLAI 1)

Table 4.5: Agapao love (SLAI 1)

											Summary	
											SD	SA
											& D	& A
Q	Avg.	Med.	Mod.	Var.	Std.	1	2	3	4	5	1&2	4&5
2	3,34	4,00	4	1,31	1,14	7%	17%	24%	38%	14%	24%	52%
14	3,66	4,00	4	0,88	0,94	3%	7%	24%	52%	14%	10%	66%
15	3,76	4,00	4	0,83	0,91	3%	7%	14%	62%	14%	10%	76%
Avg.	3,59											

Figure 4.3: Agapao love (SLAI 1) score distribution



Agapao love had an overall average of 3.59. The consensus levels for question 14 and 15 represented a majority with 66% and 76% respectively. Showing that high standards of ethics are promoted by leadership and noticeable levels of compassion is demonstrated towards followers. Question 2, which considered the leadership's level of genuine interest in a follower as a person had distributed scores as evident by the standard deviation score of 1.14. Fifty two percent chose between A and SA. However, 24% were undecided, while the remaining 24% disagreed. Nevertheless overall it was the theme that had the highest average.

This may partially be due to the fact that the nature and frequency of an individual's interactions with leadership may vary depending on the demands of their professional duties. As such, some may have had positive interactions while others may have had to interact with leadership in contexts where emotionally charged topics were discussed. This in turn may have influenced their opinion of a particular member of the leadership and affected the score assigned for that section.

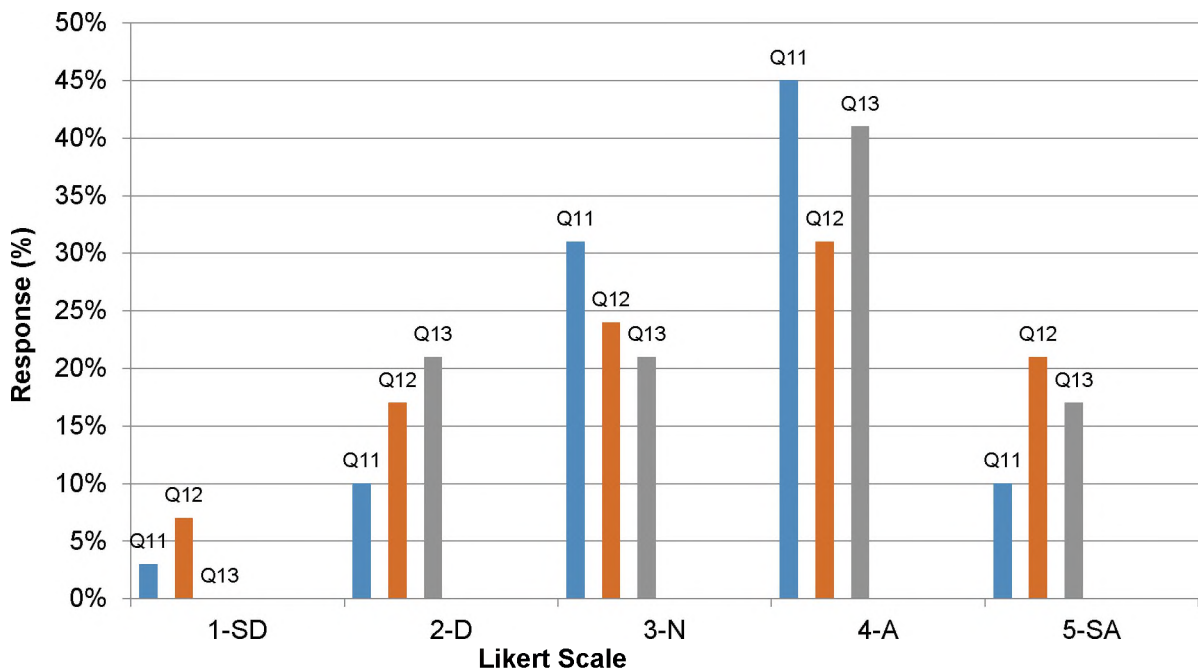
Servant leaders understand that without the well-being of the followers, any organizational gain is temporal and that a gain at the continuous detriment of the followers is actually a loss (Van Dierendonck and Patterson, 2015). Thus relationship is a vital component that if harnessed correctly can result in enhanced performance and if ignored, can strain relationships. This in turn will result in uncoordinated and misaligned efforts being offered by the followers. The people focus is thus an important factor. It is the hinge on which the organization operates (Nouwen, 1989). It is consistent with Van Dierendonck and Patterson's (2015) assertion that agapao love is the central pillar of servant leadership.

Humility (SLAI 2)

Table 4.6: Humility (SLAI 2)

											Summary	
											SD & D	SA & A
Q	Avg.	Med.	Mod.	Var.	Std.	SD 1	D 2	N 3	A 4	SA 5	1&2	4&5
11	3,48	4,00	4	0,90	0,95	3%	10%	31%	45%	10%	14%	55%
12	3,41	4,00	4	1,47	1,21	7%	17%	24%	31%	21%	24%	52%
13	3,55	4,00	4	1,04	1,02	0%	21%	21%	41%	17%	21%	59%
Avg.	3,48											

Figure 4.4: Humility (SLAI 2) score distribution



This theme was ranked 4th, with an average score of 3.48. Question 13 enquired about the leadership's willingness to consult others, perhaps with regard to decision-making. This question had the highest average under this theme, with a score of 3.55. Question 12 had the lowest average score of 3.41 and considered the leadership's interest in self-glorification.

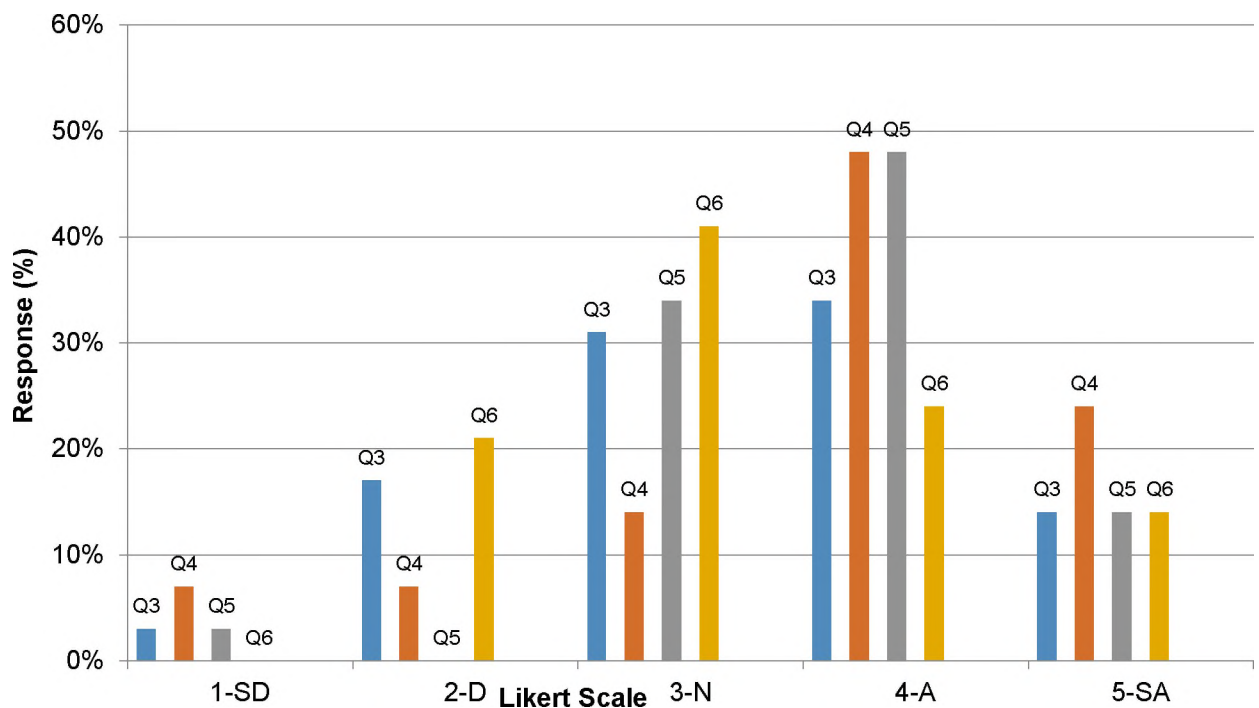
As the leadership may often be in the spotlight and are sought for leadership directives and general guidance, their overall demeanour may have been misinterpreted (Morris, Brotheridge and Urbanski, 2005). Balancing assertiveness or professionalism with perceived kindness may not always be easy. The assertive demeanour required could possibly be perceived by others in a negative manner. During communication, certain words chosen to demonstrate and instil confidence may be mistaken for pride (Morris, Brotheridge and Urbanski, 2005). The standard deviation figures suggest that the scores varied from the overall average score. However, seeing that the overall 'agreement/ consensus' scores are all above 50%, one can say that the general opinion is in favour of the leadership's level of humility. Suggesting that in general, the leaders are able to keep their accomplishments in perspective (Wong and Page, 2003).

Altruism (SLAI 3)

Table 4.7: Altruism (SLAI 3)

											Summary	
											SD & D	SA & A
Q	Avg.	Med.	Mod.	Var.	Std.	SD 1	D 2	N 3	A 4	SA 5	1&2	4&5
3	3,38	3,00	4	1,10	1,05	3%	17%	31%	34%	14%	21%	48%
4	3,76	4,00	4	1,26	1,12	7%	7%	14%	48%	24%	14%	72%
5	3,69	4,00	4	0,72	0,85	3%	0%	34%	48%	14%	3%	62%
6	3,31	3,00	3	0,94	0,97	0%	21%	41%	24%	14%	21%	38%
Avg.	3,53											

Figure 4.5: Altruism (SLAI 3) score distribution



Altruism had the 3rd highest average score with 3.54. Questions 4 and 5 had the highest consensus scores with 72% and 62% respectively. Demonstrating that the leadership collectively gives of themselves without expecting anything in return and assists others willingly, without any ulterior motives (Cunningham, 2004). The

standard deviation score of 0.85 for question 5, suggests that in general the participants' scores were identical to the overall average score. Question 6 had a comparatively high neutral response of 41%, possibly suggesting indecisiveness or irrelevance. Perhaps contexts necessitating personal sacrifices from the leadership may not have really occurred during the tenure of most participants. Hence their lack of willingness to put forward either a positive or negative response. However, the 38% agreement level and the 3.31 average score seems to support the indirect claim that sacrifices are made by some of the leaders within the leadership body. The 21% disagreement level consists of only 6 participants. Although question 3 had a consensus level of 48%, the 31% score for the neutral option (3-N) was only 3% less than the (4-A) 34% option. This implies that just less than one third of the participants were uncertain about whether all of the members of the leadership could be regarded as consistently selfless towards the responding participants.

Once again the demands of the teaching profession may call for high levels of excellence and discipline. However, the efforts and motives of the person in charge of overseeing the fulfilment of this criteria may be misinterpreted. Their actions may be seen to be for exclusive personal gain. Whereas in reality it is a requirement of their leadership portfolio duties and responsibilities (IEB, 2016).

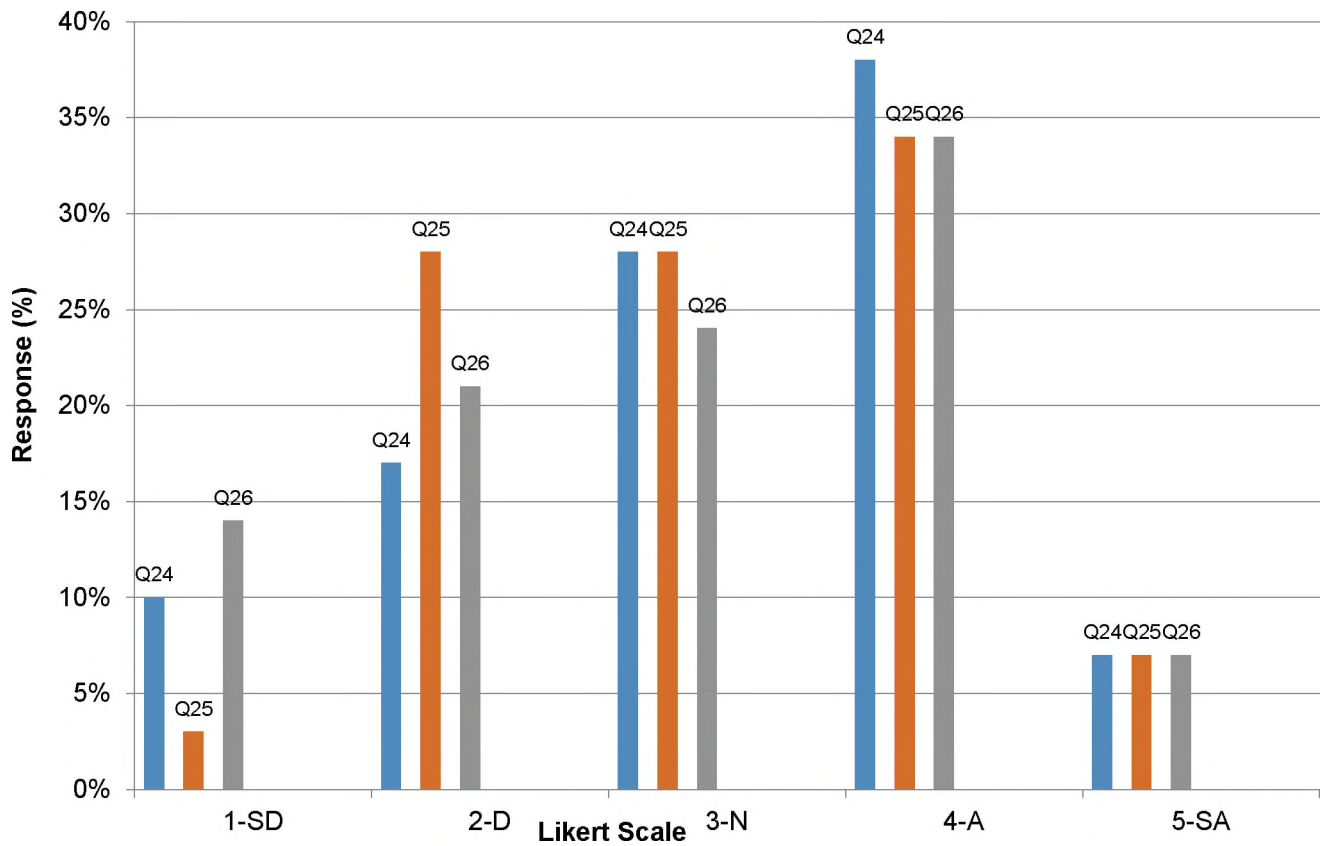
Altruism has similarities with *Agapao love* in that it indirectly considers the motivation behind an action (Darko, 2012). Showing genuine love and looking out for the well-being of others without having any hidden agendas is an example of altruism.

Visionary for the followers (SLAI 4)

Table 4.8: Visionary for the followers (SLAI 4)

Q	Avg.	Med.	Mod.	Var.	Std.							Summary	
						SD 1	D 2	N 3	A 4	SA 5	SD & D 1&2	SA & A 4&5	
24	3,14	3,00	4	1,27	1,13	10%	17%	28%	38%	7%	28%	45%	
25	3,14	3,00	4	1,05	1,03	3%	28%	28%	34%	7%	31%	41%	
26	3,00	3,00	4	1,43	1,20	14%	21%	24%	34%	7%	34%	41%	
Avg.	3,09												

Figure 4.6: Visionary for the followers (SLAI 4) score distribution



This theme had the lowest average score for the SLAI section of the research instrument. In summary, the three questions investigated the extent to which the

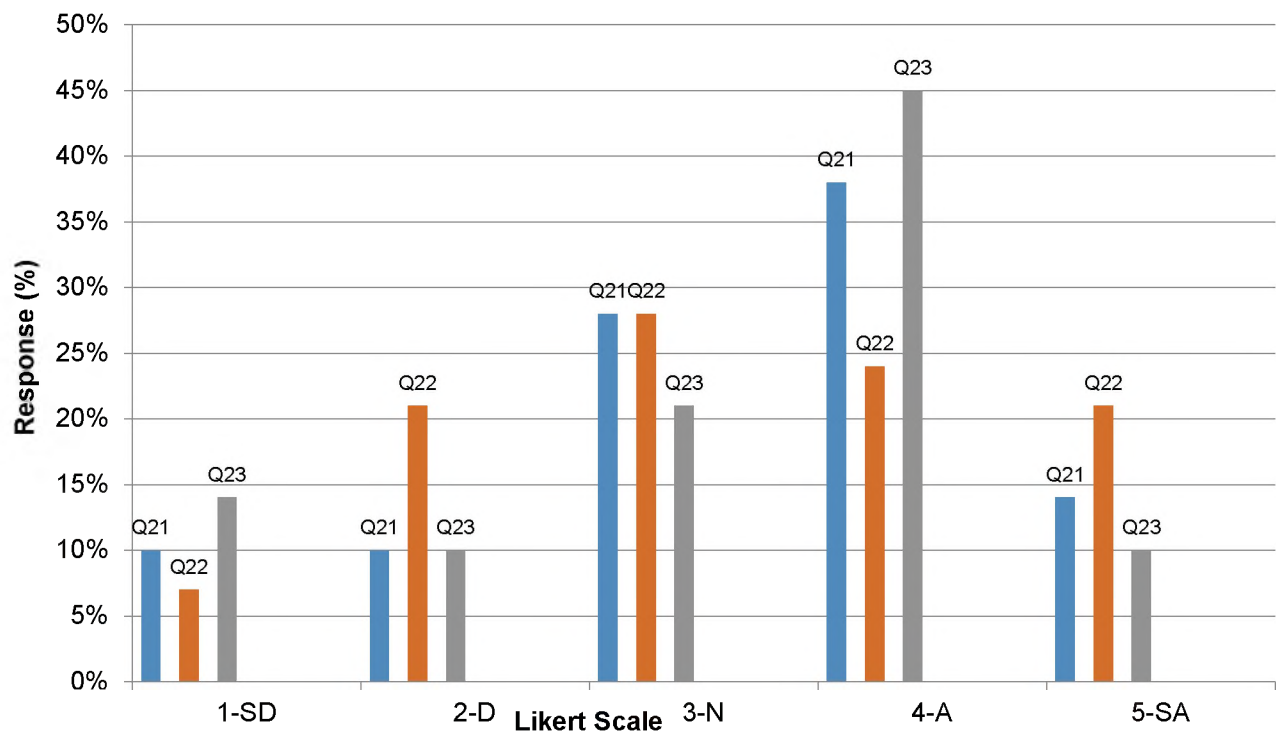
followers were involved in the vision formation and subsequent vision development of the institution. The disagreement and neutral responses combined together had a higher score than the consensus scores which ranged from 40%-43% across the three questions. The standard deviation scores for this theme also varied from the overall average score. As evident in Blanchard, Blanchard and Zigarmi (2006), vision forecasting is an important process whereby a desirable future is envisaged so that actions can be taken in the present to make this a reality. The main vision casters and associated supporters may consist of the senior staff and those in formal leadership positions (Crippen, 2005). It may be that vision review meetings may not occur on a regular basis and new staff may join during the middle of an academic year. Other participants not in formal leadership positions may possibly only have a secondary channel via their departmental heads through which to voice their input. Thus the lack of proximity to the actual decision making process may make the follower feel distant (Cerit, 2009).

Trusting (SLAI 5)

Table 4.9: Trusting (SLAI 5)

Q	Avg.	Med.	Mod.	Var.	Std.						Summary	
						SD 1	D 2	N 3	A 4	SA 5	SD & D 1&2	SA & A 4&5
21	3,34	4,00	4	1,38	1,17	10%	10%	28%	38%	14%	21%	52%
22	3,31	3,00	3	1,51	1,23	7%	21%	28%	24%	21%	28%	45%
23	3,28	4,00	4	1,49	1,22	14%	10%	21%	45%	10%	24%	55%
Avg.	3,31											

Figure 4.7: Trusting (SLAI 5) score distribution



Trusting was the theme with the 2nd lowest score and recorded 3.31. However, consensus scores in excess of 50% was recorded for 2 of the 3 questions, while the remaining question scored a 45% consensus level. The standard deviation scores suggest that, most of the scores varied from the overall average score of the respective

questions. Question 21 implies that the leadership's willingness to receive input from followers is partially related to his/her level of trust in them. However, not being sought for input by leadership does not always mean that there is a lack of trust. The nature of the tasks involved and the pressurizing deadlines requiring timely action often leaves little room for leadership to involve and consult others (Darko, 2012). At times this may then be perceived by some followers as a possible lack of trust in their abilities (Morris, Brotheridge and Urbanski, 2005).

Question 22 suggests that increased levels of trust can elicit higher levels of commitment from the followers. Possibly implying that when followers feel trusted they are more motivated to live up to that expectation and will exert additional effort whenever necessary to honour the leadership's trust in them and their abilities.

Conger and Kanungo (1998) suggests that greater levels of commitment and loyalty will be displayed by followers once this is established. Question 23 considered the leadership's approach in pursuing the objectives assigned to them in their professional capacity. Either through instilling trust or through elements that incorporates fear or increases insecurity levels. A 55% consensus level was obtained for this question. While the remaining 45% was shared between the neutral and disagreement options. Within schooling institutions, particularly with schools following the Independent Examination Board (IEB) syllabus, the administrative requirements are very stringent and highly regulated (IEB, 2016). Thus those placed in charge of various academic departments are held accountable and are expected to maintain a certain standard of excellence. So in carrying out their professional duties, there may be times whereby the pursuit for excellence and the meeting of objectives may require that the leadership be assertive and perhaps emotionally detached at times (Conway and Briner, 2005). Unknowingly, the followers may interpret this as coercion (Morris, Brotheridge and Urbanski, 2005). Certain additional checks and formal procedures followed may give an unintended impression of low trust levels, whereas they are mere control mechanisms employed to ensure the integrity of the system as a whole.

The interpretations around this theme should be made in light of the Organizational Culture Assessment Instrument (OCAI) and the contextual background of the institution. A more elaborate discussion will follow in the OCAI section. However, in

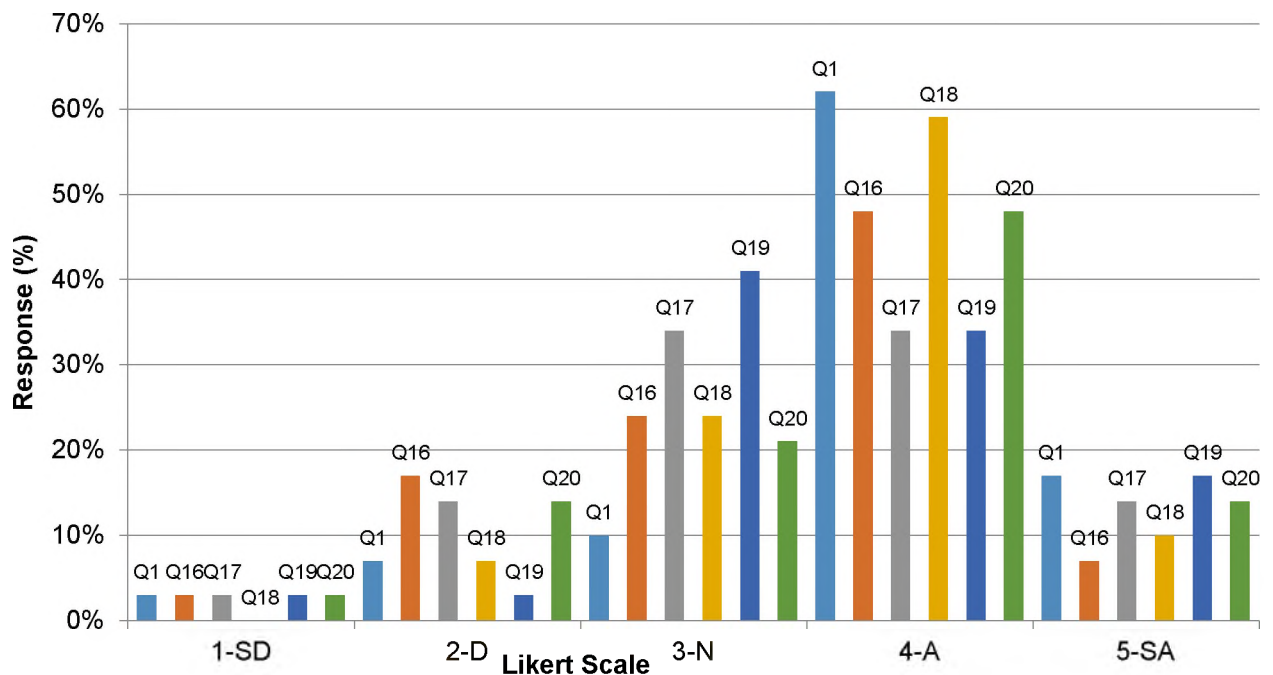
brief, the relatively strong presence of certain elements of the control culture as evident by the score of 27.8 units, partly accounts for the low scores under the trust theme in the SLAI.

Serving (SLAI 6)

Table 4.10: Serving (SLAI 6)

Q	Avg.	Med.	Mod.	Var.	Std.						Summary	
						SD 1	D 2	N 3	A 4	SA 5	SD & D 1&2	SA & A 4&5
1	3,83	4,00	4	0,86	0,93	3%	7%	10%	62%	17%	10%	79%
16	3,38	4,00	4	0,96	0,98	3%	17%	24%	48%	7%	21%	55%
17	3,41	3,00	4	1,04	1,02	3%	14%	34%	34%	14%	17%	48%
18	3,72	4,00	4	0,56	0,75	0%	7%	24%	59%	10%	7%	69%
19	3,59	4,00	3	0,89	0,95	3%	3%	41%	34%	17%	7%	52%
20	3,55	4,00	4	1,04	1,02	3%	14%	21%	48%	14%	17%	62%
Avg.	3,58											

Figure 4.8: Serving (SLAI 6) score distribution



Serving had the 2nd highest average with 3.58. The standard deviation scores were relatively low. Which means that the participants' individual opinion about service was in agreement with the overall average for the theme. Healthy consensus levels were noted for questions 1, 18 and 20. Questions 16 and 19 had agreement scores marginally higher than 50%, with 55% and 52% respectively, while question 17 had an agreement score of 48%. Ten participants were undecided about the question while five disagreed. This suggests that the participants are confident about the leadership's perspective of service as a mission of responsibility. The importance of service as a component of leadership and the modelling of this service at a collective level appears to be evident in the leadership's behaviours, attitudes and values. Hence the 62% consensus level. However, serving others individually seems to elicit mixed responses as evident in the low consensus scores for question 16 and 19, which focused on understanding the importance of serving others, as well as aspiring to serve instead of expecting to be served.

That being said, it must be appreciated that serving avenues for leadership might be limited due to the nature of the tasks involved, as well as due to the conventional direction of the reporting line from teachers to HODs and then to the Principal. Nevertheless strong levels of service are evident at leadership level as indicated by the strong average score and overall rank amongst the other themes (Kim, Kim and Choi, 2014).

Stone, Russell and Patterson (2003) noted that service is a chief component of servant leadership. The whole definition of servant leadership is incomplete without the service aspect (Reed et al., 2011). The attitude towards service opportunities and the level of pro-activeness in seeking out new service opportunities are good indicators of an individual's level of service orientation (Van Brummelen, 2005). When service is viewed as an opportunity rather than as a forced obligation, it becomes something that people look forward to. It is then done willingly with a greater level of commitment and is accompanied with a positive disposition (Darko, 2012). Instead of trying to get away with as little as possible, or doing the bare minimum, people are motivated to go all out and give of themselves liberally. Servant leaders understand they ought to lead by serving (Anderson, 2008). In a publication by Rhodes Business School, Professor Owen Skae even stated that 'leaders are in positions of power and authority in order

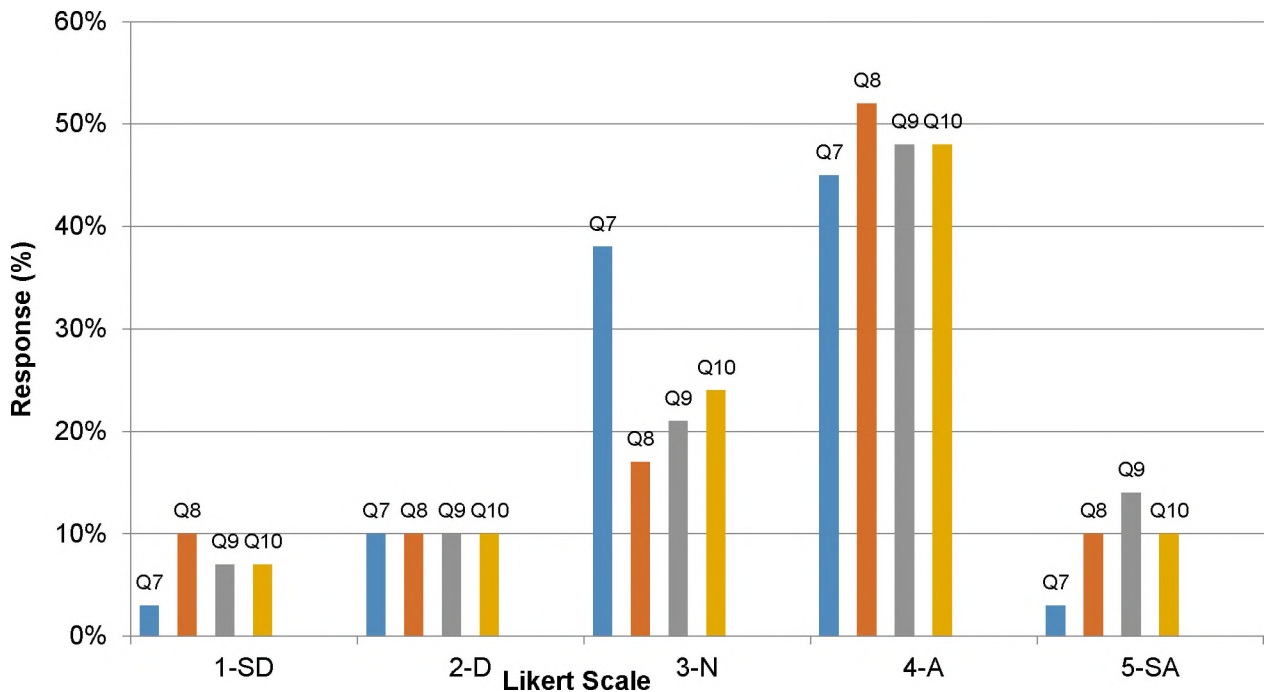
to serve” (Rhodes Business School, 2015:6). Leadership is seen as a form of service provided by leaders, as they are carrying out a function using their leadership skills. They are leading and driving the initiative. They serve by providing leadership. That is part of their contribution towards an organization (Crippen, 2005).

Empowers followers (SLAI 7)

Table 4.11: Empowers followers (SLAI 7)

Q	Avg.	Med.	Mod.	Var.	Std.						Summary	
						SD 1	D 2	N 3	A 4	SA 5	SD & D 1&2	SA & A 4&5
7	3,34	3,00	4	0,73	0,86	3%	10%	38%	45%	3%	14%	48%
8	3,41	4,00	4	1,32	1,15	10%	10%	17%	52%	10%	21%	62%
9	3,52	4,00	4	1,19	1,09	7%	10%	21%	48%	14%	17%	62%
10	3,45	4,00	4	1,11	1,06	7%	10%	24%	48%	10%	17%	59%
Avg.	3,43											

Figure 4.9: Empowers followers (SLAI 7) score distribution



Empowering followers was ranked 5th amongst the SLAI themes with an average score of 3.43. Questions 8, 9 and 10 had strong consensus scores. This indicates that followers are empowered to make decisions with increased responsibility and are provided with empowerment opportunities for skills development and functionality purposes. This is partly due to the dynamics associated with the organizational structure of the school, whereby most departments are 'one-man' departments (SJCS School Welcome Book, 2013). Thus they are indirectly empowered to be responsible for their respective areas of influence. A simultaneous follower development is evident in this practice as well (Zehir, Aykuz, Sule Eren and Turhan, 2013).

As mentioned in the literature review, empowerment is a power sharing process that allows followers to exercise greater levels of authority over their assigned areas of responsibilities (Cerit, 2009). Thus the followers are aware that they are responsible and accountable for shaping the areas assigned to them. The focussed attention given to the individual sub-areas, adds value to the entire system. This in turn collectively results in the areas become well attended to (Crippen, 2005).

However, the low score evident in question 7 which relates to the leadership's desire to develop the follower's leadership development suggests that although opportunities are provided for empowerment, some followers are uncertain about whether their personal development is considered by leadership as well (Cunningham, 2004). The low standard deviation score suggests that there are a number of individuals who share a similar sentiment.

4.7 Part 2: Theme-based summary (whole group, n=30)

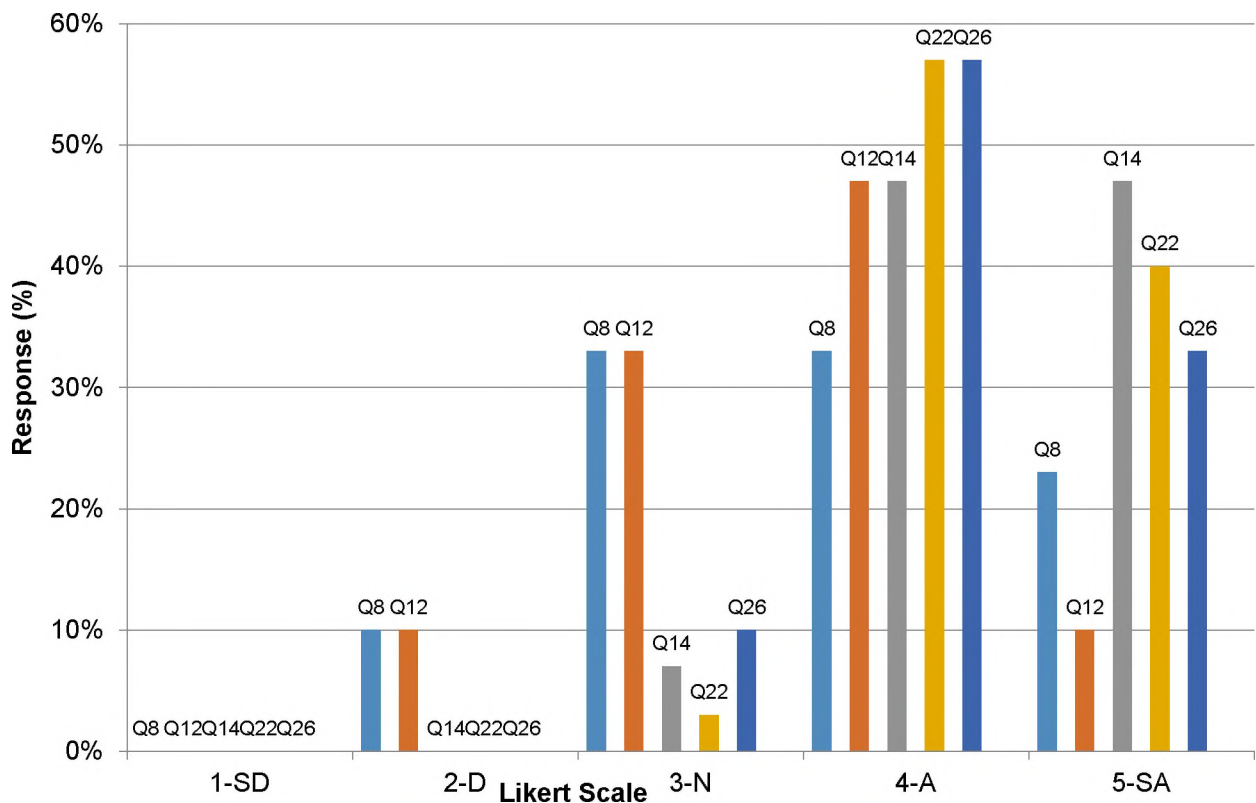
Part 2 of the questionnaire provided a self-reflection platform for participants to consider their own level of servant leadership.

Empowering and developing others (SLPR 1)

Table 4.12: Empowering and developing others (SLPR 1)

Q	Avg.	Med.	Mod.	Var.	Std.						Summary	
						SD 1	D 2	N 3	A 4	SA 5	SD & D 1&2	SA & A 4&5
8	3,70	4,00	3	0,91	0,95	0%	10%	33%	33%	23%	10%	57%
12	3,57	4,00	4	0,67	0,82	0%	10%	33%	47%	10%	10%	57%
14	4,40	4,00	5	0,39	0,62	0%	0%	7%	47%	47%	0%	93%
22	4,37	4,00	4	0,31	0,56	0%	0%	3%	57%	40%	0%	97%
26	4,23	4,00	4	0,39	0,63	0%	0%	10%	57%	33%	0%	90%
Avg.	4,05											

Figure 4.10: Empowering and developing others (SLPR 1) score distribution



Questions 14, 22 and 26 had remarkably high levels of consensus, ranging from 90% to 97%. While questions 8 and 12 recorded consensus levels of 57% each. Interestingly, only one participant had chosen the disagree option for question 8. Likewise, only one person chose the disagree option for question 12. The comparatively lower consensus level for question 8 may be due to the fact that only 8 of the participants were in formal leadership, while the rest were part of the teaching staff. Thus responsibility delegation may be an activity that is not very common for most participants. As such, the low scores may reflect the fact that the question was not really relevant for all the participants.

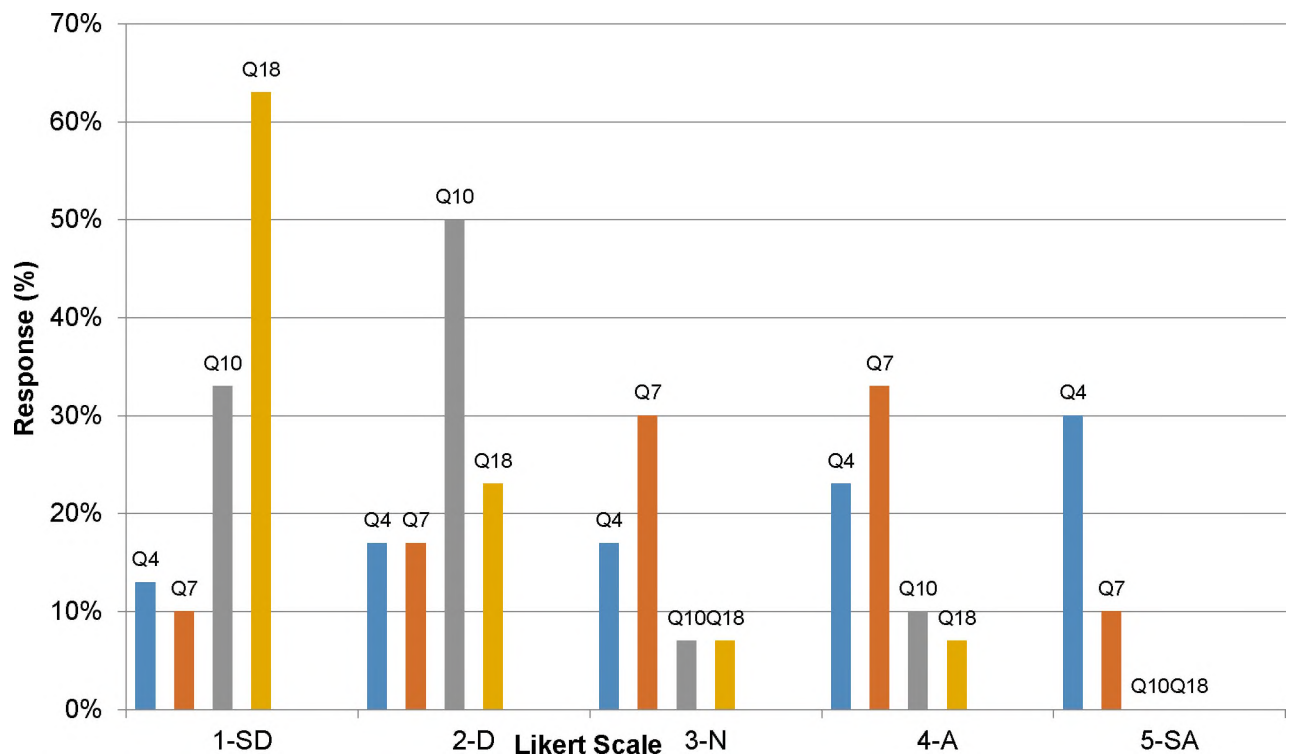
This is supported by the 33% neutral option score. An identical explanation applies for question 12. As the frequency of the described activity is comparatively minimal for most participants. However, when the event does arise, 57% of the participants actively engage in removing barriers to facilitate participative decision-making.

Power and Pride (Vulnerability and humility, if scored in reverse) (SLPR 2)

Table 4.13: Power and Pride (SLPR 2)

Q	Avg.	Med.	Mod.	Var.	Std.						Summary	
						SD 1	D 2	N 3	A 4	SA 5	SD & D 1&2	SA & A 4&5
4	3,40	4,00	5	2,04	1,43	13%	17%	17%	23%	30%	30%	53%
7	3,17	3,00	4	1,32	1,15	10%	17%	30%	33%	10%	27%	43%
10	1,93	2,00	2	0,82	0,91	33%	50%	7%	10%	0%	83%	10%
18	1,57	1,00	1	0,81	0,90	63%	23%	7%	7%	0%	87%	7%
Avg.	2,52											

Figure 4.11: Power and Pride (SLPR 2) score distribution



The questions in this section was phrased in a 'negative' manner, thus a high score would actually mean that there is a strong presence of pride or an imbalance in power distribution. A 53% agreement level was noted for question 4, suggesting that a certain level of power and positional authority was desired by participants for functional

effectiveness. However, a comparatively higher standard deviation of 1.43 was noticed for this question. This implies that the responses by all the participants varied to a certain extent.

A distributed score allocation was apparent for question 7, which considered the exertion of power through positional authority. Only 43% agreed to this approach, while 33% remained undecided. A 27% disagreement was also noted. Perhaps suggesting that cooperative and supportive behaviour should be elicited from others from a relational basis, rather than from positional authority alone. Nonetheless a certain level of respect for positional authority is necessary for any organization to function effectively.

Questions 10 and 18 had high disagreement scores of 83% and 87% respectively. Question 10 was phrased using words that had a negative undertone thus providing a platform to reveal a leader's main mode of operation. In other words, it shows whether or not he/she is open to sharing power or involving others in decision-making processes.

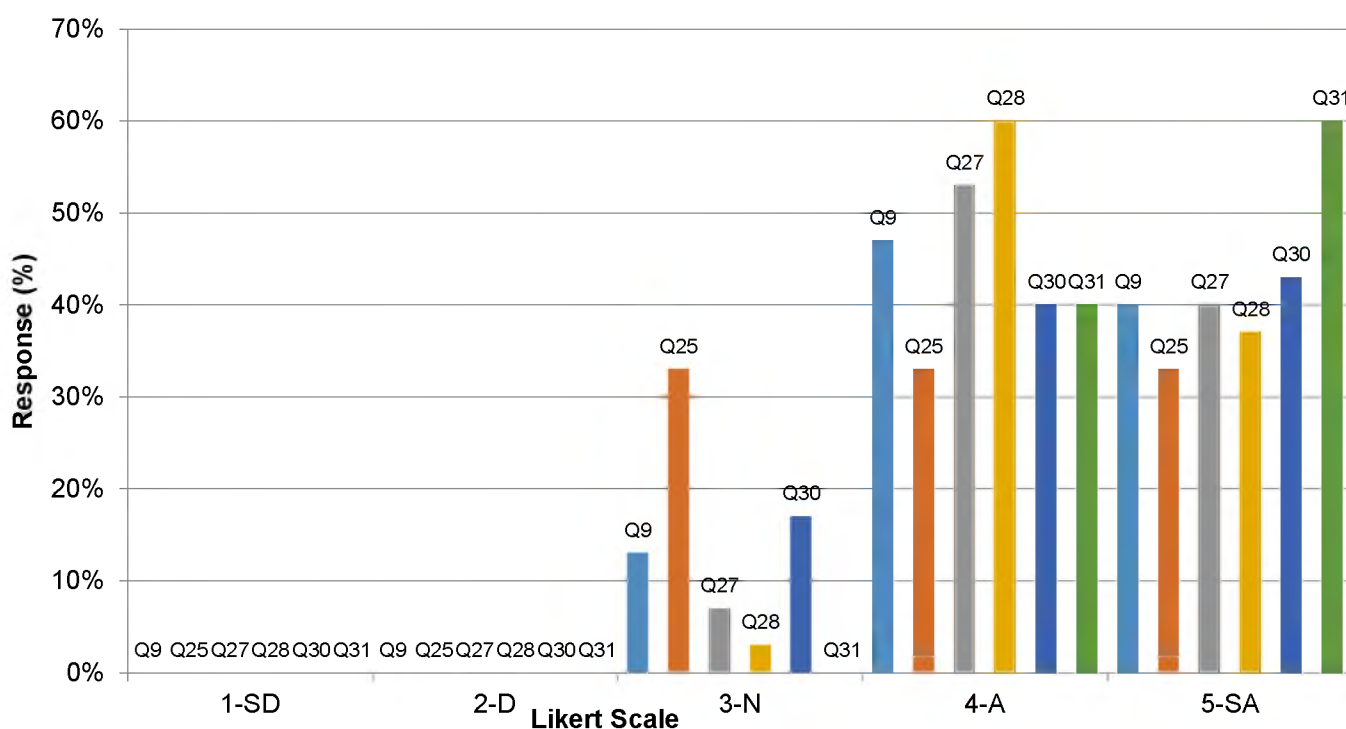
Likewise, question 18 indirectly reveals the level of pride present within an individual. The need to make the final call even in situations where adequate competence levels are absent, can be regarded as a sign of insecurity. Whereby the need to demonstrate and maintain authoritative power in front of others, makes it difficult for them to allow others to fulfil that role. However, the results obtained for this question indicate the opposite. The participants indicated that they do not need to have the final say on everything and by implication are open to participative and collaborative decision-making instead.

Serving others (SLPR 3)

Table 4.14: Serving others (SLPR 3)

Q	Avg.	Med.	Mod.	Var.	Std.						Summary	
						SD	D	N	A	SA	SD & D	SA & A
						1	2	3	4	5	1&2	4&5
9	4,27	4,00	4	0,48	0,69	0%	0%	13%	47%	40%	0%	87%
25	4,00	4,00	3	0,69	0,83	0%	0%	33%	33%	33%	0%	67%
27	4,33	4,00	4	0,37	0,61	0%	0%	7%	53%	40%	0%	93%
28	4,33	4,00	4	0,30	0,55	0%	0%	3%	60%	37%	0%	97%
30	4,27	4,00	5	0,55	0,74	0%	0%	17%	40%	43%	0%	83%
31	4,60	5,00	5	0,25	0,50	0%	0%	0%	40%	60%	0%	100%
Avg.	4,30											

Figure 4.12: Serving others (SLPR 3) score distribution



Serving others had the 2nd highest average score with 4.30. Thus reaffirming the presence of a high service culture at the school. The average score of 3.48 for the

Serving theme in the SLAI section also supports this claim. Interestingly, a disagreement level of 0% was apparent for all six of the questions in this section.

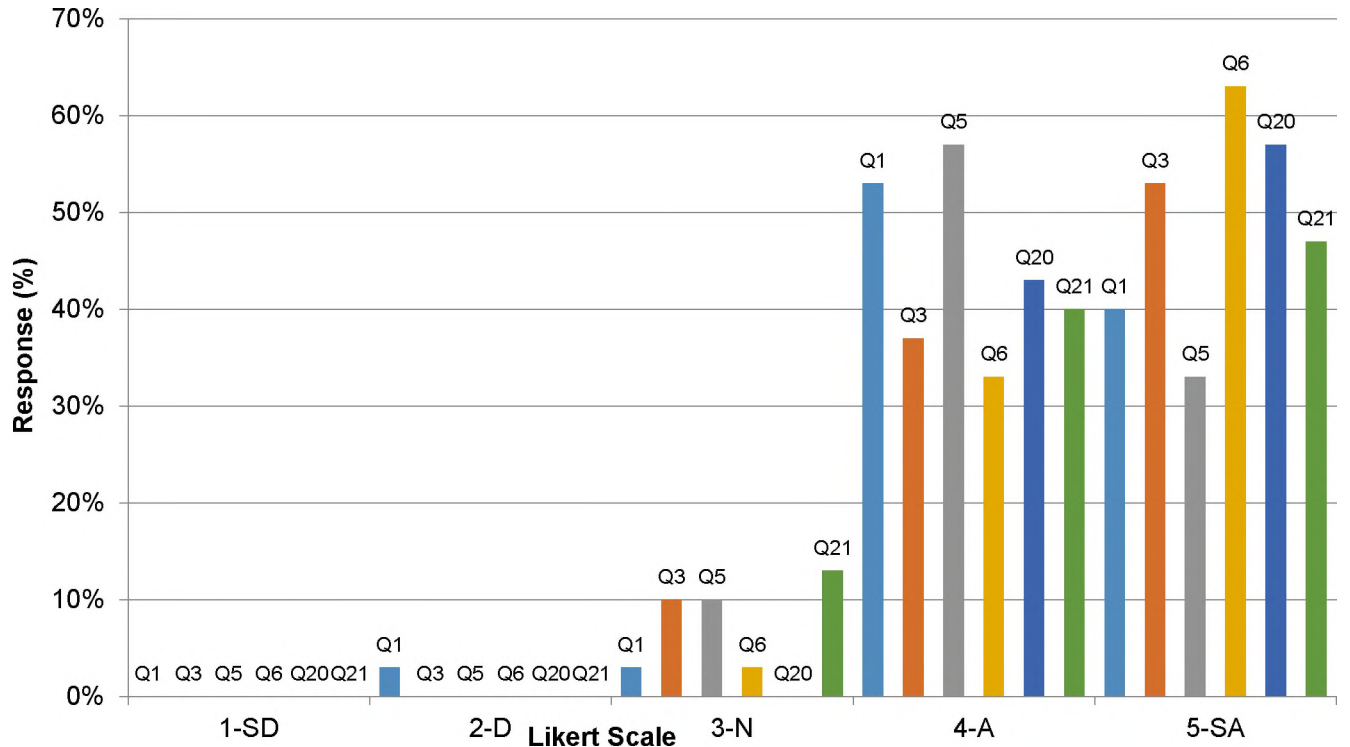
In summary, the results suggest that seeking to serve is valued more than being served. Service is provided with minimal or no return expectations. Sacrifices are willingly made as part of service and any form of service is accepted regardless of the role. Question 25 probed for the placement of group interests above self-interests. Compared to the convincing positive score distribution of questions 9,27,28,30 and 31, the consensus score for question 25 was much lower. A 67% agreement level was accompanied by a 33% neutral response. Which suggests that placing group interests above self-interests may not always be possible in all contexts. Question 30 considered the ability to derive enjoyment from serving, regardless of the role or capacity. This question had the same average score as question 9. It also had an agreement level of 83%. The ability to serve in low-profile roles and the willingness to undertake menial tasks is characteristic of true servant leadership. According to Greenleaf (1977) Leo from Hermann Hesse's novel used to perform menial chores and sustained the team morale with his strong presence.

Open, participatory leadership (SLPR 4)

Table 4.15: Open, participatory leadership (SLPR 4)

Q	Avg.	Med.	Mod.	Var.	Std.						Summary	
						SD 1	D 2	N 3	A 4	SA 5	SD & D 1&2	SA & A 4&5
1	4,30	4,00	4	0,49	0,70	0%	3%	3%	53%	40%	3%	93%
3	4,43	5,00	5	0,46	0,68	0%	0%	10%	37%	53%	0%	90%
5	4,23	4,00	4	0,39	0,63	0%	0%	10%	57%	33%	0%	90%
6	4,60	5,00	5	0,32	0,56	0%	0%	3%	33%	63%	0%	97%
20	4,57	5,00	5	0,25	0,50	0%	0%	0%	43%	57%	0%	100%
21	4,33	4,00	5	0,51	0,71	0%	0%	13%	40%	47%	0%	87%
Avg.	4,43											

Figure 4.13: Open, participatory leadership (SLPR 4) score distribution



This theme had the highest average for the SLPR section of the questionnaire with an average score of 4.41. With the exception of one disagreement option selection by

one participant, no further disagreement was recorded for any of the other questions within this section. Thus showing the participative and collaborative style of leadership at the institution. This was also evident in the OCAI scores in part 3 of the questionnaire. Whereby, the highest score was attributed to the collaborate quadrant with a score of 36.1 units. A more elaborate discussion of this will follow in the OCAI score analysis. The lower standard deviation scores also affirm the strength of the consensus levels amongst the participants.

Question 1 looked at actively listening to others, even when opposing views are shared. The high consensus scores support the comments made about questions 10 and 18 under the *Power and Pride* (SLPR2) theme section. The participatory nature of decision-making is evident by the consensus level of 87% for question 21.

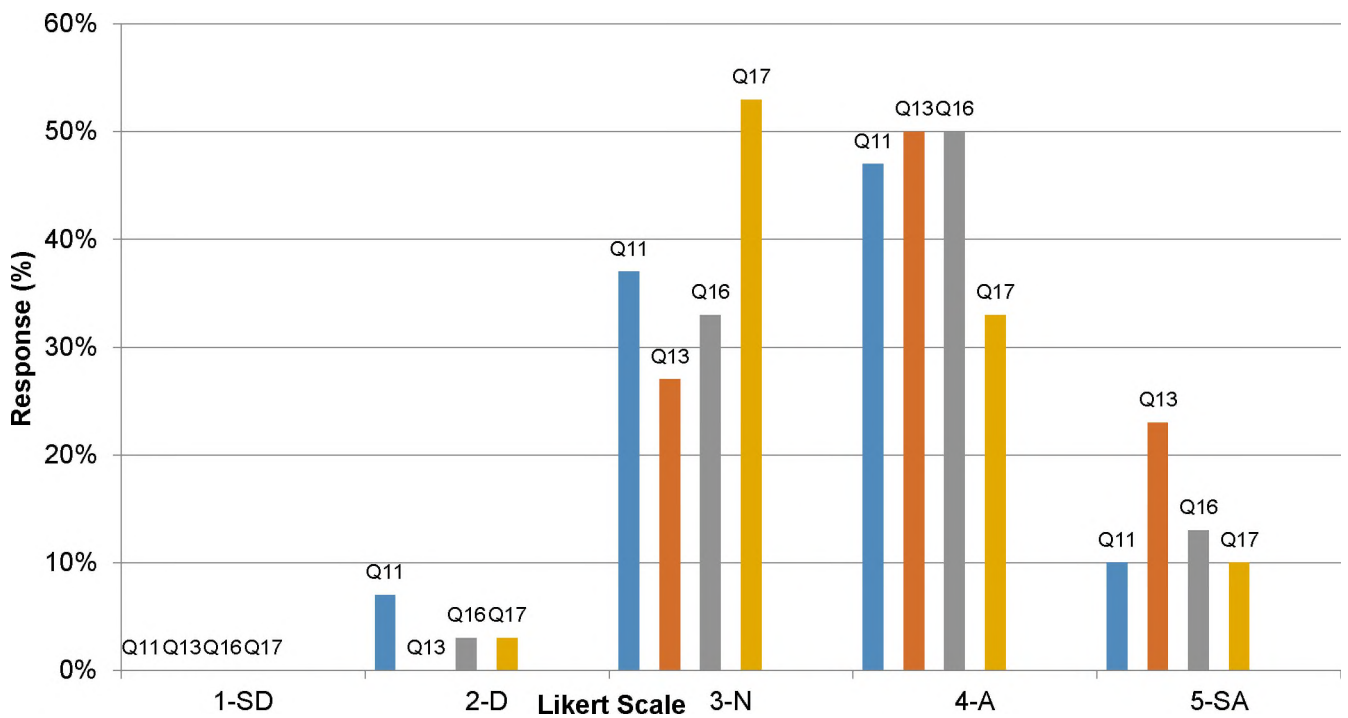
Question 20 considered giving credit to others. Servant leaders do not mind sharing credit or giving it away to others. Even in instances where a noteworthy idea is proposed, the originator of the idea is not too concerned about receiving full credit or formal recognition, as the main desire is to see the organization do well (Sackmann, 1991).

Inspiring leadership (SLPR 5)

Table 4.16: Inspiring leadership (SLPR 5)

											Summary	
											SD & D	SA & A
Q	Avg.	Med.	Mod.	Var.	Std.	1	2	3	4	5	1&2	4&5
11	3,60	4,00	4	0,59	0,77	0%	7%	37%	47%	10%	7%	57%
13	3,97	4,00	4	0,52	0,72	0%	0%	27%	50%	23%	0%	73%
16	3,73	4,00	4	0,55	0,74	0%	3%	33%	50%	13%	3%	63%
17	3,50	3,00	3	0,53	0,73	0%	3%	53%	33%	10%	3%	43%
Avg.	3,70											

Figure 4.14: Inspiring leadership (SLPR 5) score distribution



Inspiring leadership had the lowest average score with 3.70. This is partly due to the fact that this particular theme is generally not very common in schooling contexts. Nevertheless, the responses to the individual questions did shed a bit more light. Question 11 considered an individual's ability to transform people into a winning team. The mixed distribution of results consisted of 37% being assigned to the neutral option, while a 57% consensus level was recorded. Question 13 and 16 had the highest

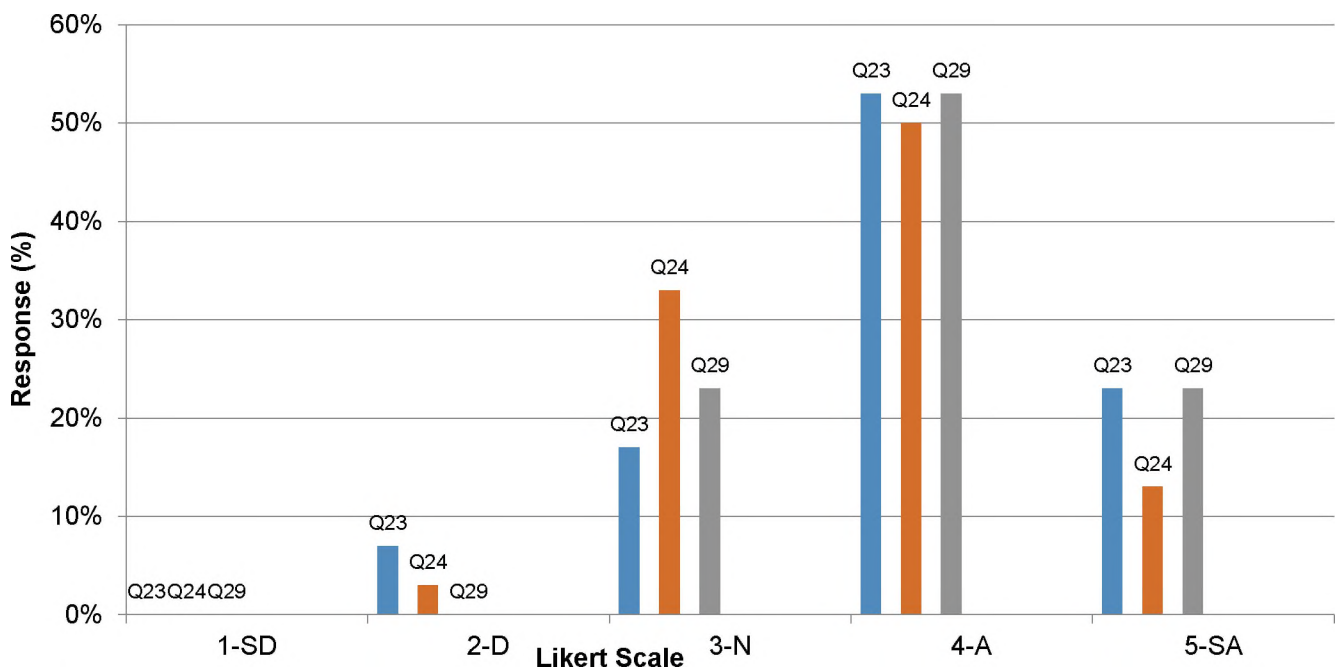
consensus level scores within the inspiring leadership theme. Suggesting that collaborative partnership and the emphasis on promoting mutual understanding to achieve common organizational objectives are highly valued at the organization (Cameron and Quinn, 2006). This is supported by the 31.6 unit score under the *Collaborate* culture type section of the OCAI.

Visionary leadership (SLPR 6)

Table 4.17: Visionary leadership (SLPR 6)

											Summary	
											SD & D	SA & A
Q	Avg.	Med.	Mod.	Var.	Std.	1	2	3	4	5	1&2	4&5
23	3,93	4,00	4	0,69	0,83	0%	7%	17%	53%	23%	7%	77%
24	3,73	4,00	4	0,55	0,74	0%	3%	33%	50%	13%	3%	63%
29	4,00	4,00	4	0,48	0,69	0%	0%	23%	53%	23%	0%	77%
Avg.	3,89											

Figure 4.15 Visionary leadership (SLPR 6) score distribution



Visionary leadership had the 2nd lowest average score with 3.89. The visionary for the followers theme under the SLAI had an average of 3.09 and was the theme with the

lowest score under the SLAI. Therefore collective vision formation and vision impartation are aspects that need attention at the organization. The leaders need to assist the followers to see the common good and the shared benefit of the collective pursuit.

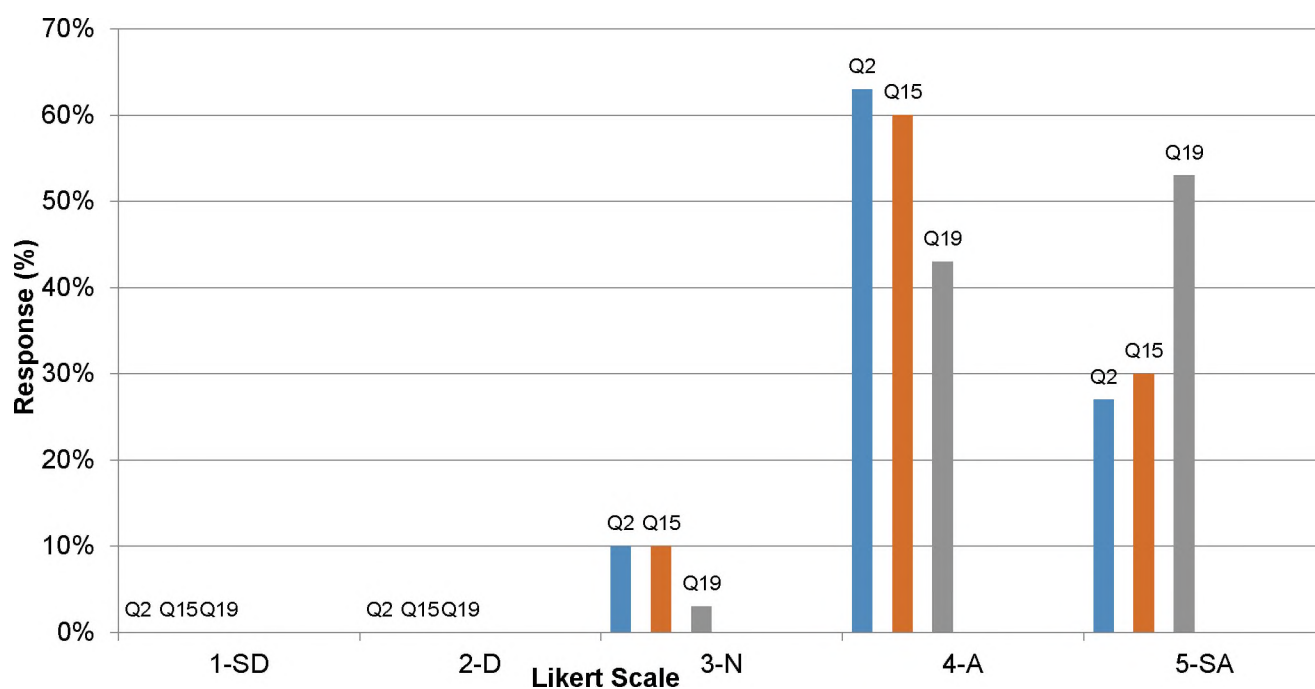
Despite the comparatively lower average theme score, the consensus level scores for all three questions were relatively convincing. As visionary leadership involves a certain level of forecasting and looking into the unknown, there is often an element of uncertainty. The demands of present day tasks and operations places additional pressure on time and associated resources. This leaves little room to make plans for events in a future time period. Thus in the present, the future is just a vague picture that is painted with colours of hope and expectations, but it is also susceptible to minor unforeseen blotches (Brubaker, 2013; Allan and Neill, 2016). So people are not always able to articulate an infallible and clear sense of direction for an organization. Hence the comparatively lower score of 63%.

Courageous leadership (SLPR 7)

Table 4.18: Courageous leadership (SLPR 7)

											Summary	
											SD & D	SA & A
Q	Avg	Med	Mod	Var	Std	SD 1	D 2	N 3	A 4	SA 5	1&2	4&5
2	4,17	4,00	4	0,35	0,59	0%	0%	10%	63%	27%	0%	90%
15	4,20	4,00	4	0,37	0,61	0%	0%	10%	60%	30%	0%	90%
19	4,50	5,00	5	0,33	0,57	0%	0%	3%	43%	53%	0%	97%
Avg.	4,29											

Figure 4.16: Courageous leadership (SLPR 7) score distribution



Courageous leadership was ranked 3rd amongst all the SLPR themes and had an average score of 4.29. The consensus level across the three questions ranged from 90% to 97%. No disagreement scores were recorded for any of the questions. The standard deviation figures were all below one and suggests minimal variation in opinion amongst the participants as a whole.

4.8 Part 3: OCAI summary (whole group, n=30)

This section sought to investigate the current and preferred culture at the organization. The terms included in the table below will be used interchangeably for reference purposes in the discussion below.

Reference terms:

Quadrant label	Quadrant name	Alternate term
A	Collaborate	Clan
B	Create	Adhocracy
C	Compete	Market
D	Control	Hierarchy
		Alternate term
Now		Current
Preferred		Future
Dominant characteristics		DC
Organizational leadership		OL
Management of leadership		MOE
Organizational glue		OG
Strategic emphases		SE
Criteria of success		COS

Table 4.19: OCAI score summary

NOW	1 DC	2 OL	3 MoE	4 OG	5 SE	6 CoS	OVERALL
A Collaborate	36	31	31	28	29	34	31,6
B Create	14	15	14	15	20	14	15,1
C Compete	27	26	30	29	22	20	25,7
D Control	23	28	25	29	29	32	27,8
PREFERRED	1 DC	2 OL	3 MoE	4 OG	5 SE	6 CoS	OVERALL
A Collaborate	49	44	46	48	42	48	46,1
B Create	18	17	18	18	23	16	18
C Compete	19	15	15	14	15	15	15,3
D Control	14	24	22	20	21	23	20,5

Figure 4.17: Overview of OCAI scores across the 6 dimensions

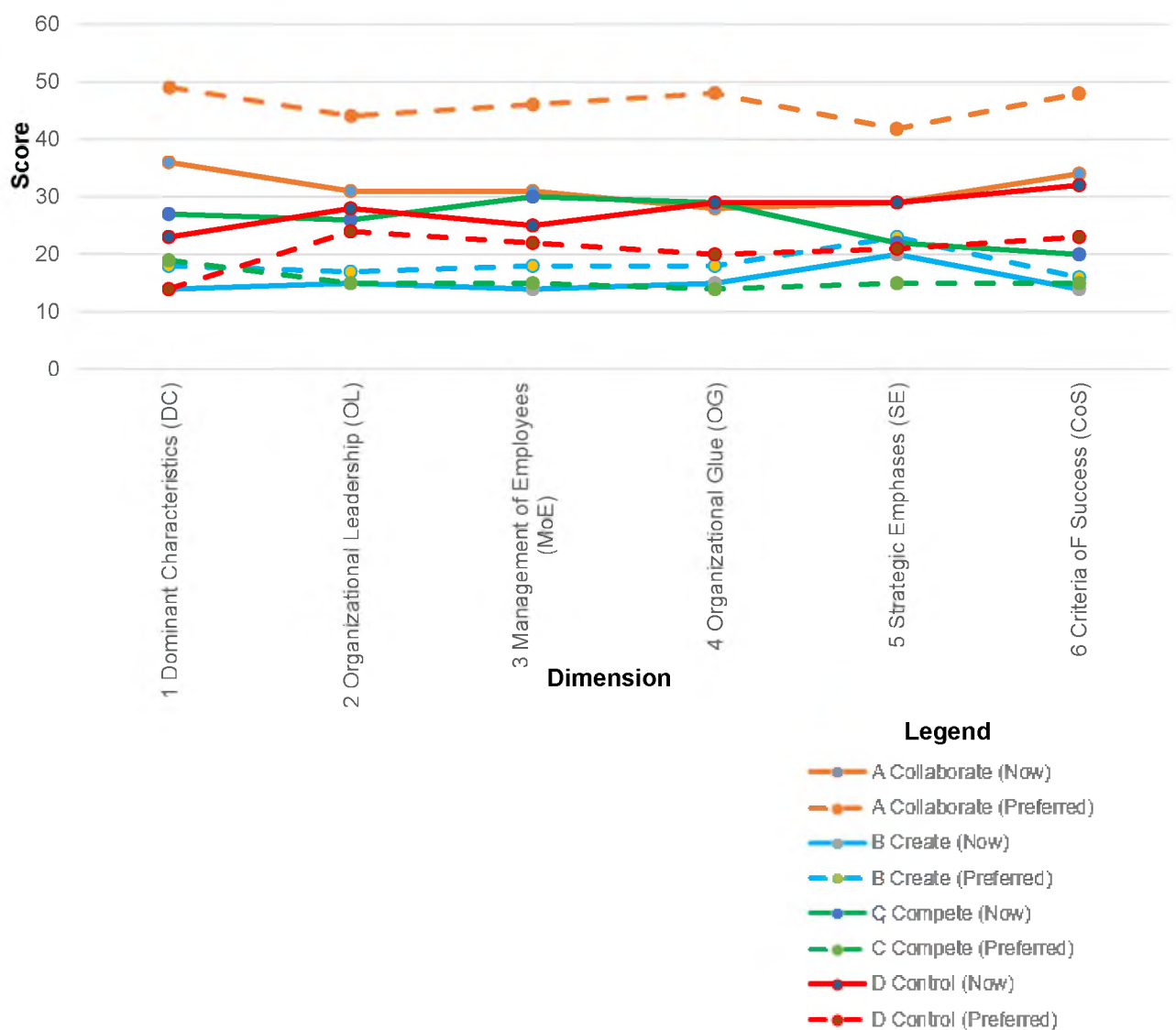


Figure 4.17 provides an overview of the current and preferred OCAI scores across the 6 dimensions from part 3 of the questionnaire.

The *Collaborate* culture type had the highest score with 31.6 units. While a somewhat balanced distribution was apparent with the *Control* and *Compete* culture type scores with 27.8 and 25.7 respectively. The *Create* culture was comparatively lower with 15.1 units. However, it must be noted that the overall score of the *Control* culture type was only 3.8 units less than the overall *Collaborate* score. The overall *Compete* culture score was also only 5.9 units lower than the overall *Collaborate* score. Thus suggesting that there are noticeable elements of these cultures at the organization.

Table 4.20: ‘Preferred – Now’ summary

	1 DC	%	2 OL	%	3 MOE	%	4 OG	%
A Collaborate	13	36.11	13	41.94	15	48.39	20	71.43
B Create	4	28.57	2	13.33	4	28.57	3	20.00
C Compete	-8	-29.63	-11	-42.31	-15	-50.00	-15	-51.72
D Control	-9	-39.13	-4	-14.29	-3	-12.00	-9	-31.03
	5 SE	%	6 CoS	%	OVERALL	%		
A Collaborate	13	44.83	14	41.18	14.5	45.89		
B Create	3	15.00	2	14.29	2.9	19.21		
C Compete	-7	-31.82	-5	-25.00	-10.4	-40.47		
D Control	-8	-27.59	-9	-28.13	-7.3	-26.26		

The above compares the difference between the preferred and current scores for each dimension. For instance, under the DC dimension the following calculation applies: 49 units (preferred) – 36 units (current) = 13 units (36.11%). A positive value indicates that an increase is desired for that aspect. Conversely, a negative value indicates a reduction is desired. The significance of these values are covered under the discussion of the various dimensions respectively.

Table 4.21: ‘Overall – Individual dimension score’ summary

NOW	1 DC	2 OL	3 MoE	4 OG	5 SE	6 CoS	OVERALL
A Collaborate	4.4	-0.6	-0.6	-3.6	-2.6	2.4	31.6
B Create	-1.1	-0.1	-1.1	-0.1	4.9	-1.1	15.1
C Compete	1.3	0.3	4.3	3.3	-3.7	-5.7	25.7
D Control	-4.8	0.2	-2.8	1.2	1.2	4.2	27.8
PREFERRED							
A Collaborate	2.9	-2.1	-0.1	1.9	-4.1	1.9	46.1
B Create	0	-1	0	0	5	-2	18
C Compete	3.7	-0.3	-0.3	-1.3	-0.3	-0.3	15.3
D Control	-6.5	3.5	1.5	-0.5	0.5	2.5	20.5

The above table considers the deviation of the individual dimension score from the overall score. For instance, the difference for the *Collaborate* quadrant (4.4) is calculated as follows: Individual dimension score [36] - Overall quadrant score (based on all 6 questions) [31.6]. Once again, a positive difference represents an increase. While a negative difference represents a decrease. High deviations/variances suggest that various aspects of the culture are not fully aligned. While minor variances suggest that the individual scores are similar to the overall average score.

The table below illustrates the focus area of the organization in order of rank.

Table 4.22: OCAI focus area summary (Now and Preferred)

NOW (N)				
	Focus Area		Quadrants	NOW (N)
1	Internal focus	A-D	(A-Collaborate)+(D-Control)	59.4
2	Stability & control	C-D	(C-Compete)+(D-Control)	53.5
3	Flexibility & discretion	A-B	(A-Collaborate)+(B-Create)	46.7
4	External focus	B-C	(B-Create)+(C-Compete)	40.8
PREFERRED (P)				
	Focus Area		Quadrants	PREFERRED (P)
1	Internal focus	A-D	(A-Collaborate)+(D-Control)	66.6
2	Flexibility & discretion	A-B	(A-Collaborate)+(B-Create)	64.1
3	Stability & control	C-D	(C-Compete)+(D-Control)	35.8
4	External focus	B-C	(B-Create)+(C-Compete)	33.3

The current culture reflects a considerable focus on the *Collaborate* (A) and *Control* (D) culture. These two culture types or quadrants represent the internal focus/capability of an organization and appears to be the main priority. As the highest scores in the overall column belonged to the *Collaborate* quadrant with 31.6 units and the *Control* quadrant with 27.8 units. These are regarded as complementary culture types and thus there is significant strength in the complementary culture types.

Create (B) and *Control* (D) are regarded as contradictory culture types and shows minimal strength in the contradictory culture type (Cameron, Quinn, Degraaf and Thakor, 2006). *Collaborate* (A) and *Compete* (C) are also regarded as contradictory culture types as they are diagonal to each other on the OCAI plot/graph. However, there is strength in this contradictory culture type. Possibly suggesting that an element of cultural incongruence may be apparent. As the scores of the *Collaborate*, *Control* and *Compete* quadrants are not very far apart. Stability and control was the 2nd highest priority, while flexibility and discretion registered the 3rd highest combined score. The external focus orientation was the last priority, as evident by the score allocation.

The score allocation under the preferred culture section reflected a convincing inclination towards the internal focus orientation. Flexibility and discretion was the 2nd

most valued orientation. While a decrease in the current stability and control ratio was evident. Strength in the contradictory culture was minimal under the *Collaborate-Compete* (A-C) combination, but stronger in the *Create-Control* (B-D) combination. *Collaborate* (A) and *Control* (D) are complementary culture types, so there is strength in complementary culture types (Cameron, et al., 2006).

Table 4.23: OCAI focus area ‘Preferred – Now’ summary

This table illustrates how much of an increase/ decrease is desired in each of the focus areas. (Positive=increase, Negative=decrease)

Focus Area		Quadrants	DIFFERENCE (P-N)	
Flexibility & discretion	A-B	(A-Collaborate)+(B-Create)	37.26%	INC
External focus	B-C	(B-Create)+(C-Compete)	-18.38%	DEC
Stability & control	C-D	(C-Compete)+(D-Control)	-33.08%	DEC
Internal focus	A-D	(A-Collaborate)+(D-Control)	12.12%	INC

When comparing the current and preferred scores across the various orientations the following was observed. A 37.26% increase in the flexibility and discretion orientation was evident with a strong desire for elements of the Collaborate culture type. A 33.08% reduction in the current *Compete* (C) and *Control* (D) mix was apparent. That does not mean that stability and control are not necessary. Rather it appears that the approach to achieving stability and maintaining appropriate control needs to be modified to incorporate collaborative features (Cameron, et al., 2006). This is supported by the 18.38% reduction requested in the external focus orientation. The disproportionate composition of the *Compete* culture type seems to have some drawbacks. As a few interpersonal relations appear to be affected adversely.

The increase in the internal focus orientation is not very significant, with only a 12.12% increase being requested. The current versus preferred scores of the *Collaborate* (A) culture type revealed a 45.88% increase, while a 26.26% reduction in the *Control* (D) quadrant was requested. Suggesting that the mechanisms employed to enforce control need to be revisited and toned down accordingly. While a more collaborative approach needs to be utilized to counter the incorrect perceptions about the control-

based aspects. A 40.47% reduction in the *Compete* (C) based characteristics was evident from the results compiled. While only a 2.9 unit increase in the *Create* (B) section was requested. This translates to a 19.21% increase. The OCAI plots for the six dimensions and overall score will now be considered.

Figure 4.18: Dominant Characteristics (DC) - OCAI plot

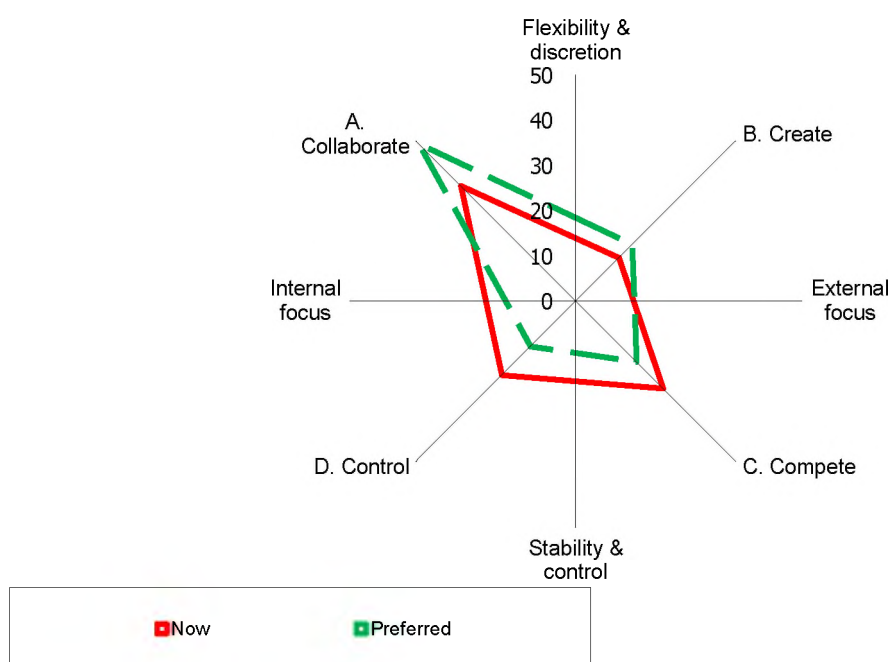


Table 4.24: Dominant Characteristics (DC) - OCAI plot summary

1. DOMINANT CHARACTERISTICS (DC)	NOW (N)	PREFERRED (P)	P-N	%	INC/(DEC)
A Collaborate	36	49	13	36,11	INC
B Create	14	18	4	28,57	INC
C Compete	27	19	-8	-29,63	DEC
D Control	23	14	-9	-39,13	DEC

1. DOMINANT CHARACTERISTICS

Question 1A from the *Collaborate* quadrant had the highest score with 36 units and reported a 4.4 unit positive variation from the overall *Collaborate quadrant* category score of 31.6. This question is characterized by elements associated with a family-like environment where people share openly (Cameron, Quinn, Degraaf and Thakor, 2006). This is also stated in the school's Welcome Book (SJCS School Welcome Book, 2013). The corresponding future column score for the same question reflected a score of 49. Which represents a 13 unit increase from the current level. The overall score for category A was just 2.9 units lower, with a score of 46.1.

The *Compete* quadrant had the 2nd highest score with 27 units. Which is 1.3 units more than the overall *Compete* quadrant score of 25.7. Question 1C considered the level of results and achievement orientation. This is an inherent part of the schooling system whereby performance is measured by the academic results produced. Elements of competition and an achievement orientation may also be apparent amongst the students at a secondary level, as their performance is measured through good grades (Bipath and Adeyemo, 2014). The award and recognition system in most educational institutions are also often structured around academic performance.

Performance directives from senior academic leadership may have indirectly affected the strong perceived level of the *Compete* quadrant as well. Nevertheless an eight unit reduction from 27 to 19 was expressed by the participants as a whole. It should also be noted that the desired 19 unit score is 3.7 units above the overall *Compete* quadrant score of 15.3. Which acknowledges that the staff are aware that certain competitive elements like the result orientation is necessary to increase the future student-intake rate amongst other things.

Figure 4.19: Organizational Leadership (OL) - OCAI plot

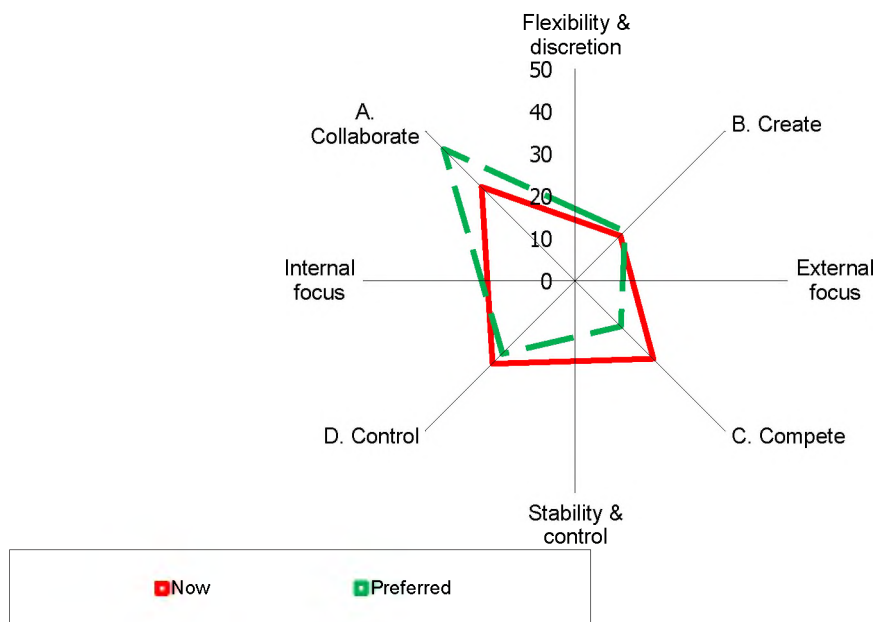


Table 4.25: Organizational Leadership (OL) - OCAI plot summary

2. ORGANIZATIONAL LEADERSHIP	NOW	PREFERRED	P-N	%	INC/(DEC)
A Collaborate	31	44	13	41,94	INC
B Create	15	17	2	13,33	INC
C Compete	26	15	-11	-42,31	DEC
D Control	28	24	-4	-14,29	DEC

2. ORGANIZATIONAL LEADERSHIP

Once again the *Collaborate* quadrant had the highest score with 31 units and was just 0.6 points short of the overall score of 31.6. A 13 unit increase to 44 units was also indicated in the preferred column. The terms used in question 2A such as mentoring, facilitating and nurturing are synonymous with the concepts discussed under some of the SLAI themes.

The *Control* quadrant had a score of 28 units and was ranked 2nd. However, a 4 unit reduction to 24 units was evident in the preferred score column. The *Compete* quadrant had a fractionally lower score of 26 units. A significant reduction of 11 units was desired to have a score of 15 units instead. The pressures of producing high quality results may have been passed down to the staff. The way in which this was

communicated to the staff may have been perceived in a strong manner with aspects of the *Compete* culture being present.

The current overall scores were very identical with the individual quadrant scores for the organizational leadership category (Cameron and Quinn, 2006). The differences in scores were all less than one unit. However, for the preference score section, the *Control* quadrant had a 3.5 unit score higher than the overall score of 20.5. Which possibly suggests that a greater level of coordination and organization is desired from the formal leaders so that the work load for the rest of the staff is reduced (Mahembe and Engelbrecht, 2014). As the 'one-man' type departmental structure in a number of subject areas adds extra pressure due to the additional administrative duties (School Handbook, 2014). The collaborative elements of mentoring, facilitating and nurturing are reaffirmed by the SLAI score for the empowerment theme with an average of 3.43 and the SLPR score of 4.05 for the empowering and developing others theme.

Figure 4.20: Management of Employees (MoE) - OCAI plot

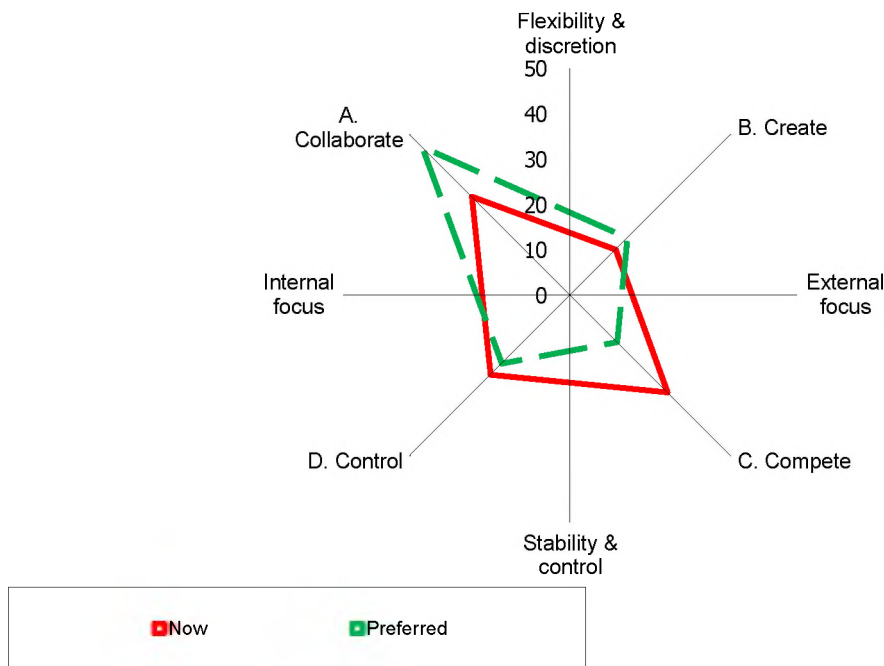


Table 4.26: Management of Employees (MoE) -OCAI plot summary

3. MANAGEMENT OF EMPLOYEES	NOW	PREFERRED	P-N	%	INC/(DEC)
A Collaborate	31	46	15	48,39	INC
B Create	14	18	4	28,57	INC
C Compete	30	15	-15	-50,00	DEC
D Control	25	22	-3	-12,00	DEC

3. MANAGEMENT OF EMPLOYEES

The *Collaborate* and *Compete* quadrants had the highest scores with 31 and 30 units respectively. The differences from the overall score were marginal. Significant variations were apparent in the preferred scores, with a 15 unit increase to 46 units desired with the *Collaborate* quadrant and a 15 unit reduction desired in the *Compete* quadrant to 15 units. The *Control* quadrant scores of 25 units in the ‘now’ column and 22 units in the ‘preferred’ column were somewhat identical. Possibly suggesting that the staff are in agreement that aspects of conformity, predictability and stability in relationships are needed for the overall functionality of the system (Darko, 2012).

The 31 unit score of the *Collaborate* quadrant implies that reasonable levels of teamwork, consensus and participation are apparent at the organization. High average

scores from the SLPR of 4.43 in the *Open participatory leadership* and 4.05 from the *Empowering and developing others* theme supports this finding. However, the 30 unit score of the *Compete* quadrant and the 25 unit score of the *Control* quadrant suggests that high demands are placed on the staff with regard to achievements.

The low scores in the *Power and Pride* section might be regarded as supportive evidence for the high score of 30 units in the *Compete* quadrant and the 25 units in the *Control* quadrant. The comparatively low score in the *Visionary for the followers* theme of 3.09 under the SLAI and 3.89 for the *Visionary leadership* theme of the SLPR, when considered in light of the preferred score of 46 units under the MOE dimension of the *Collaborate* quadrant, suggests that the staff are wanting to be more involved in decision-making and are willing to participate in associated discussions.

Figure 4.21: Organizational Glue (OG) - OCAI plot

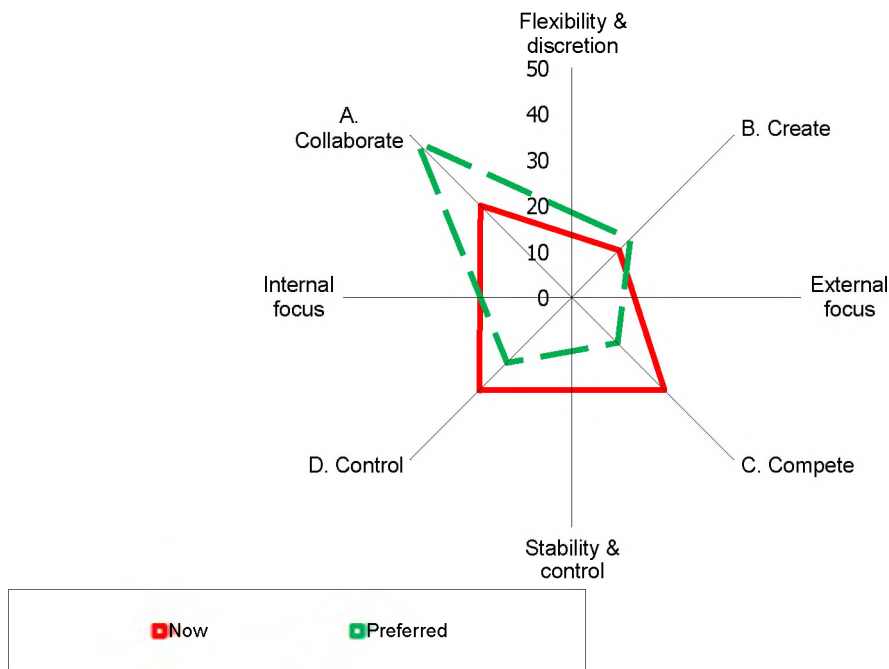


Table 4.27: Organizational Glue (OG) - OCAI plot summary

4. ORGANIZATIONAL GLUE	NOW	PREFERRED	P-N	%	INC/(DEC)
A Collaborate	28	48	20	71,43	INC
B Create	15	18	3	20,00	INC
C Compete	29	14	-15	-51,72	DEC
D Control	29	20	-9	-31,03	DEC

4. ORGANIZATIONAL GLUE

The organizational glue score was distributed amongst the *Collaborate*, *Compete* and *Control* quadrant somewhat similarly, with the *Compete* and *Control* quadrants recording identical scores of 29 units. While the *Collaborate* quadrant reported 28 units. However, a 20 unit increase to 48 units was noted under the preferred column of the *Collaborate* quadrant. Which suggests that more loyalty, commitment and mutual trust are desired by most of the staff members. A 15 unit reduction in the *Compete* quadrant and a 9 unit reduction in the *Control* quadrant was also noted.

This suggests that the members of the organization prefer that they are joined in unity through loyalty, commitment and mutual trust. Instead of through competitive elements

such as aggressive achievement-mindedness or through controlling elements such as rigid rules and restrictive policies (Cameron, et al., 2006). However, it must be noted that the scores did not diminish to 0 or a single digit figure. Which affirms the need for a certain level of achievement orientation and suitable rules to provide structure and control to the overall system. The average score of 3.31 for the *Trusting* theme under the SLAI is somewhat low in comparison to the other theme scores. The high score of 29 units under the *Control* quadrant when considered in light of the low trust score suggests that a number of restrictive rules are apparent in the system to maintain a greater level of control. However, this is being perceived by others as an issue of trust (Koesmono, 2014).

Figure 4.22: Strategic Emphases (SE) - OCAI plot

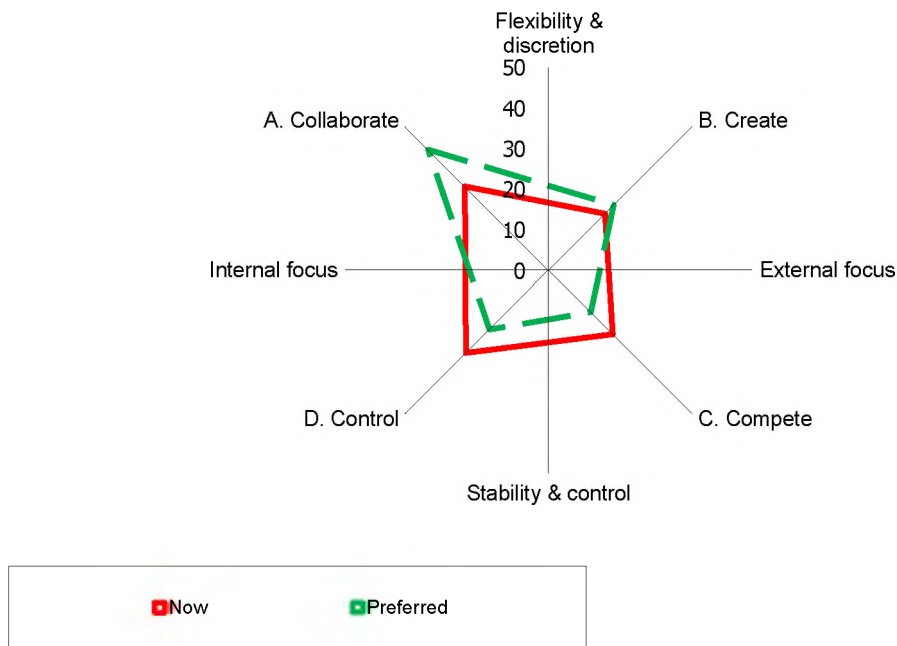


Table 4.28: Strategic Emphases (SE) - OCAI plot summary

5. STRATEGIC EMPHASES	NOW	PREFERRED	P-N	%	INC/(DEC)
A Collaborate	29	42	13	44,83	INC
B Create	20	23	3	15	INC
C Compete	22	15	-7	-31,8	DEC
D Control	29	21	-8	-27,6	DEC

5. STRATEGIC EMPHASES

Identical scores of 29 units were obtained for the *Collaborate* and *Control* quadrants. While 22 units were allocated to the *Compete* quadrant. A 13 unit increase to 42 units was desired in the *Collaborate* quadrant and a 7 unit reduction was desired for the *Compete* quadrant.

Unsurprisingly, the words used to describe the strategic emphases *Collaborate* section is identical to the words used under the organizational glue and management of employees sections. The similarity in scores for these in the 'now' section, suggests that there is a measure of alignment across the dimensions and validates the interdependent nature of these categories (Cameron, et al., 2006). Higher levels of

trust, openness and participation opportunities are desired by the staff as a whole. Which reaffirms the points discussed under the management of employees section which highlighted the willingness of the staff to get involved in discussions pertaining to vision, strategy and direction.

The concerns voiced regarding having too many competitive and control based characteristics are evident in the score distribution in this category as well. An exploration of the strategic emphases often reveals the priorities of an organization and to a certain extent can explain the rationale behind the methods employed to manage employees, the leadership styles used and the unifying force incorporated to keep the organization together (Cameron, et al.,2006).

Figure 4.23: Criteria of Success (CoS) - OCAI plot

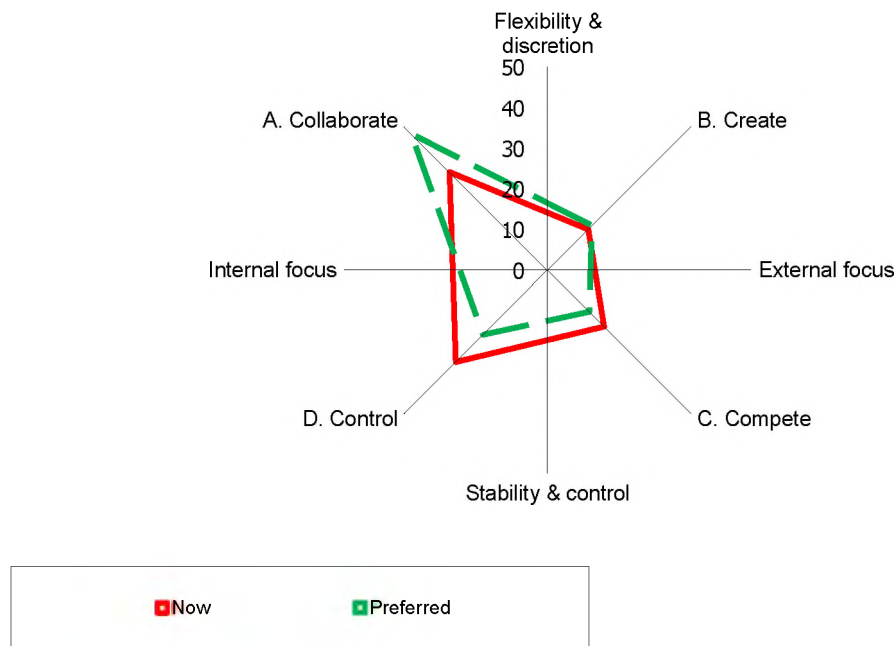


Table 4.29: Criteria of Success (CoS) - OCAI plot summary

6. CRITERIA OF SUCCESS	NOW	PREFERRED	P-N	%	INC/(DEC)
A Collaborate	34	48	14	41,18	INC
B Create	14	16	2	14,29	INC
C Compete	20	15	-5	-25	DEC
D Control	32	23	-9	-28,1	DEC

6. CRITERIA OF SUCCESS

The highest score in this category was assigned to the *Collaborate* quadrant with 34 units, while 32 units were assigned to the *Control* quadrant. The *Compete* quadrant recorded 20 units. A 14 unit increase in the *Collaborate* quadrant was noted in the preferred column section, while a 9 unit reduction in the *Control* quadrant was desired by the participants. A 5.7 unit variation was found between the overall score of 25.7 and the *Compete* quadrant score of 20 units. Which implies that although there are competitive elements apparent in other dimensions of the organization outpacing other institutions and winning at all costs is not a core measure of success (Cameron, et al., 2006). The mission statement of the organization is also far from this *Compete* quadrant-characteristic of the OCAI. Human relations, development of others,

teamwork and concern for others are apparent in the average scores of a few of the themes in the servant leadership instruments. The criteria of success dimension is similar to the strategic emphases dimension, in that it reveals what is prioritized in an organization. In essence, the reward system and performance measurement system and the purpose-fulfilment criteria are indicators of how success is defined in an organization (Cameron, et al., 2006). This is important, as clearly defined success criteria prevents superficial and temporal pursuits that are outside the core vision of an organization. It also prevents complacency from making comparisons to organizations with different success criteria based on their own definition of success.

Figure 4.24: Overall - OCAI plot

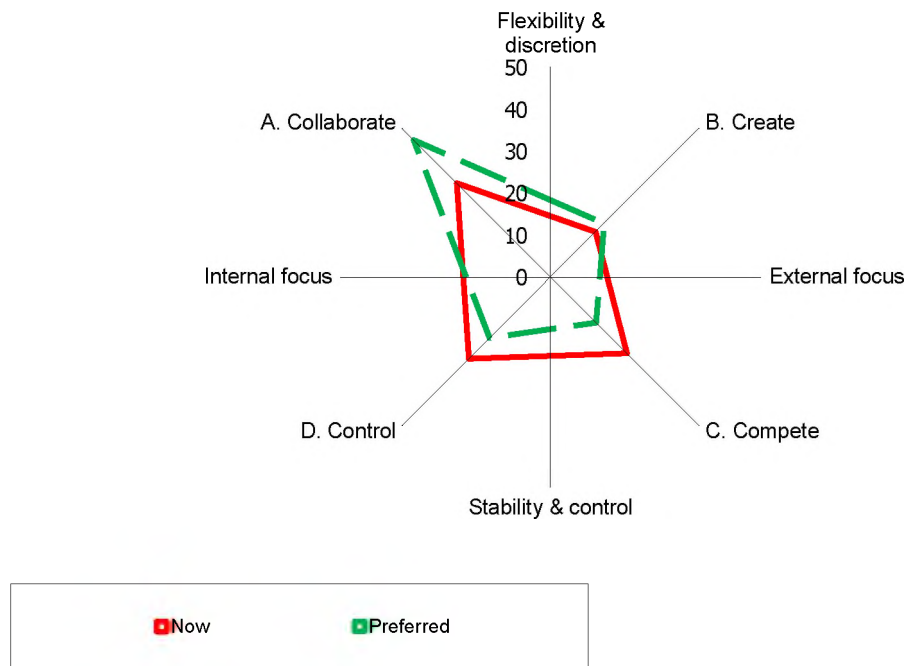


Table 4.30: Overall OCAI plot summary

OVERALL	NOW	PREFERRED	P-N	%	INC/(DEC)
A Collaborate	31,6	46,1	14,5	45,89	INC
B Create	15,1	18	2,9	19,21	INC
C Compete	25,7	15,3	-10,4	-40,5	DEC
D Control	27,8	20,5	-7,3	-26,3	DEC

4.9 Conclusion

Similarities between servant leadership and the *Collaborate* culture were noticed. Greenleaf asserted that the success level of servant leadership can be measured by the growth of those being served. In other words “*Do those served grow as persons?*” (Greenleaf, 1977:21). The COS and SE for the Collaborate quadrant are somewhat similar in that success under this quadrant is defined primarily based on the development of people (Cameron, et al., 2006).

Mentoring, facilitating and nurturing are characteristics of the Organizational leadership dimension under the *Collaborate* quadrant. These characteristics are also typically incorporated in empowerment initiatives of servant leadership. Servant leadership elements of *Altruism* and *Agapao love* are inevitably part of the nurturing

process as well. Additionally, servant leadership operates on high levels of trust, respect and transparency. These are identical to the factors described under the organizational glue dimension of the Collaborate quadrant. Under this dimension, mutual trust and openness are regarded as the basis on which the organization is held together and in essence also forms part of the strategic emphasis of the organization. Chapter five summarises and concludes the study.

Chapter 5: Conclusion

5.1 Introduction

Chapter 4 presented the results of the study, together with a discussion of the results in light of the literature pertaining to the subject area. This chapter will conclude the study by drawing together the main key points. In line with the objectives of the study, a set of recommendations will be offered in this chapter, together with a description of the limitations of the study.

This research study sought to investigate the servant leadership practices and organizational culture of a Christian school in the Eastern Cape so that an external review of the school's current practices and progress could be provided. In support of the objective mentioned above, the main aim was broken down into the following objectives:

- establish the current and preferred organizational culture at the school through the use of the Organizational Culture Assessment Instrument (OCAI);
- assess the extent of servant leadership practised at the school through the use of the Servant Leadership Profile Revised (SLPR) and the Servant Leadership Assessment Instrument (SLAI);
- provide recommendations on addressing the challenges associated with implementing the desired culture at the school by interpreting the output from the questionnaires

5.2 Summary of main findings

In line with addressing the research objectives, the following findings were made. In short, it was established that the prevailing culture is predominantly based around the *Collaborate* quadrant, with minor elements of the *Control* and *Compete* quadrants respectively. In terms of the preferred culture, the *Collaborate* quadrant was a convincing selection by most participants. In comparison to the current cultural composition, a considerably lower proportion of the *Compete* and *Control* quadrants were preferred by the participants as a whole.

The presence of the servant leadership themes amongst the leaders is healthy with an average of 3.45. In terms of the Likert scale, this score is greater than the neutral option and is leaning towards the agreement score. A stronger presence of servant leadership is apparent amongst the rest of the staff, with an average score of 3.93. This is much closer to the Likert scale agreement score of 4 units.

Serving was a key characteristic amongst both the formal leaders and staff as a whole. This was evident by the rank of the service theme with an average of 3.58 for the SLAI and 4.30 for the SLPR.

The remainder of the SLAI themes ranged between 3.31 and 3.59, with the exception of the *Visionary for the followers* theme which had an average score of 3.09. The *Visionary leadership* theme had a comparatively low score of 3.89 when compared to the rest of the SLPR themes. Thus this is an area that needs to be attended to. The remainder of the SLPR scores ranged from 2.52 to 4.41. The average score of 3.70 for the *Inspiring leadership* theme is not particularly concerning as its relatively low score is mainly due to its lack of direct applicability within a school setting.

The strong presence of the open and participatory leadership practices are evident amongst the staff as a whole, as apparent by the average score of 4.41 and its corresponding rank of first place.

The highest overall OCAI score of 31.6 units, belongs to the *Collaborate* quadrant as well. The preferred culture is also strongly in favour of the *Collaborate* culture. This is not surprising as Caudwell (2012:3) states that *Clan/Collaborate* culture is common amongst Christian institutions.

However, it should be noted that the *Collaborate* culture was not dominant across all 6 dimensions. The *Organizational Leadership (OL)* dimension under the *Control* quadrant which prioritizes coordination, organization and efficiency, was only 3 units less than the *Collaborate* quadrant score of 31 units. The MOE dimension under the *Compete* quadrant was only 1 unit less than the *Collaborate* score of 31 units. This suggests that although teamwork and participation is promoted by leadership, high demands for achievement are also evident.

Identical scores of 29 units were allocated for the SE dimension under both the *Collaborate* and *Control* quadrants. So even though openness and participation is evident, an equal focus on permanence and stability is apparent. As efficiency, control and smooth operations are equally important, particularly in educational institutions (Mittal and Dorfman, 2012).

In general, the staff want to see 14.5 units (45.89%) more of the *Collaborate* quadrant's characteristics together with 2.92 units (19.21%) more of the *Create* quadrant. A reduction of 10.36 units (40.5%) in the *Compete* quadrant and a reduction of 7.06 units (26.37%) in the *Control* quadrant was also preferred by the staff.

Under the *Dominant Characteristics (DC)* dimension, a 36.11% increase in the *Collaborate* section and a 39.13% reduction in the *Control* section was apparent. A 41.94% increase in the *Collaborate* quadrant and a 42.31% reduction in the *Compete* quadrant was noted under the *Organizational Leadership (OL)* dimension.

A reduction of 50% was requested in the *Compete* section of the *Management of Employees (MOE)* dimension. While a 48.39% increase in the *Collaborate* section was evident. Suggesting that the approach in requesting performance from the staff needs to be changed slightly, by modifying the demanding approach to one that encourages participation and teamwork.

The largest change request was in the *Organizational Glue (OG)* dimension with a 71.43% increase in the *Collaborate* aspect. The largest reduction was also in the OG dimension with a 51.72% reduction request in the *Compete* section. Interestingly both of these quadrants are also contradictory quadrants as well.

The participants' perception of the current status of the OG is that the *Compete* and *Control* quadrants have identical scores of 29, while the *Collaborate* quadrant has 28. This means that the achievement and goal accomplishment focus, as well as the existence of strict rules and policies are the basis on which the organization is run. The staff would rather have the organization operate on the basis of loyalty and mutual trust. The excessive emphasis given to the achievement orientation at the expense of

overlooking staff relations needs to be reviewed and corrective action needs to be taken.

Other significant change requests were noticed in the *Strategic Emphases (SE)* dimension, whereby a 44.83% increase in the *Collaborate* quadrant was apparent. In other words, the staff are calling for greater transparency and the prioritization of personal development and participation opportunities. A 41.18% increase in the *Collaborate* section of the *Criteria of Success* dimension was evident. Implying that human development should be given a higher weighting and that success should not be based purely on the basis of market position.

With the exception of the DC and OG dimensions, all of the *Control* quadrant change requests were below 30%. This implies that in a schooling environment, a certain level of control is necessary to ensure the integrity of the system as a whole. As it provides structure and stability. It also serves as a guideline for general behaviour and helps an institute to be well organized.

5.3 Recommendations

In light of the insights drawn from the study, the following recommendations are made.

- Introduce relationship building activities to counter the negative misconceptions arising from the pressures of work life, by reinforcing aspects of love and trust by being open to staff's input.
- Leadership should consider softening their approach when communicating instructions and requesting actions from the staff. The operating procedures employed to obtain a certain type of output needs to be reconsidered and more relationship-sustaining methods must be incorporated.
- Create a platform to gather input from staff, particularly with regard to vision plans and associated activities. This should be accompanied by quarterly review meetings to evaluate alignment with the core vision.
- Involve staff in vision planning. The core vision needs to be revisited at least once a year and new staff must be familiarized with the vision.
- Conduct workshops on a quarterly basis to instil and reaffirm the values and beliefs of the school amongst the staff members.

- Create formal and informal socialization programs, so that the espoused cultural values can be shared amongst the staff members.
- Consider creating induction and mentoring programs to provide guidance to new staff members.
- Redesign and modify empowerment initiatives. Currently some empowerment activities exist by virtue of the organizational structure and not necessarily through deliberate intervention.
- Lighten the load for individual members of the organization by modifying and reallocating portfolio duties so that a balance can be achieved.
- Create informal channels for feedback by providing suggestion boxes that can be used to voice grievances or concerns. Thus messages are less confrontational. The input could be typed instead of being handwritten, so that the anonymity of the writer can be ensured.
- Head of departments (HODs) should gather input from the colleagues in their department and present it at leadership meetings on their behalf.
- Staff are to remain teachable and should try to understand situations from both their perspective and also from the perspective of the leaders who have commissioned them to a task.
- Identify the cultural elements that are required and desired at the school. Intentionally include this into the activities of the school. Have a certain focus area for each week. In addition to the normal Bible devotions try and give examples of what the chosen focus area would look like in reality (SJCS School Welcome Book, 2013). Create actions to demonstrate this to others. Provide opportunities for people to exercise and practise this.
- During the quarterly review meetings, consider the progress and be open to suggestions for improvement.
- Staff should complete a scale-based voluntary self-reflection form to measure their own progress in terms of displaying the school's cultural values. Possible questions could include the following:
 - a) Have I been treating my colleagues and students with respect, by displaying *Agapao love* in the past month?
 - b) How have I been responding to negative situations? Is this consistent with the school's cultural values?

5.4 Limitations

- Initially, concerns were raised about not being able to rate an individual member whose leadership was in contrast to others in the leadership unit. While this was a valid concern, it was an intentional decision made by the researcher to protect the identity and dignity of the individual members. It is acknowledged that it may have been difficult to choose a Likert scale option that describes the leadership of all eight leaders perfectly. As these individuals inevitably will have their own personalities, strengths and weaknesses. Capturing all these variables under one option may not have been possible. Secondly, the focus area of the study was to look at the leadership as a unit and a secondary focus was to consider the culture of the school as a whole. An individual analysis of each leader was outside the scope of the study. Hence it was decided to look at leadership collectively, instead of splitting it to reflect each leader's style or type of leadership.
- The assessed eight leaders were also part of the study. As such the overall response contains their input as well. This may have had a bearing on the overall results. However, the leaders' response sheets were collected separately and a cursory analysis of the feedback did not reveal any major variations from the overall average scores.
- To counter possible biases, two servant leadership assessment instruments were used to confirm the accuracy of the output from the participants. One considered the servant leadership from the follower's point of view. While the other was a self-reflection assessment instrument. This also assisted in obtaining an overview of the collective level of servant leadership at the school.
- The current OCAI column was a reflection of the participants' perception of the organization's culture at a particular point in time. Should the questionnaire be distributed at a later stage variations in results may be possible.
- The study took place at a co-educational private Christian school. It is not certain whether variations in the results may occur if the study was conducted at a public school or at a single-sex school.
- The population comprised of only the 32 staff members that were employed at the school at the time of the study. According to Strydom (2011 cited in De Vos et al., 2011: 224) "if the population itself is relatively small, the sample should

comprise a reasonably large percentage of it.” Stoker (1985 cited in De Vos et al., 2011) suggests an 80% sample size for a population of 30. In line with this, the questionnaire was distributed to the entire population to increase the probability of a suitable response rate. Thirty people responded, which represents a 93.75% response rate. Despite the high response rate it is acknowledged that it may not be sufficient to make broad and concrete generalizations. As the factors giving rise to the results may be context bound and may not be transferable to other contexts.

- Due to time constraints and to avoid possible data redundancy the original servant leadership questionnaires were not used in its entirety. Questions were selected based on themes that were associated with the respective factor codes. A relatively equal amount of questions were selected from each factor thus ensuring adequate coverage.

It was made known that the leadership body had changed over the past two years. New teaching staff had also been appointed during the same time period. As such the new staff may also not have had a chance to interact with the leadership for long enough to make a defining judgement. The findings from the study should be considered in light of the above limitations.

5.5 Future study suggestions

- Instead of combining all the members of the leadership together, an individual analysis could be done on each leader.
- The study could also take the form of a case study with a multiple-case design, which considers a number of Christian schools within a region. Results could then be compared and contrasted against each other. Generalization prospects could possibly also be enhanced by doing so.
- Semi-structured interviews could also be used to elicit context specific information. As semi-structured interviews could provide richer and more emotive data, which could facilitate a more thorough analysis.
- Organizational culture and organizational leadership are closely related subject areas with a number of overlapping and interdependent aspects. Thus a

possible correlation based study on the two topics, specifically the relationship between servant leadership and collaborative culture is likely to be a worthwhile research pursuit and is greatly encouraged by the researcher. This will provide insight into the enquiry about whether servant leadership will always result in the formation of a collaborative culture.

- A secondary focus area could involve considering whether servant leadership in different organizational settings would result in any of the other quadrant's elements being more dominant than any of the other three quadrants.

5.6 Conclusion

Initially a clear-cut fit with dominant traces of Servant Leadership for leadership and a single culture synonymous with Christianity was anticipated. However, the results were not so distinctly clear-cut. The desire for collaborative culture elements were apparent in varying proportions. However, the culture and associated leadership evident were not all perceived in the same manner. Varying styles and approaches were evident in the leadership body through the varied scores evident in the three research instruments. There were subtle hints that fragments of other sub-culture types were evident at the school as well.

What had become apparent was that due to the nature of the schooling system, traces of authoritarian and control focussed leadership was evident and may possibly be unavoidable to a certain extent. The nature of the schooling system is also such that monitoring and controlling activities are inevitably part of the system. It is needed to provide structure and order for the processes that are followed. The nature of certain tasks and responsibilities also calls for a more assertive and stricter approach in most instances.

Due to the performance metrics that are inherent in the schooling system certain elements of competition are inevitable as well. The pursuit of excellence, good results, noteworthy pass rates and competition amongst students for top positions may have also influenced the type of culture that has formed in the organization.

The results of the study suggests that in the process of attending to the pressures from work responsibilities, the people relations and the effectiveness of the efforts exerted by the leaders were being compromised.

The *Collaborate* quadrant was the quadrant with the highest score for 5 out of the 6 dimensions. Under the preferred culture section the *Collaborate* quadrant had the highest score for all 6 dimensions. It should also be noted that there were no zero or single digit score allocations for any of the quadrants and their respective dimensional categories. This suggests that elements and characteristics of a number of cultural quadrants are often apparent and needed in an organization for functionality and operation purposes. In other words there is no ideal culture that will yield a guaranteed and consistent level of performance at all times (Cameron and Quinn, 2006).

The demands of the profession and industry, the type of goods and services provided, number of competitors and other related variables are some of the factors that can influence the cultural climate and configurations needed to operate optimally. The cultural focus may also evolve over the life cycle of an organization (Cameron and Quinn, 2006). As different strategic goals and emphases may demand dominant characteristics of a certain cultural orientation for a period of time. Perhaps later in the life cycle, certain 'hard' methods may be relaxed and substituted with 'softer' elements for relationship-building purposes. Being able to mix and match the approaches is a skill that leaders ought to develop through practice and experience (Mittal and Dorfman, 2012).

As mentioned in chapter 2, the cultural attributes of an organization are apparent in its processes, leadership approaches, management styles, unifying features, strategic priorities and its success criterion (Cameron and Quinn, 2006). Thus developing a service culture is not something that happens by itself (Sackmann, 1991). The above mentioned aspects need to be addressed adequately and monitored regularly. Deviations from the envisaged culture needs to be investigated and rectified so that everyone's efforts are aligned with the core vision of the organization. Leaders and followers need to work hand-in-hand to create the desired culture (Caudwell, 2012). Van Brummelen (2005) states that teacher leadership is important to ensure a healthy school culture. He mentions that in order to work toward effective Christ-centred

learning, schools need to nurture collegiality to promote a Christian ethos (Van Brummelen, 2005). For this to occur informal leadership is required from the majority of teachers so that the school's vision can be supported. The mutual benefits of collaboration and joint planning is acknowledged. As each teacher has special gifts, abilities and insights that can add value to the organization as a whole.

From a servant leadership perspective, the members of an organization also ought to serve the people within the system. As this is what ensures the continuity and integrity of the service cycle. The similarities between servant leadership and the focal points of the *Collaborate* culture suggests that there might be a relationship between the two. A collaborative culture that is accompanied by informal teacher leadership has also been known to minimize discipline issues and improve student learning prospects (Van Brummelen, 2005). Servant-leader teachers have assisted in creating a sense of togetherness that promotes feelings of being a part of a unified purpose. Their efforts build trust and gives rise to covenantal relationships (DePree, 1997). This in turn results in commitment being shown towards the school's vision and values

Despite the moderate to high level levels of servant leadership and a noticeable presence of the collaborate culture, there is insufficient evidence in this study to make a concrete statement that Servant Leadership will always lead to the formation of a Collaborative culture. At most it could perhaps be postulated that high levels of servant leadership may increase the likelihood of a collaborate culture forming at an organization. The type of organization at which Servant Leadership is practiced as well as the extent to which it is evident, together with the presence of other cultural elements, will influence the overall culture that is ultimately portrayed.

As this study draws to an end, it seems fitting to conclude with the following quote about serving from Martin Luther King Jr's sermon titled "The Drum Major Instinct": *'Everybody can be great...because anybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and your verb agree to serve. You don't have to know about Plato and Aristotle to serve... You only need a heart full of grace, a soul generated by love'* (King, 1968).

LIST OF REFERENCES

- AKAN, D., 2013. **The relationship between school principals' leadership styles and collective teacher efficacy.** *Leadership Quarterly*, 8(10) pp.596-601.
- ALVESSON, M., 2013. **Understanding Organizational Culture.** (2e). London: Sage Publications Ltd.
- ALLAN, G.P., and NEILL, K.K., 2016. **The Role of Servant Leadership and Transformational Leadership in Academic Pharmacy.** *American Journal of Pharmaceutical Education*, 80(7), pp.1-3.
- ANDERSON, J., 2008. **The writings of Robert K. Greenleaf: An interpretative analysis and the future of servant leadership.** School of Global leadership & Entrepreneurship, Regent University, pp.1-35.
- AVOLIO, B.J. and GARDNER, W.L., 2005. Authentic leadership development: getting to the root of positive forms of leadership. *Leadership Quarterly*, 16, pp.315-338.
- BABBIE, E., 2007. **The practice of social research.** Belmont: Thomson Learning.
- BABBIE, E., and MOUTON, J., 2001. **The practice of social research.** Cape Town: Oxford University Press.
- BADARACCO, J. L., 2002. **Leading Quietly: An Unorthodox Guide to Doing the Right Thing.** Boston: Harvard Business School Press.
- BAGRAIM, J., CUNNINGHAM, P., PIETERSE-LANDMAN, E., POTGIETER, T., and VIEDGE, C. 2011. **Organisational behaviour-A contemporary South African perspective** (3e). Pretoria: Van Schaik Publishers.pp.31-38.
- BARBUTO, J. E. and WHEELER, D. W., 2006. **Scale Development and Construct Clarification of Servant Leadership,** Lincoln, Nebraska: Faculty Publications: Agricultural Leadership, Education & Communication Department, University of Nebraska.
- BASS, B.M., 2000. **The future of leadership in learning organizations.** *Journal of Leadership studies*, 7(3), pp.18-40.
- BENNIS, W., and NANUS, B., 1985. **Leaders: The strategies for taking charge.** New York: Harper and Row.
- BEST, K.C., 2011. **Holistic leadership: A model for leader-member engagement and development.** *The Journal of Values Based Leadership*, 4(1), pp.1-23.

- BIPATH, K. and ADEYEMO, K.S. 2014. **The Strength of Organisational Culture: Organisational Performance in South African Schools.** *Mediterranean Journal of Social Sciences*, 5(23), pp. 2405-2412.
- BLANCHARD, K.H. and HODGES, P., 2003. **The Servant Leader: Transforming Your Heart, Head, Hands and Habits.** Nashville, TN: J. Countryman.
- BLANCHARD, K., BLANCHARD, S. and ZIGARMI, D., 2006. **Servant leadership: Leading at a higher level.** Upper Saddle River, New Jersey: Pearson Prentice-Hall.
- BOWMAN, M.A., 1997. **Popular approaches to leadership. Leadership: Theory and practice.** Thousand Oaks, CA: Sage publications.
- BOYATZIS, R.E. 2009. **Competencies as a behavioural approach to emotional intelligence.** *Journal of Management Development*, 28(9), pp.749- 770.
- BRUBAKER, T.A., 2013. **Servant leadership, Ubuntu and leader effectiveness in Rwanda.** *Emerging leadership journeys*, 6(1), pp.95-131.
- BURNS, J.M., 1978. **Leadership.** New York: Harper and Row.
- CAMERON, K.S. QUINN, R. E., DEGRAAF, J, and THAKOR, V.T., 2006. **Competing Values Leadership: Creating Value in Organizations** United States of America: Edward Elgar Publishing Inc.
- CAMERON, K.S. and QUINN, R. E., 2006. **Diagnosing and changing organizational culture: Based on the competing values framework (3e).** San Francisco, CA: Wiley-Jossey Bass.
- CAUDWELL, L., 2012. If you want to understand a Christian organisation you need a Christian tool... don't you? *Encounters Mission Journal*, (39) pp. 1-22
- CAWOOD, J., and GIBBON, J., 1983. **Educational leadership: Staff development.** Cape Town: Nasou.
- CERIT, Y., 2009. **The Effects of Servant Leadership Behaviours of School Principals on Teachers' Job Satisfaction.** *Educational Management Administration and Leadership*, 37(5) pp.600-623.
- CLEMENTE, M.N., and GREENSPAN D.S., 1999. **Empowering Human Resources in the Merger and Acquisition Process: Guidance for HR Professionals in the Key Areas of M & A Planning and Integration.** USA: John Wiley & Sons, Inc.
- CONGER, J.A., & KANUNGO, R.N. 1998. **Charismatic leadership in organizations.** Thousand Oaks: Sage.

- CONWAY, N., and BRINER, R.B., 2005. **Understanding Psychological Contracts at Work: A Critical Evaluation of Theory and Research**. New York, United States of America: Oxford University Press.
- COVEY, S.R., 2006. **Servant leadership: Use your moral authority to serve**. *Leadership Excellence*, 23(12), pp.5-7.
- CRESWELL, J.W., 2003. **Research design: qualitative, quantitative and mixed methods**. London: Sage.
- CRIPPEN, C., 2005. **Servant leadership as an effective model for educational leadership and management: First to serve, then to lead**. *Management in Education*, 18(5), pp.11-16.
- CUNNINGHAM, R., 2004. **Servant leadership: An introduction**. *Global Virtue Ethics Review*, 5(3), pp.2-6.
- DARKO, L., 2012. **Serving and leading in schools: A discussion of leadership models and how Australian school communities can benefit**. *Teaching and Professional Practice*, 3(1).
- DE PREE, M., 1997. **The leader's legacy**. USA: John Wiley & Sons, Inc.
- DE VOS, A.S., DELPORT, C.S.L., FOUCHÉ, C.B. and STRYDOM, H., 2011. **Research at grass roots: For the social science and human professions**. (4e). Pretoria: Van Schaik Publishers.
- DELPORT, A.S., and ROESTENBURG, W.J.H., 2011. **Quantitative data-collection methods: questionnaires, checklists, structured observation and structured interview schedules**. In: De Vos, A.S., Delport, C.S.L., Fouche, C.B. and Strydom, H. 2011. *Research at grass roots: For the social science and human professions* (4e). Pretoria: Van Schaik Publishers. Ch.12.
- DENNIS, R.S. and BOCARNEA, M., 2005. **Development of the servant leadership assessment instrument**. *Leadership & Organization Development Journal*, 26 (8), pp. 600-615.
- DE WITTE, K., and VAN MUIJEN, J.J., 1999. **Organizational Culture**. *European Journal of Work and Organizational Psychology*, 8 (4), pp.497-502.
- EBENER, D.R. and O'CONNELL, D.J., 2010. **How might servant leadership work?** *Non-profit Management and Leadership*, 20(3), pp.315-335.
- FAIRHOLM, M.R., and FAIRHOLM, G., 2000. **Leadership amid the constraints of trust**. *Leadership & Organization Development Journal*, 21, p.102.

- FIEDLER, F. 1996. **Research on leadership selection and training: One view of the future.** *Administrative Science Quarterly*, 41, pp. 241-250.
- FRY, L.W., 2003. **Toward a theory of spiritual leadership.** *The Leadership Quarterly*, 14(6), pp.693-727.
- GRAVETTER, F.J. and FORZANO, L.B. 2003. **Research methods for the behavioural sciences.** Belmont: Wadsworth/Thomas Learning.
[pdf] Available at:
<<http://www.uncg.edu/hdf/facultystaff/Tudge/Guba%20&%20Lincoln%201994.pdf> > [Accessed 09 August 2016].
- GREENBERG, J., and BARON, R.A., 2000. **Behavior in Organizations (7e).** USA: Pearson.
- GREENLEAF, R. K., 1977. **The Servant as Leader.** In: R. K. Greenleaf, ed. **Servant-Leadership: A Journey into the Nature of Legitimate Power and Greatness.** New York: Paulist Press, pp.7–48.
- GREENLEAF, R. K., 1998. **The Power of Servant-Leadership.** San Francisco: Berrett-Koehler Publishers, Inc.
- GUBA and LINCOLN. 1994. **Competing Paradigms in Qualitative Research.** In N. K. Denzin & Y. S. Lincoln (Eds), *Handbook of Qualitative Research* (pp. 105-117). London: Sage.[Online]Available.
- HAKIM, G.2000. **Research design: successful designs for social and economic research.** London: Routledge.
- HARWIKI, W.2016. **The Impact of Servant Leadership on Organizational Culture, Organizational Commitment, Organizational Citizenship Behaviour (OCB) and Employee Performance in Women Cooperatives.** *Procedia - Social and Behavioural Sciences*, 219, pp.283 – 290.
- HAVENGA, R. 2006. **Servant leadership: the way forward.** *Management Today*. 21(3), pp.1-2.
- HELLRIEGEL, D., JACKSON, S.E., SLOCUM, J.STAUDE, G., AMOS, T., KLOPPER, HB. LOUW, L., and OOSTHUIZEN, T. 2008. **Management (3e).** Cape Town: Oxford.
- HERSEY, P., and BLANCHARD, K., 1982. **Management of organisational behaviour:Utilising human resource (4e).** Englewood Cliffs: Prentice-Hall.
- HOFSTEDE, G., 1997. **Cultures and Organizations: Software of the mind.** United States of America: McGraw-Hill.

- HOFSTEDE, G.J, PEDERSON, P.B., and HOFSTEDE, G. 2002. **Exploring Culture: Exercises, Stories and Synthetic Cultures.** United States of America: Intercultural Press.
- HOLY BIBLE: The New International Version.1978. Cape Town: The Bible Society of South Africa.
- HORNER, M.1997. **Leadership theory: Past, present and future.** *Team Performance Management*, 3(4), pp. 270-287.
- HOWATSON-JONES, I.L., 2004. **The servant leader.** *Nursing Management*, 11(3), pp.20-24.
- HUNTER, J.C., 1998. **The Servant: A Simple Story About the True Essence of Leadership.** United States of America, New York: Crown Business.
- IEB, 2016. **Independent Examination Board (IEB).** [online] Available at: <<http://www.ieb.co.za/AboutUs/missionvision>. > [Accessed 10 October 2016].
- IRVING, J.A. and LONGBOTHAM, G.J., 2007. **Team effectiveness and six essential servant leadership themes: A regression model based on items in the organizational leadership assessment.** *International Journal of Leadership Studies*, 2(2), pp.98-113.
- KAYA, A., 2015. **The Relationship between Spiritual Leadership and Organizational Citizenship Behaviours: A Research on School Principals' Behaviours.** *Educational Sciences: Theory and Practice*, 15(3), pp.597-606.
- KIM, S., KIM, K. and CHOI, Y. 2014. **A Literature Review of Servant Leadership and Criticism of Advanced Research.** *International Journal of Social, Behavioural, Educational, Economic, Business and Industrial Engineering*. 8(4). pp. 1154-1157.
- KING, M.L., 1968. "The Drum Major Instinct"- Sermon by Rev. Martin Luther King, Jr, [online] Available at: < <http://www.thekingcenter.org/get-involved>> [Accessed 05 December 2016].
- KOESMONO, H.T., 2014. **The Influence of Organizational Culture, Servant Leadership, and Job Satisfaction Toward Organizational Commitment and Job Performance Through Work Motivation as Moderating Variables for Lecturers in Economics and Management of Private Universities in East Surabaya.** *Educational Research International*, 3(4), pp.25-36.

- LATIF, M.S., 2015. **Relationship between Servant Leadership, Affective Commitment and Team Effectiveness.** *Journal of Contemporary Management Sciences*: 1(1) pp.121-135.
- LAUB, J.A., 2004. **Defining servant leadership: A recommended typology for servant leadership studies.** *Regent University's Servant Leadership Research Roundtable*. Virginia Beach, VA: Regent University.
- MAHEMBE, B. and ENGELBRECHT, A.S., 2013. **The relationship between servant leadership, affective team commitment and team effectiveness.** *SA Journal of Human Resource Management*, pp.1-10.
- MAHEMBE, B. and ENGELBRECHT, A.S., 2014. **The relationship between servant leadership, organisational citizenship behaviour and team effectiveness.** *SA Journal of Industrial Psychology*, 40(1), pp.1-10.
- MATTESON, J.A. and IRVING, J.A., 2006. **Servant versus self-sacrificial leadership: A behavioural comparison of two follow-oriented leadership theories.** *International Journal of Leadership Studies*, 2(1): pp 36-51.
- MAXWELL, J.C. 2007. **The Maxwell Daily Reader.** California: Thomas Nelson.
- MILLER, T. 2004. **5 Steps to creating a winning culture.** *Healthcare Financial Management*. [Online] Available at: <http://www.findarticle.com> [Accessed 4 July 2016].
- MITTAL, R. and DORFMAN, P. W., 2012. **Servant Leadership across cultures.** *Journal of World Business*, 47, pp. 555-570.
- MOHELKA, H., and SOKOLOVA, M., 2015. **Organisational culture and leadership-joint vessels?** *Social and Behavioural Sciences*, 171 pp.1011-1016.
- MORRIS, J., BROTHERIDGE, C., and URBANSKI, J. 2005. **"Bringing humility to leadership: antecedents and consequences of leader humility"**. *Human relations*, 58(10), pp 1323-1350.
- MOZAFFARI, F.A., 2008. **A Study of Relationship between Organizational Culture and Leadership.** *International Conference on Applied Economics*, pp. 679-688.
- NAYAB, N., 2011. **Servant Leadership Theory Strengths and Weaknesses.** [Online] Available at: www.brighthub.com/office/home/professionaldevelopment [Accessed 4 March 2016].

- NOUWEN, H. J. M. 1989. **In the name of Jesus: reflections on Christian leadership.** New York, Crossroad.
- NOLAND, A., and RICHARDS, K., 2015. **Servant Teaching: An exploration of teacher servant leadership on student outcomes.** *Journal of the Scholarship of Teaching and Learning*, 15(6).pp.16-38.
- OLCKERS, L. GIBBS, T and DUNCAN, M. 2007. **Developing health science students into integrated health professionals: a practical tool for learning.** *BMC Medical Education*. pp.7:45.
- PAGE, D., and WONG, P.T.P., 2000. **A conceptual framework for measuring servant leadership.** In: S. Adjibolooso (Ed.), *The human factor in shaping the course of history and development*. American University Press.
- PARRIS, D. L. and PEACHEY, J. W., 2012. **Building a Legacy of Volunteers through Servant Leadership: A Cause-Related Sporting Event.** *Non-profit Management & Leadership*, 23(2), pp. 259-276.
- PATTERSON, K. 2003. **Servant leadership: A theoretical model.** [pdf] Available at: <[https://www.regent.edu/acad/global/publications/sl_proceedings/2003/patters on_servant_leadership.pdf](https://www.regent.edu/acad/global/publications/sl_proceedings/2003/patters_on_servant_leadership.pdf)> [Accessed 15 June 2016].
- PEARCE, C.L., MANZ, C.C. and SIMS, H.P., 2009. **Where Do We Go From Here? : Is Shared Leadership the Key to Team Success?** *Organizational Dynamics*, (38)3, pp.234-238. [online] Available at: <https://www.researchgate.net/publication/256923810_Where_Do_We_Go_From_Here_Is_Shared_Leadership_the_Key_to_Team_Success> [Accessed 15 August 2016].
- PRITCHARD, S., 2013. **Gain competitive advantage through servant leadership.** [Online] Available at: <https://www.skipprichard.com/gain_competitive_advantage_through_servant_leadership/> [Accessed 26 March 2017].
- PROSSER, S., 2007. **To be a servant leader.** New Jersey: Paulist Press.
- RHODES BUSINESS SCHOOL, 2015. **RBS 15 Year Publication: An integrated approach to management education.** [pdf] Available at: <<https://www.ru.ac.za/media/rhodesuniversity/content/businessschool/documents/businessreviews/RBS%2015Year%20Publication.pdf>> [Accessed 15 June 2016].

- RIEGE, A.M., 2003. **Validity and reliability tests in case study research: a literature review with “hands-on” applications for each research phase.** *Qualitative Market Research: An International Journal*, 6(2), pp.75-86.
- REED, L. L., VIADVER-COHEN, D. and COLWELL, S. R., 2011. **A new scale to measure executive servant leadership: development, analysis and implications for research.** *Journal of Business Ethics*, 101, pp. 415-434.
- ROBBINS, S.P., and JUDGE, A.T. 2009.**Organizational behaviour.** (13e). Upper Saddle River: Pearson-Prentice Hall.
- RUIGROK, W. and ACHTENHAGEN, L., 1999. **Organizational Culture.** *European Journal of Work and Organizational Psychology*, 8 (4), pp.521-536.
- RUSSELL, R. and STONE, A. G., 2002. **A review of servant leadership attributes: developing a practical model,** *Leadership and Organization Development Journal*, 23(3), pp.145-157.
- SABIR, A., SOHAIL, A. and KHAN. M.A, 2011. **Impact of Leadership Style on Organization Commitment: In A Mediating Role of Employee Value.** *Journal of Economics and Behavioral Studies*, 3(2) pp.145-152.
- SACKMANN, S.A., 1991. **Culture Knowledge in Organizations: Exploring the Collective Mind.** United States of America: Sage Publications, Inc.
- SCHEIN, E.H., 2010 **Organizational culture and leadership.** (4e) San Francisco, CA: Jossey-Bass.
- SCHURINK, W., FOUCHE, C.B and DE VOS, A.S. 2011. **Qualitative data analysis and interpretation.** In: De Vos, A.S., Delport, C.S.L., Fouche, C.B. and Strydom, H. 2011. *Research at grass roots: For the social science and human professions* (4e). Pretoria: Van Schaik Publishers.Ch.24.
- SCHWANDT, T.A., 2007. **The dictionary of qualitative research.** (3e) Thousand Oaks, CA: SAGE.
- SENDJAYA, S., and SARROS, J. C. 2002. **Servant leadership: Its origin, development, and application in organizations.** *Journal of Leadership & Organizational Studies*, 9(2), pp 57-64.
- SENDJAYA, S. 2005. **Morality and Leadership: Examining the Ethics of Transformational Leadership.** *Journal of Academic Ethics*, 3(1), pp 75-86.

- SENDJAYA, S., SARROS, J. C. and SANTORA, J. C., 2008. **Defining and measuring servant leadership behaviour in organizations.** *Journal of Management Studies*, 45(2), pp. 402-424.
- SERGIOVANNI, T.J. 1992. **Moral leadership: Getting to the heart of school improvement.** San Francisco: Jossey-Bass.
- SHIRIN, A.V., 2014. **Is Servant Leadership Inherently Christian?** *Journal of Religion and Business Ethics*, 3(1), pp. 1-25.
- SHRIBERG, D. and SHRIBERG, A., 2011. *Practising Leadership: Principles and Applications.* 4 ed. Hoboken, USA: John Wiley & Sons, Inc.
- SILOVE, H., 2004. **Is diversity destroying your company profits?** *Business Day*, [online] 24 May. Available at: <http://www.businessday.co.za/> [Accessed 19 June 2016].
- SIMPSON, S., 2009. **The invisible rules.** *People management*, [online] 26 March. Available at: <http://www.peoplemanagement.co.uk/> [Accessed 19 June 2016].
- SJCS WELCOME BOOK, 2013. **School Welcome Book.** East London: St Joseph's Christian School.
- SJCS HANDBOOK, 2014. **School Handbook.** East London: St Joseph's Christian School.
- SJCS PROSPECTUS, 2015. **School Prospectus.** East London: St Joseph's Christian School.
- SMIRCICH, L. and MORGAN, G., 1982 **Leadership: The Management of Meaning.** *The Journal of Applied Behavioural Science*, 18(3) pp. 257-273.
- SPEARS, L.C., 1995. **Reflections on Leadership: How Robert K. Greenleaf's Theory of Servant-Leadership Influenced Today's Top Management Thinkers.** Canada: John Wiley and Sons, Inc.
- SPEARS, L. C., 2010. **Character and Servant Leadership: Ten Characteristics of Effective, Caring Leaders.** *The Journal of Virtues and Leadership*, 1(1), pp. 25-30.
- STOKER D.J., 1985. **Sampling. Personal communication to the author.** Pretoria: Human Sciences Research Council. In: De Vos, A.S., Delport, C.S.L., Fouche, C.B. and Strydom, H. 2011. *Research at grass roots: For the social science and human professions* (4e). Pretoria: Van Schaik Publishers.Ch.14.
- STONE, A. G., RUSSELL, R. and PATTERSON, K., 2003. **Transformational**

- versus servant leadership - A difference in leader focus.** *Leadership and Organizational Development Journal*, 2(4), pp. 349-364.
- STRYDOM, H., 2011. **Ethical aspects of research in the social sciences and human service professions.** In: De Vos, A.S., Delport, C.S.L., Fouche, C.B. and Strydom, H. 2011. *Research at grass roots: For the social science and human professions* (4e). Pretoria: Van Schaik Publishers.Ch.8.
- SUDERMAN, J., 2012. **Using the Organizational Cultural Assessment (OCAI) as a Tool for New Team Development.** *Journal of Practical Consulting*, 4(1), pp. 52-58.
- VAN BRUMMELEN, H., 2005. **Teachers as Servant Leaders.** *CSE*, 8(3).
- VAN DIERENDONCK, D., 2011. **Servant Leadership: A Review and Synthesis.** *Journal of Management*, 37, pp.1227-1261.
- VAN DIERENDONCK, D. and NUIJTEN, I., 2011. **The servant leadership survey: Development and validation of a multidimensional measure.** *Journal of Business Psychology*, 26(3):249-267.
- VAN DIERENDONCK, D. and PATTERSON, K., 2015. Compassionate Love as a Cornerstone of **Servant Leadership: An Integration of Previous Theorizing and Research** .*Journal of Business Ethics*, 128, pp. 119-131.
- WALUMBWA, F. O., AVOLIO, B. J., GARDNER, W. L., WERNISING, T. S., and PETERSON, S. J. 2008. **“Authentic Leadership: Development and Validation of a Theory-Based Measure”**. *Journal of Management*, Vol 34, No.1, pp 89-126.
- WONG, P.T.P and PAGE, D., 2003. **Servant leadership: An opponent-process model and the revised servant leadership profile.** *Servant Leadership Roundtable*, 16 Oct 2003. Regent University, Virginia Beach, VA.
- ZAVYALOVA, E. and KUCHEROV, D., 2010. **Relationship between organizational culture and job satisfaction in Russian business enterprises.** *Human Resource Development International*. 13(2), pp. 225–235.
- ZEHIR, C., AKYUZ, B., SULE EREN, M., TURHAN, G., 2013. **The Indirect Effects of Servant Leadership Behaviour on Organizational Citizenship Behaviour and Job Performance: Organizational Justice as a Mediator.** *International Journal of Research in Business and Social Science*, 2(3), pp.1-10.

APPENDICES

Appendix A: Research instrument- Questionnaire

This questionnaire consists of three parts. For part 1 and 2, a 5 point Likert-scale is used to investigate the level of servant leadership practiced at the school. Part 3 is used to diagnose the organizational culture at the school.

PART 1

Servant Leadership Assessment Instrument (SLAI) Dennis and Bocarnea (2005) adapted.

Please rate the leadership of your organization using the scale below.

For the purposes of this study “leadership” will consist of the following individuals:

the headmistress, deputy head, head of departments(HOD), school counsellor, and the sports and cultural activities in-charge. When answering the questions below, leadership is to be regarded as a collective unit.

Mark your selection with an X in the blocks provided below. [Answer this section if you work under the leadership of any other staff members in other areas of the school (for e.g. if you are a member of a committee chaired by another staff member)]

1. Strongly Disagree (SD)	2. Disagree(D)	3. Neutral/Undecided(N)	4. Agree(A)	5. Strongly Agree (SA)
---------------------------	----------------	-------------------------	-------------	------------------------

		1	2	3	4	5
1	The leadership see serving as a mission of responsibility to others.					
2	The leadership is genuinely interested in me as a person.					
3	The leadership has shown unselfish regard for my wellbeing.					
4	The leadership voluntary gives of him/herself, expecting nothing in return.					
5	The leadership gives of his or her self with no ulterior motives.					
6	The leadership has made personal sacrifice(s) for me.					
7	The leadership desires to develop my leadership potential.					
8	The leadership lets me make decisions with increasing responsibility.					
9	The leadership empowers me with opportunities so that I develop my skills.					
10	The leadership entrusts me to make decisions.					
11	The leadership does not overestimate her or his merits.					
12	The leadership is not interested in self-glorification.					
13	The leadership is humble enough to consult others in the organization when he or she may not have all the answers.					
14	The leadership creates a culture that fosters high standards of ethics.					
15	The leadership has shown compassion in his or her actions toward me.					
16	The leadership models service to inspire others.					
17	The leadership understands that serving others is most important.					
18	The leadership understands that service is the core of leadership.					
19	The leadership aspires not to be served but to serve others.					
20	The leadership models service in his or her behaviours, attitudes, or values.					

21	The leadership shows trustworthiness in me by being open to receive input from me.					
22	The level of trust the leadership places in me increases my commitment to the organization.					
23	The leadership seeks to instil trust rather than fear or insecurity.					
24	The leadership has sought my vision regarding the organization's vision.					
25	The leadership has encouraged me to participate in determining and developing a shared vision.					
26	The leadership has shown that he or she wants to include employees' vision into the firm's goals and objectives.					

PART 2

Servant Leadership Profile-Revised (SLPR) Wong and Page (2000) adapted.

This section assesses the level of Servant Leadership apparent in your own leadership practices. Please use the scale below to rate your own attitudes and practices as a leader. Mark your selection with an X in the blocks provided below.

1. Strongly Disagree (SD)	2. Disagree (D)	3. Neutral/Undecided (N)	4. Agree (A)	5. Strongly Agree (SA)
---------------------------	-----------------	--------------------------	--------------	------------------------

		1	2	3	4	5
1.	I listen actively and receptively to what others have to say, even when they disagree with me.					
2.	I always keep my promises and commitments to others.					
3.	I am willing to accept other people's ideas, whenever they are better than mine.					
4.	To be a leader, I should be front and centre in every function in which I am involved.					
5.	I create a climate of trust and openness to facilitate participation in decision making.					
6.	I want to build trust through honesty and empathy.					
7.	I want to make sure that everyone follows orders without questioning my authority.					
8.	I consistently delegate responsibility to others and empower them to do their job.					
9.	I seek to serve rather than be served.					
10.	To be a strong leader, I need to have the power to do whatever I want without being questioned.					
11.	I am able to transform an ordinary group of individuals into a winning team.					
12.	I try to remove all organizational barriers so that others can freely participate in decision-making.					
13.	I devote a lot of energy to promoting trust, mutual understanding and team spirit.					
14.	I derive a great deal of satisfaction in helping others succeed.					
15.	I have the moral courage to do the right thing, even when it hurts me politically.					

16.	I am able to rally people around me and inspire them to achieve a common goal.					
17.	I am able to present a vision that is readily and enthusiastically embraced by others.					
18.	I want to have the final say on everything, even areas where I don't have the competence.					
19.	I have the courage to assume full responsibility for my mistakes and acknowledge my own limitations.					
20.	Whenever possible, I give credits to others.					
21.	I am willing to share my power and authority with others in the decision making process.					
22.	I make it a high priority to cultivate good relationships among group members.					
23.	My leadership is based on a strong sense of mission.					
24.	I am able to articulate a clear sense of purpose and direction for my organization's future.					
25.	I set an example of placing group interests above self-interests.					
26.	I consistently appreciate, recognize, and encourage the work of others.					
27.	When I serve others, I do not expect any return.					
28.	I am willing to make personal sacrifices in serving others.					
29.	I take proactive actions rather than waiting for events to happen to me.					
30.	I find enjoyment in serving others in whatever role or capacity.					
31.	I have a heart to serve others.					

PART 3

The Organizational Culture Assessment Instrument (OCAI) (Cameron & Quinn, 2006)

This section will assist in diagnosing the type of culture evident and desired in this organization. Please rate each statement by dividing 100 points between options A, B, C and D. Where 100 represents 'very similar' and 0 represents 'not at all similar'. The total points allocated between A-D should be equal to 100.

For e.g.	Now	Future
A. The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.	A. 50	A. 70
B. The organization is a very dynamic and entrepreneurial place. People are willing to stick their necks out and take risks.	B. 10	B. 20
C. The organization is very results oriented. A major concern is with getting the job done. People are very competitive and achievement oriented.	C. 20	C. 5
D. The organization is a very controlled and structured place. Formal procedures generally govern what people do.	D. 20	C. 5
TOTAL	100	100

The 'now' column is provided to indicate your perception of the current organizational culture. Whereas the 'future' column is provided for you to indicate your perception of what the organizational culture ought to be like.

1.	DOMINANT CHARACTERISTICS	NOW	FUTURE
	A. The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.	A	A
	B. The organization is a very dynamic and entrepreneurial place. People are willing to stick their necks out and take risks.	B	B
	C. The organization is very results oriented. A major concern is with getting the job done. People are very competitive and achievement oriented.	C	C
	D. The organization is a very controlled and structured place. Formal procedures generally govern what people do.	D	D
	Total	100	100
2.	ORGANIZATIONAL LEADERSHIP	NOW	FUTURE
	A. The leadership in the organization is generally considered to exemplify mentoring, facilitating, or nurturing.	A	A
	B. The leadership in the organization is generally considered to exemplify entrepreneurship, innovating, or risk taking.	B	B
	C. The leadership in the organization is generally considered to exemplify an aggressive, results-oriented, no-nonsense focus.	C	C
	D. The leadership in the organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency.	D	D
	Total	100	100
3.	MANAGEMENT OF EMPLOYEES	NOW	FUTURE
	A. The management style in the organization is characterized by teamwork, consensus and participation.	A	A
	B. The management style in the organization is characterized by individual risk-taking, innovation, freedom and uniqueness.	B	B
	C. The management style in the organization is characterized by hard-driving competitiveness, high demands and achievement.	C	C
	D. The management style in the organization is characterized by security of employment, conformity, predictability and stability in relationships.	D	D
	Total	100	100
4.	ORGANIZATIONAL GLUE	NOW	FUTURE
	A. The glue that holds the organization together is loyalty and mutual trust. Commitment to this organization runs high.	A	A
	B. The glue that holds the organization together is commitment to innovation and development. There is an emphasis on being on the cutting edge.	B	B
	C. The glue that holds the organization together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes.	C	C
	D. The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important.	D	D
	Total	100	100
5.	STRATEGIC EMPHASES	NOW	FUTURE
	A. The organization emphasizes human development. High trust, openness, and participation persists.	A	A
	B. The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.	B	B
	C. The organization emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant.	C	C

	D. The organization emphasizes permanence and stability. Efficiency, control and smooth operations are important.	D	D
	Total	100	100
6.	CRITERIA OF SUCCESS	NOW	FUTURE
	A. The organization defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.	A	A
	B. The organization defines success on the basis of having the most unique or the newest products. It is a product leader and innovator.	B	B
	C. The organization defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.	C	C
	D. The organization defines success on the basis of efficiency. Dependable delivery, smooth scheduling, and low cost production are critical.	D	D
	Total	100	100

Appendix B: Research instrument theme coding

PART 1

Servant Leadership Assessment Instrument (SLAI)

1. Strongly Disagree (SD)	2. Disagree (D)	3. Neutral/Undecided (N)	4. Agree (A)	5. Strongly Agree (SA)
---------------------------	-----------------	--------------------------	--------------	------------------------

Original Q no.	Theme	Q no.		1	2	3	4	5
1	Serv	1	The leadership see serving as a mission of responsibility to others.					
2	Love	2	The leadership is genuinely interested in me as a person.					
5	Altr	3	The leadership has shown unselfish regard for my wellbeing.					
16	Altr	4	The leadership voluntary gives of him/herself, expecting nothing in return.					
18	Altr	5	The leadership gives of his or her self with no ulterior motives.					
23	Altr	6	The leadership has made personal sacrifice(s) for me.					
6	Empr	7	The leadership desires to develop my leadership potential.					
11	Empr	8	The leadership lets me make decisions with increasing responsibility.					
28	Empr	9	The leadership empowers me with opportunities so that I develop my skills.					
33	Empr	10	The leadership entrusts me to make decisions.					
12	Hum	11	The leadership does not overestimate her or his merits.					
20	Hum	12	The leadership is not interested in self-glorification.					
22	Hum	13	The leadership is humble enough to consult others in the organization when he or she may not have all the answers.					
7	Love	14	The leadership creates a culture that fosters high standards of ethics.					
19	Love	15	The leadership has shown compassion in his or her actions toward me.					
4	Serv	16	The leadership models service to inspire others.					
15	Serv	17	The leadership understands that serving others is most important.					
29	Serv	18	The leadership understands that service is the core of leadership.					

Original Q no.	Theme	Q no.		1	2	3	4	5
35	Serv	19	The leadership aspires not to be served but to serve others.					
38	Serv	20	The leadership models service in his or her behaviours, attitudes, or values.					
10	Trus	21	The leadership shows trustworthiness in me by being open to receive input from me.					
13	Trus	22	The level of trust the leadership places in me increases my commitment to the organization.					
31	Trus	23	The leadership seeks to instil trust rather than fear or insecurity.					
14	Vis	24	The leadership has sought my vision regarding the organization's vision.					
32	Vis	25	The leadership has encouraged me to participate in determining and developing a shared vision.					
40	Vis	26	The leadership has shown that he or she wants to include employees' vision into the firm's goals and objectives.					

PART 2

Servant Leadership Profile-Revised (SLPR) Wong and Page (2000) adapted.

1. Strongly Disagree (SD)	2. Disagree (D)	3. Neutral/Undecided (N)	4. Agree (A)	5. Strongly Agree (SA)
---------------------------	-----------------	--------------------------	--------------	------------------------

Original Q no.	Theme	Q no.		1	2	3	4	5
2	Power and pride	1.	I listen actively and receptively to what others have to say, even when they disagree with me.					
4	Courageous lead	2.	I always keep my promises and commitments to others.					
7	Open, participatory lead	3.	I am willing to accept other people's ideas, whenever they are better than mine.					
9	Power and pride	4.	To be a leader, I should be front and centre in every function in which I am involved.					
10	Open, participatory lead	5.	I create a climate of trust and openness to facilitate participation in decision making.					

Original Q no.	Theme	Q no.		1	2	3	4	5
12	Open, participatory lead	6.	I want to build trust through honesty and empathy.					
14	Power and pride	7.	I want to make sure that everyone follows orders without questioning my authority.					
16	Empower and devel others	8.	I consistently delegate responsibility to others and empower them to do their job.					
17	Serving others	9.	I seek to serve rather than be served.					
18	Power and pride	10.	To be a strong leader, I need to have the power to do whatever I want without being questioned.					
20	Inspiring lead	11.	I am able to transform an ordinary group of individuals into a winning team.					
21	Empower and devel others	12.	I try to remove all organizational barriers so that others can freely participate in decision-making.					
22	Inspiring lead	13.	I devote a lot of energy to promoting trust, mutual understanding and team spirit.					
23	Empower and devel others	14.	I derive a great deal of satisfaction in helping others succeed.					
24	Courageous lead	15.	I have the moral courage to do the right thing, even when it hurts me politically.					
25	Inspiring lead	16.	I am able to rally people around me and inspire them to achieve a common goal.					
26	Inspiring lead	17.	I am able to present a vision that is readily and enthusiastically embraced by others.					
28	Power and pride	18.	I want to have the final say on everything, even areas where I don't have the competence.					
33	Courageous lead	19.	I have the courage to assume full responsibility for my mistakes and acknowledge my own limitations.					
34	Open, participatory lead	20.	Whenever possible, I give credits to others.					

Original Q no.	Theme	Q no.		1	2	3	4	5
35	Open, participatory lead	21.	I am willing to share my power and authority with others in the decision making process.					
38	Empower and devel others	22.	I make it a high priority to cultivate good relationships among group members.					
40	Visionary lead	23.	My leadership is based on a strong sense of mission.					
41	Visionary lead	24.	I am able to articulate a clear sense of purpose and direction for my organization's future.					
44	Serving others	25.	I set an example of placing group interests above self-interests.					
46	Empower and devel others	26.	I consistently appreciate, recognize, and encourage the work of others.					
50	Serving others	27.	When I serve others, I do not expect any return.					
51	Serving others	28.	I am willing to make personal sacrifices in serving others.					
55	Visionary lead	29.	I take proactive actions rather than waiting for events to happen to me.					
57	Serving others	30.	I find enjoyment in serving others in whatever role or capacity.					
58	Serving others	31.	I have a heart to serve others.					

PART 3
The Organizational Culture Assessment Instrument (OCAI)
(Cameron & Quinn, 2006)

1.	DOMINANT CHARACTERISTICS	NOW	FUTURE
Collaborate	A. The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.	A	A
Create	B. The organization is a very dynamic and entrepreneurial place. People are willing to stick their necks out and take risks.	B	B
Compete	C. The organization is very results oriented. A major concern is with getting the job done. People are very competitive and achievement oriented.	C	C
Control	D. The organization is a very controlled and structured place. Formal procedures generally govern what people do.	D	D
	Total	100	100

2.	ORGANIZATIONAL LEADERSHIP	NOW	FUTURE
Collaborate	A. The leadership in the organization is generally considered to exemplify mentoring, facilitating, or nurturing.	A	A
Create	B. The leadership in the organization is generally considered to exemplify entrepreneurship, innovating, or risk taking.	B	B
Compete	C. The leadership in the organization is generally considered to exemplify an aggressive, results-oriented, no-nonsense focus.	C	C
Control	D. The leadership in the organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency.	D	D
	Total	100	100
3.	MANAGEMENT OF EMPLOYEES	NOW	FUTURE
Collaborate	A. The management style in the organization is characterized by teamwork, consensus and participation.	A	A
Create	B. The management style in the organization is characterized by individual risk-taking, innovation, freedom and uniqueness.	B	B
Compete	C. The management style in the organization is characterized by hard-driving competitiveness, high demands and achievement.	C	C
Control	D. The management style in the organization is characterized by security of employment, conformity, predictability and stability in relationships.	D	D
	Total	100	100
4.	ORGANIZATIONAL GLUE	NOW	FUTURE
Collaborate	A. The glue that holds the organization together is loyalty and mutual trust. Commitment to this organization runs high.	A	A
Create	B. The glue that holds the organization together is commitment to innovation and development. There is an emphasis on being on the cutting edge.	B	B
Compete	C. The glue that holds the organization together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes.	C	C
Control	D. The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important.	D	D
	Total	100	100
5.	STRATEGIC EMPHASES	NOW	FUTURE
Collaborate	A. The organization emphasizes human development. High trust, openness, and participation persists.	A	A
Create	B. The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.	B	B

Compete	C. The organization emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant.	C	C
Control	D. The organization emphasizes permanence and stability. Efficiency, control and smooth operations are important.	D	D
	Total	100	100
6.	CRITERIA OF SUCCESS	NOW	FUTURE
Collaborate	A. The organization defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.	A	A
Create	B. The organization defines success on the basis of having the most unique or the newest products. It is a product leader and innovator.	B	B
Compete	C. The organization defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.	C	C
Control	D. The organization defines success on the basis of efficiency. Dependable delivery, smooth scheduling, and low cost production are critical.	D	D
	Total	100	100

Appendix C: Ethical Clearance



Rhodes Business School
Leadership for Sustainability

Rhodes Business School
PO Box 94
Grahamstown
6140

28 August 2017

To whom it may concern

Research Approval: Bithun, Babu (09b1063) (Reference: 2017_08_56 Bithun, Babu MBA KR)

This letter serves to confirm that Bithun, Babu (09b1063) is a registered student at Rhodes University, and is reading for a Master of Business Administration (MBA) Degree within the Rhodes Business School.

The research proposal for the research dissertation to be submitted in partial fulfilment of the requirements for the degree was approved by the Commerce Faculty's Higher Degrees Committee on 26 September 2016. Furthermore, on 28 August Ethical Clearance was recommended from the Rhodes Business School Ethics Committee to the ethics application [2017_08_56 Bithun, Babu MBA KR].

The provisional title of the research is "AN INVESTIGATION OF THE LEADERSHIP PRACTICE AND ORGANIZATIONAL CULTURE AT A PRIVATE CHRISTIAN SCHOOL"

This research will take place under my supervision.

If you have any further queries related to the research, please feel free to contact me at k.rafferty@ru.ac.za, or at 046 603 8617.

Yours faithfully,

Appendix D: Institutional permissions



RHODES UNIVERSITY

Grahamstown • 6140 • South Africa

DEPARTMENT OF RHODES BUSINESS SCHOOL

Tel: [+27] 046 603 8617

Fax: [+27] 046 603 8613

E-mail: n.craig@ru.ac.za

04/08/2017

Dear Madam

Re: Invitation to conduct research at your institution

[Bithun Babu](#) (under the supervision of Mr. Kevin Rafferty) is a Rhodes Business School, postgraduate student doing an MBA at Rhodes University carrying out research on the following topic: “An investigation of the leadership practice and organizational culture at a private Christian School”. The aim of this research is to determine the servant leadership practices and organizational culture at the Christian School, so that an external review of the school’s current practices and progress relative to their espoused values and mission statement can be provided. The participation and cooperation of your institution is important so that the results of the research are accurately portrayed.

The research will be undertaken through the use of questionnaires with the staff at the school. The data to be collected from this research will be quantitative, based on responses from a 5-point Likert scale. The identity of your institution and the employees who voluntarily consent to participate will be treated with complete confidentiality. The collection of this data will require from each participant about 15-30 minutes to complete.

We look to you for guidance in identifying the staff at your institute that would be suitable to interview (at a time and date that suits them).

Attached for your information is a copy of the participant’s Informed Consent Form. If you have questions or wish to verify the research, please feel free to contact us.

If you would like your institution to participate in this research, please complete and return the attached form.

Thank you for your time and I hope that you will find our request favourable.

Yours sincerely,

BITHUN BABU
Research Student

KEVIN RAFFERTY
Supervisor

Notes to researcher:

- Any involvement of students in general, if this is not part of their subject, requires the approval of the Dean of Students
- If the research is carried out in the public areas of the university, the permission of the Registrar is required, and if staff is involved the approval of the Registrar or the Director: Human Resources is required.

An investigation of the leadership practice and organizational culture at a private Christian school

Institution Consent Form

Participation Consent
I consent for you to approach employees of this school to participate in the project titled “An investigation of the leadership practice and organizational culture at a private Christian school”.
I acknowledge and understand:
<ul style="list-style-type: none"> The role of the institution is voluntary. I may decide to withdraw the institution’s participation at any time without penalty. Employees of the school will be invited to participate and that permission will be sought from them too. Only employees who consent will participate in the project. All information obtained will be treated in strictest confidence. The employees’ names will not be used and individual employees will not be identifiable in any written reports about the study. The institution will not be identifiable in any written reports about the study. Participants may withdraw from the study at any time without penalty. A report of the findings will be made available to the institution. I may seek further information on the project from Bithun Babu on 076 796 6883.

Full Name:	Margretha Esprey
Position:	Headmistress
Signature:	
Date:	04/08/2017

Please return to:	Rhodes Business School Room 306 Top Floor Rhodes University Theatre Building Cnr. Somerset and Prince Alfred Streets Grahamstown
--------------------------	--

Appendix E: Informed consent form



RHODES UNIVERSITY

INFORMED CONSENT FORM Department of **Rhodes Business School**

Research Project Title:	An investigation of the leadership practices and organizational culture at a private Christian School
Principal Investigator(s):	Bithun Babu

Participation Information

- I understand the purpose of the research study and my involvement in it
- I understand the risks of participating in this research study
- I understand the benefits of participating in this research study
- I understand that I may withdraw from the research study at any stage without any penalty
- I understand that participation in this study is done on a voluntary basis
- I understand that while information gained during the study may be published, I will not be identified and my personal results will remain confidential
- I understand that I will receive no payment for participating in this study

Information Explanation


The above information was explained to me by: **Bithun Babu**

The above information was explained to me in: English Afrikaans isiXhosa isiZulu

Other:

and I am in command of this language

OR, it was comprehensibly translated to me by: **Bithun Babu**

Voluntary Consent		
I,, hereby voluntarily consent to participate in the above-mentioned research.		
Signature:	OR, right hand thumb print 	Date: / /
Witness signature:		

Investigator Declaration	
I, Bithun Babu declare that I have explained all the participant information to the participant and have truthfully answered all questions ask me by the participant.	
Signature:	Date: 04 /08/2017

Translator Declaration	
I, Bithun Babu declare that I translated a factually correct version of: <ol style="list-style-type: none"> 1. all the contents of this document 2. all questions posed by the participant 3. all answers given by the investigator In addition, I declare that all information acquired by me regarding this research will be kept confidential.	
Signature:	Date: 04 /08/2017

- Notes to Researcher:**
- The informed consent must explicitly **exclude** minors and other vulnerable populations that need bystanders

Appendix F: Written information given to participants prior to participation



RHODES UNIVERSITY

Grahamstown • 6140 • South Africa

DEPARTMENT OF RHODES BUSINESS SCHOOL

Tel: [+27] 046 603 8617

Fax: [+27] 046 603 8613

E-mail: n.craig@ru.ac.za

04/08/2017

Dear participant

Re: Invitation to participate in research study

You are invited to participate in a research study entitled “An investigation of the leadership practice and organizational culture at a private Christian School”. The aim of this research is to determine the servant leadership practices and organizational culture at your school, so that an external review of the school’s current practices and progress relative to the espoused values and mission statement can be provided. Your participation and cooperation is important so that the results of the research are accurately portrayed.

The research will be undertaken through the use of questionnaires and the data to be collected from this research will be quantitative, based on responses from a 5-point Likert scale. Your identity and that of your institution will be treated with complete confidentiality. The collection of this data will require about 15-30 minutes of your time to complete.

We will provide you with all the necessary information to assist you to understand the study and explain what would be expected of you (the participant). These guidelines would include the risks, benefits, and your rights as a study subject. Furthermore, it is important that you are aware that this study has been approved by a Research Ethics Committee of the university.

Participation in this research is completely voluntary and this letter of invitation does not obligate you to take part in this research study. To participate, you will be required to provide written consent that will include your signature, date and initials to verify that you understand and agree to the conditions. Please note that you have the right to withdraw at any given time during the study without penalty.

Thank you for your time and I hope that you will find our request favourable.

Yours sincerely,
BITHUN BABU
Research Student

KEVIN RAFFERTY
Supervisor

Appendix G: Questionnaire permission email correspondence

From: **BITHUN BABU** <babubithun@gmail.com>
Date: Mon, Nov 14, 2016 at 8:35 AM
Subject: Re: Permission for Research Project
To: <b-m.esprey@telkomsa.net>
Cc: <koularicketts@gmail.com>

P.O Box 3511
Cambridge West
East London
5206

14 November 2016

Dear Madam

Re: Permission to commence MBA research project fieldwork

I am a MBA student from Rhodes University. A mini research thesis needs to be submitted as part of the research component of this course. As such I wish to conduct a case study on the leadership practices and organizational culture at the school.

Prior to the commencement of the study I wish to formally obtain your permission. Confidentiality and anonymity will be maintained throughout the course of the investigation. Informed consent will be obtained from all participants. Pseudonyms and codes will be used to refer to the school and the participants to protect the identity of all involved.

Please feel free to contact my supervisor, Mr Kevin Rafferty via email (K.Rafferty@ru.ac.za) should you require any further information.

Thanking you in advance.

Yours sincerely

Bithun Babu

From: **BITHUN BABU** <babubithun@gmail.com>
Date: Tue, Feb 7, 2017 at 2:58 PM
Subject: Re:Permission to use OCAI Questionnaire
To: requinn@umich.edu

Good day Prof. Quinn

I am an MBA student from Rhodes University in South Africa and am writing a dissertation on leadership and organizational culture at a private Christian school. I wanted to find out if I may please use the Organizational Culture Assessment Instrument (OCAI) questionnaire you co-authored with Prof. K.Cameron for the purpose of my study. If I may do so do I need to purchase the questionnaire online or do I just acknowledge your contribution in the study?

Thank you
Kind regards
Bithun Babu

Email: babubithun@gmail.com

From: **BITHUN BABU** <babubithun@gmail.com>
Date: Tue, Feb 7, 2017 at 3:00 PM
Subject: Re: Re:Permission to use OCAI Questionnaire
To: kim_cameron@umich.edu

Good day Prof. K.Cameron

I am an MBA student from Rhodes University in South Africa and am writing a dissertation on leadership and organizational culture at a private Christian school. I wanted to find out if I may please use the Organizational Culture Assessment Instrument (OCAI) questionnaire you co-authored with Prof. R.Quinn for the purpose of my study. If I may do so do I need to purchase the questionnaire online or do I just acknowledge your contribution in the study?

Thank you
Kind regards
Bithun Babu

Email: babubithun@gmail.com

From: **Meredith Smith** <meredithbusiness@gmail.com>
Date: Tue, Feb 7, 2017 at 3:41 PM
Subject: Permission to use OCAI Questionnaire
To: babubithun@gmail.com

Dear Bithun,

Thank you for your inquiry regarding the Organizational Culture Assessment Instrument (OCAI). Kim Cameron copyrighted the OCAI in the 1980s, but because it is published in the Diagnosing and Changing Organizational Culture book, it is also copyrighted by Jossey Bass.

The instrument may be used free of charge for research or student purposes, but a licensing fee is charged when the instrument is used by a company or by consulting firms to generate revenues. As a graduate student, you may use it free of charge. Please be sure all surveys include the appropriate copyright information (© Kim Cameron). Professor Cameron would appreciate it if you would share your results with him when you finish your study.

We do have a local company (BDS, Behavioral Data Services, [734-663-2990](tel:734-663-2990), Sherry.Slade@b-d-s.com) which can distribute the instrument on-line, tabulate scores, and produce feedback reports for a fee. These reports include comparison data from approximately 10,000 organizations--representing many industries and sectors, five continents, and approximately 100,000 individuals.

At least two different alternatives exist for accessing the instrument: (a) pay a licensing fee for unrestricted use of the instrument for a specified period of time; or (b) arrange with BDS to administer the survey, analyze the data, and produce feedback reports on a per-use basis. A fee schedule has been generated by BDS for these services.

I hope this explanation is helpful. Congratulations on your program, and I wish you well on your project.

Best wishes,

Meredith Smith
Assistant to Kim Cameron

From: **BITHUN BABU** <babubithun@gmail.com>
Date: Thu, Apr 27, 2017 at 9:47 PM
Subject: Re: Permission to use OCAI Questionnaire
To: Meredith Smith <meredithbusiness@gmail.com>

Good day Madam

I had enquired about using the Organizational Culture Assessment Instrument (OCAI) for a MBA research project. In our previous correspondence I was told that I may use the instrument. I could not get hold of the "Diagnosing and Changing Organizational Culture" book. I am not sure if the questionnaire I found online is a complete one. Our library only has a book called "Competing Values Leadership-Creating value in organizations "by Prof Cameron. Unfortunately the book does not contain the OCAI questionnaire. If you don't mind would you perhaps be able to email me a copy of the questionnaire?

Thanks
Kind regards
Bithun Babu

From: **Meredith Smith** <meredithbusiness@gmail.com>
Date: Fri, Apr 28, 2017 at 2:31 PM
Subject: Re: Permission to use OCAI Questionnaire
To: BITHUN BABU <babubithun@gmail.com>

Dear Bithun,

Please find attached a copy of the OCAI. The copyright restrictions I mentioned earlier apply.

Best,

Meredith Smith
Assistant to Kim Cameron

From: **BITHUN BABU** <babubithun@gmail.com>
Date: Fri, Apr 28, 2017 at 6:41 PM
Subject: Re: Permission to use OCAI Questionnaire
To: Meredith Smith <meredithbusiness@gmail.com>

Dear Madam

Thank you very much for your assistance. Yes, I will make sure I reference appropriately and abide by your instructions in the previous email.
Have a great weekend!

Kind regards
Bithun Babu

From: **BITHUN BABU** <babubithun@gmail.com>
Date: Wed, May 31, 2017 at 9:00 PM
Subject: Re: SLPR permission request
To: dr.paul.wong@gmail.com

Good day Dr. Wong

I am an MBA student from Rhodes University in South Africa and am writing a dissertation on leadership and organizational culture at a private Christian school.

I wanted to find out if I may please use the Servant Leadership Profile-Revised (SLPR) questionnaire you co-authored with Don Page for the purpose of my study. If I may do so do I need to purchase the questionnaire online or do I just acknowledge your contribution in the study?

Thank you
Kind regards
Bithun Babu
Email: babubithun@gmail.com

From: **Paul TP Wong** <dr.paul.wong@gmail.com>
Date: Thu, Jun 1, 2017 at 5:11 PM
Subject: Re: SLPR permission request
To: BITHUN BABU <babubithun@gmail.com>

Hi Bithun,
I am pleased to grant you the permission to use Servant Leadership Profile-Revised for research purposes. Attached is a copy of the scale for your study.
Best,
Paul

Paul T. P. Wong, Ph.D., C.Psych. (www.drpaulwong.com)
President, International Network on Personal Meaning
President, Meaning-Centered Counselling Institute Inc.

From: **BITHUN BABU** <babubithun@gmail.com>
Date: Thu, Jun 1, 2017 at 7:18 PM
Subject: Re: SLPR permission request
To: drpaulwong@gmail.com

Hello Dr Wong

Thank you very much for your assistance and for your contribution towards the servant leadership body of knowledge.
Have a great weekend.

God bless

Babu

From: **BITHUN BABU** <babubithun@gmail.com>
Date: Wed, May 31, 2017 at 10:21 PM
Subject: Re: SLAI permission
To: rob.dennis@va.gov

Good day Dr. Dennis

I am an MBA student from Rhodes University in South Africa and am writing a dissertation on leadership and organizational culture at a private Christian school.
I wanted to find out if I may please use the Servant Leadership Assessment Instrument (SLAI) questionnaire you co-authored with Prof Bocamea for the purpose of my study. If I may do so do I

need to purchase the questionnaire online or do I just acknowledge your contribution in the study? To date I have only managed to get hold of the article "Development of the servant leadership assessment instrument" I haven't been able to get hold of the actual questionnaire. Could you kindly direct me to where I can get hold of a copy?

Thank you
Kind regards
Bithun Babu

Email: babubithun@gmail.com

From: **BITHUN BABU** <babubithun@gmail.com>
Date: Wed, May 31, 2017 at 10:23 PM
Subject: Re: SLAI permission request
To: mihaboc@regent.edu

Good day Prof Bocarnea

I am an MBA student from Rhodes University in South Africa and am writing a dissertation on leadership and organizational culture at a private Christian school. I wanted to find out if I may please use the Servant Leadership Assessment Instrument (SLAI) questionnaire you co-authored with Dr Dennis for the purpose of my study. If I may do so do I need to purchase the questionnaire online or do I just acknowledge your contribution in the study? To date I have only managed to get hold of the article "Development of the servant leadership assessment instrument" I haven't been able to get hold of the actual questionnaire. Could you kindly direct me to where I can get hold of a copy?

Thank you
Kind regards
Bithun Babu
Email: babubithun@gmail.com

From: **Mihai Bocarnea** <mihaboc@regent.edu>
Date: Wed, May 31, 2017 at 10:41 PM
Subject: RE: SLAI permission request
To: BITHUN BABU <babubithun@gmail.com>, "dennis_robby@hotmail.com" <dennis_robby@hotmail.com>

Dr. Dennis,
Please see the request below.
Thank you.

Mihai C. Bocarnea, Ph.D.
Associate Professor, School of Business & Leadership
Regent University
phone: [\(757\) 352-4726](tel:(757)352-4726), fax: [\(757\) 352-4634](tel:(757)352-4634)
1000 Regent University Drive, CRB 242; Virginia Beach, VA 23464

From: **BITHUN BABU** <babubithun@gmail.com>
Date: Thu, Jun 1, 2017 at 7:09 PM
Subject: Re: SLAI permission request
To: Mihai Bocarnea <mihaboc@regent.edu>

Hello Prof Bocarnea

Thank you for your assistance.
Have a great weekend.

God bless
Babu

From: **Rob Dennis** <dennis_robby@hotmail.com>
Date: Thu, Jun 1, 2017 at 6:02 PM
Subject: Permission to use instrument - Babu_Rhodes Univ_S. Africa__June_2017
To: "babubithun@gmail.com" <babubithun@gmail.com>, Mihai Bocamea <mihaboc@regent.edu>

Dear Bithun Babu,

I received your message for using the SLAI instrument. You may use it for your research, and slightly modify it for your use (i.e., change organization & company to group) if needed. Send an abstract/synopsis of expected use of the instrument, in addition to the modified instrument you plan to use (if applicable).

Please send me a copy of finished work (or article publication/draft).

Enclosed are:

Updated Instrument – SLAI; URL address, if applicable (most requests use paper forms), and factor breakdown for coding.

Blessings,
Rob Dennis, Ph.D.

From: **BITHUN BABU** <babubithun@gmail.com>
Date: Thu, Jun 1, 2017 at 7:16 PM
Subject: Re: Permission to use instrument - Babu_Rhodes Univ_S. Africa__June_2017
To: Rob Dennis <dennis_robby@hotmail.com>

Hello Dr Dennis

Thank you for sending this through. I am doing the research as part of my MBA. I have completed my modules and need to submit a mini-thesis as part of the research component. I wish to measure the extent of servant leadership at a Christian school I taught at. I will share the results once I have completed the project. Thank you once again for your assistance and for the contribution you and Prof Bocamea made to the field of servant leadership. Have a great weekend.

God bless

Babu
