

The Servant-Leadership Philosophy Incorporated in the Corporate Culture of a Culturally-Diverse Retail Company in New Zealand: A Case Study Approach

Andries J Du Plessis*, Leo Saito**, Daniel Mangalaraj*** Nitin Seth****

TYPE OF PAPER: Full paper

CATEGORY: Management

'Leader' is often heard referring to senior managers of organisations. They are 'managers' in this context. Leadership is about influencing others to willingly and enthusiastically direct their efforts and abilities towards organisational goals. This research focused on servant leadership (SL); surveyed one of NZ's biggest organisations with 12,000 staff as a case study. Survey results show that SL is embraced; the majority participants are positive towards SL. To measure effectiveness of leadership, this research determines 'motivation' and 'commitment' as the key indicators. SL motivates the participants to face and overcome challenges and go beyond their differences to cooperate with their supervisors and co-workers as they move towards the organisation's goals. Recommendations are how SL could enhance relationships in culturally-diverse organisations.

Key words: motivation, commitment, servant, leader, leadership, performance

1. INTRODUCTION

The word 'leader' is often heard or seen, and even overused to simply refer to senior managers of organisations, in which case it is more concerned with their position or rank in the organisations (Du Plessis, 2015). Between leadership and management, there are both similarities and differences: they are similar in the sense that both influence people in the organisations; and different in that management is recognised by 'position power' while leadership is by 'personal power' (Northouse, 2015, pp.9-11). They may be distinguished, too, by an understanding that management provides order and consistency while leadership produces change and movement. For the healthy growth of the organisation, neither role is dispensable, and effective leaders need to either be effective managers themselves or be supported by good managers (DuBrin, 2013, p.5).

*Dr A J Du Plessis, Department of Management and Marketing, Unitec Institute of Technology, Auckland, New Zealand, Email: aduplessis@unitec.ac.nz

**Mr L Saito, Department of Management and Marketing, Unitec Institute of Technology, Auckland, New Zealand, Email: lksaito@yahoo.co.nz

***Mr D Mangalaraj, Department of Management and Marketing, Unitec Institute of Technology, Auckland, New Zealand, Email: dmangalaraj@unitec.ac.nz

****Dr N Seth, Department of Management and Marketing, Unitec Institute of Technology, Auckland, New Zealand, Email: nseth@unitec.ac.nz

In fact, Yukl & Lepsinger (2004, pp.9-10) are against the idea of viewing leadership and management as two distinct roles and of the opinion that effective leaders and managers are expected to have the qualities of the other. Leadership is required not only at the top levels of an organisation but also throughout the organisation at all levels.

Historically, leadership has been defined in many ways, but according to one example of today's most common definitions, it is 'the process whereby one individual influences others to willingly and enthusiastically direct their efforts and abilities towards attaining defined group or organisational goals' (Du Plessis, 2015; Nel et al, 2014, p.313). Ultimately, it is 'the ability to elicit extraordinary performance from ordinary people' (Tracy, 2014, p.2). Northouse (2015, pp.5-6) states that leadership has a number of features: 1) it is a process; 2) involves influence; 3) occurs in group settings; and 4) pursues common goals. Furthermore, leadership is an interaction between people, i.e. between a leader and followers, wherein the leader influences the followers, and vice versa, which means that it is a 'reciprocal relationship' (Nel et al., 2014) or 'collaboration' (DuBrin et al., 2013) between the two parties.

This study sheds light on a New Zealand company which operates 80+ retail stores across the country while employing a diverse workforce. The group chief executive is known to advocate the SL philosophy. A survey was executed to find out how SL is reflected in the company's leadership development and how it is perceived by the staff.

2. PROBLEM DESCRIPTION

The problem is that New Zealand is one of the world's most culturally-diverse nations today. It has been pointed out that New Zealand managers are weak in leading and tend not to encourage or accept different ideas, which suggests that the diversity may not be managed effectively enough to be an advantage.

The main research question is: How is the Servant-Leadership approach incorporated into leadership development in a culturally-diverse retail company in New Zealand?

The following sub-questions research questions were developed:

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

This research involves testing the following hypotheses:

- H1a: SL has no positive impact on commitment and motivation of employees.
H1o: SL has a positive impact on commitment and motivation of employees.
H2a: The characteristics of SL receive a positive reception from the members of the organisation.

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

The aims and objectives of the research project

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

3. LITERATURE REVIEW

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

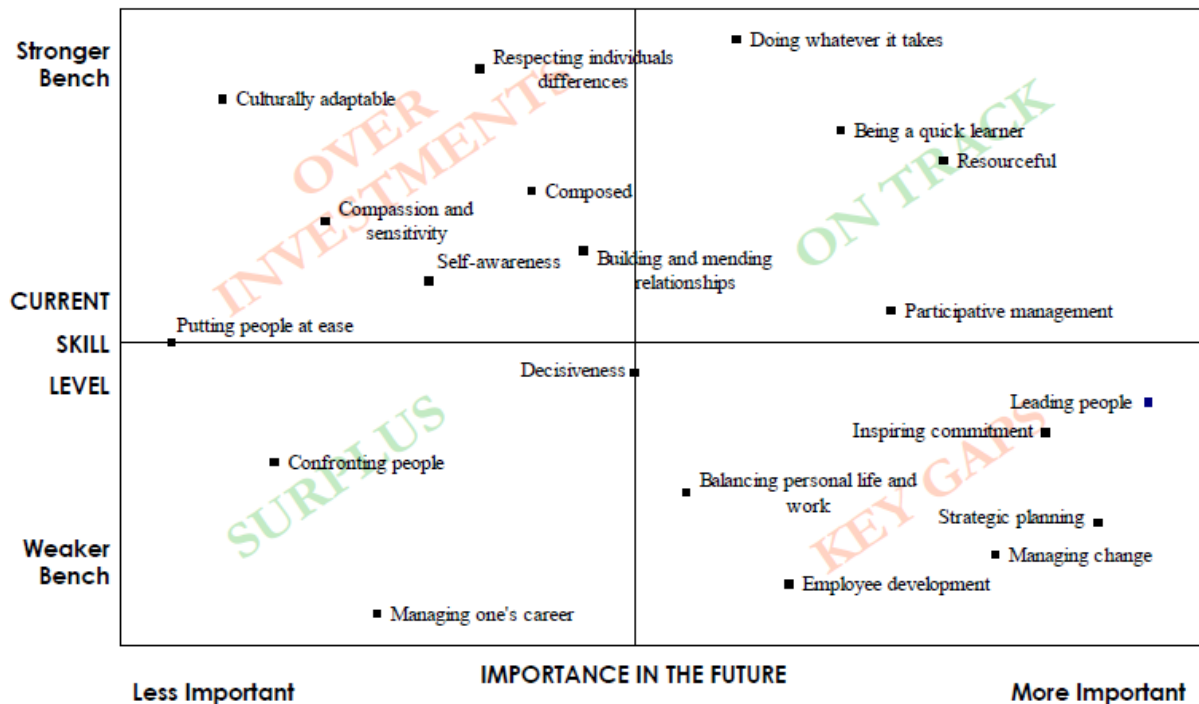
Perceptions of leaders

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

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

As the results of the survey, Figure 1 below, shows that these abilities are important and yet remain on the weaker bench

Figure 1: Leadership gap quadrant



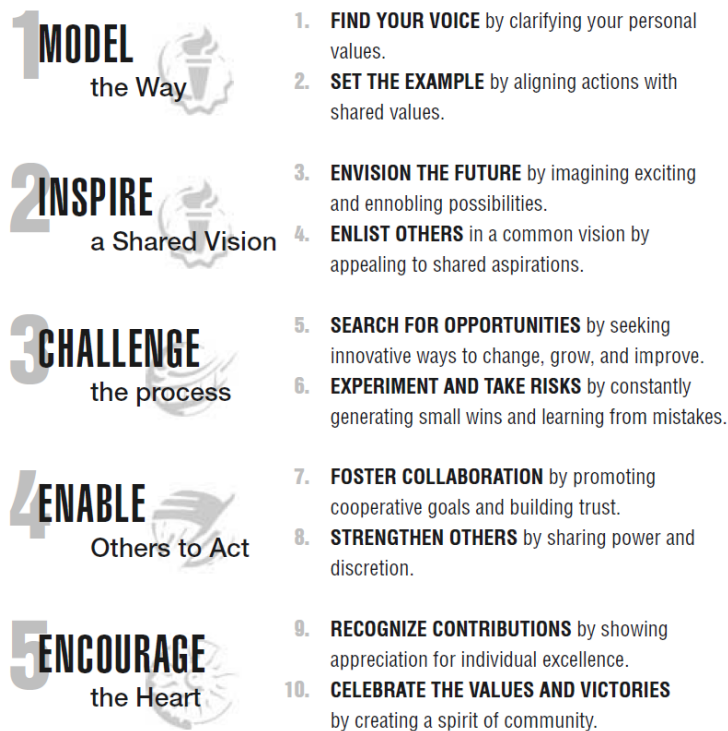
SOURCE: Centre for Creative Leadership (2008, p.44)

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

Expected characteristics and traits of leaders

DuBrin (2013) divides leaders’ personal traits into two groups: ‘general personality traits’, such as self-confidence and trustworthiness, and ‘task-related traits’, such as passion and courage (pp.37-51). In terms of what leaders are expected to do, Kouzes and Posner (2002) argue that leaders must be engaged in ‘Five Practices’ (pp.13-22), each of which are embedded with two commitments for the leaders to fulfil as depicted in Figure 2 below:

Figure 2: Five practices and ten commitments of exemplary leadership



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

Cultural diversity (CD)

Diversity created by cultural differences can be an asset which can add to creativity and provide an environment to develop innovative solutions (Auckland Chamber of Commerce, 2012, p.2), and to be transformed into such an asset or a competitive advantage, the diversity must be managed effectively (Du Plessis, 2015). Badenhorst (2016) assert that cultural differences can be beneficial if understood and utilised as a resource, and that they would otherwise entail significant costs.

Kirkman and Shapiro (2002) work with two different types of diversity and compare their impact on team performance. One is cultural value diversity (CVD), which is concerned with the deeper level of people's mind; the other is demographic diversity (DD), which is created by surface-level differences such as age, gender and education. They argue that CVD tends to affect team performance more adversely than DD does. Moran et al. (2011) state that only 10% of 191 nations in the world are ethnically homogeneous today and that more and more people migrate than ever before in history hence the workforces globally become more culturally diverse.

Cultural intelligence (CQ)

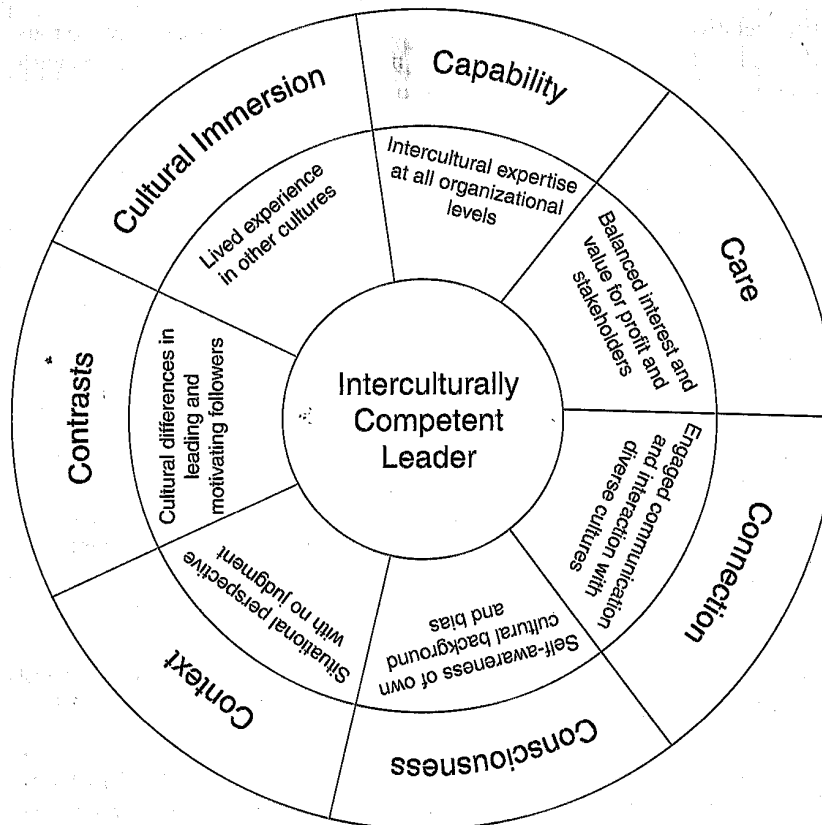
Another ability which is considered to be important for leaders in a culturally-diverse society is 'Cultural Intelligence (CQ)', which is defined as 'the capability to function effectively across a variety of cultural contexts, such as ethnic, generational and organizational cultures' (Livermore, 2011, p.5). This is not an ability required for expatriates alone; it is also for those who work in their home country where the society is culturally diverse. Nowadays, corporate success, profit and growth are increasingly dependent on the management of a diverse workforce within one's own country as well (DuBrin, 2013, p.441). It is not about leaders having to be able to speak the languages or conform to the cultures where more than one culture is represented in a group; it is instead the ability to create a common ground or a shared culture there (Borrego & Johnson, 2012).

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

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

More often than not, it is a challenge to approach people with different cultural backgrounds. Moran et al. (2011) endorse this approach by saying that it can be applied to facilitate access to and influence someone across cultures effectively (pp.26-27). Figure 3 below illustrates intercultural competencies that inter-culturally competent leaders should have.

Figure 3: Intercultural competencies required of leaders



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

Servant-Leadership (SL)

This research particularly deals with SL while investigating how SL is incorporated in the organisational culture and leadership training in a culturally-diverse large business organisation in New Zealand. The term “SL” is central to this research. SL is about ‘leading through/by serving’, which can be well illustrated by the pyramid-shaped hierarchy flipped upside down. This does not mean that these two opposite behaviours must be synchronised. Greenleaf as cited in Northouse (2015) states that being a servant-leader first begins with the natural feeling that they want to serve first and then to lead. Russell and Stone (2002) reviewed existing studies (of Spears, 1998 and others) and described 20 characteristics that have been identified as being associated with SL. Then, they classified them into two categories – ‘functional attributes’ and ‘accompanying attributes’ as in Figure 4 below (pp.146-147):

Figure 4: Classification of 20 characteristics associated with SL

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

SOURCE: Russell and Stone (2002)

The functional attributes are the characteristics and distinctive features of servant-leaders and can be observed through specific leadership behaviours in the workplace. Each attribute is distinct and yet interrelated with the others; and in some cases, the attributes reciprocally influence one another. The accompanying attributes supplement and augment the functional attributes. In its attempt to find out about the effectiveness of SL in a culturally-diverse organisation in New Zealand, this research requires substantial knowledge about leadership in general, SL, culture and cross-cultural communication in addition to that of the leadership landscape in New Zealand.

4. METHODOLOGY

Background to the collection of the empirical data

Research is an activity to find out things that one does not know in a systematic-logical way or a scientific and systematic search for pertinent information on a specific topic (Saunders et al., 2012). It involves collecting, analysing and interpreting information and/or data in order to expand knowledge on the phenomenon of interest or concern. Methodology is the general approach for a research project, which, to some extent, dictates what particular tools the researcher should select. It is the theory of how the research should be conducted, including the theoretical and philosophical assumptions upon which the research is based, and the implications of these for the method or methods adopted. Case study is the research approach aimed at concentrating on one element – the complexity and uniqueness of a particular project, policy, institution, programme or system a person, a group, an institution, a country, an event, a period of time, and so on – and looking at it in particular detail and depth from multiple perspectives in a real-life context, instead of seeking to generalise it (Thomas, 2011; Simons, 2009). In other words, a case study approach investigates a unit of human activity embedded in the real world, which can only be studied or understood in context, exists in

the here and now and merges in with its context so that precise contexts are difficult to draw.

Data collection

To answer the main research question, sub research questions and hypotheses, this research takes the form of a case study and adopts a quantitative approach. It surveys a business organisation with over 12,000 staff members and seeks 50 samples for the data analysis. The CEO of the surveyed organisation's personal assistant was the researcher's point of contact and assisted with the distribution and collection of necessary information including the organisational and individual consent forms. It was executed in accordance with general ethics guidelines. The names of the organisation and the participants were kept strictly anonymous.

Sample selection

A sample is a subset or part of a population in which the researcher is interested and sampling is to select a limited number of representatives from the population (Saunders et al., 2012). There are two types of sampling techniques: probability (or representative) sampling and non-probability sampling. Probability sampling is used in quantitative research and requires precise sampling procedures, which rely on the mathematics of probability. In contrast, non-probability sampling is used in qualitative research.

5. ANALYSIS AND FINDINGS

Background

There were a total of 41 responses from nine regions of the country. The participants' names and their branches are anonymous in to avoid personal identification and to ensure that there is no harm to any of the participants and their branches. In order to answer the research questions, the questionnaire was carefully designed so that the questions are from general to specific, was based also on the theoretical background of the study and each research objective.

Age group

The majority of respondents are in the 40-49 group, followed by the 30-39 group and the 50-59 group. These three groups account for 87.8% of all the respondents. There was no one below the age of 20 years (see Table 1 below). A total of 41.5% are female and 58.5% are male.

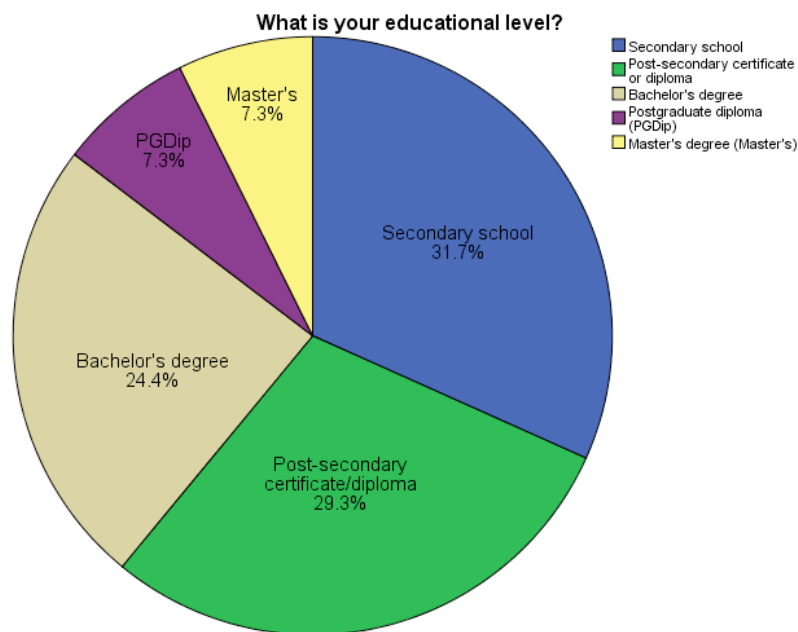
Table 1: Age groups of the participants

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

Educational level

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

Figure 5: Educational levels of the participants



Position/role and recognition of servant leadership

Table 2, below, depicts the role and recognition of SL by respondents of which 41.5% were store managers whereas 31% were senior managers, 17.1% were midlevel managers and 7.3% were team leaders. This means 97.6% of the respondents were those who have subordinates at all times.

Table 2: Role and recognition of SL

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

Sub-question 1) How has SL been incorporated in the leadership development training; have you heard of SL?

A total of 82.9% are familiar with SL and 17.1% answered never heard of it; similar answers were received for training. It is deduced that the 17.1% did not mean 'never heard of it' compare to sub-question 2 below

Sub-question 2) How did SL fit into the existing corporate culture of the organisation?

The results indicate that all the respondents favour SL, agreeing that SL would improve the corporate culture or workplace environment. A total of 31.7% strongly agree and 68.3% agree to this question.

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

SL is assumingly part of the organisation's leadership development programme. On this basis, this question can be answered by exploring the following questionnaire questions: Q4 (of the questionnaire) Could you recognise any effect of the leadership training on your behaviour at work? Despite three participants not answering this question, 38 respondents answered the question, and 36 agreed that an effect is recognisable, whereas the other two respondents chose 'Don't know'. None disagreed.

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

This question can be answered by delving into the responses to the following question: Q2 (of the questionnaire). What characteristics do you associate with servant-leadership? Answers are in Table 3.

Table 3: The characteristics the respondents associate with SL

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

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

In other words, the question is asking what SL is lacking in this organisation. It can be concluded analogically by analysing the responses to Q13 (of the questionnaire): What more do you expect from a servant leader? Table 4 below explains it all:

Table 4: What more to expect from a servant leader

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

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

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

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

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

are directly concerned with motivation, and the responses support H1a and **reject H1o**.

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

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

The key question to be answered here is whether or not the characteristics of SL receive a positive reception from the members of the organisation. These hypotheses can be tested by analysing the responses to the following survey questions: Q12 and Q16. Most of the responses acknowledge that SL is effective in motivating staff to tackle challenges, manage diversity and improve the corporate culture. These results **support the alternative hypothesis – H2a**: The characteristics of SL receive a positive reception from the members of the organisation and **reject the null hypothesis – H2o**: The characteristics of SL do not receive a positive reception from the members of the organisation.

SL as an effective tool for managing culturally-diverse organisations

While acknowledging that dealing with different cultures is the biggest challenge, over 95% of respondents are more or less positive in that SL can be an effective tool for motivating themselves to cooperate with supervisors and co-workers towards common goals across boundaries.

From these findings, it can be concluded that SL is well-received in this organisation with the staff members well-trained and informed of the theory, and is working effectively in motivating the staff members to cooperate in pursuing organisational goals or to tackle challenges at work. SL can also be a solution to weaknesses in leadership that New Zealand business organisations have, from which they suffer low productivity and lack of innovation. It can be improved by introducing leadership into the organisations and thereby booting staff motivation.

Recommendations

The participants are well informed of SL, have a positive perception and recognise its effectiveness, and that SL is working well for this organisation. below is a list of recommendations for leaders and HR managers derived from this research project:

- 1) managers to attend leadership courses and get them conversant with the requirements and expectations of employees for a servant leader;
- 2) Periodic review or self-audit should be conducted to examine whether or not their servant leadership is on the right track;

- 3) Current leaders should study the outcomes of this research project and work on their shortcomings;
- 4) SLs need to stand firm in dealing with aspects of their organisations, such as mission, values, standards and accountability;
- 5) Organisations should not underestimate SL, as it was confirmed in this study that it helped staff in dealing with challenges and dilemmas at work.

6. CONCLUSION AND LIMITATIONS

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

The study concludes that the majority of respondents were in favour of SL overall: a total of 88% felt that it helped motivate them to face and overcome challenges; over 85% thought that it was suitable for managing diversity; more than 95% thought that it could motivate them to cooperate with their supervisors and co-workers towards the organisation's goals beyond differences; and all agreed that it could improve the corporate culture or the workplace environment. All the sub research questions, objectives and hypotheses as well as the main research question were answered. As this research has determined motivation as the key indicator of effectiveness, the high percentage of positive response indicates that SL is effective in this organisation.

The limitations are that not all branches responded and therefore it limited the response rate and at least three responses could not have been used. A further limitation is that the SL study was done in one large organisation only.

7. REFERENCES

- Badenhorst, CJ 2016, *Identifying and Managing the Impact of NeuroLeadership during Organisational Change*. LAP Lambert Academic Publishing, Germany
- Borrego, E & Johnson, R. 2012, *Cultural competence for public managers: Managing diversity in today's world* (p.40). Retrieved on 17 March 2014 from: [http://reader.eblib.com.au.libproxy.unitec.ac.nz/\(S\(bsrtgeqsq2le41yy1b2ti4yk\)\)/Reader.aspx?p](http://reader.eblib.com.au.libproxy.unitec.ac.nz/(S(bsrtgeqsq2le41yy1b2ti4yk))/Reader.aspx?p)
- Center for Creative Leadership. 2008, *Understanding the leadership gap: A quantitative analysis of leadership effectiveness*. Retrieved on 5 July 2015 from <http://www.ccl.org/Leadership/pdf/capabilities/LeadershipGap.pdf>
- DuBrin, A 2013, *Leadership: Research findings, practice, and skills*. 7th ed. Mason, OH: South-Western.
- Donley, AM 2012, *Research methods*. Retrieved on 1 May 2015 from <http://www.unitec.eblib.com.au.libproxy.unitec.ac.nz/patron/FullRecord.aspx?p=914729&echo=1&userid=T%2fWWt9Fo2iBIQi4sgztGqA%3d%3d&tstamp=1431742157&id=40DE265F36B068887227FD67E54381F823153341>

- Du Plessis, AJ 2015, *HRM and ER in South Africa: Contemporary theory and practice*. In: A.J. Du Plessis (Ed.). Munyeka, W., Chipunza, C., Samuel, M. O., Naidoo, K., Keyser, E. & Gura, M. Juta Publishers, Cape Town, South Africa.
- Edmondson, R 2011, *How they perceive you as a leader... More important*. Retrieved on 5 July 2015 from: <http://www.ronedmondson.com/2011/09/how-they-perceive-you-as-a-leader-more-important.html>
- Kirkman, BL & Shapiro, DL 2002, The impact of cultural diversity on multicultural team performance. *Multinational Teams: Global Perspectives*. In: J.L.C. Cheng & M.A. Hitt (Eds.). *Advances in International Management* Vol. 15 (pp.33-67). Sandiego, CA: Elsevier.
- Kouzes, J & Posner, B 2002, *The leadership challenge*. 3rd ed. San Francisco, CA: Jossey-Bass.
- Livermore, D 2011, *The cultural intelligence difference special ebook edition: Master the one skill you can't do without in today's global economy*. Retrieved on 8 July 2014 from: [http://reader.ebilib.com.au.libproxy.unitec.ac.nz/\(S\(aimb21tszs13igyubawvhedj\)\)/Reader.aspx?](http://reader.ebilib.com.au.libproxy.unitec.ac.nz/(S(aimb21tszs13igyubawvhedj))/Reader.aspx?)
- Moran, RT, Harris, PR & Moran, SV 2011, *Managing cultural differences: Leadership skills and strategies for working in a global world*. 8th ed. Burlington, MA: Elsevier.
- Nel, PS, Werner, A, Botha, CJ, Du Plessis, AJ, Mey, M, Ngalo, O, Poisat, P & Van Hoek L 2014, *Human Resources Management*. 9th ed. Cape Town: Oxford University Press.
- Northouse, PG 2015, *Leadership: Theory and practice*. 7th Ed. Thousand Oaks, CA: Sage Publications.
- Oakridge Institute for Science and Education. (n/d). *Differences between qualitative and quantitative research methods*. Retrieved on 17 May 2015 from http://www.orau.gov/cdcynergy/soc2web/content/phase05/phase05_step03_deeper_qualitative_and_quantitative.htm
- Oxford English Dictionary 2014, *Organization*. Retrieved on 4 July 2014 from <http://www.oed.com/view/Entry/132452?redirectedFrom=organisation#eid>
- Oxford English Dictionary 2015, *Diversity*. Retrieved on 10 September 2015 from <http://www.oed.com/view/Entry/56064?redirectedFrom=diversity#eid>
- Russell, RF & Stone, AG 2002, A Review of Servant Leadership Attributes: Developing a practical model. *Leadership & Organization Development* Vol 23 Issue 3 pp145-157. Retrieved on 28 September 2014 from http://strandtheory.org/images/Russell_Stone_-_SL_Attributes.pdf
- Saunders, M, Lewis, P & Thornhill, A 2012, *Research methods for business students*. 6th Ed. Essex, England: Pearson Education.
- Simons, H 2009, *Case study research in practice*. Retrieved on 21 March 2015 from [http://reader.ebilib.com.au.libproxy.unitec.ac.nz/\(S\(10a1mx5pysh0tnuznykoe52w\)\)/Reader.aspx?](http://reader.ebilib.com.au.libproxy.unitec.ac.nz/(S(10a1mx5pysh0tnuznykoe52w))/Reader.aspx?)
- Thomas, G 2011, *How to do your case study: A guide for students & researchers*. Thousand Oaks, CA: Sage Publications.

Yukl, G 2010, *Leadership in organizations*. 7th ed. Upper Saddle River, NJ: Prentice Hall