AN INVESTIGATION OF SERVANT LEADERSHIP WITHIN RHODES UNIVERISTY SPORTS CLUBS

A thesis submitted in partial fulfilment of the

Requirements for the degree of

MASTERS IN BUSINESS ADMINISTRATION

OF

RHODES UNIVERSITY

BY

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OCTOBER 2015

ABSTRACT

This research investigates the level of servant leadership within Rhodes University sport clubs. The goals of this research are to assess the perception the club members have of their chairperson and to key identify areas of development.

The sport clubs at Rhodes University are partially run by chairpersons who are voted into the position by his or her peers of a sports club. The chairpersons work alongside Rhodes University employees who are a part of the Sports Administration team to oversee the running, scheduling and finances of the club. The sports clubs are representative of Rhodes University and it is the chairperson's responsibility to ensure the club is lead and run effectively.

Robert Greenleaf coined the term servant leader in the 1970s (Greenleaf, 1997). The servant leader is a leader who is driven by his or her followers, as leadership involves a leader serving his or her followers first and foremost (Greenleaf, 1977). The leader takes on a role that is supportive and contributes to their personal as well as their professional achievements (Smith, Montagno and Kuzmenko, 2004).

A questionnaire consisting of 27 questions was drafted, of which were four demographic questions. A 5-point Likert Scale was used in order for the participants to respond to the questions. The questionnaire was drawn from a number of questionnaires available in literature on leadership and adapted to suit Rhodes University sports clubs. The questionnaire was distributed personally by the researcher, as well as through an online questionnaire. There were a total of 153 candidates who participated in the study. Descriptive statistics were used to analyse the data.

The majority of the respondents had the perceptions that their chairperson displayed characteristics of a servant leader. Majority of the participants were in agreement of the questions asked in the questionnaire, which focused on many servant leadership qualities. The results will be handed over to the Head of Sports Administration in order for them to get an idea of their leaders' characteristics and areas where they can improve upon.

Table of Contents

List of Tables

List of Figures

DECLARATION

I, Jessica Stiebel, hereby declare that this research project and dissertation is my own work and that all sources are acknowledged appropriately. Furthermore, this thesis has not been submitted to any University in order to obtain a qualification.

Jessica Stiebel

30 OCTOBER 2015

CHAPTER 1: INTRODUCTION

1.1 Background

Rhodes University (Rhodes) is a university in the heart of the Eastern Cape of South Africa that was founded in 1904 (Mabizella, 2015). It has a population of 7000 students with 26% of the learners being postgraduate students and 20% being international learners. Rhodes University enjoys a wide diversity of people, having students come from 40 different countries around the world (Mabizella, 2015). There are 30 sports clubs that give the students a variety of opportunities to be intellectually, socially, culturally and physically challenged, which allows numerous opportunities for growth (Mabizella, 2015).

1.2. Sports Clubs

There are 30 sports clubs at Rhodes, each with a different number of members. The sports clubs run in different seasons throughout the year. The sports clubs aim to grow and develop important and valuable personal and social skills (Mabizella, 2015). The motto of Rhodes is "Where Leaders Learn" which applies to all aspects of Rhodes and not just the academic part of the university (Mabizella, 2015).

Rhodes employed personnel, known as Sports Administration, organise the sporting events such as practice times and hiring of coaches and matches. Paid Sport Officers, of the Sports Administration, are responsible for a particular number of sport clubs and are assisted by chairpersons who help with the organisation of the sports club. The chairperson is a student at the University and is voted into the role to be the leader of the club. A chairperson is a voluntary leader who acts as the face of the sports club. He or she ensures that the club is led efficiently and that the members are well informed about the club. The chairperson does not receive any external benefit from his or her positioning. There is generally little guidance that the chairpersons receive from the past holders of the position; however, there is a code of conduct that must be followed. There appears to be varying levels of commitment and motivation when it comes to carrying out responsibilities by the different leaders.

1.2.1 The Chairperson and the Leader

The chairperson has the responsibility to run their particular sports club according to the Rhodes Sports Administration's code of conduct for sport clubs. They have the task of forming relationships with their sports officer who is paid by Rhodes and oversees the running, scheduling and finances of the club. The chairperson has a committee of people who are voted in at the same time as him or her; the chairperson must coordinate with their

committee on fixtures or matches and races with other sporting clubs in Grahamstown and its surrounds. The sports clubs represent the University as a whole and therefore it is ultimately the chairperson's responsibility to ensure that his or her sports club acts appropriately at all times to contribute to the reputation of Rhodes in a positive manner.

In order to lead a sports club effectively, the leader must have the competency to do so (Balduck, Rossem and Buelens, 2009). Competency is defined as a motive, characteristic or personal drive of an individual. Competency is further described as one's self-image, role in society and their knowledge of their role and their community, as this may affect performance (Balduck et al., 2009). Different competencies will identify superior leaders from ordinary leaders (Balduck et al., 2009). If the leader feels he or she is emotionally attached to the club and the members of the club, the leader will have greater levels of commitment and therefore will be a more effective sports club leader (Preston and Brown, 2004). Furthermore, those leaders who were very actively involved in the activities of the club voluntarily devoted more hours and commitment to their responsibilities as chairperson (Balduck et al., 2009). To be an excellent leader, chairpersons need to be aware of their competencies, which will motivate them and ensure commitment and effectiveness within the sports club (Balduck et al., 2009).

Leadership is the process that both leaders and followers go through in order to achieve the desired change (Laub, 2004). Laub (2004, p. 5) defines leadership as "an intentional change process through which leaders and followers, joined by a shared purpose, initiate action to pursue a common vision". Leadership is influenced by the culture of the organisation and the role in which the leader must play (Bhugra, Ruiz, Gupta, 2013). According to Northhouse (2010, p. 3) "leadership is a process whereby an individual influences a group of individuals to achieve a common goal", illustrating that leadership is the process of interaction between the leader and the followers. There are many different definitions of leadership; however the above definitions relate to the servant leadership theory accurately, as will be seen in chapter two.

The chairpersons are in their position to serve the sports club and to serve the club members. Servant leadership is a theory that was devised by Greenleaf in the 1970s. Greenleaf stated that leadership encompasses a leader being a servant to their followers first and foremost (Greenleaf, 1977). The idea of servant leadership is about "servanthood-through-leadership-through-practice" (Prosser, 2010, p. 28). The servant leader assumes a "non-focal position

within the group" (Smith et al., 2004, p. 81), providing support and contributing to the achievement of the goals without the expectancy of acknowledgement (Greenleaf, 1977).

There is a vast pool of knowledge that attempts to define servant leadership; however, according to Phillips and Pittman (2014), it is not advised to rely on only one definition and minimise one's exposure to what a leader is and what he or she does. Spears (1998) stated that there are ten characteristics to the servant leadership role: being a good listener, having empathy, healing others, having awareness for others, being able to persuade, being able to conceptualise, having foresight as well as stewardship by committing to other' needs, helping people grow and building the community around them. Furthermore, there are nine characteristics according to Parris and Peachey (2012, p. 380) to a servant leader: "vision, honesty, integrity, trust, service, modelling, pioneering, appreciation of others and empowerment". In addition, they stated there are accompanying attributes of "communication, credibility, competence, stewardship, visibility, influence, persuasion, listening, encouragement, teaching and delegation" (Parris and Peachey, 2012, p. 380; Russell and Stone, 2002). Barbuto and Wheeler (2006), classified servant leadership into five categories: "altruistic calling, emotional healing, persuasive mapping, wisdom and organisational stewardship" (Parris and Peachey, 2012, p. 380). A third definition identifies six characteristics that are "empowering and developing people, humility, authenticity, interpersonal acceptance, providing direction and stewardship" (Parris and Peachey, 2012, p. 380). Laub (2004) has identified six key features namely: valuing people, developing people, building the community, showing authenticity, offering leadership and sharing the leadership role. Lastly, Liden, Wayne, Zhao and Henderson (2008) state that a servant leader must empower his or her followers, help subordinates both in a personal environment and on a professional level, place emphasis of the followers' needs being of the utmost importance, behave in an appropriate manner and create a trusting environment. From the many overlapping leadership qualities mentioned above, a servant leadership framework, which identifies the key characteristics of a servant leader, may be developed. These key characteristics are honesty, trust, empowerment, empathy and authenticity as mentioned by Russell and Stone (2002), Laub (2004), Barbuto and Wheeler (2006), Liden et al. (2008) and Parris and Peachey (2012).

The servant leadership approach is very applicable to the roles of sport club chairpersons. They are not in the position for financial gain, as they do not get paid nor receive other incentives such as bursaries and therefore one can assume they are a chairperson as a result of

their desire to better the club. Furthermore, one can assume that the chairperson wants to increase the value his or her members will experience and gain from being involved in the club and the sport. Therefore, the chairpersons of all the clubs positioned to serve its members. It is important to note that under the servant leadership concept, development of the individual is not only limited to the followers, but the leader must too be able to develop in a personal capacity (Smith et al., 2004).

1.3 Need for the Study

In relation to chairpersons of Rhodes University sports clubs, servant leadership is the appropriate leadership style to study. The chairperson's role goes beyond organising club events: it is a position that requires the leader to be actively involved within the club. Servant leadership involves helping the followers grow, as well as the leaders themselves, which fits in well with the University's slogan "Where Leaders Learn" and the role that is required (Smith et al., 2004). This study can give information for others to plan programmes based on servant leadership. Ultimately, the chairpersons are volunteers and are there to serve the club members. This research aims to discuss the concept of servant leadership and the perceptions of servant leadership levels the current sports club members of Rhodes University have of their chairperson.

1.4 Structure of the thesis report

Chapter 2 is the literature review that addresses leadership and servant leadership as well as studies done on servant leadership and its limitations. The methodology is discussed in Chapter 3 which gives the background of the study, the research goals, question, aim and objectives as well as discussing the ways in which the research was conducted and how the questionnaire was developed and distributed in order to gather data. Furthermore, the analysis of the data is discussed as well as the limitations of the research. Chapter 4 illustrates and analyses the results of the data by means of histograms and tables. The averages, means, modes and frequencies are illustrated. Each question from the questionnaire has been analysed individually. Thereafter, the results are discussed in chapter 5. The demographics are reviewed, followed by the averages, modes and medians, histograms and the percentage frequencies. The results are subsequently discussed in the context of Rhodes University sport club chairpersons. The sixth and final chapter is the conclusion and recommendations of the research. The chapter gives an overview of the research by discussing the profile of the sport clubs, the participants and the chairpersons, the relationship between the servant leader and

their followers as well as the findings. The limitations of the research are addressed, followed by recommendations for future research and finally the research is concluded.

1.5 Conclusion

This chapter outlined the background of Rhodes University and of the study. The sports clubs were described as well as the chairperson's leadership role. The need for the study was discussed, followed by the structure of the thesis. The second chapter will discuss the literature reviewed for the study.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The intention of this chapter is to analyse literature centred on leadership. Thereafter, literature on servant leadership within a voluntary context is reviewed. The limitations on servant leadership as a concept and the forms of accessing servant leadership characteristics are discussed. The literature will offer a theoretical background to the quantitative study of assessing the servant leadership levels within the Rhodes University sports clubs displayed by the chairpersons.

2.2 Leadership

Robert Greenleaf originally introduced the idea of servant leadership in the 1970s. He discussed the notion that the ideal leader is one whom serves their followers first and puts their personal desires and needs second (Yoshida, Sendjaya, Hirst and Cooper, 2014). Greenleaf (1970) believed that a leader would be a success if the focus were on his or her followers' needs, ensuring that they are fulfilled personally as opposed to the leader focusing only on their agenda.

2.2.1 Different Styles of Leadership

There are many different styles in which people can lead. Leaders who are *enemy-driven* seek revenge and are guided by what their enemy is doing; *friend-centred* leaders are concerned about what others think of their choice of actions; and *work-based* leaders make decisions centred solely on the organisational visions (Tate, 2003). These aforementioned variations of leaders tend to worry more about the goal or target and not as much about their followers, according to Tate (2003). A leader who is *principle-centred* is influenced by circumstances other than the targets of the organisation (Tate, 2003). This kind of leader is one who looks at how he or she can make the best decision while serving their followers strengths and desires. It must be noted that a principle-based leader is one who does not see employees as mere employees, but as followers – people who are vital to their role as a leader (Tate, 2003). *Transformational leadership* is seen as model to conduct within the organisation; it promotes openness and a fostering environment; however it does not extend beyond the organisation (Cavazotte, Moreno and Hickmann, 2012). The servant leader possesses characteristics that a principle-based leader has. The servant leader asks questions to evaluate their performance as

a leader: "how have I added value to my organisation within the servant leadership paradigm?" and "would those within my sphere of influence characterise me as principle-centred or self-centred?" (Tate, 2003, p.38).

2.2.2 Understanding the Leader and the Leadership Role

A servant leader is considered to have a deep understanding of leadership and therefore is able to have a natural understanding of the action leadership requires. The question however, to ask is: "what is leadership?" One cannot define servant leadership without understanding the root of the meaning (Laub, 2004). According to Laub (2004), *leadership* and *servant leadership* are not one it the same thing; therefore each concept must be defined separately.

Leadership is a difficult term to describe- it is personal and at its essence it is completely arbitrary (Yukl, 2002). Leadership has been defined by Maxwell (1998) as having influence. (Laub, 2004). According to Laub (2004), vague definitions of leadership are not uncommon, as many academics do not have consensus when defining the concept (Laub, 2004). Other writers on leadership state that it is about having a relationship with other people. It is important to define leadership accurately as the term is commonly used and it is going beyond these realms too- business men and woman are turning to academia in order to adopt an appropriate leadership style for their organisation (Laub, 2004). A leader, however, according to Graham (1991), is someone who is charismatic.

It is common practice for the position of leadership to be confused with the function of leadership (Laub, 2004). Adding the concept of management to the equation further exasperates this confusion. A positional leader is one who leads at a superficial level in order keep the title of leader to their name, having an office and holding power- this kind of leader does not focus on the actual act of leading but rather focuses on being an authoritative and disconnected figure (Laub, 2004). A true leader is one that will develop his or her action according to their surroundings and they will exist and act in accordance to the conditions around them (Terry, 1993). A definition of a leader is "a person who sees a vision, takes action toward the vision, and mobilizes others to become partners in pursuing change" (Laub, 2004, p.4).

Three actions can be taken upon by leaders to encourage an open and moral dialogue within the work place (Drake and Baasten, 1990). Firstly, the leader must ensure they make it plain that an open communication process is in place; secondly, the leader must show their concern for all those being led and lastly, the leader must encourage and foster diverse thinking

(Drake and Baasten, 1990). By adopting this process a leader will avoid becoming a narcissist and domineering in their position (Drake and Baasten, 1990).

In addition to the definition of leader being explained, the concept of leadership must be addressed. It has been said, "leadership is like beauty; it's hard to define, but you know when you see it" (Steers, Sanchex-Runde and Nardon 2012, pp. 479). Being a leader and actually leading is different to leadership and its meaning despite the fact that the two terms are most often used interchangeably (Laub, 2004). Leadership is the *process* in which leaders and followers go through in order to achieve the desired change (Mendenhall, Reuche and Bird, 2012). Laub (2004, pp. 5) defines leadership as "an intentional change process through which leaders and followers, joined by a shared purpose, initiate action to pursue a common vision". What makes leadership particularly tricky is that there is no universal way of acting out it's process- it may differ from different races, ages and nations (Steers et al., 2012). The concept of leadership has the same key elements to understand as the definition of a leader, however, the processes of leadership are included in the key elements that will be discussed below (Laub, 2004). The intentional change process is key to understanding leadership as it is the action chosen to achieve a desired vision (Laub, 2004). In order for leadership to commence, a leader must instigate a course of action and the followers must willingly engage and buy into the process- illustrating why leaders and followers are important to the leadership role (Laub, 2004). It is important for leaders and followers to have a joint purpose in order to achieve the visions, missions and goals of the group. The sense of joint purpose is important as it unites the leader and follower together in their shared goals (Laub, 2004). Action must be initiated, as leadership cannot happen if action is not taken; if action is not taken there is no leader and there are no followers (Laub, 2004). A vision has its origins with the leader, but as the processes are adopted and action begins, the vision becomes shared and develops into a shared purpose. The vision may be redefined over time as the followers and leaders interact- the vision is the core to the relationship and the process of leadership (Laub, 2004).

2.2.3 Understanding the Follower

The term f*ollower* is something that would not immediately be thought of as important to describe in the servant leadership context, however the follower is vital to the leader and the leadership process (Laub, 2004). The follower is one who "voluntarily and actively engage[s] in the leadership process by responding to the leader's initiative to identify shared purpose, vision, and action toward change" (Laub, 2004, p. 6). Having an understanding of the leader-follower relationship is important for a leader to note as the emotions experiences within the

organisation are important for the success of the group (Ilies, Curseu, Dimotakis and Spitzmuller, 2013). The followers must identify with a shared purpose in order to move in the same direction. The essence to the leader-follower relationship allows for communication, trust and commitment to the common vision (Laub, 2004). The identifying of a common vision is the vision that originated with the leader, however, the vision changes with every person as a result of adapting it to their reality (Laub, 2004). According to Laub (2004), this potentially allows for the vision to be adjusted according to the group or majority view. Joint action toward a desired change is the result of followers believing in the shared vision and creating the change to obtain the vision. The action of the followers is vital to the leader as it allows for him or her to lead and for their vision to be made into a reality (Laub, 2004). If the follower feels cared for by the leader, he or she will be dedicated to the growth and success of the organisation and his or her fellow followers (Choudhary, Akhtar and Zaheer, 2012).

2.2.4 Organisational leadership
Success and new opportunities occur when members of an organisation trust each other (Bijlsma and Koopman, 2003). If a follower has high levels of trust in their leader they will naturally cooperate or go the extra mile (Bijlsma and Koopman, 2003). Trust in an organisation, at all levels, is extremely important in order for followers to have confidence within themselves, their colleagues and their leader (Bijlsma and Koopman, 2003). Followers need to have a belief in the commitment of fellow followers, as well as the commitment of their leader and his or her exercise of their power (Bijlsma and Koopman, 2003). According to Mollering (2001), faith is needed in trust; therefore, faith in the servant leader is a vital part of being a follower. Traditional hierarchies in organisations believe trust is given and or or received at limited intervals depending on the employee's positioning within the organisation. A janitor was once asked what his role was at NASA; in a simple response the janitor stated that he was "helping put a man on the moon" (Holmes, 2012, pp. 966). Under the servant leadership belief trust must be present with all personal within the organisation, no matter ones job title or description. It is believed that everyone has crucial roles to act out that are as important to the next persons role, from the janitor to the treasurer to the leader (Bijlsma and Koopman, 2003; Laub, 2004).

Trust is important to note when it comes to leadership, especially servant leadership, as it allows for followers to voluntarily align their behaviour to that of the leader (Bijlsma and Koopman, 2003). With increased trust comes a decreased need for control mechanisms to be put in place (Smith and Barclay, 1997). Trust and control are complementary to one another

as they both contribute to the achievement of the desired goals (Das and Teng, 1998). Understanding leadership and its relation to the organisation is important as "leadership has been considered an essential part of business and society" (Kellett, 1999: pp. 150).

2.2.5 Leadership in the Context of Sport Clubs

Balduck et al. (2009) identifies key characteristics for a leader to be effective in the leading of a sporting organisation: having good listening skills, putting the club needs ahead of his or her own, creating a sense of trust with his or her followers and within their relationship as well as being honest, being liked, being modest, having strong relationships within the club and having charisma. These key characteristics overlap with servant leadership qualities.

2.3 Servant Leadership

According to Buckingham and Clifton (2001), the best leaders are built upon having two assumptions: the first is when a leader assumes every individual's talents are enduring and unique and secondly a great leader believes that every person has great room and potential to grow in the areas of their strengths and weaknesses.

A servant leader values people, seeks to build a community, shows genuineness, is a servant to their followers and shares their leadership role (Laub, 2004). Salameh, Al-Wyzinany and Al-Omari (2012) explain that the act of listening is a skill any good leader will possess and it will take a leader out of their comfort zone as it is intensive and requires a deep level of engagement. A servant leader aims to build a community in order for everyone to be committed to each other's success (Taylor, 2002). The importance for a servant leader to build a community amongst their followers is so everyone has a common purpose- they are not there to simply be a piece in the puzzle, but instead to actually live and function *within* and *among* the community (Page and Wong, 2000). A servant leader and his or her followers happily allow learners to become a part of their shared community and offers guidance on their path to gaining knowledge (Salameh et al., 2012).

The servant leadership ideology is one that truly cares for the followers and aims to develop them, no matter what their circumstance and how busy the leader may be (Sendjaya, 2003). A servant leader has followers who are loyal to the organisation and their leader as well as supportive of the people around them (Sendjaya, 2003). This kind of group dynamic is an extremely powerful one. The atmosphere that a servant leader sets is a supportive and energised one (Sendjaya, 2003). The culture within the organisation leads to efficiency and creativity, which will contribute to the success of the group.

The question of "why servant leadership over transformational leadership?" may be asked. Transformational leadership is similar to servant leadership in the sense that it seeks to develop and inspire followers, however it is limited to developing just within the realms of the organisation; servant leadership goes beyond the organisation (Stone, Russell and Patterson, 2003). The reason for going beyond the organisation is the belief that organisational goals cannot be achieved if a follower's general well-being is not positive and is compromised by the organisation (Stone et al., 2003).

Servant leadership requires a different stance to be taken than from traditional leadership practices (Selladurai and Carraher, 2014). According to Laub (2004, p. 7), the questions that must be asked are: *"How* will I lead? Once I have chosen to lead, what mind set will I have in relation to my role as a leader, to the purpose and outcomes of leadership, and most importantly to the led?" Leading has often been focused around the mind-set of the leader, however, the choice has always been there for the leader to shift this paradigm toward the followers. The different focus is the essence of servant leadership (Laub, 2004).

DePree (1989, p.10) explains that "the signs of outstanding leadership appear primarily among the followers", demonstrating the influence that the followers have in the eyes of a servant leader (Salladurai and Carraher, 2014). Furthermore, a leader who creates an environment that is encouraging and comfortable to everyone is one that fosters development and growth of their followers (DePree, 1989).

The servant leader has six important key features: valuing and developing people, building the society around them, demonstrating genuineness, leading and sharing the leadership role (Laub, 2004). In essence the role of a servant leader consists of having "an understanding and practice of leadership that places the good of those [being] led over the self-interest of the leader" (Laub, 1999, p. 81). According to Stone et al. (2003), the servant leader is different to other leaders as their focus is on their followers whereas traditional leaders focus on the organisation. A distinct feature of the servant leader is that he or she uses their power to serve their followers over their personal or organisational interest (Laub, 2004).

The servant leader encourages personal development of their followers, enhancing society morals, beliefs and positioning (Graham, 1991). This kind of leader is concerned with the organisation, its stakeholders and their followers in a holistic manner (Graham, 1991). They serve their followers in a humble fashion and do not accept anything in return (Graham,

1991). The power behind a servant leader comes from the skill of listening to others and allowing themselves to be influenced by their community (Loomer, 1976).

Greenleaf, in 1970, developed a servant leadership test. The *best test* is a test that is not easy to administrate; an interviewer must ask questions to gauge if the leaders are serving their followers (Laub, 2004). A servant leader must continuously ask oneself if the people in which they serve are developing, if they have an increased wisdom and do they have more autonomy in their decision making process. The servant leader must inspire his or her followers to lead in the fashion that they do (Greenleaf, 1977). Additionally, a servant leader must analyse "the effect on the least privileged in society: will they benefit, or, at least, not be further deprived?" as a result of the leaders influence or impact on the society around them (Greenleaf, 1977, p.7).

2.3.1 Servant Leadership Studies

According to Page and Wong (2000) servant leadership is an all-inclusive approach to leading: the leader cares for his or her followers, the community, as well as the goal at hand. A servant leader deeply invests him or herself in their followers, and guides them to be the best that they can be (Page and Wong, 2000). Individual talents are acknowledged and developed by a servant leader (Liden, Wayne, Zhao and Henderson, 2008). By acknowledging a follower's skills their confidence grows (Liden et al., 2009). Leaders are judged on the way they lead and not just the outcomes that are achieved under their guidance (Page and Wong, 2000). Leadership shapes human growth, making servant leadership vital as it is has a focus on more than results (Page and Wong, 2000).

Page and Wong (2000) stated that assessing the influence servant leaders have on followers is vital, but one must too measure what the theory is as well as how the leadership style is positive for followers. Liden and associates (2008), assessed if servant leadership has features that distinguished it from other leadership styles, if it positively influences communities and if it increases organisational commitment. It was discovered that servant leaders believe that it is important to give back to the community, and encourage others to take part in community engagement and to consider the impact their decisions have on others (Liden et al., 2008). It was observed that followers felt positively impacted by their servant leader and felt that engaging in the community was important and that it created a sense of loyalty and commitment to the organisation (Liden et al., 2008). Dennis and Bocarnea (2005) found that love, humility, trust, vision and empowerment form part of model with which servant

leadership can be measured. It is concluded by Dennis and Bocarnea (2005), that the above factors can predict, or give measure, to the concept of servant leadership; and that a servant leader can measure his or her own effectiveness. van Dierendonck and Nuijten's (2010) research was for the purpose of validating instruments to develop servant leadership and found that there were eight common characteristics to a servant leader, being: standing back, forgiveness, courage, empowerment, accountability, authenticity, humility and stewardship.

Common characteristics that a servant leader displays can be found within the literature. These characteristics are: humility, vision, empowerment, community engagement and upliftment, growth and success of followers and the organisation, authenticity, ethical behaviour, putting the followers first, accountability and caring for others (Page and Wong, 2000; Dennis and Bocarnea, 2005; Liden et al., 2008; van Dierendonck and Nuijten, 2010).

2.3.2 Limitations of Servant Leadership
Some of the limitations of the theory lie in the connotation of its name; some people associate slavery with the theory and thus do not believe in the idea (Taylor, 2013). The theory has been related to Christianity, which drives some people away from the idea of servant leadership (Mittal and Dorfman, 2012). According to Walker and Berg (2005), servant leadership does not fit in with the norms of today's world. Andersen (2009) argues that servant leadership emphasises working together to achieve shared goals, however, formal organisations are not built upon or based on common goals of all the followers but rather upon the owners goals and are therefore they may not resonate with everyone within the organisation. Further criticism states that followers only exist in the religious and non-profit realms and therefore the servant leadership ideology cannot be applied to organisations that aim to make a profit (Walton and Dawson, 2001; Andersen, 2009). van Dierendonck and Nuijten (2010) aimed to cover fundamental characteristics of servant leadership and found that servant leadership is incorporates empowerment, accountability, stepping back, being humble, being genuine, accepting others, having courage and be a steward of the organisation.

2.3.3 Servant Leadership within a Voluntary Context
Being a leader involves being energetic and patient in conjunction with potential self-sacrifices. It is common practice for a leader to put their follower needs ahead of his or her own (Arbak and Villeval, 2013). A leader in a voluntary position may be in the leadership role for a number of reasons (Arbak and Villeval, 2013). The first reasoning is that he or she may be naturally inclined to be kind to others and help them out in any way possible (Arbak

and Villeval, 2013). This relates greatly to the servant leadership paradigm, as it is a major part of the theory that the leader aims to help out and improve a follower's life in all spheres, professionally and personally (Page and Wong, 2000). The second reason for a voluntary leader to undertake his or her role is for self-centred and selfish reasons (Arbak and Villeval, 2013). The servant leader does not have selfish characteristics or motives. He or she continuously would strive to better the lives of others, expecting nothing in return (Liden et al., 2008). Lastly, the reason someone may volunteer for a leadership role is to relate to peoples believes. The leaders are responsible for creating a positive environment, improving their follower's belief in themselves and impacting the community around them, despite the fact that they may not see material gains being in a role model position (Arbak and Villeval, 2013). The decision to lead, and in particular in voluntary positions, is based on personality traits- some people are driven by leadership roles, while others shy away from it (Arbak and Villeval, 2013). A voluntary leader may be a leader for the social status of the position and to gain creditability from his or her peers (Arbak and Villeval, 2013); this is not in line with the servant leadership approach, as the leader aims to improve society, the followers and the surrounds and not to benefit only in a personal capacity (Dennis and Bocarnea, 2005).

2.3.4 Servant Leadership in Rhodes University Sports Clubs: A Voluntary Context

Hoye (2006), found that in many countries sport clubs, matches and competitions were organised by voluntary members with their common link being that the organisation is non-profit and that the committee members may not receive an income from being in their positioning. Leaders and followers develop an special relationship which is either mature, effective and influential or one that is immature and the follower will do nothing more than the basic requirements and so too will the leader (Hoye, 2006). A crucial part of the servant leadership theory is that the leader will go above-and-beyond to support and grow their follows and that the followers will feel a deep sense of loyalty toward their leader and therefore they too will go out of their way to fulfil their duties and do more than that is required of them (DePree, 1989). Generally, Hoye (2006) concluded that the higher the quality of the leader-member relationship, the higher the level of performance from the leader and members themselves.

According to Seippel (2004), modern sport is plagued by crises such as drug abuse and cheating, as well as the pressing issue of the recruitment of volunteers to organise the

activities of the club and run the admin of the sports club. A study was conducted in Norway that shares characteristics of Rhodes sports clubs: the majority of the Norwegian sport clubs are run by volunteers, similar to Rhodes, and the clubs are small in membership number with a majority of the population of clubs being 50 members (Seippel, 2004). Many participants of Seippel's (2004) study stated that there was a lack of commitment among the volunteers who ran the club. A challenging task of the committees is to raise funds in order to have access to facilities and to maintain the club (Seippel, 2004). Overall, four obstacles were observed by volunteers in a sports institution: attaining an appropriate volunteer who is committed to the club, the economy and financing of the club, relationships with other institutions and lastly the facilities pose an issue (Seippel, 2004).

2.4 Conclusion

Being a servant leader requires a large amount of commitment as a he or she embraces the servant leader ideology throughout all aspects of his or her life (Spears, 2015). Studies have shown there is a strong correlation between trust and team performance (van Dierendonck, Stam, Boersma, Windt and Alkema, 2013). The servant leadership philosophy puts great emphasis on service to others, the community and the group they belong to (Spears, 2015).

In summation, there is no single definition of leadership; it is a complicated concept that experts in the field do not have consensus on. Authorities in the field of servant leadership believe in many similar core issues of the theory, however like leadership, there is debate on the exact characteristics a servant leader possesses. The next chapter will address the methodology adopted to conduct the research.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

In this chapter the manner the research was conducted will be explained. The research problem, the research goals and the objectives of the study will be specified. The research paradigm and the research design will be discussed. The data gathering techniques will be addressed while explaining the questionnaire development, the pilot studies and the questionnaire's distribution, the analysis of the data and the limitations are addressed.

3.2 Background Information

It was noted that there were differing levels of involvement from the chairpersons of the sports clubs and the way in which the club members responded to the chairperson at Rhodes University's sports clubs. Research aids in the gaining of knowledge through a precise and planned methodology (Kothari, 2004). Progress in a field can be made as more research is done (Kothari, 2004). In order for progress to be made in Rhodes University sports clubs, an evaluation of the current state of the clubs is needed. The results emanated from the study will be used the by Sports Administration in order to understand the perception that club members have of their chairperson and to create a programme that will facilitate stronger bonds between the chairperson and members of a club. Research can aid in solving particular problems a group is having, as well as possibly reveal various views that the Sports Administration personnel may not have been aware of (Kothari, 2004). It is through research that alternative policies can be drafted and improvements can occur (Kothari, 2004).

Before any study can be put into action, the researcher must examine literature thoroughly in order to be familiar with the identified situation (Kothari, 2004). There are two main types of literature one can review. First is conceptual literature that explores theories and concepts and empirical literature that concerns analysing similar studies from the past (Kothari, 2004). Following this step the researcher must formulate a research problem from the identified situation (Kothari, 2004).

The research was quantitative in nature. The reason this method was chosen was because it allowed for more participants to take part in the study and it was more convenient for those completing the questionnaire, as they only had to tick the appropriate answer. Sports club members took part in the study by completing a questionnaire. The questionnaire was distributed in two ways: physical distribution and online distribution. The researcher distributed the questionnaires to the different sports club members. Whilst handing out the

questionnaires the study was explained and their anonymity was defended and ensured. Servant leadership was explained to the participants before completing the survey in order to understand the study. The questionnaires were placed into a sealed box by the participant in order for their anonymity to be emphasised. In addition to this collection method, a link was sent out to all sports club members to fill out a questionnaire anonymously, with the purpose of the study explained as well as ensuring their anonymity. To ensure that as many of the sports clubs as possible were assessed the two collection methods were adopted.

The Rhodes Business School internal ethics committee cleared the questionnaire in terms of not breeching any ethical conditions and the Head of Sports Administration approved the questionnaire. A disclaimer noted at the beginning of the questionnaire, that for ethical reasons, participants had to be over 18 years of age in order to complete the questionnaire.

3.3 Research Goals:

To investigate servant leadership within Rhodes University sports clubs.

Goal 1: To evaluate club member perceptions of the servant leadership shown by chairpersons. This was done through an analysis of questionnaire results and the perspectives of members of the sport clubs of servant leadership shown by their chairperson.

Goal 2: To identify areas of servant leadership development. This was done by interpreting the results of the questionnaire and identifying areas of weaknesses and strengths. Recommendations will be given to Sports Administration to build a leadership development programme.

3.4 Research Question, Aim and Objectives

The question that was answered by the data collected was: according to the sport club members' perception, what levels of servant leadership do the chairpersons display? The objectives of the questionnaire are:

- To acquire the perception that the members of the sport clubs have of the levels of servant leadership qualities in their chairperson.
- To analyse the data collected from the different sport clubs to measure the participant's opinions with a five-point Likert Scale.
- Provide recommendations to the Head of Sports and other relevant personal to the Sports Administration team.

3.5 Research Paradigm

A post positivist approach was adopted for this study. Research in this paradigm aims to "understand, explain and demystify social reality through the eyes of different participants" (Cohen, Manion and Morrison, 2007, p. 19). While the researcher made her best effort to eliminate any bias, it is acknowledged that her involvement in a few sports clubs at Rhodes University, as well as knowing many chairpersons over a number of years may influence observations made. Quantitative descriptive statistics was used to present the results.

3.6 Population and Sample

The population size for this research was 1000 students, as there are 1000 registered sport club members at Rhodes from thirty clubs. For the convenience of the participants and the researcher, a quantitative research approach was used by a means of a questionnaire with a five-point Likert scale rating. A quantitative research method allowed for more participants to take part in the study, therefore giving a larger number of contributors. This method did not inconvenience the participants as the questionnaire took less than ten minutes to complete and importantly allowed for them to keep their anonymity.

3.7 The Questionnaire Development

A questionnaire allows a participant to be honest and express their opinion: what their opinion is on what is being done, what should be occurring and how activities and events should be conducted (O'Reilly-De Brun and Kane, 2001). As a result of the researcher not residing in the area where the study was conducted, time to collect data was important to note when planning the technique that was to be used for data collection. Therefore, a questionnaire with the use of a Likert Scale was the most time efficient technique to use. The questionnaires were completely anonymous, with no questions that could be traced back to a club, year or particular chairperson. Pens of the same colour were taken to the administrated questionnaire. The reason was to ensure that all answers were of the same colour and therefore all of the participants' opinions were expressed in a uniform way, which ensured their anonymity.

The questionnaire was drawn up from Page and Wong (2000); Dennis and Bocarnea (2005); Liden et al. (2008); van Dierendonck and Nuijten (2010). Page and Wong (2000) focused on the validation of an instrument used to measure servant leadership; Dennis and Bocarnea (2005) focussed on building the servant leadership theory and found humility, empowerment, trust, love and vision were main characteristics of a servant leader; Liden et al. (2008)

focused on developing a servant leadership assessment and van Dierendonck and Nuijten's (2010) research was for the purpose of validating instruments to develop servant leadership.

There are many overlapping characteristics researchers feel a servant leader must possess. The key qualities that a servant leader must have are humility, vision, empowerment, community engagement and upliftment, growth and success of followers and the organisation, authenticity, ethical behaviour, putting the followers first, accountability and caring for others (Page and Wong, 2000; Dennis and Bocarnea, 2005; Liden et al., 2008; van Dierendonck and Nuijten, 2010). These characteristics form the foundation of the questionnaire used in this research as the questions focus on the above characteristics.

The aim of the questionnaire was to assess the servant leadership characteristics displayed by the chairpersons of the sports clubs based on the perceptions of its members. Their perceptions were attained by adapting questionnaires from Page and Wong (2000); Dennis and Bocarnea (2005); Liden et al. (2008) and van Dierendonck and Nuijten (2010); which were developed to measure the common characteristics of a servant leader as mentioned above.

There were 27 questions to be answered. The first four questions were demographic questions relating to age, race, nationality and gender. Questions 5-27 assessed the perceptions the participants had on their chairpersons specific servant leadership characterises by using a 5-point Likert Scale (see Appendix 1).

Please see below for the five-point Likert scale that was used in the questionnaire:

1- Strongly Disagree
2- Disagree
3- Neutral
4- Agree
5- Strongly Agree

The Likert Scale method was introduced in 1932 and it has become the most commonly used psychometric scale in questionnaire research (Li, 2013). The Likert Scale was designed to measure responses in questionnaires and analyses (Li, 2013). A questionnaire that uses a Likert Scale must have the clear wording to state opinion, attitude or belief with the correct scale being used (Li, 2013). The Likert Scale method is popular as it makes sifting through large amounts of data fairly easy. Arguments have been made that one cannot assume that the

scaling of the Likert Scale will represent the subject's feelings (Cohen, Manion and Morrison, 2000). The options of *strongly agree* and *agree* may not be accurate as the respondent may have feelings in between these two choices and may feel limited for choice to express themselves (Cohen et al., 2000). According to Russell and Bobko (1992), the scale chosen is vitally important to any study. A three-point scale is too limiting, yet a seven-point scale may create confusion as well as laziness when it comes to choosing the correct answer (Russell and Bobko, 1992). Therefore, the researcher was of the belief that the five-point scale was the most appropriate as it would have allowed for a greater variety of answers but it does not allow room for confusion.

This questionnaire was distributed in two different styles: an online questionnaire or by the researcher handing the questionnaires out. This was to ensure that the entire population of the club members had the opportunity to answering the questionnaire, even if their sport was not in season at the time of the data collection process.

The results obtained from the questionnaires are explained through descriptive statistics in the next two chapters. From the results, an analysis is given on the areas of leadership which are weak and those that are strong, according to the perception of the sports clubs members. Furthermore, the data provided the researcher with important information on the attributes a chairperson should have according to the sports clubs members' perception. This information will be given to Rhodes University Sports Administration in order for them to build a leadership development model based on servant leadership.

3.8 Pilot Study

The purpose of the pilot study had three main aspects: 1) to identify any spelling and or grammatical errors 2) to ensure every question was understood correctly and lastly 3) to see if the process of completing the questionnaire, especially the electronic questionnaire, was a smooth process.

A total of three people were asked to take part in the first pilot study. The researcher asked people who had never been a member of a sport club at Rhodes University to ensure there was no personal bias when critiquing the questionnaire. Moreover, it was assumed if they managed to understand exactly what each question was asking so too would the sports members. There were no major misunderstandings apart from a few grammatical errors and spelling mistakes. The researcher followed the same process for the second or online pilot study; however different participants took part in the second pilot study. After obtaining

verbal permission from the participants to use their email addresses, the researcher sent out an email to the participants explaining the point of the study and that it was anonymous. The difficulty that was experienced with the second pilot study was that the link was not working and the numbering of the questions being out of sync.

The Head of Sports Administration received a copy of the questionnaire and approved it for distribution to club members. He believed that all the important issues were addressed and that all the questions had validity.

After the feedback was noted and the questionnaire was edited the questionnaire was distributed to obtain data for the project.

3.9 Questionnaire Distribution

The researcher had a meeting with the Head of Sports Administration to explain the project and the goals of the research. An email was sent to the Head of Sports Administration directly after the meeting reiterating the relevance of the project (see Appendix 2).

There were two methods of distribution used in this study. Firstly, the researcher went to all the sport practices over the data collection period in order to hand out the questionnaires to each team in each club at their practices. The study was explained to the coach as well as to all the participants when they took a questionnaire from the researcher. This was done over a two-week period in winter. The timing allowed for the researcher to go to different practices and matches. Pens were taken to all of the practices as well as a sealed box. Pens of the same colour were used to ensure that all the responses were uniform in colour so the researcher could not identify one respondent from another. The participants personally placed their completed questionnaire in a sealed box in order for the anonymity to be further reinforced. Secondly, an email containing a link to the online questionnaire was sent to the sport club members who did not have practices during winter (see Appendix 3). This link allowed members to participate in the study online and it allowed the researcher to broaden the sample size of the study.

The reason for having two distribution methods was to ensure the full sport club member population had the opportunity to participate in the study. The physical distribution of the questionnaire happened during the winter sports seasons, therefore not all of the clubs had practices that the researcher could go to, to distribute the questionnaire. The online questionnaire was used to overcome this limitation, as it allowed for all sport members to

partake in the study. Therefore, all of the thirty sports club members were sent the questionnaire.

3.10 Analysis of Data

The data was captured using MS Excel. Averages were obtained by grouping the data according to the different questions. The average responses per question were illustrated using histograms and tables. The mode and medians of the responses to each question were calculated. The frequency and cumulative frequency tables were formulated to attain information regarding the responses.

3.11 Limitations of the Research

The population size is approximately one thousand students with a 15% sample obtained with 153 candidates; this is a limiting factor as it represents a minimal perception of the club members and a larger sample size would have been preferred in order for more statistically relevant data to be obtained. A further limiting factor of the research is that the participants may have felt pressurised whilst the researcher was in the vicinity while completing their questionnaire, resulting in rushed responses. Another limitation is that there is no way of knowing if every sports club is represented in the collected data as the questionnaire intentionally does not allow any indication to be given of who they were assessing. This is as a result of the questionnaire specifically not asking which club they belonged to. This was to protect the privacy and integrity of the chairpersons, current and past.

In order to get enough responses to represent the sports club members perception of their chairpersons servant leadership characteristics, the questionnaire was distributed by means of two methods: online questionnaire and a physical distribution. In addition, this also ensured that all clubs had access to the questionnaire and not just the clubs that were currently running at the time of physical distribution, which was during winter season. Only 10% of the data collected were from online respondents. The results obtained from the participants therefore are naturally more of the winter sports member's opinions of their chairperson. There are ethical issues relating to human subjects in this study. The club members rated their chairperson and to protect their privacy, the responses were anonymous. To protect the chairperson's reputation, the respondents were not asked to identify their chairperson or sports club therefore no observations could be made as to which club chairpersons showed strong or weak levels of servant leadership. It was explained to the participants that they did not have to fill out a questionnaire if they did not want to and, if they decided to partake in a

questionnaire, they could withdraw their participation during the process if they felt uncomfortable in anyway. Bias toward any clubs must be removed in assessing the leadership styles. The researcher was involved in sports clubs and therefore had to respect the viewpoints she was exposed to and not be biased.

3.12. Conclusion

In summation, this chapter explained the methodology adopted for the research to be conducted. The research goals, questions, aims, objectives and paradigm were addressed. Thereafter, the questionnaire was discussed with regard to the development, pilot studies and distribution. The method of data analysis was discussed followed by the limitations of the research. This chapter set out how the data was collected and analysed and the next chapter will highlight the findings from the data that was collected.

CHAPTER 4: RESULTS

4.1 Introduction

In this chapter the results from the questionnaires conducted will be presented thus demonstrating the sports club members' perception of their chairpersons at Rhodes University sports clubs. The data collected from the differing demographic groups is discussed. The descriptive statistics from the results are addressed.

4.2 Demographics

There were a total of 153 questionnaires answered. The demographic questions asked the participants their age, gender, race and nationality. There were total of 15 age groups who participated in the questionnaire. The youngest age group was 18 years old, and the oldest age group was 46 years old. The average age was 26,8 years old. A total of 35.3% of the participants were female, and 64.7% of the participants were male. There were 3 racial groups who participated in the study, namely: White, African and Coloured participants. Finally, there was a total of 7 nationality groups who participated in the study, those being people from Britain, Germany, Botswana, South Africa, Spain, Swaziland and Zimbabwe. The majority of the participants were South African.

4.3 Questionnaire Analysis

4.3.1 Overall Analysis
Table 1: The average, median and modes of the responses to each question

Question Number	Average	Median	Mode
5	3.74	4	4
6	3.69	4	4
7	3.59	4	3
8	4.09	4	4
9	4.10	4	4
10	4.19	4	5
11	4.06	4	5
12	4.03	4	4
13	3.61	4	4
14	3.63	4	4
15	3.60	4	4
16	3.84	4	4
17	4.26	4	5
18	3.99	4	4
19	4.27	4	5
20	3.80	4	4
21	3.99	4	5
22	4.16	4	5
23	3.46	3	3
24	3.98	4	4
25	3.95	4	4
26	4.21	4	5
27	4.00	4	4
Overall	3.92	4	4

Table 2: The highest and lowest averages of the responses and the corresponding question numbers

	Average	**Question Numbers**
Highest	4.27	19
Lowest	3.46	23

Table 3: The highest and lowest medians of the responses and the corresponding question numbers

	Median	**Question Numbers**
Highest	4	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17, 18,19,20,21,22,24,25,26,27
Lowest	3	23

Table 4: The highest and lowest modes of the responses and the corresponding question numbers

	Mode	**Question Numbers**
Highest	5	10,11,17,19,21,22,26
Lowest	3	7,23

Table 5: Percentage frequency of the responses to the questionnaire

	Percentage Frequency
1 – Strongly Disagree	2.27%
2 – Disagree	3.65%
3 – Neutral	21.63%
4 – Agree	38.72%
5 – Strongly Agree	31.86%

Table 1 illustrates the average response, median and modes of the responses to question numbers 5 to 27. Table 2 displays the highest and lowest average responses as well as the respective question numbers that yielded these responses. Table 3 presents the highest and lowest medians of the responses as well as the corresponding question numbers that yielded these results. Table 4 illustrates the highest and lowest modes of the responses as well as the respective questions that yielded such results. Table 5 presents the percentage frequencies of all the responses to each of the Likert scale options. These results reflect the overall analysis of the responses to the questionnaire as a whole. The preceding discussion will highlight the results of the responses to each individual question.

4.3.2 Question 5
"My chairperson is genuinely interested in me as a person."

Figure 1: Histogram representing the frequency of participant responses to question 5

Table 6: Frequency and percentage frequency of the responses to question 5

	Frequency	Percentage Frequency
1 – Strongly Disagree	6	3,92%
2 – Disagree	13	8,50%
3 – Neutral	36	23,53%
4 – Agree	58	37,91%
5 – Strongly Agree	40	26,14%

As can be seen in Table 1, the responses to question 5 revealed an average of 3.74, a mode of 4 and a median of 4. Figure 1 illustrates the frequency of the responses to question 5 from the 153 respondents. The figure shows the distribution of the responses across the 5 Likert Scale options. Table 6 represents the frequency and percentage frequency of the responses. It is revealed that the majority of the responses are in agreement with the question, with 58 respondents selecting 4 (Agree) and 40 respondents selecting 5 (Strongly Agree). This suggests is that the majority of the respondents are in agreement, at some level, that their chairpersons are genuinely interested in them as a person.

4.3.3 Question 6
"My chairperson encourages me."

Figure 2: Histogram representing the frequency of participant responses to question 6

Table 7: Frequency and percentage frequency of the responses to question 6

	Frequency	Percentage Frequency
1 – Strongly Disagree	5	3,27%
2 – Disagree	14	9,15%
3 – Neutral	40	26,14%
4 – Agree	59	38,56%
5 – Strongly Agree	35	22,88%

As can be seen in Table 1, the responses to question 6 revealed an average of 3.69, a mode of 4 and a median of 4. Figure 2 illustrates the frequency of the responses to question 6 from the 153 respondents. The figure shows the distribution of the responses across the 5 Likert Scale options. Table 7 represents the frequency and percentage frequency of the responses. It is revealed that the majority of the responses are in agreement, at some level, with the question, with 59 respondents selecting 4 (Agree) and 35 respondents selecting 5 (Strongly Agree). However, it must be noted that 40 respondents selected 3 (Neutral). What these results suggest is that the majority of the respondents are in agreement, at some level, that their chairpersons encourage them. However, a significant portion of the sample expressed a neutral opinion to this question.

4.3.4 Question 7
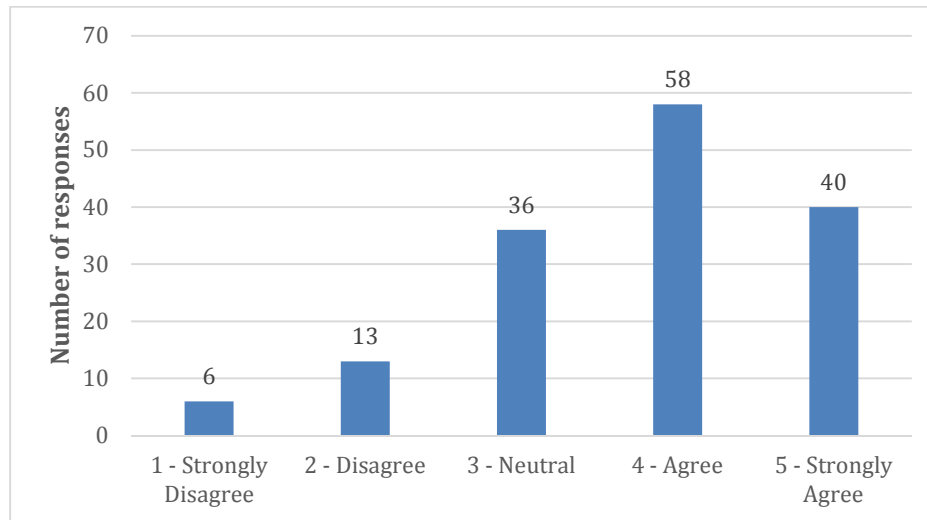
"My chairperson cares for me."

Figure 3: Histogram representing the frequency of participant responses to question 7

Table 8: Frequency and percentage frequency of the responses to question 7

	Frequency	Percentage Frequency
1 – Strongly Disagree	5	3,27%
2 – Disagree	14	9,15%
3 – Neutral	52	33,99%
4 – Agree	50	32,68%
5 – Strongly Agree	32	20,92%

As can be seen in Table 1, the responses to question 7 revealed an average of 3.59, a mode of 3 and a median of 4. Figure 3 illustrates the frequency of the responses to question 7 from the 153 respondents. The figure shows the distribution of the responses across the 5 Likert Scale options. Table 8 represents the frequency and percentage frequency of the responses. It is revealed that the majority of the responses are in agreement, at some level, with the question, with 50 respondents selecting 4 (Agree) and 30 respondents selecting 5 (Strongly Agree). However, more notably the most selected individual response was 3 (Neutral) with 52 selecting this response. What these results suggests is that the majority of the respondents are in agreement, at some level, that their chairpersons care for them. However, a significant portion of the sample expressed a neutral opinion to their chairperson's supporting teams other than his or her own.

4.3.5 Question 8
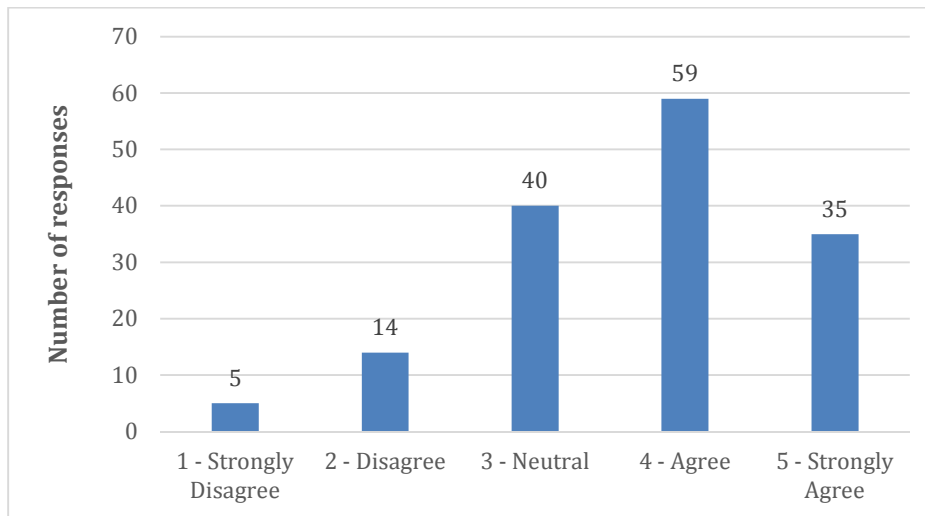
"My chairperson demonstrates ethical behaviour."

Figure 4: Histogram representing the frequency of participant responses to question 8

Table 9: Frequency and percentage frequency of the responses to question 8

	Frequency	Percentage Frequency
1 – Strongly Disagree	2	1,31%
2 – Disagree	5	3,27%
3 – Neutral	25	16,34%
4 – Agree	66	43,14%
5 – Strongly Agree	55	35,95%

As can be seen in Table 1, the responses to question 8 revealed an average of 4.09, a mode of 4 and a median of 4. Figure 4 illustrates the frequency of the responses to question 8 from the 153 respondents. The figure shows the distribution of the responses across the 5 Likert Scale options. Table 9 represents the frequency and percentage frequency of the responses. It is revealed that the majority of the responses are in agreement, at some level, with the question, with 66 respondents selecting 4 (Agree) and 55 respondents selecting 5 (Strongly Agree). What this suggests is that the majority of the respondents agree that their chairpersons do demonstrates ethical behaviour.

4.3.6 Question 9

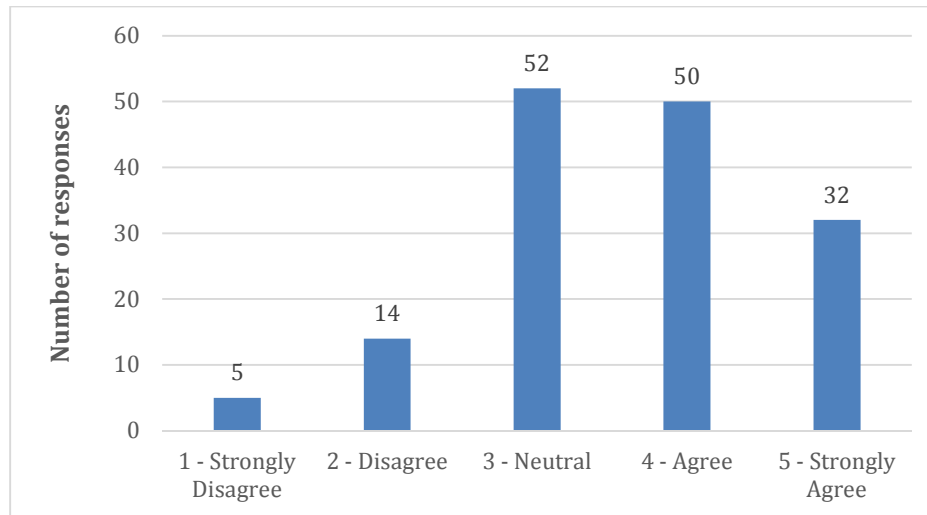"My chairperson encourages ethical practices within the sports club."

Figure 5: Histogram representing the frequency of participant responses to question 9

Table 10: Frequency and percentage frequency of the responses to question 9

	Frequency	Percentage Frequency
1 – Strongly Disagree	2	1,31%
2 – Disagree	3	1,96%
3 – Neutral	25	16,34%
4 – Agree	71	46,41%
5 – Strongly Agree	52	33,99%

As can be seen in Table 1, the responses to question 9 revealed an average of 4.10, a mode of 4 and a median of 4. Figure 5 illustrates the frequency of the responses to question 9 from the 153 respondents. The figure shows the distribution of the responses across the 5 Likert Scale options. Table 10 represents the frequency and percentage frequency of the responses. It is revealed that the majority of the responses are in agreement, at some level, with the question, with 71 respondents selecting 4 (Agree) and 52 respondents selecting 5 (Strongly Agree). What this suggests is that the majority of the respondents agree that their chairperson encourages ethical practices within the sports club.

4.3.7 Question 10

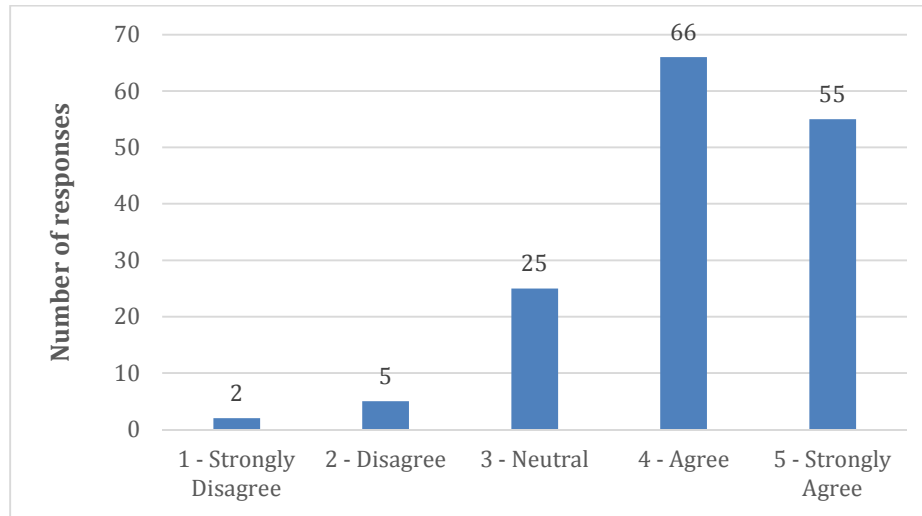"My chairperson cares for the club member's perception of the club."

Figure 6: Histogram representing the frequency of participant responses to question 10

Table 11: Frequency and percentage frequency of the responses to question 10

	Frequency	Percentage Frequency
1 – Strongly Disagree	2	1,31%
2 – Disagree	4	2,61%
3 – Neutral	21	13,73%
4 – Agree	62	40,52%
5 – Strongly Agree	64	41,83%

As can be seen in Table 1, the responses to question 10 revealed an average of 4.19, a mode of 5 and a median of 4. Figure 6 illustrates the frequency of the responses to question 10 from the 153 respondents. The figure shows the distribution of the responses across the 5 Likert Scale options. Table 11 represents the frequency and percentage frequency of the responses. It is revealed that the majority of the responses are in agreement, at some level, with the question, with 62 respondents selecting 4 (Agree) and 64 respondents selecting 5 (Strongly Agree). What this suggests is that the majority of the respondents strongly agree that their chairpersons do care for the club member's perception of the club.

4.3.8 Question 11

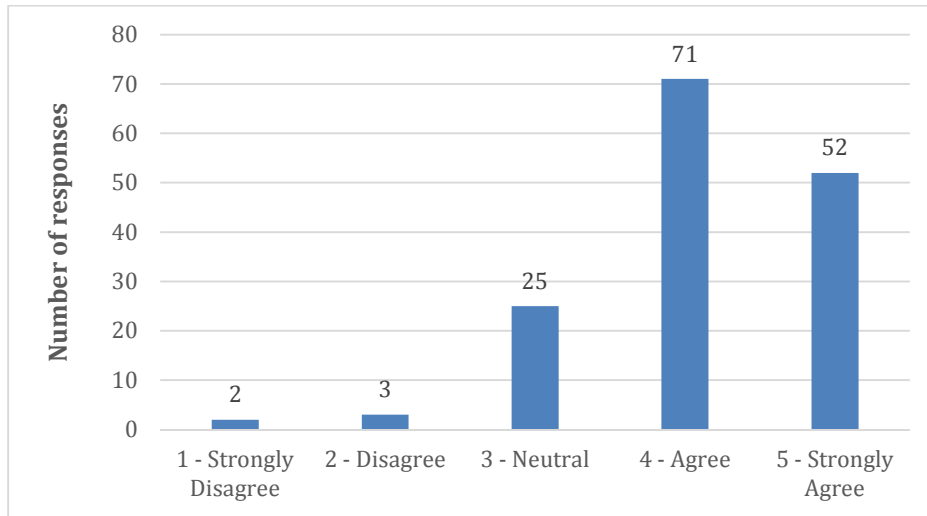"My chairperson supports teams other than his or her own."

Figure 7: Histogram representing the frequency of participant responses to question 11

Table 12: Frequency and percentage frequency of the responses to question 11

	Frequency	Percentage Frequency
1 – Strongly Disagree	3	1,96%
2 – Disagree	5	3,27%
3 – Neutral	33	21,57%
4 – Agree	51	33,33%
5 – Strongly Agree	61	39,87%

As can be seen in Table 1, the responses to question 11 revealed an average of 4.06, a mode of 5 and a median of 4. Figure 7 illustrates the frequency of the responses to question 11 from the 153 respondents. The figure shows the distribution of the responses across the 5 Likert Scale options. Table 12 represents the frequency and percentage frequency of the responses. It is revealed that the majority of the responses are in agreement, at some level, with the question, with 51 respondents selecting 4 (Agree) and 61 respondents selecting 5 (Strongly Agree). What this suggests is that the majority of the respondents strongly agree that their chairperson supports teams other than his or her own.

4.3.9 Question 12
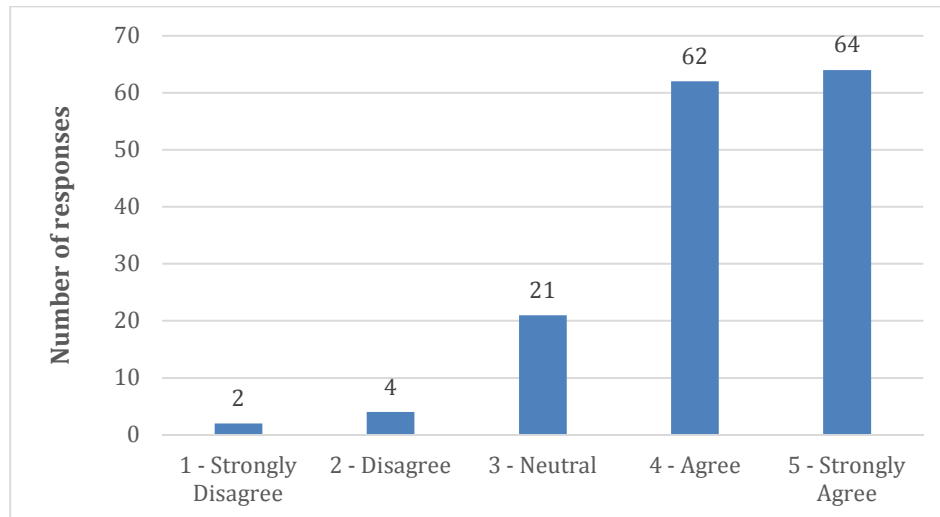My chairperson is open to discussion about problems with the club.

Figure 8: Histogram representing the frequency of participant responses to question 12

Table 13: Frequency and percentage frequency of the responses to question 12

	Frequency	Percentage Frequency
1 – Strongly Disagree	2	1,31%
2 – Disagree	10	6,54%
3 – Neutral	26	16,99%
4 – Agree	58	37,91%
5 – Strongly Agree	57	37,25%

As can be seen in Table 1, the responses to question 12 revealed an average of 4.03, a mode of 5 and a median of 4. Figure 8 illustrates the frequency of the responses to question 12 from the 153 respondents. The figure shows the distribution of the responses across the 5 Likert Scale options. Table 13 represents the frequency and percentage frequency of the responses. It is revealed that the majority of the responses are in agreement, at some level, with the question, with 58 respondents selecting 4 (Agree) and 57 respondents selecting 5 (Strongly Agree). What this suggests is that the majority of the respondents strongly agree that their chairpersons are open to discussion about problems with the club.

4.3.10 Question 13

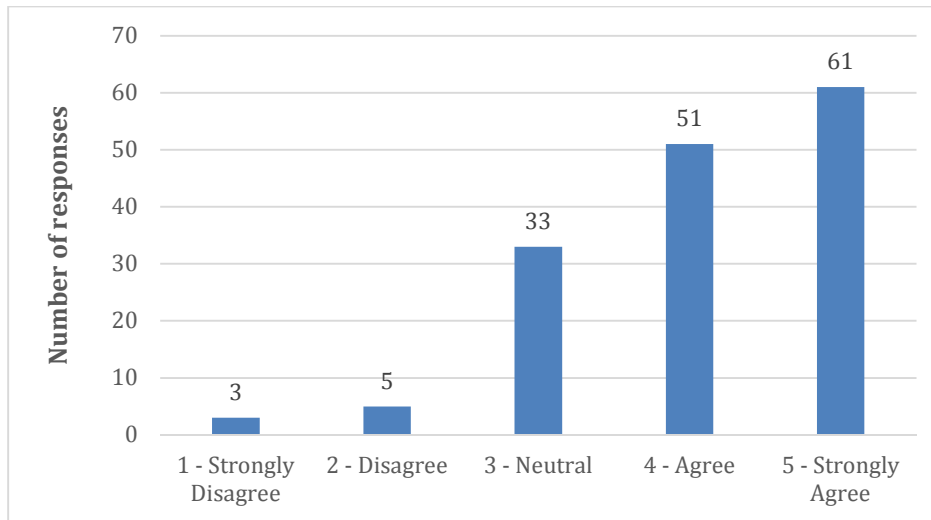"My chairperson takes time to get to know members on a personal level."
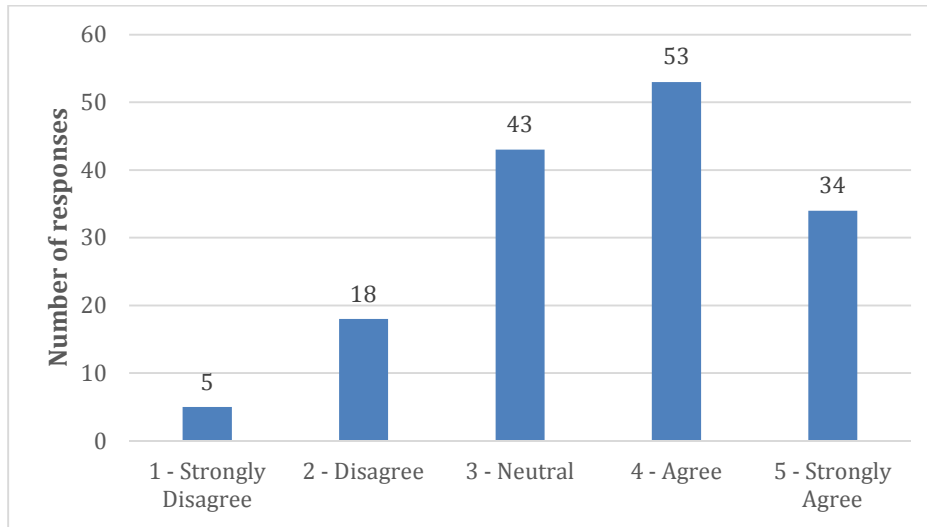
Figure 9: Histogram representing the frequency of participant responses to question 13

Table 14: Frequency and percentage frequency of the responses to question 13

	Frequency	Percentage Frequency
1 – Strongly Disagree	5	3,27%
2 – Disagree	18	11,76%
3 – Neutral	43	28,10%
4 – Agree	53	34,64%
5 – Strongly Agree	34	22,22%

As can be seen in Table 1, the responses to question 13 revealed an average of 3.61, a mode of 4 and a median of 4. Figure 9 illustrates the frequency of the responses to question 13 from the 153 respondents. The figure shows the distribution of the responses across the 5 Likert Scale options. Table 14 represents the frequency and percentage frequency of the responses. It is revealed that the majority of the responses are in agreement, at some level, with the question, with 53 respondents selecting 4 (Agree) and 34 respondents selecting 5 (Strongly Agree). However, notably, 43 respondents selected 3 (Neutral) in response to this question. What these results suggest is that the majority of the respondents are in agreement, at some level, that their chairpersons get to know them on a personal level, however a significant portion of the sample expressed a neutral opinion to this question.

4.3.11 Question 14

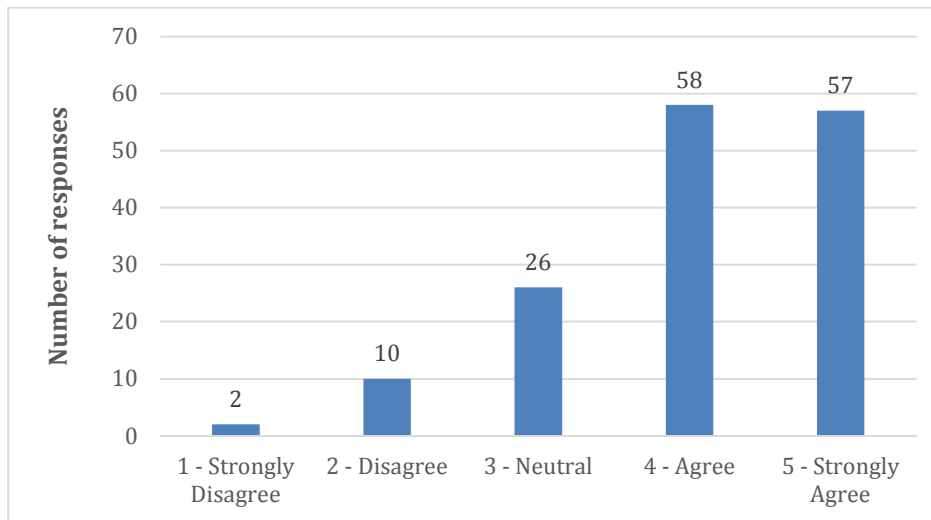"My chairperson is involved in community engagement."
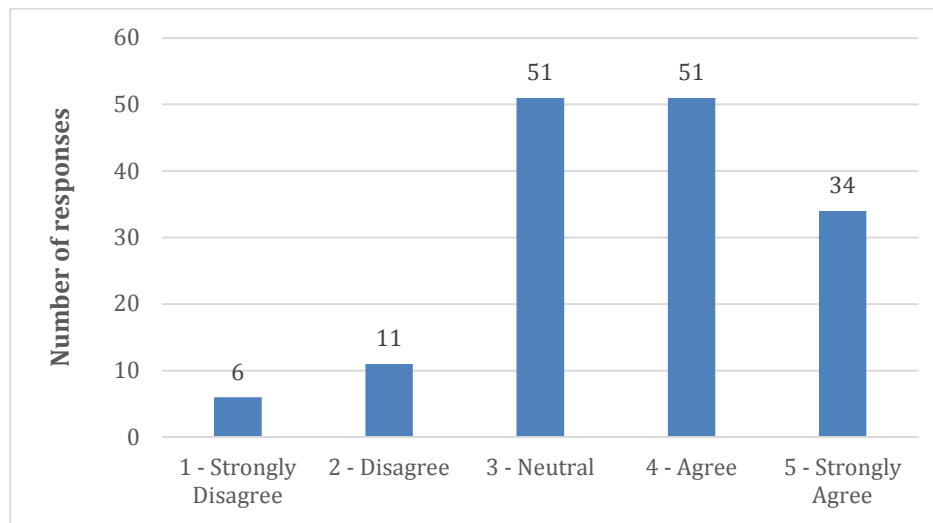
Figure 10: Histogram representing the frequency of participant responses to question 14

Table 15: Frequency and percentage frequency of the responses to question 14

	Frequency	Percentage Frequency
1 – Strongly Disagree	6	3,92%
2 – Disagree	11	7,19%
3 – Neutral	51	33,33%
4 – Agree	51	33,33%
5 – Strongly Agree	34	22,22%

As can be seen in Table 1, the responses to question 14 revealed an average of 3.63, a mode of 4 and a median of 4. Figure 10 illustrates the frequency of the responses to question 14 from the 153 respondents. The figure shows the distribution of the responses across the 5 Likert Scale options. Table 15 represents the frequency and percentage frequency of the responses. It is revealed that the majority of the responses are in agreement, at some level, with the question, with 51 respondents selecting 4 (Agree) and 34 respondents selecting 5 (Strongly Agree). However, notably, 51 respondents selected 3 (Neutral) in response to this question. What these results suggest is that the majority of the respondents are in agreement, at some level, that their chairpersons are involved in community engagement, however a significant portion of the sample expressed a neutral opinion to this question.

4.3.12 Question 15

"My chairperson encourages community engagement participation from the club and its members."

Figure 11: Histogram representing the frequency of participant responses to question 15

Table 16: Frequency and percentage frequency of the responses to question 15

	Frequency	Percentage Frequency
1 – Strongly Disagree	5	3,27%
2 – Disagree	14	9,15%
3 – Neutral	46	30,07%
4 – Agree	60	39,22%
5 – Strongly Agree	28	18,30%

As can be seen in Table 1, the responses to question 15 revealed an average of 3.60, a mode of 4 and a median of 4. Figure 11 illustrates the frequency of the responses to question 15 from the 153 respondents. The figure shows the distribution of the responses across the 5 Likert Scale options. Table 16 represents the frequency and percentage frequency of the responses. It is revealed that the majority of the responses are in agreement, at some level, with the question, with 60 respondents selecting 4 (Agree) and 28 respondents selecting 5 (Strongly Agree). However, notably, 46 respondents selected 3 (Neutral) in response to this question. What these results suggest is that the majority of the respondents are in agreement, at some level, that their chairpersons encourage community engagement participation from the club and its members, however a significant portion of the sample expressed a neutral opinion to this question.

4.3.13 Question 16

"My chairperson is able to effectively think through complex problems."

Figure 12: Histogram representing the frequency of participant responses to question 16

Table 17: Frequency and percentage frequency of the responses to question 16

	Frequency	Percentage Frequency
1 – Strongly Disagree	3	1,96%
2 – Disagree	7	4,58%
3 – Neutral	36	23,53%
4 – Agree	72	47,06%
5 – Strongly Agree	35	22,88%

As can be seen in Table 1, the responses to question 16 revealed an average of 3.84, a mode of 4 and a median of 4. Figure 12 illustrates the frequency of the responses to question 16 from the 153 respondents. The figure shows the distribution of the responses across the 5 Likert Scale options. Table 17 represents the frequency and percentage frequency of the responses. It is revealed that the majority of the responses are in agreement, at some level, with the question, with 72 respondents selecting 4 (Agree) and 35 respondents selecting 5 (Strongly Agree). However, notably, 36 respondents selected 3 (Neutral) in response to this question. What these results suggest is that the majority of the respondents are in agreement, at some level that their chairpersons can effectively think through complex problems however a significant portion of the sample expressed a neutral opinion to this question.

4.3.14 Question 17

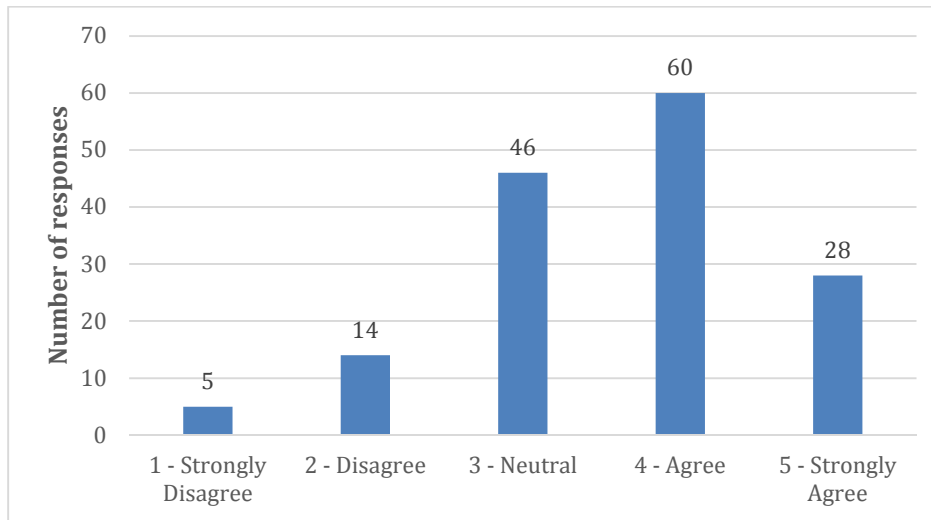"My chairperson has a thorough understanding of the sports club."

Figure 13: Histogram representing the frequency of participant responses to question 17

Table 18: Frequency and percentage frequency of the responses to question 17

	Frequency	Percentage Frequency
1 – Strongly Disagree	2	1,31%
2 – Disagree	2	1,31%
3 – Neutral	19	12,42%
4 – Agree	61	39,87%
5 – Strongly Agree	69	45,10%

As can be seen in Table 1, the responses to question 17 revealed an average of 4.26, a mode of 5 and a median of 4. Figure 13 illustrates the frequency of the responses to question 17 from the 153 respondents. The figure shows the distribution of the responses across the 5 Likert Scale options. Table 18 represents the frequency and percentage frequency of the responses. It is revealed that the majority of the responses are in agreement, at some level, with the question, with 61 respondents selecting 4 (Agree) and 69 respondents selecting 5 (Strongly Agree). What these results suggest is that the majority of the respondents strongly agree that their chairpersons have a thorough understanding of the sports club.

4.3.15 Question 18

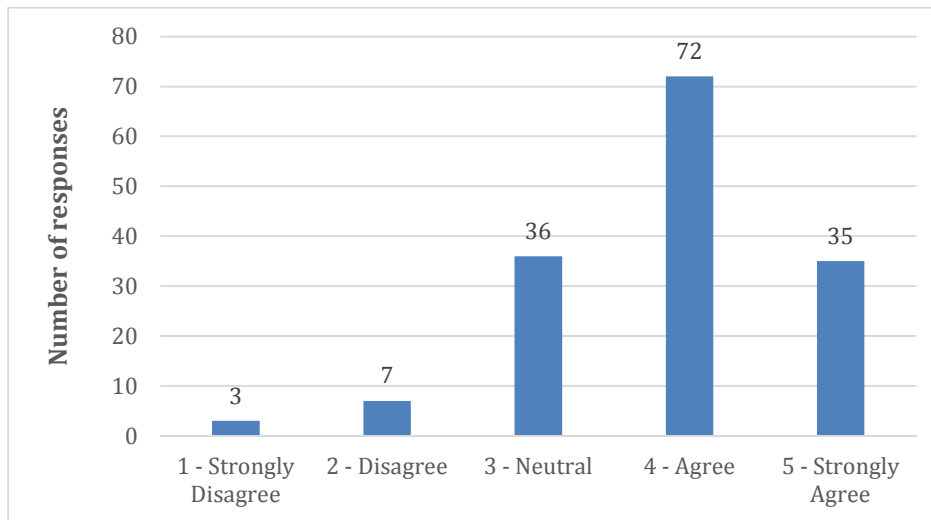"My chairperson puts the clubs success before his or her own."

Figure 14: Histogram representing the frequency of participant responses to question 18

Table 19: Frequency and percentage frequency of the responses to question 18

	Frequency	Percentage Frequency
1 – Strongly Disagree	1	0,65%
2 – Disagree	3	1,96%
3 – Neutral	41	26,80%
4 – Agree	58	37,91%
5 – Strongly Agree	49	32,03%

As can be seen in Table 1, the responses to question 18 revealed an average of 3.99, a mode of 4 and a median of 4. Figure 14 illustrates the frequency of the responses to question 18 from the 153 respondents. The figure shows the distribution of the responses across the 5 Likert Scale options. Table 19 represents the frequency and percentage frequency of the responses. It is revealed that the majority of the responses are in agreement, at some level, with the question, with 58 respondents selecting 4 (Agree) and 49 respondents selecting 5 (Strongly Agree). However, notably, 41 respondents selected 3 (Neutral) in response to this question. What these results suggest is that the majority of the respondents are in agreement, at some level that their chairpersons puts the clubs success before his or her own, however a significant portion of the sample expressed a neutral opinion to this question.

4.3.16 Question 19

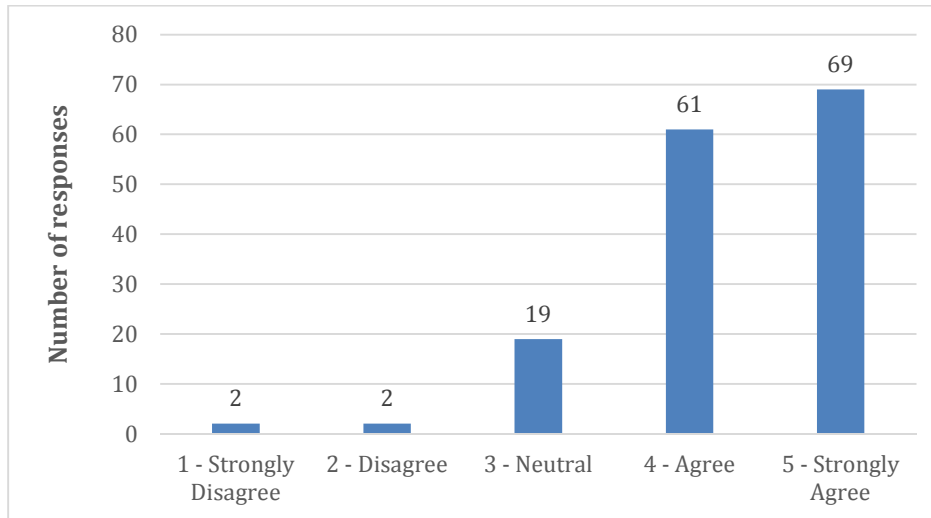"My chairperson has the best interests for the club at heart."

Figure 15: Histogram representing the frequency of participant responses to question 19

Table 20: Frequency and percentage frequency of the responses to question 19

	Frequency	Percentage Frequency
1 – Strongly Disagree	1	0,65%
2 – Disagree	3	1,96%
3 – Neutral	19	12,42%
4 – Agree	60	39,22%
5 – Strongly Agree	70	45,75%

As can be seen in Table 1, the responses to question 19 revealed an average of 4.27, a mode of 5 and a median of 4. Table 2 illustrates that the average response to this question is the highest average revealed throughout the questionnaire. Figure 15 illustrates the frequency of the responses to question 19 from the 153 respondents. The figure shows the distribution of the responses across the 5 Likert Scale options. Table 20 represents the frequency and percentage frequency of the responses. It is revealed that the majority of the responses are in agreement, at some level, with the question, with 60 respondents selecting 4 (Agree) and 70 respondents selecting 5 (Strongly Agree). What these results suggest is that the majority of the respondents strongly agree that their chairpersons have the best interests for the club at heart.

4.3.17 Question 20
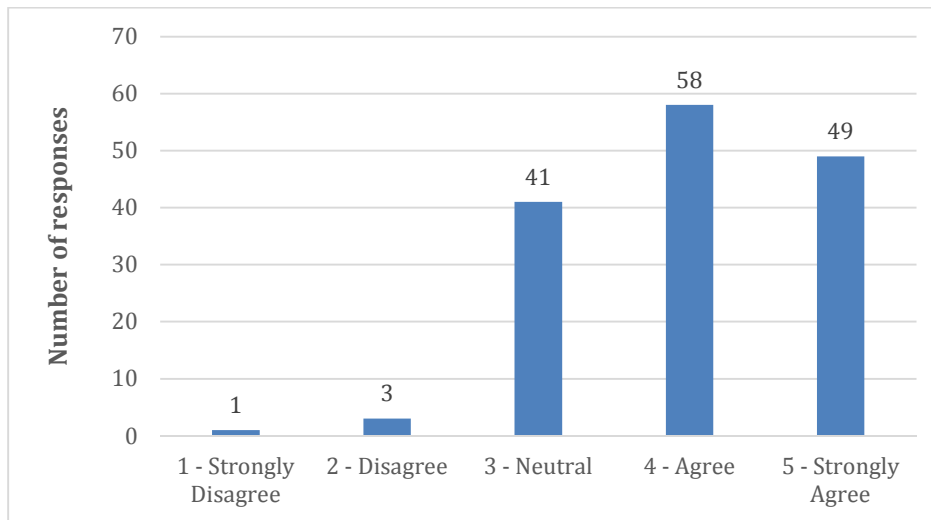
"My chairperson empowers club members."

Figure 16: Histogram representing the frequency of participant responses to question 20

Table 21: Frequency and percentage frequency of the responses to question 20

	Frequency	Percentage Frequency
1 – Strongly Disagree	2	1,31%
2 – Disagree	9	5,88%
3 – Neutral	46	30,07%
4 – Agree	56	36,60%
5 – Strongly Agree	40	26,14%

As can be seen in Table 1, the responses to question 20 revealed an average of 3.80, a mode of 4 and a median of 4. Figure 16 illustrates the frequency of the responses to question 20 from the 153 respondents. The figure shows the distribution of the responses across the 5 Likert Scale options. Table 21 represents the frequency and percentage frequency of the responses. It is revealed that the majority of the responses are in agreement, at some level, with the question, with 56 respondents selecting 4 (Agree) and 40 respondents selecting 5 (Strongly Agree). However, notably, 46 respondents selected 3 (Neutral) in response to this question. What these results suggest is that the majority of the respondents are in agreement, at some level that their chairpersons empower club members, however a significant portion of the sample expressed a neutral opinion to this question.

4.3.18 Question 21

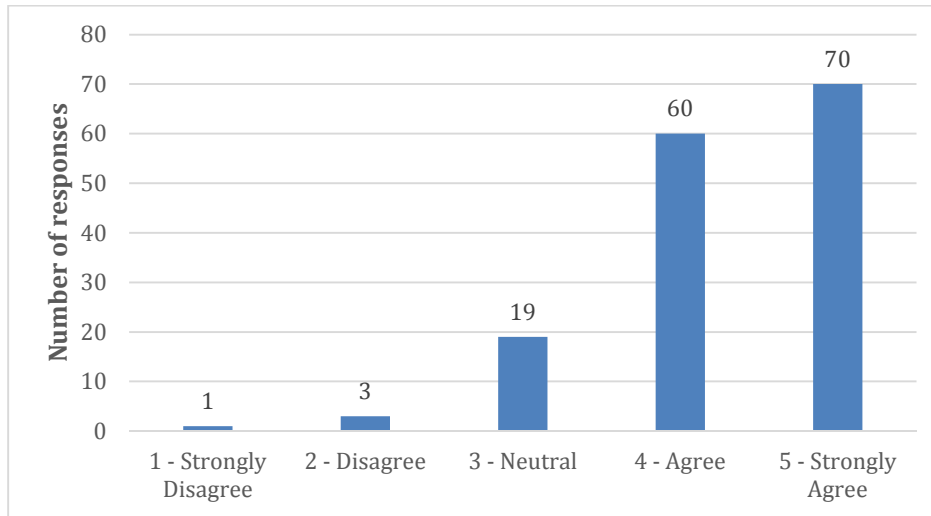"My chairperson is not boastful about his or her authority."

Figure 17: Histogram representing the frequency of participant responses to question 21

Table 22: Frequency and percentage frequency of the responses to question 21

	Frequency	Percentage Frequency
1 – Strongly Disagree	8	5,23%
2 – Disagree	9	5,88%
3 – Neutral	25	16,34%
4 – Agree	45	29,41%
5 – Strongly Agree	66	43,14%

As can be seen in Table 1, the responses to question 21 revealed an average of 3.99, a mode of 5 and a median of 4. Figure 17 illustrates the frequency of the responses to question 21 from the 153 respondents. The figure shows the distribution of the responses across the 5 Likert Scale options. Table 22 represents the frequency and percentage frequency of the responses. It is revealed that the majority of the responses are in agreement, at some level, with the question, with 45 respondents selecting 4 (Agree) and 66 respondents selecting 5 (Strongly Agree). What these results suggest is that the majority of the respondents strongly agree that their chairperson is not boastful about his or her authority.

4.3.19 Question 22
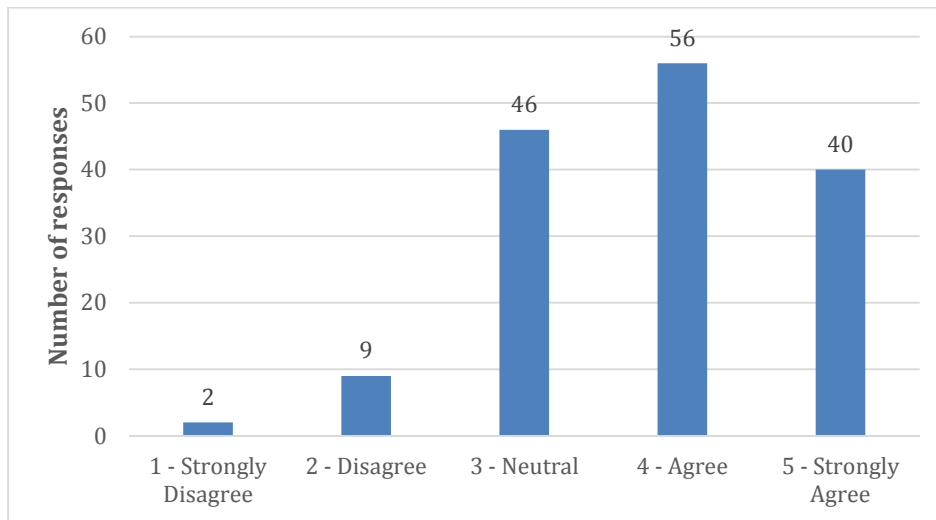
"My chairperson runs the club efficiently."

Figure 18: Histogram representing the frequency of participant responses to question 22

Table 23: Frequency and percentage frequency of the responses to question 22

	Frequency	Percentage Frequency
1 – Strongly Disagree	3	1,96%
2 – Disagree	5	3,27%
3 – Neutral	20	13,07%
4 – Agree	62	40,52%
5 – Strongly Agree	63	41,18%

As can be seen in Table 1, the responses to question 22 revealed an average of 4.16, a mode of 5 and a median of 4. Figure 18 illustrates the frequency of the responses to question 22 from the 153 respondents. The figure shows the distribution of the responses across the 5 Likert Scale options. Table 23 represents the frequency and percentage frequency of the responses. It is revealed that the majority of the responses are in agreement, at some level, with the question, with 62 respondents selecting 4 (Agree) and 63 respondents selecting 5 (Strongly Agree). What these results suggest is that the majority of the respondents strongly agree that their chairperson runs the club efficiently.

4.3.20 Question 23
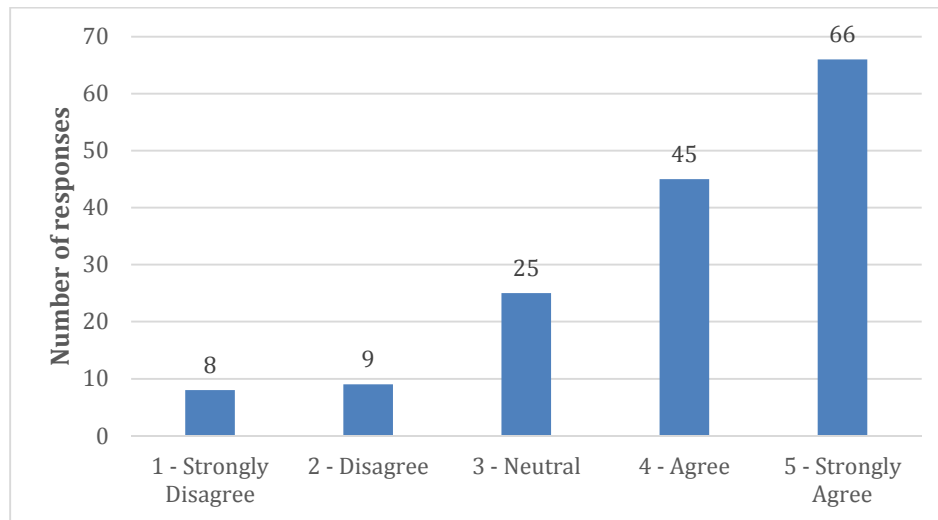
"My chairperson inspires me to lead like they do."

Figure 19: Histogram representing the frequency of participant responses to question 23

Table 24: Frequency and percentage frequency of the responses to question 23

	Frequency	Percentage Frequency
1 – Strongly Disagree	7	4,58%
2 – Disagree	21	13,73%
3 – Neutral	50	32,68%
4 – Agree	45	29,41%
5 – Strongly Agree	30	19,61%

As can be seen in Table 1, the responses to question 23 revealed an average of 3.46, a mode of 3 and a median of 3. Table 2 illustrates that this average response is the lowest average revealed throughout the questionnaire. Figure 19 illustrates the frequency of the responses to question 23 from the 153 respondents. The figure shows the distribution of the responses across the 5 Likert Scale options. Table 24 represents the frequency and percentage frequency of the responses. It is revealed that the majority of the responses are in agreement, at some level, with the question, with 45 respondents selecting 4 (Agree) and 30 respondents selecting 5 (Strongly Agree). However, notably, the highest individually selected answer was 3 (Neutral) with 50 respondents selecting this opinion. What these results suggest is that the majority of the respondents are in agreement, at some level that their chairpersons inspire them to lead like they do, however a significant portion of the sample expressed a neutral opinion to this question.

4.3.21 Question 24

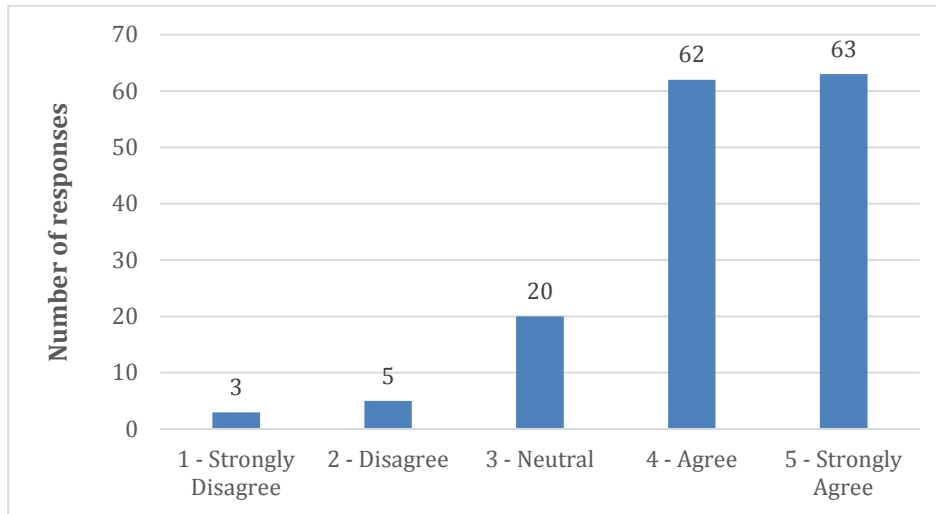"My chairperson aims to elevate the atmosphere in the club."

Figure 20: Histogram representing the frequency of participant responses to question 24

Table 25: Frequency and percentage frequency of the responses to question 24

	Frequency	Percentage Frequency
1 – Strongly Disagree	2	1,31%
2 – Disagree	6	3,92%
3 – Neutral	26	16,99%
4 – Agree	78	50,98%
5 – Strongly Agree	41	26,80%

As can be seen in Table 1, the responses to question 24 revealed an average of 3.98, a mode of 4 and a median of 4. Figure 20 illustrates the frequency of the responses to question 24 from the 153 respondents. The figure shows the distribution of the responses across the 5 Likert Scale options. Table 25 represents the frequency and percentage frequency of the responses. It is revealed that the majority of the responses are in agreement, at some level, with the question, with 78 respondents selecting 4 (Agree) and 41 respondents selecting 5 (Strongly Agree). What these results suggest is that the majority of the respondents are in agreement, at some level that their chairperson aims to elevate the atmosphere in the club.

4.3.22 Question 25

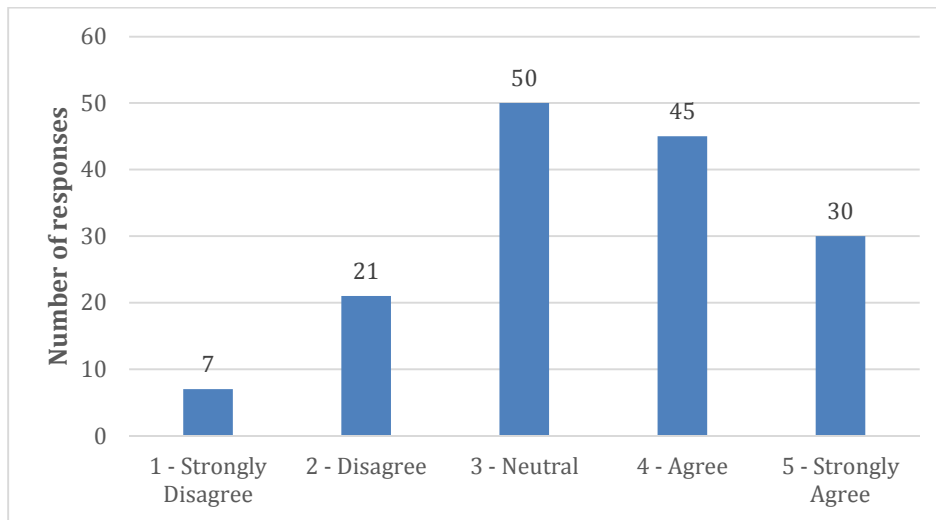"My chairperson truly represents the epitome of an ideal club member."

Figure 21: Histogram representing the frequency of participant responses to question 25

Table 26: Frequency and percentage frequency of the responses to question 25

	Frequency	Percentage Frequency
1 – Strongly Disagree	2	1,31%
2 – Disagree	10	6,54%
3 – Neutral	28	18,30%
4 – Agree	66	43,14%
5 – Strongly Agree	47	30,72%

As can be seen in Table 1, the responses to question 25 revealed an average of 3.95, a mode of 4 and a median of 4. Figure 21 illustrates the frequency of the responses to question 25 from the 153 respondents. The figure shows the distribution of the responses across the 5 Likert Scale options. Table 26 represents the frequency and percentage frequency of the responses. It is revealed that the majority of the responses are in agreement, at some level, with the question, with 47 respondents selecting 4 (Agree) and 66 respondents selecting 5 (Strongly Agree). What these results suggest is that the majority of the respondents are in agreement, at some level that their chairperson truly represents the epitome of an ideal club member.

4.3.23 Question 26

"My chairperson gives the relevant information needed to participate in the sport (e.g. Times of practices, dates of matches)"
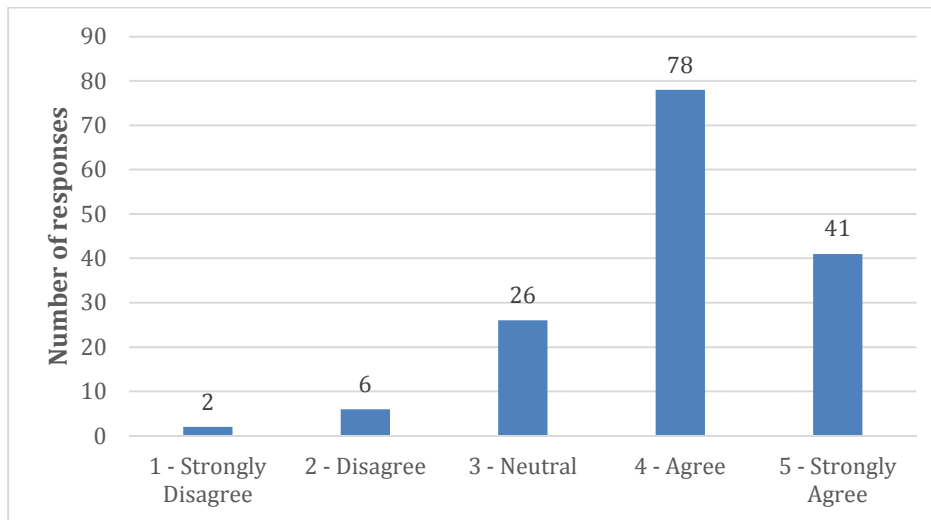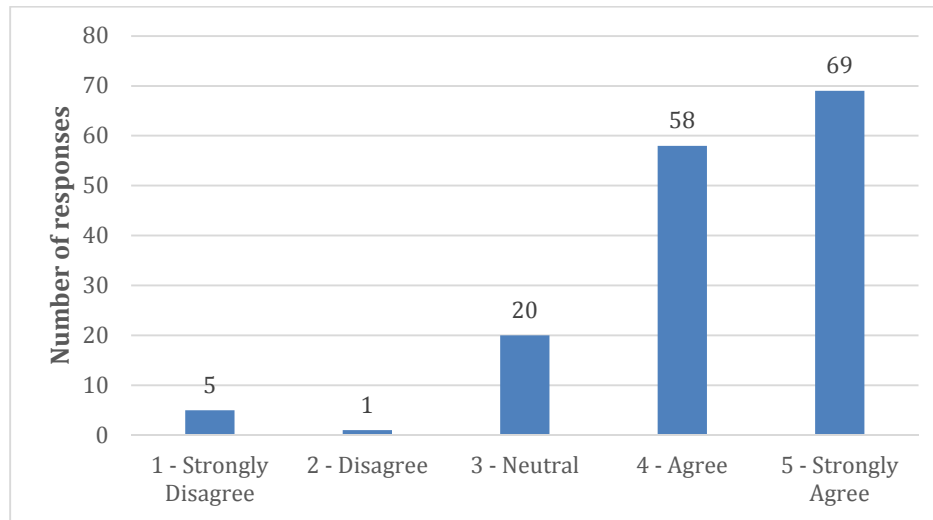

Figure 22: Histogram representing the frequency of participant responses to question 26

Table 27: Frequency and percentage frequency of the responses to question 26

	Frequency	Percentage Frequency
1 – Strongly Disagree	5	3,27%
2 – Disagree	1	0,65%
3 – Neutral	20	13,07%
4 – Agree	58	37,91%
5 – Strongly Agree	69	45,10%

As can be seen in Table 1, the responses to question 26 revealed an average of 4.21, a mode of 5 and a median of 4. Figure 22 illustrates the frequency of the responses to question 26 from the 153 respondents. The figure shows the distribution of the responses across the 5 Likert Scale options. Table 27 represents the frequency and percentage frequency of the responses. It is revealed that the majority of the responses are in agreement, at some level, with the question, with 58 respondents selecting 4 (Agree) and 69 respondents selecting 5 (Strongly Agree). What these results suggest is that the majority of the respondents strongly agree that their chairperson gives the relevant information needed to participate in the sport.

4.3.24 Question 27

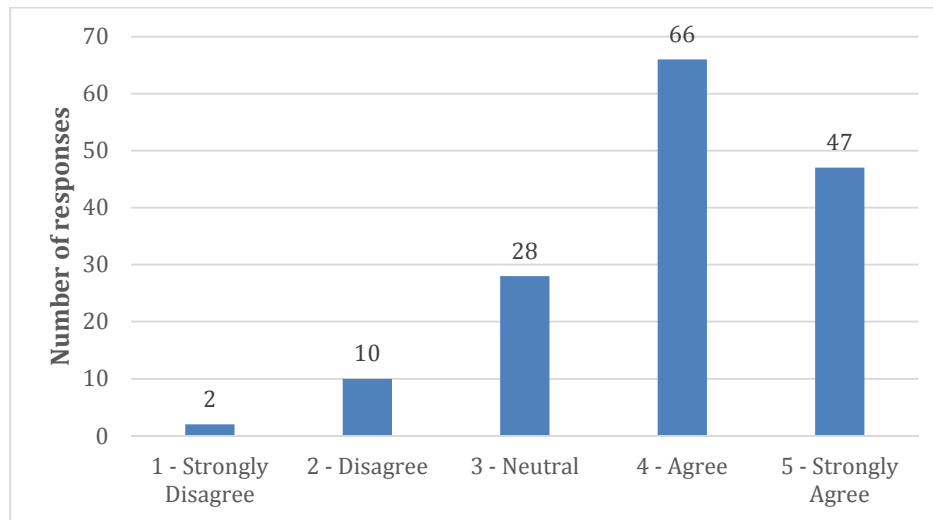"My chairperson deals with difficult issues to better the club."
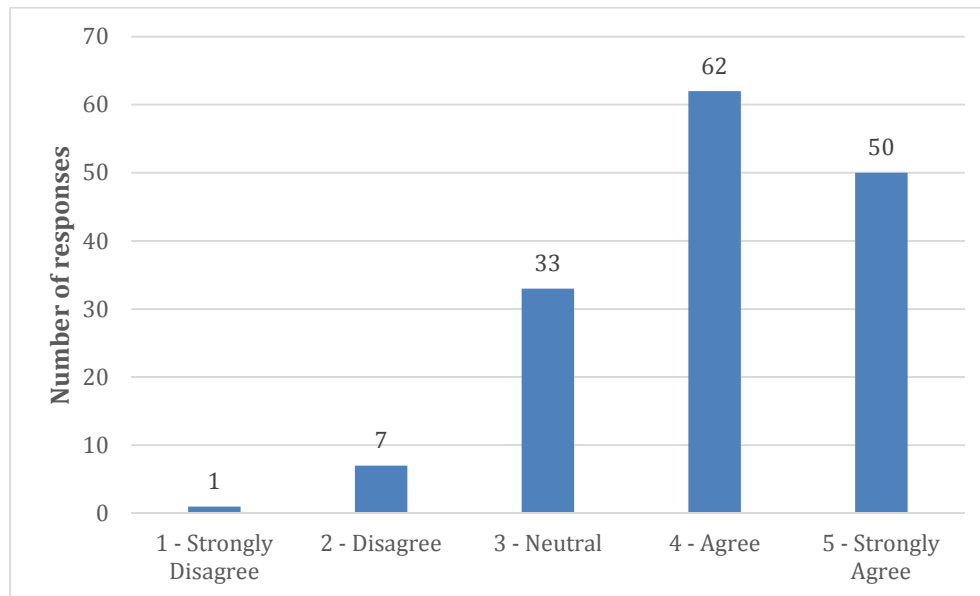
Figure 23: Histogram representing the frequency of participant responses to question 27

Table 28: Frequency and percentage frequency of the responses to question 27

	Frequency	Percentage Frequency
1 – Strongly Disagree	1	0,65%
2 – Disagree	7	4,58%
3 – Neutral	33	21,57%
4 – Agree	62	40,52%
5 – Strongly Agree	50	32,68%

As can be seen in Table 1, the responses to question 27 revealed an average of 4.00, a mode of 4 and a median of 4. Figure 23 illustrates the frequency of the responses to question 27 from the 153 respondents. The figure shows the distribution of the responses across the 5 Likert Scale options. Table 28 represents the frequency and percentage frequency of the responses. It is revealed that the majority of the responses are in agreement, at some level, with the question, with 62 respondents selecting 4 (Agree) and 50 respondents selecting 5 (Strongly Agree). What these results suggest is that the majority of the respondents strongly agree that their chairperson deals with difficult issues to better the club.

4.3 Conclusion

A total of 153 participants completed the questionnaire. The chapter discussed the overall averages, modes and medians. Furthermore, each question was analysed individually using

histograms, frequency and cumulative frequency tables. Having displayed the results in this chapter the next chapter will attempt to discuss the results.

CHAPTER 5: DISCUSSION

5.1 Introduction

Chapter 4 set out the results that were obtained the responses to the questionnaire. This chapter will discuss the relevant results referring to observations made in the data. The overall averages, modes and medians were calculated. The observations will be linked to the servant leadership ideology to understand the perception the sport club members have on their chairpersons.

5.2 Analysis of Results

An analysis of the data will be discussed in this section. Questions 1-4 are qualitative in nature as they asked to participants to reveal their demographics; this was done to reveal additional demographic information regarding the participants. Questions 5-27 were quantitative in nature and asked the participants to reveal their perception of their chairperson's servant leadership characteristics on a 5-point Likert Scale.

5.2.1 The Averages, Modes and Medians

Table 1 illustrates the overall averages, medians and modes of questions 5-27. Question 19 attained the highest average of 4.27. This illustrates that the participants were in agreement that their chairperson had the best interest of the sports club. This relates to the servant leadership quality where the chairperson puts the needs of their followers (and in this case, the sports club) first. Question 17 revealed a significantly similar average response of 4.26, slightly lower than question 19. This illustrates that the majority of the participants were in agreement that their chairperson has a thorough understanding of the club. This relates to the chairperson showing that he has vision and is able to conceptualise the needs of the club and its members, which is a key feature that was found in literature.

The lowest average was 3.46 for question 23 which assessed if the chairperson inspires the participant to lead as they do. A key component of servant leadership is that the leader inspires his or her followers to lead as they do. The data revealed that the majority of the average responses from the participants expressed a neutral opinion toward their chairpersons inspiring them to lead as they do.

The overall response to the questions revealed an average of 3.92. Questions 8, 9, 10, 11, 12, 17, 18, 19, 21, 22, 24, 25, 26 and 27 had a higher individual average than the overall average response; therefore the majority of the questions yielded an average above the overall

average. The overall average response is significantly close to 4, revealing that the majority of the participants felt that they agreed with the questions asked.

A total of 14 questions attained a mode of 4, while a total of 7 questions, namely questions 10, 11, 17, 19, 21, 22 and 26 had a mode of 5. Questions 17 and 19 each revealed a mode of 5, which corresponds with them having the highest average. Questions 7 and 23 revealed the lowest mode of 3. This corresponds with question 23 having the overall lowest average response. The median for all of the questions was 4, however question 23 attained a median of 3, which also had the lowest average and mode.

The questionnaire assessed the overlapping characteristics of servant leadership found in literature. The questionnaire had questions which allowed the sport club member to give their perception of their chairperson's love, authenticity, vision, level of valuing people, humility, care, community engagement, putting the followers needs first, empowerment, leadership, ability to inspire, capability to developing others, accountability and ethical levels.

5.2.2 Histograms

The histograms represent the distribution of the responses chosen on the Likert Scale per question responded to by the participants. They are an illustration of the data collected. The distribution of responses per Likert Scale option illustrate that the majority of the participants had the perception that was neutral, agree or strongly agree to the question. There were a minority of the response that had disagreed, or strongly disagreed. Question 21 revealed the highest number of candidates who chose strongly disagree. The question addressed if the chairperson was not boastful about his or her authority. Being humble is a characteristic of servant leadership, as it will ensure that the leader does not abuse his or her power. This is an area where some of the club members do not agree with the question asked. The observations that have been made from the data is that the participants feel their chairperson is not humble. This may lead to the chairperson taking advantage of their positioning and possibly disregarding member's opinion. In order for the chairperson to have servant leadership qualities such as humility, the chairperson must make his or her club members feel as though their opinions are considered. Question 19 revealed 70 participants who strongly agreed with the fact that his or her chairperson had the best interest of the club at heart. This is an observation that is inline with the servant leadership ideology as a servant leader has the best interest of his or her followers at heart, wanting what is best for them. In this situation, the

chairperson having the best interest of the club at heart means that heor she has the follower's best interest at heart to, doing what will be best for them and the club.

5.2.3 Percentage Frequencies

As can be seen from Table 4, the percentage frequencies reveal that the majority of the responses were in agreement to questions. The second most selected option was 5 or strongly agrees. Furthermore, this corresponds with the highest modal answers being 4, as well as the median and overall average.

5.2.4 Discussion of the Results in the Context of Rhodes University Sports Club Chairperson

The questionnaire aimed to gauge the perceptions of the sports club members on the servant leadership characteristics of their chairperson. The results show that the majority of the participants agree that their chairpersons possess the characteristics which literature has shown that a servant leader should possess. The most standout characteristic, based on the highest average response, was that the chairperson had the best interest of the club at heart. This implies that the chairman displays authenticity, has vision for the club and enables it to grow and develop in the best way possible.

However, the lowest average response revealed that the majority of the participants were neutral about their chairperson inspiring them to lead as they do. A core feature of a servant leader is to inspire his or her followers to lead in the way they door did, which would mean that they too would adopt a servant leadership methodology (Page and Wong, 2000). The participants had a neutral opinion about whether their leader inspires them to lead as they do-this would mean that the chairperson's leadership traits had not inspired the members and therefore they lack a core feature of servant leadership.

The majority of the responses were in agreement, at some level, with the questions. This implies that the participants were of the perception that their chairman possessed majority of the characteristics referred to in the questionnaire. It can be observed that the Rhodes chairpersons are not plagued by the difficulty of getting the correct volunteers to run the club as the majority of the members have a perception that is in agreement with the chairpersons.

Questions 5-7, 13-16, 18, 20, 21, and 23-25 revealed participants observed a neutral average response. These questions related to certain characteristics of servant leadership, namely: love, community engagement, vision, putting the followers first, empowerment, humility, inspiration, and being genuine as illustrated through literature based on Page and Wong,

2000; Dennis and Bocarnea, 2005; Liden et al., 2009; van Dierendonck and Nuijten, 2010. Questions 8-12, 17, 19, 22, 26, 27 revealed average responses that were in agreement with the questions asked. These questions related to love, ethics, vision, valuing people, humility, commitment, leadership, empowerment and accountability as found in Page and Wong (2000); Dennis and Bocarnea (2005); Liden et al. (2008); van Dierendonck and Nuijten, (2010).

Love, vision, empowerment and humility are characteristics that the participants expressed both neutral and agreeing opinions. This suggests that there are mixed opinions amongst the participants. This observation reveals that these attributes are not consistently prevalent. The chairpersons may need to focus on these overlapping qualities and seek to show the characteristics more strongly in order for the majority of the club to agree that heor she displays the above qualities. Under the servant leadership ideology, it is important for followers to feel empowered and cared for by their leader (Spears, 1998). Vision is an important aspect of servant leadership, as it will ensure the success of the organisation as well as understanding what needs to happen for the future of the club (Hoye, 2006). A leader who is humble will listen to ideas of others, and grow with others; a leader who is boastful will feel they cannot learn from others and abuse their position. The mixed opinions displayed by the participants reveal that only a select few feel their chairperson displays these characteristics. This possibly is as a result of the chairperson empowering a limited amount of club members, showing care and concern to a select few, and only discussing the club's current and future state with particular members. The humility that only some of the participants agreed that their chairperson displayed may mean that the chairperson behaves differently around different members and leads members in different ways. The chairperson must ensure that all members have consistent exposure to their leadership and equal exposure to their time and qualities. The features, which the participants have revealed a mixed opinion, are the core to being a servant leader. This reveals that the chairpersons are not making these attributes prevalent enough for the members to observe.

The servant leadership characteristics that the participants expressed a majority neutral perception was for community engagement, putting followers first, being inspirational and being genuine. This revealed that the participants do not have a negative or positive opinion about their leader on these qualities, however they are not aware of their chairperson displaying these qualities or not. These characteristics need to be more prevalent in order for members to feel their chairperson has the above servant leadership attributes. These

characteristics are vital to the servant leadership ideology. The neutral opinion may mean that the participants were unsure of their chairperson displaying the above attributes. However, in order for a chairperson to be considered a servant leader the members must constantly feel that there is continuous community engagement, that they constantly feel as though they are important and noted, that they aspire to lead as their chairperson does as and that the leader is genuine to every member at all times.

The participants responses revealed that they were in agreement to the questions that assessed if their chairperson is ethical, values people, is committed, leads well and is accountable for his or her actions. This observation suggests that the majority of the participants were in agreement to their chairperson possessing these certain leadership qualities. These characteristics are at the core of a servant leader. It is revealed that the participants agree that their leader possesses these attributes. A leader must be ethical in order to be servant leader and to have followers (Greenleaf, 1970). If a leader values people, he or she considers their opinions to be important and want them to succeed. A leader who is committed will not only gain the respect of their followers but will lead with their followers and the clubs best interest at heart (Taylor, 2002). However, these characteristics could still be revealed to a greater extent in order for the majority to strongly agree that their chairperson possesses servant leadership attributes.

Question 19, which is one of the five characteristics found exclusively with an average that is in agreement of the question, had the highest average response, as discussed previously. This question, according to Page and Wong (2000) indicates the commitment of the leader. This illustrates that the main concern of a voluntary leader not being committed, as discussed in Chapter 2, is not applicable to the chairpersons of the sports clubs at Rhodes University according to the perception of the participants. The participants are in agreement that their chairperson is committed to the club as well as the followers. This commitment is a vital observation as it illustrates that the leaders of the sports clubs care for their club and are committed to its success.

It is recommended that the Sports Administration have a leadership evening with the new chairpersons for the year on an annual basis whereby they highlight the importance of servant leadership to not only their individual sports clubs, but to Rhodes University sport in general. In this way, it can be explained how servant leadership can benefit the clubs, the leader and the followers. The results that have been obtained from this study, as well as from other

literature to stay current, should be discussed for all of the chairpersons to understand their follower's views.

A limitation of servant leadership is that servant leadership is idealistic and cannot be found in a real-life leadership situation, as discussed in Chapter 2 (Walker and Berg, 2005). The overlapping servant leadership qualities are humility, vision, empowerment, community engagement and upliftment, growth and success of followers and the organisation, authenticity, ethical behaviour, putting the followers first, accountability and caring for others (Page and Wong (2000); Dennis and Bocarnea (2005); Liden et al. (2009); van Dierendonck and Nuijten (2010). Participants revealed a neutral perception or a perception that was in agreement to the qualities that their chairpersons possess, which directly relate to the servant leader. Therefore, the research has observed that servant leadership is not only a theory found in literature, but one that can be observed in the reality of the Rhodes University sport club leaders. However, it must be noted that the results obtained from this study have more responses from the winter season sports than the summer sports as a result of choosing to do a physical distribution of the questionnaire in order to get enough data for it to be statistically relevant.

The study relates to the Rhodes University sports clubs in the sense that participants will not feel a part of the team or the club if they are intimidated, being bullied, feel left out or are not acknowledged by their chairperson. Being a part of a sports club goes far beyond just the sport; it is about camaraderie, friendship and common goals that enhance the student's wellbeing (Smith, 2007). These aspects go beyond the club's success of winning games and obtaining members, making servant leadership fitting for this study. The chairperson should encourage and ensure that everyone feels positive about being involved in a sports group. The research was conducted, as there appeared to be differing levels of involvement from the chairpersons in the different sport clubs at Rhodes University, as mentioned in Chapter 3. The results observed that the majority of the participants had a neutral opinion of their chairperson's servant leadership qualities. This may be for the reason that the participants are not exposed to their chairperson's servant leadership qualities enough to have an opinion that strong agrees or strongly disagrees.

5.3 Conclusion

This chapter discussed the results attained from the data. The demographics were discussed as well as the averages, median and modes for the questions. Furthermore, the percentage

frequencies were analysed and interpreted. Finally, the results are discussed in the context of this research. It was found that, on average, the participants were in agreement to the questions they answered. This indicates that the participants have the perception that their chairpersons possess relevant servant leadership characteristics, as derived from past literature. Those participants who had the perception that was neutral or in disagreement with their chairperson having servant leadership characteristics were in the minority. Having discussed the results, the next chapter will conclude and summarise the research.

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter discusses the overview of the research and the findings. The population and sample size is reviewed. Recommendations for future research are provided, as well as the limitations of the research.

6.2 Limitations of the research

The sample size for the research project was 15% of the overall registered sport club member population. However, a larger sample would have been preferred in order for more statistically relevant data to be obtained. The researcher had been a member of a number of sport clubs and had to remove any personal bias when interpreting the results. Furthermore, the data was collected over the winter sport season, which may mean that not all of the sports clubs have been represented and that the majority of the responses were from the winter sports. These results must be read in the light of these limitations.

6.3 Overview of the research

The question this research aimed to answer was: according to the sport club members' perception, what levels of servant leadership do the chairpersons display? The objectives of the study was to obtain an indication of the levels of servant leadership qualities their leader displays; to evaluate a range of data collected from sport clubs and to provide to the Head of Sports Administration with observations made from the research.

The research methodology adopted was quantitative in nature. Data was collected by means of a questionnaire. The questionnaire was adapted from numerous past literature and studies and was adapted to suit the role of a chairperson of a sport club at Rhodes University. Overlapping servant leadership qualities were identified from literature and identified in the questionnaire. The questionnaire was cleared of ethical issues from the Rhodes Business School ethics committee and approved for distribution by the Sports Administration.

6.3.1 Profile of sport clubs, participants and chairpersons

The population consisted of all the sports clubs at Rhodes University. The sports clubs vary in the number of members and demographics, being race, gender, age and nationality. The chairperson is a member of the sport club and is voted into his or her position by the club members. The population size was 1000 registered sport club members at Rhodes University. A total of 153 participants took part in the research.

6.3.2 The relationship between the servant leader and the servant follower

The servant leader puts his follower needs first (Stone, 2003). The servant leader is focused on developing his her followers, building the community around them and attends to his or her follower needs before his or her own (Taylor, 2002). Greenleaf (1970) believed that a leader would be effective if the focus were on his or her followers needs, ensuring that they are fulfilled personally instead of the leader only focusing on their own agenda. This will create a sense of loyalty to the common goal and the leader, thus leading to the organisational tasks being performed with an extra sense of commitment.

This can be related to the sport clubs of Rhodes University as it can be said the more characteristics of a servant leader a chairperson shows the more a member will have a sense of loyalty to the chairperson and indirectly to the club and University as a whole. This inevitably will result in more commitment from each member to train and represent the sports club positively.

6.3.3 Discussion of the findings

It was observed that the majority of the participants had the perception that their chairperson possessed servant leadership qualities. The highest overall average response was for question 19 which majority of the participants were in agreement that their chairperson had the best interest of the sport club at heart. The lowest overall average response was for question 23 which asked if the chairperson inspired the participant to lead as they do. The majority of the respondents had a neutral opinion. The majority of the questions had a mode of 4, or agreed with the questions. All of the questions had a median of 4, except for question 23 which had a median of 3, as well as the lowest average and the lowest mode. The highest percentage frequency was 4 with 38.72% of the responses agreeing to the questions asked, the second highest percentage frequency was 31.86% of the total responses strongly agreeing with the questions asked. There were a total of 15 age groups who participated in the study, with the average age being 26.8 years old. Females made up 35.3% of the participants, while males made up 64.7% of the participants. Three racial groups took part in the research, namely White, African and Coloured groups. There were 7 different nationalities that completed the questionnaire with the majority of the participants being South African.

It was found that the ethical behaviour, commitment to the club, valuing people, leadership skills and being accountable were characteristics that the majority of the participants agreed that their chairperson possesses. Love, vision, empowerment and humility are characteristics that the participants both neutral and in agreement of. The chairpersons must ensure that these

attributes are focused on in order to improve their servant leadership characteristics and to ensure that their followers are developing through their guidance. The participants had a neutral opinion on the following: community engagement, putting followers first, being inspirational and being genuine. The chairperson must elevate the prevalence of these qualities in order for their followers not to be neutral as they are important qualities to being a servant leader.

6.4 Recommendations for future research

As a result of the limited research available to servant leaders in voluntary sport leadership positions, further research within this field should be conducted. Research could be conducted in different fields of leadership, such as business management leadership, or perhaps into the effectiveness of different leadership styles in sporting environments.

In order for servant leadership traits to be more prevalent in the leadership styles of the chairpersons of the sports clubs at Rhodes University it is recommended that the Sports Administration have an annual leadership event. The focus of the event should be on the traits of being a servant leader and how it can benefit the individual sports clubs and the University's sport as a whole. By focusing on the traits of a servant leader, the results captured from this study and current literature, the chairpersons can identify how he or she can implement servant leadership into their sports club.

6.5 Conclusion of the research

In conclusion, from the data collected, it is evident that there is a perception that the sport club chairpersons have characteristics of a servant leader. A servant leader cares for his or her followers and wants to see them succeed; he or she cares for the community and he or she aims to achieve the common organisational goals together with the followers (Page and Wong, 2000). The majority of the participants had the perception that their chairperson displayed traits of servant leadership. It can be suggested that the Sports Administration can use this research to identify areas where the chairpersons can build upon their servant leadership levels in order to create an environment that is supportive and characterised by servant leadership.

"Moral authority is another way to define servant leadership because it represents a reciprocal choice between leader and follower. If the leader is principle centred, he or she will follow the leader. In this sense, both leaders and followers are followers. Why? They follow truth.

They follow natural law. They follow principles. They follow a common, agreed-upon vision. They share values. They grow to trust one another" (Greenleaf, 1977, p. iii).

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APPENDICES

Appendix 1

QUESTIONNAIRE TO SPORT CLUB MEMBERS

Leaders play a crucial role in helping followers develop and realise their potential (Liden et al., 2008). Servant leadership focuses on building trust with colleagues and followers, which will ultimately turn into a caring relationship with every follower (Liden et al., 2008). In essence a servant leader builds trust with his or her followers by selflessly serving them and the community first (Greenleaf, 1977). This questionnaire will give a sense of what the current perception of sport club members have on their chairperson. Ultimately, this information could be used to build a servant leadership framework on how chairpersons should be running their sports club. If you are a part of multiple clubs, assess the chairperson you know the best.

Please note that only persons over the age of 18 years old are requested to complete this form.

Please choose the relevant option for questions 1-4.

1. What is your age?
2. What is your gender?
3. What is your race?
4. What is nationality?

For questions 5-27, mark the most appropriate answer to each question with an X in the relevant block. There are no incorrect answers. Every answer must be answered from your perception of the chairperson in order to access their servant leadership characteristics.

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly Agree

	1	2	3	4	5
5. My chairperson is genuinely interested in me as a person.					
6. My chairperson encourages me in my sporting ability.					
7. My chairperson cares for me.					
8. My chairperson demonstrates ethical behaviour.					
9. My chairperson encourages ethical practices within the sports club.					
10. My chairperson cares for the club member's perception of the club.					
11. My chairperson supports teams other than his or her own.					
12. My chairperson is open to discussion about problems with the club.					
13. My chairperson takes time to get to know members on a personal level.					
14. My chairperson is involved in community engagement.					
15. My chairperson encourages community engagement participation from the club and its members.					
16. My chairperson is able to effectively think through complex problems.					
17. My chairperson has a thorough understanding of the sports club.					
18. My chairperson puts the clubs success before his or her own.					
19. My chairperson has the best interests for the club at heart.					
20. My chairperson empowers club members.					
21. My chairperson is not boastful about his or her authority.					
22. My chairperson runs the club efficiently.					
23. My chairperson inspires me to lead like they do.					
24. My chairperson aims to elevate the atmosphere in the club.					
25. My chairperson truly represents the epitome of an ideal club member.					
26. My chairperson gives the relevant information needed to participate in the sport (e.g. Times of practices, dates of matches)					
27. My chairperson deals with difficult issues to better the club.					

Thank you for taking the time to complete this questionnaire.

Appendix 2

P.O. Box 94

Rhodes University

Grahamstown

6140

Hi Siya

I would like to start off by saying thank you for meeting with me today and thank you for supporting my project. Please see the below description of what I am trying to investigate for my thesis.

I am studying an MBA through Rhodes Business School. Over the next two weeks I will be handing out questionnaires to the sports club members at Rhodes University.

Please see my research topic below:

An Investigation of Servant Leadership Within Rhodes University Sports Clubs

This study is important to Rhodes University, as it will evaluate the club member perceptions of the servant leadership shown by chairpersons. Servant leadership is a leadership theory that was developed in the 1970s by Greenleaf (Greenleaf, 1977). Leadership has been described as the process that both the leader and his or her followers go through in order to achieve the desired change (Laub, 2004). Greenleaf theorised that leadership is about the leader being a servant to his or her followers (Greenleaf, 1977). Servant leadership is about the leader providing support and contributing to the success of their followers without the expectancy of acknowledgement (Greenleaf, 1977). A servant leader is a servant to his or her followers first and foremost. Some of the characteristics of a servant leader are being a good listener, having empathy, being aware of others, helping others grow and achieve their goals, building the community around them, valuing others and seeing everyone as being equal (Parris and Peachy, 2012).

The questionnaire that will be distributed focuses on important servant leadership qualities and the perception club members have on anyone of their current or past chairpersons. There are no right or wrong answers to the questions. All questionnaires are completely anonymous and will not be able to be traced back to the particular sports club, the chairpersons or to the club member. The questionnaires will be taken to practices and the researcher will ask sports club members to fill out the form, however, it is completely voluntary. The completed questionnaire will be placed in a sealed box by the person whom completed it which will ensure that their anonymity to be kept.

Kind regards,

Jessica Stiebel

0810468391

References

Greenleaf, R.K., 1977. *Servant leadership: a journey into the nature of legitimate power and greatness.* New Jersey: Paulist Press.

Appendix 3

Dear sports club member

I am studying an MBA through Rhodes Business School. Please see my research topic below:

 An Investigation of Servant Leadership Within Rhodes University Sports Clubs

If you would like to participate, please complete the anonymous online questionnaire? Here is the link: https:or or www.surveymonkey.comor sor H8GVYMX
Information on the study:

This study is important to Rhodes University, as it will evaluate the club member perceptions of the servant leadership shown by chairpersons. Servant leadership is a leadership theory that was developed in the 1970s by Greenleaf (Greenleaf, 1977). Leadership has been described as the process that both the leader and his or her followers go through in order to achieve the desired change (Laub, 2004). Greenleaf theorised that leadership is about the leader being a servant to his or her followers (Greenleaf, 1977). Servant leadership is about the leader providing support and contributing to the success of their followers without the expectancy of acknowledgement (Greenleaf, 1977). A servant leader is a servant to his or her followers first and foremost. Some of the characteristics of a servant leader are being a good listener, having empathy, being aware of others, helping others grow and achieve their goals, building the community around them, valuing others and seeing everyone as being equal (Parris and Peachy, 2012).

 The questionnaire focuses on important servant leadership qualities and the perception club members have on anyone of their current or past chairpersons. There are no right or wrong answers to the questions. All questionnaires are completely anonymous and will not be able to be traced back to the particular sports club, the chairpersons or to the club member. Please note this is completely voluntary.

Thank you so much
Jessica Stiebel