



EXPLORE THE PERCEPTIONS OF SERVANT LEADERSHIP  
DIMENSIONS AND ITS INFLUENCE ON TEAM EFFECTIVENESS AMONG ARMED  
FORCES HOSPITAL MANAGERS KHAMIS MUSHAYT SAUDI ARABIA

by

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## ABSTRACT

The results of this study reveal the perceptions of servant leadership dimensions and its influence on Team effectiveness among managers Armed Forces Hospital Khamis Mushayt Saudi Arabia. Data collected was from a population of 250 managers within the Armed Forces Hospital Saudi Arabia. 200 respondents participated in the study. The researcher identified that for the purpose of this study utilising the Servant Leadership Questionnaires (SLQ) by Barbuto and Wheeler( 2006), and the Team Effectiveness Questionnaire (TEQ) by Larson and LaFasto (2004), and a demographic survey will be the most suitable instrument to collect the data for this study purpose. The instruments were tested before the study had commenced by a qualified statistician. Full-time managers both units based and administrative managers participated, rating the servant leadership style of their leaders in addition to providing their organisational teamwork. Evidence supported the reliability and validity of both servant leadership and team effectiveness models and the associated instruments. The results of this study found a statistically significant correlation between the servant leadership style of the leadership and the staff's affective and normative team effectiveness. There was a significant statistical correlation that existed between the leader's servant leadership style of leadership and the staff's continuance teamwork to the organisation. Statistical data and implications for the findings were included in chapters five and six.

There are some specific strengths and weaknesses within the ambit of servant leadership and team effectiveness. Servant leadership shows that more must be done by the managers to develop the emotional maturity of the managers that they engage and work with and the trust relationship among the managers was also additional findings when the data was analysed. Perhaps they can attend a training course, workshops and even enroll for degree courses in psychology and embark on team building exercises to build on their trust relationship issues. People need to be understood, and managers need to shepherd the people they work with using great care and compassion. The other issue of attention is that managers must become less selfish by esteeming the colleagues better than themselves and by being self-

sacrificing regarding their needs. Putting one first is a sure way to promote servant leadership in any institution. This research presented information and findings that may be used in future studies relating to leadership behaviour, as outlined in servant leadership theories and concepts and its effect on subordinate behaviour, in organisations with the aims to improve team effectiveness in healthcare in Saudi Arabia Military Hospitals using effective leadership styles.

## DECLARATION

EXPLORE THE PERCEPTIONS OF SERVANT LEADERSHIP DIMENSIONS AND  
ITS INFLUENCE ON TEAM EFFECTIVENESS AMONG ARMED FORCES  
HOSPITAL MANAGERS KHAMIS MUSHAYT SAUDI ARABIA

I, Krishnavellie Chetty, hereby declare that the dissertation submitted for PHD in Business Administration, Faculty of Management Sciences at the Durban University of Technology is my original work and has not been submitted to any other institution. I further declare that all sources cited or quoted are indicated and acknowledged in the bibliography.

.....

Krishnavellie Chetty

Student No: 19650357

## DEDICATION

This dissertation is dedicated to the late Mr. And Mrs. Naidoo, who are my wonderful parents, who have been my purpose to live and succeed in everything I do and say, who has encouraged me during my youthful years time and time again to study and be independent and successful, who has prayed for me, who has, nurtured me, who has instilled values, principles, norms and culture in my growing years. I miss you both Mum and Dad, and I know that from Heaven you both will be so proud of me your youngest child to be the first one in the family to obtain her PHD. I miss you and love you forever and thank you for showing me how to love and respect humanity. May your soul rest in peace.

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## DEFINITION OF KEY TERMS

1. Leader. A leader is a person who influences a group of people towards the achievement of a goal. A mnemonic for this definition would be 3P's - Person, People and Purpose
2. Followers: Followers can be described as those individuals or groups of people who voluntarily engage in the leadership process by partnering with other leaders and other followers for the purpose of achieving a shared vision.
3. Leadership. Leadership is the process by which an individual or group can influence another person or groups or individuals for the purpose of achieving a shared vision.
4. Servant Leadership. Servant Leadership style is a process of leaders and followers partnering together for the purpose of achieving a shared vision in which the good of the led are placed over the good of the leaders.
5. Team: A team is a partnership of two or more people who share a common objective or goal in which coordinated activity among the members of the team is requisite for the attainment of the objective or goal.
6. Effectiveness: Effectiveness is the achievement of common objectives or goals
7. Team Effectiveness: Team effectiveness is the achievement of common objectives or goals using the coordinated activity of the members of a team.



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### BIOGRAPHICAL INFORMATION

#### SERVANT LEADERSHIP

#### TEAM EFFECTIVENESS

## CHAPTER ONE

### OVERVIEW OF THE STUDY

#### 1.1 INTRODUCTION

The study purpose was to explore the various perceptions of servant leadership and its influence on team effectiveness amongst managers within the Armed Forces Hospital Saudi Arabia. Although Greenleaf's (1977), seminal work on servant leadership has led to a growing body of literature, very little or none has been done to investigate servant leadership and its influence on team effectiveness in health care in Saudi Arabia.

Leadership and organisational culture have been extensively researched as they play a paramount role in the success of organisations. The literature on leadership shows a continuous pattern which begins with focusing on the attributes and characteristics of leaders and then moves towards their behaviour and later emphasises the contextualised nature of leadership (Edwards and Gill, 2012) and (Riaz and Haider, 2012). The idea that there is no one best style has emerged with contingency theories where the situation and the followers, as well as the leaders control the most effective leadership styles. More recent studies have focused on charismatic and transformational theories of leadership. When one searches for servant leadership and team effectiveness, the results are minimum with none covering this relationship in healthcare in Saudi Arabia. If the search is reduced to just servant leadership or team effectiveness individually the results jumped to many. This indicates that servant leadership has gained increasing interests in recent years, especially where the knowledge gap between the leaders and their followers is diminishing due to the applications in the workplace. This was the main motivation for this study where the focus is on perceptions of servant leadership style, and its influence on team effectiveness among managers at Armed Forces Hospital. Saudi Arabian context, with particular attention to influence in team effectiveness.

Servant leadership has received an increasing amount of interest and recognition in recent years. Researchers have indicated employees perceptions of their supervisor's

servant leadership behaviours improve organisational performance by building organisational trust and team work (Reinke 2004), and has a positive relationship with the leader's values (Washington, Sutton and Field, 2006). Researchers also found that servant leadership increases team effectiveness by enhancing team potency (Hu and Liden, 2011) and can decrease employee withdrawal (Hunter, Neubert, Perry, Witt, Penney and Weinberger, 2013). In addition to the empirical research, some of Fortune's 100 best companies in America have practised and recommended servant leadership style (Levering and Moskowitz, 2000; Sendjaya and Sarros, 2002; Spears, 2010; Brownell, 2010). However, some researchers have focused on the effects of servant leadership on the hospitality industry, particularly about team effectiveness. Effective teamwork has been identified by many researchers as one of the core features of high performance organisations (Afolabi, Adesina and Aigbedion, 2009; Schlechter and Strauss, 2008; Sheng and Tian, 2010). Team based approaches to work can, increase innovation, improve quality, productivity, organisational responsiveness and flexibility, serve customers better and reduce the time it takes for an organisation to transform an idea into success (Glassop, 2002; Hamilton, Nickerson and Owan, 2003).

Given the pivotal role of teams in organisational success, team performance needs to be proactively managed to influence team effectiveness. Teamwork, facilitated by effective leadership, can be one of the means used by organisations to increase productivity (Chen, Kirkman, Kanfer, Allen and Rosen, 2007; Eisenbeiss, Van Knippenberg and Boerner, 2008; Morgeson, DeRue and Karam, 2010; Schaubroeck, Lam and Cha, 2007; Transcritti, 2010). While a leader is expected to be accountable for the effectiveness of his or her team, a service oriented approach to leadership appears to be one of the important determinants of team effectiveness (Irving and Longbotham, 2007). Duek (2000), in his research based on teams, highlights that both practice and research that when appropriate, raises the quality of the decisions made and actions that ultimately lowers the risks of failures in groups. Nelson and Quick (2003) elucidate that teams are instrumental in performing work tasks that are complicated, complex, inter related, and of a greater volume than one person can

handle. The ideology of team orientated management approach and systems is they promote the development of more egalitarian groups structures rather than developing the hierarchical structures of traditional work groups (Sulon, 1997).

## 1.2 PROBLEM STATEMENT

There has been progressive changes and evolution in the works and functionality of hospital leaders in management, including descriptions of how hospital leader's work output is perceived in the global context of healthcare. Hospital leaders have had to respond to many challenges, and this includes, new technology, new organisational goals and new challenges. A review of the literature indicates that there are many models of leadership. Currently, an in-house model of effective leadership and team work in the military health care sector does not exist. In light of these constraints, this study sought to explore perceptions of servant leadership and develop a servant leadership model for these organisation managers to improve team work. The most effective leaders have responded to the dynamism of the healthcare field by altering their leading skill set. Identification and application of the most suitable leadership style are essential in transforming the health sector in Saudi Arabia. Selecting effective leadership styles and models will guarantee that Saudi nationals and internationals are well educated and managed. The work environment is highly influenced by the relationship between leaders and their followers. It is vital to determine the significance of the manager's leadership style on the outcomes for the hospitals, employees and the patients. The available literature shows many relevant studies conducted in China, Europe and the United States but no studies done in Saudi Arabia.

Such data is not generalisable, as the leader–follower relationship is influenced by culture. As such, the mitigating factor of culture may have different effects for Saudi Arabia compared to other countries and regions. To achieve this the researcher will refer to the Greenleaf servant leadership models and characteristics. Manual and electronic searches indicate that there are numerous studies and literature on various leadership models. However, the literature on servant leadership and team



effectiveness in healthcare in Saudi Arabia is sparse. Other aspects such as the level of individuality and the organisation of the health sector may also influence the outcomes for the management leadership style and team effectiveness. This makes it difficult to generalise results obtained from other countries to the Saudi Arabian case. The information from such studies may be useful in developing adequate leadership training for managers in the Saudi Arabian context. This study focused on the perceptions of servant leadership style of the manager and its influence on team effectiveness in the military hospitals Saudi Arabia Southern region. The focus on hospital managers is essential, as they constitute a vital component of the health services and delivery of patient care. There is evidence of a paucity of systematic data concerning the leadership styles employed by managers in Saudi Arabia. Thus, this thesis makes a new and original contribution to understanding servant leadership dimensions and team effectiveness within the military health system of a major Islamic country Saudi Arabia.

### 1.3 TERMS OF REFERENCE

The terms of reference explained hereunder are important to this study and the context in which these are examined.

#### 1.3.1 SERVANT LEADERSHIP

Servant leadership was first identified by Greenleaf (2002), which focused on the premise that a successful leader must be willing to serve the interests and needs of his or her followers while assisting in the development of these followers to become leaders. According to Reinke (2004), the servant leader was the one who held the organisation in trust to the public or community it served, while remaining intimately aware of the needs and situations of those who worked within the organisation.

#### 1.3.2 TEAMS

Teams are a small number of groups of people with the complementary competencies and skills which are very committed to common purposes, performance goals, and approach for which they are mutually accountable” (Proehl, 1997:10). Teams are

considered virtual when one or more of the team members are physically located in separate places, and team members communicate primarily through the use of technology in contrast to the traditional face to face meetings (McShane and Von Glinow, 2011). A team can also be referred to as a small number or group of people with complementary work skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable (Katzenbach and Smith, 1994).

### 1.3.3 TEAM CHARACTERISTICS

Team characteristics refer to teams' distinguishing traits, qualities, or properties. Team characteristics include the following: self-management, participation, task variety, task significance, task interdependence, goal interdependence, interdependent feedback/rewards, potency, social support, workload sharing, communication/cooperation within the team, training, managerial support, and communication/collaboration between teams.

### 1.3.4 TEAM EFFECTIVENESS

Team effectiveness that is referred to as group effectiveness is the capacity a team has to accomplish the goals or objectives administered by authorised personnel or the organisation (Aubé and Vincent, 2011). A team is a collection of individuals who are interdependent within their tasks and shares responsibilities for outcomes and views themselves as a unit embedded in an organisational system which operates within the established boundaries of that system (Halvorson and Kristin, 2013).

Furthermore, team effectiveness refers to the output production of the team, which should meet or exceed the performance standard, and the work that should maintain or enhance the capability of team members to work together (Hackman, 2005). The assessment of team effectiveness consists of the criteria of team member job satisfaction (TMJS), team member judgment of effectiveness (TMJE), and manager judgment of effectiveness (MJE).

### 1.3.5 LEADERSHIP

Leadership refers to the process through which leaders and followers engage in producing change. Leadership is an intentional change process behaviour through which both leaders and followers are associated with a shared vision and purpose and initiate action to pursue a shared vision (Laub, 2004). Norhouse (2007) defines leadership as, “a process whereby an individual influences a group of people to achieve a common goal”.

### 1.4 BRIEF BACKGROUND TO THE STUDY

The main of the study is to explore the perceptions of Servant leadership dimensions and its influence on team effectiveness among managers armed forces hospital, Khamis Mushayt in Saudi Arabia. Few studies describe the practice of servant leadership within health care organisations today. Leadership is an area or subject of research which has been extensively examined over the past thirty years which led to an emerging leadership focus of servant leadership since 2004. Robert Greenleaf (1970) defines servant leadership servant leadership style or approach in the 1970's as not merely a management technique approach, but as a way of life which starts with the natural feeling that one wants to serve and to serve first (Parris and Peachey, 2013). Since Greenleaf's (1970) foundational essays on *The Servant as A Leader*, research has developed to better understand the tenants or the characteristics of the servant leadership. However, significant research contributing to an increased awareness of servant leadership did not occur until early 2004. The models for servant leadership, where it has been implemented, has significant implications for the individual and the organisation as a whole (Guillaume, Honeycutt and Cleveland, 2012). According to the Greenleaf Center for leadership (2011), an average of over 20% of the fortune magazines tops 100 companies have sought guidance from the Greenleaf Center for Servant leadership which includes, Starbuck's and Vanguard Investment Group, and Southwest Airlines, among many other organisations (Parris and Peachey, 2013). Health care professionals are often promoted or upgraded within a hospital system for their expertise and experience in the clinical or technological aspects of the job rather

than leadership qualities (Garman, Butler, and Brinkmeyer, 2006). This creates a problem of potential lack of leadership abilities in those who have been promoted and their influence on team effectiveness. Servant leadership serves as an exceptional leadership model for healthcare according to Cunningham (2003) and Schwartz and Tumblin (2002). Therefore, leadership development processes, specifically that of servant leadership style is needed in the health care fields (Lauer, 2007; Marquis and Huston, 2009; Supamanee, Krairiksh, Singhakhumfu, and Turale, 2011). The current climate in many healthcare organisations does not align or embrace the idea of servant leadership styles as envisioned by the founder of the concept Robert Greenleaf when he originally introduced the concepts of servant leadership. He envisioned a model of leadership that is rooted in the fundamentals of the human drive to care for others and to contribute to the betterment of society. Bennis and Nanus (1985) states that the problem with many organisations, and especially the ones that are failing or not meeting outcomes, is that they have the tendency to be over managed and under led and this may be related to ineffective team work abilities. They found that there is a difference in leadership style and management approach, but both are essential to the success of organisations. However, the distinct differences between leadership and management was a matter of perspective. Leaders were vision, judgment, and effectiveness oriented, while managers were more concerned with efficiency and mastering routines or doing things right. Hannigan (2008) investigated servant leadership, as a predictor of managers performance within organisations that is caused by both faculty and administrator leaders. Given these few significant studies, the need for this research is evident in healthcare within Saudi Arabia. The challenges facing the military hospital suggest a need to transcend traditional rationality and move towards recognising the pivotal role leadership play, particularly leadership based on team effectiveness in fostering organisational performance (Reinke, 2004). This can be related ineffective management and leadership styles that can influence the commitment level of employees and team effectiveness.

Nierhoff, Enz and Grover (1990:337) identified that the overall management organisational culture and the style driven by the top management actions were

strongly related to the degree of team effectiveness. These relationships between leadership and team effectiveness brought to light the importance of having strong and effective managers and the need to examine their roles in enhancing organisational outcomes. Miring'u (2011) also notes that many organisations face challenges of mismanagement, bureaucracy, wastage, incompetence and irresponsibility by directors and employees. All the stated problems may be an indication of a possible lack of effective leadership style and team work among managers. The most recent timeline and the amount of research data that are available indicate that there is many studies that have been conducted on the theoretical approach and on developing measurement tools through which to explore servant leadership within organisations. Specific research on the extent of servant leadership in the literature point to servant literature research which has its origin in the health care and policy fields that were used primarily to make clinical and policy decisions (Paris, 2013). A useful construct of servant leadership was needed to operationalize a model of servant leadership style for empirical research purposes that would stand apart from other models of leadership (Huckabee, 2008). Though there has been an improvement in service delivery by the organisations in the recent many years, there is still a lot that needs to be done or implemented to enhance efficiency and effectiveness. The challenges facing the health sector in Saudi Arabia suggest a need to transcend traditional rationality and move towards recognising the pivotal role leadership plays, particularly leadership based on moral values in fostering team work (Reinke, 2004). This may be due to management styles that can influence the team work level of managers. According to Barbuto and Wheeler (2002, 2006), they highlight that servant leadership style is one of the most popularly or commonly discussed in the literature but the least critically examined leadership philosophies in most of the organisations and it should be a natural model for these organisations. There is however little research conducted to document the use of this leadership style in healthcare within Saudi Arabia This study aims at exploring servant leadership perceptions and the influence it will have on team effectiveness among managers in the context of health care in Saudi Arabia with a view of filling this gap. This study will be the first of its kind to test the construct validity of

the Servant leadership (SLQ) and Team Effectiveness (TEQ) questionnaire in the Saudi Arabia military health care context. The available research on servant leadership style and team effectiveness has been highly supported by many authors and much additional work is needed to better understand the antecedents, the characteristics its attributes and the consequences of servant leadership, as well as contextual variables that may influence the concepts in which servant leadership relates to teams (Liden, Panaccio, Meuser, Hu, and Wayne and Van Dierendonck, 2011).

### 1.5 THE AIM OF THE STUDY

The aims of this study or research are to explore the perceptions of servant leadership dimensions and its influence on team effectiveness among Armed Forces Hospital Managers in Khamis Mushayt, Saudi Arabia. Servant leadership and team effectiveness can play a central role in team performance. The overall primary goals of this study are to conduct a study on the perceptions of servant leadership dimensions and its influence on team effectiveness to improve work outcomes in health care among managers. The secondary goals are to validate a theoretical model explicating the structural impact servant leadership may have on team effectiveness in the Saudi Arabian military healthcare sector.

### 1.6 OBJECTIVES OF THE STUDY

This study explores the perceptions of servant leadership dimensions and its influence on team effectiveness practices among managers in healthcare Saudi Arabia.

Therefore, the research objectives of this study include:

- To Identify dimensions of servant leadership and team effectiveness that are most, and least, displayed by supervisors, as perceived by managers through the questionnaire feedback from the data collection method.
- To design a comprehensive healthcare managerial framework that explicates the manner in which servant leadership influences team effectiveness.

- To explore the various dimensions of servant leadership and team effectiveness, if any, are highly correlated when assessing the perceived behaviours of their current supervisors through the data analysis.
- To examine if a managers perceptions of his/her supervisor's servant leadership and team effectiveness behaviours are different according to demographics (age, gender, ethnicity, work department, the length of time working in the organisation, the length of time working with immediate supervisor).
- To describe how servant leadership behaviour affects team effectiveness.

#### 1.6.1 SECONDARY OBJECTIVES

- To make various recommendations on how to improve leadership practices and team effectiveness among AFHSR Armed Forces Hospital Southern Region managers.
- To provide a conceptual framework for devising a servant leadership development program at the AFHSR Armed Forces Hospital Southern Region with the aim to improve team effectiveness.
- To develop a model of servant leadership and team work that best fits managers for this organisation.

#### 1.7 RATIONALE FOR THE STUDY

A rationale is how the researcher developed an interest in the topic and why the researcher believes the research is worth doing (Vithal and Jansen, 2003:11) The purpose of this research was to identify how managers perceived the practice of servant leadership dimensions and its influence on team effectiveness among managers and to increase the understanding of servant leadership in the under researched area of Health care in Saudi Arabia Military environment. To serve this purpose, the study used a correlative quantitative research method and was based on managers' ratings of servant leadership dimensions perceptions and team effectiveness within this organisation as well as routine performance measures when determining the effectiveness of health care teams. The specific research

population is from the military hospital health care segment of Saudi Arabia in the Southern Region. Servant leadership served as the independent variable and team effectiveness measurements are the dependent variables for the study.

## 1.8 SCOPE OF THE STUDY

The extent of this research was very limited by the nature of the design, instruments and the sample. First, at the design level, the scope of the research is limited to a research question: What are managers' perceptions on servant leadership dimensions and its influence on team effectiveness? The second factor regarding the instrumentation of servant leadership was measured at the individual leader level by the SLQ Servant Leadership Questionnaire (Barbuto and Wheeler, 2006) and the TEQ Team Effectiveness Questionnaire (Larson and LaFasto, 2001). Team effectiveness may be limited as this scale was designed to measure the contextual dimension of effectiveness. Moreover, the study is delimited and does not include traditional and comprehensive hospitals in Saudi Arabia because situational factors differed in their uniqueness and given its complexities. Moreover, the inclusion of any other Healthcare organisations will make the study too longitudinal. The study variables, namely, servant leadership and team effectiveness, in particular also examines the cultural and demographic imperatives aligned to these constructs which find strategic applicability at the military hospital level. Hence, the Armed Forces Hospital as a military centred hospital was ideally suited as a strategically selected unit for this study.

## 1.9 RESEARCH METHODOLOGY AND DESIGN

Research methodology has been defined as an operational framework within which the facts were highlighted so that their meaning may be seen to be more clear (Leedy, 1989). Research methodology is a plan or design for the process of finding a solution to effective leadership approach to improve team work. As stated in the previous chapter the aim of this research study is to explore the perceptions of servant-leadership and its influence on team effectiveness in Khamis Mushayt Military Hospital among managers. The research methodology will then be the plan or design for finding solutions to these objectives. A survey will be conducted using a questionnaire as a



research instrument. Questionnaires are one of the most widely used survey data collection techniques. The standard questionnaires are designed to reduce the error that can be attributed to the interviewer, by scripting the question format and order and defining in detail how the interviewer is to proceed through the questionnaires by SLQ Barbutor and Wheeler (2006) and Larson and LaFasto (1989). As each person is required to respond to the same set of questions, it provides an efficient way of collecting responses from a sample. A survey was found to be appropriate for this study because it was the most efficient technique to achieve the research objectives.

#### 1.10 DESIGN

The research design is a strategy for gathering evidence about the knowledge desired (De Vos, Strydom, Fouche and Delport, 2005). This study employs a correlative quantitative research approach using multiple measures. The correlation strategy involves measuring two or more variables as they exist naturally to establish the relationships between the variables that can be used for prediction. Monette, Sullivan and DeJong (2008:9) define research design as a plan outlining how observations will be made and how the researcher will carry out the research project. Walliman (2006:42) states that the research design provides a framework for the collection and analysis of data and subsequently indicates which research methods are appropriate. Silverman (2001:2) further attests that the features of quantitative research are hard, fixed objective, value free, survey, hypothesis testing and abstract. Byrne (2002:14) emphasises that exploration be necessary when little is known about the subject being researched. Hence a correlative quantitative incorporates an explorative paradigm that will probe, examine and explore the available literature for this study.

#### 1.11 TARGET POPULATION

Welman, Kruger and Mitchell (2005:52) state that a population is the full set of elements from which a sample is selected. The target population for this study comprised of all managers of the Armed Forces Hospital Khamis Mushayt Saudi Arabia. The target population will be obtained from the internal employee data base via the Human Resource Department (Armed Forces Hospital Data Base). The identified target

population equated to 250. Another main concern in sampling is the size of the sample (Terre Blanch and Durrheim, 1999). The sample size must be adequate to allow inferences to be made about the population from the research findings. However, Bryman and Bell (2003) contend that the absolute rather than the relative size of a sample is what increases validation and therefore the sample must be as big as possible. This research study aimed at a sample size of 200 individuals.

#### 1.12 SELECTION OF SAMPLE

According to Willemse (2009:19), the design of a sample describes the method used to select the sample from the population. Willemse (2009:19) further attests that the size of the population, resources available, sampling error and variation in the population are some of the factors that influence the sample size. The method used to determine the sample for this study was selected from a database for sample selection. Boyd (2006:30, Sekaran, (1992:243) and Fink (1995:44) explain that when the target population is 250, the recommended sample size at a confidence level of 95%. For this study, a target population of 250 and a sample size of 200 are recommended. According to Saunders, Lewis and Thornhill (2009:156-161), the selection of a bigger sample produces significant statistical results for generalisations and also eliminates sampling errors. De Leeuw (2005:233-255) and Dattalo (2009:229-248) state that a bigger sample allows the researcher to obtain exploratory, in-depth information from a larger segment of the population while minimising response bias. The simple random sampling method, without replacement, will be used to draw the sample of 200 respondents. The sample for the present research will be collected in a military hospital in Saudi Arabia Southern Region. This division included 250 managers and was an appropriate organisation among which to research due to the team based systems that permeate their operational structures. The 250 managers of this organisation composed the sample frame for the study, and the research sample will be drawn from this sample frame utilising an open invitation to participate sent by e-mail and memorandum internally. This method will help to ensure a simple random sampling from the sample frame. The researcher aims to receive an average of over 95 percentages of the respondents to respond to the questionnaires. Permission to

research within this organisation was granted, and the senior leader of this organisation provided invitations to all the members inviting their voluntary participation. Although the team is expected to be the department of analysis in the studies of this nature, the present study will use the individual team members (managers) as the unit of analysis. The study will be conducted using managers drawn from various departments in the organisation in Armed Forces Hospital Southern Region. The sample will consist of 200 managers including female and males of different nationalities and age groups. The age category will be identified through the demographics and the ethnic distribution in the sample. The sample is predominantly English speaking however their first language is Arabic, and their education level ranges from diploma and degree and masters which will include nursing and medical.

#### 1.13 DATA COLLECTION METHODS

Access to the sample will be achieved through the personal delivery of the questionnaires to the various heads of departments within the Armed Forces Hospital. The participants will receive a composite questionnaire including a covering letter, a biographical section, and the two measuring instruments. The covering letter will give the reason for the study and instructions on completing the questionnaires. The main advantage of the self-administered type of questionnaires is that they are easily distributed to a large number of participants and are completed during the participants' own free time. According to Welman et al. (2005:257), this method ensures a high response rate compared to other methods. The selected sample respondents will be asked to return the completed questionnaires within two weeks from time of distribution to the Human Resource department. The head of departments of the units will receive a letter hand delivered in advance from the human resources department of the organisation briefing them about the survey of the present study in which they, as managers will be requested to participate (attached as Appendix A). Two follow-up emails will be sent by the HR head of department to the managers requesting prompt completion of the questionnaire. This instrument will consist of the following factors (a) basic demographic questions (participant position level, gender, and educational attainment), (b) the SLQ Barbutor and Wheeler (2006) Servant leadership), and (c) the

TEQ Larson and LaFasto, 2001) team effectiveness at the team level. Utilizing this format will allow for a manual mediated collection of the research data. The instrument will be available to the sample frame for two weeks until an appropriate sample size was met. The data collection will be completed relatively quickly due to having the advocacy of the top leader of the sample frame. The researcher is aware of the possibility of poor and low response rate. However, these factors will be taken into consideration in the sampling size. The researcher aims to receive an average of over 90 percentages of the respondents to respond to the questionnaires. The sample size is 200 and to avoid the problem of low response rate the researcher will include a five percent additional sample. Permission to research within this organisation was granted, and the senior leader of this organisation provided the invitation to the members inviting their voluntary participation.

#### 1.14 PILOT TEST OF THE QUESTIONNAIRES

According to Sekaran (2003:138-141), the purpose of a pilot study is to refine the questions on the questionnaire to ensure there is no ambiguity or bias. For this study, ten homogeneous respondents, who did not form part of the sample respondents, participated in this study and was randomly selected to test the questionnaire so that the necessary revisions or corrections could be made before the questionnaire was administered to the selected main sample group. The responses of the ten pilot respondents were then captured to form a dataset by a qualified statistician. This was then subjected to the Cronbach Coefficient Alpha Test to determine the reliability of the questionnaire. The feedback obtained in the pilot test will be used to amend the questionnaire so that ambiguities were eliminated. The services of a statistician were used to test the consistency of the questionnaires.

#### 1.15 QUESTIONNAIRES

In the correlative quantitative research design, a close-ended structured questionnaire will be used to collect the data from the selected sample respondents. The questionnaire will comprise of Larson and LaFasto's (1989) a covering letter assuring respondents of their anonymity and a consent form. The questionnaire will be

developed taking into consideration the guidelines provided by Welman et al. (2005), which includes closed-ended questions, conciseness, unambiguity, using a justified sequence and ensuring that the questions are appreciable to all respondents. The Likert scale format will be used to allow the respondents to indicate the extent to which they will rate on a four point rating made up of: never, seldom, unsure and always with a series of statements about a given main theme (Saunders et al., 2009:123-127). The (SLQ) Servant Leadership Questionnaire Design consisted of a 23 item questionnaire that measured five servant leadership factors of altruistic calling and emotional healing, wisdom, persuasive mapping, and organisational stewardship. Two versions of the Servant Leadership Questionnaires (SLQ) exists that can be used as a self-rater or follower-rater. This study will utilise the self-rater version. Items are based on a 4-point Likert scale (1 being never, disagree to 4 being always), which measured the degree to which the individual agrees with the described behaviour.

The Servant Leadership Questionnaires (SQL) are valid measures of servant leadership and are based on the characteristics that are outlined by Spears (1995, 1998). This study utilises Barbuto and Wheeler's (2006) Servant Leadership Questionnaire (SQL) because unlike the other scholars that developed new servant leadership frameworks and constructs, the Servant Leadership Questionnaires (SLQ) did not create new frameworks and is grounded in the original servant leadership models presented by Greenleaf. There are other studies that have utilised the Servant Leadership Questionnaire (SLQ) and have found it a valid measure of servant leadership (Anderson, 2009; Dannhauser and Bushoff, 2007 and Bugenhagen, 2006). While both are valid servant leadership measurement tools, the Servant Leadership Questionnaire (SLQ) is significantly shorter with only 23 items as opposed to the other scholars who include 97 items.

Team Effectiveness Questionnaires (TEQ) by Larson and LaFasto, (2001) is a continuous interval level data needed to be collected for the variables of team effectiveness at the team level. Due to Larson and LaFasto's (1989) close association with scholarship in the area of team effectiveness, the Team Effectiveness Questionnaire (TEQ) will be an ideal instrument for providing interval data on team

effectiveness at the team level. The items of the Team Effectiveness Questionnaire (TEQ) were formed around the following dimensions of team effectiveness, clear, elevating goals, results-driven structures, competent team members, unified commitment, collaborative climate, standards of excellence, external support and recognition and principled leadership. The researcher further conceptualised the instrument to 11 elements as a self-rater for perceived team effectiveness within the sample of managers at Armed Forces Hospital Saudi Arabia.

#### 1.16 DATA ANALYSIS

The responses to the close-ended structured quantitative questionnaire will be captured to form a data set. The data for each question will be captured to form the composite data set. Thereafter, the responses will be analysed using the latest version of the Statistical Package for Social Sciences (SPSS) version 24 for Windows by a qualified statistician. The SPSS will also facilitate the utilisation of the appropriate statistical tests for the empirical analysis. Correlation analyses will be used to find the relationship between servant leadership and team effectiveness. The correlation analyses employed in this study will be (a) stepwise multiple regression analysis (using SPSS version 20), and Confirmatory factor analysis to confirm whether a set of measures are related according to the form described in a model of their relationships Blaikie (2003), by producing a series of fit indices. Correlation is a technique for investigating the relationships between the two quantitative and continuous variables, which includes age and blood pressure variables. Pearson's correlation coefficient ( $r$ ) is defined as a measure of the strength of the association between the two variables. The first step is studying the relationship between two continuous variables to draw a scatter plot of the variables to check for the linearity. The correlation coefficient should not be calculated if the relationship is not linear. For correlation only purposes, it does not matter on which axis the variables are plotted. The nearer the scatters of points are to a straight line the higher the strength of association between the variables exists. The measurement units that are being used does not impact on the significance. Structural equation modelling handles the relationships between numerous interrelated

predictor variables and serves to estimate a series of interdependent multiple regression equations simultaneously (Blaikie, 2003).

The t-test was used to establish if the correlation coefficient were significantly different from zero, and there was evidence of an association between the two variables. There is then the underlying assumptions that the data is from a normal distribution sample size randomly. If this is not true or significant, the conclusions may well be invalidated. If this is the case, then it is better to use Spearman's coefficient of rank correlation (for nonparametric variables (Campbell and Machin, 1999). It was interesting to note that with larger samples, a low strength of the correlation existed, an example is  $r = 0.3$ , can be highly statistically significant (i.e.  $p < 0.01$ ). However, is this indication of a meaningful strength of association? By the end of the study, conclusions gleaned from the two variables will be integrated to provide a fuller understanding of the phenomenon under this study. Integration might be in the form of comparing, contrasting, building on, or embedding one type of conclusion with the other. Stephens (2004:136) contends that correlation and regression analyses are two techniques that enable the researcher to determine the connection between the actual dimensions of the two variables

#### 1.17 VALUE OF THE STUDY

The researcher is of the opinion that the data gained from conducting this research study will have the potential to contribute to resolving the concerns created by a lack of research in the area of servant leadership style and the influence on team effectiveness in health care organisations in Saudi Arabia. Furthermore, this study will aid in practical application and theoretical discussions regarding servant leadership and its influence on team effectiveness at management level. The significance of the study is to make an original contribution the body of knowledge about the development of an effective leadership style to influence team work for organisation outcomes in healthcare Saudi Arabia. The researcher is of the opinion the data that will be produced from this study will assist management in several ways, and this includes the following:

- This study may help to provide areas of emphasis for individuals responsible for developing leadership training programs for the organisation of health care.

- The data will have the potential to supply support for or against the ongoing efforts in researching the applicability of servant leadership and its influence on team effectiveness within Military health care sectors in Saudi Arabia.
- Moreover, finally, information from this study may grant additional insight into whether the degree an individual at management level implements the dimensions of servant leadership has an influence on their level of team effectiveness within the organisation.

The present study attempts to integrate concepts, practices and existing servant leadership dimensions and team effectiveness frameworks. It is clear that currently there is no one-size-fits-all approach to leadership. The significance of the study is the provision of an in-depth understanding of the factors influencing servant leadership and team effectiveness of the managers of Armed Forces Hospital Saudi Arabia. It will provide evidence based management data about current situation within organisation leadership. The research findings from the study of Khamis Mushayt region will provide the Saudi Arabia Military hospitals with a comprehensive strategic managerial framework to improve team work among managers. The health care authorities of other regions in Saudi Arabia may benefit from implementing the managerial framework, and the finding may also raise awareness about health leader's behaviours and team work within the organisation. Also, the results of this study aim more importantly to contribute to the body of new knowledge to healthcare in Saudi Arabia. Other valuable outputs include the following:

The findings of this study will be made available through:

- Publications and findings in accredited peer-reviewed journals.
- Presentations at local and international conferences.
- Sharing the findings at the national and international conferences/forums
- Seminars and Leadership workshops conducted at Armed Forces Hospital Southern Region



- Leadership forums within the Gulf and Saudi Arabia for the use of military managers for military health care organisations Saudi Arabia.
- Encouraging further research on servant leadership in healthcare within Saudi Arabia.
- Developing human and intellectual capital.

## 1.18 STRUCTURE OF THE DISSERTATION

The dissertation is structured as follows:

### CHAPTER ONE: BACKGROUND AND OVERVIEW OF THE STUDY

Chapter one gives an overview of the study. It demarcates the field of study. An introduction to the study is followed by the problem statement, key objectives, rationale of the study, and scope of the study are presented in Chapter 1. An overview of the study is the focus of Chapter 1.

### CHAPTER TWO: AN OVERVIEW OF SERVANT LEADERSHIP AND TEAM EFFECTIVENESS DIMENSIONS, THEORETICAL AND CONCEPTUAL FRAMEWORK OF TEAM WORK AND LEADERSHIP.

Chapter two highlights the theoretical framework of the study. The framework of the current literature published on Servant leadership and team effectiveness. It further describes the various leadership approaches and will provide an overview of the theoretical underpinnings behind the theorising relating to the model under study. The conceptualization of how servant leadership dimensions, relate to team effectiveness dimensions will be explored and discussed within the context.

### CHAPTER THREE: THE MODELS OF SERVANT LEADERSHIP, LEADERSHIP AND TEAM EFFECTIVENESS AND VARIOUS RESEARCH CITED ON SERVANT LEADERSHIP AND TEAM WORK AND SERVANT LEADERSHIP AND TEAM EFFECTIVENESS COMPARISONS

Chapter three highlights the various servant leadership models and theories that are most often compared to transformational leadership, a theory introduced in 1978 by James MacGregor Burns, and then later extended by Bernard M. Bass, (1985). Like servant leadership, transformational leadership style or approach has become a popular leadership model in recent years because of its emphasis on excellent leader characteristics and its humanistic valuation of followers. Some behavioural scientists have contended that transformational and servant leadership theories are both rooted in the charismatic leadership frameworks that were developed by Max Weber in the late 19th and early 20th centuries (Smith, Montagno & Kuzmenko, 2004). This chapter will view the various models and explore servant leadership and team effectiveness.

### CHAPTER FOUR: RESEARCH METHODOLOGY AND DESIGN

Chapter four discusses the research methodology and design and outlines the strategy used to address the main factors. The methods focused on how to approach an empirical inquiry into the relationship between servant problems under investigation. This chapter describes the research methods that were used in the present study leadership at both the organisational and individual leader levels and team effectiveness. The methodology incorporates the research design, sampling strategy, and data collection procedures, measuring instruments, statistical analysis, issues of item and dimension analysis and how to deal with missing values. This chapter includes a detailed discussion of the sample selection, sample size and the collection of data and the development of the measuring instrument.

## CHAPTER FIVE: ANALYSIS OF THE DATA AND THE RESULTS OF STUDY

Chapter five presents an analysis of the data and the results of the study. This chapter further presents an analysis using SPSS version 24 for Windows by a qualified statistician of the data and a detailed discussion of the findings.

## CHAPTER SIX: DISCUSSION OF FINDINGS

Chapter six discusses the results of the data and detailed discussion of the findings arising from the analysis of the responses obtained from the data captured. The results are presented by descriptive statistical data, reliability analysis and Kolmogorov Smirnov tests based on the measurement instrument and the exploratory framework.

## CHAPTER SEVEN: RECOMMENDATIONS AND CONCLUSIONS

Chapter seven will conclude with the salient findings of the study. In chapter seven, the researcher includes the purpose and the implications of the findings, limitations, recommendations for future research, and the conclusion. Based on an extensive literature and data analysis this study focused on the perceptions of servant leadership and its influence on team effectiveness amongst managers within the Armed Forces Hospital, Southern Region, Khamis Mushayt, Saudi Arabia.

### 1.19 SUMMARY

The chapter provided an overview of the study. The objectives of the study together with the problem statement and rationale were outlined. The key definitions related to the study were discussed. The chapter alludes to the servant leadership perceptions and the influence on team effectiveness among managers Armed Forces Hospital Khamis Mushayt Saudi Arabia. This study will be tested using questionnaires sent to a sample of 200 respondents from the selected health care organisation in Saudi Arabia. The model will be sent to the senior management of Healthcare of Military system and could serve as a catalyst for managers and future managers within this sector for leadership. The next chapter identifies an overview of servant leadership and team effectiveness dimensions, the theoretical and conceptual framework of team work and

leadership, the models of servant leadership, leadership and team effectiveness and various research cited on servant leadership and team effectiveness in a diverse setting. Servant leadership dynamics against the background of leadership and team work are also explored in chapters two and three.

## CHAPTER TWO

### AN OVERVIEW OF SERVANT LEADERSHIP AND TEAM EFFECTIVENESS DIMENSIONS, THEORETICAL AND CONCEPTUAL FRAMEWORK, HISTORY AND ORIGIN OF TEAM WORK AND LEADERSHIP.

#### 2.1 INTRODUCTION

In a climate that features health care demands, service excellence, best and safe practices, job satisfaction and human resources shortage of skills and global challenges, the presence of effective leaders and effective teams represent organisational efficiencies, especially within this sector of health care. As the search for increased understanding of what facilitates servant leadership and team effectiveness continues, health care based case study strategies are becoming a widely used approach in operations management research. These efforts help reduce the gap between theory and clinical practice (Hill, Nicholson and Westbrook, 1999). A leader's attributes determines an organisations future. All the factors works as a whole to impact an organisations development because all companies are influenced by their internal and external environments. However, all these factors must affect an organisation through its leader and its team. In the real world, a strategic decision made by the leader can take the organisation to a peak or cause the organisation to go into decline depending on the leader's vision. The decision-making process is highly related to a person's attributes. The current health care environment and societal environment require modern leaders with team approach to keep a sense of urgency and are expected to take measures at the right time by updating an organisations vision, emphasizing work ethics and the organisations corporate social responsibility or investment, and taking care of their followers, even more than themselves to inspire employees to work harder and more creatively. Greenleaf (1977) articulates the concept of servant leadership in 1977. According to Greenleafs ideas, servant leadership can be recognised when people begin with their natural feelings to serve first, and then their conscious choices bring them to aspire to lead (Greenleaf, 1991). A servant leader's highest priority is to make sure that other people's needs are being

served (Greenleaf, 1991). Servant leaders can have a critical influence on an organisations performance.

The improvement of organisational performance can be a contributing factor as one of the outcomes of the application of servant leadership and team effectiveness. Servant leadership behaviours may impact an organisation at its root. The well known organisation, such as Starbucks, aims to ensure that they can satisfy every customer's needs so that its highest priority can be served with every cup of coffee. This is an excellent application of servant leadership to improve organisational performance. From the mission statement of Starbucks, the employees are being called partners. It is not just a job for them but more a partnership or a joint venture relationship within this organisation. It is their passion and lives because their needs are also being served by Starbucks. They respect each other and work tightly to increase the team's effectiveness. Health related organisations are facing diverse and complex challenges. The organisation leadership has found that the traditional leadership approaches to be inadequate to meet these new challenges and is seeking new solutions.

Numerous leadership approaches offer potential solutions, but health related organisations need an approach fitting the ethos of the organisational culture as well as matching the values of the organisation and allowing for the use of their leadership practices and styles within the Saudi Arabian culture and climate. Servant leadership has been proposed as a viable leadership model for health related leaders. The purpose is to explore these perceptions of servant leadership and its influence on team effectiveness within this health care environment.

While Greenleaf's (2002), seminal work on servant leadership has led to a growing body of literature surrounding the construct very little has been done to investigate what effect servant leadership behaviours patterns have on the effectiveness of teams. Given this void in the literature, the present study explores this concept about perceptions and influences of the two variables. This study focuses on many elements. First was the interpretation and understanding of servant leader models and team effectiveness models and measurements that were developed by various scholars. Then chapter three provides an exploration of the servant leadership and team

effectiveness characteristics and origins and its influence on behaviours. The third section highlights the applications of servant leadership and team effectiveness which demonstrates its reality. The last, provides a conclusion and research that could continue about leadership and team leadership for organisational effectiveness. Little research on exactly what team leaders do to assist team effectiveness has been undertaken by the researchers (Guzzo and Dickson, 1996) and (Kozlowski and Bell, 2003). Thus, a need exists for research that examines the influence servant leadership has on the various leadership approach and team effectiveness models within health care environments. This research project has endeavoured to increase the understanding of these perceptions. The purpose of the literature review is to identify and analyse the extent the literature is related to, the perceptions of servant leadership and how it influences team effectiveness. The military leadership paradigm is in an active process of transition and adaptation to meet the critical demands of globalisation and mobilisation associated with the current world situation. The literature review was organised to focus on the work of Greenleaf (2002), who originated the idea of servant leadership and first used the term in his writings. This further explored reviews of recent commentary and empirical literature influencing leadership theory and practice over the last many years and an examination of how that body of literature was related to servant leadership. An analysis of selected empirical studies of servant leadership and team work were explored to determine the influence of these two variables (Parolini, 2007) and (Washington, 2007).

## 2.2 THEORETICAL FRAMEWORK OF THE STUDY

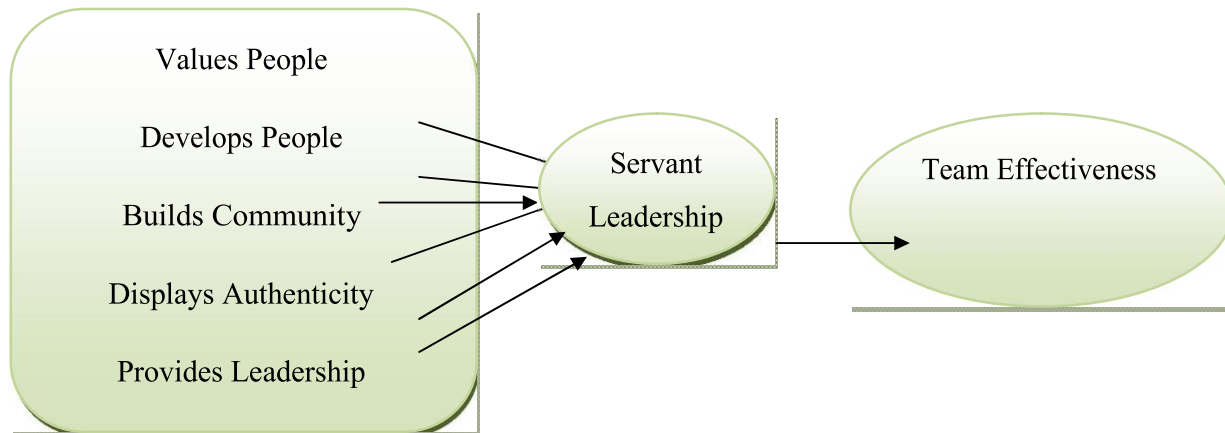
Although much has been written and discussed on servant leadership, to date there has been no doctoral research done on the origins of servant leadership and its influence on team effectiveness that the researcher had been able to locate related to healthcare organisations in Saudi Arabia. To fill this void, various historical research methodologies, modern transformational and contingency leadership theories and ethical schools of thought advocating this concept were relied upon in this study. This study seeks to advance the understanding of servant leadership in the scholarly literature by making explicitly the philosophical framework that informs this concept.

Three scholars provide the template for this endeavour. The first is an integrative literature review exposes historical and conceptual influences on the philosophical components of servant leadership (Torraco, 2005). The present study seeks to answer two important questions. First, what worldview or paradigm would best align with this concept and second, what is Greenleaf's philosophical framework for servant leadership. Philosophy and its influence on team work in health care environment. Ethical concepts are not derived in a vacuum according to Senge (1990). Revealing a philosophy is usually a twofold task, namely to expose the philosopher's systems and to explain how this historical context contributes to this system (Catana, 2005:78). A philosophical framework as proposed by Ruona and Lynham (2004) makes explicit the nature of human beings their values, beliefs and assumptions that inform the act of servant leadership. The personal nature and historical timing of Greenleaf's writings reflect a philosophical system and identify servant leadership as the nature of one's being. These philosophical principles moulds and informs the act of servant leadership. Ultimately, the findings provide the foundation for future theory building (Lynham, 2004). This study presents an overview of the various servant leadership concepts, models and theories and explores the philosophical divisions within this literature, and proposes a philosophical framework that best informs and explains servant leadership and team effectiveness and the servant leadership models and team effectiveness models.



## 2.3 CONCEPTUAL FRAMEWORK OF SERVANT LEADERSHIP

Figure 1. Servant Leadership



Source: Servant Leadership. Greenleaf Centre for Servant Leadership (1997:4) . Adapted.

Servant leadership incorporates the ideals of empowerment and the total quality team building approach and participative management style and the service ethic into a leadership philosophy. In the words of the Greenleaf Centre for Servant Leadership (1997:4), this model of leadership emphasises increased service to others and a holistic approach to work processes in promoting a healthy sense or awareness of community and the sharing of power ability in decision making. Servant leaders must be value and character driven people who are performance and process oriented. The concept of servant leadership appears to be so complex as to defy simple definition it is multi dimensional, rich in hues and wide ranging in its meanings. The servant leadership literature has freely used terms from different disciplines. Religious words such as God, Soul, and Spirit and psychological concepts such as personal growth, self-awareness or inner strength, and to identify this they are mixed with management "buzz words" such as flat organisation and shared vision. Several authorities on servant leadership concepts have recommended that to learn servant leadership approach

such persons need to undergo a vivid journey of self-discovery and personal transformation. The secrets of the strengths of servant leadership style are gradually revealed to them through active listening skills to their inner voices as well as the voices of those who have discovered the truth. Despite these caveats about understanding the true nature of servant leadership, we must nevertheless provide a clear and comprehensive, definition of servant leadership to measure it.

## 2.4 HISTORY OF SERVANT LEADERSHIP

To understand Robert Greenleaf's concept of servant leadership, one must read his major works, which include *Servant Leadership*, (1977), *The Servant Leader Within* (2003), *Seeker and Servant* (1996), *On Becoming a Servant Leader* (1996), and *The Power of Servant Leadership* (1998). The most obvious place to start with is with his 1970 essay, "The Servant as Leader." In this essay, Greenleaf reveals the identities of notable writers and individuals who helped shaped his beliefs. Greenleaf freely admits that most of these ideas came to him as intuitive insights as opposed to consciously driven logic. This simple but radical shift from leaders serving followers to followers serving leaders is a metaphor for servant leadership. Also in this essay, Greenleaf defines servant leadership and reveals many others who contributed to his ways of thinking, such as Albert Camus, Ralph Waldo Emerson and Paulo Freire. He gives numerous examples of men who exemplified servant leadership in their lives. They include John Woolman, George Wyeth (Thomas Jefferson's mentor), and Nikolai Grundtvig. Another writer, whom Greenleaf acknowledges as having had a large influence on him, was E.B. White. From White, he learned to appreciate the art or skill of seeing things whole. Today we might call that whole brain thinking. In any summary of Greenleaf's writings, one is now obliged to include Don Frick's definitive biography by Robert K. Greenleaf the initial founder of the concept, *A Life of Servant Leadership* (2004). By reading Frick, one can come to an understanding of Greenleaf as a person, and learn about his upbringing, education, family life, marriage and career. Frick details the events and individuals who shaped his thinking and beliefs with a sensitive, almost loving touch. He describes life in mid western Indiana at the turn of the century, a world that no longer exists, and its formative influence on Greenleaf. He also describes the

positive and nurturing relationship Greenleaf had with his father, despite growing up in a troubled family. All of Greenleaf's remarkable set of friends and contacts are mentioned, from corporate and university presidents to Eleanor Roosevelt, Peter Drucker, Alfred Korzybski, Thomas J. Watson Jr., Bill Wilson, Will Menninger (Karl's brother), Abraham Joshua Heschel, Ira Progoff, Ken Blanchard and many others. Servant leadership was derived through an analogical or interpretive reasoning according to Kneller (1997), in which Greenleaf himself essentially used a metaphorical character (identified as a servant leader) and demonstrated leadership which aligned with his values, beliefs, and knowledge view to conceive servant leadership. When the historical contexts and philosophical underpinnings are all connected, the following can be predicted that Greenleaf himself at that time of his writing was in a state of self-reflection. Historically from the reading, the United States of America was in a cultural crossfire of questioning the truth the values and the authority. It was also perceived that self-serving leaders were surfacing with evil motives or personal agendas.

Although Greenleaf himself referred to the need for adaptation to an eastern paradigm approach, it is conceivable since there was religious precedence of servant leadership that he was referring to the eastern paradigms in its purest sense before the believed separation of theology and philosophy. A vision or the insight was the first step in the interpretive paradigm building that Greenleaf displays, birthed out of fictional literature with a character that was a servant, and who had the most powerful influence of all. Characteristics of this leader was an innate "calling" and desire to lead others out of personal value and development process, and the willingness to serve others to help others better themselves as a result of a personal growth process. This was not related to a radical mind shift, however to a new paradigm in that the focus of leadership was not for personal gain reasons or for the enhancements but rather a result of and belief in serving others and the innate desire to invest in others first (Greenleaf, 1977 ; Reynolds, 1971; Zohar, 1997). This original premise provided a framework for research than a theory approach (Gioia and Pitre, 1990). A concern using the research then theory models could be the difficult task in identifying variables, and this could be due to the lack of consensus among researchers (Reynolds, 1971).

## 2.5 HISTORICAL INFLUENCES

How did the historical context contribute to the development of servant leadership? In the early 1900's Fredrick Taylor integrated the natural sciences into the industry to better identify how employees could perform more efficiently. The employee was a tool of management. At the same time, the industrial revolution within the United States was culturally in full swing, and the resultant educational emphasis became vocational education. By the 1920's, when Greenleaf began working the Hawthorn experiment questioned the legitimacy of the human sciences in organisational research. Additionally, an undercurrent developed between the objective view and the employee's subjective view, particularly since one sought to understand performance (which at that time was measured by volume and financial profit). Later MacGregor(2015) introduced his two schools of management thinking viewing employees as either negative or positive. The negative view depicted employees as needing to be controlled, and the positive image revealed employees needed the freedom to become creative and responsible.

Despite encouragement for a positive view of employees, the outcome was that many organisations developed policy and procedures based on this negative opinion of the employee (Lazerson and Grubb, 1974; Kincheloe, 1999; Gregson, 1996 ;Wirth,1980; Grubb,1996; Whetstone, 2002) .Greenleaf (1977) notes in his writings an observed change in the workplace structure where automation and production were valued. He observes in this automation a decrease in creative and critical thinking and a separation of work and self by the employee. Greenleaf discusses a growing sense that the workplace was not only a learning institution but an avenue for personal growth and fulfilment. Toward the end of his work he focuses on management development, he observes a desire from people to integrate personal development and work, an alignment the general industry and education at that time did not embrace. By the 1960's United States College campuses were undergoing an extreme amount of turmoil as a result of the United States' involvement in the Vietnam War. Students and adults alike began to question cultural values, morals, and authority. It was during this time Greenleaf began to question the current state of leadership in educational

institutions and business organisations. Greenleaf recognised in the 1960's the cultural crossfire in which war, capitalism, industrial education, political agendas, socio-economic class spread, religious debate and temporal separation of religion and society, the mobility of people, and globalisation, caused America to move from social efficiency to self efficiency. Humanism he believed was the cause of the leadership crisis (Greenleaf, 1977). These historical events lend insight to Greenleaf's conceptual development of servant leadership. A philosophical framework as proposed by Ruona and Lynham (2004) was utilised to make explicit the nature of human being, values, beliefs and assumptions that inform the act of servant leadership. Since knowledge is socially constructed (Gregeson, 1978), we can trace the historical issues which influenced Greenleaf's work. Three historical themes offers insight into the Greenleaf's observations and resultant essays and this includes the movement in industry from collectivism towards empirical and pragmatic efficiency, the parallel debates during that time the focus was on the purpose of vocational education and the social movements of humanism, individualism and moral fragmentation (Greenleaf, 1977; Lazerson and Grubb, 1974).

What is or is not related to servant leadership is found by surfacing and clarifying key assumptions of its ontology (Ruona and Lynham, 2003: 161), and this clarification can guide future discussion and theory building research. However leadership is a collective, relational activity (Fairholm and Fairholm 2000, Ferch and Mitchell, 2001; Bass 1990). It is argued that the philosophy of servant leadership be informed by a philosophical system, with a distinct ontological aim and ideas as to the nature of man, and actions as a result of this alignment. Several scholarly contributions to the various discussion of servant leadership focus on identifying the behavioural or cognitive components of servant leadership apart from an explicit philosophical framework (Farling, and Stone, 2002; Spears, 1995; Stone, Russell and Patterson, 2004; Stone and Winston, 1998). Spears (1995) identifies a list of servant leadership characteristics which were extracted from the writings of and working relationship with Greenleaf. Additionally, a model of servant leadership was introduced by Farling, Stone and Winston (1998), and later refined by Russell and Stone (2002), identify and

operationalize constructs of a servant leader, but fails to integrate leadership as a relational system within the context of an organisational system. There has been an extensive amount of work done to address concerns regarding charismatic behavioural traits by Whetstone (2002), and clarify the nature and intent of servant leadership and transformational leadership (Stone, Russell and Patterson, 2004) and (Patterson, 2004). These models were derived from the literal writing of Greenleaf and the literature and fail to make explicit a philosophical framework. Our philosophy becomes who we are, and this informs, impacts, and influence what we know, and think and how we act (Ruona and Lynham, 2004). The original work of Greenleaf and how he viewed the world was grounded in what he described as an eastern paradigm (Greenleaf, 1996).

## 2.6 ORIGINS OF SERVANT LEADERSHIP

The terms of servant leadership were coined by Robert Greenleaf (1904-1990), in his seminal work "The Servant Leader", first published in 1970: "The servant leader is a servant first, and it starts with the natural feeling that an individual wants to serve unconditionally, to serve first. Servant leadership was constructed by two terms: leader and servant, both of these terms are "oxymorons" because they play two different roles at one time which is to serve and to lead. It is maybe difficult to accept that as the leader, they serve too. Serve and lead at the same time indicates the leaders who serve and the servant who lead. However the dynamic conceptual relationship and complementary roles between servant hood and leadership have recently attracted the attention of leadership scholars and practices (Bass, 1999; Bowman, 1997; Buchen, 1998; Chappel, 2000; Choi and Mai-Dalton, 1998; De Pree, 1989; Farling, Stone and Winston, 1999; Graham, 1991; Pollard, 1997; Russel, 2000; Senge, 1990; Spears, 1995).

It is important that the theory is explained what the origin of the theory is. It can provide what the root of the theory is and provide a "big picture" through its development. Servant leadership has a philosophical basis of the theory:

1. The motivation of servant leadership is to serve first, not to lead. It is destroying the paradigm before those leaders come to activate their power, manage something and direct the followers.

2. Servant leaders are leaders who later serves out of prompting of conscience or in conformity with normative expectations (Greenleaf, 1977: 14).
3. The self-concept of servant leaders: view themselves as stewards, and it is derived from Greek "oikonomia" which means house of manager. The Theology of Oikonomia and Its Implications for Sacramental and Ecumenical Perspectives, literally means "husbandry," has three primary meanings: "stewardship" or wise and responsible management or administration of something. Oikonomia can also be treated as that element of doctrine concerning the divine plan of salvation or Incarnation history. The concept of the relationship between God who is righteous and sinful man which presupposes God's dispensation of Grace and mercy, is foundational to the theological notion of oikonomia. Oikonomia is also referred to as a moral concession in contrast to the rule of order. In Byzantine canonical literature oikonomia is explained as the canonical power of the holy place by which, under certain circumstances, the strict letter of ecclesiastical law was relaxed. The intention of this was to avoid the rigorousness of the law and to remove the hindrances to salvation caused by the rigid legalistic execution.

## 2.6 THE DOMINANT THEMES OF SERVANT LEADERSHIP

Table 1. Dominant Themes of Servant Leadership

RESEARCHER	THEMES
Graham (1991)	Inspirational, morals and values
Buchen (1998)	Self-identity, capacity for reciprocity, relationship building, preoccupation with the future
Spears (1998)	Listening and empathy, healing, awareness, persuasion, conceptualisation, foresight, stewardship, commitment, community building
Farling, Stone and Winston (1999)	Vision, influence, credibility, trust, empowerment, service

Laub (1999)	Valuing peoples, developing people, building community, displaying authenticity, providing leadership, shares
Russell(2001)	Appreciation of others,empowerment,vision and credibility,trust,service,modeling,pioneering.
Patterson (2003)	Agape love, humility, altruism, vision, trust, empowerment, service
Dennis and Bocarnea (2005)	Empowerment, trust, humility, Agapao love, vision
Liden, Wayne , Zhao and Henderson (2008)	Empowering and helping, subordinates grow and succeed, putting subordinates first, emotional healing, conceptual skills,
	creating value for the community, behaving ethically
Sendjaya, Sarros and Santora (2008)	Transforming influences, voluntary subordination, authentic self, transcendental spirituality, covenantal relationship,
	responsible morality
VanDierendonck and Nuijten (2011)	Empowerment, humility, standing back,authenticity,forgiveness,courage,accountability,stewardship

Source: Dominant Themes of Servant Leadership. Sendjaya, S. (2003). Adapted

## 2.7 MEASURING SERVANT LEADERSHIP

There are as many as six instruments which a sufficient amount of psychometric developments have been reported on in the peer reviewed literature. First, Laub's (1999), the dissertation provides us with details regarding the robust creation of the Organisational Leadership Assessment. Second, Ehrhart (2004) successfully reveals discriminate validity for his Servant Leadership Scale. Third, Barbuto and Wheeler (2006), provide us with evidence regarding four types of validity (face, convergent, discriminate and predictive) for the Servant Leadership Questionnaire. Additionally, Mahembe and Engelbrecht (2013), report that acceptable reliability scores for this instrument exist. Fourthly, Liden, Wayne, Zhao and Henderson (2008), report that empirical data related to face, convergent and predictive validity for their servant leadership scales. Fifth, Sendjaya, Sarros and Santora (2008), reveal that face validity and content validity concerning the Servant Leadership Behaviour Scale. Lastly, Van Dierendonck and Nuijten (2011), report that the convergent validity and the acceptable



values for the reliability scores for the servant leadership survey. Based on these rich forms of empirical evidence, we have elected to include the instruments above in our review. Table 2.2 is a listing of these six instruments and their authors. For this study, the researcher used Barbuto and Wheeler (2006), as the instrument to measure the perceptions of servant leadership among the managers at Armed Forces Hospital Saudi Arabia.

Table 2. Instruments to measure Servant Leadership

INSTRUMENT	AUTHOR
Organisational Leadership Assessment	Laub (1999)
Servant Leadership Scale	Ehrhart (2004)
Servant Leadership Questionnaire	Barbuto and Wheeler (2006)
Servant Leadership Scale	Liden, Wayne, Zhao and Henderson (2008)
Servant Leadership Behaviour Scale	Sendjaya, Sarros and Santora (2008)
Servant Leadership Survey	Van Dierendonck and Nuijten (2011)

Source: Instrument to Measure Servant Leadership. Parris and Peachey (2013).

Adapted

## 2.9 SERVANT LEADERSHIP MODELS

Parris and Peachey (2013) discovered that many writers use all or part of Greenleaf's (1977) concepts and writings with the definition as a foundation for discussing or elaborating on the concept of servant leadership. In addition to Greenleaf's quotations, the two models that were proposed by Spears (1995, 1998) and Laub (1999) were often used as foundational models of servant leadership. The table below 2.3 provides the constructs posited by Spears and Laub, and it further provided the servant

leadership constructs created by researchers who have developed instruments over the last decade. A review of the various literature reveals at least three conceptual leader organisation models Russell and Stone (2002), Wong and Page (2003), Parolini (2007), and two leader-follower models Patterson (2003) and Winston (2003), of servant leadership. While each model proposes certain values (e.g., core principles, characterorientation, and agape love) as the independent variable driving servant leadership behaviours and ultimately leadership effectiveness, none of the models proposes a source for the model's independent variable. Twenty characteristics were identified in servant leadership literature, and was divided into sets of seven functional attributes namely vision, honesty, integrity, trust, service, modeling, pioneering, appreciation of others, and empowerment and eleven accompanying attributes namely communication, credibility, competence, stewardship, visibility, influence, persuasion, listening, encouragement, teaching, and delegation. According to Russell and Stone models, values affect servant leadership and are moderated by the eleven accompanying attributes. Wong and Page (2003) also developed a values-based conceptual framework and model for describing servant- leadership. Wong and Page used expanding concentric circles, with character orientation as the innermost circle, followed by people-orientation, task-orientation, and process-orientation to visually represent the sequence in the development, practice, and influence of servant leadership. Wong and Page's model is limited in that it does not offer a causation or source of characterorientation, or desire to serve others, in the concentric circle and opponent-process model, respectively. Parolini (2007) expands Wong and Page (2003) models. Page and Wong (2000) model clarify the outcomes of servant leadership as increased organisational effectiveness, business performance, and financial results. Parolini indicates that servant leaders were purely defined by their abilities to be able to bring about the concepts of integrity, humility, and servant hood into caring for, empowering and developing others in carrying out the various tasks and processes of visioning, goal setting, leading, modelling, team building, and shared-decision making. A second conceptual model type focuses on the leader-follower relationship. According to Patterson (2003), his thoughts were related to servant

leadership as a moral theory, based on a leader's character that has something within a person that is internal, almost spiritual. Patterson developed a model of servant leadership that encompasses seven virtuous constructs, which work in the professional pattern: agape love, humility, altruism, vision, trust, empowerment, and service. Researchers have presented multiple models of servant leadership within which are proposed behaviours and virtues of the leader. These models are based on competing definitions, emphasising different aspects of the phenomenon (Van Dierendonck, 2011). The models will be further discussed in this chapter.

### Models of Servant Leadership Behaviours

Table 3. A summary of the Models of Servant Leadership Behaviours

Patterson (2003)	Wong Davey (2007)	Barbuto and Wheeler (2006)	Liden, Wayne, Zhou, and Henderson (2008)	Sendjaya and Cooper (2011)
Altruism	A servant's heart	Altruistic calling	Conceptual skills	Voluntary subordination
Empowerment	Serving and developing others	Emotional healing	Empowering	Authentic self
Humility	Consulting and involving others	Wisdom	Helping subordinates grow & succeed	Covenantal relationship
Love	Inspiring and influencing others	Persuasive mapping	Putting subordinates first	Responsible morality
Service	Modelling integrity and authenticity	Organisational stewardship	Behaving ethically	Transcendental spirituality

Trust			Emotional healing	Transforming influence
Vision			Creating value for the community	

Source: Van Dierendonck (2011)

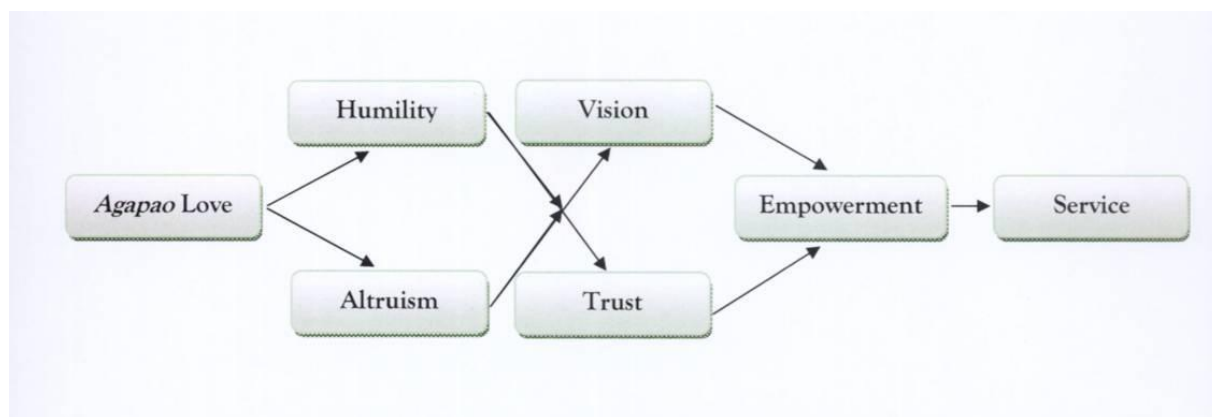
### 2.9.1 PATTERSON'S MODEL

In her doctoral dissertation Patterson (2003), elucidates that the theory of servant leadership as a logical extension of transformational leadership theory. She defines and develops the components and the constructs underlying the practices of servant leadership and defining servant leaders as those group of leaders who lead an organisation by focusing on their follower's behaviours, and that the followers are the primary concern and the organisational concerns are peripheral (Patterson, 2003: 5). She identifies followers as those who are subordinate to a given leader within a given organisation Patterson (2003: 7), suggests the terms subordinates and employees can be used interchangeably. Patterson (2003) suggests servant leaders are guided by seven virtuous constructs which define servant leaders and shape their attitudes, characteristics, and behaviour. She suggests the servant leader should be able to demonstrate agape love, acts with lots of humility, is altruistic, is visionary for the followers, is trusting, empowers followers, and is serving. The cornerstone of Patterson's construct is agape love. Patterson's model can be useful in that it explains the how of servant leadership and is an improvement over the works of Greenleafs (1977) and Spears (1996) works and Russell and Stone (2002). In that, the work of authors before in time seemed to focus on the what of servant leadership style rather than the how of servant leadership. In building this new model, Patterson establishes fundamental differences between servant leadership and transformational leadership by pointing out.

Bass (2000), comments that transformational leaders do what they do for employees to gain their greater personal efforts from the employees toward the completion of the organisational goals where as servant leadership seems to focus on the employee

wellbeing of the employees. These thoughts are echoed by Yukl (2002), in his comments about transformational leadership and servant leadership. It was authors, Bass and Yukl's thoughts that led Patterson (2003), to re examine the use of servant leadership among leaders and through interview methods and anecdotal evidence only to discover that such leaders deemed as servant leaders by their followers indicated that the leaders did what they did to and with their employees out of the sense that it was the correct or appropriate thing to do and that while the leaders knew that the organisation performed better, this performance improvement was not the reason for their attitudes and behaviour. According to Patterson's findings and discovery, the leaders indicated that even if the performances of the organisation went down or output deteriorated, the leaders would still do what they did in the past. Also, the work of Sosik (2000), Farling, Stone, and Winston (1999), Lubin (2001), Yukl, (2002), Collins (2001), and Fletcher (1999) contributed to Patterson's thoughts and exploration of the development of this model. Patterson's (2003) exploration of the attitudes, beliefs, and behaviours of leaders led her to see seven variables in the leader-follower servant leadership model.

Figure 2. A model of Servant Leadership Constructs

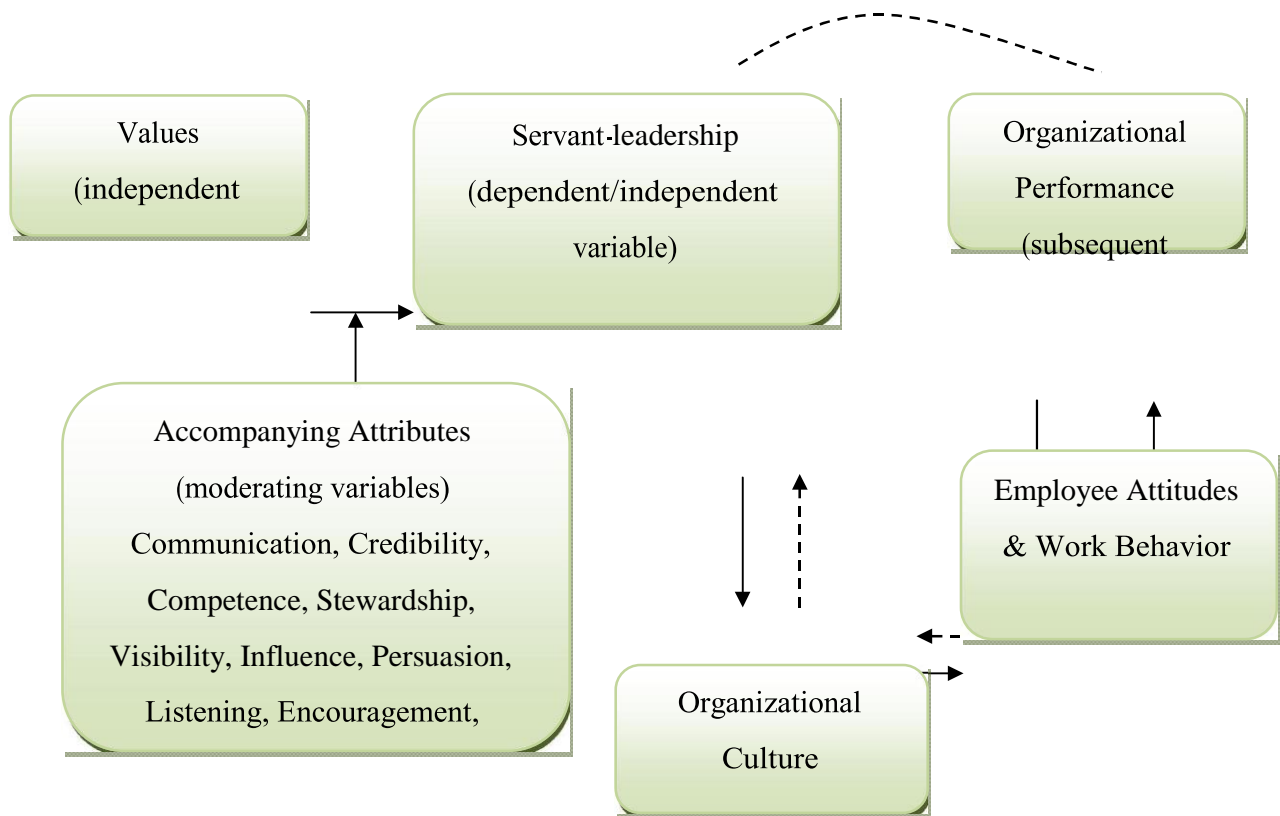


Source: Patterson Model of Servant Leadership. (2003). Adapted.

### 2.9.2 RUSSEL AND STONE MODEL

From the literature reviews on servant leadership, Russell and Stone (2002) identify nine attributes as the main functional attributes of servant leaders. One of those attributes is service which is considered to be the core of servant leadership approach. Farling, Stone, and Winston (1999) elucidate that it was important that organisational leaders understood one of their primary functions as leaders and that is to serve the needs of others first before serving their own needs. The literature on servant leadership also reflects a higher leader motivation is required, so that is not based on a leader's selfish behavioural needs and material desires, but it is a motivation and the ability to serve on behalf of others. Swindoll (1981) points out that we feel noble when serving God but feel humble when serving people. However, when we serve we think of the one we are trying to serve. Since the concept of servant leadership was introduced by Robert Greenleaf in 1977, there was some development on its concept even though Robert Greenleaf did not suggest the model or characteristic of servant leadership itself. Until 2010 there is limited research on who has succeeded to develop the models and characteristics of servant leadership. Russell and Stone (2002) propose that cognitive characteristics including values and core beliefs incarnate through the functional attributes of servant leaders. They proposed nine functional attributes that indicate the presence of servant leadership and eleven accompanying attributes that moderate the level of intensity of the functional attributes. However, the model gives limited attention to causal relationships between leader attributes, and the outcome is an organisational performance rather than reproduced service.

Figure 3. Russell and Stone Servant Leadership Model



Source: Servant Leadership Model Attributes. Russell and Stone (2002). Adapted.

### 2.9.3 SPEARS MODEL

Robert Greenleaf's death in 1990 resulted in writer Larry Spears, President and C.E.O. of the Greenleaf Center for Servant Leadership, to the forefront of the service leadership theories. Larry Spears expanded upon Greenleaf's writings and extracted ten common denominators of significant importance characterising servant leadership. Spears (1998) proposes ten dimensions after Greenleaf's (1977), writings of servant leadership. All ten characteristics become entwined within each other when advanced servant leadership initiatives are implemented (Spears, 2004). These dimensions serve to communicate the power and promise that servant leadership offers to those who are open to its invitation and challenge (Spears, 1998:6).

- Listening relates to emphasising the importance of communication and seeking to identify the will of the people.
- Empathy is the understanding others and accepting how and what they are.
- Healing is the ability to help make whole.
- Awareness is the being awake.
- Persuasion is the seeking to influence others relying on arguments, not on positional power.
- Conceptualization is thinking beyond the present day need and stretching it into a possible future.
- Foresight is the foreseeing outcomes of situations and working with intuitions.
- Stewardship is holding something in trust and serving the needs of others.
- Commitment to the growth of people is the nurturing the personal, professional, and spiritual growth of others.
- Building community: emphasising that local communities be essential in a person's life.



Figure 4. Servant Leadership Model - Spears



Source: Servant Leadership Model. Spears (2004). Adapted.

#### 2.9.4. LAUBS MODEL

Laub's OLA model (1999: 25) regards leaders as servant leaders when they facilitate a shared vision, share power and release control, share their status and promote others. Servant leadership and empowerment are closely linked, and servant leaders empower others to find their paths, and in turn, they are inspired to help others find their best paths (Patterson, 2003: 6). The principal's story supports this view: "Everyone is a leader, I believe that leaders are everywhere, so you must work on his or her leadership skills, a person has to be shaped." He explains the essence of empowerment. The significance of the principal's leadership lies in the fact the principal remarkably revealed characteristics that are supported by Laub's servant leadership model according to the Figure 2.5 below. It was mainly the core values of the principal that influence each of the other characteristics of the servant leadership model. The literature shows how the principal values people through his passion and care for people. This characterises him as a servant leader. Servant leaders, as in the case of this principle, value people and place a high priority on care to ensure that other people's needs are best served (Cerit, 2010: 304; Greenleaf, 1998: 19; Jacobson, et al.

2005:613; Norris, et al. 2002:80; Sađnak, 2010: 1145; Trompenaars and Voerman 2010: 27; Laub 1999) provided 6 clusters.

Table 4. Six Clusters

1) Develop people
(2) Shared Leadership
(3) Display Authenticity
(4) Values People
(5) Providing Leadership
(6) Builds Community.

Russell and Stone (2002) developed two kinds' attributes of servant leadership: Primary attributes consist of:

Table 5. Primary Attributes

(1) Vision
(2) Honesty
(3) Integrity
(4) Trust
(5) Service
(6) Modeling
(7) Pioneering
(8) Appreciation of others
(9) Empowerment

The others attributes, functional attributes and the effective characteristic of servant leadership consists of, (1) Communication (2) Credibility (3) Competence (4) Stewardship (5) Visibility (6) Influence (7) Persuasion (8) Listening (9) encouragement

(10) Teaching (11) Delegation. The initial measures of the servant leadership were developed by Laub (1999). He explores the essential characteristics of servant leadership from a comprehensive and holistic review of the existing literature and was combined with a Delphi survey among experts that resulted in six clusters of servant leadership concepts. Items were further formulated regarding organisational culture behaviour and leadership in general. Not surprisingly a factor analysis showed that the instrument had only two underlying dimensions, one focusing on the organisation and the other on leadership reflecting the following underlying perspectives, the organisation as a whole and its top executive leaders, and the experience of their followers. Despite conceptually covering all six servant leadership characteristics, its operationalisation lost its concept of the multi-dimensional character. Laub's model was a significant contribution to the scientific servant leadership research where it was and still is being used in several doctoral studies and has given the first push toward empirical studies. It can still be useful and can add value to determine to what extent an organisation has adopted a servant leadership culture. Furthermore, it has also helped to shape the thinking in the theorising about servant leadership according to (Smith, Montagno and Kuzmenko, 2004).

Figure 5. Servant Leadership Clusters Model



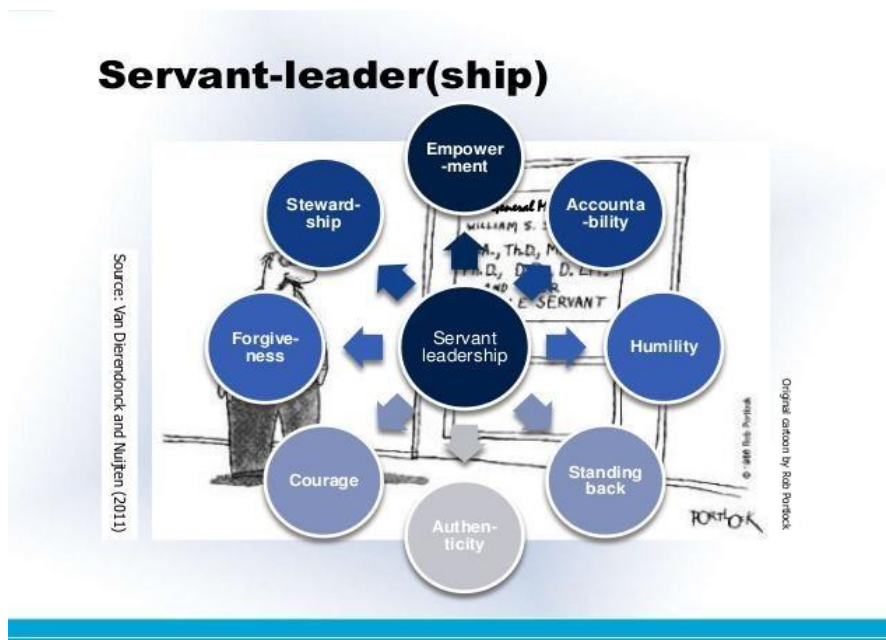
Source: Servant Leadership Clusters Model. Laub (1999). Adapted

#### 2.9.5 DIERENDONCK MODEL

Van Dierendonck (2010) recommends six factors in servant leadership models, Empowering and developing people, fostering proactive behaviours, self-confident attitudes among followers and gives them a sense of personal power; Humility the ability to put one's own accomplishment and talents into proper perspective, Authenticity, the ability in expressing oneself in different ways that are consistent with inner thought and feeling, Interpersonal acceptance, capacity to understand and experience a sense of others and where people are coming from, Providing direction to make work dynamic and "tailor made" (based on followers abilities, needs and input), and Stewardship: willingness to take responsibility for the larger institutions and to go for service instead of control and self-interest. Van Dierendonck (2011) explores a useful multilevel model that can illustrate the underlying processes and approaches of

servant leadership based on theories and its empirical evidence from the servant leadership literature and the related fields of the subject that highlighted the servant leader's motivation to both lead and to serve others. The model includes antecedents and outcomes of servant leadership. Servant leadership impacts the leader-follower relationship and the general organisational climate which may affect followers selfactualization ability and positive job attitudes and increased performance, the effectiveness of teams, and sustainability and corporate social responsibility at the organisational level. The model also notes reciprocation by followers as a feedback loop, enforcing the positive influence of servant leaders.

Figure 6. Servant Leadership Model Van Dierendonck.



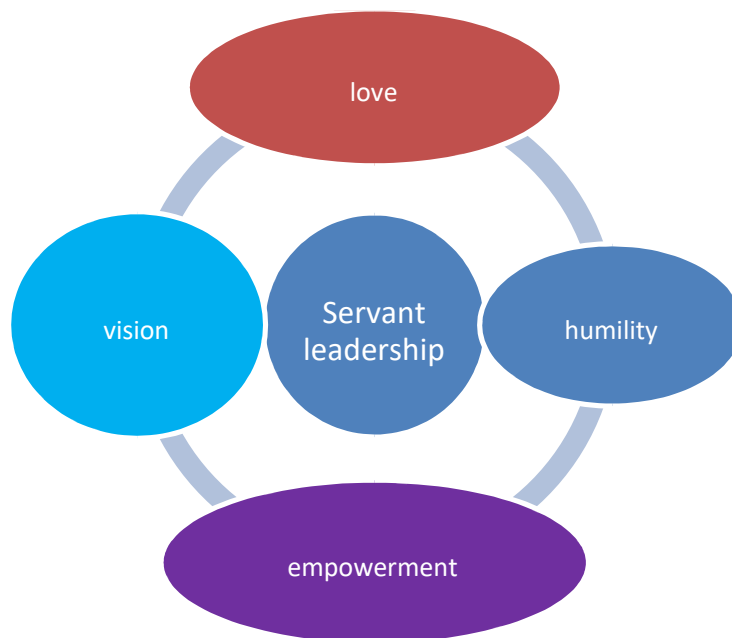
Source: Van Dierendonck (2011) Servant Leadership Model. Adapted.

## 2.9.6 DENNIS AND BOCARNEA MODEL

Dennis and Bocarnea (2005) examine the construct theory of servant leadership by Patterson into an instrument to measure the working theory as well as the construct. There are seven constructs of servant leadership by Patterson and was validated using criterion-related validity and construct-related validity to construct the items. The seven

factors of the Patterson concept are, agape love, act with humility, altruistic, visionary for followers, trusting, serving, empowers followers. The researcher gathered items, expert judgments, reliability and validity test, factor analysis steps and oblivion rotations. The result is from seven factors, there only five-factor analysis which has sufficient loading value. This included Love, Humility, empowerment, vision. Service and altruism were not found because the items are still not concise enough to discriminate between individual items as a separates factors. Recommendation for service reviews another validation item more correctly and continues with Devalles method to measure as an instrument. Dennis and Bocarnea's (2005) built upon Dennis (2004), study to create a servant leadership assessment instrument based upon Patterson's (2003) purported theory of servant leadership. Dennis and Bocarnea base their instrument upon Patterson's (2003), component constructs underlying the practice of servant leadership.

Figure 7. Servant Leadership Model Dennis and Bocarnea



Source: Dennis and Bocarnea (2005) Servant leadership Model. Adapted.

### 2.9.7 BARBUTO AND WHEELER MODEL

Barbuto and Wheeler (2006) improved on the ten dimensions identified by Spears (1995), by adding a dimension termed 'calling'. Calling alludes to the natural desire to serve others, a prominent characteristic of servant leadership in Greenleaf's (1977), writings. Barbuto and Wheelers (2006) research on servant leadership culminated in the refinement of the servant leadership notion as a five-dimensional construct. Barbuto and Wheeler (2006) provided the conceptualization and measurement of servant leadership construct through several stages: internal reliability, convergent, divergent, and predictive validity. The different kinds of servant leadership concept and measurement from Barbuto and Wheeler are eleven characteristics back from the original definition from Greenleaf. It provided a framework and geared the practitioner and lack of theoretical framework into operationalisation level. They used some methodology following these steps. From these data, factor analysis indicates five factors for eleven characteristic potential servant leadership. These five factors include: altruistic, emotional healing, wisdom, persuasive mapping and organisational stewardship. However, servant leadership was viewed primarily as a conceptual reason rather an elusive construct, lacking any consensus framework or empirical rigour (Bass, 2000). The constructs were rejuvenated by a clarification and scale development procedure that operationalised a testable theory of servant leadership (Barbuto and Wheeler, 2006). This clarification and measure have stimulated subsequent empirical works on servant leadership (Liden et al., 2008; Neubert et al. 2008; Sendjaya, Sarros and Santora, 2008). Barbuto and Wheeler (2006) identify and confirm the five dimensions of servant leadership, which are used in this study namely altruistic calling, emotional healing wisdom, persuasive mapping, and organisational stewardship.

1. Altruistic calling: refers to a leader's innate desire to make a positive difference in others' lives.
2. Emotional healing describes a leader's commitment and skills in fostering spiritual recovery from hardship or trauma.

3. Wisdom: this can be understood as a combination of awareness of surroundings and anticipation of consequences, similar to that described by distinguished philosophers (Kant, 1978).
4. Persuasive mapping describes the extent to which leader's use sound reasoning and mental frameworks. They encourage others to visualise the organisations future and are persuasive, offering compelling reasons to act and complete tasks.
5. Organisational stewardship: describes the extent to which leaders prepare an organisation to make a positive contribution to society through community development, development programs, outreach and corporate social responsibility.

Table 6. Barbuto and Wheeler

Altruistic calling	Emotional healing	Persuasive mapping
Wisdom	Organisational Stewardship	

Source: Barbuto and Wheeler (2006). Adapted.

#### 2.9.8 LIDEN, WAYNE, ZHAO AND HANDESON MODEL

Liden, Wayne, Zhao and Handeson (2008) developed a multidimensional and multilevel assessment of servant leadership instrument. They are called multidimensional and multilevel assessment because the methodology used multivariate analysis (confirmatory and factor analysis) and is distinct from another leadership style through Hierarchical Level Measurement. First, they identified nine dimensions through literature review, using exploratory analysis resulting seven-factor solution, Verified by confirmatory factor analysis and Using Hierarchical Linear model



to distinct the variance in junior level rather than transformational leadership and leader-member exchange theory. Liden et al. (2008) started with a detailed conceptual model that included the nine characteristics of servant leadership namely, emotional healing, empowering, creating value for the community, helping subordinates grow and succeed, relationships, conceptual skills, behaving ethically, putting subordinates first, and servanthood. The authors sought to establish three types of validity: face, convergent and predictive. To show they reviewed extent servant leadership instruments by Page and Wong (2000) and Ehrhart (2004) and Barbutto and Wheeler (2006). Following this they then created 85 potential questions to measure the nine characteristics from their conceptual model.

Table 7. Liden, Wayne Zhao and Henderson Model

Emotional Healing	Helping subordinates grow and succeed	Putting subordinates first
Creating value for the community	Conceptual Skills	Behaving Ethically Empowering

Source: Liden, Wayne, Zhao and Henderson (2008). Adapted.

#### 2.9.9 WONG AND PAGE MODEL

Similarly, Wong and Page's (2003) model promote the revised servant leadership profile which includes their opponents Process model. Initially, Wong and Page (2000), introduced a multi-dimensional conceptual framework that highlighted twelve factors, but they stopped short of doing factor analysis and scale reliability testing. Wong and Page's (2003) expanding ring model illustrates servant leadership that affects

organisational processes. Wong and Page also mention service reproduction, but their ring model does not make this outcome explicit. Furthermore Page (2004), conceptually emphasised the limitations of servant leadership and leadership workshops and training devoid of experiential learning. In light of the restriction, Page argued that experiential learning exercises be a means for both introducing and reinforcing servant leadership practices within organisations. Given the present study, maximising organisational member experiences and perceptions become vital for organisational leaders wishing to increase the effectiveness of their teams. Wong (2000) defines servant leadership as serving others by working toward their development and well being to meet goals for the common interest. The alternate definition that was evident in the servant leadership literature described servant leadership style as distancing oneself from using power authority with influence and position to serve self, and instead gravitating to a situation where these instruments are also used to empower and to enable and encourage those who are within one's circle of influence (Rude, 2003 in Nwogu, 2004:.2). According to Wong (1997), servant leadership is an open-style of leading and managing of others that unlocks doors of opportunities for empowerment and unlimited resources for members of the organisation. Wong also defines the "open-style" of servant leadership as accessible and receivable information from the leader of the member and the member back to the leader. When practised by leaders, the open-style of servant leadership suggests that integrity, as well as humility, is prevalent, particularly in decision making. It also suggests that a leader is willing to give up his or her seat as the leader to those who display significant and proficient leadership qualities. Lastly, Wong describes the open-style of servant leadership as denying self of the superior position to serve and empower others in the organisation, and by doing so, a leader rises to the top. Contextually the serving leaders seeked to restore sight to organisations and communities threatened by the myopia of private interest (Wong and Page, 2003). To describe an organisation that is servant led, many researchers have likened it to turning the hierarchical pyramid upside down (Page and Wong, 1998). The organisational roles are reversed and the leader, instead of being at the top, is now serving on the bottom.

By serving on the underside, the servant leader is supporting the organisation, and the responsibility of leading is divided among the members of the entire organisation.

When using the servant leadership approach, each of the members possesses ownership of the tasks and responsibilities within the organisation. The purpose of this method to leadership is to assist the members of the organisation in attaining their professional and personal goals and the organisation's outcomes. Being selfless is a major requirement for a servant leader. He or she does not seek to soar above the career path among the leaders in the field; instead, a servant leader is simply dedicated to the success of everyone in the entire organisation. Page and Wong (2003) also propose a conceptual model of servant leadership with servant hood at the heart of the models. They also developed an instrument that was able to measure both the characteristics and the processes of servant leadership. The instruments were prepared and were based on the previous conceptual analysis. Later Wong and Page (2003) developed an opponent process model of servant leadership and a revised Servant Leadership Profile based on empirical research. The significant contribution of the opponent process model is that it explicitly identifies autocratic leadership as antithetic to the practice of servant leadership styles. In other words, it is not possible to be a servant leader, when one is only motivated by the power authority and the pride behaviours. Wong and Page (2003) identify seven factors in their Servant Leadership Profiles:

Factor1: Empowering and developing others

Factor2: Power and pride (Vulnerability and humility, if scored in the reverse)

Factor3: Serving others

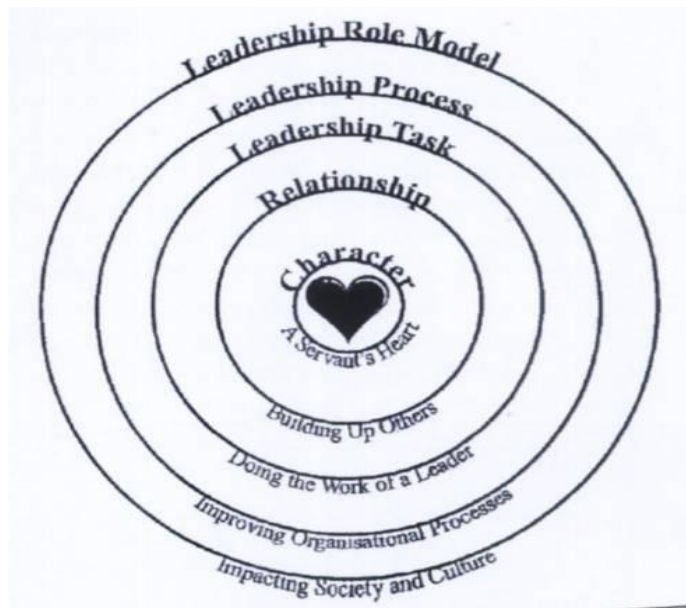
Factor4: Open, participatory leadership

Factor5: Inspiring leadership

Factor6: Visionary leadership

Factor 7: Courageous leadership (Integrity and authenticity)

Figure 8. Wong and Page Model



SOURCE: Wong and Page (2003). Servant Leadership: An Opponent Process Model  
Servant Leadership Roundtable. Adapted.

## 2.10 SERVANT LEADERSHIP THEORIES AND THEIR CHARACTERISTICS.

Table 8. Comparison of Servant Leadership Theories and Characteristics

Laub	Patterson	Barbuto and Wheeler	Wong and Davey	Liden et al.	Sendjaya et al.
1. values people	1. vision	1. altruistic calling	1. a servant's heart (humility and selflessness)	1. conceptual skills	1. voluntary subordination
2. develops people	2. agape love	2. emotional healing	2. serving and developing	2. empowering	2. authentic self
3. builds community	3. altruism	3. wisdom	3. consulting and involving others	3. helping subordinates grow and succeed	3. covenantal relationship
4. displays authenticity	4. trust	4. persuasive mapping	4. inspiring and influencing others	4. creating value for the community	4. responsible morality

5.provides leadership	5. service	5. organisational stewardship	5. modelling integrity and authenticity	5. behaving ethically	5. transcendental spirituality
6. shares leadership	6. empowerment			6. emotional healing	6. transforming influence
	7. humility			7. putting subordinates first	

Source: Assessing the Servant Organization: Development of the Servant Organisational Leadership Assessment (SOLA) Instrument” (Doctoral dissertation). J.A. Laub (1999). Adapted.

Source: Adapted from.Servant Leadership: a Theoretical Model. K.A. Patterson (2003).

#### 2.10.1 THEORIES AND CHARACTERISTICS

The assumption is that if leaders focus on the needs and desires of their followers, then the followers will reciprocate through increased teamwork a deeper engagement and better performances. Greenleaf first presented the theory in a (1970), essay, “The Servant as Leader.” The magnum opus of Robert Greenleaf (1970) indicates that servant leadership is a theory of leadership style that argues that the most effective leaders are servants of their people to whom they serve first. Servant leaders get results for their organisation through full attention to their followers and followers needs. Unlike many approaches to leadership, which makes suggestions on how influential leaders can influence and can motivate those further down the hierarchy as servant leadership puts its emphasis on collaboration and coordination trust, empathy, and the ethics. The leader should be a servant first then the ability to lead from a desire to serve others better and not to attain power at the expense of others. The assumption is related to the leader's focus, and if the focus is on their needs and wants of the

followers, then the followers will be able to reciprocate through increased teamwork and performance outputs and acquire deeper engagement and better performance. Greenleaf first presented the theory in a 1970 essay, *The Servant as Leader*. However, many other theorists have contributed to our understanding of servant leadership. One theorist, Larry Spears, outlined ten characteristics of servant leaders by analysing the writings of Greenleaf. These ten characteristics include the following, listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of others, and building community. In recent arguments in support of servant leadership as an appropriate means of meeting today's complex organisational needs are being espoused by a growing number of researchers (Chin and Smith, 2006). For many scholars the philosophy of putting the needs of followers first seemingly runs counter to any logical form of viable organisational leadership, expressing that it might even be detrimental, especially within for-profit and mission driven institutions (Andersen, 2009:604). While servant led, organisations have sometimes been described as high performing organisations which are the process by which they are high-performing and remains virtually unexplored (Winston, 2004). In fact, as an overall theory, servant leadership has been described as lacking any theoretical and empirical support (Andersen, 2009 and Avolio and Gardner, 2005, Northouse, 1997).

## 2.11 A CRITIQUE OF THE THEORIES

Similar to many other disciplines in social sciences and the modern studies of organisational behaviour adopted the scientific methods and required empirical validation. Leadership theories must be initially translated into functional models. These models will serve as the basis for forming the hypotheses that can be tested, correlated and verified or disproved. Only validated models of the concepts can be used reliably to describe, predict and recommend leader behaviour in specific applied settings. Servant leadership has come under some fire for remaining grounded in philosophical theory, and for lacking empirical substantiation. Stone, Russell lacking in empirical support, while Sendjaya and Sarros (2002), note that the current literature is inundated with anecdotal evidence and that empirical research is critically needed.

Russell and Stone's (2002), efforts to develop a rudimentary model of servant leadership models, and Patterson (2003), called the theory systematically undefined and further indicated that leadership is a major step forward, but the rigorous academic research and future research on servant leadership in health care remains in its infancy stage (Stone, Russell and Patterson, 2003:358). Others criticize servant leadership from a social perspective, identifying it as either anti-feminist or religious. In a recent study, EicherCatt (2005), argues that the values attributed to servant leadership be very gender biased and accused the theory of perpetuating a theology of leadership style that encourages androcentric patriarchal norms and further insidiously perpetuate a longstanding masculine-feminine, master-slave political economy. Smith, Montagno and Kuzmenko (2004:82), warning that some authors have attempted to couch servant leadership in spiritual and moral terms. Such concerns appeared to be out of the text by many of the academic literature, which includes writers Sendjaya and Sarros (2002), and McCormick (1994). Other authors are cautious to distinguish or differentiate between religion and spirituality but still expresses their concerns about servant leadership's potential for conflicting with the spiritual orientations of own followers (Lee and Zemke, 1993). On the pragmatic thinking, some researchers question the practicality and applicability of the theory to real-world scenarios. They question whether the collectivist aspirations of servant leadership are compatible with today's emphasis on individuals effort and performance (Lloyd, 1996: 31). Many others argue that the theory is unrealistic and not practical in that it ignores accountabilities and the underlying fundamental aggression of people within the workplace and fails to consider differing levels of competence among individuals (Lee and Zemke, 1993 ).

Servant leadership is not necessarily a recent theory. Since the concept was initially proposed in the 1970s, some trace its origins back to the human relations movement of the 1950's (Biberman and Whitty, 1997 : 134), and others recognise its principles as having been practised worldwide for over 2,000 years (Joseph and Winston, 2005). Still, the theory remains in its infancy regarding modern behavioural sciences. Servant leadership lacks a formal, confirmed framework, and has not yet been empirically linked to organisational performance. Many areas of concern remained to be explored and

answered this includes the question of whether servant leaders can be formally planned professionally trained. As the theory's popularity continues to grow, these and other issues must be addressed. Many other scholars have continued to redefine the characteristics of servant leadership in many different ways. A variety of servant leadership models has also been offered by the various writers which includes, Farling and his colleagues (1999), Laub (1998), Page and Wong (2000), Sendjaya and Sarros (2002), and Wong (2003). Over some time the theoretical development has led to more multi level, and process oriented models by Liden et al., (2008), Liden, Panaccio, Meuser, Hu, and Wayne (2014), Patterson (2003), and (Winston 2003, 2004).

## 2.12 SUMMARY

Each of the above-listed tenets of servant leadership can derive only from the selfless, other directed motivation that resides within the leader. This foundation is distinctive to servant leadership. According to Smith, Montagno and Kuzmenko (2004), models of leaderships do not begin with just an analysis of leadership motivation, and Greenleaf's concepts in this regard are unique. Accordingly, aspiring servant leaders must first scrutinise their belief systems and the various reasons for aspiring to become leaders. Strong leaders ethics and their principles and values lie at the core of the theory and are seen as being key to the long-term interests of the organisation being served. Servant leadership, therefore, emphasises core personal characteristics and beliefs over any specific leadership techniques. Chapter three will further discuss the various models of servant leadership, leadership and team effectiveness and various research cited on servant leadership and team work including the comparisons of the two variables.



## CHAPTER THREE

### MODELS OF SERVANT LEADERSHIP AND LEADERSHIP AND TEAM EFFECTIVENESS AND VARIOUS RESEARCH CITED ON SERVANT LEADERSHIP AND TEAM WORK AND SERVANT LEADERSHIP AND TEAM EFFECTIVENESS COMPARISONS

#### 3.1 INTRODUCTION

Servant leadership is often compared with the transformational leadership style, a theory that was introduced in the early 1978 by James MacGregor Burns, and later was extended by Bernard M. Bass (1985). Like servant leadership, transformational leadership has become a popular leadership model in recent years because of its emphasis on excellent leader characteristics and its humanistic valuation of followers. Some behavioural scientists have contended that transformational and servant leadership theories are both rooted from the charismatic leadership framework that was developed by Max Weber in the late 19th and early 20th centuries (Smith, Montagno and Kuzmenko, 2004). Both the theories share the charismatic leadership model's focus on leadership qualities, and behaviour. Stable evolving environments such as those found in the non-profit and community service sectors may be more appropriate to servant leadership, while competitive organisations needing constant, revolutionary innovation may be better suited to transformational leadership according to Smith, Montagno and Kuzmenko, (2004: 87). Spears (1996), appears to agree that servant leadership is best suited for the public service sector; all of his six proposed areas of servant leadership application involve non-profit or educational institutions.

#### 3.2 DIFFERENCE BETWEEN SERVANT LEADERSHIP AND OTHER TYPES OF LEADERSHIP

With the new role of a leader being emphasized, a leader in the existing leadership literature played a role of leading the subordinates, whereas the servant leadership proposed by Spears achieved corporate goals through leader's voluntary work. This

was mainly due to it being the leadership where a leader thinks about organisation members from their perspectives rather than having a strong charisma and forms good relations with them. Servant leadership is a new type of leadership that a leader instils subordinates voluntary commitment, participation, ownership, and responsibility, helps others develop them, and leads them. The traditional leader before servant leadership was a leadership suitable for achieving corporate goals in the short term in the period of industrialisation but has limitations at this time that requires continuous high performance. Therefore, servant leadership focused on subordinates attracted attention. Servant leader respects organisation members in the medium to longer term to achieve corporate goals. Traditional leadership focused on task management rather than humans, whereas servant leadership is the leadership that focused on the relations with humans who delegated authority to organisation members and promoted businesses.

### 3.3 SERVANT LEADERSHIP FRAMEWORK

Figure 9. Servant Leadership Framework



Source: Servant Leadership Framework. Greenleaf (1970). Adapted

Each of the central tenets is explored individually below, to present a fuller picture of the servant leadership framework.

## 1. Service to Others.

Servant leadership begins when a leader assumes the position of a servant in their interactions with the followers. Authentic and legitimate leadership styles arise not from the exercise of power or their self interested actions and from a fundamental desire to first help others. Greenleaf (1970:2) wrote that this fact is the key to a leader's greatness.

A servant leader's primary motivation and purpose is to encourage greatness in others, while organisational success is the secondary, derived outcome of servant leadership. Holistic Approach to Work.

Servant leadership holds that "the work exists for the person as much as the person exists for the work" (Greenleaf, 1996: 8). It challenges organisations to rethink the relationships that exist between people, organisations and its society as a whole. The theory promotes a view that individuals or groups should always be encouraged to be who they are in their professional lives as well as personal lives. This more personal, integrated valuation of individuals, it is theorised, ultimately benefits the long-term interests and performance of the organisation.

## Promoting A sense of community Behaviour.

Greenleaf lamented the loss of community sense in modern society by calling it "the lost knowledge of these times" (1970: 28). Servant leadership questions the institution's abilities to provide human services and argues that only the community which is defined as groups of individuals that are jointly liable for each other, both individually and as units that can perform this function. Only by establishing this sense of community among followers can an organisation succeed in its overall aims and objectives. Further, the theory posits that this feeling of community can arise only from the actions of individual servant leaders (Greenleaf, 1970: 30).

## 2. Sharing of Power in Decision-Making Process.

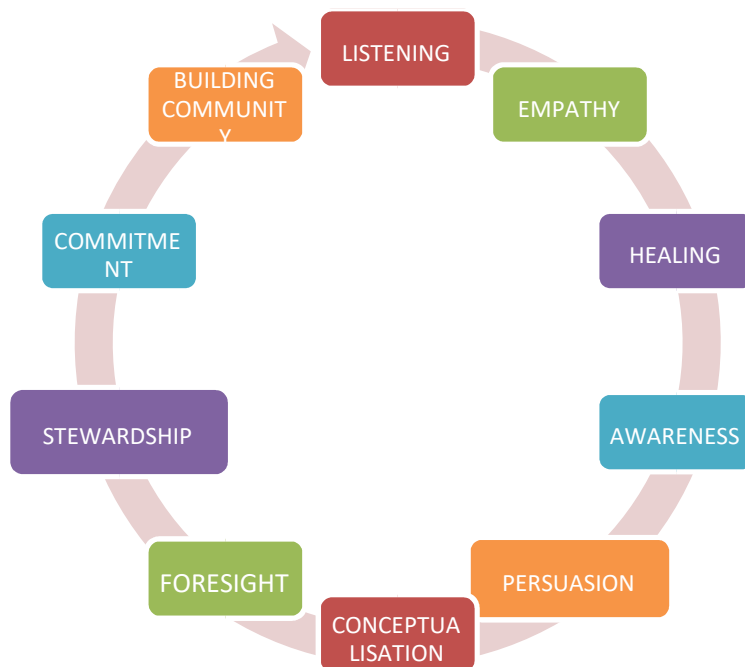
Effective servant leadership is best evidenced by the cultivation of servant-leadership in others. By nurturing participatory, empowering environments, and encouraging the talents of followers, the servant leader creates a more efficient, motivated workforce and ultimately a more successful organisation. As phrased by Russell (2001), “Leaders enable others to act not by hoarding the power they have but by giving it away”. The organisational structure resulting from servant leadership has sometimes been referred to as an inverted pyramid, with their employees, clients and other stakeholders at the top, and leaders at the bottom. Exemplary followers, a product of delegated decision making, are a further example of servant leadership’s inverse nature, another type of leadership that is turned inside out (Sarkus, 1996: 28). Because servant leadership deviates from the classic organisational pyramid and promotes flexible, delegated organisational structures, many behavioural scientists see it as a forward-looking, postindustrial paradigm for leadership (Lee and Zemke, 1993) and (Biberman and Whitty, 1997).

### 3.4. SERVANT LEADERSHIP ATTRIBUTES

Servant Leadership attributes can derive only from the selfless, “other-directed” motivation that resides within the leader. This foundation is distinctive to servant leadership. According to Smith, Montagno and Kuzmenko (2004:83), models of leadership styles do not start with an analysis of leaders motivation, and Greenleaf’s concepts in this regard are unique (2004: 82). Accordingly, aspiring servant leaders must first scrutinise their belief systems and the various reasons for aspiring to lead. Strong leader ethics with strong principles and values lie at the core of the theory and are seen as being key to the long term interests of the organisation being served. Servant leadership, therefore, emphasises core personal individual characteristics and such beliefs over any specific leadership techniques. This was seen throughout the writings of Robert K. Greenleaf, from his first, seminal essay on servant leadership to his posthumously published writings. Behavioural theorists have identified ten major leadership characteristics, or ‘attributes’ in Greenleaf’s writings (Russell and Stone,

2002: 146). Studies by behavioural scientists confirm these ten characteristics as being critical to servant leadership Joseph and Winston (2005:10) while extending and clarifying this list to include much more leadership attributes. Russell and Stone (2002), for example, propose a list of twenty distinctive attributes observed in servant-leaders, as derived from scholarly literature.

Figure 10. Attributes of Servant Leadership



Source: Russell and Stone (2002). The Attributes of Servant Leadership. Adapted.

1. Listening is a critical communication tool that is necessary for accurate communication process and for actively demonstrating respect for others. According to Greenleaf there is only a true natural servant leader that will automatically respond to any problem by listening first (1970: 10).
2. Empathy is the ability to project one's consciousness into that of another individual mentally. Greenleaf wrote, "The servant always accepts and empathises, never rejects" (1970: 12), and "Men grow taller when those who

lead them empathise, and when they are accepted for whom they are, (1970: 14).

3. Healing is the well-being as to make whole. The servant leader recognises the shared human desires to find wholeness in one's self and supports it in others.
4. Awareness is without awareness, "we miss leadership opportunities" (Greenleaf, 1970: 19).
5. Persuasion, is where the effective servant leader builds groups consensus or agreements through gentle but clear and persistent persuasions and does not exert group compliance through the position of power. Greenleaf notes that a fresh look is being taken at the issues of power and authority, and people are starting to learn and acknowledge to relate to one another in a less coercive and more creative and supporting ways (1970: 3-4). Servant-leadership utilises personal, rather than position power, to influence followers and achieve organisational objectives.
6. Conceptualization is the servant leader can conceive solutions to problems that do not currently exist (Greenleaf, 1970: 23-25).
7. Foresight is prescience or foresight, is a better than average guess about what is going to happen when in the future (Greenleaf, 1970: 16).
8. Stewardship is organisational stewards, or 'trustees' are concerned not only for the own followers within the organisation, but also the organisation as a whole, and its impact on and relationship with all of the society (Greenleaf, 1970: 31).
9. Commitment to the growth of people is a demonstrated appreciation and encouragement of others. Greenleaf cited that the secret of institution building is to be able to weld teams of such groups of people by lifting them up to grow taller than they would otherwise be (Greenleaf, 1970: 14).
10. Building community is the rise of larger organisations that has eroded the community, the social pact that unites individuals in society. According to Greenleaf, all that is required to rebuild community as a viable life forms for enough servant leaders to show the way (Greenleaf, 1970: 30).

### 3.5 CRITICISM OF SERVANT LEADERSHIP

Although the existing researches on the concept of servant leadership have not been discussed as fully as possible, empirical researches on the outcomes of servant leadership are now conducted. Specifically, the criticisms of the previous researchers are as follows. First, servant leadership has the generality of applying to enterprise, church, school, and government, but even Greenleaf who introduced this concept for the first time mentioned that this concept was too naive to apply to the reality. In fact, the two words 'servant' and 'leadership' are combined although they look conflicting each other. So it contains this paradox that "to become a leader, be a servant." At the same time, the meaning of 'serve' has not been concretized. This is why the concept of servant leadership has not reached an agreement yet. Second, as the beginning of the idea of servant leadership is based on the leadership of figures appearing in original novels, they are the beings who are difficult to be found in reality. This is why minimal agreement on the theoretical framework of servant leadership has not been made in the research findings so far. Since research models at the verifiable level have not been proposed and Spears's elements are too excessively normative, the problem of measurement validity remains.

Therefore, it is necessary to look for specific and situation suitable elements and outcome variables while maintaining the essentials of 'serving leadership' escaping from Greenleaf's salvational normativity and discursive discussion. Regarding extracting elements, it is necessary to obtain ontological evidence escaping from the normative perspective. As it is hard to get practical usability in this process, it would be helpful to develop questionnaire items that question about what qualifications should be kept by a servant leader. Finally, servant leadership is empirically useful, but it is hard to be academically acknowledged in the process of measuring and verifying whether ambiguous concepts are used. The models and elements of servant leadership were proposed in the previous researches, but the core message of servant leadership is evident and straightforward with the meaning of support, fostering, and consideration toward organisation members. Therefore, if further researchers develop measurement scales and reconstruct verifiable models by extracting elements, it will

be helpful to secure differentiation from the previous leaderships and be valuable academically as well. It should be noted that Greenleaf (1977), himself acknowledges that servant leadership possessed concepts that might be difficult to apply: What I have to say comes from experience, my own and that of others, which bears on institutional reconstruction. It is a personal statement, and it is meant to be neither a scholarly treatise nor a how-to-do-it manual. From this acknowledgement, servant leadership research has developed. Despite the growing recognition of servant leadership and a marked increase in research efforts, the theory lacks comprehensive empirical examinations. Bowman (1997), points out that although a significant amount had been written about servant leadership, the work is not supported by an abundance of wide ranging empirical research. He added that while several authors on the subject of servant leaders provide examples of servant-leadership in organisational settings, the majority are anecdotal. Servant leadership research continues but has been viewed by some as being difficult to apply. Berry and Cartwright (2000), called servant leadership idealistic and implied that corporations in America would not embrace the leadership theory because of the undertones that the concept of service to others infers. They speculated that servant leadership was inappropriate for Western corporations because they are engaged in concerns of short term results and shareholder oversight. Still, other writers have argued that Greenleaf's theory is unrealistic and very unorthodox (Neuschel, 2005; Quay, 1997). Regarding the term servant leadership itself, negative connotations have been associated with the use of the word servant. Bowie (2000) observes that in some settings, servant leadership might encourage followers to take advantage of their empowered state. Bowie posits that the term servant does not embody the intent of the servant leadership model. Wells (2004) was critical of servant leadership by its conflict with basic human nature. Wells wrote that human beings lack the ability to remain firm in service to others because the problem of sin has transformed would-be servants into egocentric, self-seekers. Wells posits that servant leadership takes a Unitarian approach to God. He goes on to state that Greenleaf took an existential approach to anthropology and viewed transformation as a self-determined and self-directed activity. Wells believes that servant leadership



constructs rely on selfsufficiency, not on Trinitarian-driven transformation. It should be noted that the Well's criticisms may have been based on a specific religious orientation.

### 3.6 SERVANT LEADERSHIP IN HEALTH CARE SETTINGS

Greenleaf (1977) describes functioning institutions in general as mediocre and placed the responsibility for substandard or unsatisfactory performance on poor leadership. The performance is disappointing considering the resources available to achieve at least reasonable performance or better. Describing institutions as mediocre aptly describes health care institutions Greenleaf (1977), in which costs are expanding while consumers do not reap the benefit of the extensive knowledge available to improve their health. Thyer (2003) indicates healthcare leadership often uses a transactional style of leadership, which may detrimentally affect the organisation and the employees. Building better institutions that epitomise excellence begins with people from within the institution who have the strength and competence to make positive change (Greenleaf, 1977). Nuttall (2004) describes the emphasis on interpersonal relationships as a humanistic approach to leadership in which the superior subordinate relationship is the key element. The most important ingredient is caring, which extends from the people within the organisation to the organisation itself (Nuttall, 2004).

When leaders care enough and use their power to serve, ideas and individuals grow and the institution benefits (Greenleaf, 1977). The institution must capitalise on all of its resources, including personnel, to accomplish its goals and objectives and exceed expectations (Greenleaf, 1977:130). If an organisation succeeds in becoming a serving institution, serving both individuals who receive products or services and individuals who produce them, then "the work exists for the person as much as the person exists for the work" (Greenleaf, 1977: 142). The result may also include the consciousness that "the business exists as much to provide meaningful work to the person as it exists to provide a product or service to the customer" (Greenleaf, 1977:142). Iwata (1995) contends, introducing a servant or service-oriented philosophy only recently spread into business corporations. The servant leadership model is applicable for nonprofit, for-profit, and government institutions (DePree, 1995). Greenleaf (1977) intimated the commonly held assumption that for-profit organisations are self-serving and not-for-

profit organisations are necessarily altruistic is believed by experience, and opportunities for servant leadership are the same.

The basis of the model is the premise that producing a positive impact through serving others, including the employees, the consumers, and the community, are the main concern (Spears, 1995). Greenleaf (1977) claims large institutions have an obligation to serve both people and society. Institutions can improve if leadership demonstrates caring for people (Greenleaf, 1977). Greenleaf (1977) contends caring for individuals must be extended to institutions to elevate morality in society. Greenleaf (1977) describes caring as an essential element in servant leadership. Caring applies not only to individuals but also to institutions. Caring encompasses interest, compassion, concern, self-sacrifice, wisdom, tough-mindedness, and discipline (Greenleaf, 1977: 243). The degree of caring must be deep enough to foster excellence and render itself as a servant (Greenleaf, 1977: 244).

### 3.7 TEAM EFFECTIVENESS

#### 3.7.1 DEFINITIONS

The search for an improved, more general perception of team effectiveness has continued for decades. Since the beginning of the 20th century, globalisation, technology, and the intricacy of work have resulted in more organisations become aware of the importance of understanding team effectiveness within such environments. Once the concept of team and teamwork are established, it is important for the team to know how to work together effectively. An effective team requires continuous monitoring of team conditions to ensure team members can adjust their tasks concerning one another and the intended goal. Successful leadership requires clear communication between team members, yet globalisation of our society has introduced the reality of directing teams who are often not co-located. In the military environment, distributed teams are common. Chen, Kirkman, Kanfer and Allen (2007) suggest that structural factors that drive individual effectiveness may also drive the efficiency of work groups or teams. Empowerment has been deemed as a key driver of team effectiveness according to Chen, and Klimoski (2003) and empowered workers

that have been found to be more cooperative and less critical within their organisation (Kanter, 2008). Within the healthcare settings, effective teamwork has been found to improve the quality of patient care outcomes, while decreasing risk but structural factors that support teamwork require further study.

The need for research on the impact of teams on leadership outcomes has also been advocated (Pringle and White, 2004) and (Registered Nurses Association of Ontario [RNAO], 2006). To date, the effect of empowering conditions on team behaviour and consequently work effectiveness in the context of the health care workplace has yet to be examined. Several models have been developed to conceptualise team effectiveness and how it relates to success (Kirkman, Tesluk, and Rosen, 2001). Although the existence of numerous studies on team effectiveness researchers faces problems as far as delineating the boundaries of team effectiveness and operationalising the construct concerned. Research has sought to identify predictors of work team effectiveness, Gladstein (1984) and Hackman (2002), for overviews, see Ilgen, Hollenbeck, Johnson and Jundt (2005) and Kozlowski and Bell, (2003).

Despite considerable progress, the study of leader networks and team effectiveness has left important questions unanswered. The accumulating literature on teams supports the idea that teamwork and team behaviours are vital for individual and team success according to Cohen and Ledford (1994).

It is imperative to define team effectiveness beforehand to enhance the understanding of the concept. Various researchers have defined team effectiveness. Some prominent definitions are

- Cohen, Manion, Morrison and Morrison (2007) defines team effectiveness regarding both high performance and employee quality of work life. This idea draws from sociotechnical theory, which states both social and technical systems must be maximised for optimally effective teams.
- Tannenbaum, Beard and Salas (1996) defines effectiveness as a combination of performance regarding outputs, and the team's ability to grow and regenerate itself.

- Mohrman, Cohen and Morhman (1995) defines team effectiveness, based on three aspects. First, team performance is the extent to which the groups 'productive output meets the approval of its customers. Second, interdependent functioning is the degree to which the team is inter-reliant on one another. Third, team satisfaction is the extent to which the team is satisfied with team membership

These definitions of team effectiveness and many others include team performance as an essential element. However, the terms team efficiency and team performance are not defined. Often, when teams achieve their goals, they are considered effective. However, concluding teams are effective based only on goal accomplishment fails to consider other factors. Essens, Vogelaar, Mylle, Blendell, Paris, Halpin and Baranski (2005) suggest achieving a project's objectives can be a deceptive measure of team effectiveness. A successful team should be evaluated for both performance and efficiency because teams are effective in certain situations or conditions.

Nevertheless, this does not mean a team will always be effective in different settings. For example, a team that achieves certain goals may fail to consider the best interests of other parties. Furthermore, an effective team may fail to reach its goals because they were unrealistic. According to Henderson and Walkinshaw (2002), team performance can be viewed as the execution of an action, something accomplished or what is going on inside the team, whereas effectiveness is the accomplishment of the desired result, especially as viewed after the fact. An effective team is believed to produce high-end project outcomes that exceed standards and therefore enhance overall productivity.

### 3.7.2 DEFINITION OF WORK GROUPS

According to Katzenbach and Smith (1993: 91), a work group is, a group where no significant incremental performance need or opportunity would require it to become a team. The members interact primarily to share information, best practices or perspectives and to make decisions to assist each other to perform within his or her area of skills and responsibility. Beyond that, there is no realistic or desirous small

groups common purposes with incremental performance goals, or joint work products that request for either a team approach or mutual accountability. Thompson's (2007: 5) definition of a work group is quite similar, it is referred to as a working group that consists of people who learn from one another and share an idea but are not interdependent. The main differences between work groups and the real teams is that in work groups, the group members tend to focus more on individual goals and individuals accountabilities. Therefore, members of the groups are not working towards the same purposes and this causes dysfunctional behaviour within the organisations to achieve their bottom line outcomes (Thompson, 2007: 5).

### 3.8 ORIGINS OF TEAM EFFECTIVENESS

Over forty years, teams have come to be considered as a central element in the functioning of organisations. This has been facilitated by a series of studies that reported the positive relations between team based working and the quality of products and services offered by an organisation (Gibson, Porath, Benson and Lawler, 2007). However, it has been the pressures that has been deriving from the needs analysis to develop new business models in a dynamic, uncertain and highly complexed environments and the need for such innovations that have led to a high demand to adapt any work structures traditionally revolving around individuals and to adopt organisational designs or structures that is geared to change and be based on teams (Lawler and Worley, 2006) and (West and Markiewicz, 2004). Moreover, indeed, this trend has been observed in all types of employment context, both private and public, including in the military (Kozlowski and Ilgen, 2006). Larson and LaFasto (2003) state that clarity of goal is critical for team members. This clarity ensures that the members have confidence in the direction of the goal. Taborda highlighted that effective teams invest a considerable amount of time and their efforts exploring and agreeing on the various purpose that gives them direction. In contrast, failed teams rarely develop a common goal (Dewald, 2002: 22). Managers in all types of organisations use some variations of the dimensions with clear elevating goals. These dimension are

particularly evidenced in the management by objectives concept. In this concept, the leader and team members identify the goals, define the member's roles and expectations of the jobs and then if the members contribute to meet these goals. Priorities have been set and agreed upon by both the members and team leader (Dewald, 2002: 22).

According to this interpretation, leaders play a major role in composing effectiveness in a team. An evolution of teamwork and its concept started during the Industrial Revolution, where most work organisations shifted to the hierarchical approach of leadership and used scientific management to design organisations and jobs (Taylor, 1911). According to Taylor (1911), scientific management methods call for optimising the way tasks were performed by simplifying the job tasks, so workers could be trained to perform their specific sequence of motions in the "best" way. This resulted in more simplified jobs and provided benefits to skilled workers. However, during the 1920s and 1930s, the scientific management models was questioned by many authors and since it created issues with people's relationships and inter relationships to work, although the models functioned well. Workers became alienated and it was difficult to motivate them. In addition to no task flexibility, changes were difficult to implement. Later, the Hawthorn Studies Mayo (1933) discovered social factors had some implications on performance. This substantial impact on productivity resulted in work groups able to effectively enforce norms positive or negative to the organisation. After World War II, more research was conducted with regards to work groups. According to Levi (2007), research indicates that organising people into teams was one way to improve the operations of organisations and productivity. It was not in the late 1960s and 1970s that the term "teams" was refined. Companies in the manufacturing industries were changing their operating methods, as Japanese companies successfully developed high-quality products with minimal cost.

### 3.9 HISTORICAL BACKGROUND OF TEAMS

Teams do not always provide the diversification of knowledge and the appropriate attitudes, skills and experiences that is required to generate an innovative response to challenges or perform according to Expectations. This chapter summarises the key results of research on work teams carried out over the decade from 1999 to 2009 as expressed by many, the major sign of any change is growth. When people realise that they can complement one another towards reaching a common goal, they form groups. These groups only realise their dreams if they have a more determined and wellexposed leadership structures. Hence it is in the best interests of the people involved and their shared dreams that they need to have an effective leadership structure that governs them. In so doing, a more efficient and well-coordinated teamwork is created to oversee these goals are realisable. In the act of collecting people together does not give it a guarantee that they will work efficiently as a team.

An effective team work does not come automatically whether the individual in the realm of leadership does not take proper charge in ensuring a well-coordinated leadership. According to West (2012), a failure by the leader to put in place suitable structures of leadership leads to poor organisation of activities, lack of proper communication and misunderstandings between the parties involved. This study will give ways through which a leader can employ means of ensuring the effectiveness of his team's performance, and the making of good policies and their implementation without breaking down communications and efficiently of his team through servant leadership style. A team work can be defined as a common people who complement each other's skills and are committed to a common goal as stated by (Rosenhauer ,2009).

A task effective on the other hand is the limit to which a collective team is successful in their performance of any task. In any place where people have shared goals, achievements are usually arrived at by pulling their experience and skills together. Success is realised by a team if its basic structure is grounded on trust, mutual respect, helpfulness and the conducive friendly environment. As Sorbery (2008) explains, a team consists of persons with different personalities characterised by a variety of emotional and social wants which can either frustrate its performance or help in making

it meet its goals. To realise an effective team work, a team whose membership, quantity and resources must match the task of real leadership. He adds that commitment by the team members who understand and identify themselves with one another's goal as a shared vision must be realised.

In an environment of a team work facilitated by joint responsibility for its achievements, open exchange of information within the team, honesty and centralised coordination, success is usually never denied. It is observable than that these commitments to a proper, wellfacilitated team work can be undermined by a variety of factors which include disorganisation, lack of effective communication, misunderstandings, or even lack of proper problem-solving policies as Keen (2003) emphasises. A proper team's operational spirit can also be affected by an individual's problems on that team. According to Robbins and Finley (2000), the concept of teams existed a hundred thousand years ago, even before the time of Hammurabi. However, teams developed during that era are small-scaled teams. The Industrial Revolution in the 1700s saw changes in organisational structures and business models, which leads toward the beginning of scientific management. In the 1960s, organisations created functional teams, but the teams were still fragmented. After World War II, Japanese companies enhanced the team ethic, by making every worker, in every function, at every level, a part of the organisation team. Many organisations experienced change by moving towards self-directed teams and team-based management processes starting in the 1980s. Later during this era, re-engineering was prominent and lead to something called a high performing organisation. Both incorporated teams as part of their core approach.

By the 1990s, organisations across the world, particularly in the United States, saw the team model replace the old organisation structure. As time passed, there was a dramatic increase in the trend toward implementation of more teams to address various organisational issues. People started to realise the importance of collaborating and working together, as the results were much better than working individually or as a centralised unit. According to Parker (2008), teams and teamwork are now widely recognised and are here to stay and dominate the way work is performed. Both have gained importance as public, and private entities saw



the substantial benefits of such programs. A team is no longer a group of people working in the same area, using the same equipment, dealing with the same clients within the same location. Nowadays, a team is comprised of people from different organisations, located around the globe with a high degree of interdependence geared toward the accomplishment of mutual goals.

According to Bell (2004), teams are prevalent in organisations and stipulate significant contributions to organisational productivity. This is supported by Cohen and Bailey (1997) and Sundstrom et al. (1990), who connote there is a boundless acknowledgment that much work can be accomplished in organisations as the result of team work. The concept of team and teamwork has currently become a concern for management in all types of industries, including health care. Teamwork in construction and project management is nothing new (Albanese and Haggard, 1993). Throughout history; people have worked together and collaborated as big groups on projects. Some of the earliest examples known to humanity are megaliths and the construction of the pyramids. During this particular time, teams, tasks, and individuals, some committed, some coerced, under the leadership of one sort or another but mostly 'dictatorial', started to emerge very early in the evolution of civilised man in the context of the construction process (Cornick and Mather, 1999). Since these early times, teamwork has changed and started to evolve in different aspects. Most of the literature regarding teams has piqued considerable interest among researchers in management and the social sciences, as well as practitioners. However, according to Spatz (2000), the topic of teamwork and team building has received little attention in the Health care literature. Fong and Lung (2007) indicate most of the research conducted only focused on factors necessary for team success, rather than teamwork issues.

This chapter systematically reviews the literature applicable to this study. Since the study focuses on servant leadership and team effectiveness, the three major threads follow these themes. As part of this study, an in-depth literature review is conducted, which contains three main sections. The first section describes team concepts, in general, by providing an overview of a team and teamwork in organisations. This is followed by a discussion on teams and the concept of teamwork in and theoretical background of effective teams. The second section builds upon the literature on the team effectiveness aspects, which include the

definition, factors, models and attributes and characteristics of team effectiveness. Based on these bodies of literature, a team effectiveness survey with the use of questionnaire was developed to assess the efficiency of teams on servant by (McGrath, 1964). Inputs comprise of the following ,the collection of individual differences across leadership style among the managers within the organisation.

### 3.10 THEORETICAL BACKGROUND OF TEAM EFFECTIVENESS

Most of the research and literature on team effectiveness has been substantially influenced by the input process and output process posed team members that determined team compositions and this includes, team design characteristics such as information and resources, the nature of the problems will be the focus of the teams work activity. Processes comprised of the means by which team members cognition, motivation, affect, and behaviour enabled or inhibits members to combine their resources to meet the task demands. Although team processes are conceptually dynamic, researchers assess them at a single point in time. However, they are often represented in the research literature by static perceptions or new according to Marks, Mathieu, and Zaccaro (2001). In recent writings team processes have been represented by dynamic or sequential patterns of communications according to Gorman, Amazeen, and Cooke (2010) and Kozlowski (1999). In some reports, the committee uses the term team processes to refer to both dynamic team processes (e.g., communication patterns) and the new perceptual states that the result of these processes such as cohesion. Contemporary theories of team effectiveness was built on the input process output heuristic but are more explicit regarding the inherent dynamics. Examples elucidated by Kozlowski et al. (1996, 1999), and Marks, Mathieu, and Zaccaro (2001) emphasised the cyclical and episodic nature of the linkages. Similarly, Ilgen et al. (2005) and Mathieu et al. (2008), were very explicit about the feedback loop linking team outputs and subsequent inputs. Accordingly, various authors have urged that more attention to team dynamics in research be required. Cronin, Weingart, and Todorova, (2011) and Cooke et al., (2013), advances that in research designs (Kozlowski et al., 2013). To order to better capture these dynamics and more clearly specify the relationships between these variables. Moving from broad

heuristics to more well defined theoretical models would benefit the field. In their monograph, Kozlowski and Ilgen (2006) adopt the dynamic input process output conceptualization and focused on those team processes with well established, empirically supported contributions to team effectiveness. They then consider actions and interventions in three aspects of a team composition, training, and leadership that shape team processes and thus can be used to enhance team effectiveness.

### 3.11 MODELS OF THE TEAM EFFECTIVENESS CONCEPTS

The most striking observation was the amount of similarity across all the models. For example, all the models examine issues related to, (a) trust, (b) trust relationships and (c) teaming skills. Four of the five models also identify members talents as an important factor in team effectiveness and group dynamics. Likewise, four of the five models indicate that team leaders fit needs to be considered. Perhaps, one should not be surprised with the substantial overlap of factors among the models. The models highlight the similarities and differences among the five models of team effectiveness. Goals and goal setting activities have been recognised as a key ingredient to high performance for decades (Latham and Locke, 1979). For the several decades, psychologists have been contending that the mutual trust and open communication are the foundations for successful relationships. It is also logical that how one resolves conflicts in such situations and how one makes such decisions and deals with resource issues would be highly related to team effectiveness. The LaFasto and Larson (2001) and Katzenbach and Smith (1993), models most closely mirrored. LaFasto and Larson address seventeen out of the twenty dimensions of team effectiveness application. Katzenbach and Smith examined five of the seven factors and sixteen of the twenty dimensions. The Lencioni (2005) model has the least correspondence with the four common factors and eleven common factor dimensions. Overall, two conclusions are very visible and apparent. First, the six models of team effectiveness have much, many similarities in the manner in which they view team functioning.

### 3.11.1 RUBIN,PLOVNICK,AND FRY MODELS.THE GRPI MODEL OF TEAM EFFECTIVENESS

Figure 11. The GRPI Model

The GRPI Model of Team Effectiveness – Rubin, Plovnick, and Fry Model (1977)



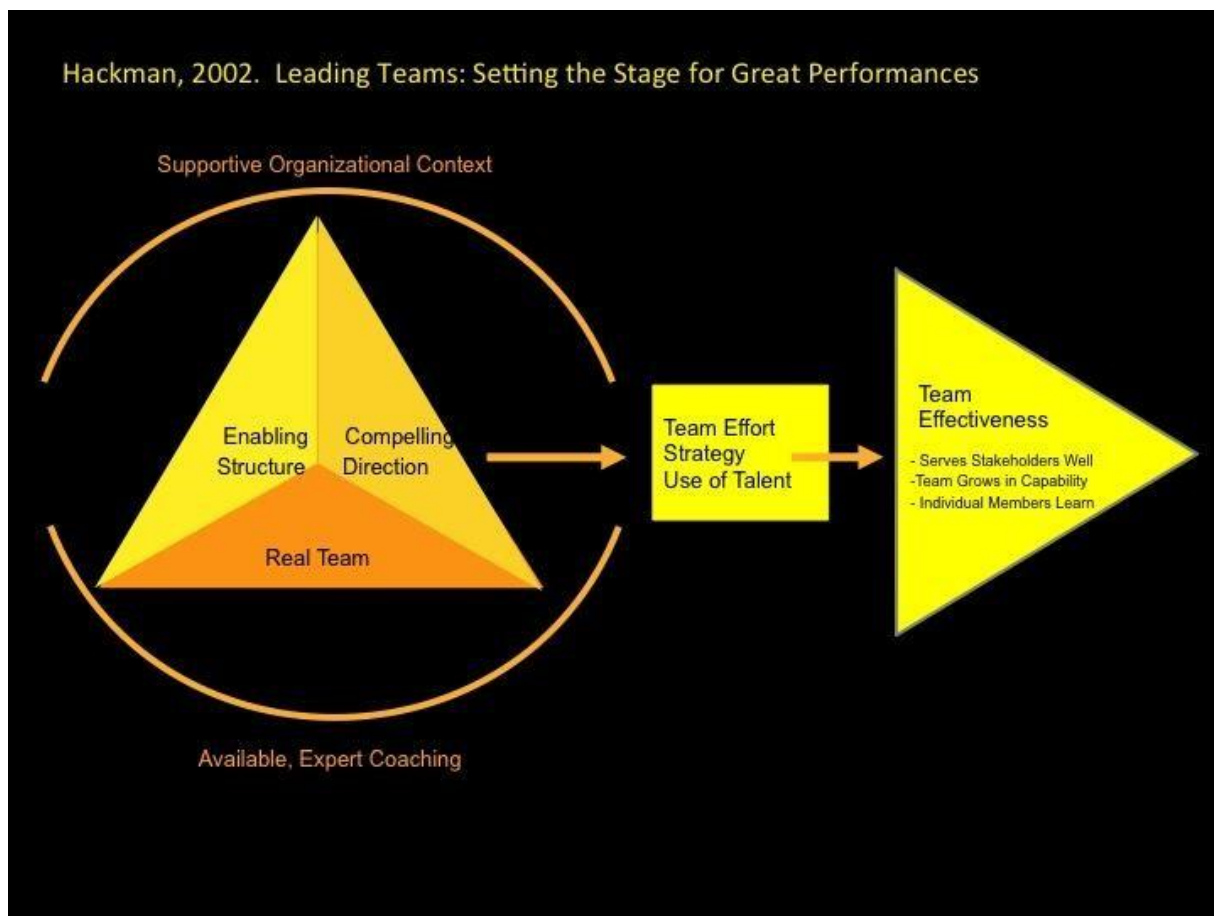
Source: GRPI Model of Team Effectiveness. Rubin, Plovnick and Fry (1977). Adapted

This model by Rubin, Plovnick and Fry (1977), was considered as one of the oldest models of team effectiveness approaches. It is often referred to as the GRPI Model, which stands for Goals, Roles, Processes, and Interpersonal Relationships. The authors present their model regarding a pyramid that is similar to Maslow's Hierarchy of Needs Theories (1954). Unlike Maslow's theory of needs that begins at bottom of the pyramid this model starts at the top of the needs pyramid. According to the models, teams always should begin with a team level goals and then work their way to the bottom for outcomes. After the goals are clearly defined, the roles and responsibilities will become much more evident. As individuals working together with defined processes, they will ensure that goals and responsibilities often are not sufficiently clear. Consequently, team members will need to redefine such goals. That re-definition

enables them to adjust and re-adjust team processes, such as decision making, conflict resolution, and work flow processes. Once all this achieved then they will be developing the interpersonal relationships needed to relate to other team members and the team leader.

### 3.11.2 MODEL BY HACKMAN

Figure 12. Leading Teams



Source: Leading Teams. Hackman (2002). Adapted

Hackman (2002) declares that a team is likely to be more effective when the following conditions are achieved namely, (a) it is real teams rather than teams confined in name only, (b) the team has a compelling accountability and direction for its work outcomes,

(c) it has an enabling structure that has the ability to facilitate teamwork, (d) the team operates within a supportive and collaborated organisational context, and (e) it has ample expert coaching and mentoring in teamwork. According to Hackman (2002), team effectiveness and team cohesion can be measured by providing products or services that can exceed customer expectations, growing team capabilities over time, and satisfying team member needs. These points are depicted in the model. The Hackman models, as well as the GRPI model, share the Hackman model due to its strong research based support and the GRPI model because it is widely used and is intuitive. Both the models provides useful frames when diagnosing and intervening within the teams and the groups. The following five conditions for team effectiveness are according to (Hackman, 2002).

Real Team: Real teams consist of the following, (1) Must have clear and defined boundaries (2) are interdependent of each other and (3) have at least some stability of membership, which allows the members time and opportunity to learn how to work together well.

Compelling Direction: The specification of the team's overall purposes is (1) challenging which energises members, (2) clear which orient them to their main objectives and (3) consequential which engages with the full ranges of their talents and their skills.

Enabling Structure: Three structural features are key factors in fostering competent teamwork namely (1) Task designs. The team tasks should be a whole and meaningful piece of work. Team members should be able to have the full autonomy to exercise any judgment about work procedures and processes, (2) Team composition should be selected as small as possible and have selected members with ample tasks and interpersonal skills, and consist of a right mix of members, (3) Core norms of the appropriate conduct of behaviours. The team clearly and explicitly specifies the members behaviours that is appropriate and that are valued.

Supportive Organisation Context: The structures and processes within an organisation are crucial to team effectiveness, specifically, (1) A reward and recognition system that provides positive consequences for excellent team performances, (2) An educational and training system that makes available technical assistance or the training for any

aspects of the work that may be unfamiliar to team members, (3) Information systems that provides the teams with the necessary available data and projections that is required to carry out their work. When the first four conditions are in action then it only it becomes useful to provide the fifth. Available, Expert Coaching: The team as an expert that assists and guides the members to make effective use of their collective resources in accomplishing the team's work.

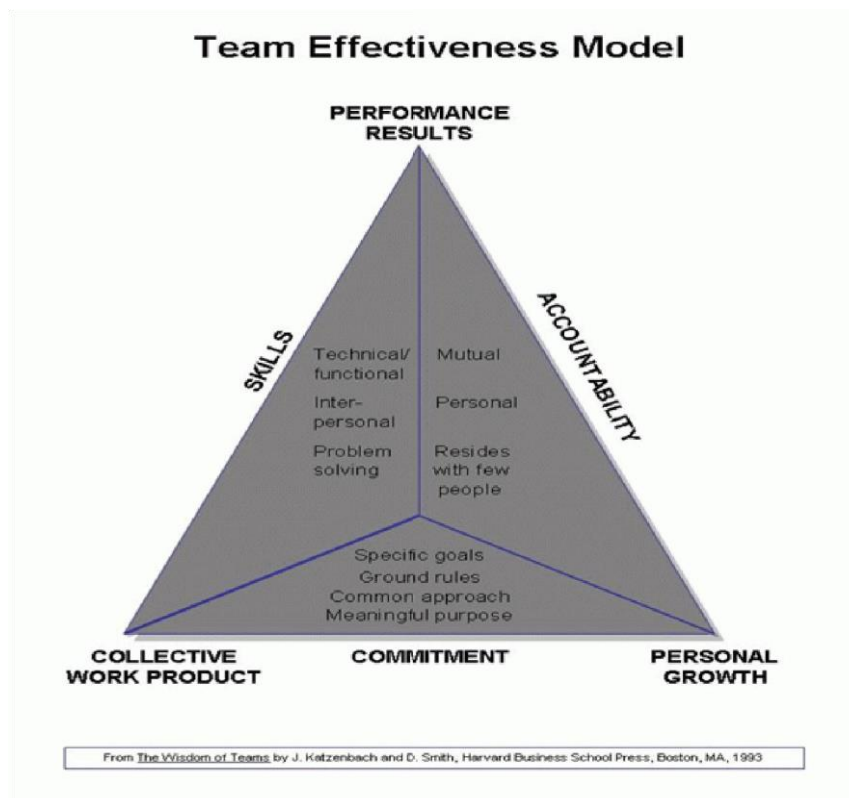
### 3.11.3 KATZENBACH AND SMITH MODEL

Katzenbach and Smith (1993) assert most people realise the capabilities of teams or groups, however there is natural resistances to moving beyond individual roles, responsibilities, and accountabilities. Individuals do not easily accept liability for the performance or function of others or cherish others by assuming responsibility for their actions. Overcoming this resistance requires that all the team members understand and be able to accept, and apply the the basics of team work principles in all their tasks allocated to them. Katzenbach and Smith depict these team basics in the form of a triangle. There are the three overarching goals in the Katzenbach and Smith (1993), models namely the (a) Collective Work Products, (b) Personal individual growth, and (c) Performance results with outcomes. These outcomes are presented in the triangle and indicate what teams can deliver. In contrast, the sides and centre of the triangle describe the team elements required to make it happen, Commitment, Skills, and Accountability. The authors contend that successful teams are invariably committed to their goals their approach and purpose. Members of such teams also are very committed to each other. They understand that the wisdom of teams comes with a focus on collective work-products, personal growth, and performance results (Katzenbach and Smith, 1993: 9). They assert that successful teams always are a result of pursuing demanding performance goals at team levels. Katzenbach and Smith (1993), posed the following series of six questions to diagnose the functioning of teams and enhance their effectiveness

- Is the size Or the sample of the group appropriate?
- Do members have sufficient complementary skills?
- Is the purpose of the team significant and understood?

- Are there team oriented goals are they clear, realistic, and measurable?
- Does the team have a well thought-out, articulate working approach to the subject?
- Is there a sense of mutual accountabilities?
- For teams to be effective, all six of the questions need to be addressed satisfactorily.

Figure 13. Team Effectiveness Model



SOURCE: Focusing on Team Basics Model.Katzenbach and Smith (1993).Adapted.

### 3.11.4 LAFASTO AND LARSON MODEL FIVE DYNAMICS OF TEAM WORK AND THE COLLABORATION

LaFasto and Larson (2001) developed a model of team effectiveness which they referred to as the Five Dynamics of Team Work and Collaboration. They based their



model upon the insights they gleaned from investigating 600 teams in a variety of industries. They theorise that there are five fundamentals of the elements or the components which must be understood and must be actively managed with the aims to increase the likelihood of team effectiveness. These items are presented in Figure 14. Similar to other models authors, LaFasto and Larson provided the definitions and the guidance for each of the components in their team model. The authors devoted an entire chapter in their book to clarifying teamwork and then offering suggestions and recommendations on how to enhance team effectiveness for each of these five components (LaFasto and Larson, 2001). An example of this is the initial element of team members. A key to team success is, to begin with, the right people. There are four necessary behaviours for colleagues in a group setting namely (a) the openness, (b) the supportiveness, (c) an action orientation approach, and (d) a positive personal style of behaviour approach. The models components are addressed in the following manner.

- What makes a good team member the abilities and behaviours that matter?
- What behaviours in a group foster effective team member relationships?
- What are the behaviours of teams as perceived by their members and leaders that caused some of the teams to be more successful than others at problem solving?
- What are the behaviours of team leaders as viewed by members of the team that foster team success or failure?
- What organisational processes and practices promote clarity, Confidence, and commitment to a team?

Figure 14. Teamwork and Collaboration Model

Five Dynamics of Teamwork and Collaboration Model – LaFasto and Larson (2001)



SOURCE: Five Dynamics of Teamwork and Collaboration Model LaFasto and Larson (2001). Adapted.

### 3.11.5 LENCIONI MODEL UNDERSTANDING TEAMS DYSFUNCTIONS

The identified most interesting models of team effectiveness was initially developed by (Lencioni, 2005). According to his writings, all types of teams have the potential to be dysfunctional. To improve the functioning of any team, it was essential to understand the type and level of dysfunctions that exists in the theory.

Again, a pyramid can be used to demonstrate the hierarchical progression of team development. Similar to Maslow's Hierarchy of Needs Theory (1954), there are five levels on the pyramid, and each level on the pyramid must be completed to move on to the next one. Lencioni's model also aligns itself well with Zaccaro, Rittman, and Marks (2001), in that the leadership process positively affects the team process. The leader's role in Lencioni's work was to guide and direct the formation of effective teams by setting an example. The more effective the leader is in making the team aware of the dysfunctions and pushing the team through them, the more efficient and fruitful the team becomes.

Figure 15. Five Dysfunctions of a Team Model



Source: Dysfunctions of the team. Lencioni. (2005). Adapted

There are five potential dysfunctions of teams in the Lencioni's dysfunction models:

#### Dysfunction One: Absence of the Trust in Teams

This outcome occurs when team members are very reluctant or resistant to be vulnerable with each other and are unwilling or unwanting to admit their mistakes, weaknesses, or the need for help. Without a certain degree of comfort level among team members, a foundation of trust is not possible.

#### Dysfunction Two: Fear of Conflict

Teams that are lacking trust among the groups are incapable of engaging in unfiltered, passionate debates related to key issues. It creates many situations where the teams' conflicts can easily turn into veiled discussions and back channel the relevant comments. In any work setting where team members do not openly air their opinions, inferior decisions result.

#### Dysfunction Three: Lack of Commitment within the teams

Without conflict in the workplace it can be difficult for team members to fully commit to decision making processes or fostering an environment where ambiguity prevails. Lack

of direction and commitment can make employees, particularly star employees, disgruntled and disenfranchised.

Dysfunctions Four : The avoidance of Accountabilities

When teams do not commit to a well-defined plan of action, even the most focused and driven individuals will be hesitant to approach their peers on the measures and such behaviours that may seem counter productive to the overall good of the team.

Dysfunction Five: Attention to the Results or the Outcomes

Teams that have the ability to trust one another are able to engage in conflict situations are able to commit to their decisions and hold one another accountable are most apparent to separate their individual needs and agendas from the group needs and focus almost exclusively on what is best for the team. They do not give in easily to the temptations to place their departments, career aspirations, or ego-driven status ahead of the collective results that defines team success.

### 3.12 CHARACTERISTICS AND THE ATTRIBUTES OF TEAM EFFECTIVENESS

1. There is a clear unity of purpose. There were free discussions of the objectives until the members could commit themselves to them and the objectives are meaningful to the individual group members within the teams.
2. The group is self-conscious about its operations. The groups have taken the time to explicitly discuss group process and how the groups will function to achieve its objectives. The group has clear, explicit, and mutually agreed upon approach with good mechanics, norms, expectations, rules. Often it stops to examine how well it is doing or what may be interfering or obstructing with its operations. When the problem arises it gets open discussion, and a solution found.
3. The group has set clear and demanding performance goals. For the group, they have translated these performance goals into clear concrete milestones against which it measured itself. The groups defines and achieves a continuous series of minor wins along the ways to greater goals.

4. The atmosphere tends to be informal and comfortable, relaxed. There are no obvious tensions within the working atmosphere in which people are involved and interested. The atmosphere is conducive to organisational performance.
5. There are many discussions in which virtually everyone participates. However, it remains pertinent to the purpose of the group. If the discussion gets off the subject from the subject, someone will bring it back in short order. The members listen to each other. Every idea is given a hearing and attended to and not ignored. People are not afraid of being foolish by putting forward their creative thoughts even if it may seem extreme in their thinking.
6. Individuals are free in expressing feelings and emotions and their ideas or their visions.
7. There are disagreements, and this is viewed as good or appropriate. Disagreements are not suppressed or not overridden by premature group actions. The reasons are all carefully examined and explored, and the group members seek to resolve them rather than dominate the dissenter. Dissenters are not trying to dominate the groups, they have a genuine difference of opinion. If there are basic disagreements that cannot be resolved then the teams tend to figure out ways to live with them without letting them obstruct its efforts.
8. Most decisions are made at a point where there is general agreement. Those who disagree with the consensus of the group do not keep their opposition private and let an apparent consensus mask their disagreement. The group does not accept a simple majority as a proper basis for actions.
9. Each carries his or her weight. Meeting or exceeding the expectations of other group members. Each person is respectful of the mechanics of the team such as arriving on time, attending meetings prepared, completing agreed tasks on time. When the action is taken, clear assignments are made who-what-when and willingly accepted and completed by each group member.
10. Criticism is frequent, frank and relatively comfortable. The criticism has a constructive flavour oriented approach towards removing or erasing any obstacles that the group encounters.

11. The leadership approach of the group shifts from time to time. The issue is not who controls the job, but how to get the job done within the teams.

### 3.13 CHARACTERISTICS TO PROMOTE TEAM EFFECTIVENESS

Members are appointed to a team for their ability and skills in carrying out a specified role. In conjunction with their functional role, it is highly critical that team members can work and liaise with other people especially in a team environment.

- Training for members of the team is dependent on the purpose and aim of the team, specific training courses may relate to problem-solving, creative thinking and the development of interpersonal skills. Developing teams without proper training is a recipe for managers spending more time making poor quality decisions (The Faculty of Business and Law, 2003).
- Communications: The development of a team, increase the need for more information to be circulated. Managers may be reluctant to share information particularly if it can be regarded as confidential. Managers who are opposed to the exchange of information contribute to the ineffective performance of the team (The Faculty of Business and Law, 2003).
- Empowerment: Team empowerment gives the team the authority and responsibility to make decisions to improve the team's position. The empowerment of the team is directly related to management's support and trust in their efforts to succeed in the task at hand (The Faculty of Business and Law, 2003).
- Rewards: Effective and positive team performance should be recognised and rewarded by management. The team should be rewarded and recognised for its ability to work towards the achievement of goals and attainment of high performance. The effort to increase performance leads to improved productivity and members' satisfaction within the team (The Faculty of Business and Law, 2003).
- External Conditions and Organisational Context: The organisation's strategy and culture impacts significantly on the team and the resources provided to the team. The organisation's ability to allocate resources and technology to support

the direction of the team will assist in the achievement of goals (The Faculty of Business and Law, 2003).

Table 9. Characteristics of an Effective Team

Characteristic	Description
Clear purposes	The vision, mission, goals, or the task of the team has been defined and is now accepted by everyone. There is an action plan.
Informality	The climate tends to be informal very comfortable and relaxed. There are no obvious tensions or signs of boredom.
Participation leadership	There is much discussion, and everyone in the teams is encouraged to participate. This is participative management skills
Listening skills	Members use effective listening techniques and skills, such as questioning concepts, paraphrasing, and summarising to discuss ideas.
	There is some disagreement among the teams, but the teams are very comfortable with this and show minimal sign of avoiding, smoothing over or suppressing conflict.
Consensus Decision	For important decisions, the goal is substantial but not necessarily unanimous agreement through open discussion of everyone's ideas and the avoidance of formal voting or easy compromises.
Open Communication and Trust	Team members feel free to express their opinions on the tasks as well as on the group's operation, coupled with a high level of trust. Communication also takes place outside of such meetings.

Clear roles and work assignments for the teams	There are clear expectations about the roles played by each of the team member. When the action is taken there are clear assignments that are made and accepted and carried out. Work is fairly distributed among all team members.
Shared leadership	Although the team has a formal leader, leadership functions shift from time-to-time, depending on the circumstances, the needs of the groups, and the skills of the members. The official leader models the appropriate behaviour, and helps establish positive norms.
External relationships	The team spends time developing key issues outside relationships, mobilising resources, and building credibility with important players in other parts of the organisation.
Style Diversity	The team has a broad spectrum of team player types, including members, who emphasise attention to tasks, goal setting, focus on process, and questions about how the team functions.
Self-assessment	Periodically, the team stops to examine how well it is functioning and what may be interfering with its effectiveness.

Source: Characteristics of an effective team (Parker 2008)

### 3.14 DIMENSIONS OF THE TEAM EFFECTIVENESS

High-performance teams do not just appear they are more developed and more well nurtured. By themselves, leaders with vision cannot guarantee the development of high performance teams, nor can the group members who desire to be part of such teams. The development of high performance teams takes the combined efforts of visionary leaders and motivated team members. Research related to team



effectiveness suggests a variety of team effectiveness dimensions. Not surprisingly, two interrelated components of team effectiveness are that a team must work hard and that they must be committed to achieving results (Hick, 1998). Additionally, the team should have the right mix of skills including technical, problem solving and interpersonal to approach and to accomplish the group tasks successfully. Teams must also have the appropriate levels of empowerment needed to carry out their duties (Hyatt and Ruddy 1997; Tesluk, Brass, and Mathieu 1996), and proper leadership support (Hackman, 1987 and Moran (1996), including meaningful rewards and recognitions (Tesluk, Vance, and Mathieu, 1999; Kopelman, 1979; Rubin, Munz, and Bommer, 2005). The following elements represents a compilation of the dimensions that frequently emerged in the team effectiveness literature, in my observation and experience working with teams, and on the team, effectiveness assessments developed and used by consulting firms and within organisations. Of the few team effectiveness assessments found in the literature, none of them provided much information that indicated that a thorough statistical analysis was performed to demonstrate the influence on leadership.

Few empirical studies were found in the literature search on the topics of assessing team effectiveness. Empirical data has been cited to support the team effectiveness dimensions included in this study. Some dimensions have little if any, empirical evidence from the literature search that supported their inclusions in the study. The purpose of including those dimensions in this study is to empirically evaluate if they are statistically significant factors that contribute to team effectiveness. A definition for each of the dimensions that will be assessed in this study is provided to indicate the scope of the dimensions that is relevant to this study. There are, in effect, six key aspects, or aspects, that are consistent across all teams. These dimensions can help team leaders determine and measure how effective their team is. Ideally, team questionnaire was formed with these dimensions in mind to measure the influence servant leadership may have on team effectiveness. The dimensions of effective teams are:

1. Clear purpose
2. An empowering team structure

3. Strong organisational support
4. Positive internal relationships
5. Well-tended external relationships
6. Efficient information management

These six success factors remain relevant throughout the life of the team. Even if the team started with all of these dimensions in place, the situation might be very different six months or a year after. The team's most vocal and influential champion may have left the company, leaving the team without the clout and resources it needs. A competitor may have released a revolutionary product that has changed the landscape of the marketplace. New enterprise wide software may have made the team's plan for communicating vital information irrelevant. Because of these and other inevitable changes, keeping your team's performance up to expectations means continuously monitoring its operation.

### 3.15 TEAM INFLUENCES ON LEADER EFFECTIVENESS

The focus has been exclusively on the influence of the leader on team effectiveness. However, one of the central arguments is that this is a reciprocal influence, where team processes can influence leader effectiveness. Example is a high level of distributed expertise within the teams which facilitates several leadership functions that is described by Fleishman et al.(1991). Functionally such diversified teams can assist leaders to interpret any environmental ambiguity and thus reduce such uncertainty. In top management levels of teams, where environmental complexity is typically higher than for lower level leaders. Zaccaro, (1996) and Jacobs and Jaques (1987), describes two central uncertainties which may result in reduction mechanisms. First, when authority type of relationships are weakened, or that is suppressed by lower ranking or position individuals are likely to contribute more readily to the identification of meaningful patterns in the organisation's environment. In a strong authoritative arrangement, conformity pressures would result in such individuals adopting with little questions the patterns that is discerned by their superiors, even if such patterns are inaccurate. Second, if the top executive teams are constructed with people or

individuals of varying expertise, The teams as a whole consists of considerably more resources to develop and is more complexed representations of the organisations operating environment. These factors led Jacobs and Jaques(1987), to recommend, it would, in theory, be possible for a corporate collegium to deal with such highly complexed environments than could individuals. Several empirical studies confirm the positive influence of diverse top management team demographics on organisational processes and outcomes (Bantel and Jackson, 1989; Hoffman and Hegarty, 1993; Kech and Tushman, 1993; Priem, 1990; Wiersema and Bantel, 1992). Expert teams can also help leaders be more efficient in assisting them in the acquisition of information in their boundary spanning roles by acting as part of their information networks. Ancona and Caldwell (1988) identify several boundaries, spanning roles for group members centred on the acquisitions of information necessary for group coheson and effectiveness.

By contributing as part of the leader's information network, team members expand the surveillance resources of the team. To build effective teams, a leader needs to establish an organisational environment in which individual team members can reflect upon and analyse relationships with other teams and its members. Leaders should encourage the resolutions of any conflicts through an healthy, professional confrontation, and willingly and openly negotiate any necessary changes. In short, effective leaders are cheerleaders for the team; they encourage and support members who are committed and actively involved with their teams and engage those members who are not participating. Several factors within an organisation itself influence team effectiveness, including its organisational culture, the level of autonomy, and types of feedback mechanisms. However, the factors that affect the effectiveness of a team most directly stem from its internal structure and processes and the dimensions to influence leader effectiveness.

### 3.16 SERVANT LEADERSHIP AND TEAM EFFECTIVENESS

According to Hackman (2005), the research team, productivity, teamwork spirit and personal growth are three main factors that are used to measure team effectiveness. Team productivity can be regarded as a ratio of team goals' accomplishment and time

used to achieve these goals. Teamwork spirit is mainly about the healthy relationship among team members and cohesion of a team. Personal growth refers to the improvement of personal ability. Servant leadership can increase team effectiveness through these criteria. Greenleaf (1977), states that for the purpose of helping followers to reach their potential, CEO servant leadership provides clarity of focus and direction to followers, and empowers followers to make their own decisions, which will in turn be highly supported by followers who reciprocate servant behavior by working hard to ensure the leader's and organisation's success (Greenleaf, Spears, and Vaill, 1998). Greenleaf's argument indicates that servant leadership has a positive association with personal and organisational success. This association can be connected to the three criteria provided by Hackman. The literature shows the interactive relationship in the model. The clarity of focus and direction works as a mediator between team productivity and servant leaders. A team is defined as a group of people working together toward a collective (Hackman, 2002). Servant leaders can provide a clear focus and direction because of their vision and their awareness of the reality. They emphasise clarity around problems, goals, and strategic direction, thereby giving employees a focus on the destination and the way to reach there (Liden, Wayne, Zhao, and Henderson, 2008). Goal-setting theory suggests that clear goals can improve team performance because their roles in guiding and encouraging team members' attention and persistence (Locke and Latham, 1990). The clarity of team goals and individual members' roles in working toward meeting goals has a powerful impact on team effectiveness (Deborah, 1984). Thus the clarity of goal and direction contributes to the productive outcome of teamwork. Trust is a bridge between a strong team spirit and servant leaders.

Communication issues have been an obstacle to team interactions and are involved in almost all conflicts within a team. Once misunderstanding, due to communication problems, has occurred, it will grow like a snowball. Unclear and "fake" information keeps team members hiding their true ideas and feelings intentionally or unintentionally because they do not believe each other anymore. A trust crisis will ruin the whole team. Servant leaders gain team members' trust by listening to them and having a sense of

empathy. The trust can pull a team tightly together, and lead the team toward its collective goal. In this way, a servant leader can elevate the capabilities of the team to be effective (Hu and Liden, 2011). One significant attribute of servant leaders is the commitment to people. The degree of personal growth in a team can be an examination for servant leaders. They provide support to employees by assessing their followers' weaknesses and strengths. The significant commitment from servant leaders to the growth of employees will win respect from employees and give more incentives to employees to achieve team goals. Also, the complexity of the modern business environment is a barrier for team members to demonstrate their talents fully. However, servant leaders can provide guidance with a great vision to enhance the followers' confidence in the face of obstacles and uncertainty. Teams tend to reduce the dependence on such traditional leaders authority figures. Establishing effective influence processes that enable teams to achieve positive outcomes usually requires non-traditional approaches to leadership involving empowering others and sharing their influences. Perhaps more than any other factor associated with work teams, empowerment has created demands for the radical evolvement of leadership practices (Manz, Pearce and Sims, 2009). In particular, the increasing emphasis on team based knowledge work, or work that involves significant investments of intellectual capital by groups of skilled and talented professionals that this makes it necessary to expand on these traditional models of leadership (Houghton et al., 2003)

### 3.17 TEAM EFFECTIVENESS IN HEALTH CARE SETTINGS

The importance of teams working in health care has been emphasised in numerous reports and policy documents on the National Health Service. One (NHSME, 1993) particularly stressed that the importance of team working in healthcare and social care for people were considered to be of the highest quality and efficiencies: The most cost effective outcomes for patients and clients were achieved when professionals tend to work together, learn together, engage in clinical audit of the results together, and generate innovation to ensure progress in practice and service. Some limited research has suggested the benefits of multidisciplinary team working in health care. However, there are many difficulties and challenges that are inherent when comparing evaluation

studies, which included teams having different goals and objectives and organisation patterns. (Jackson, Gater, Goldberg, Tantam, Loftus and Taylor, 1993). Regarding the delivery of care, teams have been reported to reduce hospitalisation time and the costs and improve service provisions, enhance patient satisfaction, staff motivation and team innovation. Enhanced patient satisfaction Hughes and colleagues (1992), compared the provision of the hospital based team home care and usual care for 171 terminally ill patients in a large United States hospital, The departments of Veterans Affairs hospitals. They identified an increased access to home care services and improved patient and care satisfaction with hospital based team home care. Both patients and the caregivers of the teams expressed significantly higher levels of work satisfaction with continuous and comprehensive care in period of one month and they continued to express higher levels of work satisfaction after six months. The team programs maintained patients at home for significantly more days than the control groups, who were kept in hospital in the general wards as inpatients for longer period of time. Patients of the teams received almost twice as many home visits as the controlled groups and visited the facilities significantly less frequently. Increased satisfaction were experienced by patients who had full access to a primary health care teams was reported to include a higher mean number of social activities with a fewer symptoms and this slightly improved overall health.

The variances were well noted in comparison to the group of patients who only had access to a physician (Sommers et. al., 2000). Primary care team working has been reported to improve staff motivation (Wood, Farrow, and Elliott, 1994). In a study in Spain, Peiro, Gouzalez-Roma and Romos (1992), showed relationships between work team processes, role clarity, and job satisfaction and leader behaviours. The effectiveness of their teamwork was also related to their job satisfaction and mental health of the respective team members. Sommers and colleagues (2000) recommended that lower rates of hospitalisation for patients of primary health care teams were more likely to be identified in teams where the individual members were most satisfied with their working relationships and their organisational structures within their groups. Innovation teamwork is reputed to promote innovation in organisations

including those in the health care sector. To promote organisational innovation, policy makers and practitioners are increasingly asking for clarifications of the factors that determine innovation within teams. Many input and process variables have been demonstrated to predict innovation in teams. About inputs, there is some evidence that heterogeneity of team composition is related to team innovation (Hoffman and Maier, 1961; McGrath, 1984; Jackson, 1996).

West and Anderson (1996) carried out a longitudinal study of the functioning of top management teams in 27 hospitals and examined relationships between the teams and the organisational factors and team innovations. The results elucidated that team processes best predicted the overall level of teams innovations, while the proportion of innovative team members predicted the overall rated radicalness of innovations were introduced. West and Wallace (1991) identified that team collaboration, commitment to the team and tolerance of diversity were positively related to team innovativeness. By what means are these various benefits of team working in health care realised? Partly at least through their composition and through effective team processes such as communication, decision-making and problem-solving. The researcher therefore briefly reviewed research in these areas before turning to consider the influence of the organisations within which teams function.

Teamwork is essential in the provision of quality healthcare. The division of labour among medical, nursing and allied health practitioners means that no single professional can deliver a complete episode of healthcare. There is little or none formal training in teamwork skill development in undergraduate or postgraduate health professional education programs teamwork skills are largely learned 'on-the-job' In healthcare, where patient outcomes are dependent on effective interdisciplinary teamwork, there is a need for better preparation of healthcare professionals in teamwork approaches. Although various studies have identified teamwork as a requirement for high quality and safe patient care delivery within many healthcare organisations there is limited understanding on how individuals in the health professionals contributed to effective team work. While there has been substantial studies attempting to identify and define or clarify the requirements for effective

healthcare teams and groups, the predominant focus has been on improving existing teams. There has been little research into the educational and training needs of health professionals to enhance their participation in workplace teams. Therefore, healthcare team members do not understand the personal competencies required for team success. To assist in planning formal education programs for the team leaders this study aimed to identify the competencies and the skills held by healthcare professionals that were perceived by health service management colleagues to enhance effective teamwork. It has been recommended that each team member's abilities, skills experience, attitudes, values, role perceptions and personality be all the things that make a person unique and determine what they are willing and can contribute. Their level of motivation and methods of interaction with other group members and degree of acceptance of group norms and the organisation's goals. This suggests the need to focus on individuals characteristics that have been found to contribute to teamwork, as pre requisite characteristics of effective teamwork. Also, studies tend to rely on subjective measures of team performance. There were no relative empirical studies that confirmed the teamwork competencies and skills that were related to successful teamwork performances and in general, or specifically related to health care organisations. Therefore to develop the framework of skills to be tested in this study a significant number of papers were reviewed with the intention of building a model that was comprehensive in nature in outlining potential teamwork competencies and skills as it was not possible to structure or develop a specific models that was empirically supported by the literature. Management competencies, the basis for healthcare management education, are considered to comprise skills, knowledge, traits including attitudes and motives including values, and therefore these four categories formed the foundation of the model.

### 3.18 MANAGERS ROLE IN TEAM EFFECTIVENESS CONCEPT

Managers play a crucial role to the success or failure of a teams within their organisations. In effective teams, managers need to be adequately prepared to serve as an consultant and as a visionary, experimenter, coach and educator. As an internal consultant, the manager helps to identify problems through asking the team about



obstacles. As visionaries the manager is the conduit for information from the outside world or the external environment, such as top management's vision, the overall business plan, and the needs of customers internal or external. As an experimenter, the team leader helps the team design work-process to improve performance. As a coach or a mentor the leader should act as a trainer and an observer with the ability in providing constructive feedback, as well as ensuring timely, meaningful rewards for desired team behaviours and mixed performance. Finally, as an educator or a facilitator, the team leader should lead and be able to facilitate the discussions and implementation of lessons learnt from the completion of the projects which can strengthen the teams abilities and skills for future work (Antonioni, 1994). Johnson and Johnson (1997) identify that managers helps to create effective teams by providing many factors namely, 1) initial directions, 2) clarification of assignments, 3) performance feedback for improvement, 4) an attitude of trust within the team and team members, 5) a commitment to team framework and structures, 6) current information, 7) take charge leadership when appropriate, 8) reinforcement of team decision making processes, 9) freedom to develop creative solutions by being innovative and 10) support and recognition of cooperative efforts and attitudes. In creating effective teams, managers should also act as facilitators and be instrumental in the job tasks to achieve outcomes.

Ehlen (1994) asserts that managers are required to facilitate 1) shared understanding, 2) shared responsibilities, 3) mutual influences and 4) task autonomy. Managers are often the primary linkage between the team members or the groups and the top level of the management pyramid and in turn influences the organisational strategies and corporate objectives (Mohrman et al., 1995). The expectation of leaders and managers or cross functional team leaders are responsible for providing current, strategic two-way communications. Mutual accountability is the foundation to any team effectiveness approach. Managers and team leaders are responsible for assisting teams in developing and engineering such systems of performance evaluations with the aims to monitor team progress. The team leader may need to coach a newly formed team as to how to evaluate advances in the middle of a work project as well as facilitate hindsight evaluations upon

completion of the projects. Managerial team leaders assist in accessing professional developments and acquisitions of new skills and abilities for teams as a unit and team members individually. It is better not to assume a hands-off or hands-on posture as team leaders should be able to coach team members in becoming respectful of personality differences and appreciative of differences in point of views (Ehlen, 1994). Effective managers do not maintain personal responsibility for work assigned to team members and they do not monopolise group projects, and do not control daily activities. An effective team leader will empower teams by encouraging all team members to share responsibility for collective performance (Anonymous, 1994).

### 3.19 LEADERSHIP CONCEPTS

Throughout the history of leadership it has been defined many times and in many different ways. It can be characterised as social influences or leaving a mark, or more profoundly showing the way and influencing the behaviour and others by ideas and deeds” (Manning and Curtis, 2012:2). Leadership must be understood as more than simply managing. Leadership requires much more than just setting things or systems in place and letting them run their course operationally. Leadership involves various tasks such as establishing and guiding the vision of an organisation, empowering subordinates by demonstrating competencies and even excellence with necessary skills which includes motivating, developing and teaching, coaching, and being an example for all to follow (Manning, 2012: 12). One expert and leadership consultant compared the concepts management and leadership by stating that leadership is people more than projects and movement more than maintenance and art more than science and intuition more than formula and vision more than procedure and the risks more than the caution and action more than reaction and relationships more than rules and who you are more than what you actually do (Maxwell, 2005: 113). Since the 1930s, leadership has been identified as a critical ingredient for organisations, and it continues to be a prominent research field (Bowditch et al. 2008 and Avolio et al., 2009). Many attempts have been made to highlight the influence of leadership on performance at different levels of the organisation.

It has been shown that leadership enhances performance and the attainment of set goals (Bass, 2000). Follower's attitudes and beliefs constitute another kind of indicator for effective leadership. The subsequent improvement of the followers quality of work life, building of self-confidence, increase of skills and contribution to their psychological growth are indicators for effective leadership according to Bowditch et al., 2008; Levi, 2007; Yukl, 2010). The subject of leadership is one that focuses on individual behaviours and developments. This research project focuses on leadership specifically to servant leadership perceptions as a power source and significant factor in today's business and societal development. Leadership is the backbone of any organisation, and it has been considered fundamental not only at an organisational level, but also at economic, political, and social levels. Research on leadership is becoming extremely important due to the rapid development and resulting challenges not only confined in the Kingdom of Saudi Arabia (KSA) but also in other countries of the Persian Gulf Region, as well as globally. Therefore, the growing demand required significant and effective leadership that understand people, the context needs and the global challenges.

### 3.19.1 DEFINITION OF LEADERSHIP CONCEPTS

It is challenging to find a straightforward and appropriate definition of leadership. There are as many definitions of leadership as there are people who have tried to define the concept, but leadership is too complexed and the variables of this phenomenon to be capturing any definition. The concept of leadership is different from that of a leader, but a few scholars have used these terms interchangeably. Sociologists normally define leadership regarding power or the capacity of any actor in a social system to influence the behaviour of others. Wibbeke (2009) defines three important terms regarding leadership and made the distinction between each. She firstly defined the concept of leadership as for how individual influences others to act for certain goals that may represent the values and the motivations of both leaders and followers. However, the global sense of the role of leadership has more to do with the diverse collection of nations and societies and not just actions within organisations; global leadership, therefore, has reflected the act and art of creating shared meaning and action that led

to achieving desired results across global boundaries. Finally, the third term is situational leadership, which reflects how the external environment and situation exerted influence on leader's behaviour.

Leadership is one of the most complexed processes in any dynamic environment (Northouse, 2007). According to Gill (2006), "Leadership has been variously defined in terms of traits, process, skills, competency, a relationship and a construct", whereas Bolden (2004) states that some have defined leadership as a social process, in which the relationships between a set of people are developed, and some other define leadership in terms of people's traits or characteristics. It is a spiritual, fascinating, emotional and behavioural phenomenon, (Gill 2006), and arises in a human context and affects the relationship between leaders and their followers (Jamali et al., 2008).

### 3.19.2. THEORETICAL CONCEPTS OF LEADERSHIP

The relationship that exists between the leaders and the followers is referred to as one of the many interpersonal relationship which is established to satisfy some of the defined needs and the wants of the leaders and the followers belonging to the same social system. Thus, the behaviour of one person is influenced by the behaviour of the other, on the other hand, while the behaviour of both can be determined by the nature and structure of the social systems in which they have the ability to interact. It can be said that leadership is the function of the double situational phenomenon namely (1) personality traits, (2) The approach of communication manner with the followers as the satisfier of their needs and goals. The leader and the follower relationship varies along an authoritarian and democratic continuum level, and goes to one pole as extreme or maintain an equalitarian, between two. While dominance or authority is the influence of a person whose position in a hierarchy system, or whose structural and strategic superiority is over others, has neither been freely chosen or voluntarily accepted by those that are influenced, hence nevertheless wields a degree of compulsion on them. The means of exercising influence in this instance are formal or structural, i.e., the authority, power, status and office of the influence, and the involuntary dependence of the influenced. However, the concepts of leadership styles has been studied extensively by various psychologists, social anthropologists, sociologists and political

scientists. Some have attempted to understand leadership through a process of natural stimulation of leader follower behaviours as a result of their social interactions. Some have had good understanding through individual's characteristics on the bases of authority and power. It is an eternal and universal phenomenon. However, it is true that a leader always has the authority and power of decision making which at times occurs when the community comes under the influence of outside world or when there is an intermittent contact. It is based on relations between individuals and a groups which is moulded around the common interests and which tends to behave in a manner directed or determined by an individual.

The development of leadership approaches depends on studying situations and on acquiring skills in controlling them. To claim leadership, a person or individuals have to analyse the situations and develop appropriate techniques for controlling them. Leadership grows out of personal achievements and recognition of it by the groups. The idea that leaders are born and not made is slowly disappearing in its concepts. The study of leaders and the leadership process stems from social psychology, sociology, psychology, and organisational behaviour (Pierce and Newstrom, 2006). Since the late 1950's, there have been as many as sixty-five different classifications of leadership (Northouse, 2007). The discussion in this study will view leadership from two perspectives. Leadership will be seen as the ability to make strategic decisions using servant leadership and team work (Bennis and Nanus, 1985). Second the skills of interpersonal relationship, motivation, decision making, and emotional maturity (Zimmerer and Yasin, 1998). There are many leadership styles that may be applicable for dealing with the many challenges faced by management. The study will review different theoretical approaches to team leadership.

### 3.20 DEFINITION OF THE TEAMS LEADERSHIPS

In simple definition teams leadership this refers to the many leadership practices and the values exhibited by various types of leaders, governing a specific group of individuals who are working towards achieving particular goals or objectives. Teams would not be able to function as a whole without the governance structures and the authority and the effective interaction with a good leader. In this regard, leadership can

be identified as a function more than specific roles and can be referred to as both, the process of leading and to those entities that do the leading. In team leaderships, the roles of the team leaders becomes crucial, as an individual who has the ability to facilitate the processes, the tasks, the working relationships, and the goals, priorities, needs, and achievements of the entire teams. Metaphorically, the shared leadership perspective emphasises collaboration and the relational processes of co-construction as the basis of leadership, relating to the relational, collectivist and non authoritarian nature of leadership practices in contemporary organisations (Lindgren and Packendorff, 2009; Uhl-Bien, 2006). In the research literatures, shared leadership, collective leadership, and distributed leadership are often used interchangeably, while team leadership is commonly viewed as a slightly different stream of research according to Avolio et al. (2009) and Harris (2008). Such accumulation of concepts means that shared or distributed leadership approach is often used in a shorthand approach to describe any form of devolved, shared or dispersed leadership practice in organisations. Team leadership is an essential element in maintaining effective teams, for it enables the groups or the teams to effectively and efficiently work with one another, in its aim to achieve its common goals and objectives. The complexity of current team arrangements is also a new challenge for the team and team leadership research (Burke, DiazGranados and Salas 2011; Mathieu et al., 2008; Yukl, 2006). As the prevalence of teams has increased, many researchers have searched to understand and get more insight into the various factors that promote their effectiveness. One factor argued to be critical in determining the impact of team effectiveness in team leadership groups. Compared to traditional leadership approach the team varies leadership dynamically with the situations and assumes that many subordinates roles and responsibilities and linkages are tightly coupled or related, and highlights the coordination demands (Burke et al., 2011). Without leadership, the team members are unlikely to identify with the team objectives (Sivasubramaniam, Murry, Avolio and Jung, 2002). As Zaccaro et al. (2001) maintains that the leadership processes also influence the team's cognitive behaviour, motivational attitude, and effective processes. The

leadership process has the ability to affect the attitudes, beliefs, and behaviours of the team members (Ensley, Pearson and Pearce, 2003.)

### 3.20.1 CONCEPTUALISING TEAM LEADERSHIP

Effective team performances derive from several fundamental characteristics (Zaccaro and Klimoski, in press). First, team members need to integrate their actions successfully. Teams have specific and unique roles, where the performance of each of their role contributes to collective success. This means that the causes of such team failure may reside not only in members inability but also in their collective inability to coordinate and synchronise their contributions. Team processes become a critical determinant of team performance and often mediate the influences of most other exogenous variables. Second, teams are increasingly required to perform or function in any complex and dynamic environments. This characteristic applies particularly to organisational teams, and especially to top management teams. The operating environment for today's organisational teams features multiple stakeholders and shareholders with sometimes clashing agendas and conflicting thoughts with high information load, dynamic situational Contingencies, and increased tempo of change. Such performance requirements heighten the needs for the members coordination and collaboration within the groups. Further due to the greater rate of change in today's environment, team members need to operate more adaptively when coordinating their actions. Team leadership represents the third characteristic of effective team performance. Most teams contain some individuals who are primarily responsible for defining such team goals and for the developing and structuring of the teams to accomplish these missions. These roles exist even in self-managing teams according to Nygren and Levine (1996). Although the conduct of the behaviour of leadership roles in many teams differs considerably from the similar roles and responsibilities in more traditional teams. However, the success of the leader in defining team directions and organising the team to maximise progress along such directions contributes significantly towards team effectiveness. Indeed, we would argue that effective

leadership processes represent perhaps the most critical factor in the success of organisational teams. Despite the ubiquity of leadership influences on organisational team performance, and despite extensive literature on both leadership (Bass 1990; Yukl, 2002), and team/group dynamics (Forsyth 1999; McGrath, 1984) highlight how little is known about how leaders create and manage effective teams within their groups. Previous leadership theories focused on how leaders influence collections of subordinates, without attending to how leadership fosters the integration of subordinate actions and how leaders promoted team processes. Path goal theory represents an excellent example of leadership that has the ability to influence on subordinates outcomes. However, it specifies the leaders roles in creating performance expectancies and valences for individual subordinates (House and Mitchell, 1974), not in developing and maintaining effective team interaction and integration. Most leadership theories that mention team processes treat them as moderators that indicate what leadership behaviours are most appropriate or effective in particular circumstances (Fiedler, 1964; Kerr and Jermier, 1978; Kerr, Schriesheim, Murphy, and Stogdill, 1974). Accordingly, Hackman and Walton (1986), note, they have not found among existing leadership theories one that deals with our satisfaction with the leadership of task performing groups in organisations. Kozlowski, Gully, Salas, and Cannon-Bowers (1996) also state, that although there is substantial literature in the team development and leadership areas. Levine and Moreland, (1990) and Yukl and Van Fleet (1992), elucidate that existing models are very limited in their ability to provide prescriptions to guide team leadership and to enhance team development.



### 3.20. 2 LEADER BEHAVIOUR DIMENSIONS

Table 10. Leader Behaviour Dimensions

Leader behaviour dimensions (from Fleishman et al., 1991)
(1) Information search and structuring
(a) Acquiring information
(b) Organizing and evaluating information
(c) Feedback and control
(2) Information use in problem-solving
(a) Identifying needs and requirements
(b) Planning and coordinating
(c) Communicating information
(3) Managing personnel resources
(a) Obtaining and allocating personnel resources
(b) Developing personnel resources
(c) Motivating personnel resources
(d) Utilizing and monitoring personnel resources
(4) Managing material resources
(a) Obtaining and allocating material resource
b) Maintaining material resources
(c) Utilizing and monitoring material resources

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Source: Leader behaviour Dimensions/ Fleishman et al., (1991). Adapted:

### 3.21 MODELS OF TEAM LEADERSHIP

Many attempts were made to understand better the role of leadership in organisations that have brought about variation of conceptions of leadership styles. Early studies

focused on the different traits and the personal attributes which have characterised effective leaders of successful outperforming organisations (Bowditch et al., 2008). Another stream of leadership literature concentrated on the behaviours effective leaders are engaged in. As teams have increasingly become the main concept on the building blocks of organisations (Guzzo and Dickson, 1996). Scholars recently started researching leadership at team levels of analysis and looked at the many roles of the team leaders in promoting, developing, and maintaining team effectiveness (Mathieu, Maynard, Rapp and Gilson, 2008, Hackman and Wageman, 2005). There has been as many as sixty-five different classifications of leadership dimensions according to (Fleishman et al., 1991) with a focus on the various groups and different models and theories. The researcher will attempt to list the most prominent team leadership thinkers for this study.

#### 3.21.1 LARSON AND LAFASTO MODEL

Rather than focusing on weak teams writers Larson and LaFasto (1989) looked in the opposite directions by interviewing effective teams to gain insights as to what enables them to function to a high degree.

They came away with the following conclusions:

- Clear elevating goals as they have a vision
- Results driven structure with visions have a business goal
- Competent team members with the right number and mix of diversity
- Unified commitment because they are a team, not a group
- A collaborative climate which is aligned towards a common purpose
- High standards of excellence due to them they have group norms
- Principled leadership related to the central driver of excellence
- External support because they have adequate resources

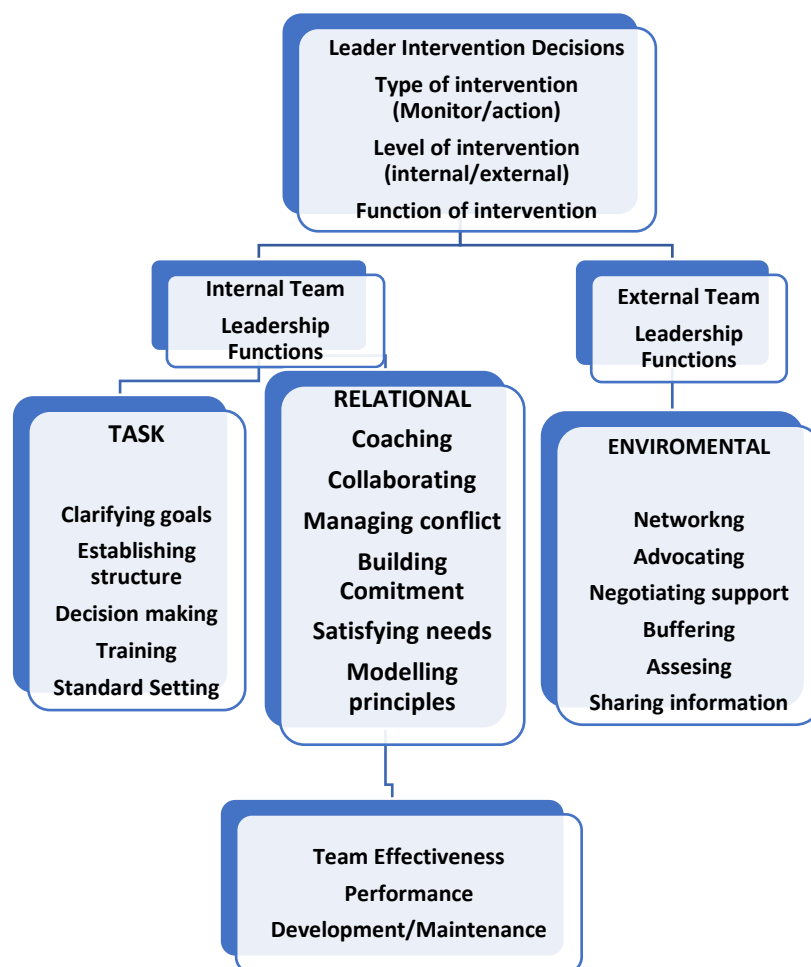
#### 3.21.2 HILLS MODELS

While there are many team leadership models, the Hill's Team model has been cited as one of the better-known ones as it provides the leader or a designated team members

with a mental road map to help diagnose the team problems, and then to take appropriate actions to correct team problems within any organisation (Northouse, 2007).

This Team Leadership model is built on some research projects.

Figure 16. Hills Team Leadership Model



SOURCE: Hills Team Leadership Model, Northouse ( 2007). Adapted

Top layer relates to the effective team performance that begins with the leader's mental models of the situations and then determining if the situation that will requires action or monitoring.

The second layer refers to an Internal or External leadership level.

The third layer indicates if it is Task, Relational, or an Environmental intervention. Function Interventions. Select a function depending on the type of intervention.

Finally, the bottom layer refers to if it is correctly performing the above three steps create high Performance through Development and Maintenance functions.

### 3.22 DISCUSSION ON TEAM LEADERSHIP WITHIN ORGANISATIONS

Despite the ubiquity of leadership influences on organisational team performance, and despite the extensive literature on both concepts, leadership (Bass, 1990; Yukl, 2002) and team or group dynamics (Forsyth, 1999; McGrath, 1984). Surprisingly little is known about how such leaders create and manage effective teams. Previous leadership theories focused on how leaders influence such collections of subordinates, without attending to how leadership fosters the integration of subordinates actions (i.e., how leaders promoted team processes within their groups). Path goal theory, for example, represents an excellent example of leadership influences on subordinate outcomes. However, it specifies the leader's role in creating performance expectancies and valences for individual subordinates (House and Mitchell, 1974), not in developing and maintaining effective team interaction and integration. Most leadership theories that mention team processes treat them as moderators that indicate what leadership behaviours are most appropriate or effective in particular circumstances (e.g., Fiedler, 1964, and Kerr and Jermier, 1978, Kerr, Schriesheim, Murphy, and Stogdill, 1974). Accordingly, Hackman and Walton (1986) note, they have not found among existing leadership theories one that deals with our satisfaction with the leadership of task performing groups in organisations. Kozlowski, Gully, Salas, and Cannon-Bowers (1996) also state, although there is substantial literature in the team development and leadership areas, also described by Levine and Moreland (1990) and Yukl and Van

Fleet (1992) such existing models are limited in their ability to provide prescriptions to guide team leadership and to enhance team development.

### 3.23 TEAM INFLUENCES ON LEADER EFFECTIVENESS

The literature focused on the influences of the leader on team effectiveness and the leader engagement. However, one of the central arguments is that this is a reciprocal influence, where team processes has the ability to influence leaders effectiveness. For example, a high levels of distributed expertise in teams facilitates several of the leadership functions as ellucided by Fleishman et al. (1991). Functional diverse teams can help leaders interpret environmental ambiguity and reduce any uncertainty. In top management teams, where environmental complexity is typically higher than for lower level leaders (Zaccaro, 1996). Jacobs and Jaques (1987), describe two central uncertainty reduction mechanisms. First, when authority relationships are weakened, or at least suppressed the lower ranking individuals are more likely to contribute readily to the identification of meaningful patterns in the organisation's environment. In a strong authority mangement, conformity pressures would result in such individuals adopting with little questions on the patterns discerned by their superiors, even if such patterns are perceived to be inaccurate. Second, if the top executive teams is constructed with individuals of varying functional expertise then the teams or the groups as a entity has considerably more resources to develop more complexed representations of the organisation's operating environment.

These factors led Jacobs and Jaques to recommend that in theory it will be possible for any corporate collegium to deal with more highly complexed environments than could individuals. Several empirical studies confirm the positive influence of diverse top management team demographics on organisational processes and outcomes (Bantel and Jackson, 1989; Hoffman and Hegarty, 1993 and Kech and Tushman, 1993, Priem, 1990, Wiersema and Bantel, 1992). Expert teams or groups can also help leaders be more effective in guiding them in the acquisitions of information in their boundary spanning roles (i.e., by acting as part of their information networks). Ancona and

Caldwell (1988) identify several boundary spanning roles for group members centred on the acquisitions of information necessary for group the effectiveness. By literally contributing as part of the leader's information network systems the team members expand the surveillance resources of the team in this article; we have specified the number of fundamental components of team effectiveness. These are succinctly categorised regarding cognitive, motivational, affective, and coordination processes. Despite vast literature in both leadership and team dynamics, there are few conceptual frameworks of how leaders contribute systematically to team effectiveness. Accordingly, several of these contributions in the context of a broad team effectiveness model was described. There were also many suggestions that as teams became more experienced and can achieve significant levels of expertise allowing other members to take over more of the leadership functions, while designated leaders retain their boundary spanning responsibilities. Finally, a brief outlined several means by which teams influence leader effectiveness.

Existing theories of leadership and team dynamics tend to minimise the contributing influences of each of these processes on each other. Such minimisation leads to a less than complete understanding of collective decision making and performance. In teams such as military units, or those in more traditional organisational forms, which are typically organised in strong hierarchical structures, a major portion of the variances in the performance may reside in many factors associated with team leadership. The failure to understand this type of relationship can limit the training and development of such teams and leaders, respectively. Alternatively, as many organisations move from a traditional hierarchical structure to a more team based on team processes that have an increasingly important influence on the leader and organisational effectiveness. Such influences need to be considered more carefully and modelled in theories of organisational and strategic leadership.

### 3.24 SUMMARY

Much research has been done on various work groups and teams and team processes, but there is a big void in the literature regarding the effectiveness of teams and servant leadership. Researchers have gained a good understanding of the way in which teams perform, but the theories have been primarily static. For example, the widely accepted input process and output framework only explains the variables included in task performance and does not indicate as to what happens to output over extended time periods about leadership behaviour. The model calls for the abilities to comprehend future team effectiveness within groups and is viewed as the teams or the groupsviability or its ability to continue working together as one, but does not indicate the manner in which this will evolve (Hackman, 1987).The many study of teams over multiple performances episodes has allowed for a good understanding of the way in which teams perform and the processes involved in following tasks as indicated by Marks, Mathieu and Zaccaro (2001), however it does not explain or ellucid the nature in which teams changes their performance and leadership behaviours. This study addresses team effectiveness and viability through the framework of servant leadership, Therefore it is essential to understand team leadership behaviours and team effectiveness to create and maintain productive teams within any organisation. Chapter four will discuss the research methodology used for the purpose of this study.

## CHAPTER FOUR

### RESEARCH METHODOLOGY

#### 4.1 INTRODUCTION

Research methodology has been defined as an operational framework within which the facts or specifics are placed so that their meanings may be seen more clearly (Leedy, 1989). Research methodology is a plan or design for the process of finding a solution to identify the influence of servant leadership on team effectiveness. As stated in the previous chapter the aim of this research study is to explore the perceptions of servant leadership and its influence on team effectiveness among managers Armed Forces Hospital, Khamis Mushayt, Saudi Arabia. This chapter outlines the methodology used for collecting and analysing data to achieve the aim and objectives of this research. Kothari (2008) defines research as a scientific and systematic search for pertinent information on a specific topic. It is an art of scientific investigation. A systematic approach towards resolving an issue is the key aspect of any research as it allows the researcher to identify specific tools and methods that will help him/her reach the desired outcomes of research (Saunders et al. 2015, McBurney and White, 2009). Bryman and Bell (2008) state that a logical approach needs that the researchers are aware of the final objective and select data tools which are appropriate to achieve the ultimate objective. The research methodology will then be the plan or design for finding solutions to these objectives. A survey will be conducted using a questionnaire as a research instrument. Questionnaires are one of the most widely used survey data collection techniques. The standard questionnaires are designed to reduce the error that can be attributed to the interviewer, by scripting the question format and order and defining in detail how the interviewer is to proceed through the questionnaire. As each person was required to respond to the same set of questions, it provides an efficient way of collecting responses from a sample. A survey was found to be appropriate for this study because it was the most effective technique for the research. According to Creswell (2003); research is a recurring progression of steps that naturally begin with finding a problem or matter for study. It then includes the reviewing of literature, specifying a purpose for the study, gathering and examining facts, and generating the



understanding of the evidence at hand. The literature review reveal empirical support for a relationship between servant leadership behaviours and team effectiveness in different contexts as well as environments and revealed that the perception of leadership varies according to employees' levels and according to organisations. Many studies have been conducted that explored the correlation between the perceptions of servant leadership about other variables such as team work, job satisfaction, organisation commitment but none has been done on health care about servant leadership dimensions and team effectiveness in Saudi Arabia. The purpose of this Correlative quantitative research is to ascertain the extent to which servant leadership behaviours dimensions and its influence on team effectiveness are perceived and implemented by the managers of the Armed Forces Hospital, Khamis Mushayt, Saudi Arabia as the independent variable, and to measure the degree of correlation between the servant leadership dimensions and the team effectiveness as the dependent variable. This chapter outlines the research methodology for this current study, comprising the following sections: research design, data collection description of the instruments, sample and population, validity and reliability, feasibility and appropriateness, and data analysis and ethical considerations. According to Leech and Onwuegbuzie (2009:269), research is the process of achieving solutions to problems using a planned and systematic method. This chapter also provides an insight into the need for and how ethical considerations were maintained in this study.

#### 4.2 RESEARCH PROBLEM CONTEXTUALISED

There are progressive changes in the work functions and responsibilities of hospital leaders, including descriptions of how hospital leader's works and duties are perceived in a global context. Hospital leaders have had to respond to new technology, new organisational goals and new challenges. A review of the literature indicate that there are many models of leadership. Currently, an in-house model of effective leadership and team work in the military health care sector does not exist. In light of these constraints, this study seeks to explore perceptions of servant leadership and develop a servant leadership model for these organisation managers to improve team work. The most effective leaders have responded to the dynamism of the healthcare field by

altering their leading skill set. Identification and application of the most suitable leadership style are essential in transforming the health sector in Saudi Arabia. Selecting effective leadership styles and models will guarantee that Saudi nationals and internationals are well educated and managed. The work environment is highly influenced by the relationship between leaders and their followers. It is vital to determine the significance of the manager's leadership style on the outcomes for the hospitals, employees and the patients. The available literature shows many relevant studies conducted in China, Europe and the United States. Such data is not generalisable, as the leader-follower relationship is influenced by culture. As such, the mitigating factor of culture may have different effects for Saudi Arabia compared to other countries and regions. To achieve this, the researcher will refer to the Greenleaf Servant leadership models and characteristics. Manual and electronic searches indicate that there are numerous studies and literature on various leadership models. However, the literature on servant leadership and team effectiveness in healthcare in Saudi Arabia is sparse. Other aspects such as the level of individuality and the organisation of the health sector may also influence the outcomes for the management leadership style and team effectiveness. This makes it difficult to generalise results obtained from other countries to the Saudi Arabian case. Nonetheless, information from such studies may be useful in developing adequate leadership training for managers in the Saudi Arabian context. This study focuses on the perceptions of servant leadership style of the manager and its influence on team effectiveness in the military hospitals Saudi Arabia Southern region. The focus on hospital managers is essential, as they constitute a vital component of the health services and delivery of patient care. There is absence of systematic data concerning the leadership styles employed by managers in Saudi Arabia. Thus, this study makes a new and original contribution to understanding servant leadership dimensions and team effectiveness within the military health system of a major Islamic country Saudi Arabia.

#### 4.3 RESEARCH METHOD AND DESIGN

Research methodology has been defined as an operational framework within which the facts are placed so that their meanings may be seen more clearly (Leedy, 1989).

Research methodology is a plan or design for the process of finding a solution to effective leadership approach to improve team work. As stated in the previous chapter the aim of this research study is to explore the perceptions of servant-leadership and its influence on team effectiveness in Khamis Mushayt Military Hospital among managers. The research methodology will then be the plan or design for finding solutions to these objectives. A survey will be conducted using a questionnaire as a research instrument. Questionnaires are one of the most widely used survey data collection techniques. The standard questionnaires are designed to reduce the error that can be attributed to the interviewer, by scripting the question format and order and defining in detail how the interviewer is to proceed through the questionnaire. As each person is required to respond to the same set of questions, it provides an efficient way of collecting responses from a sample. A survey was found to be appropriate for this study because it was the most effective technique to achieve the research objectives.

#### 4.4 RESEARCH METHOD

Silverman (2001:3) affirms that the main methods of quantitative research are “social survey, experiment, official statistics, structured observation and content analysis”. Silverman (2001:3) further attests that the features of the social survey are “random samples and measured variables”. As the social survey is representative, the research design employed for this study was correlative quantitative. Gorard (2003:1) and Gerring (2007:71) suggest that a research design must have a purpose. The purpose of the study was to develop a conceptual model that could be tested statistically for its acceptability using various data analysis methods. The research design that was used to verify the tenability of the proposed model incorporated numerical and statistical data. Scott and Xie (2005:15) assert that quantitative research that uses numerical or statistical information is common and its value and contribution to education cannot be denied. The methodology is the philosophical framework within which the research is conducted or the foundation upon which the research is based (Brown, 2006). Research Methodology chapter of research describes the research methods the approaches and designs in detail highlighting those used throughout the context of the study, justifying the choice through describing the advantages and disadvantages of

each approach and the design taking into account their practical applicability to the research. O'Leary (2004: 85) describes methodology as the framework which is associated with a particular set of paradigmatic assumptions that was used to conduct this research. Allan and Randy (2005) insist that when conducting a research methodology the researcher should meet the following two criterias. Firstly, the methodology must be the most appropriate way to achieve the overall objectives of the research. Secondly, it must be made possible to replicate the methodology used by other researchers of the same nature.

#### 4.5 RESEARCH DESIGN

Mouton (2011:55) explains a research design as follows: The construction of an original house starts with a notion, profile, size, number of restrooms. These concepts are given to the draftsman. The notions are converted into a proposal of the potential house by the designer. In principle, the future research is the research design. The research design is a strategy for gathering evidence about the knowledge desired (De Vos, Strydom, Fouche and Delport, 2005). This study will employ a Correlative quantitative research approach using multiple measures. The correlation strategy involves measuring two or more variables as they exist naturally to establish the relationships between the variables that can be used for prediction. Monette, Sullivan and DeJong (2008:9) define research design as a plan outlining how observations will be made and how the researcher will carry out the research project. Walliman (2006:42) states that the research design provides a framework for the collection and analysis of data and subsequently indicates which research methods are appropriate. Byrne (2002:14) emphasises that exploration is necessary when little is known about the subject being researched. According to Trochim (2005), research designs provides the glue that holds any research project together. The design is used to structure the research, to show how all of the major parts of the research project collaborate to try to address the central research questions. The research design is a recipe. Similarly a recipe provides a list of ingredients and the instructions for preparing a dish, the research design provides the components and the plans for successfully carrying out the study. The research design is the "backbone" of the research. Research studies were designed in

a particular way to increase the chances of collecting all the information needed to answer a particular question. Information gathered during the research is only useful if the research designs is sound and it follows the research protocols. Carefully following all the procedures and the techniques outlined in the research protocols will increase the chance that the results of the findings of the research will be accurate and meaningful to many.

Following the research protocols and thus the design of the study it is equally important because the results or the findings can then be reproduced by other researchers. The more often results are reproduced, the more likely it is that researchers and the public will accept these findings as true and valid. Additionally, the research design must specify the procedures used to ensure the overall protection of the research subjects or the sample population, whether human or animal and to maintain the integrity of the information collected within the study. Hence a correlative quantitative incorporates an explorative paradigm that will probe, examine and explore the available literature for this study.

#### 4.6 PRINCIPLES OF RESEARCH DESIGN AND METHODOLOGY

Research methodology has been defined as an operational framework within which the facts are identified so that their meanings may be seen more clearly (Leedy, 1989). Research methodology is a plan or design for the process of finding a solution to effective leadership approach to improve team work. As stated in the previous chapter the aim of this research study is to explore the perceptions of servant leadership and its influence on team effectiveness in Khamis Mushayt, Military Hospital, Saudi Arabia among managers. The research methodology will then be the plan or design for finding solutions to these objectives. A survey will be conducted using a questionnaire as a research instrument. Questionnaires are one of the most widely used survey data collection techniques. The standard questionnaires are designed to reduce the error that can be attributed to the interviewer, by scripting the question format and order and defining in detail how the interviewer is to proceed through the questionnaire. As each person is required to respond to the same set of questions, it provides an efficient way of collecting responses from a sample. A survey was found to be appropriate for this

study because it was the most effective technique for the research. Mouton (2001:276) maintains that the aims of research designs is to plan and to structure a given research project in a format that the validity of research findings are maximised.

The research design adopted for this study was quantitative given that a large target population was involved. McNabb (2002:83) asserts that research design is a strategic framework for actions that links the planned research questions to the execution or implementation of the research. Wilson (2014:67) further elaborates on the research design description of McNabb (2002:83), by stating that the research design is a plan that guides arrangements for the collection and analysis of data, because it specifies how the research should be carried out in such a manner that it answers the research questions. Wilson (2014:67) maintains that the aims of such research designs is to provide a structured framework for actions that will enable the researcher to draw coherent and acceptable conclusions or inferences from the findings. Dellinger and Leech (2007:313) state that the research design ensures that the study fulfils a particular response, as it provides answers to research questions that will stand against criticism and ensures that the designs has an impact on the validity and correctness of the research findings. This includes a description of the procedure for selecting a sample, as well as how the responses related to the collation the data are to be sorted out. Burns and Grove (2003:195) define research designs as a blueprint for conducting any study with maximum controls over factors that may interfere or influence with the validity of the findings. Parahoo (1997:142) describes a research design as a plan on how, when and where the data will be be collected and analysed. Polit et al., (2001:167) define a research design as the researcher's overall for answering the research question.

The differences between objectivist and subjectivist dimensions as presented by Cohen et al. (2007), as taken from Greenfield (1975), in the following manner:

Table 11. Differences between objectivist and subjectivist dimensions

Dimensions of comparison	Objectivists	Subjectivists
Philosophical basis	Realism is the world exists and can be studied as it is	Idealism is the world exists but is studied differently by various groups of individuals
Role of the social sciences	Exploring universal laws of society and the behaviours of people within it.Can be internal and external	Exploring how the world can be interpreted by people and various groups
Basic units of social realitys	Society or organisations	Individuals or groups of people
Comprehension Methods	Studying the types and nature of various relationships that allow the collection to exist	Studying subjective meanings that individuals impose upon their own actions or behaviours
Theory and Theories	Rational construction that has been proposed by many researchers to explain the human behaviours	Sets of meanings used by individuals to interpret their world and behaviours
Research Design	Validation of theory through experimentation or quasi-experimentation method	Looking for meaningful relationships and establishing the consequences of the actions
Methodology Used	The use of the quantitative analysis and mathematical methods	The analysis and interpretations of any reality
Society	Is managed by a set of general values, with rules and regulations	Is managed by values possessed by people with great power

Comprehensive information regarding important aspects of the methodology is provided by Jackson (2011) that can be summarised in the following table:

Table 12. Research Methodology

Goal met	Research methods	Advantages/Disadvantages
Description	Observational method	Allows description of behaviours
	Case study method	Does not support reliable predictions
	Survey method	Does not support cause-and-effect explanations
Prediction	Correlation method	Allows description of behaviours
	Quasi-experimental method	Supports reliable predictions from a variable to another Does not support cause-and-effect explanations
Explanation	Experimental method	Allows description of behaviours Supports reliable predictions from a variable to another Supports cause-and-effect explanations

Source: Research Methodology,(Jackson, 2011). Adapted.

#### 4.7 TYPES OF RESEARCH DESIGN

Zikmund, Babin, Carr and Griffen (2013:110) state that a research design is a master plan specifying the various methods and procedures for collecting and analysing the needed information. To contextualise the research paradigm followed in this study, the different types of research designs are initially discussed briefly below. There are four main quantitative research namely Descriptive, Correlation, Causal-Comparative, Quasi-Experimental, and Experimental Research.

##### 4.7.1 QUANTITATIVE VERSUS QUALITATIVE

The differences between quantitative and qualitative research is based on different research paradigms (Giddings, 2006:198). Qualitative research focuses on the competence of the researcher to gather information through structured data collection e.g. observations or interviews, whereas with quantitative research the researcher uses



instruments e.g. questionnaires to gather information (Flick, Von Kardoff and Steinke, 2004:47). According to Dellinger and Leech (2007:311), qualitative research does not depend on the use of numbers or measurements and focuses on phenomena that cannot be explained adequately with statistics. Giddings (2006:199) postulates that qualitative research has a phenomenological perspective and is very flexible since the data and circumstances change. In contrast, Bajpai (2011:108) asserts that quantitative research depend on the use of numbers and measurements and has a structured data collection process. Brannen (2005:177) explains that quantitative research tries to establish casual relationships. In the quantitative paradigm, the researcher needs a set plan for the completion of the research and this plays a more prominent role in the data gathering process (De Leeuw, 2005:239). Owing to the nature of the methodological research component, a quantitative descriptive approach to the study was adopted to allow for the large volumes of data collected to be easily coded, analysed and described. The quantitative approach also allows for the results computed from the analysed questionnaires to be confidently generalised to the broader target population (Brannen, 2005:179).

#### 4.7.2 QUANTITATIVE

Hopkins (2008:1) asserts that quantitative inquiry is all about measuring connections between variables. Furthermore, Johnson and Christensen (2008: 1), show that the investigator and their prejudices are not recognisable to the contributors in the study, and participant individualities are intentionally concealed from the researcher. In this study, quantitative research methodology assisted the researcher to inquire into a recognised problem based on testing a notion measured with figures. The objective of using the quantitative research method was to determine whether the predictive generalisation of a theory holds true. The researcher would not generalise because impartiality is critical in quantitative exploration. Quantitative research refers to the investigation of phenomena that lend themselves to precise measurement and quantification and often involves rigorous and controlled design (Babbie and Mouton, 2001). A descriptive design is about observing, describing and classifying the

dimensions of a phenomenon descriptive research that provides an accurate portrayal of the characteristics of a particular individual, or group in actual situations.

The purpose of descriptive research was to discover new meaning, describe what exists, and determine the frequency with which something occurs and to categorise information (Burns and Grove, 2001). Polit and Hungler (1995), define quantitative research as a systematic collection of numerical information and the analysis of that information using statistical procedures. This data is measured in numbers. According to Lee (1999), quantitative research is taken to mean deductive, theory testing, objective and positivist processes. Hence quantitative research using a survey method was used because the study consisted of many subjects that were scattered in different wards. The descriptive statistics such as the mean, mode, median and standard deviation, just to name a few, will be used to describe and summarise the data obtained from the respondents. Inferential statistics such as the correlation analysis will be carried out to ascertain any relationships between two or more variables related to servant leadership. This particular study was confined to the managers in Armed Forces Hospital, Khamis Musahyt, Saudi Arabia.

#### 4.7.3 QUALITATIVE

Qualitative research permits the researcher to examine people's experiences. Also, it studies individuals in their natural settings, to identify how their experiences and behaviours are shaped by the context in which they live (Henink et al., 2011: 8). These experiences include social, economic, political, cultural or physical contexts in which they live. Bogdan and Biklen (2006: 46) are of the view that the researcher's key aim is to enhance knowledge, not to pass a ruling on a situation. This method was chosen to allow identification of issues from the perspective of the participants in the study area. Furthermore, this method was appropriate because issues were probed in an in-depth manner. Gubrium and Holstein (1997:221) point out that the legitimacy of qualitative research is debated by some proponents of quantitative research designs. Silverman (2001:1) points out that "the choice between different research methods should depend on what you are trying to find out". Research can be defined as an significant activity

that involves finding out using a more or less systematic way about things you did not know (Walliman and Walliman, 2011:7)

#### 4.7.4 REASONS FOR USE OF QUALITATIVE RESEARCH

Qualitative research may be used to understand the phenomenon in its entirety, rather than focusing on specific concepts. It has a few preconceived ideas and stresses the fundamental importance of people's interpretation of events and circumstances, rather than the researcher's interpretation. Qualitative methods can produce descriptive data, and no numbers are assigned (Brynard, 1997). For this study qualitative methods would be more appropriate and effective alternative method to use. Qualitative methods focus on qualitative aspects which include meaning, experience and understanding and they all studied human experience from the viewpoint of the research subjects and in the context in which the action takes place (Brink, 1999). A constant comparative method of analysis will be used. The analysis will be conducted as the data was obtained. The information gathering was coded and data constructed into categories. By analysing the information about the research questions, this will be possible.

Table 13. Qualitative and Quantitative Methods

	Qualitative	Quantitative
Conceptual	Concerned with understanding human behaviour from the informant's perspective Assumes a dynamic and negotiated reality	Concerned with discovering facts about social phenomena Assumes a fixed and measurable reality
Methodological	Data are collected through participant observation and interviews Data are analysed by themes from descriptions by informants Data are reported in the language of the informant	Data are collected through measuring things Data are analysed through numerical comparisons and statistical inferences Data are reported through statistical analyses
<i>Source: Adapted from Minichiello et al. (1990, p. 5)</i>		

Source: Minichiello et al., (1990).

#### 4.7.5 CORRELATIONAL RESEARCH

Correlation research will be conducted to examine the linear relationship between two variables and to determine the type and degree of relationship (Burns and Grove, 2001). In this study, the relationship between Servant leadership and team effectiveness will be examined. Correlations can be explained as a single number which describes the extent of the relationships between the two variables. The relationships between these two variables is described through single values, which is the coefficient. Correlation coefficient 'r' is a number that represents the level of relationship between two individual variables (Washington et al., 2010). For instance, the correlations coefficients can assist or guide in identifying the relationships between consumer age groups and types of atmosphere in a restaurant they enjoy the most. The range of value 'r' can take changes from positive 1 to negative 1 depending on the types of correlations. This is specifically related to:

- The correlation would be perfectly significant or positive if 'r' is equal to (positive) +1
- The correlation would be perfectly negative if 'r' is equal to -1
- The relationships between the two variables would be considered to be uncorrelated if the 'r' is equal to zero (0).

Other forms of correlations may include the Pearson Product Moment, Spearmans Rank, Lagged, Autocorrelation and others. The Pearson product moment correlation is calculated by taking the ratios of the various samples of the two variables to the products of the two standard deviations and illustrates the strength of linear relationships. In Pearson product moment correlation the correlation coefficient is not robust because strong linear relationships between the variables are not recognised. The correlations co-efficient is sensitive to outlying points, therefore, the correlation coefficient is said not to be resistant. Spearmans Rank correlation requires the data to be sorted in order and that the values to be assigned or allocated a specific rank with 1 to be assigned as the lowest value. Moreover, in the case of data values which may appear more than once then the equal values will be specified to their average rank. Autocorrelation which is serial correlation, implies that the correlation among the values

of the same variables but at different times, the coefficient of which is calculated by changing lagged data with the formula for the Pearson product moment correlation coefficient. Also, because a series of un-shifted data will express perfect correlations, the function begins with the coefficients of 1.

#### 4.7.6 EXPLORATORY RESEARCH, DESCRIPTIVE RESEARCH AND EXPLANATORY RESEARCH

Gorard (2006:73) confirms that research conducted in the social sciences can take on three research processes, namely, exploratory research, descriptive research and explanatory research. Exploratory research is the initial research performed to clarify and define the nature of a problem that has not been defined in a specific setting (Zikmund et al., 2013:110). McNabb (2002:84) affirms that exploratory research is used when problems are in a preliminary stage and can address research questions of all various types and structures. Lowenthal and Leech (2009:202) state that exploratory research is often used to generate formal hypotheses and lays the groundwork for future research. According to Briggs and Collman (2007:109), exploratory research provides a greater understanding of a concept or problem, rather than providing quantification. Fricker (2008:197) states that descriptive research is specifically aimed at describing people and situations. McNabb (2002:85) adds that data from descriptive research may be qualitative or quantitative. However, quantitative data presentations are normally limited to frequency distributions and summary statistics (Fricker, 2008:198). Lowenthal and Leech (2009:203) highlight that the primary purpose of explanatory research is to explain why the phenomena occur and to predict future occurrences. Leech and Onwuegbuzie (2009:269) observe that during explanatory research, the researcher aims to understand the nature of the relationships between the two variables namely the independent and dependent variables. Exploratory research, as the name depicts, intends to explore the research questions and does not intend to offer any final and conclusive solutions to the existing problems. This is conducted to determine the nature and the intensity of the problems and this types of research is not only intended to provide conclusive evidence but helps one to have a

better understanding of the problems. When conducting such exploratory research methods, the researcher ought to be willing to change his/her direction as a result of the revelation of new data and new insights. Exploratory research designs does not aim to provide the final and conclusive answers to the research questions but merely aims to explore the research topic with varying levels of depth and insight. It has been noted that the exploratory research approach is the initial research, which forms the basis for a more conclusive research approach. It may even help in determining the research design, sampling methodology and data collection method appropriate for the study. Exploratory research methods tends to tackle new problems on which little or no previous research has been done. Unstructured interviews are the most popular primary data collection method with this type of research.

#### 4.8 DATA COLLECTION

Access to the sample was achieved through the personal delivery of the questionnaires to the various heads of departments within the Armed Forces Hospital. The participants received two composite questionnaires including a covering letter, a biographical section. The covering letter provided the reason for the study and instructions on completing the questionnaires. The main advantage of the self-administered type of questionnaires is that they are easily distributed to a large number of participants and are completed during the participants' own free time. According to Welman et al., (2005:257), this method ensures a high response rate compared to other methods. The selected sample respondents was asked to return the completed questionnaires within two weeks from time of distribution to the Human Resource department. The heads of department of the units received a letter hand delivered in advance from the human resources department of the organisation briefing them about the survey of the present study in which they, as managers participated in this study (attached as Appendix A). Two follow-up emails were sent by the HR head of department to the managers requesting prompt completion of the questionnaire.

This instrument consisted of the following factors (a) basic demographic questions (participant position level, gender, and education level), (b) the Servant Leadership Questionnaires (SLQ) Barbutor and Wheeler (2006), Servant leadership, and (c) the

Team Effectiveness Questionnaires(TEQ) Larson and LaFasto, (2001), team effectiveness at the team level. Utilizing this format allowed for a manual mediated collection of the research data. The instrument was available to the sample frame for 2 weeks until an appropriate sample size was met. The data collection was completed relatively quickly due to having the advocacy of the top leader of the sample frame. The researcher was aware of the possibility of poor and low response rate, however, these factors were taken into consideration in the sampling size. The researcher aimed to receive an average of over 90 percentages of the respondents to respond to the questionnaires. The sample size was 200 and to avoid the problem of low response rate the researcher included a five percent additional sample. Permission to research within this organisation was granted, and the senior leader of this organisation provided an invitation to all members inviting their voluntary participation. Mouton (2001:99) state that data collection techniques include interviews, observation and questionnaires. The research instruments used were in the form of questionnaires. Yin (1994:80) is of the view that no single source has a complete advantage over all the others.

#### 4.8.1 PRIMARY DATA

Primary data refers to the data collected by the researcher through observation, and personal or questionnaire interviewing of respondents. Weijun (2008: 16) asserts that primary data has many advantages, among these is that it is original and relevant to the topic of the research study, allows the researcher to survey the population and this gives each member an equal opportunity to participate in the research. Data is collected from a large population and a wide geographical coverage. Moreover, primary data is current, and it gives a better realistic view to the researcher of the topic under consideration. Primary data is very reliable because the data is collected by the concerned party. To gain insight into the research problem, secondary sources of data were used to complement the primary data. According to Welman, Kruger and Mitchell (2005:87), primary data is obtained from the direct observations of the phenomenon which is under investigation or is collected personally. Creswell (2003: 170) asserts that primary data is often sourced after the researcher has gained some insight into the

problem by reviewing secondary data or by analysing previously collected data. Andrew and Halcomb (2009: 105) contend that primary data is collected for a specific purpose and the researcher controls the process. However, Creswell (2003: 171) warns that primary data tends to be expensive to collect and takes a long time to process. The methods of collecting primary data are through interviews, personal or telephone calls and self-administered questionnaires (Welman et al., 2005:88). For this study, a closeended structured quantitative questionnaire as a data-gathering instrument was utilised to collect data.

#### 4.8.2 SECONDARY DATA

Doyle, Brady and Byrne (2009:179) state that secondary data refers to the information collected by individuals or organisations other than the researcher. Flick et al., (2004:47) attest that the value of secondary data is that the researcher can use this existing data and conduct an analysis of it. Creswell (2003:171) states that although secondary data saves time and money, it requires the researcher to be very selective when including this type of data. Hence, the secondary data for this study was sourced from a comprehensive review of journals articles, related text books, the internet, media articles, government publications, periodicals and relevant dissertations and theses. Secondary data was sourced from a comprehensive review of internet articles, journal articles, text books, theses, dissertations, publications, government gazettes, magazines, newspaper articles, reports, conference proceedings and policies. It helps to reinforce the research arguments and provides direction to follow to conduct a credible ontological and epistemological study. Secondary data saves time, effort and money and adds value to study. Secondary data enables the researcher to answer his research variables, to meet the objectives of the study. The primary and secondary sources of data are applied.

#### 4.9 TARGET POPULATION

Welman, Kruger and Mitchell (2005:52) state that a population is the full set of elements from which a sample is selected. The target population for this study will comprise all managers of Armed Forces Hospital Khamis Mushayt Saudi Arabia. The target



population will be obtained from the internal employee Data Base via the Human Resource Department. According to Burns and Groves (2001), the target population is all elements such as individuals or objects that meet certain criteria for inclusion in a given universe. The identified target population equated to 250. Another main concern in sampling is the size of the sample (Terre Blanch and Durrheim, 1999). The sample size must be adequate to allow inferences to be made about the population from the research findings. However, Bryman and Bell (2003), contend that the absolute rather than the relative size of a sample is what increases validation and therefore the sample must be as big as possible. This research study aimed at a sample size of 200 individuals. According to Seekaran (2003), the ideal sample size should constitute approximately 115 respondents. For this study 250 sample size, questionnaires was administered to 250 managers to complete. The Governing body, Senior Management and Ethics Committee have provided the researcher access to members of their staff. A servant leadership questionnaire will be handed out to 250 managers. The managers were from various wards in Armed Forces Hospital, Khamis Mushayt. According to Patton (2002:118), the actual specification of a sample must start with the identification of a population to be surveyed. Gorard (2005:159) clarifies that the target population refers to the group of people who form the object of the survey and from which conclusions are drawn. A population can also be described as finite or infinite (Patton, 2002:108). A finite population has a limited or fixed number of individuals or objects while an infinite population has an unlimited or a non fixed number of persons or objects (Gorard, 2005:160). Caracelli and Greene (1997:23) added that the researcher must be able to anticipate any decisions that are most likely to arise during the actual sample selection process and that the respondents must possess the information and must possess certain attributes or characteristics to make their responses meaningful. Greene (2008:12) adds that a population is a homogeneous mass of individual units. Gorard (2005:160) further explains that the population consists of distinctly different strata, but the units within a stratum should be as homogeneous as possible. Lowenthal and Leech (2009:205) conclude that most of the time it is often not possible to study the entire population because of the limitations of time and costs. The target population

for this study comprised of all managers of Armed Forces Hospital, Khamis Mushayt, Saudi Arabia. The target population was obtained from the internal employee Data Base via the Human Resource Department. The identified target population equated to 250. Another main concern in sampling is the size of the sample (Terre Blanch and Durrheim, 1999). The sample size must be adequate to allow inferences to be made about the population from the research findings. However, Bryman and Bell (2003) contend that the absolute rather than the relative size of a sample is what increases validation and therefore the sample must be as big as possible. This research study aimed at a sample size of 200 individuals.

#### 4.10 SAMPLE

Sampling as a small portion of the total set of objects, events or persons which together comprise the subject of a study. A good sampling implies a well-defined population, an adequate chosen sample and an estimate of how the representative of the whole population the sample is. A purposive, not probability sampling method will be used to select the sampled nursing units within the hospital under study. Non-probability sampling was used. Units/wards where all managers worked were approached to participate in the study until the pre-determined sample size was reached. Purposive sampling of the nursing units was seen as acceptable in this study, in that the researcher knew the population elements of the selected nursing wards. The method was also found to be convenient, economical and within the scope of the study.

##### 4.10.1 SELECTION OF SAMPLE

According to Willemse (2009:19), the design of a sample describes the method used to select the sample from the population. Willemse (2009:19) further attests that the size of the population, resources available, sampling error and variation in the population are some of the factors that influence the sample size. The method used to determine the sample for this study was selected from a database for sample selection. Boyd (2006:30), Sekaran (1992:243) and Fink (1995:44), explains that when the target population is 250, the recommended sample size is at a confidence level of 95%. For this study, a target population of 250 and a sample size of 200 are recommended.

According to Saunders, Lewis and Thornhill (2009:156-161), the selection of a bigger sample produces significant statistical results for generalisations and also eliminates sampling errors. De Leeuw (2005:233-255) and Dattalo (2009:229-248), state that a bigger sample allows the researcher to obtain exploratory, in-depth information from a larger segment of the population while minimising response bias. The simple random sampling method, without replacement, was used to draw the sample of 200 respondents. The sample for the present research was collected in a military hospital in Saudi Arabia Southern Region. This division included 250 managers and was an appropriate organisation among which to research due to the team based systems that permeate their operational structures.

The 250 managers of this organisation composed the sample frame for the study, and the research sample was drawn from this sample frame utilising an open invitation to participate sent by e-mail and memorandum internally. This method ensured a simple random sampling from the sample frame. The researcher aimed to receive an average of over 95 percentages of the respondents to respond to the questionnaires. Permission to research within this organisation was granted, and the senior leader of this organisation provided an invitation to the members inviting their voluntary participation. Although the team was expected to be the department of analysis in the studies of this nature, the present study will use the individual team members (managers) as the unit of analysis. The study was conducted using managers drawn from various departments in the organisation in Armed Forces Hospital Southern Region. The sample consisted of 200 managers including female and males of different nationalities and age groups. The age category was identified through the demographics and the ethnic distribution in the sample. The sample was predominantly English speaking however their first language is Arabic, and their education level ranged from diploma and degree and masters which will include nursing and medical.

#### 4.10.2 SAMPLING TECHNIQUES

According to Maree (2003:36), sampling is a prevalent practice, and all methods of sampling can be classified into two types, namely: probability and non-probability sampling techniques. A discussion of probability and non-probability procedures follow.

Sampling means taking a portion or a smaller number of units of a population as representative or having particular characteristics of that total population (Denscombe, 2008:141). DePoy and Gilson (2008:79) state that a sample comprises of elements or a subset of the population that was considered for actual inclusion in the study or it can be viewed as a subset of the measurements drawn from a specific population in which the researcher is interested in. According to Welman et al., (2005:231), there are two types of sampling methods, namely, probability and non-probability sampling techniques. In the study, the simple random technique as a probability sampling will be used for the correlative quantitative research design. Kerlinger and Lee (2000:72-73) state that systematic sampling involves selecting every  $n^{\text{th}}$  element to make up the sampling frame. The sampling frame for the correlation research design was accessed via a list of senior managers obtained from the Human Resource Department as highlighted in the data base. According to Johnson (2003:369-375), the availability of a sampling frame supports the use of the simple random sampling technique. Daniel (2012:126) concurs with Johnson, and states that simple random sampling gives every element within the target population and each possible sample of a given size, an equal chance of being selected. According to Scheaffer, Mendenhall and Ott (2006:113-145), random sampling without replacement tends to be more efficient than sampling with the replacement in producing representative samples, since it does not allow the same population elements to enter the sample more than once. In this study, simple random sampling, without replacement, was selected as the probability sampling technique.

#### 4.10.3 SAMPLING PROCEDURE

Schram and Caterino (2006:102) describe a sample as a subgroup of the population, which reflects the characteristics of the population size as a whole. According to Bryman and Bell (2007:116), a population or universe is the aggregate of all the elements, while the survey population is the aggregate of elements from which the sample is selected. The sampling unit refers to the entity which is the focus of the survey (Schram and Caterino, 2006:103). According to Fricker (2008:197), the sampling procedure entails drawing a representative sample which includes all the

elements of the universe, which can be finite or infinite. Terreblanche, Durrheim and Painter (2002:44) maintain that the most important factor about a sample is representativeness. The aim is to select a representative sample about which the researcher intends to draw conclusions and make recommendations (Zikmund and Babin, 2012:109). The procedure for selecting the sample is elucidated below since it underscores the methodological procedure employed to select the sample.

#### 4.10.4 PROBABILITY VERSUS NON PROBABILITY SAMPLING

According to Welman et al., (2005:231), there are two categories of sampling methods, namely, probability and non-probability sampling techniques. Probability sampling provides a way of selecting representative samples from large, known populations (Flick et al., 2004:49). Probability sampling methods make it possible to estimate the amount of sampling error that can be expected in any given sample (Briggs and Collman, 2007:206). Non-probability sampling, (such as, convenience, judgmental, quota and snowball techniques) in contrast, risks introducing selection bias into the sample (Greene, 2008:11). In this study, probability sampling was selected for the following reasons. The researcher identified the need to make statistical inferences from the sample and endeavoured to minimise selection bias (Gorard, 2005:161). However, it was easy to gain access or to locate the population elements as the population was not highly scattered and was readily available (Briggs and Collman, 2007:206). The quantitative research design was used, and a broad cross-section size was targeted (Flick et al., 2004:49). The sampling frame was available, but there was no need to target specific elements of the population due to the research objectives of the study (Bajpai, 2011:98). There are four major types of probability sample designs, namely, simple random sampling, stratified sampling, systematic sampling and cluster sampling (Fricker, 2008:198). For the purpose of this study, the simple random sampling technique without replacement was used to select the representative sample. This strategy was adopted to select a sizeable sample to equalise the proportionate representativity of both clinical and administrative staff making up the sample of 250 elements.

#### 4.10.5 PROBABILITY

Maree (2003:36) states that in a probability sample “each element in the population has a known positive probability or chance to be included in the sample. According to Cohen, Manion and Morrison (2003:99), as well as Maree (2003:36), simple random sampling, systematic sampling, stratified sampling, cluster sampling, stage sampling and multi phase sampling are some of the different probability sampling techniques that apply to quantitative studies. Maree (2003:36) confirms that a simple random sample originates when elements are drawn one by one from a jar with or without replacement and when each element in the population has an equal chance of being included in the samples. Alternatively, simple random samples are drawn from a table of random numbers. A table of random numbers can also be computer generated. In stratified random sampling, the population is firstly divided into homogeneous groups called strata, and from each of the stratum, a simple random sample is drawn. In cluster sampling, the population is divided into subgroups which are known as clusters. Steyn, Smith, Du Toit and Strasheim (1994:22) and Fink (1995:14), state that systematic sampling involves selecting every element to make up the sampling frame. According to Maree (2003:39), systematic sampling is convenient in cases where the population size is not known.

#### 4.10.6 NON PROBABILITY

According to Maree (2003:36), convenience sampling, judgmental sampling and quota sampling are some of the non-probability procedures. Maree (2003:39) argues that convenience sampling involves drawing the elements that are most convenient. In judgmental sampling, the choice of the sample depends on experts from the population. In quota sampling, the researcher forms sub-populations or cells. According to Willemse (2009:20), in snowball sampling, sampling elements are selected based on a referral from other survey respondents. This method is rarely used and depends on the nature of the topic. In non-probability sampling (also known as nonrandom sampling) not all members of the population have a chance of participating in the study. This can be contrary to the probability sampling method, where each member of the population has a known, non zero chance of being selected to participate in the study.

The need for non-probability sampling can be explained in a way that for certain studies it is not feasible to draw a random probability based sample of the population due to time and cost considerations. In such cases the sample group members have to be selected by accessibility or by the personal judgement of the researcher. Therefore, the majority of non-probability sampling techniques includes an element of subjective judgment. Nonprobability sampling is the most helpful for exploratory stages of the studies such as a pilot survey. The issues related to the sample size in non-probability sampling technique is rather ambiguous and needs to reflect a broad range of research-specific factors in each case. Nevertheless, there are some considerations about the minimum sample sizes in non-probability sampling as illustrated in the table below:

Table 14. Sample sizes in research

Nature of study	Minimum sample size
Semi-structured, in-depth interviews	5 – 25
Ethnographic	35 – 36
Grounded theory	20 – 35
Considering a homogeneous population	4 – 12
Considering a heterogeneous population	12 – 30

Source: Saunders, M., Lewis, P. and Thornhill, A. (2012) “

#### 4.10.6.1 TYPES OF NON-PROBABILITY SAMPLING

- Convenience Sampling: as the name suggests involves collecting a sample from somewhere convenient to you such as the mall, your local school, your religious groups. Sometimes called accidental sampling, opportunity sampling or grab sampling techniques.
- Haphazard Sampling is where a researcher chooses items haphazardly by attempting to simulate randomness. However, the results are not been random at all and is often tainted by selection bias.
- Purposive Sampling is where the researcher chooses a sample that is based on underlying knowledge about the population size and the study. The study participants were chosen and was based on the study's purposes and the aims. There are several types of purposive sampling techniques. For a full comprehension, of the advantages and disadvantages of the method refer to : Purposive Sampling techniques.
- Expert Sampling refers in this method to the researcher that draws the samples from a list of experts in the field.
- Heterogeneity Sampling or Diversity Sampling is a type of sampling where the researcher deliberately chooses members so that all views are well represented. However, such views may or may not be represented proportionally or adequately.
- Modal Instance Sampling: The most typical method where all the members or the participants are selected from a set.
- Quota Sampling: where the groups which includes both men and women in the sample that are proportional to the groups in the population sample.
- Snowball Sampling: where research participants may recruit other members for the study. This method can be particularly useful when participants are hard to find. Example is related to a study on working prostitutes or current heroin users.



## PROBABILITY AND NON PROBABILITY COMPARISION

Table 15. Comparison of probability and non-probability sampling

Basis for the Comparison	Probability Sampling	Non Probability Sampling
Meaning	Probability sampling is a sampling technique, where the subjects of the population get an equal opportunity to be selected as a representative sample.	Non-probability sampling is a method of sampling wherein; it is not known that which individual from the population will be selected as a sample.
Alternately known as	Random sampling	Non-random sampling
Basis of selection	Randomly	Arbitrarily
Opportunity of selection	Fixed and known	Not specified and unknown
Research	Conclusive	Exploratory
Result	Unbiased	Biased
Method	Objective	Subjective
Inferences	Statistical	Analytical
Hypothesis	Tested	Generated

Source: [keydifferences.com/difference-between-probability-and-non-probabilitysampling](http://keydifferences.com/difference-between-probability-and-non-probabilitysampling).

### 4.11 QUESTIONNAIRES

In the correlative quantitative research design, a close-ended structured questionnaire was used to collect the data from the selected sample respondents. The questionnaire

comprised of the following, a covering letter assuring respondents of their anonymity and a consent form. The (SLQ) Servant Leadership Questionnaire Design consisted of a 23-item questionnaire that measured five servant leadership factors of altruistic calling, emotional healing, wisdom, persuasive mapping, and organisational stewardship. Two versions of the Servant Leadership Questionnaire (SLQ) that exists can be used as a self-rater or follower-rater. This study utilised the self-rater version. Items were based on a 4-point Likert scale (1 being never, seldom to 4 being always), which measured the degree to which the individual agrees with the described behaviour. The SLQ are valid measures of servant leadership and were based on the characteristics outlined by Spears (1995, 1998). This study utilised Barbuto and Wheeler's (2006), SLQ because unlike the other scholars that developed additional servant leadership frameworks and constructs, the SLQ did not create a new framework and is grounded in the original servant leadership model presented by Greenleaf. There are other studies that have utilized the SLQ and have found it a valid measure of servant leadership (Anderson, 2009, Dannhauser and Bushoff, 2007 and Bugenhagen, 2006). While both are valid servant leadership measurement tools, the SLQ is significantly shorter with only 23-items as opposed to the other scholars who include 97 items.

Team Effectiveness Questionnaires (TEQ) according to (Larson and LaFasto, 2001) is a continuous interval-level data needed to be collected for the variable of team effectiveness at the team level. Due to Larson and LaFasto's (1989) close association with scholarship in the area of team effectiveness, the TEQ will be an ideal instrument for providing interval data on team effectiveness at the team level. The items of the TEQ were formed around the following dimensions of team effectiveness namely, (a) clear, and elevating goals (b) results-driven structures (c) competent team members (d) unified commitments (e) collaborative culture and climate (f) standards of excellence (g) external support and recognition and (h) principled leadership. The researcher further conceptualised the instrument to 11 elements as a self-rater for perceived team effectiveness within the sample of managers at Armed Forces Hospital Saudi Arabia.

#### 4.11.1 CHARACTERISTICS OF A GOOD QUESTIONNAIRE

According to Willemse (2009:15), a good questionnaire has three parts, namely: an administrative part; a classification section; and subject matter of inquiry. Similarly, the questionnaire was developed to cater for the administrative part, the classification part and the investigation part (Section A, Section B and Section C). According to Maree (2003:108), the characteristics of any standardised measuring instrument must be reliable, valid, objective, suitable and feasible. Cohen, Mannion and Morrison (2003:257) maintain that the order and layout of the questionnaire set the tone for the empirical research. Bourque and Fielder (1995:17) state that the questionnaire must be short. It must include mostly close-ended questions, and the questionnaire must stand alone, that is, all the information about the study should be included in the questionnaire. All these factors were considered in developing the close ended structured questionnaire for this study.

#### 4.11.2 BRIEF PERSPECTIVES ON THE USE OF QUESTIONNAIRES

Cooper (2001:203-234) and Coetzee and Rothman (2007:1-17) state that a questionnaire is a formalised set of questions for obtaining or gathering information from respondents and is regarded as the main means of collecting quantitative data. Cresswell (2003:112-119) adds that a questionnaire enables quantitative data to be gathered in a standardised way so that all the data are internally consistent and coherent for the analysis. According to Allans and Skinner (1999:68-75) questionnaires allow the researcher to collect significant amounts of information from a large number of people in a short period and in a relatively cost effective way. Fraser and Lawley (2000:86-90) emphasise that the results of the research can be quantified and analysed more scientifically than other forms of research. The Servant Leadership Questionnaire consisted of 23 questions with a 4-point Likert scale: (1) never, (2) seldom, (3) unsure (4) always. The Servant Leadership Questionnaire will consist of two versions known as the “rater version” and the “self-rater version”. The researcher used the “rater version” in this study. In this study, the executive managers were not required to complete any survey. However, all managerial staff of various departments and administrative assistants was required to complete the rater version of the servant

leadership of the organisation. The researcher chose the Servant Leadership Questionnaire (SLQ) due to its ability to assess the servant leadership behaviour of individuals as opposed to measuring servant leadership of the organisation (Barbuto and Wheeler, 2006). The second variable in the study is team effectiveness. The TEQ Larson and LaFasto (2001), which will measure team effectiveness at the team level. Based on Larson and LaFasto's (2001) grounded theory work identifying the essential characteristics of effective teams, the TEQ Larson and LaFasto (2001), was developed as a short form providing a single-scale assessment of team effectiveness. The TEQ will provide data on the variable of team effectiveness which will be utilised to determine correlations between servant leadership at the organisational and individual levels with team effectiveness.

#### 4.11.3 DESIGN OF THE QUESTIONNAIRE

In the correlative quantitative research design, a close-ended structured questionnaire will be used to collect the data from the selected sample respondents. The questionnaire will comprise of the following, a covering letter assuring respondents of their anonymity and a consent form. The questionnaire was developed taking into consideration the guidelines provided by Welman et al., (2005), which includes closedended questions, conciseness, unambiguity, using a justified sequence and ensuring that the questions are appreciable to all respondents. The Likert scale format will be used to allow the respondents to indicate the extent to which they will rate till four on never, seldom, unsure and always with a series of statements about a given main theme (Saunders et al., 2009:123-127). This study utilises Barbuto and Wheeler's (2006), SLQ because unlike the other scholars that developed additional servant leadership frameworks and constructs, the SLQ did not create a new framework and is grounded in the original servant leadership model presented by Greenleaf. There are other studies that have utilised the SLQ and have found it a valid measure of servant leadership (Anderson, 2009; Dannhauser and Bushoff, 2007 and Bugenhagen, 2006). While both are valid servant leadership measurement tools, the SLQ is significantly shorter with only 23-items as opposed to the other scholars who include 97 items.

Team Effectiveness Questionnaires (TEQ) by Larson and LaFasto (2001), is a continuous interval-level data needed to be collected for the variable of team effectiveness at the team level. Due to Larson and LaFasto's (1989), close association with scholarship in the area of team effectiveness, the TEQ will be an ideal instrument for providing interval data on team effectiveness at the team level.

#### 4.12 PILOT STUDY

The pilot study was done to test the instrument validity by a qualified statistician. Burns and Groves (2001) define pilot study as a smaller version of a proposed study conducted to refine the methodology. It will be developed using the same proposed study principles, managers in the usual setting and the same data collection and analysis techniques. The pilot study was conducted with ten homogeneous respondents from the administration unit to determine the clarity of questions, the effectiveness of instructions, the average time required to complete the questionnaires and data collection methods. Pilot study participants were asked to comment on the applicability and validity of the questionnaires to the health industry in a Saudi Arabia Context. According to Sekaran (2003:138-141), the purpose of a pilot study is to refine the questions on the questionnaire to ensure there is no ambiguity or bias. For this study, ten homogeneous respondents, who did not form part of the sample respondents, participated in this study and was randomly selected to test the questionnaire so that the necessary revisions could be made before the questionnaire was administered to the selected main sample group. The responses of the ten pilot respondents was captured to form a dataset by a qualified statistician. This was then subjected to the Cronbach Coefficient Alpha Test to determine the reliability of the questionnaire. The feedback obtained in the pilot test was used to amend the questionnaire so that ambiguities will be eliminated. The services of a statistician was used to test the consistency of the questionnaires.

#### 4.13 DATA ANALYSIS

The responses to the close-ended structured quantitative questionnaire was be captured to form a data set. The data for each question was captured to form the composite data set. After that the responses were analysed using the latest version of the Statistical Package for Social Sciences (SPSS) version 24 for Windows by a qualified statistician. The SPSS will also facilitate the use of the appropriate statistical tests for the empirical analysis. Correlation analyses was used to find the relationship between servant leadership and team effectiveness. The correlation analyses employed in this study was a stepwise multiple regression analysis (using SPSS version 24), and Confirmatory factor analysis to confirm whether a set of measures are related according to the form described in a model of their relationships Blaikie (2003) by producing a series of fit indices. Correlation is a technique for investigating the relationships between any two quantitative and continuous variables, for example, age and blood pressure. Pearson's correlations coefficients ( $r$ ) is a measure of the strength of the association between the two variables. The first step is studying the relationship between two continuous variables is to draw scatter plots of the variables to check for the linearity. The correlation coefficient should not be calculated if the relationship is not linear. For correlation only purposes, it does not matter on which axis the variables are plotted. The nearer the scatter of points is to the straight line, the higher the strengths of the association between the variables exists. Furthermore, it does not matter what measurement units are used. Structural equation modelling handles the relationships between numerous interrelated predictor variables and serves to estimate a series of interdependent multiple regression equations simultaneously (Blaikie, 2003).

The t-test will also be used to establish if the correlations coefficients is significantly different from zero, and, that there is significant evidence of any association between the variables. There is also the underlying assumptions that the data is from a normal distribution that is sampled randomly. If this is not true or positive then the conclusions may well be invalidated. If this is the case, then it is better to use Spearman's coefficient of rank correlation (for nonparametric variables (Campbell and Machin, 1999). It is

fascinating to note that with larger samples there is a low strength of the correlation that exists, for example,  $r = 0.3$ , and this can be highly statistically significant (i.e.  $p < 0.01$ ).

However, is this indication of a meaningful strength of association? By the end of the study, conclusions gleaned from the two variables will be integrated to provide a fuller understanding of the phenomenon under study. Integration might be in the form of comparing, contrasting, building on, or embedding one type of conclusion with the other. Stephens (2004:136) contends that correlation and regression analyses are two techniques that enable the researcher to determine the connection between the actual dimensions of the two variables.

#### 4.14 RELIABILITY AND VALIDITY OF THE MEASURING INSTRUMENTS

Silverman (2005:210) emphasises that another word for validity is truth and interpretation take place even when using hard quantitative measures. The identifying factor of good research is the validity of the data and the results. Regardless of the approach, validity serves the purpose of checking the quality of the data and its results (Holton and Burnett, 2005). In quantitative research, this suggests that the researcher can draw meaningful inferences from the results to a population, while reliability indicates that participant scores are consistent and stable (Holton and Burnett, 2005). Reliability is an examination of the consistency between a set of independent observations that are interchangeable. Reliability can also be defined as the degree to which test scores are free from errors of measurement according to (Gall and Borg, 2007: 200). Measurement error reduces the reliability and therefore the generalise ability of the scores obtained by a researcher from a single measurement (Gall and Borg, 2007). To ensure reliability in qualitative research, examination of trustworthiness is crucial. One such technique is called the reliability coefficient, a measure which ranges from  $r = 0$  to  $r = 1$  (perfect reliability). The higher the correlations coefficients are then the higher the reliability of the measure and the lower the errors of measurements exists. According to Leedy and Ormond (2001:41), tests of reliability

aims to show that the investigation can be relied upon and provide the same consistent results if the questionnaire were to be repeatedly administered under similar conditions. Validity refers to the appropriateness with the meaningfulness and, usefulness of evidence that is used to support the interpretations. The decisions made and actions are taken by the assessment scores also add to validity (Cooper and Schindler, 2003). Establishing validity for a survey testing focuses on the use to which the instrument is put, not on the survey itself (Tashakkori and Teddlie, 2003). Validating the survey entails collecting evidence for the conclusions reached about the servant leadership competence of those involved in the leadership in relationship to team effectiveness among managers. According to Leedy and Ormrod (2001:32), validity takes the following different forms:

Face Validity is often useful in ensuring the cooperation of people who are to participating in the investigation, the research study.

Content Validity is the extent to which a measuring instrument is a representative sample of the content area or situation being measured.

Criterion Validity: involves multiple measurements by comparing scores on the instrument with an external criterion known or believed to measure the concept.

Construct Validity: is the extent to which any instrument measures a characteristic that cannot directly be observed but must be inferred from patterns of participant behaviour.

The researcher ensured the following for reliability and validity for the purpose of this study

Trustworthiness Reliability: The reliability of each of the instrument tool used in the study was ensured through the use of the scale reliability analysis procedure available in SPSS version 24, and be discussed in the results chapter on completion of the study.

Validity: Standard measuring instruments was used to measure servant leadership and team effectiveness. This will assist in maintaining validity. The construct validity of the instruments used will further be ensured through the use of confirmatory factor analysis. Ethical considerations regarding ethics, permission for the research has been obtained from the institution's research ethics committee, as well as the Head of Administration. Informed consent was achieved from the participants before



questionnaire completion, and confidentiality of the data obtained was maintained. Participants were not obliged to take part in the study

#### 4.15 ETHICAL CONSIDERATIONS

In terms of ethics, permission for the research has been obtained from the institution's research ethics committee, as well as the Head of Administration. Informed consent was obtained from the participants before questionnaire completion. Confidentiality of the data obtained was maintained. Participants were not obliged to take part in the study. The research adhered to the confidentiality regulations of the participants and the organisation. The nature of the study was purely descriptive by means of surveys. No experimentation or intervention took place. Permission to conduct this study has been requested to the board of directors. Letters clearly state the purpose of the study was written to the Director and the Research and Ethics Committee at Armed Forces Hospital requesting permission to conduct the study. The Belmont Report (1979), outlines three basic principles relevant to the ethics of research involving human subjects, namely respect of persons, beneficence, and justice. In conducting this research great care was taken to understand and be familiar with any and all of the regulations associated with the fields of the study. It was extremely important to protect the rights of the participants. Cooper and Schindler (2003) argue that research must be designed so that a respondent does not suffer physical harm, discomfort, pain, embarrassment, or loss of privacy. Informed consent, confidentiality, anonymity and, the participant's right to privacy were some of the measures used to ensure that the participant, respondent or subject were treated with the principles of respect of person, beneficence, and justice. According to McCauley (2003:1), social research is a dynamic process that often involved an intrusion into people's lives and this largely depends on the establishment of a successful relationship between the researcher and respondents.

Verbal consent Managers were invited to participate voluntarily in the study by verbal consent. This was assessed on return of the completed questionnaires as consented participants. All participant were assured not to feel obligated to fill out the

questionnaire and that they had the right to withdraw or not to participate in the study at any point in time should they wish to and this was respected.

Confidentiality. All information was treated with strictest of confidentiality and was used for the purpose of the research study only.

Anonymity was ensured. The questionnaires will require no names of respondents. Only the department and designation of the managers was required for data analysis purpose.

All participants were asked to complete questionnaire anonymously and to place the completed questionnaires in a sealed envelope provided for the return to the researcher and drop them in the sealed box available in the human resource department

#### 4.16 ETHICAL CLEARANCE

The goals of ethics in research is to ensure that no one is harmed or no one suffers adverse consequences from the research activities (Cooper and Schindler, 2001:112). The Institutional Research Ethics Committee of the University provided an ethical clearance for the study to be conducted. The researcher applied necessary ethical measures that were a prerequisite in studies of this nature, namely, among others, by obtaining permission from the Military senior management to conduct the research and by obtaining informed consent from the participants.

#### 4.17 LIMITATIONS OF THE STUDY

This study was limited by the organisational context of the sample groups (health care environment). The study examined various departments' similar organisations, and therefore, the results might not be generalisable to other populations. Further research might be necessary to explore the generalisability of this inquiry. The nature of this study and the timeframe required for completion and the extent of the sample size to be studied posed a limitation. The number of subjects required to participate in the study was limited to members of the Management team who agreed to participate voluntarily. One of the most important limitations of the servant leadership and team effectiveness research is that many of the international studies were conducted within the United States contexts. Despite the fact that the previous studies have provided

useful clues and explanations about the relationship between servant leadership dimensions and team effectiveness, the research could be considered as minimum. Therefore, the servant leadership and team effectiveness literatures is not rich enough to explain and generalise with high level reliability the positive relationship between servant leadership and team work across different contexts, cultures, and settings of Saudi Arabia.

#### 4.18 SUMMARY

This chapter focused on the research methodology. The researcher provided a detailed description regarding the sampling techniques, data collection procedures, and data analysis. Importantly, the efforts of the researcher to promote validity, reliability and ethics of the study have also been outlined in this chapter. This chapter formed the background for the next chapter where in data results are interpreted and discussed.

## CHAPTER FIVE

### ANALYSIS OF DATA

#### 5.1 INTRODUCTION

The data was analysed using SPSS version 24. Since the questionnaire to be analysed was made up of nominal data, the type of graphs that can be used are nominal data type graphs such as bar graphs and pie charts just to name a few. The researcher chose to use the bar graphs and frequency tables in order to assess trends, patterns and distributions in the data. The descriptive statistics included the mean, mode, standard deviation and variance per question. These descriptive statistics will serve to confirm the graphical statistics. The researcher needed to test if the data comes from a normal distribution or not, this is done using the Kolmogorov Smirnov test. Once this was established the researcher then proceeded to the type of statistical tests that are relevant. For example, the researcher used the parametric tests such as the one sample t-tests to check whether the average score of the respondents in the study tends towards a particular category or a non-parametric test such the Chi-square test of independence. This is to test if the demographic variables such as gender, age and tenure are related to the variables in the study and the data on these variables were found via the Kolmogorov Smirnov test to be non-normal in nature.

Cross tabulations will be carried out with the different surveyed variables in the current study together with the Chi-square test of independence of factors to highlight significant relationships in the study. Some of the cells had less than 5 responses per cell and this violated one of the assumptions of the chi-square test. In order to overcome this problem, the exact chi-square test was used. The exact chi-square test makes use of an iterative technique, unlike the conventional chi-square test, in order to process the expected values, and then uses these values to calculate the test statistic which is the sum of the squared differences between the observed and expected values divided by the expected values. This technique is used extensively in the applied, medical and natural sciences research in order to compensate for the violation of the minimum of 5 responses per cell assumption. The research objectives were achieved using simple linear regression, chi square test of independence and

correlation analysis. In order for the research methodology to have any integrity, there is a need for the data quality to have the following characteristics; validity and reliability. The Cronbach's Alpha will be calculated for the questions that have the same scales. A value of 0.7 or higher values are deemed to conclude a good internal consistency and reliability amongst the questions.

## 5.2 ANALYTICAL PROCEDURE

The researcher examined the descriptive statistics such as the mean, median and mode just to name a few in order to gain insight into the newly created variables. Moreover if there is a need to test for significant relationships between these variables the Pearson correlation test can be used depending obviously on the nature of the data to assess if a relationship exists between the two variables servant leadership and team effectiveness. In order for the research methodology to have any integrity, there is a need for the data quality to have the following characteristics; validity and reliability. The Cronbach's Alpha will be calculated for the questions that have the same scales. The value of 0.7 or higher was deemed to conclude a good internal consistency and reliability amongst the questions.

## 5.3 PRESENTATION OF DATA

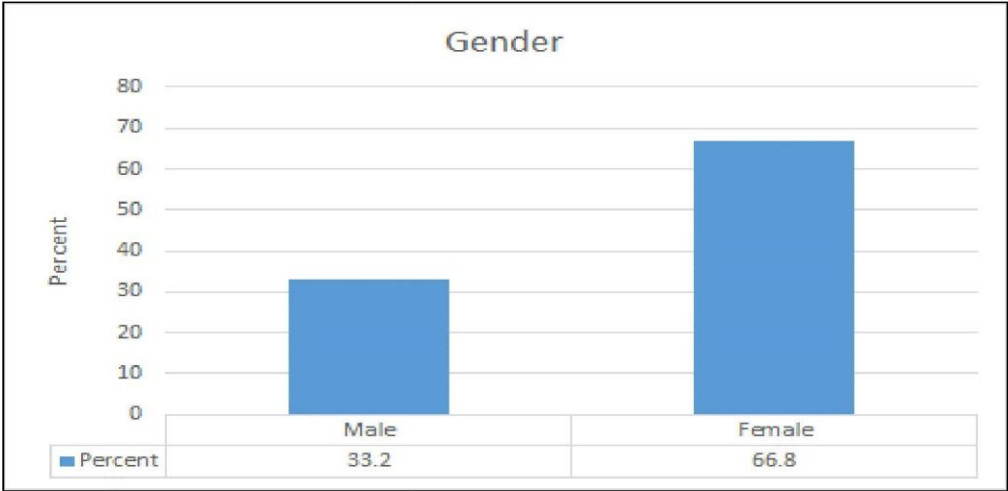
Data collected from the respondents were all collated and analysed for presentation in this section. The research findings are presented in sequence as that of the questionnaires (see Annexure Seven). Throughout this section the research findings are presented in the form of figures and tables followed by a discussion of the information presented.

5.3.1 SECTION A: DEMOGRAPHIC INFORMATION

Gender of the respondents

Gender distribution of the respondents was divided into two groups and statistical analysis was carried out.

Figure 17. Gender



		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	66	32.8	33.2	33.2
	Female	133	66.2	66.8	100.0
	Total	199	99.0	100.0	
Missing	System	2	1.0		
Total		201	100.0		

Table 16. Gender

The sample comprised 33.2% males and 66.8% females. There are approximately twice as many females as males.According to figure 17 and table 16 the number of

females who participated in this study is relatively high and accounted for 66.8% of the respondents and is an indication that there are more female managers at this organisation Armed Forces Hospital Khamis Mushayt. According Chew (2015), the number of women employed in Saudi Arabia has increased by 48% since 2010. Such change is a result of limited gender reforms that were introduced by the late King Abdullah Abdulaziz that ruled Saudi Arabia. Saudi women are now permitted to work in retail industry and hospitality, and the first Saudi female lawyers were granted their practising certificates in late 2013. This result is clearly indicative that women can lead in Saudi Arabia. There were almost twice as many females (66.8%) as males (33.2%) that participated in the survey. Age distribution of the respondents Age distribution of the respondents was divided into two groups and statistical analysis carried out.

Figure 18. Age of respondents

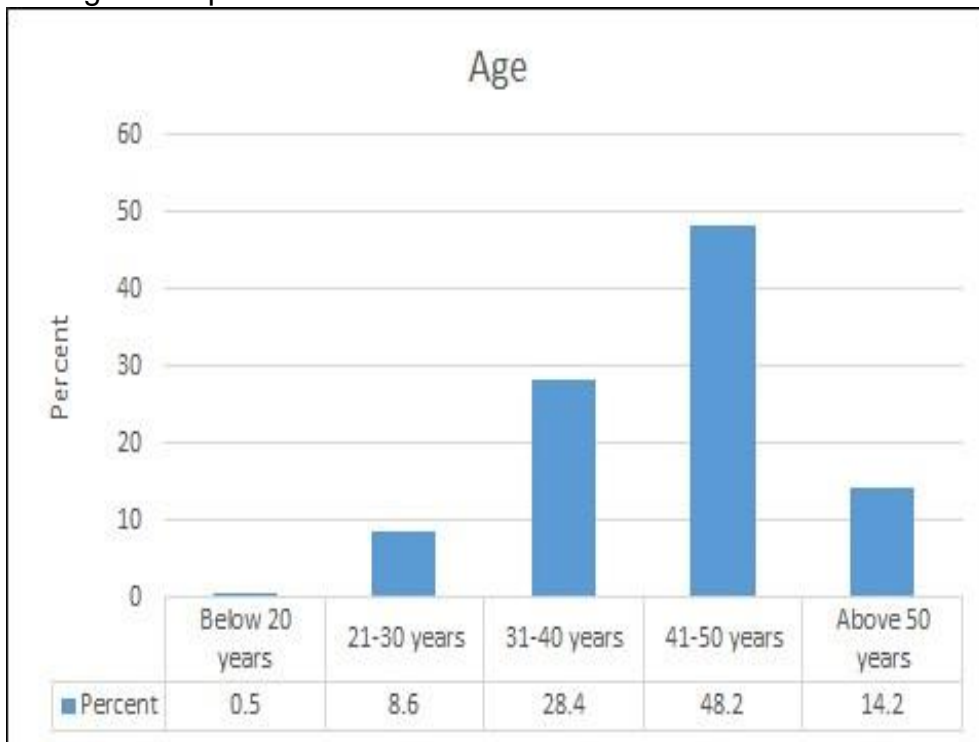


Table 17. Frequencies of age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 20 years	1	.5	.5	.5
	21-30 years	17	8.5	8.6	9.1
	31-40 years	56	27.9	28.4	37.6
	41-50 years	95	47.3	48.2	85.8
	Above 50 years	28	13.9	14.2	100.0
	Total	197	98.0	100.0	
Missing	System	4	2.0		
Total		201	100.0		

The distribution shows that the age of the respondents ranges from 21 and above 50 with the majority of the respondents 48.2% falling within age 41-50. The figure (18) and table (17) also reflects that the majority of the respondents are mature adults ranging from 31 to above 50 years. This is indicative of a mature management team with good experience and understanding of the demands of their position and have established career paths. The modal age group was the 41-50 years (48.2%) followed by 31-40 years (28.4%) and > 50 years (14.2%).



Figure 19. Language

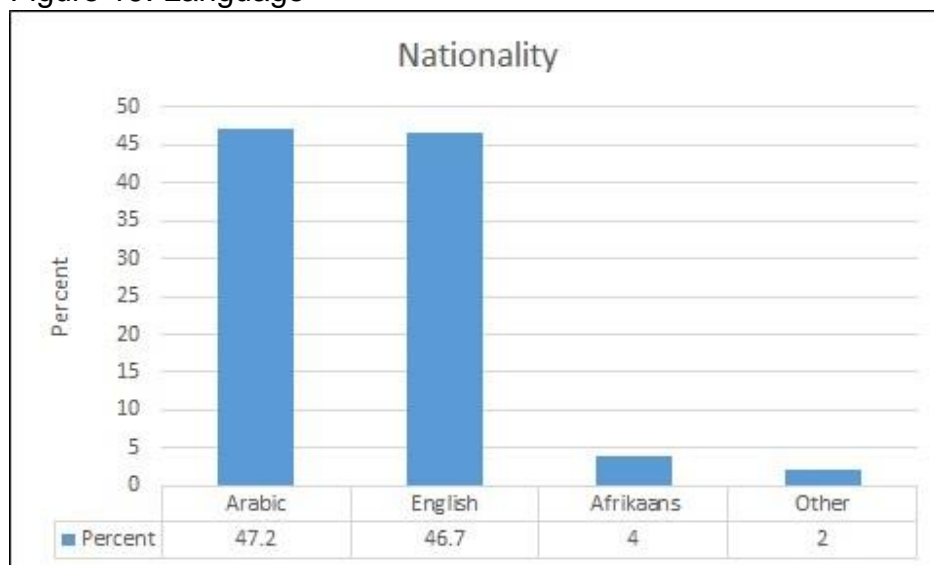


Table 18. Frequency for language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Arabic	94	46.8	47.2	47.2
	English	93	46.3	46.7	94.0
	Afrikaans	8	4.0	4.0	98.0
	Other	4	2.0	2.0	100.0
	Total	199	99.0	100.0	
Missing	System	2	1.0		
Total		201	100.0		

The modal languages spoken were Arabic (47.2%) and English (46.7%). This finding clearly indicates that Arabic is the country language however the management is bilingual and English is their second language.

Figure 20. Nationality

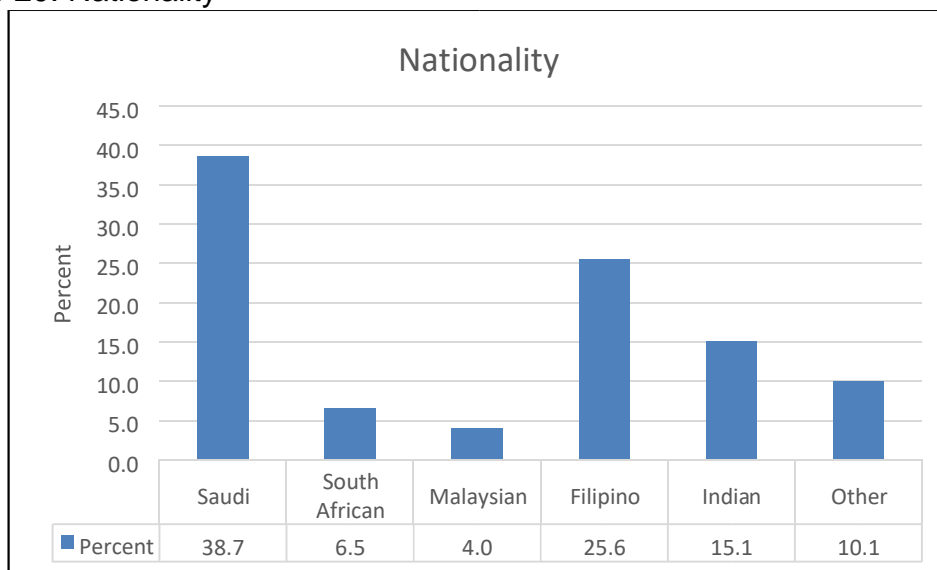


Table 19. Frequency for nationality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Saudi	77	38.3	38.7	38.7
	South African	13	6.5	6.5	45.2
	Malaysian	8	4.0	4.0	49.2
	Filipino	51	25.4	25.6	74.9
	Indian	30	14.9	15.1	89.9
	Other	20	10.0	10.1	100.0
	Total	199	99.0	100.0	
Missing	System	2	1.0		
Total		201	100.0		

The predominant nationalities were Saudi (38.7%) and Filipino (25.6%). The results show that most of the respondents were of Saudi Nationality and this can be interpreted as the majority of staff in management are Saudi. The appointment of none Saudi in management is very visible from the results.

Figure 21. Highest qualification obtained

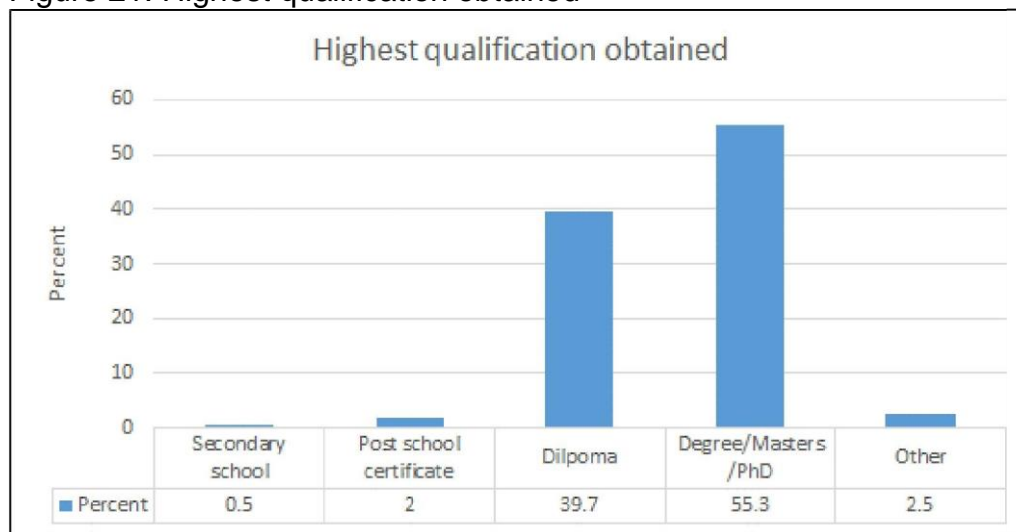


Table 20. Frequency for education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Secondary school	1	.5	.5	.5
	Post school certificate	4	2.0	2.0	2.5
	Diploma	79	39.3	39.7	42.2
	Degree/Masters/PhD	110	54.7	55.3	97.5
	Other	5	2.5	2.5	100.0
	Total	199	99.0	100.0	
Missing	System	2	1.0		
Total		201	100.0		

The highest qualification obtained was Degree/Masters/PhD (55.3%) and Diploma (39.7%). The results show that most of the respondents had a degree, Masters and PhD in their specialties. This indicates that within this organisation many of the managers have completed their post graduate studies acquiring skills and competencies to meet with the job skill and job expectations. The overall reflection of the data indicates that the organisation has a vast majority of qualified managers that can work to achieve organisation goals and strategies for improvement and organisation success.

Figure 22. How long have you been in your current position?



Table 21. Frequency for years of service in current position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	15	7.5	7.5	7.5
	1-5 years	53	26.4	26.5	34.0
	6-10 years	40	19.9	20.0	54.0
	11-15 years	68	33.8	34.0	88.0
	Above 15 years	24	11.9	12.0	100.0
	Total	200	99.5	100.0	
Missing	System	1	.5		
Total		201	100.0		

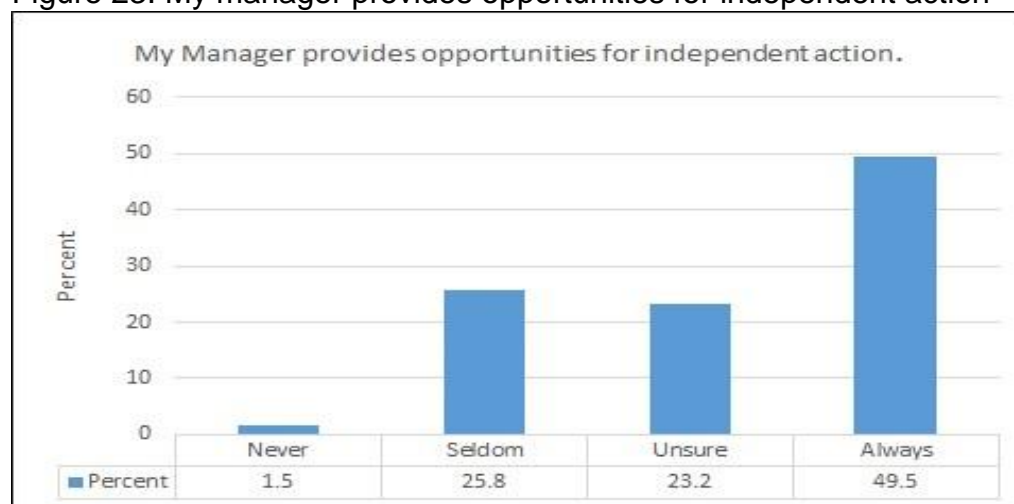
The results show that the majority of the respondents are loyal to the organisation and have spent more than 10 years within this organisation. This can be interpreted as commitment and loyalty to the organisation and also good working environment related to length of stay greater than 10 years. Majority of the respondents have served for 11-15 years (34%) and 1-5 years (26.5%).

## SYNOPSIS

The modal age group was the 41-50 years accounting for (48.2%) of the respondents followed by 31-40 years accounting for (28.4%) of the respondents and > 50 years accounting for (14.2%) of the respondents. There were almost twice as many females (66.8%) as males (33.2%) that participated in the survey. The highest qualification obtained was Degree/Masters/PhD (55.3%) and Diploma (39.7%). The modal languages spoken were Arabic (47.2%) and English (46.7%). The predominant nationalities were Saudi (38.7%) and Filipino (25.6%). Majority of the respondents have served for 11-15 years (34%) and 1-5 years (26.5%). The population on the whole seems to be a very mature adult one with their ages ranging from 41-50 years in the management team.

### 5.3.2 SECTION B: SERVANT LEADERSHIP

Figure 23. My manager provides opportunities for independent action



		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	1.5	1.5	1.5
	Seldom	51	25.4	25.8	27.3
	Unsure	46	22.9	23.2	50.5
	Always	98	48.8	49.5	100.0
	Total	198	98.5	100.0	
Missing	System	3	1.5		
Total		201	100.0		

Table. 22. Frequency for manager provides opportunities for independent actions

The modal response to this question was always (49.5%) followed by seldom (25.8%). About half of the sample agreed that the manager always provides opportunities for independent action whilst 25.8% of the respondents' felt this seldom happens followed 23.2% who are unsure with respect to opportunities provided by the manager.

Figure 24. My manager puts my interest ahead of his/her own



Table 23. Frequency for interests ahead of his/her own

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	2.5	2.5	2.5
	Seldom	48	23.9	24.1	26.6
	Unsure	88	43.8	44.2	70.9
	Always	58	28.9	29.1	100.0
	Total	199	99.0	100.0	
Missing	System	2	1.0		
Total		201	100.0		

The research highlights that 44.2% of the respondents are unsure about the manager putting their interests before theirs but 29.1% feels the manager unselfishly puts the respondent's interests ahead of his/hers. We also see that 24.1% of the respondents felt this seldom happens.

Figure 25. My manager does everything she/he can to serve me



Table. 24. for my manager does everything she/he can to serve me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	1.5	1.5	1.5
	Seldom	37	18.4	18.4	19.9
	Unsure	17	8.5	8.5	28.4
	Always	144	71.6	71.6	100.0
	Total	201	100.0	100.0	

The research reveals that 71.6% of the sample felt that the managers do everything to serve them followed by 18.4% of the respondents who felt that this seldom happens and 1.5% of the sample felt this is never happens.



Figure 26. My manager is the one I would turn to if I had a personal trauma

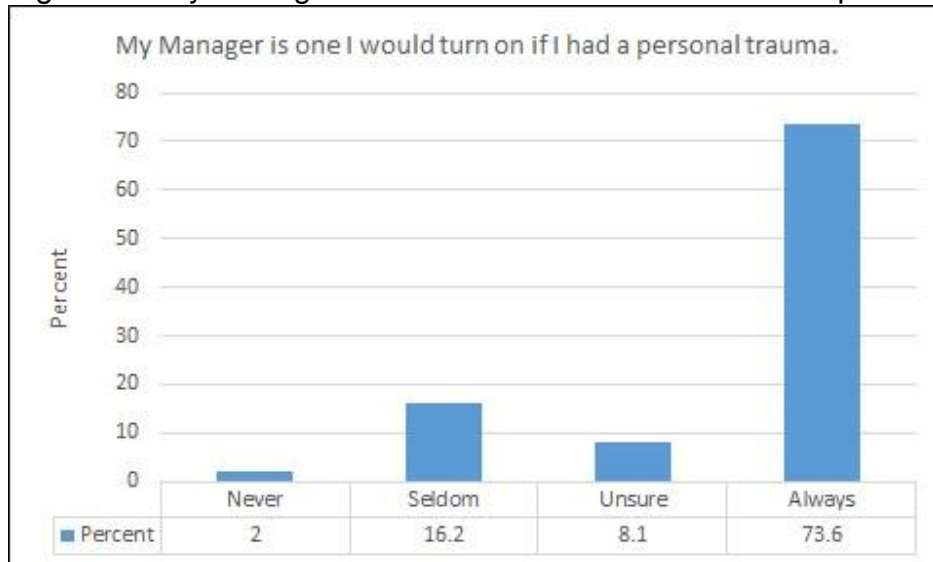


Table 25. Frequency for my manager is the one I would turn to if I had personal trauma

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	2.0	2.0	2.0
	Seldom	32	15.9	16.2	18.3
	Unsure	16	8.0	8.1	26.4
	Always	145	72.1	73.6	100.0
	Total	197	98.0	100.0	
Missing	System	4	2.0		
Total		201	100.0		

The researcher found that just under  $\frac{3}{4}$  of the sample i.e. 73.6% always agreed that they would turn to their manager if they had personal trauma whilst 16.2% felt that they would seldom turn to their manager in the face of their personal trauma and 8.1% were unsure of this aspect of personal trauma.

Figure 27. My manager seems alert to what is happening



Table 26. Frequency for my manager seems alert to what is happening

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	1.5	1.5	1.5
	Seldom	29	14.4	14.7	16.2
	Unsure	16	8.0	8.1	24.4
	Always	149	74.1	75.6	100.0
	Total	197	98.0	100.0	
Missing	System	4	2.0		
Total		201	100.0		

It is encouraging to note that 75.6% of the respondents agreed that the manager seems alert to what is happening whilst about 15% of the respondents felt that this seldom happens and 8.1% are unsure if this occurring.

Figure 28. My manager offers compelling reasons to get me to do things



Table. 27. Frequency for my manager offers compelling reasons to get me to do things

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	45	22.4	22.5	22.5
	Seldom	83	41.3	41.5	64.0
	Unsure	26	12.9	13.0	77.0
	Always	46	22.9	23.0	100.0
	Total	200	99.5	100.0	
Missing	System	1	.5		
Total		201	100.0		

The modal response to this question was seldom (41.5%) where 41.5% of the respondents felt that the manager offers them compelling reasons to get them to do things whilst the sample agreed the 23% of the time compelling reasons are given and 22.5% of the sample felt the compelling reasons are never given in order for things to get done.

Figure 29. My manager is good at anticipating the consequences of decisions



Table. 28. Frequency for good at anticipating the consequences of decisions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	1.0	1.0	1.0
	Seldom	28	13.9	14.1	15.2
	Unsure	20	10.0	10.1	25.3
	Always	148	73.6	74.7	100.0
	Total	198	98.5	100.0	
Missing	System	3	1.5		
Total		201	100.0		

About  $\frac{3}{4}$  of the sample i.e. 74.7% of the sample agreed that the manager is good at anticipating the consequences of decisions whilst 14.1% of the sample felt that this seldom occurs and 10.1% of the sample unsure of their manager's prowess in anticipation of consequences.

Figure 30. My manager is good at helping me with emotional issues



Table 29. Frequency for helping me with emotional issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	10	5.0	5.0	5.0
	Seldom	117	58.2	58.5	63.5
	Unsure	21	10.4	10.5	74.0
	Always	52	25.9	26.0	100.0
	Total	200	99.5	100.0	
Missing	System	1	.5		
Total		201	100.0		

The research showed that just over half of the respondents i.e. 58.2% felt that the manager is seldom good at dealing with emotional issues and only 26% of the sample felt that the manager is always good at dealing with emotional issues. Managers need to be more sensitive to the emotional issues surrounding employees.

Figure 31. My manager has great awareness of what is going on



Table. 30. Frequency for awareness of what is going on

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	1.0	1.0	1.0
	Seldom	28	13.9	14.0	15.0
	Unsure	18	9.0	9.0	24.0
	Always	152	75.6	76.0	100.0
	Total	200	99.5	100.0	
Missing	System	1	.5		
Total		201	100.0		

Table 30 shows that 76% of the sample agreed that the manager always knows what is happening around them whilst 14% of the sample differed with their perception that the manager knows what is happening around them. 9% of the respondents are unsure this aspect.

Figure 32. My manager is very persuasive

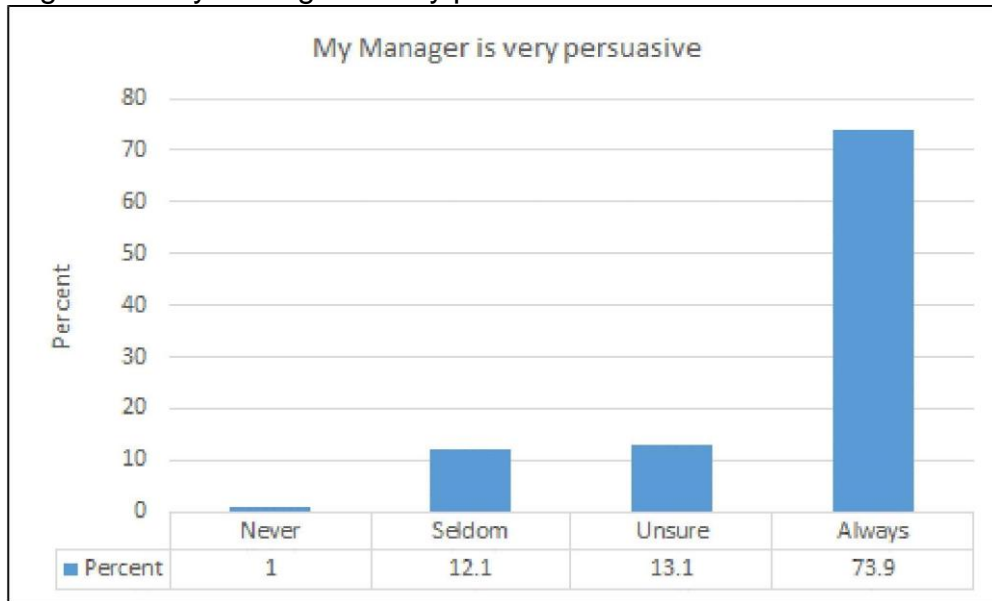


Table. 31. Frequency for persuasive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	1.0	1.0	1.0
	Seldom	24	11.9	12.1	13.1
	Unsure	26	12.9	13.1	26.1
	Always	147	73.1	73.9	100.0
	Total	199	99.0	100.0	
Missing	System	2	1.0		
Total		201	100.0		

The table shows that 73.9% of the respondents always agreed that the manager is very persuasive whilst 13.1% of the sample is unsure of their manager's persuasiveness. This is a testimony that the managers have powers of motivation and communication as to getting the employees to perform tasks.

Figure 33. My manager believes the organisation needs to play a moral role in society

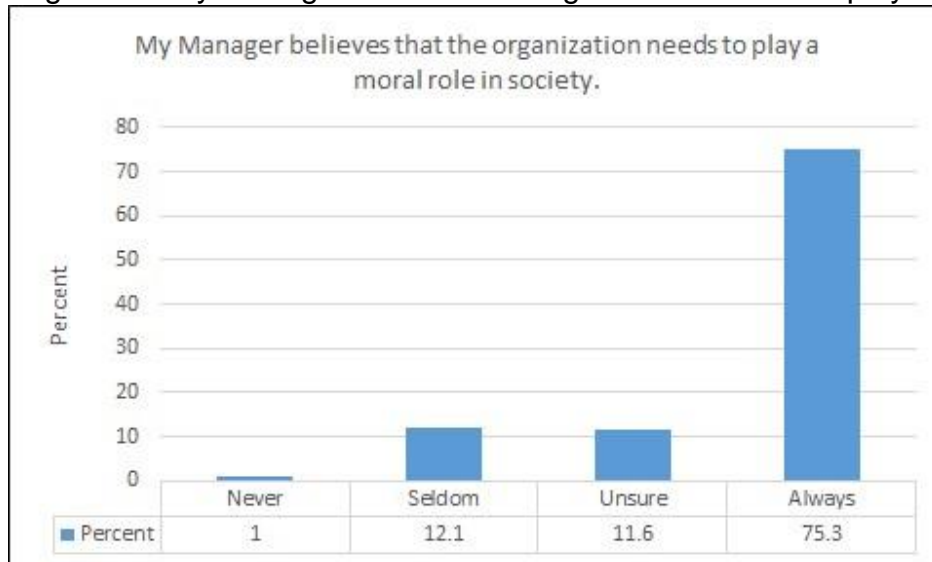


Table. 32. Frequency for organisation needs to play a moral role in society

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	1.0	1.0	1.0
	Seldom	24	11.9	12.1	13.1
	Unsure	23	11.4	11.6	24.7
	Always	149	74.1	75.3	100.0
	Total	198	98.5	100.0	
Missing	System	3	1.5		
Total		201	100.0		

The issue of morality is highlighted in that 75.3% of the sample agreed that managers should play a moral role in society whilst 1% differed with this aspect and 12.1% of the sample felt that this must seldom occur.



Figure 34. My manager is talented at helping me to heal emotionally



Table. 33. Frequency for help me to heal emotionally

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	11	5.5	5.5	5.5
	Seldom	112	55.7	55.7	61.2
	Unsure	32	15.9	15.9	77.1
	Always	46	22.9	22.9	100.0
	Total	201	100.0	100.0	

The results reveal that over half the sample i.e. 55.7% of the respondents seldom found that their managers are talented in helping them heal emotionally and 22.9% of the sample always felt that manager is talented in helping them heal emotionally.

Figure 35. My manager seems very much in touch with what is going on

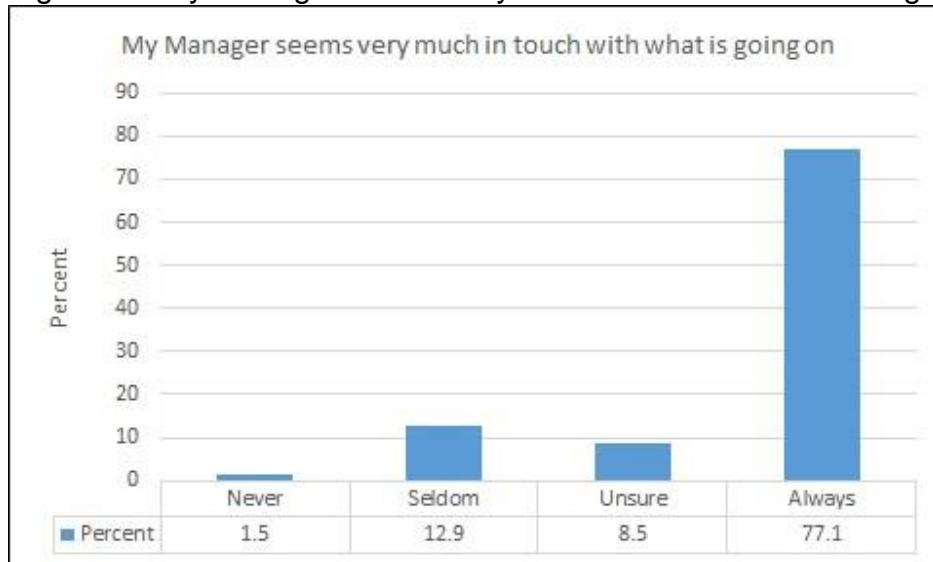


Table 34. Frequency for in touch with what is going on

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	1.5	1.5	1.5
	Seldom	26	12.9	12.9	14.4
	Unsure	17	8.5	8.5	22.9
	Always	155	77.1	77.1	100.0
	Total	201	100.0	100.0	

Table 5.19 indicates that 77.1% always agree that the manager is in touch with what is going on whilst 12.9% felt that the manager seldom is in touch as to what is going on and 1.5% feel that this never happens.

Figure 36. My manager is good at convincing me to do things



Table. 35. Frequency for good at convincing me to do things

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	1.0	1.0	1.0
	Seldom	26	12.9	13.1	14.1
	Unsure	18	9.0	9.1	23.2
	Always	152	75.6	76.8	100.0
	Total	198	98.5	100.0	
Missing	System	3	1.5		
Total		201	100.0		

Once again the manager's communication skills comes to the fore since 76.8% of the sample always agree that they are good at convincing employees to do things and 13.1% feel that the manager is seldom good at convincing them to do things. The respondents who are unsure about this constitute 9.1% of the sample.

Figure 37. My manager believes that our organisation needs to function as a community



Table 36. Frequency for organisation needs to function as a community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	1.0	1.0	1.0
	Seldom	24	11.9	12.0	13.0
	Unsure	19	9.5	9.5	22.5
	Always	155	77.1	77.5	100.0
	Total	200	99.5	100.0	
Missing	System	1	.5		
Total		201	100.0		

The results show that 77.5% of the respondents agreed that the manager always agrees that the organisation needs to function as a community followed by the 12% of the sample who feel that that manager seldom has this belief and 9.5% of the sample are unsure of this aspect.

Figure 38. My manager sacrifices his/her own interests to meet my needs

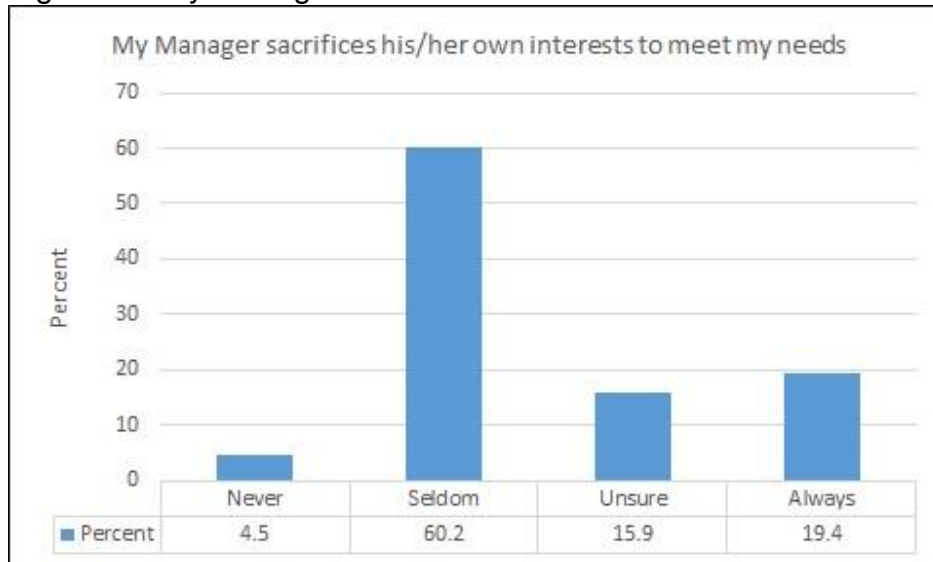


Table. 37. Frequency for sacrifices his/her own interests to meet my needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	4.5	4.5	4.5
	Seldom	121	60.2	60.2	64.7
	Unsure	32	15.9	15.9	80.6
	Always	39	19.4	19.4	100.0
	Total	201	100.0	100.0	

Table 37 show that 60.2% of the sample seldom feel that the manager is self-sacrificing and 19.4% of the sample feel that the manager is always self-sacrificing whilst 4.5% of the sample feel that the manager is never self-sacrificing.

Figure 39. My manager is a person that could help me mend my feelings of resentment

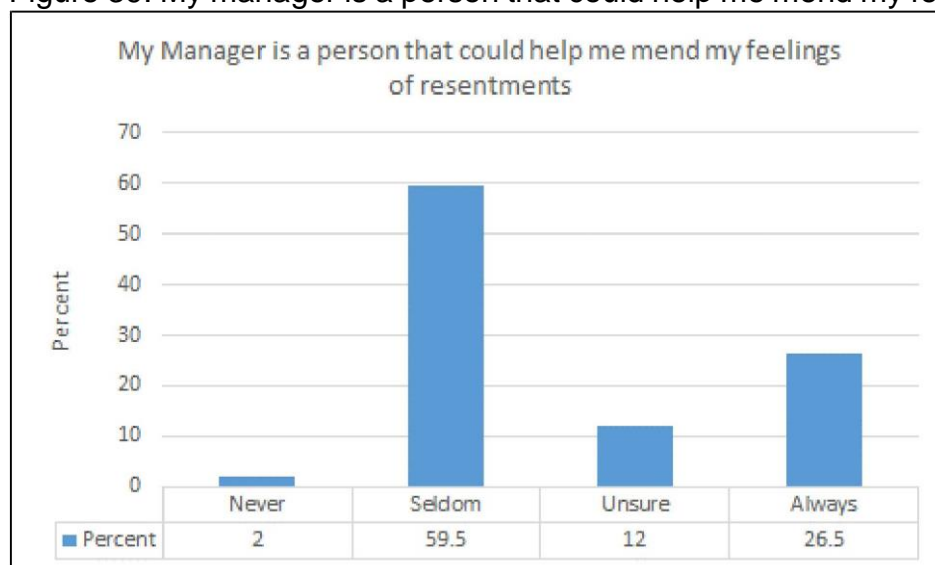


Table. 38. Frequency for mend my feelings of resentment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	2.0	2.0	2.0
	Seldom	119	59.2	59.5	61.5
	Unsure	24	11.9	12.0	73.5
	Always	53	26.4	26.5	100.0
	Total	200	99.5	100.0	
Missing	System	1	.5		
Total		201	100.0		

About 60% of the sample seldom feel that their manager can help them heal their feelings of resentments whilst 26.5% of the respondents feel that the manager always help them mend their feelings of resentments and 12% of the sample are unsure of this. The issue of emotional healing and education is once again highlighted by this finding.

Figure 40. My manager is gifted when it comes to persuading me



Table. 39 Frequency for persuading me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	2.0	2.0	2.0
	Seldom	33	16.4	16.4	18.4
	Unsure	25	12.4	12.4	30.8
	Always	139	69.2	69.2	100.0
	Total	201	100.0	100.0	

The powers of persuasion are once again exemplified in that the modal response to this question was always (69.2%) followed by seldom (16.4%). Just under 70% of the sample feel that the manager always persuades them and only 2% of the sample feel that the manager never persuades them.

Figure 41. My manager sees the organisation for its potential to contribute to society

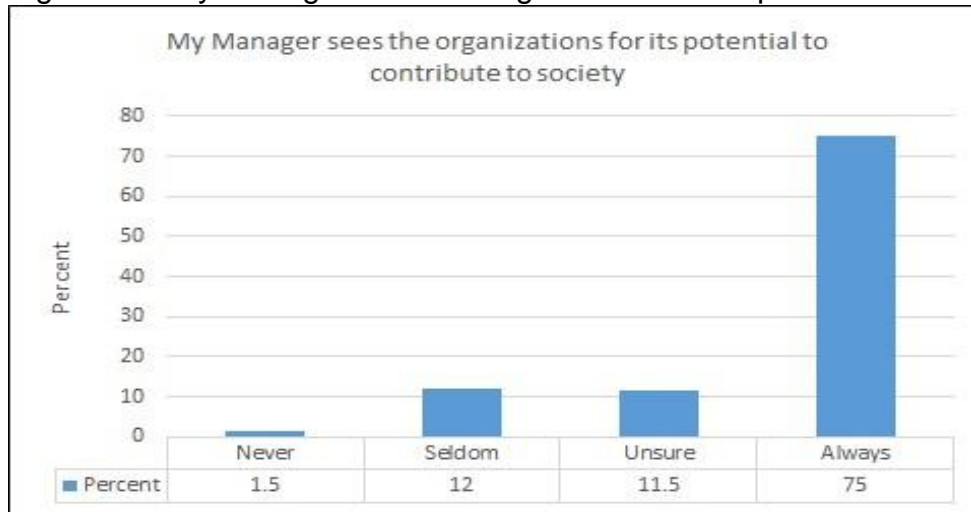


Table 40. Frequency for potential to contribute to society

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	1.5	1.5	1.5
	Seldom	24	11.9	12.0	13.5
	Unsure	23	11.4	11.5	25.0
	Always	150	74.6	75.0	100.0
	Total	200	99.5	100.0	
Missing	System	1	.5		
Total		201	100.0		



Table 40 shows that 75% of the sample agree that the manager sees the organization as contributor to society whilst 12% of the sample feel that the manager seldom feels this way and 11.5% of the respondents are unsure of this aspect.

Figure 42. My manager encourages me to have a community spirit in the workplace

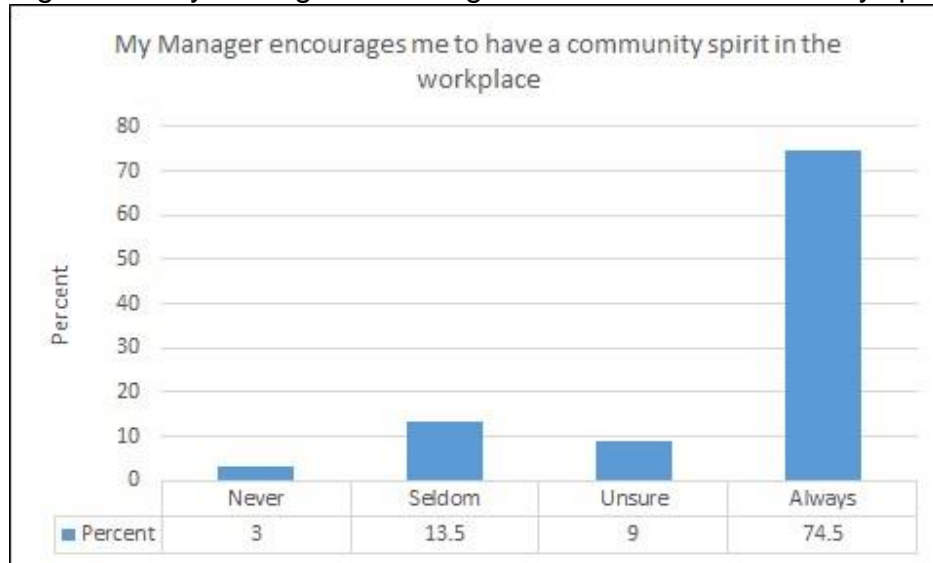


Table.41. Frequency for community spirit in the workplace

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	3.0	3.0	3.0
	Seldom	27	13.4	13.5	16.5
	Unsure	18	9.0	9.0	25.5
	Always	149	74.1	74.5	100.0
	Total	200	99.5	100.0	
Missing	System	1	.5		
Total		201	100.0		

The findings reveal that 74.5% i.e. about  $\frac{3}{4}$  of the sample, feel that the manager always encourages them to have a community spirit in the workplace whilst 13.5% of the sample who feel that the manager seldom encourages them to have a community spirit in the workplace.

Figure 43. My manager goes above and beyond the call of duty to meet my needs

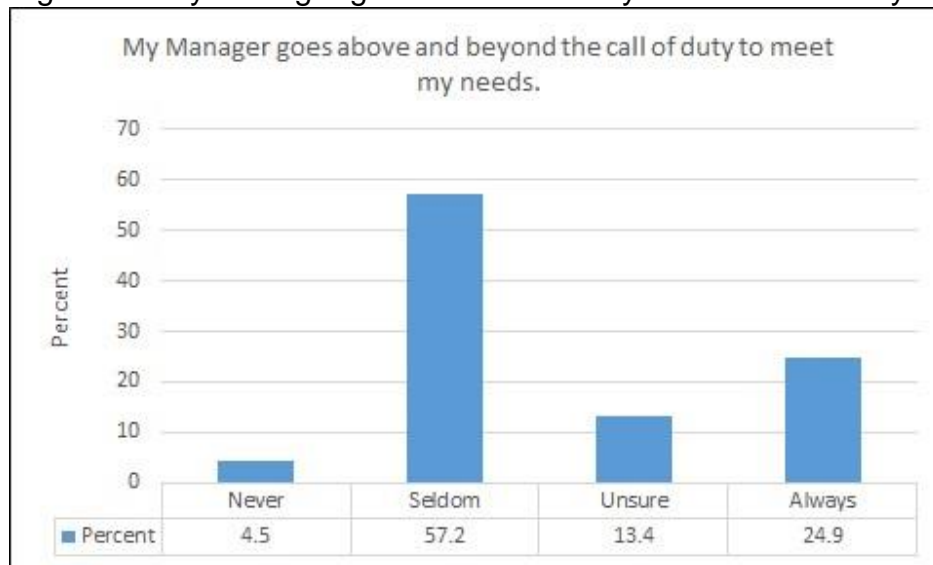


Table. 42. Frequency for goes beyond the call of duty to meet my needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	4.5	4.5	4.5
	Seldom	115	57.2	57.2	61.7
	Unsure	27	13.4	13.4	75.1
	Always	50	24.9	24.9	100.0
	Total	201	100.0	100.0	

Table 42 indicates that only 57.2% of the sample is seldom encouraged to go over and above the call of duty and beyond their job requirements to meet their need and only 24.9% of the sample are always encouraged to go over and above the call of duty. Hence more can be done by way of motivation from employees.

Figure 44. My manager seems to know what is going to happen



Table 43. Frequency for seems to know what is going to happen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	2.5	2.5	2.5
	Seldom	32	15.9	16.1	18.6
	Unsure	24	11.9	12.1	30.7
	Always	138	68.7	69.3	100.0
	Total	199	99.0	100.0	
Missing	System	2	1.0		
Total		201	100.0		

The modal response to this question was always (69.3%) followed by seldom (16.1%). It is clear that the manager knows what is going to happen. This speaks well to the foresight and awareness that the managers possess. Only 12.1% of the sample were unsure about this aspect.

Figure 45. My manager is preparing the organisation to make a positive difference in the future

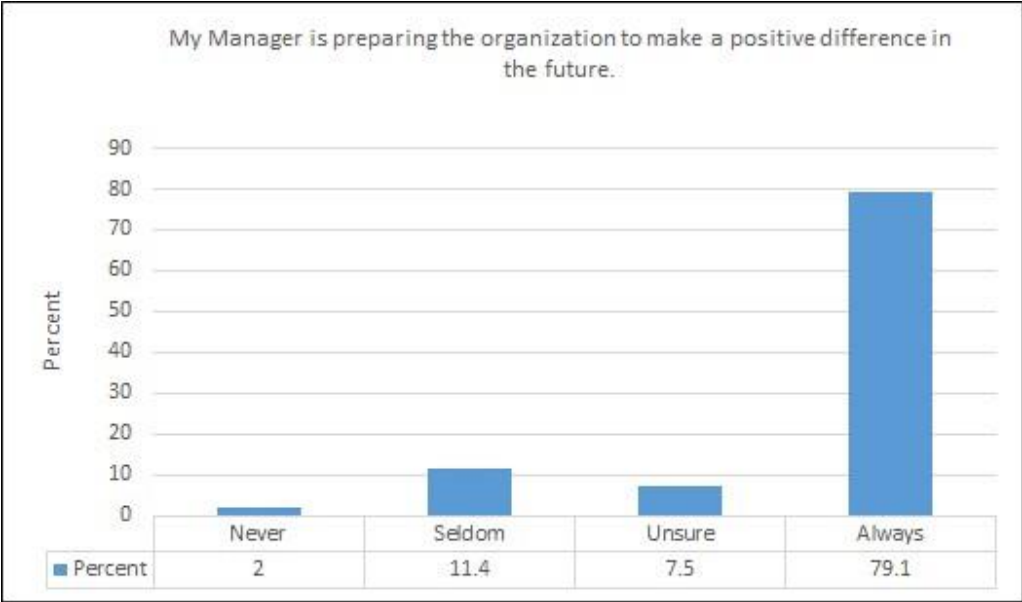


Table 44. Frequency for make a positive difference in the future

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	2.0	2.0	2.0
	Seldom	23	11.4	11.4	13.4
	Unsure	15	7.5	7.5	20.9
	Always	159	79.1	79.1	100.0
	Total	201	100.0	100.0	

It is encouraging to note that 79.1% of the sample agree that the manager is preparing and is receptive with the long term vision of the organisation to make a positive difference in the future and only 2% of the disagree whilst this is followed by 11.4% who feel this seldom occurs. The vision of the managers is amplified in this finding.

## SUMMARY

The breakdown of the responses to the question that the respondents perceived their managers to provide opportunities in independent actions the modal response to this question was always (49.5%) followed by seldom (25.8). The question related to 'my manager puts my interests ahead of his / her own' the modal response to this question was unsure (44.2%) followed by always (29.1%). The high percentage of 'unsure' could be related to culture of the organisation and this behavioural response clearly indicates that fear to express their interaction with their line managers is evident from the analysis. The modal response to this question my manager does everything she/ he can to serve me was always (71.6%) followed by seldom (18.4%) which can be interpreted as the support within this organisation is a high percentage among the participants. The modal response to this question 'my manager is one I would turn to if I had personal trauma' was always (73.6%) followed by seldom (16.2%). The response to this question shows high percentage of always and once again the participants are comfortable to go their managers during personal trauma for advice of assistance. This is indicative of good working relationships within the manager and the employees. The modal response to this question 'my manager seems alert to what is happening' was always (75.6%) followed by seldom (14.7%). In summary the questions are related to the two above that there are good manager employee support. A high percentage indicated the manager is aware of the operational and functionality of his/her department which can result in participative interactive management style.

## 5.4 SECTION C: TEAM EFFECTIVENESS

Figure 46. Achieving the team goal is a higher priority than any individual objective

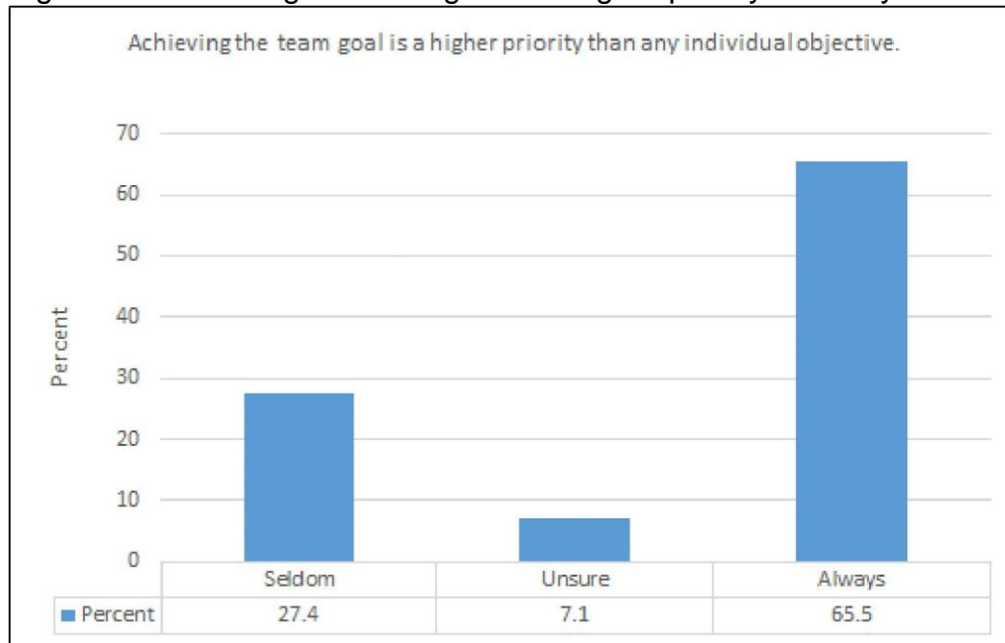


Table 45. Frequency for team goal is a higher priority

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	54	26.9	27.4	27.4
	Unsure	14	7.0	7.1	34.5
	Always	129	64.2	65.5	100.0
	Total	197	98.0	100.0	
Missing	System	4	2.0		
Total		201	100.0		

The modal response to this question was always (65.5%) followed by seldom (27.4%). Hence just over two thirds of the sample i.e. 65.5% agree that achieving the team goal is always a higher priority than any individual objective whilst 27.4% feel that this seldom occurs.

Figure 47. The team has an established method for monitoring individual performance and providing feedback

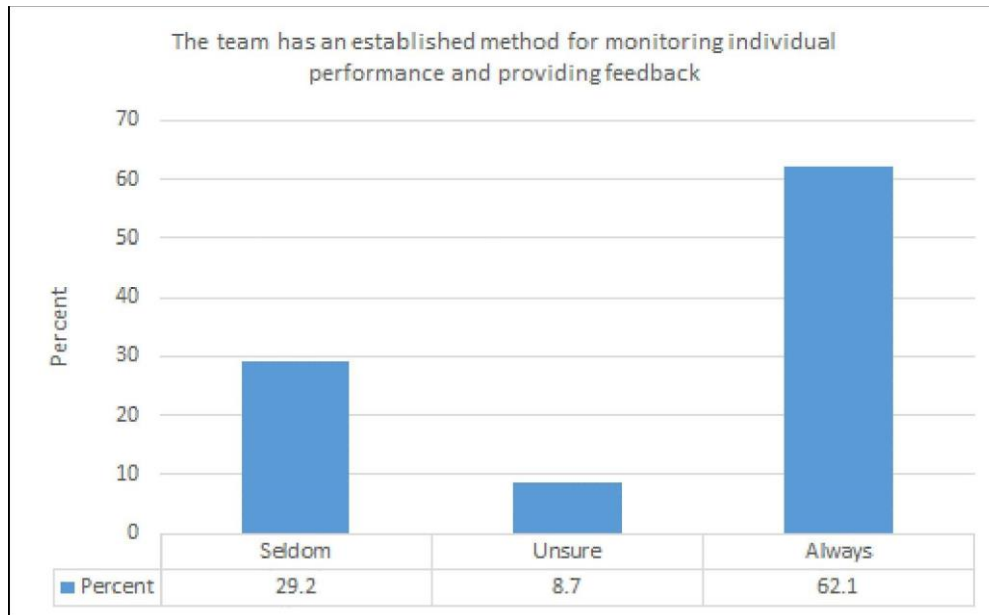


Table 46. Frequency for established method for monitoring individual performance and providing feedback

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	57	28.4	29.2	29.2
	Unsure	17	8.5	8.7	37.9
	Always	121	60.2	62.1	100.0
	Total	195	97.0	100.0	
Missing	System	6	3.0		
Total		201	100.0		

Table 46 shows that 62.1% of the sample agree that the team has an established method for monitoring individual performance and providing feedback followed by 29.2% of the respondents who feel this seldom occurs and 8.7% who are unsure of a monitoring and evaluation system.



Figure 48. The team possesses the essential skills and abilities to accomplish the teams objectives

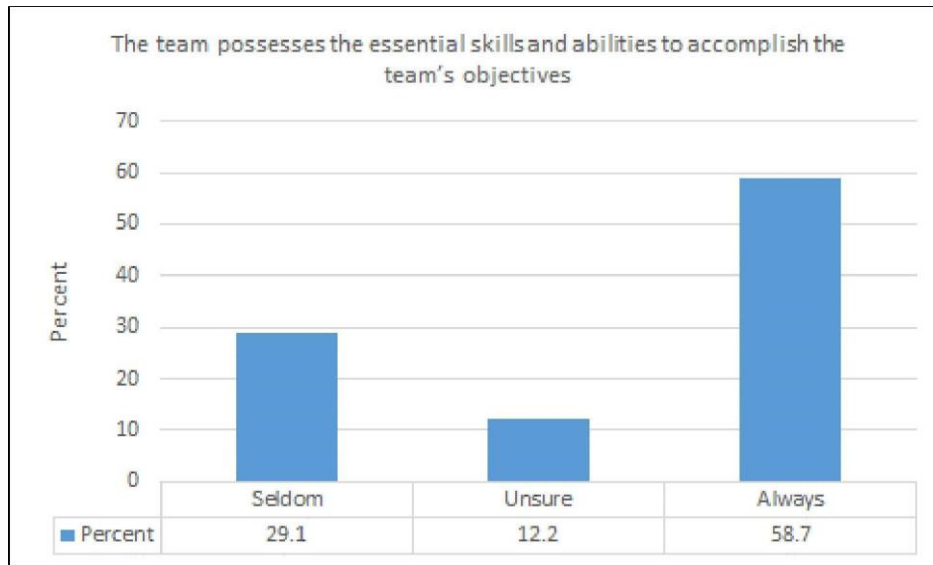


Table 47. Frequency for essential skills and abilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	57	28.4	29.1	29.1
	Unsure	24	11.9	12.2	41.3
	Always	115	57.2	58.7	100.0
	Total	196	97.5	100.0	
Missing	System	5	2.5		
Total		201	100.0		

The table shows that 58.7% of the sample agree that the team always possesses the essential skills and the abilities to accomplish the team's objectives whilst 29.1% feel that this is seldom the case and 12.2% of the sample are unsure of this.

Figure 49. There is a clearly defined need and a goal to be achieved or a purpose to be served

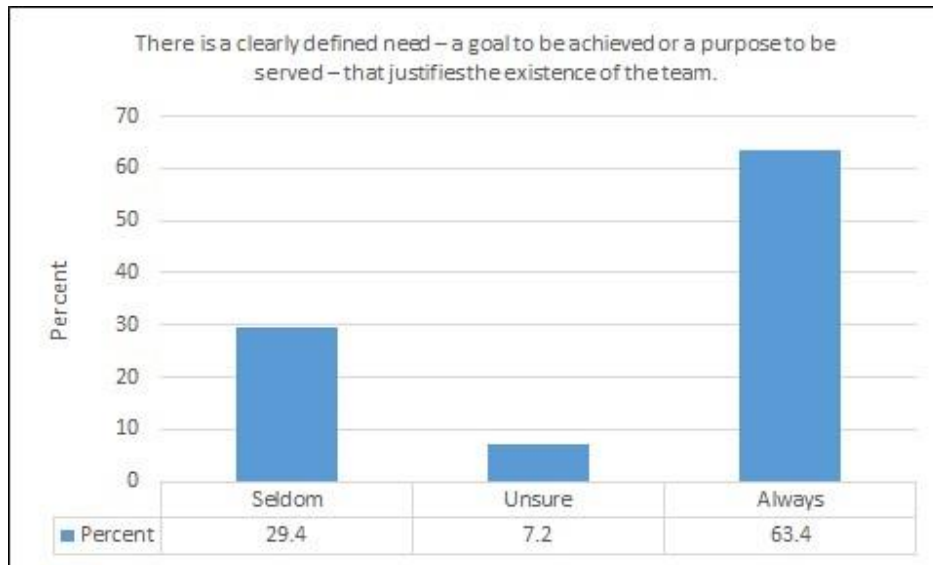


Table 48. Frequency for clearly defined need

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	57	28.4	29.4	29.4
	Unsure	14	7.0	7.2	36.6
	Always	123	61.2	63.4	100.0
	Total	194	96.5	100.0	
Missing	System	7	3.5		
Total		201	100.0		

The modal response to this question was always (63.4%) followed by seldom (29.4%). This is encouraging since the team has a well-delineated path that will culminate in the success of the organisation, only 7.2% of the sample are unsure about clearly defined goals in the team.

Figure 50. Team members trust each other sufficiently

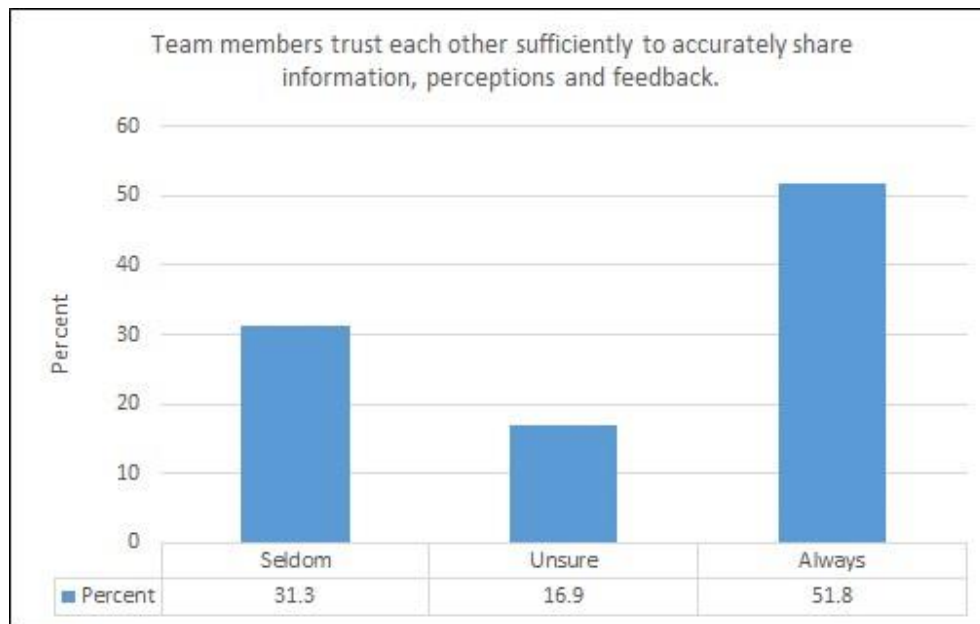


Table 49. Frequency for team members to trust each other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	61	30.3	31.3	31.3
	Unsure	33	16.4	16.9	48.2
	Always	101	50.2	51.8	100.0
	Total	195	97.0	100.0	
Missing	System	6	3.0		
Total		201	100.0		

Just over half the sample i.e. about 51.8% agree that team members always trust each other sufficiently to accurately share such information, perceptions and feedback but 31.3% of the sample feel that this seldom happens. This is indicative of trust issues within the team and the lack thereof.

Figure 51.The team exerts pressure on itself to improve performance

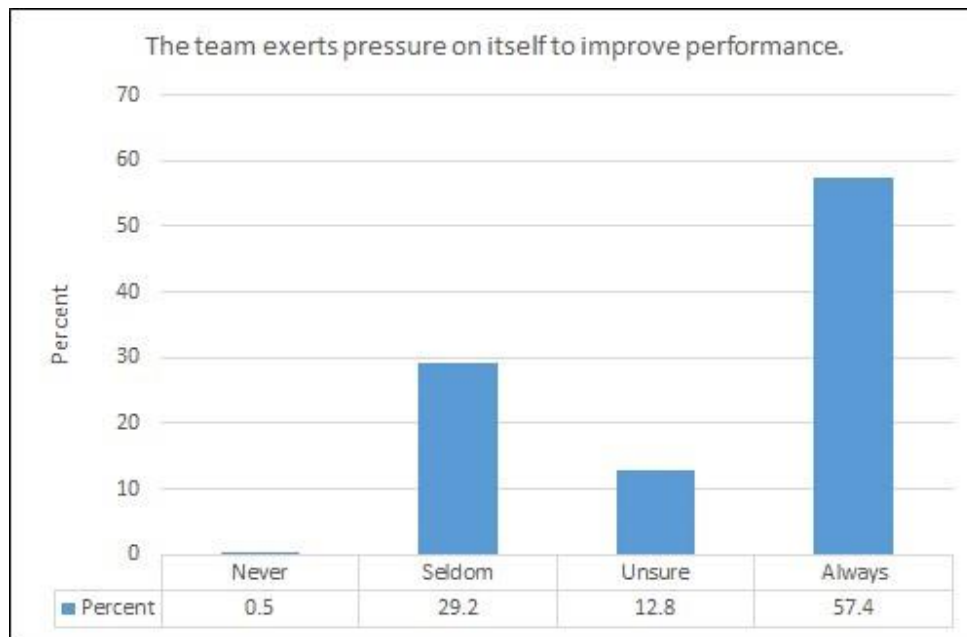


Table 50. Frequency for team exerts pressure to improve performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	.5	.5	.5
	Seldom	57	28.4	29.2	29.7
	Unsure	25	12.4	12.8	42.6
	Always	112	55.7	57.4	100.0
	Total	195	97.0	100.0	
Missing	System	6	3.0		
Total		201	100.0		

The research shows that only 57.4% of the sample agree that the team always exerts pressure on itself to improve performance whilst 29.2% of the sample seldom feels that this happens and 12.8% of the sample are unsure about this.

Figure. 52. The team is given the resources it needs to get the job done

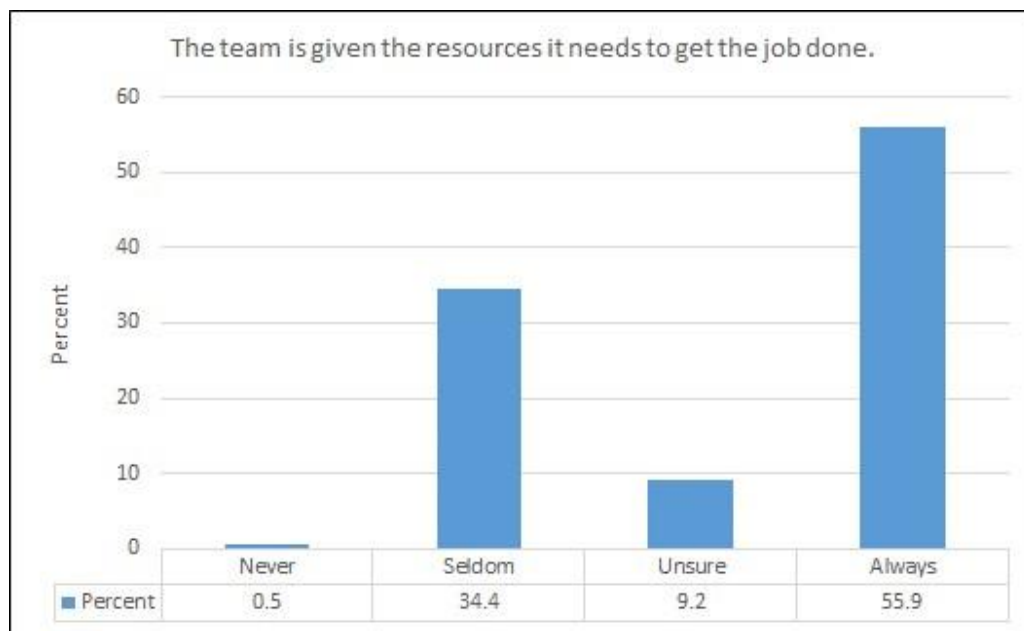


Table 51. Frequency for team given resources to get the job done

		Frequency	Percent	Valid Percent	Cumulative Percent
The	Valid	Never	1	.5	.5
		Seldom	67	33.3	34.9
		Unsure	18	9.0	44.1
		Always	109	54.2	100.0
		Total	195	97.0	100.0
	Missing	System	6	3.0	
Total		201	100.0		

allocation of resources is a real issue that will need attention since the modal response to this question was always (55.9%) followed by seldom (34.4%). This highlights the need to necessary tools and resources imperative for success and establishment of the organisation.

Figure. 53. The team leader provides the necessary autonomy to achieve results

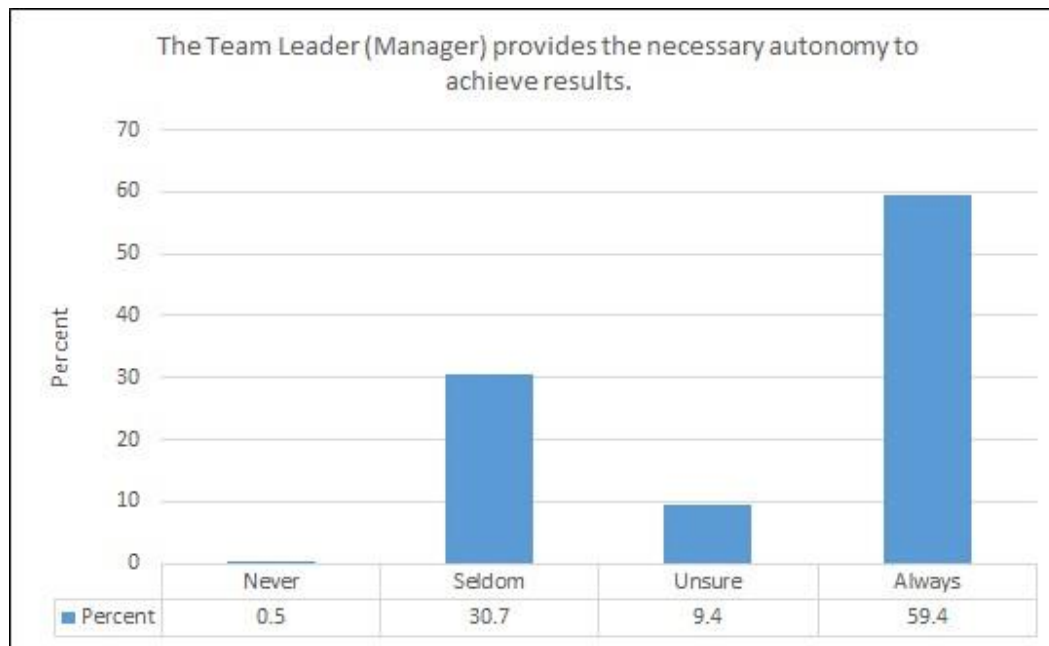


Table 52. Frequency for team leader provides necessary autonomy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	.5	.5	.5
	Seldom	59	29.4	30.7	31.3
	Unsure	18	9.0	9.4	40.6
	Always	114	56.7	59.4	100.0
	Total	192	95.5	100.0	
Missing	System	9	4.5		
Total		201	100.0		

The analysis show that 59.4% of the respondents agree that team leader provides necessary autonomy to achieve results whilst this attribute is seldom seen by 30.7% of the sample and never seen by 0.5% of the sample.

Figure.54.Our team leader is willing to confront and resolve issues



Table 53. Frequency for team leader willing to confront and resolve issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	.5	.5	.5
	Seldom	61	30.3	31.3	31.8
	Unsure	16	8.0	8.2	40.0
	Always	117	58.2	60.0	100.0
	Total	195	97.0	100.0	
Missing	System	6	3.0		
Total		201	100.0		

Only 60% of the sample agree that their Team Leader (Manager) is always willing to confront and resolve any issues associated with inadequate performance by team embers whilst approximately half of this percentage i.e. 31.3% of respondents seldom feel that this confrontation takes place and 8.2% of the sample are unsure if this happens.

Figure 55. Our leader is open to new ideas and information from team members

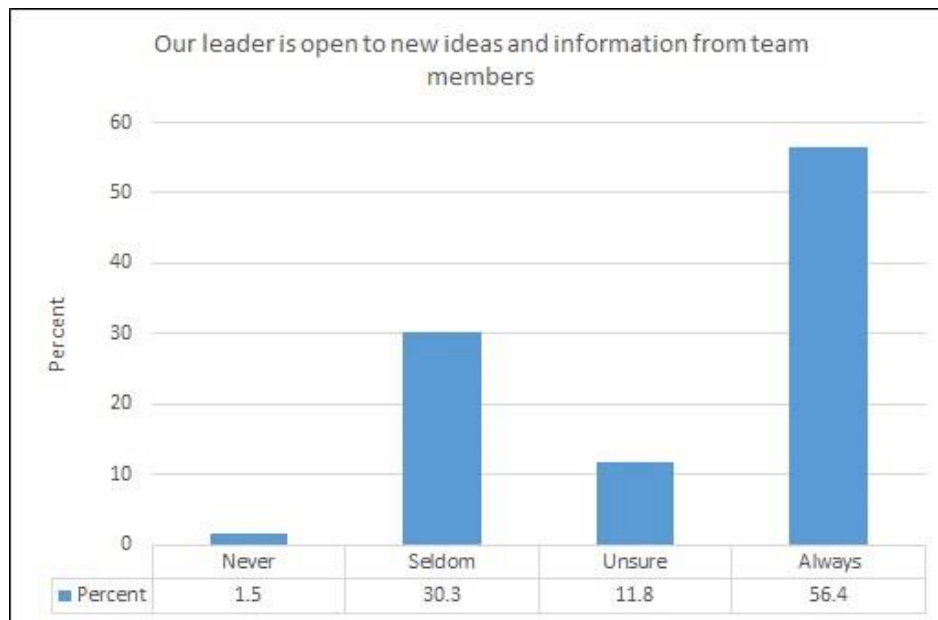


Table 54. Frequency for leader is open to new ideas and information

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	1.5	1.5	1.5
	Seldom	59	29.4	30.3	31.8
	Unsure	23	11.4	11.8	43.6
	Always	110	54.7	56.4	100.0
	Total	195	97.0	100.0	
Missing	System	6	3.0		
Total		201	100.0		

Only 56.4% of the sample agree that the leader is open to new ideas and information whilst 30.3% feel this seldom happens and 11.8% of the sample are unsure if this is really the case. Hence leaders must be teachable and humble to accommodate other ideas and necessary information.



Figure. 56. Our leader is influential in getting outside constituencies

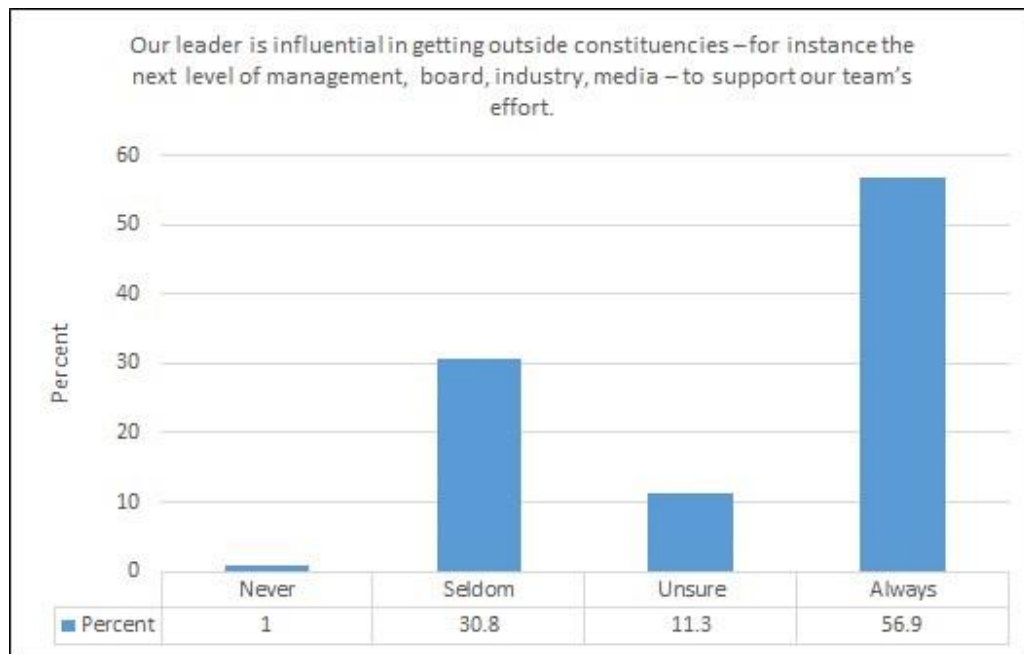


Table 55. Frequency for leader is influential in getting outside constituencies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	1.0	1.0	1.0
	Seldom	60	29.9	30.8	31.8
	Unsure	22	10.9	11.3	43.1
	Always	111	55.2	56.9	100.0
	Total	195	97.0	100.0	
Missing	System	6	3.0		
Total		201	100.0		

Only 56.9% of the respondents agree that their leader is always influential in getting outside constituencies for instance the next level of management, board, industry, media – to support our team's effort. We see that 30.8% agree that this is seldom the case and 11.3% are unsure about this.

## 5.5 SUMMARY

The ratio of females to males that participated in the survey was approximately 2:1 whilst the modal age group was the 41-50 years (48.2%) followed by 31-40 years (28.4%). The two main languages spoken was Saudi followed by English and this is so since majority of the respondents was Saudi and Filipino. The sample was educated since the highest qualification attained by respondents were those with Degree/Masters/PhD (55.3%) and Diploma (39.7%). Just over 1/3<sup>rd</sup> of the sample i.e. 34% of the respondents have served for 11-15 years followed by 26.5% of the respondents who served for 1-5 years. The next chapter will further discuss the two variables servant leadership and team effectiveness in relation to descriptive statistics and reliability analysis of the study. This chapter presented the analyses of the data and a detailed discussion of the findings arising from the empirical analysis of the responses obtained from the data captured. This involved the use of descriptive statistics for the general information and the demographic variables using Microsoft Excel. The researcher presented the results in the form of frequencies and percentages for the initial statements in a summarised format and reported accordingly in this chapter. The analysis of the data involved the use of some complex non-parametric tests using SPSS version 24 for Windows including those statistical tests selected for hypotheses testing for the relevant section which yielded significant results. The next chapter presents the discussion of the findings from the data.

## CHAPTER SIX

### EXPLANATIONS OF FINDINGS

#### 6.1 INTRODUCTION

This chapter presents the discussions of findings of the data and a detailed discussion of the findings arising from the analysis of the responses obtained from the data captured. The results are presented in accordance with the descriptive statistical data, reliability analysis and Kilmogorov Smirnov tests based on the measurement instrument and the Exploratory Framework. The results for the data involved the use of descriptive statistics for the general information and the demographic variables using Microsoft Excel. For this chapter the researcher presented the results in the form of frequencies and percentages for the initial statements in a summarised format and reported accordingly in this chapter.

The analysis of the data involved the use of some complex non-parametric tests using SPSS version 24 for Windows including those statistical tests selected for hypotheses testing for the relevant section which yielded significant results. The next chapter presents the conclusions and tentative recommendations arising from the empirical analysis of the data, conclusion and suggestions for future research.

#### 6.2 SERVANT LEADERSHIP

Just under half the sample i.e. 49.5% agreed that their manager always provides opportunities for independent action whilst 25.8% of the sample felt that this seldom happens. This is an area of attention that managers need to do more by way of providing opportunities for their employees for independent action. The research also reveals that 44.2% of the sample are unsure that their manager puts their interests ahead of his/her own. This too must be addressed in that servant leadership involves esteeming others better than themselves. Just under  $\frac{3}{4}$  of the respondents i.e. 71.6% of them agreed that their manager does everything she/he can to serve them and about 74% agreed that their manager is one they would turn on if they had a personal trauma.

This is commendable for managers. Just over  $\frac{3}{4}$  of the sample i.e. 75.6% of the respondents agreed that the manager always seems alert to what is happening whilst 41.5% of the sample felt that their manager seldom offers compelling reasons to get them to do things. The research also shows that 3 out every 4 respondents agree that their manager is good at anticipating the consequences of decisions and we find that 58.5% of the respondents feel that the manager is seldom good at helping them with emotional issues. Managers need to be trained in the skill of personal counselling and develop the ability to mentor employees/colleagues through difficult emotional issues. This warrants the need for managers to be trained in managing emotional maturity of people. The research shows that 76% of the sample agree that their manager always has great awareness of what is going on and 73.9% of them also agree that the manager is very persuasive.

The study shows that approximately  $\frac{3}{4}$  of the sample agree that their manager always believes that the organisation needs to play an instrumental role morally in society and only 55.7% agree that their manager is seldom talented at helping me to heal emotionally. Once again the issue of training managers to deal with the Emotional Quotient is highlighted and consequently more can be done by way of educating managers through workshops, training courses and even seminars on dealing with the emotional quotient of people. It can be seen that 77.1% of the sample always agree that the manager seems very much in touch with what is going on whilst 76.8% always agree that the manager is good at convincing them to do things. This brings to the fore the manager's good interpersonal skills. The results reveal the 77.5% of the respondents always agree that the manager believes that their organization needs to function as a community and in contradiction to this 60.2% of the sample felt that the manager seldom sacrifices his/her own interests to meet their needs. The findings show that 59.5% of the respondents felt that the manager is seldom a person that could help them mend their feelings of resentments. This is once again the area of emotional development coming to the fore. The results show that 69.2% of the sample agree that the Manager is gifted when it comes to persuading them.

Exactly  $\frac{3}{4}$  of the sample feel that the manager always sees the organizations for its potential to contribute to society and this selfsame trend prevails again in that  $\frac{3}{4}$  of the sample feel that the manager always encourages them to have a community spirit in the workplace. The findings show that just over half the sample i.e. 57.2% feel that the manager seldom goes above and beyond the call of duty to meet their needs. We see that 69.3% of the sample feels that the manager always seems to know what is going to happen and just under 80% i.e. 79.1% feel that the manager is always preparing the organization to make a positive difference in the future. The two issues that need attention in the servant leadership model is that the manager needs to learn to manage with the emotional development of people and secondly managers needing to learn to put other people's needs before their own.

### 6.3 TEAM EFFECTIVENESS

Just over 2/3rds of the sample i.e. 65.5% agree that achieving the team goal is always a higher priority than any individual objective whilst 62.1% of the respondents agree that the team always has an established method for monitoring individual performance and providing feedback. The findings show that 58.7% of the sample agree that the team always possesses the essential skills and the abilities to accomplish the team's objectives and 63.4% agree always that there is a well defined need and a clear goal to be achieved or a purpose to be served that justifies the existence of the team. We see that just over half the sample i.e. 51.8% agree that the team members always trust each other sufficiently to accurately share information, perceptions and feedback. This is an area of attention since only 1 out of every 2 respondents can trust each other in the team. Trust must be built up and maintained in any team. The research shows that only 57.4% of the sample agree that the team always exerts pressure on itself to improve performance whilst 55.9% of the sample agree that the team is always given the resources it needs to get the job done. Resources are an areas of attention if any team is to succeed. We find that 59.4% of the respondents agree that the Team Leader (Manager) always provides the necessary autonomy to achieve results and again only 60% of the sample agree that their Team Leader (Manager) is always willing to confront and resolve issues associated with inadequate performance by team members. The

research shows that 56.4% of the sample agree that their leader is always open and receptive to new ideas and information from the team members and only 56.9% of the respondents agree that their leader is always influential in getting outside constituencies for instance the next level of management, board, industry, and media to support our team's effort. There are some areas of attention within the ambit of team effectiveness such as team trust, leader flexibility, and resource allocation to the team and team performance at optimum.

#### 6.4 DESCRIPTIVE STATISTICS

Table 56. Descriptive Statistics

	Mean	Median	Mode	Std. Deviation	Variance
Gender	1.6683	2.0000	2.00	.47200	.223
Age	3.6701	4.0000	4.00	.84380	.712
Language	1.6080	2.0000	1.00	.66449	.442
Nationality	3.0201	4.0000	1.00	1.84215	3.394
Education highest qualifications	4.5678	5.0000	5.00	.63099	.398
How long_tenure	3.1650	3.0000	4.00	1.16816	1.365
b1	3.2071	3.0000	4.00	.87987	.774
b2	3.0000	3.0000	3.00	.79772	.636
b3	3.5025	4.0000	4.00	.84335	.711
b4	3.5330	4.0000	4.00	.83616	.699
b5	3.5787	4.0000	4.00	.79549	.633
b6	2.3650	2.0000	2.00	1.07122	1.148
b7	3.5859	4.0000	4.00	.76749	.589
b8	2.5750	2.0000	2.00	.93205	.869
b9	3.6000	4.0000	4.00	.76349	.583

b10	3.5980	4.0000	4.00	.73800	.545
b11	3.6111	4.0000	4.00	.73718	.543
b12	2.5622	2.0000	2.00	.90408	.817
b13	3.6119	4.0000	4.00	.76724	.589
b14	3.6162	4.0000	4.00	.75005	.563
b15	3.6350	4.0000	4.00	.73106	.534
b16	2.5025	2.0000	2.00	.85513	.731
b17	2.6300	2.0000	2.00	.89841	.807
b18	3.4876	4.0000	4.00	.83731	.701
b19	3.6000	4.0000	4.00	.75688	.573
b20	3.5500	4.0000	4.00	.83726	.701
b21	2.5871	2.0000	2.00	.91303	.834
b22	3.4824	4.0000	4.00	.85188	.726
b23	3.6368	4.0000	4.00	.76318	.582
c1	3.3807	4.0000	4.00	.88769	.788
c2	3.3282	4.0000	4.00	.89958	.809
c3	3.2959	4.0000	4.00	.89109	.794
c4	3.3402	4.0000	4.00	.90349	.816
c5	3.2051	4.0000	4.00	.89037	.793
c6	3.2718	4.0000	4.00	.90416	.817
c7	3.2051	4.0000	4.00	.94103	.886
c8	3.2760	4.0000	4.00	.92201	.850
c9	3.2769	4.0000	4.00	.92793	.861
c10	3.2308	4.0000	4.00	.93780	.879
c11	3.2410	4.0000	4.00	.92967	.864

Table 56 considers the mean, the mode, the median, the sample variance and the sample standard deviation. The mean or the arithmetic mean is the sum of all the values divided by the sample size, the mode is the most frequent response given by

the respondents and the median is the middle most value when the data (per variable/question) is arranged from highest to lowest. The sample variance is the degree or quantity by which each observation varies one from another. The sample standard deviation is the square root of the sample variance. From table 56, the majority of the questions have a modes of “4” and some of the questions have modes of “2” which translates to the responses of “always” and “seldom”. The standard deviations are consistently about ‘1’ and this indicates good consistency between the observations due to the low variability. The mean and median values are consistent with modal values. The descriptive statistics will also serve to confirm the graphical statistics.

## 6.5 RELIABILITY ANALYSIS

Coakes and Steed (2003:140) state that there are a number of different reliability coefficients. One of the most commonly used is the Cronbach’s alpha, which is based on the average correlations of the items within a test if the items are standardised. If the items are not standardised, it is based on the average covariance among the items. The Cronbach’s alpha method can range from the values of 0 to 1. Cronbach’s alpha was also calculated as part of the reliability test to assess how consistent the results were and if similar results can be generated in order to generalize if the sample size was increased. A value of 0.7 or higher is a very good value that can imply that the same results can be obtained if this survey was carried out with a larger sample of respondents. The Cronbach’s alpha was calculated for all the questions which have the same scales in each section

Table 57. Cronbachs Alpha

SECTION	CRONBACH’S ALPHA
Section B: Questions 1-23	0.947
Section C: Questions 1-11	0.982
Overall	0.965



### 6.3 KOLMOGOROV -SMIRNOV TEST

H<sub>0</sub>: the tested variables come from a Normal distribution

H<sub>1</sub>: the tested variables do not come from a Normal distribution

Table 58. One Sample Kolmogorov-Smirnov Test

	Test Statistic	Asymp. Sig. (2-tailed)
b1	.311	.000 <sup>c</sup>
b2	.234	.000 <sup>c</sup>
b3	.439	.000 <sup>c</sup>
b4	.448	.000 <sup>c</sup>
b5	.458	.000 <sup>c</sup>
b6	.273	.000 <sup>c</sup>
b7	.453	.000 <sup>c</sup>
b8	.366	.000 <sup>c</sup>
b9	.460	.000 <sup>c</sup>
b10	.446	.000 <sup>c</sup>
b11	.454	.000 <sup>c</sup>
b12	.345	.000 <sup>c</sup>
b13	.465	.000 <sup>c</sup>
b14	.463	.000 <sup>c</sup>
b15	.466	.000 <sup>c</sup>
b16	.368	.000 <sup>c</sup>
b17	.373	.000 <sup>c</sup>
b18	.421	.000 <sup>c</sup>
b19	.451	.000 <sup>c</sup>
b20	.450	.000 <sup>c</sup>

b21	.357	.000 <sup>c</sup>
b22	.422	.000 <sup>c</sup>
b23	.474	.000 <sup>c</sup>
c1	.412	.000 <sup>c</sup>
c2	.393	.000 <sup>c</sup>
c3	.372	.000 <sup>c</sup>
c4	.401	.000 <sup>c</sup>
c5	.332	.000 <sup>c</sup>
c6	.364	.000 <sup>c</sup>
c7	.360	.000 <sup>c</sup>
c8	.378	.000 <sup>c</sup>
c9	.382	.000 <sup>c</sup>
c10	.358	.000 <sup>c</sup>
c11	.362	.000 <sup>c</sup>

At the 5% significance level,  $H_0$  is rejected for the questions whose p-values are less than 0.05 and conclude that the tested variables do not come from a Normal distribution. The implication for this is that as far as the scores are concerned, we are required to use Non-parametric statistics. Tests such as the Mann-Whitney U test, chisquare and the Kruskal Wallis test will be used if necessary. However for the questions that are shaded  $H_0$  is accepted and conclude that these variables come from a Normal distribution. Parametric techniques such as Independent sample t-test and ANOVA, just to name a few, can be used on these variables if necessary.

#### 6.4 RESEARCH OBJECTIVE 4

To develop an explanatory structural model that explicates the manner in which servant leadership affects team effectiveness

In order to assess this objective the researcher made use of the simple linear regression model. In order to use the model the researcher first took the average of the servant leadership questions i.e. question 1-23 and the average of the team

effectiveness i.e. questions 1-11. Thereafter, the researcher fit the proposed linear regression model:

Average Team effectiveness=+\*Average servant leadership The model was fitted and yielded the following results:

Table 59. Model Summary

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.557 <sup>a</sup>	.310	.307	.69490

a. Predictors: (Constant), avg servant

b. Dependent Variable: avg team

The adjusted R-square which is measure to which the independent variable explains the dependent variable is 30.7%. This means that the 30.7% of the variation in the servant leadership explains the team effectiveness.

Table 60. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	42.321	1	42.321	87.643	.000 <sup>b</sup>
	Residual	94.162	195	.483		
	Total	136.483	196			

a. Dependent Variable: average team

b. Predictors: (Constant), average servant

The ANOVA which tests the hypothesis that the coefficient of the independent variable is zero i.e.  $H_0: = 0$  against the alternative i.e.  $H_1: \neq 0$ . Since the p-values in the ANOVA table is less than 0.05 we reject  $H_0$  and we conclude that the regression model is valid since the coefficient of the average servant leadership is not zero..

Table 61. Coefficients

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.591	.291		2.028	.044
	Average servant	.824	.088	.557	9.362	.000

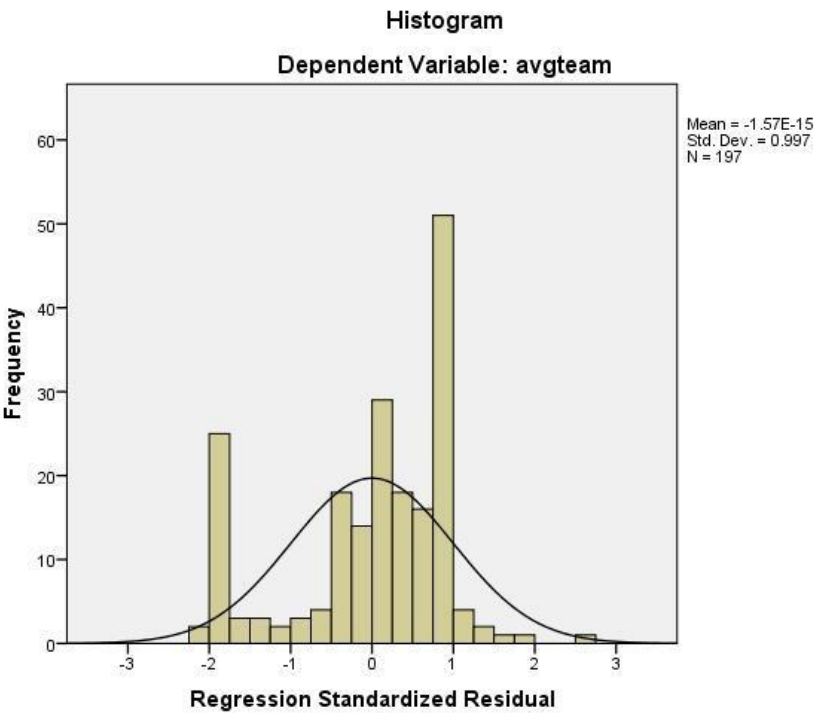
a. Dependent Variable: average team

We find that the average servant leadership variable is significant at the 5% level of significance and is hence concluded that servant leadership is a significant predictor of team effectiveness. The fitted model is given as:

Average Team effectiveness is equal to  $0.591 + 0.824 \times \text{Average servant leadership}$

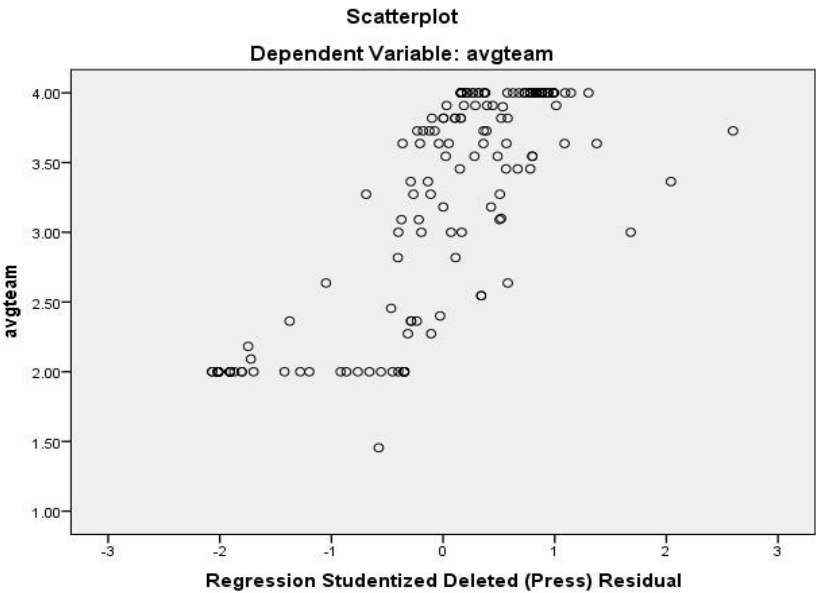
Hence for a unit increase in servant leadership the team effectiveness will increase by 0.824 units. The diagnostics of the fitted model show that none of the assumptions of the regression model have been violated.

Figure 57. Regression Standardized Residual



The residuals are roughly normally distributed.

Figure 58. Regression Residual



The residuals are randomly scattered about zero.

6.5 RESEARCH OBJECTIVE 2

To investigate which dimension of servant leadership and team effectiveness, if any, are highly correlated when assessing managers perceived servant leadership behaviours. In order to carry out this correlation we have to accommodate the nonparametric nature of the data and use the Spearman rank correlation. The results are summarised in the table below:

Table 62. Correlations

			c1	c2	c3	c4	c5	c6	c7	c8	c9	c10	c11
Spearman's rho	b1	Correlation Coefficient	.506**	.513**	.555**	.538**	.565**	.505**	.512**	.553**	.513**	.564**	.517*
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	b2	Correlation Coefficient	.422**	.434**	.488**	.464**	.400**	.411**	.448**	.514**	.478**	.498**	.457*
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	b3	Correlation Coefficient	.213**	.206**	.276**	.204**	.280**	.180*	.243**	.263**	.259**	.292**	.254*
		Sig. (2-tailed)	.003	.004	.000	.004	.000	.012	.001	.000	.000	.000	.000
	b4	Correlation Coefficient	.245**	.236**	.282**	.212**	.305**	.211**	.322**	.321**	.315**	.365**	.276*
		Sig. (2-tailed)	.001	.001	.000	.003	.000	.003	.000	.000	.000	.000	.000
	b5	Correlation Coefficient	.334**	.296**	.365**	.282**	.309**	.314**	.343**	.324**	.373**	.318**	.330*
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	b6	Correlation Coefficient	.105	.073	.034	.073	.002	.022	.007	.059	.050	.049	.043
		Sig. (2-tailed)	.144	.310	.641	.312	.983	.761	.926	.416	.488	.499	.555
	b7	Correlation Coefficient	.278**	.314**	.309**	.228**	.312**	.295**	.401**	.324**	.327**	.355**	.312*

		Sig. (2-tailed)	.000	.000	.000	.001	.000	.000	.000	.000	.000	.000	.000
	b8	Correlation Coefficient	.382	.274	.330	.313	.259	.317	.278	.371	.331	.365**	.327*
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	b9	Correlation Coefficient	.313**	.337**	.353**	.291**	.342**	.368**	.360**	.342**	.415**	.390**	.361*
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	b10	Correlation Coefficient	.290**	.426**	.380**	.390**	.366**	.348**	.421**	.420**	.444**	.373**	.365*
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	b11	Correlation Coefficient	.372**	.403**	.379**	.396**	.382**	.393**	.428**	.464**	.460**	.468**	.425*
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	b12	Correlation Coefficient	.328**	.277**	.304**	.285**	.263**	.247**	.307**	.374**	.360**	.397**	.307*
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	b13	Correlation Coefficient	.284**	.334**	.360**	.305**	.367**	.283**	.368**	.397**	.440**	.434**	.393*
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	b14	Correlation Coefficient	.361**	.349**	.413**	.359**	.432**	.357**	.425**	.435**	.422**	.472**	.367*
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000



	b15	Correlation Coefficient	.397**	.392**	.386**	.407**	.363**	.404**	.481**	.461**	.454**	.442**	.415*
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	b16	Correlation Coefficient	.258**	.301**	.310**	.259**	.236**	.246**	.306**	.389**	.377**	.314**	.331*
		Sig. (2-tailed)	.000	.000	.000	.000	.001	.001	.000	.000	.000	.000	.000
	b17	Correlation Coefficient	.334	.302	.321	.301	.275	.250	.293	.377	.373	.407*	.284
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	b18	Correlation Coefficient	.264**	.278**	.270**	.261**	.333**	.295**	.335**	.350**	.352**	.396*	.311**
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	b19	Correlation Coefficient	.436**	.384**	.385**	.404**	.354**	.403**	.399**	.413**	.405**	.418**	.407**
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	b20	Correlation Coefficient	.397**	.382**	.395**	.359**	.415**	.386**	.437**	.413**	.386**	.449**	.390**
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	b21	Correlation Coefficient	.296**	.317**	.268**	.284**	.234**	.252**	.291**	.338**	.307**	.327**	.283**
		Sig. (2-tailed)	.000	.000	.000	.000	.001	.000	.000	.000	.000	.000	.000
	b22	Correlation Coefficient	.350**	.404**	.370**	.312**	.415**	.348**	.363**	.384**	.417**	.426**	.396**
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	b23	Correlation Coefficient	.467**	.410**	.401**	.414**	.396**	.410**	.439**	.450**	.433**	.437**	.431**
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000

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\*\* Correlations is very significant at the levels of 0.01 which is 2-tailed.

\*. Correlation is significant at the 0.05 level (2-tailed).

The results show that every question in the servant leadership section is significantly correlated with the every question in the team effectiveness questions either at the 1% or 5% significance level. This is true of all the questions of the servant leadership section except question 6 i.e. “My Manager offers compelling reasons to get me to do things.” This question is uncorrelated with all of the questions from the team effectiveness questions.

### 6.6 RESEARCH OBJECTIVE 3

To assess the relationship between servant leadership and team effectiveness according to demographics.

Coakes and Steed (2003: 195) state that there are two main types of chi-square tests. The chi-square test for the goodness of fit applies to the analysis of a single categorical variable, and the chi-square test for independence or relatedness applies to the analysis of the relationship between two categorical variables. The researcher used the chi-square test of independence to check for relationships between the questions of servant leadership and team effectiveness and the demographic variables.

H<sub>0</sub>: Gender and servant leadership and team effectiveness are independent i.e. there is no relationship between them.

H<sub>0</sub>: Gender and servant leadership and team effectiveness are dependent i.e. there is a relationship between them.

Table 63. Chi Square Test 1

No.	Statement	Chi-square test statistic	p-value
1.	My Manager provides opportunities for independent action.	21.219	.000
2.	My Manager puts my interests ahead of his/her own.	11.860	.008
3.	My Manager does everything she/he can to serve me.	3.960	.266

4.	My Manager is one I would turn on if I had a personal trauma.	4.648	.199
5.	My Manager seems alert to what is happening.	7.41	.863
6.	My Manager offers compelling reasons to get me to do things.	19.347	.000
7.	My Manager is good at anticipating the consequences of decisions.	2.727	.436
8.	My Manager is good at helping me with emotional issues.	4.813	.186
9.	My Manager has great awareness of what is going on.	5.973	.113
10.	My Manager is very persuasive.	5.710	.127
11.	My Manager believes that the organization needs to play a moral role in society.	12.842	.005

12.	My Manager is talented at helping me to heal emotionally.	0.181	.981
13.	My Manager seems very much in touch with what is going on.	4.196	.241
14.	My Manager is good at convincing me to do things.	7.596	.055
15.	My Manager believes that our organisation needs to function as a community.	3.799	.284
16.	My Manager sacrifices his or her own interests to meet my needs.	1.010	.799
17.	My Manager is a person that could help me mend my feelings of resentments.	2.409	.492
18.	My Manager is gifted when it comes to persuading me.	3.179	.365
19.	My Manager sees the organisations for its potential to contribute to society.	6.255	.100
20.	My Manager encourages me to have a community spirit in the workplace.	6.148	.105

21.	My Manager goes above and beyond the call of duty to meet my needs.	29.558	.000
22.	My Manager seems to know what is going to happen.	3.558	.313
23.	My Manager is preparing the organization to make a positive difference in the future.	6.519	.089
	Team Effectiveness		
1.	Achieving the teams goal is a higher priority than any individual objective.	23.649	.000
2.	The team has an established method for monitoring individual performance and providing feedback.	30.434	.000
3.	The team possesses the essential skills and abilities to accomplish the team's objectives.	28.142	.000
4.	There is a clearly defined need and goal to be achieved or a purpose to be served that justifies the existence of the team.	40.436	.000
5.	Team members trust each other sufficiently to accurately share information, perceptions and feedback.	21.673	.000
6.	The team exerts pressures on itself to improve performance.	33.629	.000
7.	The team is given the resources it needs to get the job done.	30.217	.000
8.	The Team Leader (Manager) provides the necessary autonomy to achieve results.	35.695	.000

9.	Our Team Leader (Manager) is willing to confront and resolve issues associated with inadequate performance by team members.	27.539	.000
10.	Leaders are open to any new ideas and any new information from their team members.	24.288	.000
11.	Our leaders are influential in getting outside constituencies for instance the next level of management, board, industry, media – to support our team's effort.	29.558	.000

At the 5% significance level those questions whose p-values are less than 0.05 are significant and we reject  $H_0$  for these questions (shaded in the table). Hence it can be concluded that these questions are related to gender.

$H_0$ : Age and servant leadership and team effectiveness are independent i.e. there is no relationship between them.

$H_0$ : Age and servant leadership and team effectiveness are dependent i.e. there is a relationship between them.

Table 64. Chi Square Test 2

No.	Statement	Chi-square test statistic	p-value
1.	My Manager provides opportunities for independent action.	13.433	.338
2.	My Manager puts my interests ahead of his/her own.	21.552	.043
3.	My Manager does everything she/he can to serve me.	19.294	.082
4.	My Manager is one I would turn on if I had a personal trauma.	27.011	.008
5.	My Manager seems alert to what is happening.	20.931	.051

6.	My Manager offers compelling reasons to get me to do things.	62.401	.000
7.	My Manager is good at anticipating the consequences of decisions.	19.994	.067
8.	My Manager is good at helping me with emotional issues.	44.654	.000
9.	My Manager has great awareness of what is going on.	26.750	.008
10.	My Manager is very persuasive.	12.839	.381
11.	My Manager believes that the organization needs to play a moral role in society.	23.030	.027
12.	My Manager is talented at helping me to heal emotionally.	55.292	.000
13.	My Manager seems very much in touch with what is going on.	12.181	.431
14.	My Manager is good at convincing me to do things.	28.313	.005
15.	My Manager believes that our organization needs to function as a community.	21.626	.042
16.	My Manager sacrifices his or her own interests to meet my needs.	34.589	.001
17.	My Manager is a person that could help me mend my feelings of resentment	75.116	.000

18.	My Manager is gifted when it comes to persuading me.	18.220	.109
19.	My Manager sees the organizations for its potential to contribute to society.	23.160	.026
20.	My Manager encourages me to have a community spirit in the workplace.	25.648	.002
21.	My Manager goes above and beyond the call of duty to meet my needs.	71.061	.000
22.	My Manager seems to know what is going to happen.	8.894	.712
23.	My Manager is preparing the organization to make a positive difference in the future.	18.066	.114
	Team Effectiveness		
1.	Achieving the teams goals is a higher priority than any individual objective.	26.105	.001
2.	The team has an established method for monitoring individual performance and providing feedback.	28.531	.000
3.	The team possesses the essential skills and abilities to accomplish the team's objectives.	34.873	.000
4.	There is clearly defined needs and a goal to be achieved or a purpose to be served that justifies the existence of the team.	30.991	.000
5.	Team members trust each other sufficiently to accurately share information, perceptions and feedback.	33.316	.000
6.	The team exerts pressure on itself or themselves to improve performance.	38.950	.000

7.	The team is given the resources it needs to get the job done.	37.248	.000
8.	The Team Leader (Manager) provides the necessary autonomy to achieve results.	35.738	.000
9.	Our Team Leader (Manager) is willing to confront and resolve issues associated with inadequate performance by team members.	33.853	.001
10.	Our leader is open to any new ideas and information from the team members.	35.540	.000
11.	Our leader is influential in getting outside constituencies for instance the next level of management, board, industry, media – to support our team's effort.	39.719	.000

At the 5% significance level those questions whose p-values are less than 0.05 are significant and we reject  $H_0$  for these questions (shaded in the table). Hence it can be concluded that these questions are related to age.

$H_0$ : Language and servant leadership and team effectiveness are independent i.e. there is no relationship between them.

$H_0$ : Language and servant leadership and team effectiveness are dependent i.e. there is a relationship between them.



Table 65. Chi Square Test 3

No.	Statement	Chi-square test statistic	p-value
1.	My Manager provides opportunities for independent action.	35.910	.000
2.	My Manager puts my interests ahead of his/her own.	20.016	.018
3.	My Manager does everything she/he can to serve me.	40.241	.000
4.	My Manager is one I would turn on if I had a personal trauma.	20.994	.013
5.	My Manager seems alert to what is happening.	20.077	.017
6.	My Manager offers compelling reasons to get me to do things.	46.364	.000
7.	My Manager is good at anticipating the consequences of decisions	19.157	.024

8.	My Manager is good at helping me with emotional issues.	22.413	.008
9.	My Manager has great awareness of what is going on.	27.164	.001
10.	My Manager is very persuasive.	26.115	.002
11.	My Manager believes that the organization needs to play a moral role in society.	28.201	.001
12.	My Manager is talented at helping me to heal emotionally.	27.759	.001
13.	My Manager seems very much in touch with what is going on.	22.038	.009
14.	My Manager is good at convincing me to do things.	17.968	.036
15.	My Manager believes that our organisation needs to function as a community.	20.442	.015
16.	My Manager sacrifices his/her interests to meet my needs.	14.410	.108
17.	My Manager is a person that could help me mend my feelings of resentments.	33.457	.000

18.	My Manager is gifted when it comes to persuading me.	26.230	.002
19.	My Manager sees the organisations for its potential to contribute to society.	22.654	.007
20.	My Manager encourages me to have a community spirit in the workplace.	16.183	.063
21.	My Manager goes above and beyond the call of duty to meet my needs.	17.387	.043
22.	My Manager seems to know what is going to happen.	21.671	.010
23.	My Manager is preparing the organisation to make a positive difference in the future.	23.784	.005
	Team Effectiveness		
1.	Achieving the teams goal is a higher priority than any individual objective.	52.722	.000
2.	The team has an established method for monitoring individual performance and providing feedback.	54.505	.000
3.	The team possesses the essential skills and abilities to accomplish the team's objectives.	50.773	.000
4.	There is a defined need – a goal to be achieved or a purpose to be served – that justifies the existence of the team.	59.444	.000
5.	Team members trust each other sufficiently to accurately share information, perceptions and feedback.	49.526	.000

6.	The teams exerts pressure on itself to improve performance.	60.879	.000
7.	The team is given the resources it needs to get the job done	62.011	.000
8.	The Team Leader (Manager) provides the necessary autonomy to achieve results.	65.693	.000
9.	Our Team Leader (Manager) is willing to confront and resolve issues associated with inadequate performance by team members.	71.922	.000
10.	Our leaders are open to any new ideas and information from team members.	66.053	.000
11.	Our leader is influential in getting outside constituencies for instance, the next level of management, board, industry, media – to support our team's effort.	65.056	.000

At the 5% significance level, those questions whose p-values are less than 0.05 are significant, and we reject  $H_0$  for these questions (shaded in the table). Hence it can be concluded that these questions are related to language.

$H_0$ : Nationality and servant leadership and team effectiveness are independent i.e. there is no relationship between them.

$H_0$ : Nationality and servant leadership and team effectiveness are dependent i.e. there is a relationship between them.

Table 66. Chi Square Test 4

No.	Statement	Chi-square test statistic	p-value
1.	My Manager provides opportunities for independent action.	80.560	.000
2.	My Manager puts my interests ahead of his/her own.	52.077	.000
3.	My Manager does everything she/he can to serve me.	14.913	.458
4.	My Manager is one I would turn on if I had a personal trauma.	29.058	.016
5.	My Manager seems alerted to what is happening.	33.005	.005
6.	My Manager offers compelling reasons to get me to do things.	91.721	.000
7.	My Manager is good at anticipating the consequences of decisions.	30.875	.009
8.	My Manager is good at helping me with emotional issues.	52.180	.000
9.	My Manager has great awareness of what is going on.	27.837	.023

10.	My Manager is very persuasive.	39.575	.001
11.	My Manager believes that the organisation needs to play a moral role in society.	33.943	.003
12.	My Manager is talented at helping me to heal emotionally.	58.202	.000
13.	My Manager seems very much in touch with what is going on.	28.323	.020
14.	My Manager is good at convincing me to do things.	30.550	.010
15.	My Manager believes that our organisation needs to function as a community.	40.318	.000
16.	My Manager sacrifices his/her interests to meet my needs.	55.626	.000

17.	My Manager is a person that could help me mend my feelings of resentments.	45.982	.000
18.	My Manager is gifted when it comes to persuading me.	33.221	.004
19.	My Manager sees the organisations for its potential to contribute to society.	31.637	.007
20.	My Manager encourages me to have a community spirit in the workplace.	24.627	.055

21.	My Manager goes above and beyond the call of duty to meet my needs.	57.052	.000
22.	My Manager seems to know what is going to happen.	37.251	.001
23.	My Manager is preparing the organisation to make a positive difference in the future.	38.068	.001
	Team Effectiveness		
1.	Achieving the teams goal is a higher priority than any individual objectives.	33.024	.000
2.	The team has an established method for monitoring individual performance and providing feedback.	29.922	.000
3.	The team possesses the essential skills and abilities to accomplish the team's objectives.	26.654	.000
4.	There is a defined need that a goal to be achieved or a purpose to be served – that justifies the existence of the team.	24.048	.000
5.	Team members trust each other sufficiently to accurately share information, perceptions and feedback.	29.817	.000
6.	The teams exert pressure on itself to improve performances.	22.590	.000
7.	The team is given the resources it needs to get the job done.	25.626	.000
8.	The Team Leader (Manager) provides the necessary autonomy to achieve results.	16.707	.000

9.	Our Team Leader (Manager) is willing to confront and resolve issues associated with inadequate performance by team members.	38.834	.000
10.	Our leader is always open to any new ideas and information from its team's members.	24.837	.000
11.	Our leader is very influential in getting outside constituencies, for instance, the next level of management, board, industry, media – to support our team's effort.	22.194	.000

At the 5% significance level, those questions whose p-values are less than 0.05 are significant, and we reject  $H_0$  for these questions (shaded in the table). Hence it can be concluded that these questions are related to nationality

$H_0$ : Highest qualification obtained, and servant leadership and team effectiveness are independent i.e. there is no relationship between them.

$H_0$ : Highest qualification obtained and servant leadership and team effectiveness are dependent i.e. there is a relationship between them.



Table 67. Chi Square Test 5

No.	Statement	Chi-square test statistic	p-value
1.	My Manager provides opportunities for independent action.	35.952	.000
2.	My Manager puts my interests ahead of his/her own.	13.168	.357
3.	My Manager does everything she/he can to serve me.	21.928	.038
4.	My Manager is one I would turn on if I had a personal trauma.	16.303	.178
5.	My Manager seems alert to what is happening.	38.479	.000
6.	My Manager offers compelling reasons to get me to do things.	18.029	.115
7.	My Manager is good at anticipating the consequences of decisions.	17.983	.116
8.	My Manager is good at helping me with emotional issues.	16.95	.151
9.	My Manager has great awareness of what is going on.	22.540	.032
10.	My Manager is very persuasive.	44.874	.000
11.	My Manager believes that the organisation needs to play a moral role in society.	30.172	.000

12.	My Manager is talented at helping me to heal emotionally.	22.650	.031
13.	My Manager seems very much in touch with what is going on.	26.802	.008
14.	My Manager is good at convincing me to do things.	21.460	.044
15.	My Manager believes that our organisation needs to function as a community.	38.988	.000
16.	My Manager sacrifices his/her interests to meet my needs.	11.903	.454
17.	My Manager is a person that could help me mend my feelings of resentments.	20.233	.063
18.	My Manager is gifted when it comes to persuading me.	39.634	.000
19.	My Manager sees the organisations for its potential to contribute to society.	25.376	.013
20.	My Manager encourages me to have a community spirit in the workplace.	27.055	.000
21.	My Manager goes above and beyond the call of duty to meet my needs.	23.788	.022
22.	My Manager seems to know what is going to happen.	41.296	.000

23.	My Manager is preparing the organisation to make a positive difference in the future.	33.825	.001
	Team Effectiveness		
1.	Achieving the teams goal is a higher priority than any individual objective.	12.168	.144
2.	The team has an established method for monitoring individual performance and providing feedback.	16.901	.031
3.	The team possesses the essential skills and abilities to accomplish the team's objectives.	17.054	.030
4.	There is a defined need – a goal to be achieved or a purpose to be served – that justifies the existence of the team.	10.882	.208
5.	Team members trust each other sufficiently to accurately share information, perceptions and feedback.	12.566	.128
6.	The teams exerts pressure on itself to improve performance.	16.153	.184
7.	The team is given the resources it needs to get the job done.	11.380	.497
8.	The Team Leader (Manager) provides the necessary autonomy to achieve results.	20.449	.059
9.	Our Team Leader (Manager) is willing to confront and resolve issues associated with inadequate performance by team members.	24.452	.018

10.	leadership are open to new ideas and information from team members.	36.432	.000
11.	Our leader is influential in getting outside constituencies for instance, the next level of management, board, industry, media – to support our team's effort.	16.746	.159

At the 5% significance level, those questions whose p-values are less than 0.05 are significant, and we reject  $H_0$  for these questions (shaded in the table). Hence it can be concluded that these questions are related to highest qualification.

$H_0$ : Tenure and servant leadership and team effectiveness are independent i.e. there is no relationship between them.

$H_0$ : Tenure and servant leadership and team effectiveness are dependent i.e. there is a relationship between them.

Table 68. Chi Square Test 6

No.	Statement	Chi-square test statistic	p-value
1.	<u>My</u> Manager provides opportunities for independent action	26.437	.009
2.	<u>My</u> Manager puts <u>my</u> interests ahead of his/her own.	27.238	.007
3.	<u>My</u> Manager does everything she/he can to serve <u>me</u> .	13.416	.340
4.	<u>My</u> Manager is one I would turn on if I had a personal trauma.	16.912	.153
5.	<u>My</u> Manager seems alerted to what is happening.	24.583	.017
6.	<u>My</u> Manager offers compelling reasons to get <u>me</u> to do things.	26.613	.000
7.	My Manager is good at anticipating the consequences of decisions.	19.223	.083
8.	My Manager is good at helping me with emotional issues.	30.752	.000
9.	My Manager has great awareness of what is going on.	25.155	.014
10.	My Manager is very persuasive.	24.417	.018

11.	My Manager believes that the organisation needs to play a moral role in society.	22.707	.030
12.	My Manager is talented at helping me to heal emotionally.	42.032	.000
13.	My Manager seems very much in touch with what is going on.	21.335	.046
14.	My Manager is good at convincing me to do things.	17.414	.135
15.	My Manager believes that our organisation needs to function as a community.	19.672	.074
16.	My Manager sacrifices his/her interests to meet my needs.	40.619	.000

17.	My Manager is a person that could help me mend my feelings of resentments.	34.409	.001
18.	My Manager is gifted when it comes to persuading me.	17.470	.133
19.	My Manager sees the organisations for its potential to contribute to society.	18.940	.090
20.	My Manager encourages me to have a community spirit in the workplace.	9.843	.630
21.	My Manager goes above and beyond the call of duty to meet my needs.	35.037	.000

22.	My Manager seems to know what is going to happen.	33.264	.001
23.	My Manager is preparing the organisation to make a positive difference in the future.	15.942	.194
	Team Effectiveness		
1.	Achieving the teams goal is a higher priority than any individual objective.	39.782	.000
2.	The team has an established method for monitoring individual performance and providing feedback.	31.984	.000
3.	The team possesses the essential skills and abilities to accomplish the team's objectives.	34.840	.000
4.	There is a defined need – a goal to be achieved or a purpose to be served – that justifies the existence of the team.	32.124	.000
5.	Team members trust each other sufficiently to accurately share information, perceptions and feedback.	35.132	.000
6.	The teams exerts pressure on itself to improve performance.	35.130	.000

7.	The team is given the resources it needs to get the job done.	37.681	.000
8.	The Team Leader (Manager) provides the necessary autonomy to achieve results.	35.765	.000
9.	Our Team Leader (Manager) is willing to confront and resolve issues associated with inadequate performance by team members.	32.265	.000
10.	Our leader is always open to new ideas and information from team members.	36.160	.000
11.	Our leader is very influential in getting outside constituencies – for instance, the next level of management, board, industry, media – to support our team's effort.	31.887	.000

At the 5% significance level, those questions whose p-values are less than 0.05 are significant, and we reject  $H_0$  for these questions (shaded in the table). Hence it can be concluded that these questions are related to highest tenure.



## 6.7 SUMMARY

There are some definite strengths and weaknesses within the ambit of servant leadership and team effectiveness. Servant leadership shows that more must be done by the managers to develop the emotional maturity of the people that they work with. Perhaps they can attend a training course, workshops and even enrol for degree courses in psychology. People need to be understood, and managers need to shepherd the people they work with using great care and compassion. The other issue of attention is that managers must become less selfish by esteeming the colleagues better than themselves and by being self-sacrificing regarding their needs. Putting others first is a sure way to promote servant leadership in any institution. Team effectiveness will be greatly enhanced through trust in the team, giving more resource to the team to get the work done and the team being determined to perform at optimum. This can be done through team building exercises and relationship building exercises between team members. Servant leadership is a predictor of team effectiveness and is correlated to each other in many dimensions. Servant leadership and team effectiveness are also associated with demographic variables such as age, gender and educational level. On the whole, this study reveals that servant leadership combined with team effectiveness is a powerful tool that will profit any institution. The next chapter presents the conclusions and tentative recommendations arising from the empirical analysis of the data, conclusion and suggestions for future research.

## CHAPTER SEVEN

### RECOMMENDATIONS AND CONCLUDING REMARKS

#### 7.1 INTRODUCTION

In chapter seven, the researcher includes the purpose and the implications of the findings, limitations, recommendations for future research, and the conclusion. Based on an extensive literature and data analysis this study focused on the perceptions of servant leadership and its influence on team effectiveness amongst managers within the Armed Forces Hospital, Southern Region, Khamis Mushayt, Saudi Arabia. The study aims related to the relationship between servant leadership, and team effectiveness is a promising area for professionals concerned with enhancing the functioning of teams regardless of the research design that is adopted. Servant leadership incorporates the ideals of empowerment and team building, participatory management and the service ethics necessary for the promotion of people-oriented skills. The variables that have been utilised in the present study were both context dependent and context sensitive. It is hoped that the practical implications of the current study will contribute immensely to the advancement of human potential. Directions for future research have been suggested for the continuous improvement of team dynamics in the workplace.

The major contribution of the present study relates to the human resource function specifically in the formulation of credible and valid psychological explanations of the behaviour of managers in leadership roles and of how interventions can be instituted to demonstratively effect efficient and equitable improvement in the behaviour and performance of employees through teamwork. The findings of the study emphasise the central role played by team commitment in the quest to understand the factors at play when managers perform their roles. Servant leadership were also recommended as one of the people-oriented leadership styles that may foster employee development and may have a significant influence on team effectiveness when employees feel committed to their work. Team commitment also enhances employees' engagement in extra-role behaviours. However, in the current sample, it appears that the employee's perceptions towards performing managerial tasks required teamwork for best outcomes. There was a strong relation between servant leadership and team effectiveness in this study as discussed in the data analysis of chapters five and six. Women's role was a concern in the leadership,

and the study indicates that women need to be more recognised and be given more leadership roles and being accepted as part of the organisational team for organisational success. The second concern was the trust relationship within the teams. This was very evident in the study findings that managers did not trust easily, and once again this could be due to many factors but mainly could be related to cross cultural barriers as the researcher indicated in chapter one that 80 percent of the sample size were expatriates. Emotional maturity was another finding that was very evident lacking within the managers. This factor did not correlate with the age of the respondents as modal age group was between 41 and 50 years which accounted for 48.2% of the sample size in the demographic questionnaire. This may be related to the lack of experience or poor interaction between the leaders and the followers. The researcher identifies nine recommendations that is pertinent to the outcomes and findings of this study for organisational awareness and managerial action.

## 7.2 A SERVANT LEADERSHIP DEVELOPMENTAL PROGRAM FOR THE MANAGERS WITHIN THIS ORGANISATION TO IMPROVE TEAM EFFECTIVENESS

Working with the aim to empower and serve the people one leads is the main concept of Servant Leadership style and behaviour. Challenging people to go farther and reach higher goals within their job requires an innovative approach and having fun doing it. This requires leadership skills that are beyond the traditional command and control style of management. Through this course, one will learn and practice the execution of the most critical skills needed for leading by serving first. The programme is designed to take managers through practical real life situations and have them practice being a Servant Leader to enhance team effectiveness in the workplace. The outcome of this course is a feeling of being empowered to acquire a large number of skills and approaches one can start to apply immediately to empower work teams.

The entire program aims to be transformational. Many researchers have shown that the effectiveness of leaders depends largely on their capacity to develop productive teamwork approach among followers. This study proposes that servant leadership style as it emphasises service to others, team consensus and the personal development of individuals sets the ground work for effective coordination and collaboration among team members so that together they serve their customers.

Table 69. Servant Leadership Programme

SERVANT LEADERSHIP PROGRAMME CONTENT	WORKSHOP CONTENT	TARGET	DURATION
Comparing Agile Servant Leadership style to Command and Control Cultures	Workshop 1 – Command and Control versus. Servant Leadership approach	All Managers	3 months
Why Lead This Way?	Workshop 2 – Untangle This – Game		
The Top Skills of Servant Leaders	Workshop 3 – Mirror Imaging – Self Reflection approach		
Understanding the Roots of Command and Control	Workshop 4 – Servant Leadership styles and Self Assessment and Gift Giving		
Practical Tips for Shifting to Servant Leadership	Workshop 5 – Healthy vs. Dysfunctional Teams		
Self Reflection, Assessment and Gift Giving	Workshop 6 – Ball Point Game – Practising Forming to Performing		
Building High Performing Teams	Workshop 7 – Defining a Team's Vision, Customers and Deliverables		
Team Maturity various Stages and Your Role as a Leader	Workshop 8 – Building Team Norms, What We Are Known For		
	Workshop 9 – Addressing		

Top 10 Tips for Forming a Team	Dysfunctional Behaviours One on		
	One assessment – Demo		
Defining Team Norms and Expectations	Workshop 10 – Practicing Team Conflict Resolution management Tools		
Understanding the 3 Decision-Making Tools	Workshop 11 – Personal Growth and Action Plan		
Creating a Shared Vision and Getting Engagement	Workshop 12 – Team Growth/developmental and Action Plans		
Getting Out of the Weeds (Teach Others How to Fish)	Workshop 13 – Final Retrospective		
How to Coach Others and Gain Trust			
Addressing Dysfunctional Behaviour as a Servant Leader			
Leading Through Change			
Assessing TeamHealth			
Measurement and Rewards that Lead to Teamwork			

Source: Servant Leadership Training Program Agile Training, <https://agiletraining.com/cultural-training/agile-servant-leadership/> (accessed July 22, 2017).

### 7.3 RECOMMENDATIONS FOR THE STUDY

The study findings were very significant to make the following recommendations for effective servant leadership and team work among managers within this organisation Armed Forces Hospital Southern Region Saudi Arabia. The fundamental factors which had a strong correlation in the study with significant findings were related to:

- Recommendation One: Embracing Women Roles in Saudi Arabia as Leaders
- Recommendation Two: Influencing New Leadership Style In Saudi Arabia

Health Care

- Recommendation Three: Implement Management Framework
- Recommendation Four: Embracing Empowerment
- Recommendation Five: Building Trust in Teams
- Recommendation Six: Emotional Maturity and Leadership
- Recommendation Seven: Sociocultural factors in leadership
- Recommendation Eight: Building Relationship Orientation
- Recommendation Nine: Servant Leadership Model

#### 7.3.1 RECOMMENDATION ONE: WOMEN IN LEADERSHIP ROLES IN SAUDI ARABIA

This study advances the limited empirical knowledge that exists on women's leadership development in the Saudi Arabia. Due to the increasing enrollments of women at all levels of education and in different fields of employment and aspects of public life, the past ten years have witnessed a growing participation of Saudi women in senior management positions and the decision-making process in public and private sectors. The government officials of Saudi Arabia has adopted a clear vision for the

empowerment of women as reflected in recent development plans that show a clear shift in the orientation of planning efforts towards the development of women's roles instead of focusing on women's right to education and employment. Empowerment of women and enhancement of their involvement in public affairs have been emphasised not only as targets of development plans but also rather as a means to achieve strategic objectives of development. Globalisation and economic and social developments in Saudi Arabia indicate the strong conviction among policy makers that comprehensive and sustainable development could not be reached without activating all social actors of development in the global society (Metcalf and Rees, 2010). It is quite clear that Saudi Arabia is embracing a new strategic direction to recruit qualified women into positions of leadership at the top of the hierarchy in public and private sectors.

Saudi women are slowly but assuming high positions that include deputy minister, university president, Shura Council consultants, board members of Chambers of Commerce and many other new and exciting positions in both the public and private sectors. In view of the considerable expansion of the role of women in the Saudi Arabian society, evidence indicates that women in upper management positions are facing a different reality from their male counterparts due to various structural and cultural factors that impede their effectiveness as leaders (Almenkashet.al. 2007; Imenkash, Abdulaziz, Shaman, Haijan and Dagsh, 2007). The issues of management in women and men in higher education institutions show the draft plan for the near future of higher education in the Kingdom of Saudi Arabia, Al-Riyadh, King Abdullah Institute for Research Consultancy Studies. These factors have been found to impede women in management in other Gulf countries as reported by Al-Lamki, (1999). Research on women in top leadership positions in three Arab Gulf countries (UAE, Oman and Bahrain) found that the challenges faced by those women included discrimination at work, cultural taboos, negative attitudes towards female workers and lack of confidence and trust in women managers (Wilkinson, 2012). The research identifies several inhibiting factors for women that include organisational factors, such as personnel systems and traditional career paths, male employee attitudes and

women's attitudes (Cooke, 2007). Current developments indicate a clear strategic direction of policy makers of the country and development plans in Saudi Arabia towards a greater role for women in public life and into top leadership roles and positions in public domains. Despite the considerable role of women in the Saudi society, the literature suggests that Saudi women in leadership roles and positions are facing a different reality from their male counterparts or oppositions due to organisational, personal and cultural challenges that impede or obstruct their effectiveness as leaders. Contrary to the common perspective, cultural challenges are less important compared to the other problems faced by women leaders.

This is an indication of changing the perception of the role of women in society and a reflection of the policy of the Custodian of the Two Holy Mosques, King Abdullah who calls for the integration of women in decision-making positions. Given the expansion of women's leadership role and their growing involvement in leadership positions, results of this study emphasise the need to grant a degree of flexibility and autonomy in decision-making in women's sectors, highlighting the importance of empowering women leaders as an integral part of performance improvement strategies. Such a step would enhance their ability to achieve their objectives and meet the aspirations of the public and would address the needs of the comprehensive development process in Saudi Arabia.

### 7.3.2 RECOMMENDATION TWO: LEADERSHIP IN SAUDI ARABIA

Leadership is defined here as the practice of inspiring and motivating people through emotions, vision, and powerful ideas, irrespective of the challenges they face (Gardner, 1996; Goleman, Boyatzis, of the data, conclusion and suggestions for future research. and McKee, 2013). Effective leadership, as viewed by most people, is fundamental to the success of any organisation (Daresh, 2002), The health care environment requires knowledgeable leaders who can develop consistent standards, that make changes through new skills and behaviours, and, which, therefore, facilitate the development of quality culture in health organisations (Hernandez and O'Connor, 2010). This outcome is required as there is currently a lack of independent decision-making linked to the lack of leadership effectiveness and organisational performance and, eventually,



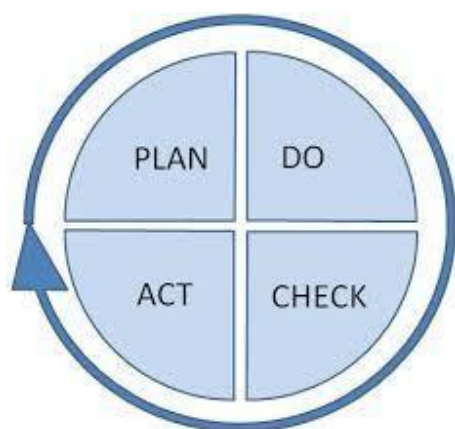
dissatisfied professional leaders (Al-Ahmadi and Roland, 2005). In addition, there was a growing concern about the lack of competent leaders (administrative, technical, and medical) to capably manage the diversity of staff members' professional backgrounds and cultures, and to source appropriately qualified personnel and ensure adequate human resource development strategic plan emphasised the existing obstacles, namely, the centralisation of the health care system and the deficiencies in the quantity and quality of the labour force a globalised world, it is important for leaders of organisations and societies to understand and support the idea that different cultures contribute in a positive way to the human experience. Schein (2010) explains the importance of understanding organisational culture, namely, that if leaders understand the culture in their organisation, they will not be puzzled by organisational life and will also be able to understand themselves better. It is important for leaders to understand the culture of their organisation so that they can communicate to their employees, and to model the way of communication through their leadership and behaviour. On the other hand, the perception of leaders to the organisational cultural values affects the manner in which they communicate with their employees. This section discusses the research that focused on organisational culture, its relationship with leadership behaviour, and the extent of the impact of organisational culture and the leader's behaviour on their employees and their level of team work.

### 7.3.3 RECOMMENDATION THREE: TO IMPLEMENT A MANAGEMENT FRAMEWORK

The implementation process of the Armed Forces Hospital managerial framework, described below, will follow a Plan-Do-Study-Act (PDSA) cycle. This four-step prescriptive model process is used widely for testing and carrying out changes in health care organisations, such as the National Health Service in the UK (National Health Service Institute for Innovation and Improvement, 2008; Tague, 2005). The PDSA cycle is repeated continuously to achieve continuous improvement (see Figure 7.1). The PDSA cycle is based on the scientific method and moderates the impulse to take immediate action, without careful study. The planning phase of the cycle refers to the recognition of an opportunity and the planning of change, which was the rationale for conducting the current study. It is important to test or pilot the change of any small-

scale intervention because less time, money, and risk is involved if the PDSA cycle is implemented on a small scale before implementing it across the board (Langley et al., 2009). The do phase of the cycle would be temporarily implemented for one year in one selected Unit. The study part of the cycle refers to the analysis of the results of the study phase, and to the identification of what has been learned. The act phase of the cycle refers to taking action based on what was learned in the study step. If the intervention did not work, then it would be necessary to go through the cycle again, but with a different plan. If the small-scale test was successful, then what was learned from the study can be incorporated into wider changes, into the planning of new improvements, and to begin the cycle again.

Figure 59. PDSA Cycle



The PDSA cycle Source: (Langley et al., 2009)

7.3.3.1 'Plan' Phase: The planning phase of the PDSA cycle has already been conducted as part of the current study. The following list provides details of how the future stages of the PDSA cycle would be carried out, in practice

7.3.3.2 'Do' Phase: In the 'do phase', the researcher would implement a training intervention, consisting of seminars with the leaders at the selected unit based within Armed Forces Hospital. The seminars would make the leaders acutely aware of the new management strategy. The new management strategy involves a new

comprehensive performance improvement program and requires their obligation to comply with its policies and guidelines.

7.3.3.3 'Study' Phase: During the study phase, the researcher, would conduct a survey to collect and analyse the outcome indicators (e.g. measurements of job satisfaction, organisational culture, and leadership behaviour, using the methods developed in the current study).

7.3.3.4 'Act' Phase In the act phase, the researcher would analyse the results of the implementation study and reflect upon those findings. If the findings indicate that the intervention helped to enhance the outcome indicators, then the recommended intervention would be implemented at other departments, and the PDSA cycle would then be continued. If the first plan was not effective, then a revision of intervention is needed to be planned at the same health care setting, and the PDSA cycle would be continued.

The further development of the Saudi health care depends on an evidence-based approach to the system development and the management of change. The current study identifies key issues of concern through primary data collection, along with the distilled learnings from the broader literature. The researcher also drew on past experiences and networks to facilitate access to the leadership style and the stakeholders, as well as to develop a framework for the future implementation that would suit the cultural, organisational and resource needs of the organisation leadership and team effectiveness approach. The system development framework would address the issues identified by this research. Moreover, the framework has an appropriate structure that can be grouped into outward looking (Macro focus) and inward looking (Micro focus) strategies. This framework would also help to address the change management process of plan, do, and evaluate. The organisation relies intensively on the Health care professionals to deliver the required services and care. Therefore, it is essential that the Administration in Armed Forces Hospital in Saudi Arabia understand the factors that influence Leadership style and team effectiveness

and this is related to many factors of the organisational namely the leadership behaviour.

#### 7.3.4 RECOMMENDATION FOUR: EMBRACING EMPOWERMENT

Van Winkle et al.(2014) argue that there be two types of empowerment namely structural which is the degree to which the organisational structure facilitates power sharing and psychological which is feeling empowered that promotes self-determination and self-efficacy within the teams. Empowerment requires subordinates to be in an enabling structure and to feel empowered when leading its team groups. For psychological empowerment characteristics, employees need to see that the work has to have to mean and believe they can complete the work successfully and this is referred to as self-efficacy. People have a choice of how the work is undertaken which is related to self-determination and that he or she can influence work system outcomes by making a positive impact as elucidated by (Thomas and Velthouse 1990 as cited in Van Winkle et al. 2014). Servant leadership approach can foster these conditions which are bounded by relevant cultural spheres. Sousa and van Dierendonck (2014) identify a strong positive relationship between the two variables which include servant leadership and engagement under high uncertainty especially during a merger. Servant leadership exerted a stronger effect on engagement through its capability to influence psychological empowerment than its ability to foster subjects sense of organisational identification. Burch et al. (2015) discover that there is a disagreement between organisation employees and administrators regarding administrators mentoring and developing actions and encouraging and being motivational, and empowering.They caution that engagement and relationships run the risk of being damaged if these differences are not amended or integrated.

#### 7.3.5 RECOMMENDATION FIVE: BUILDING TRUST IN TEAMS

The researcher found that trust was an essential ingredient in all organisations and business partnerships and ventures and that it involves trust between organisations as well as within companies. A better understanding of the building blocks of organisational trust should help employers and employees to create avenues for reconciliation and, therefore, confidence among the primary stakeholders of any

organisation (Martins, 1998). What became apparent and visible was that within in the modern workplace business is trusted less than ever before. That is why it is essential for anyone involved in the organisation needs to understand better what trust is about and how to build it (Reynolds, 1997). Conversely, business leaders should also develop an acute awareness of the roots of mistrust in organisations and implement measures to eliminate and mitigate its impact on the organisation and its stakeholders and shareholders or partners. Management is, therefore, facing a fundamental dilemma in today's hyper-competitive world. On the one hand, trust is needed because people are more likely to support such change if they believed that they would not suffer as a result of the modifications. On the other hand, in change situations, drastic measures have to be taken, which will eventually erode the fundamentals of trust (Shaw, 1997). According to Shaw (1997), many organisations have provided three essential working conditions to expand and explore the radius of the concept of trust. They have to achieve results to prove with all abilities that they can meet the expectations and to act with integrity and may have to demonstrate concerns to show that they want to meet the expectations. It also became apparent in the research according to Bews and Uys (2002), the intensity of any trust relationship may depend on certain facilitators of trustworthiness which was referred to as dimensions for this research. According to Bews and Uys (2002:22), these facilitators play an active role in lubricating or, in a more negative form, impeding the flow of trust.

They are referred to as trustworthiness rather than trust as it is these facilitates that the trustor utilises to evaluate the trustworthiness of the trustees. Bews and Uys (2002) propose that depending on the contextual factors that may influence the perceived importance of each dimension the trustor evaluates the trustworthiness of the trustee via an interrelationship of the dimensions above. A team without trust is not a team. It is just a group of individuals, working together, often making limited progress. This group of people may not share information, they might battle over rights and responsibilities, and they may not cooperate with one another. It does not matter how capable or talented people are they may never reach their full potential if trust is not present. However, when trust is in place, each in the team becomes stronger, because

he or she is part of an effective, cohesive group. When people trust one another, the team can achieve significant goals. Trust can be described as a "reliance on the character, ability, strength, or truth of someone or something. Trust means that one can rely on someone else to do the right thing. One believes in the person's integrity and strength, to the extent that one can put oneself on the line, at some risk. Trust can be essential to an efficient team or a group of people as it provided a sense of safety within the teams. When team members acquire a safe feeling with each other and with the group, they feel more comfortable to open up and take appropriate risks and expose vulnerabilities. Without trust, there's less innovation, collaboration, creative thinking, and productivity. People spend most of their time protecting themselves and their interests, and this is the time that should spend time helping the group to attain its goals. According to Martins (1998), a clear understanding of the building blocks of organisational trust should help employers and employees to create opportunities for reconciliation and, therefore, confidence among the most important stakeholders of any company. The overall picture is not only is trust the key issue for the organisation, but also organisation is trusted less than ever before. It is therefore essential for anyone involved in the organisational goals to understand what trust is all about and how to build trust (Reynolds, 1997).

Conversely, business leaders should also develop an acute awareness of the roots of mistrust in organisations and implement measures to eliminate and mitigate its impact on the organisation. What mistrust indicates is an important characteristic of the psychology of the relationship between the manager and employee (Whitney and Deming, 1994). Doney, Cannon and Mullen (1998) believe that the importance and the main benefits of trust, and the emerging global and multicultural work environment, highlight the need for us to understand how trust develops. Within organisations, trust contributes to the more efficient implementation of the strategy, greater managerial coordination according to McAllister (1995), and more efficient work teams (Lawler, 1992). The emotional bond in question is not just in the relationship but is a significant part, a belief in the moral characters or goodwill of the trustee in the trusting relationships. Through their shared beliefs, partners can create goal congruence and

thereby reduce the risk of free-riding and other types of opportunism. Managers may use this study and its empirical evidence as a check or point of reference on the adequacy of their existing relationships and the kind of mechanism they use to develop trust. The Organisation should weigh the entire set of meaningful relationships to invest more in the mechanisms that lead to performance and healthcare service outcomes. Forecasting a counterpart's behaviour and intentions of such behaviours appear to support the beliefs and affect mechanisms that support the development of trust. The little effort of calculating and creating the necessary emotional bonds may lead to improved decision making processes on the actions of managers. It is important for managers to acquire accurate perceptions of the impact of trust on performance. This does not mean that managers should develop all relationships based on trust, though the most important may be coordinated using a trust. Trust is costly to establish and maintain. If managers either under or overestimate the positive impact of confidence, their efforts will be misguided, eventually dampening performance. Trust may be a good indicator to build team effectiveness.

#### 7.3.6 RECOMMENDATION SIX: EMOTIONAL MATURITY

Leadership is based on the interaction between leaders and followers. Thus, leaders need competencies when it comes to upholding relationships. In this context, selfawareness and awareness of the emotions of others are certainly relevant.

Consequently, emotional intelligence sub-factors is highly relevant to leadership, and if possessed by leaders, would contribute to their effectiveness. However, the exact significance of emotional intelligence for effective leadership is thus still to be proven. An emotionally mature person has the full control over the expression of his or her feelings. However, he or she behaves according to the accepted social values, morals and ideals. Mahmoudi (2012) points out that emotionally mature people are mentally healthy, well-adjusted and high on positive behaviour. Emotions are complex reaction patterns involving behavioural and physiological elements to personally significant events (Barrett and Salovey, 2002) Almost in every experience there is an affectionate, emotional aspect and managing it can have a meaningful role in general health and particular emotional health (Ghosh, 2014:111). Paying attention to emotions, using

them in human relationship, understanding oneself and others emotions, self-restraint, controlling instant desires, sympathy with others, and using emotions in thinking, and understanding are among subjects discussed in the field of emotional intelligence (Jalali, 2002:89).

The findings and the analysis of data of this study indicate that a relationship exists between emotional maturity and leadership effectiveness and not emotional intelligence as an overall factor. The findings can also be related to the culture is an essential element for leadership effectiveness. The organisations should focus not only on training the employees to improve their performances but study the psychology of its people its teams in the work environment. The organisations should not only focus on improving the technical knowledge, skills and attitudes of its people but also the behavioural aspects of the individuals and teams. So, the concepts of industrial psychology can be a useful aid to the efficient management of individuals at work. Understanding the behavioural aspects at the various managerial levels can also outline a better organisational climate for each employee of the organisation. Emotional maturity seems to be elusive to many people. Physical and intellectual, and mental maturity are often developed and advanced through study and life experiences and not necessarily so with emotional maturity. The present findings of the study reveal the following recommendations might be carried out to improve the emotional maturity and leadership of the managers within this organisation.

The success of the organisation depends upon the leadership qualities and the leadership style adopted. However the leaders and head of the organisation should be a well-versed person with modern methods of supervision the diplomatic techniques of decision making and democratic administration. The executive management of the organisation should be capable and willing to analyse the various dimensions related to emotional maturity analogy. This will allow for managers to enhance the leadership at different levels of the organisation. As the interest in service excellence and teamwork plays a vital role in the emotional maturity, the organisation should implement mechanisms to protect the welfare of the managers which will result in them to have a tension free mind which may lead concentrate on their management and leadership



skills. Everyone has different levels of emotional maturity, and so is the case with the managers under study. The organisations should consistently work on to improve the maturity of their managers. The leaders must allow their followers to have a free flow of expression and at the same time, he should keep them informed about the latest changes and developments taking place in the organisation. Effective communication tends to develop a trust based relationship between superiors and subordinates which ultimately helps to boost the self-confidence level of the managers. In a nutshell, the organisations must make constant efforts to enhance the emotional maturity level of their managers, which in turn raises their self-confidence and inculcates in them the leadership qualities. The managers with such qualities can take their organisations to new heights of excellence.

#### 7.3.7 RECOMMENDATION SEVEN: SOCIOCULTURAL FACTORS IN LEADERSHIP

Politically Saudi Arabia is a monarchy (Marshall Cavendish, 2007), with an integrated system of government which is focused on the principles of justice, consultation and equality, by Islamic law, which sets forth the civil rights (Bureau of Experts, 2011). Therefore, the principles of Islam and Saudi traditions influence and constitute the culture of organisations within the country. Gallagher and Searle (1985) suggest that this centralised tradition of Saudi society is also embodied within the health care service. In other words, the structure and functioning of the healthcare are strongly influenced by the society's traditions. The cultural values and traditions affect leadership and management of companies in Saudi Arabia. Saudi managers are expected to play a role of a father like a figure in organisations (Idris, 2007).

Furthermore, the social behaviour in Saudi Arabia is governed by Islamic teachings and collectivistic culture (Idris, 2007). The majority of the companies in Saudi Arabia are family owned (Achoui, 2007) and the family concept continuity is a key to improving organisational performance and employee competitiveness. Therefore, Human Resource managers face difficulties in the execution of international Human Resources practices (Shneider, 1988). Arab has socio-centric, traditional and male dominated culture (Badawy, 1980; Abdallah, 1997) and motivates dependency on relatives and friends (Hofstede, 1984). Tribal traditions encourage consultation within the extended

family and same tribe. Asabiyah means extreme loyalty to its tribe motivates authoritarianism with non-kin (out group) like other tribes and expatriate workers. Research studies in Saudi Arabia on dominant management styles provide conflicting results. Saudi Arabian managers, according to the research predominantly prefer consultative and participative styles. Ali (1993) concludes that irrespective of contingency factors, managers tended to adapt to new environment. These conflicting results were explained by pointing out that Saudi does not intend to create the consultation situation but rather a feeling of consultation. Ali (1993) discusses that consultative style in Saudi Arabia is different from the western consultative style and called it a pseudo consultative style to differentiate it from the real consultative one. Muna (1980) discusses that subordinates expect to be consulted about decisions in Arab countries, but they did not participate in decision making. Ali (1993) further points that socialising outside the family's environment results in the authoritarian management styles, which does little in preparing individuals to work with people outside the family's environment. Atiyyah (1999) found that Saudi Arabian organisations operate like tribe or clan in which social leadership skills are used by patriarchal authoritarian managers to get the work done. Managers opt for social pressures and informal methods before going for punitive steps.

According to Hofstede's (1980) taxonomy, high power distance and high uncertainty avoidance are attributes of Saudi Arabia (Baxter, 1998) and within the group collectivist and without the group individualist. High power distance could be linked with respect of authority in Islamic society and Bedouin traditions (Bjerke and Al-Meer, 1993). Saudis have little tolerance for the activities deviating from Islamic teachings and Bedouin traditions (Bjerke and AlMeer, 1993). Absolute right and wrong attitudes are reinforced in the Arab tribal values, and any method that deviates from the acceptable norms is treated as a threat to the authority and stability of Organization (Ali, 1993). The results of high power distance and uncertainty avoidance are a lower tolerance for innovative ideas, fatalism, low acceptance for change, justified authority obedience, unquestionable acceptance for conventional wisdom. Within the group, Saudis are highly collectivist and with out-group high individualism. Ties between individuals are

loose in out-group, and limited interactions and individual accomplishments are emphasised. Same standards are applied by the managers when dealing with out-group. Importance must be given to tasks rather on the relationships.

Employee and employer relationships are calculative. In within groups (tribes and extended families) from birth onward, people integrated into strong; cohesive groups are protected for their unquestionable loyalty. Group goals are set atop in front of the personal interest. Within the in-group, focus is given to cooperation, duty, group welfare, and stable social relationship behaviour. In conclusion, employee-employer relationship is moral with in group and managerial style is directive but welfare-oriented. Understanding the leadership development in the Kingdom of Saudi Arabia (KSA) is very important for many reasons. The kingdom of Saudi is considered the heart of Islam and it is one of the closest Arab allies of the United States of America and the largest producer of oil in the world. However, the country is undergoing rapid changes and evolving new leadership approaches. It is aged leadership committee is ceding power to a new generation and its society, which is dominated by young people, Saudi Arabia has for many years remained closed to foreign scholars with a selected few academics were allowed into the kingdom over the past decade.

In particular, the historical, geographical, and economic overview of Kingdom of Saudi Arabia in connection with leadership practices and cultural, economic, political, and other social aspects affecting leadership approaches and leadership development in the kingdom. A religious sector, family and tribe are all essential elements in determining one's status within the Saudi society. Wasta, which Islamically translates to the connections, networking and understanding who knows who and in what capacity as this is the main catalyst in getting things done. Do not be surprised if Saudi-based colleagues pay much attention to the job title, professional qualifications, and whom one knows. Saudi Culture is not to trust until they get to know people first. This was very evident in the data analysis that trust within this organisation existed and the researcher will discuss this as another recommendation within this chapter. They tend to ask many personal questions, especially about family or educational background and qualifications. This relationship orientation behaviour does create obstacles and

challenges as expatriates to build team leadership within this culture. Commitment and motivation to uphold the country's religious and social tradition have persisted which is causing a struggle between modernization and cultural preservation. Saudi Arabia is significantly different from other countries in the world due to its strong association with the religion and culture. Leaders should, therefore, be cautious and adopt cultural values into the leadership style to enhance team work among this group of people. The leadership style of servant leadership will require respecting cultural values and embrace the attributes of the models of team work and servant leadership to attain positive organisational goals.

#### 7.3.8 RECOMMENDATION EIGHT RELATIONSHIP ORIENTATION

Relationship orientation is one of the most salient cultural characteristics in developing countries especially in Saudi Arabia due to many cultural barriers and is the importance of relationships and networking. Interdependence in a trusting relationship serves a critical function in reducing uncertainties and maximising the benefits when resources are obsolete and scarce. Harmony within the groups is preserved at all cost at all times. People tend not to voice their opinion hence prefer to say the least within the groups. Relationships and networks tend to supersede rules and procedures in every aspect of social and political and economic lifestyle. The universalistic rules are known but not applied for everyone under every circumstance. Those that developed relationships with those who are close to the person-who-matters (i.e., the in-group members or team members) usually get the organisational benefits, while others (i.e., the out-group or not team members) may feel alienated. Family and relatives are original in-group members. In a group, membership is also extended to those from the same ethnic groups, religious or caste groups, as well as close associates. Getting in the group and also getting out of the in-group and teams is hard. Loyalty, as the glue, to keep the in the group and the team members intact. Team leadership is the second most important determinant of membership status, and the acceptance to and the dismissal from the in-group depends on the level of loyalty towards the group. The organisation lacks this in group approach due to the managers which accounted for 80% of expatriates did not perceive that they were part of this team when it came to

decision making. Saudis place much importance on relationships on many levels. The need to establish a good working relationship before turning to quantifiable business matters is critical during relationship building in this environment.

Saudi's and expatriates based in the Kingdom still prefer to do business or discuss issues with a person they have met face to face or in person. Direct interaction is a cultural preference that influences decision making. It is also important to make regular visits and interactions or having frequent meetings, which show commitment to the organisation within the country. The aim is to try to keep teams consistent for Saudi business interactions and avoid sending a different person or changing team leaders on every visit or every interaction. Do not underestimate or try to rush relationship building. Patience is essential during relationship building to develop *wasta*. Saudis culture expect to be treated with politeness, dignity and in a manner that reflects their status and reputation at all times. It is a great dishonour or unacceptable behaviour to treat another person with disrespect, especially guests. This relationship orientation requires managers especially expatriates to respect the culture and behavioural factors of the Saudi and work around the subject during meetings and decision making. A relationship should be encouraged during interaction and management meetings for effective outcomes. This will also encourage participative management and through servant leadership style enhances team effectiveness.

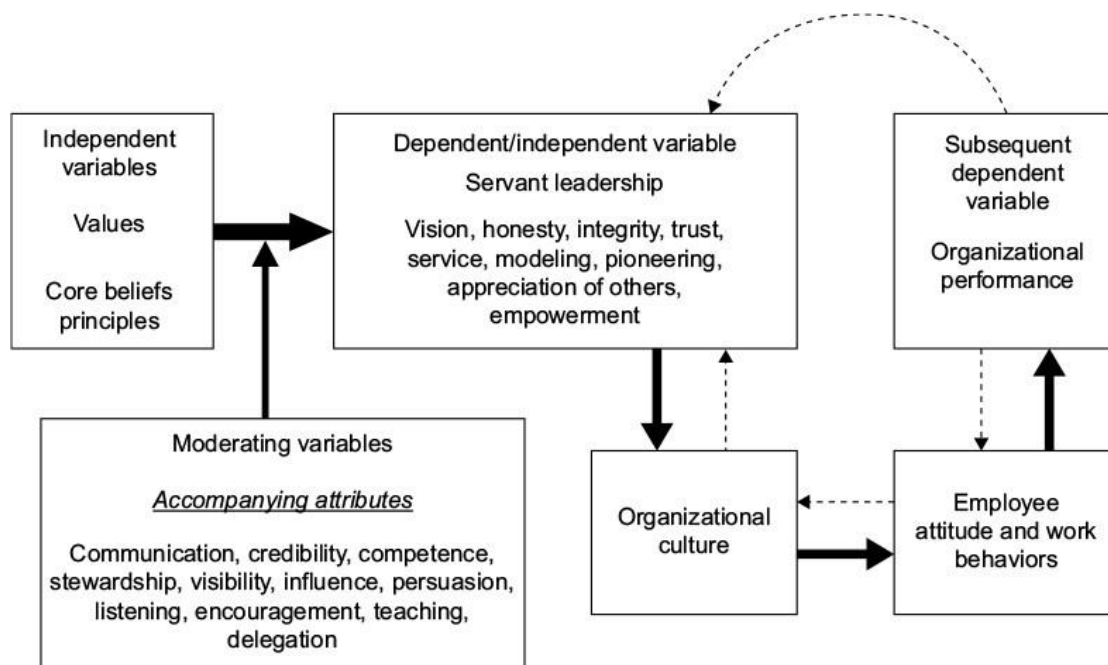
#### 7.3.9 RECOMMENDATION NINE: SERVANT LEADERSHIP MODEL FOR THIS ORGANISATION

The study data analysis highlights the strong relationship between team effectiveness and servant leadership. Various models of servant leadership were discussed in the chapters two and three, and the researcher concurs that from the significant positive findings of the two variables the best-suited model for this group of leaders related to servant leadership is by Russell and Stone. In their practical model of servant leadership, Russell and Stone (2002:145) identify functional and accompanying attributes of servant leadership (Figure 7.1). They define and elaborate on functional attributes of servant leadership, such as vision, honesty, integrity, trust, service, modelling, pioneering, appreciation of others, and empowerment. The model highlights the relationship between the leader's attributes and the manifestations of servant

leadership. Servant leadership style is considered as a controllable independent variable that affects the dependent variable of organisational performance. However, several mediating variables, such as organisational culture, social context, and the broader culture, may influence the effectiveness of both Team Effectiveness and servant leaderships and affect the organisational leadership. The model includes all relevant aspects of leadership in an organisation and demonstrates its complexity. Intangible outcomes of servant leadership style included enabling employees to work more efficiently and feel responsible and accountable for their work, develop trust in the organisation, and be empowered.

Several authors found support for Greenleaf's claims that employees in a servant organisation become healthier, wiser, freer and more autonomous. The servant leaders person oriented attitude creates strong relationships and employees who are more satisfied and committed and perform better. Reviews reported gains in the personal growth of employees and better collaboration between team members and increased team effectiveness. (Parris and Peachey, 2013: 377). The tangible outcomes were more rarely defined in the servant leadership literature. The few studies that addressed tangible results of servant leadership found associations with improved quality of care, reduced costs, and procedural justice. (Sendjaya, Sarros and Santora, 2008: 402). The various servant leadership characteristics of listening, empathy, awareness, healing, and persuasion appear to contribute to healthy working relationships between administrators and clinical staff, as well as between service providers and the patients. These interpersonal skills also forms the core of patient centered care continuum and the communication, which has been linked to the increase in patient satisfaction and adherence and better health outcomes. In their review, Parris and Peachey (2013) analysed 16 empirical studies on servant leadership and found that servant leadership in an organisation increases trust in both the leader and the organisation and also enhances the justice of processes in the hospital environment. The researcher recommends that this organisation will benefit from this model. Once the management integrates the model characteristics into the servant leadership style this, in turn, will create strong team work with effective decision making and organisational outcomes.

Figure 60 Review of Servant Attributes



Source: Adapted from Russell and Stone (2002). A review of Servant Leadership Attributes.

#### 7.4 THE BENEFITS TO ITS LEADERS AND MANAGERS TO PRACTICE SERVANT LEADERSHIP?

The consequences of an effective servant leadership approach according to Van Dierendonck (2011) consists of the following dimensions: a healthy servant leader/follower relationship, which should be characterised by mutual trust, respect, and mutual obligations (He,2011:246). A safe psychological climate is characterised by genuinely open minded and thorough communication with shared information, reasonable risk-taking, tolerance for failure which is within prescribed limits, mutual learning and growth, fairness, organisational justice, and common displays of organisational citizenship behaviour. He (2011: 1248-1249) also highlights that follower outcome due to servant leadership be measured, and these include the degree of followers self-actualization, positive job attitudes, and performance. These outcomes should be manifested at the individual and team level. What is unclear and under

searched in the literature is the extent which the servant leader influences followers or the extent to which the concept is influenced by them according to (Greenleaf, 2002 and van Dierendonck, 2011). It would be logical to assume and justify that each variable can affect the other and it might be difficult or challenging to disentangle the individual factor or singular effects.

## 7.5 RECOMMENDATIONS FOR LEADERSHIP PRACTICE

As there are many opportunities for future research on the servant leadership and team effectiveness variables, the present research provides the basis for recommendations at the level of leadership practices and effective team work for this health care organisation in Saud Arabia. The analysis of the data identifies a significant relationship between the two concepts and is a significant predictor of team effectiveness and therefore, is vital for organisations to incorporate these themes into leadership for team contexts. In the organisation of the future, leadership will be more widely distributed than centralised, but no less competent in producing results. Perhaps the analogy of a championship rowing team will help clarify the process. Beyond this broad recommendation, a second recommendation is derived from the servant leadership, and team models approach in the study.

The researcher recommends the following servant leadership themes for those leading in the team-based context:

- Providing Accountability,
- Supporting and Resourcing
- Engaging in Honest Self-Evaluation
- Fostering Collaboration
- Communicating with Clarity
- Valuing and Appreciating people.



Leaders that seek to lead at the crossroads of contemporary research and practice, these findings reinforce the vital importance of servant leadership within organisations that are structured around decentralised teams. While more autocratic or paternalistic forms of leadership may have their place in hierarchically governed organisations, the present research emphasises the priority of servant leadership in the emerging networked communities that are commonplace within today's healthcare organisations. The point is that there is no one person who is designated as the leader. The role shifts according to the activity and stage of the team. Titles will become less important than functions in the real operational chart of the organisation. The leader must consistently see as one of his or her primary responsibilities the care of those who are engaged in this process. Most organisations begin with a traditional pyramid structure with the leader always at the top of the pyramid since it is the leader who started the organisation. To function within the servant-leader model, however, the entire organisational structure must become fluid and function like the sand in an egg timer that flows both ways. When it comes to setting and maintaining the vision for the organisation, the pyramid must have the designated leader at the top. Input into the vision, mission, and the organisation's goals and values, however, must be sought from others in the organisation, who must come to own them. Once this has been accomplished, the pyramid reverses. Each leader in the organization serves his or her followers by enabling them to reach their fullest potential for accomplishing the agreed to mission of the organization. Because servant-leadership is so often misunderstood by those who reject this model, it needs to be emphasized that servant-leadership not mean that leaders just work for followers who decide what, when, where, and how to do something. Servant-leadership has two distinct but inter-related aspects—visionary and implementation components that work hand in hand with each other. Leadership involves setting the direction and not aimless wandering with the expectation that somehow something important will happen out of one's serving attitude. Servant-leaders are always accountable for the results of their leadership to others (e.g., to a board of directors, stockholders, clients, owners, or another leader, depending upon the operational structure and purpose of the organisation. The complex role of a

servantleader will become clearer when we describe the various dimensions of servant-leadership. As the organisation expands, so will the number of leaders who will organise teams or networks to work on many issues or components of the organisation's mission. A strong commitment to common values and attitudes will propel the organisation rather than enforced regulations. The language of the organisation will include terms such as empowerment, shared vision and teamwork. Servant-leadership is consultative, relational and self-effacing.

## 7.6 MANAGERIAL IMPLICATIONS FOR THE STUDY

The present study was analysed and reported positive relationships between servant leadership style and team effectiveness approach among managers Armed Forces Hospital Saudi Arabia. The findings imply that managers within this health care setting should focus on increasing team effectiveness through the utilisation of servant leadership style. Managers' servant leadership is likely to promote team effectiveness as it will enable managers to future coach leaders as well as nurture their talents to the levels that ultimately influence the organisation's overall team effectiveness. Given the heterogeneous nature of the Saudi population, workplace teams are likely to be made up of managers from diverse backgrounds regarding race, culture, language and nationality. Failure to understand individual differences is likely to have an adverse impact on the organisations long-term goals and vision for health care leadership. The ability to trust the team members and empower women and develop the emotional maturity of leaders is critical to achieving team effectiveness within this health care setting. The managers as servant leaders are likely to provide coaching, team building, coordination and development to increase their understanding of individual differences. However, the growth of servant leadership behaviour and team effectiveness can also be related to an indirect measure of the ability to work together despite individual differences and will be a good reflection of the underlying leadership style by all leaders within this organisation in Saudi Arabia The results of this study aim to provide managers and practitioners with a possible outline to develop servant leaders within this organisation. For example, the functions, objectives, characteristics, and competencies provided in this study can be used to design curriculums for servant

leadership development programmes. Management consultants and organisational development practitioners might also use the results to cultivate a servant leadership culture within an organisation. The performance areas and functions of a servant leader provided by this study can be incorporated into recruitment process, performance management, and remuneration systems of a company to select, review, and reward leaders. In return, management and other stakeholders could expect favourable individual, team, or organisational outcomes that servant leadership produces.

## 7.7 PRACTICAL IMPLICATIONS

The fit indices obtained for the evaluation of both the measurement and structural models have been reasonably acceptable. From the results achieved in this study in chapters five and six, it can be concluded that a solid relationship exists between servant leadership and team effectiveness, while significant positive relationships exist between servant leadership and team effectiveness. Although the positive relationships are very informative and serve an instructive purpose especially for future research purposes, the weaknesses should not at all be ignored. However, against the prior discussion and interpretation of the results, these results could be ascribed mainly to the specific sample managers that were used for this study. The major contribution of the present study relates to the human resource function specifically in the formulation of credible and valid psychological explanations of the behaviour of employees and of how interventions can be instituted to demonstratively effect efficient and equitable improvement in the behaviour/performance of employees. The findings of the study emphasise the central role played by managers related to servant leadership and team effectiveness in the quest to understand the factors at play when employees perform their roles. Servant leadership is also recommended as one of the people-oriented leadership styles that foster employee training and development and has a significant influence on team effectiveness when employees feel committed to their work. Team commitment also enhances employees' engagement in extra-role behaviour. However, in the current sample, it appears that the employees' attitude towards performing extra role behaviours is negative, and this was indicative of 3 factors namely, lack of trust, emotional maturity and lack of women empowerment. To resolve this issue, a sense of

pride and nurturance in one's chosen profession has to be developed within this organisation taking into consideration all cultural factors for future research.

#### 7.8 SUGGESTION FOR FUTURE RESEARCH

Future studies should consider the possibility of expanding the current model by incorporating other latent variables that have been discussed within the study in the literature review as being of relevance. These variables include emotional intelligence, trust and women empowerment. The studies should also consider using larger sample sizes to ensure that the final sample size after addressing the missing values problem is not less than 300. It also adds value to the study if the researcher considers a multigroup analysis to ascertain whether, for instance, the insignificant loadings reported for the team effectiveness behaviour scale utilised in the survey are due to sampling invariance. In the current study, the team effectiveness behaviour instrument and servant leadership proved to be having a strong correlation and all questions tested positive according to the analysis in chapters five and six. Multiple group analysis in structural equation modelling is instrumental because it allows one to compare multiple samples across the same measurements instrument or multiple population groups (e.g., males vs. females) for any identified structural equation model. Future research should attempt to draw probability samples from other military hospitals in Saudi Arabia to increase the demographic representativeness of the manager population in Saudi Arabia, Southern Region. Future research should expand the theoretical model by incorporating other latent variables such as trust emotional maturity and women empowerment to further explain additional variance in team effectiveness

#### 7.9 LIMITATIONS OF THE STUDY

The use of English language as the preferred mode of communication posed some challenges as some of the managers refused to participate because the language of the questionnaire was against their official language policy which was Arabic. The researcher did send out Arabic questionnaires which met with some resistance. The procedures that were involved in the translation of standard research instruments were cumbersome. The results of the current research would have been more comprehensive if it included other regions. However, such a study would have been

outside the human and financial resources available to the project. Many Arab leaders, for example, may provide biased responses to particular types of questions. Hofstede, Hofstede, and Minkov (2010) describe this outcome as Cultural Dimensions of the Arab world, which reflects on high levels of “Power Distance” (i.e. the extent to which an individual believes that the power is distributed unequally) and “Uncertainty Avoidance” (i.e. the degree to which a person is intolerant of insecurity and ambiguity). These dimensions imply that some Arab leaders perceive that they may have the personal power to develop rules, laws, and regulations to reinforce their leadership and control, as well as to avoid uncertainty. Nevertheless, the researcher believes that, in general, most, if not all, of the participants in the current study provided truthful information, because they were licensed professionals, who were experienced and knowledgeable about health care management in Saudi Arabia, and they did not have anything to hide about sensitive issues.

Future studies may face the challenge of having to address the use of the participants’ mother language in data collection. Another slightly different issue pertains to the utilisation of the (TEQ) Team effectiveness Questionnaires as a team effectiveness measure. Although the (TEQ) Team Effectiveness Questionnaires has excellent psychometric properties, questions still arise as to whether it indeed measures team effectiveness. Irving (2004) contends that the (TEQ) Team Effectiveness Questionnaires was not designed to measure the contextual dimensions of effectiveness. Another limitation for this study is related to the sample characteristics. Most of the participants were drawn from one military health care centre which is predominantly military based that agreed to take part in the study. The generalisability of the findings, therefore, is rather limited. Another limitation is the sample itself, who were managers. It could be homogenous, and therefore future studies should look at more various demographics represented in the sample. Collecting research data at any single point in time (by making use of a single-point-in-time survey measurement) rather than long-term and continued measurement (e.g. longitudinally over a period), may have exacerbated same source or common method biases.

## 7.10 CONCLUSION

There are some specific strengths and weaknesses within the ambit of servant leadership and team effectiveness. Servant leadership shows that more must be done by the managers to develop the emotional maturity of the people that they work with. Perhaps they can attend a training course, workshops and even enrol for degree courses in psychology. People need to be understood, and managers need to shepherd the people they work with using great care and compassion. The other issue of attention is that managers must become less selfish by esteeming the colleagues better than themselves and by being self-sacrificing regarding their needs. Putting others first is a sure way to promote servant leadership in any institution. Team effectiveness will be greatly enhanced through trust in the team, giving more resource to the team to get the work done and the team being determined to perform at optimum. This can be done through team building exercises and relationship building exercises between team members.

Servant leadership is a predictor of team effectiveness and is correlated to each other in many dimensions. Servant leadership and team effectiveness are also associated with demographic variables such as age, gender and educational level. On the whole, this study reveals that servant leadership combined with team effectiveness is a powerful tool that will profit any institution. In light of the emerging trends toward decentralised and networked structures, the theory and practice of teams continue to be a major issue for those at the crossroads of scholarship and practice. This study provides significant data for researchers and practitioners alike. Because servant leadership has been identified in this study as a significant predictor of team effectiveness, those who use team structures in organisations are advised to better understand both the concepts of servant leadership and the six essential servant leadership themes in particular if they desire to increase their effectiveness. The multiple regression models of team effectiveness explain its variance. The .000000 significance level confirms that it is a model in which managers of servant leadership and teams can have a high degree of confidence. We find that the average servant

leadership variable is significant at the 5% level and is hence concluded that servant leadership is a significant predictor of team effectiveness. The diagnostics of the fitted model show that none of the assumptions of the regression model has been violated. The researcher trusts that these findings from the current study will encourage an increased exploration into the positive effects of servant leadership dimensions on team effectiveness, as well as a robust application of servant leadership style in a contemporary organisational healthcare setting.

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## ANNEXURE: ONE LETTER OF INFORMATION



### LETTER OF INFORMATION

Title of the Research Study:

Explore the perceptions of servant leadership dimensions and its influence on team effectiveness among Armed Forces Hospital managers Khamis Mushayt

Saudi Arabia

Principal Investigator/s/researcher: (Name, qualifications)

Ms. Krishnavellie Chetty (Jessie): Nursing Director Armed Forces Hospital Southern Region Saudi Arabia

Nursing Diploma: Nursing Education/ Nursing Administration/ Midwifery/ NHD

Community Nursing Sciences/ Mental Health Diploma

Diploma Business Management and Administration

MBA

BCOM Honors Human Resources

Co-Investigator/s/supervisor/s: (Name, qualifications)

Supervisor: Prof Mohamed Saheed Bayat ,Ph.D - University of Stellenbosch

Brief Introduction and Purpose of the Study:

The aim of this study is to explore the perceptions of servant -leadership dimensions within the existing teams and to determine the extent to which team effectiveness is influenced by servant leadership style among managers within the Armed Forces Hospital Southern Region Saudi Arabia. The secondary goal is to validate a theoretical model explicating the structural relationships between these variables in the Saudi Arabian Health sector.

PURPOSE:

The purpose of this research is to increase the understanding of servant leadership in the under-researched area of Health care in Saudi Arabia Military environment . To serve this

purpose the study will use a correlative quantitative research method and will be based on managers ratings of servant leadership perceptions within the organisation as well as routine performance measures when determining the effectiveness of health care teams. The specific research population is in the Military Hospital health care segment of Saudi Arabia in the Southern Region. Servant leadership will serve as the independent variable, and team effectiveness measurements the dependent variables of the study.

#### Outline of the Procedures:

Respondents / participants at AFHSR will be requested to complete a questionnaire independently and honestly within the allocated time-frame. By completing the questionnaire it is assumed that the respondents / participants is aware of the purpose of the study and has given consent to participate in the study.

#### Risks or Discomforts to the Participant:

The risk involved in this research is minimal. If any of the questions are found embarrassing, offensive or a sensitive nature, the respondent may choose not to answer them. However, the answers to the questionnaire are confidential (see confidentiality section).

#### Benefits:

The information that is obtained from the study will be used for academic purposes only. It is expected to contribute to the body of knowledge and create opportunities for further research.

#### Reason/s why the Participant May Be Withdrawn from the Study:

Participation in this study is completely voluntary and participants are free to withdraw or terminate at any time.

#### Remuneration:

Respondents / participants will not be subjected to any remuneration for taking part in the study.

#### Costs of the Study:

Respondents / participants will not be expected to cover any costs towards the study.

The researcher will fund the study.

Confidentiality:

Questionnaires are completed anonymously, and the researcher and his and her statistician are the only persons who will see the results of the questionnaires. The researcher will not have knowledge of which scores belongs to which person as aggregate scores will be analysed. Data from the study will be presented in the thesis. However, at no time will be name of the institution, respondent or any identifying information be reported in the presentation of the research unless permission is obtained in writing to do so.

Research-related Injury:

The study will not cause any harm or whatsoever since it is not injury related Persons to

Contact in the Event of Any Problems or Queries:

Please contact the researcher Ms. Krishnavellie Chetty (Jessie) my supervisor (tel no.) or the Institutional Research Ethics administrator on 031 373 2900. Complaints can be reported to the DVC: TIP, Prof F. Otieno on 031 373 2382 or [dvctip@dut.ac.za](mailto:dvctip@dut.ac.za).

General:

Respondents/participants, must be aware that participation is voluntary and the approximate number of respondents included should be disclosed.

## ANNEXURE TWO: CONSENT



### CONSENT

#### Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, Krishnavellie Chetty (name of researcher), about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: \_\_\_\_\_,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

_____	_____	_____	_____
Full Name of Participant	Date	Time	Signature / Right
Thumbprint			

I, Ms. Krishnavellie Chetty (name of researcher) herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Krishnavellie Chetty

30/06/2016

Full Name of Researcher

Date

Signature: K.Chetty

Full Name of Witness (If applicable)

Date

Signature:

Full Name of Legal Guardian (If applicable)

Date

Signature:

Please note the following:

Research details must be provided in a clear, simple and culturally appropriate manner and prospective participants should be helped to arrive at an informed decision by use of appropriate language (grade 10 level - use Flesch Reading Ease Scores on Microsoft Word), selecting of a non-threatening environment for interaction and the availability of peer counseling (Department of Health, 2004).

If the potential participant is unable to read/illiterate, then a right thumb print is required and an impartial witness, who is literate and knows the participant e.g. parent, sibling, friend, pastor, etc. should verify in writing, duly signed that informed verbal consent was obtained (Department of Health, 2004).

If anyone makes a mistake completing this document e.g. wrong date or spelling mistake a new document has to be completed. The incomplete original document has to be kept in the participant file and not thrown away and copies thereof must be issued to the participant.

#### References:

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<http://www.doh.gov.za/docs/factsheets/guidelines/ethnics/>

Department of Health. 2006. South African Good Clinical Practice Guidelines. 2nd Ed. Available at: [http://www.nhrec.org.za/?page\\_id=14](http://www.nhrec.org.za/?page_id=14)

## ANNEXURE THREE: QUESTIONNAIRE



Faculty of Management Sciences

Department of Business Administration/Leadership

Telephone: 033-3969465

6 Begonia Road

Cell SA. 0795864135

Cleland

Cell Saudi: +966531837821

Email: [jessiechetty4@gmail.com](mailto:jessiechetty4@gmail.com)

Pietermaritzburg

3201

Dear Participant

### ASSISTANCE: QUESTIONNAIRE COMPLETION

I am a registered student at the Durban University of Technology in the Department of Business Management and Leadership. I am currently pursuing the PHD in Business Administration in the Faculty of Management Sciences. My topic is titled: Explore the perceptions of servant leadership dimensions and its influence on team effectiveness among Armed Forces Hospital Managers Khamis Mushayt Saudi Arabia. The focus of the study is on the Military Hospital Armed Forces Hospital Southern Region Saudi Arabia. In order to successfully complete the latter part of my research, the secondary component deals with the empirical investigation. This involves the completion of a structured close ended questionnaire. You have been identified as one of the respondents that formed the sample for this study.

I shall be most grateful if you could please complete the attached questionnaire and return it to Human Resource Department by the end of February 2017. The researcher will make arrangements to personally pick up the questionnaire from the Human Resource department. The questionnaire will take about 20 minutes to complete and only requires you to tick the relevant pre-coded response in an objective manner. Your participation is voluntary and you are at liberty to withdraw from answering this questionnaire at any time.



Please be rest assured that your responses will be treated with utmost confidentiality and no names will be divulged to any third party. The collated responses will be only used for statistical analysis. A brief summary of the main findings will be posted to you on completion of the project on your request. Your co-operation in assisting me with this important component of my study is highly appreciated and I look forward to a speedy return of the completed questionnaire. Please answer all the questions and do not leave any question or Likert scale statement blank. I have included a brief explanation of the key terminology relating to the concepts below to assist you when completing the questionnaire. If there are any queries, please do not hesitate to contact me at the above email address or via my cell phone. I take this opportunity to once again thank you for your kind assistance in completing this questionnaire in an informed and objective manner.

Student

Contact Details

Ms. Krishnavellie Chetty +966531837821

jessiechetty4@gmail.com

Supervisor / Promoter

Prof. M.S Bayat. Contact

Details

mbmsaheed@gmail.com

#### ANNEXURE FOUR: PERMISSION TO UNDERTAKE STUDY



Brig. General. Abdallah Al Ghamdi : Hospital Director  
Brig. General Dr. Ayed Mordy: Assistant Hospital Director

RE: PERMISSION TO UNDERTAKE RESEARCH AT THE ARMED FORCES HOSPITAL  
SOUTHERN REGION KHAMIS MUSHAYT SAUDI ARABIA.


I, Ms. Krishnavellie Chetty, hereby request permission to undertake research at the AFHSR Southern Region Saudi Arabia. I am a registered student at the DUT in South Africa and staff member at AFHSR as Nursing Director. My registration number is 19650357 and my employee number is 149654 of South African Nationality. I am currently pursuing the PHD in Business Administration in the Faculty of Management Sciences. My topic is titled: Explore the perceptions of servant leadership dimensions and its influence on team effectiveness among Armed Forces hospital managers Khamis Mushayt, Saudi Arabia. The Faculty Research Committee and the Ethics Committee of DUT wants to see the initial Letter of Informed Consent given by your kind self and which will serve as ANNEXURE TWO to the proposal. The Ethics Committee, having sight of the Letter of Informed Consent will further scrutinize the questionnaire against the research objectives and research questions of the study and will also give a supporting letter for the continuation of my degree once all these protocols are met. I shall be most grateful for your kind assistance in providing me with the information (inclusive seriatim of the Letter of Informed Consent on a AFHSR letterhead). This then reinforces the ethical considerations and gives me the leverage to complete the PHD study. My supervisor is Prof Mohammed. S. Bayat and he had advised on this letter prior to marking my first submission and had advised me accordingly to write this letter out of professional courtesy to your kind self. This will serve as a plus factor for the Ethics Committee when they evaluate my proposal that all is in order and that I am not in breach of any ethical conventions as espoused by the AFHSR Ethics Committee guidelines. I look forward to a favourable response from your kind self

and your affirmation to my request will be highly appreciated. Should you require any further clarity please contact me at the telephone numbers or via e-mail.

Many thanks for your kind assistance in this regard.

Yours faithfully K.Chetty  
Ms. Krishnavellie Chetty  
Director of Nursing AFHSR  
+966531837821

## ANNEXURE FIVE: PERMISSION TO CONDUCT STUDY



**ARMED FORCES HOSPITAL SOUTHERN REGION**  
**P.O. BOX 101 KHAMIS MUSHAYT KINGDOM OF SAUDI ARABIA**  
*Nursing Administration*

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**TO :** Brig. Gen. Abdullah Mohammed Al Ghamdi  
Hospital Director of Armed Forces Hospital Southern Region

Col. Dr. Ayed Abdullah Al Mordy  
Assistant Hospital Director for Technical & Medical Affairs

**Cc :** Dr. Abdulqader Al Rawi, Assistant Hospital Director for Academic Affairs & Training  
Dr. Yahya Al Qahtani, Director of Medical Administration  
Dr. M. Ezzedien Rabie, Chairman of Research & Ethics Committee

**FROM :** Ms. Krishnavellie Chetty  
Director of Nursing Administration

**DATE :** 12<sup>th</sup> June 2016


**SUBJECT :** Research Proposal

---

I, Ms. Krishnavellie Chetty, Employee No. 149654 Director of Nursing Administration in AFHSR hereby request permission from the Management of AFHSR and Research & Ethics Committee to do my Thesis, Topic: "Explore the Perceptions of Servant Leadership and It's Influence on Team Effectiveness among Managers of AFHSR, Khamis Mushayt, Kingdom of Saudi Arabia".

The aim of the study is to assess the relationship between the two (2) variables and hereby, request to use the sample size from the existing perspective of the Management Team of AFHSR.

The complete research proposal will be submitted once permission is granted to do the study.

*With thanks,*  
  
*Krishnavellie Chetty*  
Director of Nursing Administration

ANNEXURE SIX: APPROVAL TO CONDUCT STUDY



ARMED FORCES HOSPITAL SOUTHERN REGION  
P.O. BOX 101 KHAMIS MUSHAYT KINGDOM OF SAUDI ARABIA

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**Cc :** Brig. Gen. Abdullah Mohammed Al Ghamdi  
Hospital Director of Armed Forces Hospital Southern Region  
  
Dr. Abdulqader Al Rawi  
Assistant Hospital Director for Academic Affairs & Training

**TO :** Ms. Krishnavellie Chetty  
Director of Nursing Administration

**Cc :** Dr. Yahya Al Qahtani, Director of Medical Administration  
Dr. M. Ezzedien Rabie, Chairman of Research & Ethics Committee

**FROM :** Col. Dr. Ayed Abdullah Al Mordy  
Assistant Hospital Director  
Technical & Medical Affairs

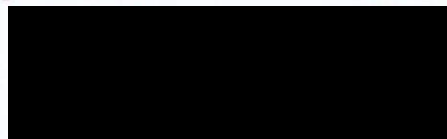
**DATE :** 13<sup>th</sup> June 2016

**SUBJECT :** Approval to conduct a Research at AFHSR

Reference to the approval of H/E Hospital Director, AFHSR on your memo dated 12<sup>th</sup> June 2016 requesting permission to do your thesis, Topic: "Explore the Perceptions of Servant Leadership and its Influence on Team Effectiveness among Managers of AFHSR, Khamis Mushayt, Kingdom of Saudi Arabia".

Therefore, I would like to inform you that the Administration of AFHSR has no objection to go on with your study. However, you are hereby requested to discuss the results with the Administration prior to publication.

Regards,



Col. Dr. Ayed Abdullah Al Mordy  
Assistant Hospital Director for Technical & Medical Affairs  
Director of King Faisal Military Hospital

## ANNEXURE SEVEN: QUESTIONNAIRE

### QUESTIONNAIRE

#### EXPLORE THE PERCEPTIONS OF SERVANT LEADERSHIP DIMENSIONS AND ITS INFLUENCE ON TEAM EFFECTIVENESS AMONG ARMED FORCES HOSPITAL MANAGERS KHAMIS MUSHAYT SAUDI ARABIA

Dear Participant

#### Purpose of the Study

The objective of the study is to understand perceptions of servant leadership style dimensions behaviour and its influence on work team effectiveness. The questionnaire attempts to tap some information on how your team functions. In this study, the team leader refers to the Manager and the Staff constitutes the team members. Please respond as truthfully as possible to all the questions and statements.

#### Rights of Participants

Participation in this study is voluntary, you may therefore not be forced, to complete the questionnaire and you may at any moment decide to withdraw.

You will not be required to identify yourself. The information obtained during this study will not be utilized to identify participants and will not be used for any other purpose.

By completing the attached questionnaire you are confirming that you understand your rights and that you give permission that your results may be utilized to investigate the research.

Kindly forward the completed form to Nursing Administration.

Thank you in anticipation.

Krishnavellie Chetty

Director of Nursing Administration  
SECTION A: BIOGRAPHICAL INFORMATION

## Demographic Data

Please provide, for statistical purposes, the following information about yourself. Tick the appropriate response.

### Q1. Gender

1. Male	
2. Female	

### Q2. Age

1. Below 20	
2. 21-30	
3. 31-40	
4. 41-50	
5. Above 50	

### Q3. Language

1. Arabic	
2. English	
3. Afrikaans	
4. Other (specify)	

Q4. Nationality

1. Saudi	
2. South African	
3. Malaysian	
4. Filipino	
5. Indian	
6. Others (specify)	

Q5. Highest Qualification Obtained

1. Secondary School	
2. Standard 10 or equivalent	
3. Post school certificate	
4. Diploma	
5. Degree/ Masters/ PhD	
6. Other (Specify)	



Q6. How long have you been in your current position?

1. Less than 1 year	
2. 1-5 years	
3. 6-10 years	
4. 11-15 years	
5. Above 15 years	

## SECTION B: Servant Leadership

### INSTRUCTIONS TO RESPONDENTS

Please select ONLY ONE response with a circle for each Likert Scale statement below.

1. Answer ALL statements in this section.
2. Please DO NOT leave any statement blank.

### KEY INSTRUCTIONS

The following statements describe how team leaders typically think, feel and act at work. In responding to the statements, you will provide us with information about how YOUR team leader typically deals with situations in the workplace.

For each statement, please indicate the degree to which you never or seldom with the statement, in terms of your Team Leader/ Managers behaviour in the workplace.

You need to choose your reaction to each statement from one of four options for each statement, ranging from “Never” (number 1) to “Always” (number 4). Respond to each statement by crossing (X) the number that best reflects your view.

Work quickly and try to answer as accurately as possible. There are no right and wrong answers.

Read each statement carefully and choose only ONE answer! FOR EXAMPLE: If you feel the following statements describes how your team leader always behaves and then make your cross in the block number 4 (as illustrated below).

No.	Statement	Never	Seldom	Unsure	Always
1.	My Manager provides opportunities for independent action.	1	2	3	4
2.	My Manager puts my interests ahead of his/her own.	1	2	3	4
3.	My Manager does everything she/he can to serve me.	1	2	3	4
4.	My Manager is one I would turn on if I had a personal trauma.	1	2	3	4
5.	My Manager seems alert to what is happening.	1	2	3	4
6.	My Manager offers compelling reasons to get me to do things.	1	2	3	4
7.	My Manager is good at anticipating the consequences of decisions.	1	2	3	4
8.	My Manager is good at helping me with emotional issues.	1	2	3	4
9.	My Manager has great awareness of what is going on.	1	2	3	4
10.	My Manager is very persuasive.	1	2	3	4
11.	My Manager believes that the organisation needs to play a moral role in society.	1	2	3	4
12.	My Manager is talented at helping me to heal emotionally.	1	2	3	4

13.	My Manager seems very much in touch with what is going on.	1	2	3	4
14.	My Manager is good at convincing me to do things.	1	2	3	4
15.	My Manager believes that our organisation needs to function as a community.	1	2	3	4
16.	My Manager sacrifices his/her own interests to meet my needs.	1	2	3	4
17.	My Manager is a person that could help me mend my feelings of resentments.	1	2	3	4
18.	My Manager is gifted when it comes to persuading me.	1	2	3	4
19.	My Manager sees the organisations for its potential to contribute to society.	1	2	3	4
20.	My Manager encourages me to have a community spirit in the workplace.	1	2	3	4
21.	My Manager goes above and beyond the call of duty to meet my needs.	1	2	3	4
22.	My Manager seems to know what is going to happen.	1	2	3	4
23.	My Manager is preparing the organisation to make a positive difference in the future.	1	2	3	4

Thank you for your participation in this survey. We value your input!

## SECTION C: Team Effectiveness

### INSTRUCTIONS TO RESPONDENTS

Please respond to the following statements by indicating the extent to which you never or always with each statement. Indicate your response by placing a cross (X) on the scale that best describes the way you feel

1. Please select ONLY ONE response with a circle for each Likert Scale statement below.
2. Answer ALL the pre coded statements in this section.
3. Please DO NOT leave any statement blank.

No.	Statement	Never	Seldom	Unsure	Always
1.	Achieving the team goal is a higher priority than any individual objective.	1	2	3	4
2.	The team has an established method for monitoring individual performance and providing feedback.	1	2	3	4
3.	The team possesses the essential skills and abilities to accomplish the team's objectives.	1	2	3	4
4.	There is a clearly defined need – a goal to be achieved or a purpose to be served – that justifies the existence of the team.	1	2	3	4
5.	Team members trust each other sufficiently to accurately share information, perceptions and feedback.	1	2	3	4
6.	The team exerts pressure on itself to improve	1	2	3	4

	performance.				
7.	The team is given the resources it needs to get the job done.	1	2	3	4
8.	The Team Leader (Manager) provides the necessary autonomy to achieve results.	1	2	3	4
9.	Our Team Leader (Manager) is willing to confront and resolve issues associated with inadequate performance by team members.	1	2	3	4
10.	Our leader is open to new ideas and information from team members.	1	2	3	4
11.	Our leader is influential in getting outside constituencies – for instance the next level of management, board, industry, media – to support our team's effort.	1	2	3	4

Thank you for your participation in this survey. We value your input!

