

UNIVERSITY OF KWAZULU-NATAL

**EXPLORING THE ROLE OF AN INTEGRATED SERVANT LEADERSHIP AND
EMOTIONAL INTELLIGENCE SKILLS PROGRAMME IN ENHANCING
LEADERSHIP PERFORMANCE IN ZIMBABWE'S COMMERCIAL BANKING
SECTOR.**

By

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**A thesis submitted in fulfilment of the requirements for the degree of Doctor
of Business Administration**

**GRADUATE SCHOOL OF BUSINESS & LEADERSHIP
COLLEGE OF LAW AND MANAGEMENT STUDIES**

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21 OCTOBER 2015

DECLARATION

I, Jeskinus Ziwenge Mukonoweshuro, (student number 213574196), declare that

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ABSTRACT

The pursuit for continuous organisational performance improvement is an endless objective which requires managers at the helm of this pursuit to constantly renew and reinforce leadership skills and competencies in order to face up to the constantly changing business conditions arising from global trends and macro-economic challenges within emerging markets such as Zimbabwe. The study explored the role of Servant Leadership (SL) and Emotional Intelligence (EI) in developing leadership soft skills in order to enhance the performance of managerial leaders in the commercial banking sector in Zimbabwe. The research problem was the lack of sufficient leadership soft skills within middle, senior and executive managerial staff which adversely affected performance. The research thesis was that the infusion of SL attributes and EI competencies in leadership development programmes will improve and enhance managerial leadership performance. SL and EI theories models and empirical studies thereon were critically reviewed to create the study's conceptual framework.

Fourteen commercial banks in Zimbabwe participated in the research study during 2013-2015 and mixed methods concurrent design comprising survey questionnaires and structured interviews were applied. The research protocols approved by the UKZN Ethics Office. The banking sector had 1270 managers with 600 middle, senior and executive being the target population from which a sample size of 234 was drawn at 95% confidence level and 5% confidence interval. 430 questionnaires were mailed and results from 211 usable returns were analysed using SPSS. Eight senior and executive managers were interviewed and the transcribed responses were analysed using NVIVO to obtain qualitative data.

The findings discovered a relatively low level of knowledge of SL attributes and EI dimensions within managerial staff in the sector. SL and EI were found to have a positive impact on managerial leadership responsibilities and performance factors like, creation of value, fostering a productive organisational culture, improve employee engagement, enhancing workplace diversity, building healthy stakeholder relationships and development and retention of talent. SL attributes were integrated with the four components of EI into a leadership skills programme. The researcher developed an integrated SL and EI leadership skills development programme intended to build leadership soft skills. Areas for further study were recommended to increase use of SL and EI competencies in Zimbabwe.

Key words: Leadership, Competencies, Servant Leadership, Emotional Intelligence and Organisational leadership performance.

ACKNOWLEDGEMENTS

I would like to acknowledge my Supervisor, Dr Cleopas Sanangura, for the immense support and contributions in shaping this project through his unwavering support, guidance and assurances which helped me to build confidence and self-belief that it was possible to stay focused on the line of sight and complete this project despite the many challenges associated with projects of this magnitude.

I acknowledge the support and assistance of the former Academic Leader: Higher Degrees and Research, Dr Elias Munapo, for the mentorship and insightful workshops and induction process which gave momentum to my research work. I am indebted to Zarina Bullyraj, the former Administrative Officer: Higher Degrees for the assistance and advice in helping me to find my way within the University's research system. I extend my appreciation to Dr Hoque, Academic Leader: Higher degrees and the GSB&L team, Cheralyn Terblanche, Rosemary (Phume) Mathonsi, Xolile Kunene and Zikhona Mojapelo, for all the support and assistance that helped me to pull all the stops and champion the research study through to completion. I am indebted to Thulisile Ntuli for the immense contributions and for coming to the rescue at the eleventh hour to enhance the construction of this reality.

I wish to thank most sincerely the Governor of the Reserve Bank of Zimbabwe, Dr John P. Mangudya, the Bankers Association of Zimbabwe (BAZ) Chief Executive Officer, Mr S. T. Biyam, the BAZ Presidency, Mr. S.M.T. Malaba and Dr Charity C. Jinya, and all the Chief Executive Officers and Managing Directors of the commercial banks that granted me access for data collection. I particularly would like to thank the current CEO of NMB Bank, Mr Benefit P Washaya, and the former Group CEO, Mr James Mushore, for approving my research and providing the much needed and valued support in time and resources for me to undertake and complete this study.

I wish to extend my gratitude to Dr Jacqui (Jax) Baumgardt of Blue Diamonds Professional Editing Services for accepting the task of editing this thesis at the very last minute. You were equal to the task and made a profound contribution to the final realignment of this project.

I was never alone in this research journey and to assist me in settling into the research mood and gain the necessary confidence and momentum were none other than my fellow research scholars and friends, Hammed (Bode) Ojugbele and Siza Majola, both from UKZN and Dr

Arnold Chidakwa, Wits University, who were very helpful with research material, lighter moments, and tips on getting round the bends and obstacles on the research pathway.

Thank you most sincerely to all the above and to a lot more others that are too numerous to mention but whose contribution to this project were in no way any lesser.

DEDICATION

“An experience with a visionary encounter becomes engraved and all it requires is to follow the visionary pathway to the pinnacle of it”- researcher’s own quote.

This thesis is dedicated to the most important people who have made a profound difference in the various facets of my life. I dedicate this project to my mother, Priscilla Thembua Tivana, and her sister, Franscesca Shika Tivana, for the gift of life, love and hope; to my wife, Lynn, for standing by me all the way, and to my source of energy and purpose for existence - my wonderful children, Nyasha Timothy, Wesley Anesu and Michelle Ruvimbo Mukonoweshuro. To these wonders from the Lord, I have tried to demonstrate through this project that limits to your vision and aspirations are self-imposed. Once you unlock the cognitive fear, the energy and push for the goal is unleashed abundantly.

Justice will not be done if I do not acknowledge in dedication posthumously, my source of academic inspiration and pursuit for relentless push to uncover the hidden frontiers of knowledge, the late academic giant, my Uncle Professor Eliphaz Glenelg Mukonoweshuro. All those prolonged encounters and discussions on matters of intellectual discourse have finally found favour and space into this ultimate goal-The DBA Product.

To all of these people I summon my Servanthood and Emotional Intelligence Matrix in salute for your unparalleled love and support. “Every step taken is a victory point.” I thank you most sincerely.

Jeskinus

ACRONYMS

AFREXIM BANK	African Export-Import Bank
AU	African Union
BAZ	Bankers Association of Zimbabwe
BEAZ	Banking Employers Association of Zimbabwe
COMESA	Common Market for Eastern and Southern Africa
ECI	Emotional Competence Inventory instrument
EI	Emotional Intelligence
EQ	Emotional Quotient-proxy for EI competencies
EQi	Emotional Quotient Inventory measurement instrument
GDP	Gross Domestic Product
GSB&L	Graduate School of Business & Leadership
IMF	International Monetary Fund
IQ	Intelligence Quotient-proxy for technical competencies
MMR	Mixed Methods Research
MSCEIT	Mayer-Salovey-Caruso Emotional Intelligence Test
NPL	Non-Performing Loans
NVIVO	Qualitative data analysis software
ORQ	Operational Research Question
PTA	The Preferential Trade Area
QUAL	Qualitative research design
QUAN	Quantitative research design
RBZ	Reserve Bank of Zimbabwe (The central bank)
RBZ MPS	Reserve Bank of Zimbabwe Monetary Policy Statement
SADC	Southern African Development Community
SL	Servant Leadership
SL/EILIM	Servant Leadership and Emotional Intelligence Leadership Impact Model
SPSS	Statistical Package for Social Sciences
UKZN	University of KwaZulu-Natal
ZIMASSET	Zimbabwe Agenda for Sustainable Socio-Economic Transformation

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CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

The purpose of this chapter is to introduce the research topic which is, “exploring the role of an integrated servant leadership and emotional intelligence leadership skills programme in enhancing leadership performance in Zimbabwe’s commercial banking sector”, and to provide a compelling argument for undertaking this research study by providing the contextual background, the reasons for the study, the highlights of the research process and how the study is structured in the seven chapters. The chapter highlights the research agenda, i.e. the purpose of the research as captured by the research topic, the research problem, strategic research question, research questions and objectives or the purpose of this study, the thesis statement or the position of this research, significance of, rationale or justification for undertaking this study and the assumptions underlying the research study. The chapter concludes by looking at the issues of research study delimitation and limitations as well as the definition of pertinent terms and concepts used in the study (O’Leary, 2010, p.286). The introduction sets out the value proposition of my research work, the promise I make, the definitions I posit, the claims I make for my work, the responsibility for what I have researched and what I have not, as guided by Hofstee (2009, p.90).

This study researched the role of servant leadership and emotional intelligence in building the non-technical leadership abilities for managerial leadership in the positions of middle, senior and executive management in the commercial banking sector in Zimbabwe in order to improve organisational leadership performance in selected areas which include articulating vision and strategy, building and sustaining productive organisational culture, development and retention of talent, enhancing employee engagement, improving stakeholder relationship management, retaining bank customers, promotion of diversity, value creation and community involvement.

Servant leadership (SL) is a concept that originated from the writings by Greenleaf (1977, cited in Rachmawati and Lantu, 2014, 389) where he likened a leader as a servant to his followers and that the leader focuses on fulfilling the needs of the followers and the leader pursues the principle of egalitarianism, i.e. “first among equals” which enables him or her to influence followers to achieve results through persuasion (Rachmawati and Lantu, 2014, p.389). In order for a leader to be effective in achieving desired organisational goals, he or she has to acquire and put into practice certain leadership behavioural attributes or

characteristics which include, listening, empathy, healing relationships, conceptualisation, stewardship, commitment to the growth of people and building community (Anderson, 2008, p.5). Over several decades, writers such as Spears (1998), Russel (2001), Russel and Stone (2002), Patterson (2003), Sandjaya, Sarros and Sandora (2008) and Dierendonck and Nuijten (2010) developed various models on servant leadership which are largely complementary as discussed in chapter 2. The researcher argues that the attributes highlighted in the various studies can be consolidated into leadership soft skills that can build the capabilities of managerial leaders in order to enhance their performance.

Emotional intelligence (EI) is a construct that was developed from the early work by Thorndike (1921) when he was writing on social intelligence and Gardner's (1993) writing on various forms of intelligences. Salovey and Mayer (1990, p.186) were credited with coining the term 'emotional intelligence' and they defined EI as "a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions". EI is perceived to provide the ability to understand one's own feelings, have empathy for the feelings of others and to regulate one's and other people's emotions to enhance living (Ugwu, 2011, p.137).

Various EI models were developed and these include the Abilities Model by Mayer, Caruso and Salovey (2000) comprising four components, emotional perception and identification, emotional facilitation of thought, emotional understanding and emotional management (Prins, Van Niekerk and Weyers, 2011, p.66). Bar On (1998) cited in Khalili (2013, p.61) developed the mixed cognitive abilities and personal traits EI model comprising five components namely, intrapersonal, interpersonal, adaptability, stress management and public mood abilities (Khalili, 2013, p.61). Perhaps the most talked about in organisations is the Goleman (2001, p.27) competency model comprising four components: self-awareness, social awareness, self-management and relationship management competencies (Beigi and Shirmohammadi, 2011, p.554). The researcher argues for the consolidation of all the EI dimensions in the various models into leadership soft skills that can be developed in managers in order to enhance managerial leadership performance.

Empirical research studies were done on both SL (Shekari and Nikooparvar, 2012, p.58) and EI (Obradovic, Jovanovic, Petrovic, Mihic and Mitrovic, 2013, p.277) to determine their usefulness in for-profit organisations including banks. It is the researcher's argument that if

SL and EI attributes are integrated into a leadership skills development programme, that will go a long way in building managerial leadership soft skills that will enhance leadership performance as discussed in this study.

The research was motivated by the desire to advocate for well-grounded leadership training and development for managerial staff in the commercial banking sector on leadership soft skills and competencies that will empower organisational leadership to effectively manage relationships with internal stakeholders (staff and shareholders) and external stakeholders (customers, regulators, the public and the community). Bankers play a critical part in shaping the behaviours of their public economically and socially (RBZ, 2015a, p.27). To ensure that they play an effective role in keeping in trust depositors and investors' financial resources, managerial leaders in the commercial banking sector need more than just technical skills but also strong soft skills that enable them to manage banks with a strong ethical commitment and to maintain sound relationships with all the key players that drive the banking sector and to provide confidence to the Zimbabwean economy (RBZ, 2014a, p.15). It is in this context that this chapter unpacks the core elements that justify the research process.

1.2 BACKGROUND TO THE RESEARCH STUDY

1.2.1 Overview of the Banking Sector in Zimbabwe

This section presents an overview of the commercial banking sector in Zimbabwe which is the research context for this study. Located within the commercial banking sector is the managerial leadership group that form the unit of analysis of this study. To understand the research context, it is imperative that a macroeconomic analysis of the Zimbabwean economy is done in order to locate the commercial banking sector therein during the period of the research i.e. 2013-2015.

Zimbabwe is a landlocked country with a geographical size of 390,760 square kilometres (World Bank, 2014), located in Sub-Saharan Africa bordered by South Africa, Mozambique, Malawi, Zambia, Namibia and Angola. The country has six major cities namely Harare (capital city), Bulawayo, Gweru, Mutare, Masvingo and Chinhoyi. From a regional trade point of view, Zimbabwe is a member of the Southern African Development Community (SADC), Common Market for Eastern and Southern Africa (COMESA) and the African Union (AU). Within Africa, the country is a member and subscribes to the continent's financial institutions like The African Development Bank, The Preferential Trade Area

(PTA) Bank and African Export-Import (AFREXIM) Bank which support African economies by providing lines of credit through national banking entities. The country is also affiliated to the United Nations and the Bretton Woods Institutions, the International Monetary Fund (IMF) and the World Bank. The major economic activities are mining, agriculture, tourism, and manufacturing, and the country predominantly relies on agricultural and mining activities as its major export-oriented economic drivers (RBZ, 2015, p.27).

The banking sector in Zimbabwe is one of the few sectors that showed a notable degree of stability in the Zimbabwean economy since independence and has continued to perform relatively better than other sectors although a number of banks closed shop during the hyperinflation and post inflation periods due to several reasons (Njanike, 2009, p.179). The sector is also key to the rehabilitation and growth of the Zimbabwean economy. The banking sector comprises 16 commercial banks (RBZ, 2013, p.26), servicing a population of 13,7 million people, according to Economy Watch (2015, n.p). Most of the banking activities are concentrated in the capital city, Harare, where the majority of the population lives.

A summary of the macroeconomic fundamentals helps to provide an insight into the economic and banking sector state in Zimbabwe during the research period 2013-2015. The major sources of the information are from the authoritative central bank periodic publications in the Reserve Bank of Zimbabwe Monetary Policy Statements (RBZ MPS) documents.

The country experienced severe hyperinflation during the period 2003 to 2008 which rendered its currency, the Zimbabwe dollar, worthless for trading purposes. In order to stem the unrelenting and devastating effects of hyperinflation the country introduced multi-currencies in 2009 (RBZ, 2014, p. 9). The major currencies in use though are the United States Dollar and the South African Rand. The country has since implemented the demonetisation of the Zimbabwe currency in June 2015 (RBZ, 2015a, p.8). The period 2009 to 2011 was considered to be the growth and expansion years as credit expanded with banks offering short-term lending for purchases of long term assets in terms of industrial retooling and production resumption (*ibid.*). The country's major income earnings are mainly from mining and agricultural exports with all export earnings accounting for 61% of the country's total liquidity inflows, followed by diaspora remittances (27%), external loans (7%) while foreign direct investment accounts for only 3% (RBZ, 2015a, p.25). The country registered

a negative balance of payments in 2014 with total inflows (receipts) being outstripped by outflows (payments) (*ibid.*).

The period 2012 to 2015 was characterised by tight liquidity conditions, company closures and retrenchments feeding into rising formal unemployment, low production levels, increase in non-performing loans during 2012 to mid-2014, and disproportionate negative trade balances (RBZ, 2014, p.8). This phase called for self-adjustment in ways of doing business as the economy was choking with high debt, high cost of doing business, high bank charges, high labour costs, obsolete manufacturing equipment resulting in reduction in capacity utilisation to under 40% and significantly reduced foreign direct investment inflows, high import costs of finished goods, a narrowing tax base and deceleration in economic growth (*ibid.*).

The country's economic growth rate measured by the Gross Domestic Product (GDP) ratios declined from 10.6% in 2012, 4.5% in 2013 and 3.2% in 2014 (RBZ, 2014, p.21). The GDP is projected to decline to 1.5% by end of 2015 (RBZ, 2015a, p.14). The country remains a net importer of consumer goods as its industries' capacity utilisation declined significantly over the years from 40% in 2013 to about 36% in 2014 (RBZ, 2015a, p.13., p.18). The country's inflation declined from 3.7% in 2012, 1.6% in 2013 and minus 0.2% in 2014, - 2.80% in June 2015 and it is projected to remain in the negative until the end of 2015 (RBZ, 2015a, p.57).

Following the expansion in credit, mismatches between short-term lending and long-term asset financing resulted in the growth and ballooning of the non-performing loans to total loans ratios from 11.59% in 2012 to 15.34% in 2013 to a peak of 20.45% in September 2014. The threat from credit risk became one of the reasons for the collapse of some commercial banks in the country (*ibid.*). Through central bank policies the average Non-Performing Loans (NPL) ratio declined to 16% by 31 December 2014 and to 14.52 % in June 2015 (RBZ MPS, 2015b, p.28). The targets by the central bank are for each bank to reduce the ratio to below 10% by June 2016 and 5% by December 2016 (RBZ, 2015a, p.57).

The central bank crafted a number of policies to stabilise the commercial banking sector among them investment policies to stimulate the economy, reducing NPLs, mobilising financial resources as well as inculcating a culture of self-discipline, financial prudence, transparency and accountability among leadership in the financial services sector (*ibid.*, p.11). The central bank and other banks are considered to play a pivotal role in supporting

economic recovery by providing strategic financial advice and support to the implementation of the fiscal economic blueprint ZIMASSET through three key areas namely, attracting foreign direct investment (FDI), portfolio investment and domestic investment (*ibid.*, p.16).

In 2015, the financial services sector had 29 operational institutions comprising fourteen (14) commercial banks, one merchant bank, three building societies, one savings bank and 147 registered microfinance lending institutions (RBZ, 2015b, p.21) In 2013, the country had sixteen (16) commercial banks with one collapsing in 2014 and another in 2015 leaving fourteen banks operational in 2015 (*ibid.*, p.22). Commercial banks operate on a minimum capital of US\$50 million and are expected to increase the capital to \$100 million by year 2020 (*ibid.* p.22). Twelve (12) out of the fourteen (14) banks made a profit in 2014 (RBZ, 2015a, p.35). The commercial banks employed a total staff headcount of over 7055 comprising 1477 managerial staff and approximately 5578 non-managerial staff in 2012 (NMB Bank, 2012, p.2).

During the period 2014 to 2015 the population for managerial staff declined to approximately 1309 and further down to 1270 managers (Bankers Association of Zimbabwe update 2015, p.1) Out of the 1270 managerial staff, approximately 600 constituted middle, senior and executive managers and directors who were the subject of this study. The country's population utilising formal banking facilities increased from 24% in 2011 to 31% in 2014 although the number of people formally served by all financial services institutions including commercial banks increased from 26% in 2011 to 66% in 2014 (RBZ, 2015b, p.27).

1.2.2 Background to the Research

Commercial banks are structured hierarchically with executive management comprising a chief executive officer or managing director, supported by a chief finance officer, director commercial banking, chief operating officer, chief information officer, chief risk officer and heads of functional departments. Senior to middle management comprise heads of smaller units like small and medium enterprises and Agribank unit heads and branch managers. Executive directors and executive management are responsible for articulating company vision, crafting strategy (Du Plessis, Sukumaran, Marriott and Manichith, 2014, p.12; Festus and Adeniran, 2013, p.320), defining corporate culture and brand design and strategic stakeholder relationship management leading to realisation of corporate wide targets such

as revenue generation, cost/income ratios, capital adequacy, market share, NPLs, mobilising lines of credit, profitability, value creation in form of return on equity and business growth, sound corporate governance and corporate social responsibility. Senior and middle management are responsible for policy implementation, customer retention, talent acquisition and retention, employee engagement and creation of productive teams.

The commercial banking sector's middle, senior and executive managers form the leadership nucleus that drive the sector's banking business from strategy initiation and formulation, strategy planning and development to strategy implementation. The success or failure of the sector depends predominantly on the leadership competencies of the sector's middle to top management. The need for technical competencies is not in doubt but so is the increasing need for non-technical competencies.

Among the various leadership training and development programmes such as situational leadership, traits based leadership, contingency leadership, transformational leadership and action-centred leadership is the emergence of such leadership approaches as servant leadership (SL) and the role of emotional intelligence (EI) in shaping leadership behaviours, competences and impact on leadership performance. This research was located in the commercial banking sector in Zimbabwe by examining the possible role of SL and EI in building and enhancing the non-technical leadership competencies for middle to top management and whether the dimensions of these two constructs play any role in the performance of the leadership categories especially focusing on the non-financial performance measures such as articulating vision and strategy; defining organisational culture, development and retention of talent; employee engagement; stakeholder relationship management; customer retention; promoting diversity, value creation and community involvement.

1.3 STATEMENT OF THE PROBLEM

The problem prompting this research study was the apparent insufficient evidence of relationship building and management by managerial staff towards stakeholders which has resulted in either employee relationship challenges with staff, customer disengagement, and poor regulatory relationships to highlight a few. These manifestations may be the result of insufficient soft skills and inadequate development of the soft skills for managerial leadership in the commercial banking sector in Zimbabwe. While banking institutions invest significantly in talent development and management development, much of the training and

development is focused on providing technical banking skills like teller or cashier skills, sales and service skills, lending, credit and risk assessment, treasury products and retail banking. The level of leadership development is relatively low (researcher's own experience) and needs to be uplifted. As a result, like Goleman (2001, p.8) pointed out, to become more effective, managerial staff not only require technical competencies (IQ) but that they require more of the soft skills in the form of emotional competencies.

Having spent twenty years working in the commercial banking sector's multinational bank Standard Chartered Bank plc.'s subsidiary in Zimbabwe and an indigenous commercial bank, the researcher witnessed various leadership trends that compelled him to argue that there could be something lacking and therefore needed in leadership behaviours and competencies for managerial staff in the banking sector. There is some ambivalence and disengagement among staff as they fail to perceive clearly the strategic direction of their employers due to lack of or inadequate interaction and communication with staff on vision and strategy, and the dearth of team cohesion and collaboration resulting in low team performance. Banks appear not to be doing sufficient work to maintain client confidence with a large number of corporate and individual bank clients being multi-banked which could be a sign of insufficient client confidence in a single bank. The business of banking requires high levels of corporate governance and compliance to banking laws, rules and regulations. In addition to compliance requirements, stakeholder management is critical in building and sustaining business alliances and partnerships with regulators such as central bank management and government authorities, more so in the highly-regulated banking sector of Zimbabwe.

Undertaking this combined study of the two constructs, that is, SL and EI models as sources of managerial leadership soft skills created an opportunity to build an integrated leadership soft skills development programme using synergies in some of the SL attributes and EI competencies in order to enhance organisational leadership performance.

1.4 PURPOSE OF RESEARCH STUDY

The purpose of this research was initially to establish what is known about and what value is ascribed to servant leadership and emotional intelligence as sources of leadership soft skills and how the combined prevalence of the SL and EI soft skills within the managerial leadership in the commercial banking sector in Zimbabwe can enhance organisational leadership performance.

Arising from what is known about SL and EI, another purpose was to utilise the research findings to develop an integrated SL and EI leadership skills programme that builds the non-technical competencies for organisational leadership in the commercial banking sector in Zimbabwe in order to enhance organisational leadership's non-financial performance deliverables.

1.5 THESIS STATEMENT

Hofstee (2009, p.19) defines a thesis statement as an assertion or unproven statement that a researcher makes as the guiding argument for one's research and provides the basis for conducting the research in order to prove it right or wrong. The research thesis becomes the central argument of the researcher which denotes the stance that a researcher takes about the possible solution to the research problem (Hofstee, 2009, p.19).

Based on the above premise, the researcher's thesis was that the implementation of a Leadership Development Programme comprising integrated servant leadership attributes and emotional intelligence competencies would significantly contribute to the development of leadership soft skills for managerial leaders in the commercial banking sector, and that the presence of these skills would result in the enhancement of organisational leadership performance on key deliverables.

1.6 STRATEGIC RESEARCH QUESTION

This research study sought to address the following strategic research question:

What is the role of servant leadership and emotional intelligence in the development of leadership soft skills and competences and the impact of such skills/competencies on the performance of managerial leadership within the commercial banking Sector in Zimbabwe?

1.7 OPERATIONAL RESEARCH QUESTIONS

In order to answer the strategic research question, there was need to develop and address operational research questions. Both descriptive and inferential statistical measures were undertaken and the findings were compared and contrasted with qualitative findings in order to interpret the meaning of the findings and arrive at the pertinent conclusions. The operational research questions addressed in this study were:

1.7.1 Operational Research Question 1

What was the extent of knowledge of servant leadership attributes and emotional intelligence dimensions as collective leadership soft skills or competencies for managerial staff in the commercial banking sector in Zimbabwe?

1.7.2 Operational Research Question 2

How were managerial staff in the commercial banking sector in Zimbabwe exposed to the acquisition of knowledge and skills on servant leadership and emotional intelligence?

In order to analyse the research findings and address the operational research questions above, several inferential tests on the demographics were done using a number of operational hypotheses stated below in Table 1.1.

Table 1.1: Table of hypotheses for ORQ1 and ORQ2

<p>Relationships between education and managerial level</p>	<p>Null Hypothesis (H_0): There is no relationship between highest level of education and level of management.</p> <p>Alternative Hypothesis (H_A): There is a significant relationship between education and level of management.</p>
<p>Relationship between attendance of SL and attendance of EI courses</p>	<p>H_0: Training in SL was independent of EI.</p> <p>H_A: Training in SL was a dependent of EI.</p>
<p>Relationship between demographic data and SL awareness</p>	<p>H_0: There is no association between demographic data and servant leadership awareness.</p> <p>H_A: There is an association between demographic data and servant leadership awareness.</p>
<p>Relationship between demographic data and awareness of definition of SL.</p>	<p>H_0: There is no association between demographic data and awareness of SL definition.</p> <p>H_A: There is an association between demographic data and awareness of SL definition.</p>
<p>Relationship between managerial level and awareness of SL</p>	<p>H_0: There is no relationship between managerial level and knowledge of SL.</p> <p>H_A: There is a relationship between managerial level and knowledge of SL.</p>
<p>Relationship between experience level and knowledge of SL</p>	<p>H_0: There is no relationship between experience level and knowledge of SL.</p> <p>H_A: There is a relationship between experience level and knowledge of SL.</p>
<p>Relationship between demographics and emotional intelligence</p>	<p>H_0: There is no association between demographic data and perceived awareness of EI.</p> <p>H_A: There is an association between demographic data and perceived awareness of EI.</p>

Relationship between demographics and definition of EI	<p>H₀: There is no association between demographic data and awareness of the definition of EI.</p> <p>H_A: There is an association between demographic data and awareness of the definition of EI.</p>
Relationship between awareness of EI and definitions of EI	<p>H₀: The perceived EI awareness and EI definition-based awareness assessments are homogeneous.</p> <p>H_A: The perceived EI awareness and EI definition-based awareness assessments are not homogeneous.</p>
Relationship between managerial level and knowledge of EI	<p>H₀: There is no relationship between managerial level and knowledge of EI.</p> <p>H_A: There is a relationship between managerial level and knowledge of EI.</p>
Relationship between knowledge of EI and managerial level.	<p>H₀: Knowledge of EI is independent of managerial level</p> <p>H_A: Knowledge of EI is a dependent of managerial level</p>
Relationship between managerial experience and knowledge of EI	<p>H₀: There is no relationship between managerial experience and knowledge of EI.</p> <p>H_A: There is a relationship between managerial experience and knowledge of EI.</p>
Relationship between years of experience and knowledge of EI	<p>H₀: There is no difference in the years of experience relative to knowledge of EI</p> <p>H_A: There is a difference in the years of experience relative to knowledge of EI.</p>

1.7.3 Operational Research Question 3

Which specific leadership soft skills and competencies were developed or acquired from exposing managerial staff to Servant Leadership and Emotional Intelligence?

The operational hypotheses used to test the significance of the selected four EI components tested using the Friedman test were:

H₀: The established ranks are not significant.

H_A: The established ranks are significant.

1.7.4 Operational Research Question 4

How did training and exposure to Servant Leadership and Emotional Intelligence dimensions and competencies enhance organisational leadership performance and in which performance deliverable areas?

The operational hypotheses used to conduct inferential quantitative data analysis to address the operational research question above are shown in Table 1.2:

Table 1.2: Table of hypotheses for ORQ4

Impact of servant leadership on bank performance factors	<p>H₀: Servant leadership does not have an impact on bank performance.</p> <p>H_A: Servant leadership has an impact on bank performance.</p>
Impact of emotional intelligence on bank performance	<p>H₀: Emotional intelligence does not have an impact on bank performance.</p> <p>H_A: Emotional intelligence has an impact on bank performance.</p>

1.7.5 Operational Research Question 5

What was the relationship between servant leadership attributes and emotional intelligence dimensions and selected organisational leadership non-financial deliverables in the commercial banking sector in Zimbabwe?

1.7.6 Operational Research Question 6

How can servant leadership attributes and emotional intelligence dimensions be integrated to create an integrated leadership skills development programme?

1.7.7 Operational Research Question 7

How can an integrated servant leadership and emotional leadership development programme be used to improve and/or enhance organisational leadership performance in the areas of articulating vision and strategy; building and sustaining a productive organisational culture, development and retention of talent; employee engagement; stakeholder relationship management; customer retention; value creation and community involvement?

1.8 RESEARCH AIM

The overall aim of this research was to establish what is known about and the value given to Servant Leadership (SL) and Emotional Intelligence (EI) in leadership development and how both SL and EI would be used to develop leadership soft skills and competencies in order to improve and/or enhance organisational leadership performance especially on the non-financial performance deliverables within the commercial banking sector in Zimbabwe.

1.9 RESEARCH OBJECTIVES

The research focused on achieving the understated research objectives in order to accomplish the overall research aim.

- To establish the extent of implementation of servant leadership and emotional intelligence skills development programme as part of managerial leadership competency development within the middle to executive managerial leadership in the commercial banking sector in Zimbabwe?
- To identify leadership soft skills and competencies that were acquired through training and exposure in servant leadership and emotional intelligence by managerial leadership in the commercial banking sector.
- To establish the relationship between the dimensions of servant leadership and emotional intelligence and non-financial organisational leadership performance deliverables in the commercial banking sector in Zimbabwe in order to validate their usefulness to leadership performance improvement and enhancement.
- To establish ways in which servant leadership and emotional intelligence dimensions can be integrated into a leadership skills development programme for managerial staff in the commercial banking sector in Zimbabwe.

- To consolidate the dimensions of both servant leadership and emotional intelligence and create an integrated leadership skills development programme that can be used to develop leadership soft skills and competencies in order to improve and enhance organisational leadership performance in the commercial banking sector in Zimbabwe.

1.10 RATIONALE AND JUSTIFICATION FOR STUDY

Bak (2013, p.17) and Leedy and Ormrod (2001) cited in Maree and van der Westhuizen (2009, p.14) noted that “rationale serves to indicate how researchers developed an interest in a particular topic and that they believe their research is worth conducting”. Significance or rationale of study explains why a study was worth doing and explains two forms of significance, theoretical and practical (Hofstee, 2009, p.89). Theoretical significance is explained by how the study either offers a new theoretical explanation for something and how important that explanation is, Or how it validates, extends, refines, or contrasts an existing theory (*ibid.*). Practical significance refers to what this study will do that matters to the real world, the benefit derived from this study in a modest way without overstating the practical implications of the study (*ibid.*) My professional training, exposure and experience in the discipline of leadership studies both as a human capital management and development practitioner, coupled with the knowledge I gained on emotional intelligence as part of my MBA dissertation study, made it apparent that there is need for me to broaden and deepen my knowledge on leadership studies. I read widely on leadership development models including the inspirational leadership model by Secretan (2007, p.3) whose writings on leadership destiny, cause and calling were also influenced by the servant leadership model by Greenleaf (1977). I also observed and experienced various managerial leadership challenges in the two banking institutions I have worked for, Standard Chartered Bank Zimbabwe, a multinational bank and NMB Bank, an indigenous bank. Through these processes I became increasingly convinced that the constructs of servant leadership and emotional intelligence offer to management in the commercial banking sector, the necessary soft skills required to complement technical leadership capabilities, especially in the area of stakeholder relationship building and management.

The outcome of this research was also aimed at providing management with an opportunity to build knowledge of servant leadership and emotional intelligence as constructs that can improve and enhance organisational leadership performance. This research was also

necessitated by the need to seek empirical evidence in the Zimbabwean economic environment, as observed through literature, that there appears to have been no specific prior research conducted on servant leadership and emotional intelligence in Zimbabwe to determine their role in building and shaping non-technical aspects of leadership behaviours and competencies.

The researcher's intention was to see this research study adding value to the existing body of knowledge of servant leadership and emotional intelligence within the context of management and leadership studies. The results of the research study are therefore intended to enhance academic knowledge and stimulate further intellectual discourse around the two constructs. While the focus of this study was to grow and build the non-technical competencies of corporate leadership through the interventions of the combined dimensions of servant leadership and emotional intelligence, the researcher's vision was to allow for migration of the results of the research study beyond the corporate world and advocate for a better society in Zimbabwe and beyond its borders.

The successful completion of this research should equip me with additional knowledge and skills to enhance leadership competence development in my organisation, to take the research product to the market through consultancy practice, to migrate the acquired knowledge to people-processing institutions like universities and colleges, and to build collaborative alliances with my supervisor and other researchers in writing journal articles on the research subject matter.

1.11 RESEARCH ASSUMPTIONS

Assumptions are things that one takes to be true without checking whether or not they are true (Hofstee, 2009, p.88). The assumptions should be stated with reasons provided as to why they have been chosen as the study assumptions (*ibid.* p.89).

In undertaking the study, the researcher made specific underlying assumptions regarding the research units and the research context namely:

- There are various management and leadership skills development programmes conducted in the commercial banking sector for its different levels of managerial staff. The NMB Bank Staff manual outlines the programmes conducted in the bank including managerial leadership development programmes. The researcher assumed that all other banks provide some form of leadership development programmes for their managers.

- Managerial staff in the commercial banking sector have a relatively high level of educational background to understand the various leadership concepts, theories and models that they get exposed to through continuous professional development.
- The performance of managerial leaders in the sector is largely based on financial measures such as profit before taxation, cost/income ratios, revenues, NPLs, and liquidity ratios among others, and ultimately profits or losses after tax. However, there is acknowledgement of the role of non-financial performance measures in contributing to the achievement of financial targets.
- Qualitative performance measures play a critical part in shaping the viability and performance of all organisations, and if they are not adequately attended to, they can have a negative impact on quantifiable performance measures.

1.12 RESEARCH METHODOLOGY

The research adopted both the post-positivist and interpretivist paradigms which guided the mixed method research approach taken. The post-positivism paradigm guided the quantitative research part of the mixed method and choice of the use of the survey research method which informed the design of the questionnaire used to collect quantitative data (Johnson and Onwuegbuzie, 2004, p.16). The interpretivist paradigm was used to shape the qualitative research element of the mixed method and guided the design of the interview guide used to collect qualitative data. For quantitative data collection, the researcher designed a questionnaire as the data collection instrument. For pilot testing purposes, the questionnaire was distributed to chief executive officers in the private and public sectors and vice chancellors of two local universities and a professor in medicine at a third university. The feedback was used to refine the questionnaire which was further refined by the researcher's data analyst, a specialist certified in IBM SPSS data analysis software package.

Based on a research population of 600 the researcher targeted a selected sample size of 234 using a 5% margin of error and a 95% confidence interval for quantitative data collection. An additional 15% was provided to create a working sample of 270 to cater for non-responses and partially completed and unusable returns. Out of 430 questionnaires distributed in the 14 commercial banks, 230 returned out of which 211 were usable while 19 were partially completed and were discarded as they were not usable. The data was analysed using the IBM SPSS version 22 software.

For qualitative data collection, using purposive sampling, eight interviews were conducted with eight (8) participants comprising one chief executive officer of a commercial bank holding company, two heads of human capital, four heads of core banking departments and one senior manager. The interviewees comprised four male and four female participants. The participants were targeted based on the assumption that given their senior managerial levels, they could have read about, studied or attended some leadership and management development programmes where the constructs of servant leadership and emotional intelligence may have been discussed. The media-recorded interviews were transcribed and then analysed using NVIVO version 10.

Both quantitative data and qualitative data were analysed and consolidated into findings discussed in chapters 4, 5 and 6.

The research methodology and design adopted for this study is detailed in chapter 3.

1.13 RESEARCH DELIMITATION

Research delimitation specifies the scope of the research and explains what was and what was not the focus of the study (Hofstee, 2009, p.87). The scope of this research was to obtain evidence on whether servant leadership attributes and emotional intelligence dimensions have been applied in developing managerial leadership soft skills in the commercial banking sector in Zimbabwe. The research also sought to unearth evidence on the possible role of servant leadership attributes and emotional intelligence competencies in influencing selected non-financial organisational leadership performance criteria.

The evidence on the role of SL and EI in improving or enhancing managerial leadership performance was intended to build a compelling case for the development of a leadership development programme comprising the integrated SL attributes and EI competencies. The research argument was that implementing an integrated SL and EI leadership development programme should result in the enhancement of managerial leadership competencies and capabilities, which, in turn, should assist in enhancing leadership performance especially in non-financial deliverables thereby possibly raising organisational leadership performance on financial deliverables.

It was not the intention of this study to measure the level of concentration of servant leadership attributes and emotional intelligence competencies with organisational leadership as this area is a subject for another study.

1.14 RESEARCH LIMITATIONS

The research study was cross-sectional in nature done over a limited period of time and confined to one geographical area, the capital city. The researcher was constrained by time and financial resources normally required to undertake a research of a bigger magnitude over a long period of time. However, the limitations do not understate the quality of the findings which were immense as they revealed some significant evidence on the extent of knowledge of SL and EL and how these impact leadership development and performance as well as their contribution to integrating SL and EI into a leadership development programme.

1.15 LAYOUT OF STUDY

The study is structured into seven chapters, each addressing specific aspects of the research study. Chapter 1 articulated the research background, research scope, problem statement, rationale for undertaking the study, thesis statement, research question and operational questions, and research aim and objectives and research assumptions. Chapter 2 reviews the extant literature on servant leadership and emotional intelligence theories, models and attributes as well as empirical studies on their application in organisations. Chapter 3 discusses the literature on research paradigms, methodology and design and ethical imperatives adopted and observed in this study. Chapters 4, 5 and 6 discuss the research data analysis, findings and interpretation of the findings to build into the conclusions, contributions and recommendations covered in chapter 7. The last chapter also presents the researcher's reflections and areas for further research.

CHAPTER 2: CRITICAL REVIEW OF LITERATURE

2.1 INTRODUCTION

The purpose of this chapter is to explore the extant literature pertaining to the underlying theoretical concepts, constructs, theories, models and frameworks of Servant Leadership (SL) and Emotional Intelligence (EI) and how these constructs have been applied in developing managerial leadership soft skills and how the soft skills have been implemented in “for profit” economic entities to enhance organisational leadership performance. Cooper and Schindler (2011, p.54) define a concept as a collection of meanings or characteristics associated with events, objects, conditions, situations and behaviours, and that classifying events or objects with characteristics over time creates concepts. Concepts are presented as hypotheses for research and development of constructs and theories. Constructs are an amalgam of abstract ideas that can evolve into theories while connected and interrelated concepts and constructs form conceptual schemes or frameworks (Cooper and Schindler, 2011, pp.55-57). The chapter critically reviews the work done by various writers on SL and EI, i.e. tracing the origin and development of these concepts and theories, what research has been undertaken on the role of the attributes and dimensions of SL and EI in building managerial leadership soft skills, the methodologies employed and the empirical evidence produced from the pertinent research.

The critical review process was necessary to enable the researcher to identify the contexts within which research on SL and EI was undertaken, to identify research gaps that provided justification for this research, namely theoretical, methodological, empirical or contextual gaps that helped the researcher to develop a conceptual framework for the study. The conceptual framework set the basis for demonstrating through research, the ways in which SL and EI attributes and dimensions develop managerial leadership soft skills and how these skills could be utilised to enhance organisational leadership performance in the areas of articulating vision and strategy; promoting organisational culture, development and retention of talent; employee engagement; stakeholder relationship management; customer retention; promoting diversity, value creation and community involvement.

2.2 DEFINITION OF KEY TERMS

This section critically reviews pertinent literature on Servant Leadership (SL) and Emotional Intelligence (EI) constructs starting with a brief review of the definitions and origins of each

construct, exploring the various competing models and paradigms of each construct and the impact of the attributes of each construct on organisational leadership competencies, behaviours and performance.

In order to review pertinent literature it was necessary to define the overarching terms permeating the discussion around SL and EI, namely: leadership, competencies and paradigm.

Leadership is viewed as the ability to influence, motivate and enable one's team to contribute to the effectiveness and success of an organisation for its members (Anand and Udayasuriyan, 2010, p.65) while Hunter (2012, p.28) defines leadership as "the skill of influencing people to work enthusiastically toward goals identified as being for the common good." Hunter (2012, p.30) distinguishes between power and authority as they relate to leadership.

Power is defined as the ability to force or coerce someone to do their will, even if they would choose not to, because of one's position or might (Hunter, 2012, p.30). Authority is defined as "the skill of getting people to willingly do your will because of your personal influence" (*ibid.*). Leadership is therefore viewed more as a skill which enables a leader to accomplish the tasks at hand while building relationships (Hunter, 2012, p.41).

Parris and Peachey (2013, p.377) share the view that leadership "is a skill used to influence followers in an organisation to work enthusiastically towards goals specifically identified for the common good. Great leaders create vision for an organisation, articulate the vision to the followers, build a shared vision, craft a path to achieve the vision, and guide their organisations into new directions".

The concept of competency could be defined as a capability or ability that leads to or causes effective performance (Emmerling and Boyatzis, 2012, p.7). Emmerling and Boyatzis (2012, p.7) argue that competencies represent related but different sets of behaviour organised around an underlying construct called 'intent' and that the behaviours are alternate manifestations of the intent, as appropriate in various situations or times; for example, listening to someone and asking him or her questions are several such behaviours. Melchar and Bosco (2010, p.74) define leadership at the strategic level as "how leaders develop and facilitate the achievement of the mission and vision, develop values required for long-term success and implement these via appropriate [leadership] actions and behaviours, and are

personally involved in ensuring that the organisation's management system is developed and implemented" (Melchar and Bosco, 2010, p. 74) Sharing a similar view, Boone and Makhani (2012, p.84) argue that leadership consists of a wide variety of well-recognised skills, behaviours and attitudes and, while skills and behaviours can be learned and honed through practice, attitudes tend to be linked to personality, perception, feelings and motivation. They argue that attitude is a mental state of readiness that can be learned and organised through experience.

The concepts of leadership and competency are pertinent in this research which seeks to explore the role of Servant Leaders and Emotional Intelligence dimensions in building managerial leadership competencies or capabilities and how such capabilities could impact the non-financial performance deliverables expected of the leaders.

Neuman (2011, p. 94) defines a paradigm as "a general organising framework for theory and research that includes basic assumptions, key issues, models of quality research, and methods for seeking answers." The theories and models of SL and EI offer diverse paradigms regarding their usefulness to leadership performance and this gave impetus to the desire to unpack the literature on the two constructs.

2.3 LITERATURE REVIEW: SERVANT LEADERSHIP

"Servant leaders don't think less of themselves but rather just think of themselves less"

(Boone and Makhani, 2012, p.94).

2.3.1 Overview of Servant Leadership

Hunter (2012, p.65) defines a 'servant' as a person who identifies and meets the legitimate needs of the people entrusted to his care. Therein lies the secret of leadership. There is no generally acceptable definition of servant leadership or generally acceptable instruments to measure servant leadership, and the literature on servant leadership remains unclear on whether good leaders may be servant leaders while others may not be, or whether some leaders have more servant leadership components within them while others have fewer (Anderson 2009, p.4). Anderson (2009, p.4) attributes the term servant leadership to Greenleaf (1970) which was based on his desire to stimulate thought and develop a better, more caring society, although he never formally defined the term. Greenleaf (1970, p.7) cited in (Anderson 2009, p.4; Rachmawati and Lantu, 2014, p.388) merely asked:

[...] do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?

Greenleaf (1970) cited in Reed, Vidaver-Cohen and Colwell (2011, p.416) placed servant leadership into an organisational leadership context when he argued that servant leaders are those who manage organisational challenges by subordinating personal interests to those of organisational stakeholders, and see leadership as an opportunity for service to individuals, organisation, and community rather than as a vehicle to attain personal power and prestige. One of the primary goals of the servant leader is to develop future servant leaders. Adding his voice to the servant leadership discourse, Flint (2011, p.1) defined a servant leader as, “men and women who bring their purpose, passion, and character, and when combined with their God-given skills and abilities for leadership, bring out the best in people, helping a business develop and implement a sustainable process for success”. Patterson (2003) cited in Shekari and Nikooperavar (2012, p.55) added to the discourse on SL by defining servant leaders as those leaders who lead an organisation by focusing on their followers, such that the followers are the primary concern and the organisational concerns are peripheral.

2.3.2 Origin and Definitions of Servant Leadership

Greenleaf's (1997) theory of servant leadership was formulated after he read Herman Hess' (1956) *Journey to the East* in which Hess presented an allegory in which the servant of the travelling troupe was in reality, the president of the group (Wallace, 2007, p.114; Winston and Ryan, 2008, p.213). For Greenleaf (1977 cited in Parris and Peachey, 2012, p.379), “leadership was bestowed upon a man who was by nature a servant...and servant leaders are distinguished by both their primary motivation to serve (what they do) and their self-construction (who they are), and from this conscious choice of ‘doing’ and ‘being’ they aspire to lead” (Sandjaya and Sarros, 2002, cited in Parris and Peachey (2011, p.379). Having spent 40 years at AT & T in the areas of management, research, development and education, Greenleaf became an influential consultant to major institutions like the Ohio University, MIT and the Ford Foundation. and it was during these assignments that he distilled his observations into a series of essays and books on the theme of “Servant Leadership” – the objective of which was to stimulate thought and action for building a better, more caring society (Spears 2010, p.26; Paris and Peachey, 2012, p.379).

The words servant and leader are ordinarily viewed as being opposites and coining the term servant leadership creates a paradox (Spears, 2010, p.26). Shekari and Nikooperavar (2012,

p.55) highlighted that servant leadership is an emerging model of leadership characterised by its strong follower-centric, altruistic, moral/ethical, and spiritual values, and argue that, “Unlike transformational leadership whose primary concern is performance beyond expectations the sine qua non of servant leadership is followers’ holistic development”(ibid).

Servant leadership focuses on developing employees to their fullest potential in the areas of task effectiveness, community stewardship, self-motivation, and future leadership capabilities (Liden, Wayne, Zhao and Henderson, 2008, p.162), a view shared by McCrimmon (2010, n. p.) who argued that servant leadership differs from other models of leadership in that it focuses on the needs of followers who are treated as ends in themselves, rather than means to an end, and this emphasis enables followers to reach their potential and perform optimally as they respond to the respect, value and motivation given by the leader.

Since the genesis of the idea of servant leadership, several writers have sought to develop the concept or construct, notably Wallace (2007, p.115), Winston and Ryan (2008, p.212), Anderson (2009, p.4 and p.7) and Rachmawati and Lantu (2013, p.388).

The concept of servant leadership was constructed from two terms, leader and servant, which are perceived as an “oxymoron” as they are two different roles to be undertaken by one person simultaneously wherein a leader is expected to both serve and lead (Rachmawati and Lantu, 2014, p.388). Servant leaders provide what the followers need while leading them (Rachmawati and Lantu, 2014, p.389). The writers go further to describe the philosophical basis of servant leadership theory as anchored on three key elements namely:

- That the motivation of servant leadership is to serve first, not to lead which departs from previous paradigms that the purpose of ascendance to leadership is to exercise power, manage something and direct followers (Rachmawati and Lantu, 2014, p.388)
- Servant leaders are those who serve based on their conscience and in conformity with normative expectations (Greenleaf, 1977, p. 14, cited in Rachmawati and Lantu, 2014, p.388); and
- The self-concept of servant leaders is one where they view themselves as stewards, a word derived from the Greek word, “aikonomia,” meaning the house of a manager; the principle of servant leadership is based on leadership power allowing one to choose to serve others and not exercise power over others (Rachmawati and Lantu, 2014, p.388).

Unlike other leadership objectives which focus on organisational objectives, the objectives of servant leadership are to serve followers and ensure that followers grow and achieve personal well-being. The guiding principle of servant leadership for Greenleaf (1977) is that he or she is “*primus inter pares*” or “first among equals,” driven by an attitude of egalitarianism wherein the leader does not see himself as better than the people he leads and influences others through persuasion (Rachmawati and Lantu, 2014, p.389). Servant leadership is also variously defined by Melchar and Bosco (2010, p.76) who define servant leadership as serving others by working toward the development and well-being of others in order to meet goals for the common good; and that servant leaders distance themselves from using power, influence and position to serve self, and instead use these instruments to empower, enable and encourage those who are within the leader’s inner circle.

2.3.3.1 Servant leadership models

To bring to the fore the servant leadership construct, it is necessary to review the major dimensions, characteristics or attributes that constitute the servant leadership discipline. Irving and McIntosh (2007, p.788, cited in Lanctot and Irving (2010, p.35) tabulate servant leadership models by crediting the models by Graham (1991) and Buchen (1998) as predecessor models to the Spears’ (1998) model of SL. Perhaps credited as the first writer to categorise, classify and popularise the servant leadership dimensions, or attributes, Spears (2010, p.27) while working on the writings of Greenleaf concluded that servant leadership incorporates ten major attributes, namely: listening; empathy; healing; awareness; persuasion; conceptualisation; foresight; stewardship; commitment to the growth of the people; and building community (Anderson, 2008, p.5; Waterman, 2011, p.25; Rachmawati and Lantu, 2014, p.93) In listing the ten characteristics, Shekari and Nikooperavar (2012, p.57) mention the characteristic of ‘healing’ as ‘healing relationships, and the tenth characteristic as ‘building community tasks/resources” and argue that the ten characteristics are not exhaustive. Russel (2001, p.79, cited in Anderson (2009, p.5) proposed another set of characteristics of servant leadership namely, vision, credibility, trust, service, modelling, pioneering, appreciation of others and empowerment.

2.3.3.2 Greenleaf-Spears Servant Leadership Model

To obtain a clear understanding of the attributes in the context of servant leadership, the original Greenleaf (1997) and Spears (1998) Attributes model which is considered to be the foundation model of servant leadership, is reviewed in detail in order to provide meaning

and explanation of each attribute and role in shaping servant leaders. The explanations are based on Spears' interpretation of Greenleaf's writings.

2.3.3.2.1 Listening

The servant leader emphasises the importance of communication and seeks to identify the will of the followers (Rachmawati and Lantu, 2014, p.393). Spears (2010, p.27) contends that while leaders have traditionally been valued for their communication and decision-making skills which are also important skills for servant leaders, these skills need to be reinforced by a deep commitment to listening intently to others. The servant leader should seek to identify the will of a group and to help clarify that will, argues Spears (2010, p.27). The servant leader should listen receptively to what is both being said and not said, with listening accompanied by periods of reflection becoming an essential element for the growth and well-being of the servant leader. McClellan (2007, p.45) observes that by listening, a servant leader is more able to gain awareness and understanding of the critical problems that underlie the challenges the followers face, and creates a basis for problem solving.

2.3.3.2.2 Empathy

This calls for the leader to understand others and accept how and what they are (Rachmawati and Lantu, 2014, p.393). The servant leader should strive to understand and empathise with others bearing in mind that people need to be accepted and recognised for their special and unique spirits. The servant leader should assume the good intentions of co-workers and colleagues and does not reject them as people even if he or she does not accept their performance and behaviour. The most successful servant leaders are those who become skilled empathetic listeners (Spears 2010, p.27), a view supported by McClellan (2007, p.46) who argues that empathy creates understanding which leads to willingness to appreciate, respect and relate to the experience of the other, leading to mutual understanding, respect, trust and openness.

2.3.3.2.3 Healing

Spears (2010, p.27) argues that learning to heal and the healing of relationships is a powerful force for transformation and integration. One of the great strengths of servant leadership is the potential for healing one's self and one's relationships with others (McClellan, 2007, p.46). Many people have broken spirits and have suffered from a variety of emotional hurts and, while it is part of being human to experience emotional hurts, servant leaders recognise

that they have an opportunity to “help make whole” those with whom they come into contact (Spears, 2010, p.27). Servant leaders nurture healing by striving to restore their own “emotional, spiritual, intellectual and physical health”, and by also engaging in leadership that heals and transforms the quality of life and work within organisations (McClellan, 2007, p.46).

2.3.3.2.4 Awareness

For Spears, this addresses general awareness, particularly self-awareness which is considered to strengthen the servant leader, and that committing to fostering awareness helps to understand issues involving ethics, power and values which assist the servant leader to view situations from a more integrated, holistic position, argues Greenleaf (1977, cited in Spears, 2010, p.27). Servant leaders are implored to maintain a level of openness that allows creation of awareness to their surroundings (McClellan, 2007, p.45). Awareness would not create solace but the opposite, i.e. awareness becomes a disturber and an awakener as able leaders are usually alerted to issues that their followers are dealing with (Spears, 2010, p.28).

2.3.3.2.5 Persuasion

Servant leaders are considered to rely more on persuasion rather than on positional authority in making decisions in an organisation. Instead of coercing compliance, the servant leader seeks to convince others. Such an approach is perceived as effective at building consensus within groups unlike the traditional authoritarian model of leadership where the leader imposes his or her decisions on others (Spears, 2010, p.28).

2.3.3.2.6 Conceptualisation

Spears (2010, p.28) argues that servant leaders seek to nurture their abilities to dream great dreams, and their ability to look at an organisational problem from a conceptualising perspective requires that they think beyond day to day realities. This characteristic requires managerial discipline and practice. To become servant leaders, managers should focus beyond the traditional role of achieving short term operational goals and stretch their thinking to encompass broad-based conceptual thinking (Spears, 2010, p.28). Servant leaders within managerial levels need to seek a balance between conceptual thinking and a day-to-day focused approach to steer organisations to bigger goals, advises Spears (2010, p.28).

2.3.3.2.7 Foresight

Spears (2010, p.28) links foresight closely to conceptualisation and contends that the ability to foresee the likely outcome of a situation is hard to define but easy to identify. He perceives foresight as the characteristic that enables the servant leader to understand the lessons from the past, the realities of the present, and the likely consequence of a decision for the future. Foresight is deeply rooted within the intuitive mind and may be an in-born characteristic (*ibid.*), although he submits that foresight remains a largely unexplored area in leadership studies (*ibid.*).

2.3.3.2.8 Stewardship

Stewardship is defined by Block (1993), the author of *Stewardship and The Empowered Manager*, cited in Spears (2010, p.29), as “holding something” in trust for others. Greenleaf perceived that this held good for “all institutions in which CEOs, staffs, and trustees all played significant roles in holding their institutions in trust for the greater good of society” (*ibid.*). Servant leadership like stewardship, must therefore assume first and foremost a commitment to serving the needs of others and should emphasise the use of openness and persuasion, rather than control (*ibid.*).

2.3.3.2.9 Commitment to the growth of people

This calls for nurturing the personal, professional and spiritual growth of others (Rachmawati and Lantu, 2014, p.393). Servant leaders recognise people’s intrinsic value beyond their tangible contributions as workers and commit themselves to the growth of each and every individual within their institutions (Spears, 2010, p.29). The servant leader takes responsibility to nurture the personal, professional, and spiritual growth of employees through such actions as making funds available for personal and professional development; taking a personal interest in the ideas of and suggestions from everyone; encouraging workers’ involvement in decision-making; and actively assisting laid-off workers to find other employment (*ibid.*).

2.3.3.2.10 Building community

Spears (2010, p.29) argued that the servant leader senses that much has been lost in human history as a result of a shift in which large institutions, rather than local communities, have become the primary shapers of human lives. Consequently, this awareness causes servant

leaders to seek to identify some means of building community among those who work within a given institution. Servant leadership advocates for the creation of true community leaders from those who work in businesses and other institutions as Greenleaf (2002, p.53, cited in Spears, 2010, p.29) writes:

“all that is needed to rebuild community as a viable life for large numbers of people is for enough servant leaders to show the way, not by mass movements, but by each servant leader demonstrating his [or her] own unlimited liability for a quite specific community-related group.”

Spears (2010, p.29) contends that the ten characteristics of servant leadership are not exhaustive but that the list serves to communicate the power and promise that this concept offers to those who are open to its invitation and challenge. The writings of Greenleaf on servant leadership and the amplification of the ten characteristics by Spears inspired several writers. One of the advocates of servant leadership, Zohar (1997, p.146, cited in Spears, 2010, p.26) states that “Servant leadership is the essence of quantum thinking and quantum leadership”

2.3.3.4 Servant leadership attributes model

Perhaps inspired by the writings by Greenleaf, Spears and others, Laub (1999) developed a six-cluster model calling for servant leaders to: (1) develop people; (2) share leadership; (3) display authenticity; (4) value people; (5) provide leadership; and (6) build the community. Russell (2001, p.79) proposed another set of characteristics of servant leadership namely, (1) vision, (2) credibility, (3) trust, (4) service, (5) modelling, (6) pioneering, (7) appreciation of others and (8) empowerment. In addition, after an extensive review of the servant leadership literature, Russel and Stone (2002) identified 20 distinguishable attributes of servant leadership which they grouped into two categories, notably, Functional attributes and Accompanying attributes based on their conceptual model (Anderson 2009, p.6). Russel and Stone (2002, p.146) argue that the functional attributes are so classified based on their repetitive prominence in the servant leadership literature. The functional attributes are (1) vision, (2) honesty, (3) trust, (4) service,(5) modelling, (6) appreciation of others, (7) empowerment, (8) pioneering and (9) integrity (Rachmawati and Lantu, 2014, p.393). These functional attributes are observed through specific behaviours of leaders in the workplace and are the operative qualities, and effective and identifiable characteristics that accentuate leadership responsibilities as well as being distinctive features belonging to leaders.

The second set of attributes which Russel and Stone (2002, p.147) named as accompanying attributes are complementary to and augment the functional attributes and in some cases are prerequisites to effective servant leadership. They include communication, credibility, delegation, competence, stewardship, visibility, influence, persuasion, listening, encouragement and teaching (Anderson, 2009, p.7; Rachmawati and Lantu, 2014, p.393).

2.3.3.5 Servant leadership constructs model

Contributing to the discourse on the essential attributes of servant leadership, Patterson (2003, p.2) argues that servant leadership is based on seven values, which she called 'constructs of servant leadership' namely:

“(1) Agapao love in the social and moral sense; (2) act with humility, i.e. ability to keep one’s accomplishment and talent in perspective; (3) altruism-helping others selflessly; (4) is visionary for the followers-mode of seeing or conceiving foresight; (5) is trusting-confidence and reliance on team members; (6) is serving; and (7) empowers followers-entrusting power to others which includes effective listening, making people feel significant, emphasising teamwork and valuing love and humility”.

Servant leaders, through a construct called agapao love (a moral love toward followers), develop a sense of humility in working with other people and seek to behave for altruistic reasons rather than for self-serving reasons (Patterson, 2003, p.3). Patterson posited that from humility and altruism, servant leaders seek to understand the follower’s vision or calling and, in the process of this, build a sense of trust in the follower and following the development of trust, the servant leader then empowers and serves the follower to achieve the follower’s vision in the organisation.

2.3.3.6 Five-factors servant leadership model

Using Patterson’s (2003) constructs, Dennis and Bocarnea (2005, p.607-609) developed an instrument for the self-assessment of servant leadership effectiveness and using a 71-item scale and factor analysis, they found that 42 items yielded five major factors notably: empowerment, love, humility, trust and vision.

The articulation of the core characteristics of servant leadership included examining what are considered to be the pros and cons of servant leadership (Waterman, 2011, p.26; Shekari

and Nikooparvar, 2012, p. 58). These are pertinent to this research which seeks to explore the role of servant leadership and emotional intelligence in building leadership capabilities and the impact of the two constructs on leadership performance using non-financial performance criteria.

Sendjaya, Sarros and Sandora (2008, p. 406) reviewed classical literature on servant leadership whose distinguishing elements of SL are the primary intent of the construct (what the servant leader does) and self-concept (who the servant leader is), implying that servant leadership is not only about 'doing' the acts of service but also 'being' a servant. Sendjaya et al (2008, p.406) reinforced the perception of SL by arguing that servant leaders portray a resolute conviction and strong character by taking on not just the role of a servant, but also the nature of a servant which is indicative of their total commitment to serving other people. On the basis of this review, Sendjaya et al (2008, p. 406) developed their model of SL comprising six conceptual dimensions of servant leadership as summarised below:

- Voluntary subordination: A leader's willingness to legitimately serve others regardless of the nature of the service, the person served or the mood of the servant leader (Blanchard and Hodges, 2003). The voluntary nature of the service implies that servant leadership is more about 'being a servant' than just merely 'doing acts of service' which in itself reflects the character of the servant leaders. Voluntary subordination is about being of service and acts of service (Sendjaya and Pekerti, 2010, p. 647).
- Authentic-self: The humility with which servant leaders carry themselves when serving, makes their leadership authentic (Sendjaya et al., 2008, p.407) and the humility is manifested in the servant leader's willingness to work quietly behind the scenes without constant acknowledgement or approval from others. Their secure sense of self enables them to be accountable and vulnerable to others without a sense of self-defensiveness when criticised, which is indicative of the servant leader's capacity to submit himself [or herself] to the strengths of others (Sendjaya et al., 2008, p.407). The dimensions of authentic-self are humility, integrity, accountability, security and vulnerability (Sendjaya and Pekerti, 2010, p.648).
- Covenantal relationship: The servant leader's acceptance of others for who they are creates opportunities for others to experiment, grow and be creative without restrictions and this creates a perception of equal partnerships of a covenant-based relationship with intense mutual bonding marked by shared values, open-ended commitment, mutual trust

and concern for the welfare of the other party and the relationship is not easily broken or threatened by disagreement or conflict (Sendjaya et al, 2008, p.407). The key elements of covenantal relationship are acceptance, availability, equality or egalitarianism and collaboration (Senjaya and Pekerti, 2010, p.648).

- Responsible morality: Servant leaders should ensure that in the exercise of authority and power, their relationship with followers is morally legitimate, thoughtfully reasoned and ethically justified which calls for servant leaders to appeal to higher ideals, moral values and higher order needs of followers (Sendjaya et al, 2008, p. 407). Graham (1995, p.51) argues that, to sustain good moral dialogue, servant leaders should use post-conventional moral reasoning which relies on relational power based on internalised principles of justice and what is considered right instead of using reward or punishment). Responsible morality calls for moral reasoning and moral action (Senjaya and Pekerti, 2010, p.649).
- Transcendental spirituality: Covenant-based and moral-laden relationships promoted by servant leaders are rooted in spiritual values (Sendjaya et al., 2008, p.408) given that literature on both spiritual leadership and servant leadership is viewed as converging from a conceptual point of view. This view is supported by Fry (2003, p.708, cited in Sandjaya et al., 2008, p.408) who argues that the servant leader provides both service and meaning to colleagues, the organisation and society and in the modern world of work that is constantly facing challenges of disconnectedness and disorientation, the servant leader steps in to create and foster a holistic and integrated life by providing meaning and sense of purpose to create intrinsic motivation. The components of transcendental spirituality are religiousness, interconnectedness, sense of mission and wholeness (Senjaya and Pekerti, 2010, p.649).
- Transforming influence-The core of servant leadership is perceived to be its transforming influence emotionally, intellectually, socially and spiritually given its follower-centred approach (Greenleaf, 1977, cited in Sendjaya et al., 2008, p.408). The transforming process is derived from the leader's visioning, modelling through exemplary leadership, mentoring and empowering others and trust (Senjaya and Pekerti, 2010, p.649).

Within the same period that Sendjaya et al (2008) developed their model, Liden, Wayne, Zhao and Henderson (2008) also derived their six-dimension model comprising (1) emotional healing; (2) creating value for the community; (3) conceptual skills; (4) helping subordinates to grow and succeed; (5) putting subordinates first; and (6) behaving ethically.

Another contributor to the SL discourse, Van Dierendonck and Nuijten (2011) developed what is perhaps the latest servant leadership model which comprises six factors namely, (1) empowering and developing people; (2) humility or the ability to put one's own accomplishments and talents into proper perspective; (3) authenticity, i.e. expressing oneself in ways that are reflective of one's inner thoughts and feelings; (4) interpersonal acceptance or the ability to understand and experience the feelings of others and where others are coming from; (5) providing direction or making work dynamic, designing work around followers' abilities, needs and input; and (6) stewardship which is the willingness to accept and take responsibility for the larger institution and to emphasise service instead of control and self-interest (Dierendonck and Nuijtin, 2012, p.251-252; Rachmawati and Lantu, 2014, p.393).

The overall comment to make regarding all these models is that while there may be a few differences in the number of dimensions proffered for each model, the descriptions and the thematic meaning of the dimensions are largely similar and the core of servant leadership is to serve others first and to lead through service. The servant leader's thrust is to put others' interests, needs and concerns first before one's own interests and to lead ethically and with humility. Table 2.1 below illustrates the various models showing a progression in the evolution, growth and development of servant leadership as a body of knowledge. In addition, Rachmawati and Lantu (2014, p.393) isolated six servant leadership characteristics that they found common in seven servant leadership models although defined differently. The table has also been colour-coded to show that there is considerable overlap between the models.

Table 2.1: Servant leadership models tracing the origin growth and development of servant leadership theories

Graham (1995)	Buchen (1998)	Spears (1998)	Farling et al (1999)	Laub (1999)
Inspirational Moral	Building capacity for reciprocity Preoccupation with the future Relationship Self-identity	Awareness Commitment Community building Conceptualisation Empathy Foresight Healing Listening Persuasion Stewardship	Credibility Influence Service Trust Vision	Building community Developing people Displaying authenticity Providing leadership Sharing leadership Valuing people
Page & Wong (2000)	Russel (2001)	Russel & Stone (2002)	Patterson (2003)	Barbuto & Wheeler (2006)
Caring for others Developing others Empowering others Goal-setting Humility Integrity Leading Servanthood Shared decision-making Team building Visioning	Appreciating others Credibility Empowerment Modelling Pioneering Service Trust Vision	Appreciation of others Empowerment Honesty Integrity Modelling Pioneering Service Trust Vision	Agapao Altruism Empowerment Humility Love Service Trust Vision	Altruistic Calling Emotional healing Organisational stewardship Persuasive mapping Wisdom
Sendjaya et al (2008)	Linden et al (2008)	Dierendonck & Nuijten (2010)		
Authentic self Covenantal morality Responsible subordination Transcendental spirituality Transforming influence Voluntary relationship	Behaving ethically Conceptual skills Creating value for the community Emotional healing Helping subordinates grow and succeed Putting subordinates first Relationship building Servanthood	Accountability Authenticity Courage Empowerment Humility Interpersonal acceptance Standing back Stewardship		

Source: (Lanctot and Irving, 2010, p.35; Vondey, 2010, p.6; Van Dierendonck and Nuijten, 2011, pp.251-252; Rachmawati and Lantu, 2014, p.390)

2.3.4 Servant Leadership Primary Characteristics

Focht and Ponton (2015, p.7) conducted a Delphi study seeking to identify the primary characteristics of servant leaders and out of over 100 characteristics, they were able to isolate 12 primary characteristics which include, valuing people, humility, listening, trust, caring, integrity, service, empowering, serving others before their own needs, collaboration, love, unconditional love and learning. These have all been identified in Table 2.1. To take the argument forward, these characteristics are defined in Table 2.2 below:

Table 2.2: Primary Characteristics and their Definitions

Valuing people	Servant leaders are first and foremost committed to people, especially their followers and they truly value people for who they are, not just for what they give to the organisation.
Humility	Servant leaders are truly humble and promote others not themselves; they put others first and understand it is not about them – things happen through others and exemplary servant leaders know they cannot do it alone.
Listening	Willingness to listen receptively and nonjudgementally in order for them to learn and understand followers and associates in order to discern when and where service is needed.
Trust	Servant leaders give trust and take risks to serve others and they are trusted because they are authentic and dependable.
Caring	Servant leaders have people and purpose at heart and display kindness and concern for others; they care more for the people than the organisation. They seek to serve others and not to be served by others.
Integrity	Servant leaders are honest, credible, dependable and can be trusted and they value integrity by developing and living shared values which creates drive and commitment. They synchronise their behaviours with their values and the values of others through honest self-evaluation, inner consciousness and spirituality.
Service	The servant leader is servant first.

Serve others' needs	Servant leaders serve others before self by putting others' interests first.
Empowering	Servant leaders empower others but expect accountability.
Collaboration	Servant leaders discourage disruptive and unproductive competition but seek to create and build cohesion and achievement of goals for the common good through accountability, awareness, empathy, building community and collaboration.
Unconditional love	Servant leaders show a strong sense of acceptance, appreciating and acknowledging others, equality, trust and service to others.
Learning	Servant leaders show willingness to learn from those below and others. Great leaders always seek to learn about future trends and opportunities. Learning is the master skill that leads to growth, personally, relationally, organisationally and in broader society which includes comfort with ambiguity, intellectual energy and curiosity.

Source: Focht and Ponton (2015, pp.7-8)

Other writers like Sendjaya et al. (2008, p.406) use the term 'dimensions of servant leadership' when describing the behaviours of servant leaders and this researcher contends, that the term can be used interchangeably with characteristics of servant leaders.

Perhaps spurred by the literary works of various writers in servant leadership, Boone and Makhani (2012) developed a Servant Leader's Five Attitudes framework that is instructive in its focus, mainly on the attitudes expected from a servant leader as discussed below.

2.3.5 Five Attitudes for Effective Servant Leadership

Boone and Makhani (2012, p.84) argue that attitude plays a central role in determining adoption of the servant leadership behaviour or style as they argue that in the process of exerting specific influence on a person's responses to other people, objects and situations, attitudes provide the emotional basis of one's personal relations and identification with others. On this basis, the writers proffer a set of five attitudes that servant leaders require in

order to be effective in influencing others towards achieving organisational goals (Boone and Makhani, 2012, p.84). The attitudes are illustrated in Figure 2.1 below:

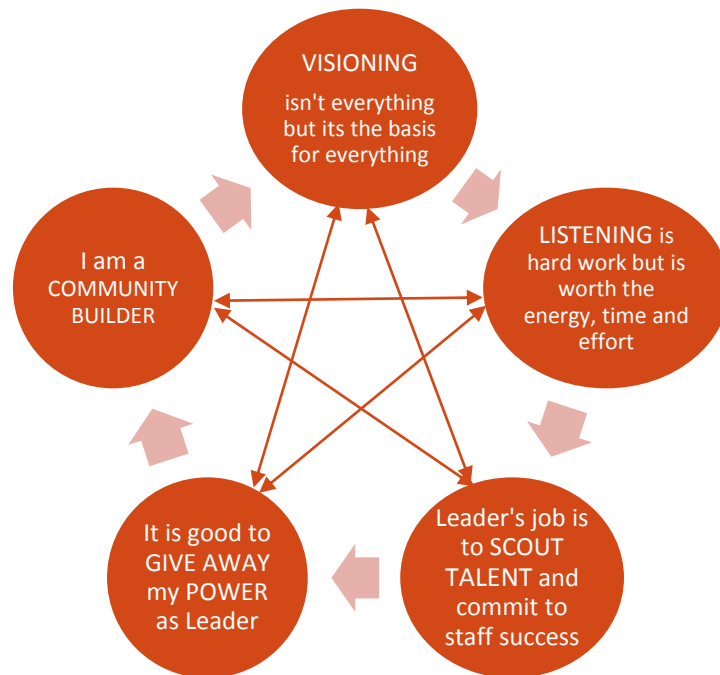


Figure 2.1: Researcher’s own illustration of the five attitudes (adapted from Boone and Makhani, 2012)

- Attitude 1: “Visioning isn’t everything, but it’s the beginning of everything.” (Boone and Makhani, 2012, p. 87). A servant leader’s goal is perceived to be the institutionalisation of the virtue of serving others first, not serving oneself which is achieved if the servant leader leads with a compelling vision and values which include hopes, dreams and aspirations that build ambition and optimism (Boone and Makhani, 2012, p. 87). Envisioning requires servant leaders to tell the “who am I” stories of their personal values and experiences that reveal the leader in order to earn respect of followers, tell “who we are” stories that build a sense of group identity shared through common experiences and mission and tell a “Future Story” that describes where the group is going (vision), what must or must not change and how to get to desired vision (Boone and Makhani, 2012, pp.87-88).
- Attitude 2: Listening is hard work but it is worth the energy, personal time and effort (Boone and Makhani, 2012, p. 89). In terms of Maxwell’s (2007, p.55) Law of Addition, leaders only add value to others when they are aware of what others value through listening, learning and leading (Boone and Makhani, 2012, p.89). Listening to and asking

others questions on who they are as individuals and as a team brings out followers' dreams, aspirations and sense of purpose which allows servant leaders to build a shared vision, mutual trust and a team's self-worth (Boone and Makhani, 2012, pp. 89-90).

- Attitude 3: Scouting talent and commitment to follower success. Servant leaders are viewed as leaders that appreciate that, "everyone is great at something", and this unique contribution should be recognised, developed and nurtured through developing a leader's trust in the team as individuals and that successes of the team builds the leader's credibility and the organisation thrives (Boone and Makhani, 2012, pp. 90-91).
- Attitude 4: "It is good to give away my power". Servant leadership is not about issuing commands, forcing one's ideas on others, giving or withholding resources and rewards but about the desire to serving others through empowering followers to reach their potential (Boone and Makhani, 2012, p. 82). Servant leaders are advised to put their constituents at the centre of their goals and create a collaborative team environment in which the leader's power is to the service of others (Ortberg, 2004, p.90).
- Attitude 5: I am a community builder: Servant leaders should identify and retain followers that share the same vision and for further development and capacity enhancement as Collins (2001, p.13) of "Good to Great" advises, "Strong communities are built around people who share the values of the organisation, are passionate about and motivated by the vision.." (Boone and Makhani, 2012, p. 94). Servant leaders should strive to building a community of people who share the leader's and the organisation's vision and that servant leaders "don't think less of themselves but rather just think of themselves less, argue Boone and Makhani (2012, p.94). Building a community requires a servant leader to identify and bring into the inner circle, people with, " (1) potential value-those who raise up themselves; (2) positive value-those who raise morale in the organisation; (3) personal value-those who raise up the leader; (4) production value-those who raise others; and (5) proven value-those who raise up people who raise up other people (Maxwell, 1998; pp. 115-116, cited in Boone and Makhani (2012, p. 94).

The five attitudes complement the servant leadership models developed by various writers as summarised in Table 2.1 above as a close review of the attitudes point to their pervasiveness in all the servant leadership models.

2.3.6 Pros and Cons of Servant Leadership

2.3.6.1 The Pros of Servant Leadership

Anderson (2009, p.9) contends that although servant leaders focus primarily on other individuals instead of the organisation, some writers such as Melchar and Bosco (2010, p.78) argue that positive outcomes could still be derived in organisations that embrace SL.

Shekari and Nikooparvar (2012, p.58) and Melchar and Bosco (2010, p.78) contend that the benefits of servant leadership are impressive and that the advantages explain why servant leadership is pervasive in organisations. They list the pros of servant leadership as follows:

- Servant leaders help the team to focus on mission and values by showing commitment to institutional goals and to building the community;
- SL builds creativity and innovation by developing and nurturing followers who are allowed and enabled to develop and flourish which helps to improve performance;
- Servant leaders develop a culture of responsiveness and flexibility and seeks to improve care through encouragement and facilitation, rather than through power and authority;
- SL oriented organisations display a commitment to both internal and external service;
- Servant leaders respect their employees which in turn generates and sustains employee loyalty.
- Organisations with servant leadership culture celebrate diversity as employees are valued, cared for and are seen and treated as ends instead of means to ends; and
- As a transformational force, servant leadership has the potential to inspire leaders and followers towards ‘higher levels of motivation and morality’ (Burns, 1998, p.20 cited in Anderson, 2009, p.10).

Anderson (2009, p.10) bemoans the lack of empirical evidence to support the claims that servant leadership oriented companies can derive the benefits stated above. An examination of some cases studies and research done may help to address these concerns.

2.3.6.2 The cons of servant leadership: A critique

Critics of servant leadership point to a number of flaws either in the perception and behaviours or in the effectiveness of servant leaders (Wong and Davey, 2007, p.4; Waterman 2011, p.26; Shekari and Nikooparvar, 2012, p.58). Some of the pitfalls of SL are discussed below:

- The leadership concept is considered to be similar to transformational leadership approaches and therefore offers very little new to the discourse on leadership studies (Andersen, 2009, p.9).
- SL is perceived as being too idealistic, unrealistic, naïve and impractical, and that in an individualistic culture, people are likely to take advantage of a servant leader's kindness as a weakness (Wong and Davey, 2007, p.4).
- Servant leadership which puts followers first tends to disturb the concept of hierarchy which depicts the old paradigm where executives are at the top of the hierarchy with employees at the bottom. Servant leadership advocates the new paradigm or an inverted structure where employees are at the top interfacing with customers and CEO (the servant leader) at the bottom (Hunter, 2012, pp.57-63).
- SL can be perceived as a religious concept and therefore alien to modern sensitivities (Wong and Davey, 2007, p.4).
- The attribute of humility which is central to SL can be viewed as a weakness (ibid).
- Some workers may not respond to this approach given the various perceptions and practices of leadership styles that they would have been subjected to over time (Andersen, 2009, p.9).
- Writers argue that organisations are run to achieve specific goals and leaders who are the managers of such entities have the responsibility to achieve the set goals. If such leaders adopt servant leadership whose primary focus is to serve the needs of their followers, the goals of the organisation might end up being neglected (Anderson, 2009, p.11).

2.3.7 Measures for Servant Leadership Behaviours

Various studies have been conducted to measure servant leadership characteristics or attributes. Senjaya and Perketi (2010, p.651), in their study of 555 employees of two educational institutions, used the servant leadership behaviour scale (SLBS) which is a 35-item instrument designed to measure six behavioural dimensions of the Sendjaya et al. (2008) model, namely, voluntary subordination (placing others' needs and interests before one's own), authentic-self (not being defensive), covenantal relationship (treating people as equal partners in organisations) responsible morality (taking a resolute stand on moral principles), transcendental spirituality (helping others to find a clarity of purpose and

direction) and transforming influence (minimising barriers that inhibit influence (Senjaya and Perketi, 2010, p.651).

Sendjaya, Sarros and Santora (2008, p.411) summarised the main instruments used by various writers in measuring servant leadership behaviours based on the models as illustrated in Table 2.2 below.

Table 2.3: Summary of five measures of servant leadership

	Servant Leadership Behaviour Scale (SLBS)	Organisational Leadership Assessment (OLA) (Laub, 2003)	Revised Servant Leadership Profile (RSLP) (Wong and Page, 2003)	Servant Leadership Questionnaire (SLQ) (Barbuto and Wheeler, 2006)	Servant Shepard Leadership Scale (SSLS) (Whittington et al., 2006)
Number of items	35	60	97	23	30
Number of subscales	6	6	10	5	4
Name of subscale	<ul style="list-style-type: none"> • Voluntary • Subordination • Authentic Self • Covenantal Relationship • Responsible morality • Transcendental spirituality • Transforming influence 	<ul style="list-style-type: none"> • Displays authenticity • Shares leadership • Values people • Provides leadership • Builds community • Develops people 	<ul style="list-style-type: none"> • Leading • Servanthood • Visioning • Develops others • Team building • Empowering others • Shared decision making • Integrity • Abuse of power • Egoistic pride 	<ul style="list-style-type: none"> • Altruistic calling • Emotional healing • Wisdom • Persuasive mapping • Organisational stewardship 	<ul style="list-style-type: none"> • Others-centredness • Facilitative • Environment • Self-sacrifice • Affirmation
Content validity	Yes, through literature review, semi-structured interviews, and expert panel	Yes through expert panel	Yes, through literature review and personal experience	Yes, through literature review and expert panel	NA
Factor analyses	Yes	Yes	Yes	Yes	Yes

Source: Sendjaya et al. (2008, p.411)

2.3.8 Research Evidence on Application of Servant Leadership

This section reviews literature on research studies undertaken to determine the value of servant leadership attributes or dimensions on leadership performance in a formal organisational setting.

2.3.8.1 Servant leadership at South West Airlines

South West Airlines, one of the largest airlines in the U.S., is often cited as a success story on the use of servant leadership, with co-founder and former CEO, Herb Kelleher, and former vice-president, Collen Barrett, credited with the successful implementation of servant leadership in the airline's corporate culture (Vinod and Sudhakar, 2011, p.462; Shekari and Nikooparvar, 2012, p.58). The company pyramid of priorities was structured upside down, with employees at the top and executives deliver proactive customer service to the employees. If executives do a good job, employees in turn can spend their time providing service to the second most important group, the customers, to increase company profitability. Herb Kelleher likened leadership to customer service and commented that just as the airline has its customers, the passengers, management also has its customers, the employees. If customers are not satisfied, they do not fly with the airline and if employees are not satisfied, they do not deliver the required performance (Shekari and Nikooparvar, 2012, p.58)

The leadership responsibilities at South West Airlines were to develop people, build great teams, think strategically, deliver excellent results and identify with the corporate values. The airline's mantra was 'Hire for attitude and train for skill' (Shekari and Nikooparvar, 2012, p.58). The company had three core values; 'warrior spirit'- the desire to get excellent results; 'a servant leader's heart'- to put others first; and 'a fun-loving attitude', - staff should not take themselves too seriously. Management were expected to create a positive and familiar working environment and the "fun" image is believed to have become an important part of the airline's corporate culture. Shekari and Nikooparvar (2012, p.58) observed that the airline's culture depicted the presence of servant leadership characteristics of active listening, empathy, healing and formation of a community.

“Employees were encouraged to participate in decision-making, to solve problems themselves which are empowerment aspects of servant leadership while management's

thrust on strategic thinking and outstanding results are manifestations of the elements of conceptualisation and vision” (Shekari and Nikooparvar, 2012, p. 58).

2.3.8.2 Other empirical findings on servant leadership

In a research on leadership styles of managers (Anderson, 2009, p.12), data from 3,857 supervisors and subordinates were collected and analysed and the results from subordinates viewed the managers with the most popular leadership style like servant leadership to be least proficient. Commenting on the results, Graham (1991, p.117) wrote: “Leader characteristics such as low need for power, genuine humility, and high empathy and communication skills are also likely antecedents of servant leadership”.

This position is disputed by Anderson (2009, p.12) who argues that claiming that a low need for power is an antecedent of servant leadership actually undermines the argument that servant leaders are successful. According to Anderson, a meta-study of three investigations in two countries supported McClelland’s thesis that managers with a high need for power are more effective than others.

Shekari and Nikooparvar (2012, p. 59) conducted a case study research at Iranalloy steel using a 33 item instrument developed from expert opinions and a questionnaire instrument used to gather 340 responses. The measurement scale for servant leadership was validated through factor analysis which allowed for assessment of servant leadership using a six-factor measurement model comprising, altruism, egalitarianism, emotional dimension, managerial skills, human relations skills and commitment to community.

Shekari and Nikooparvar (2012, p. 60) found that a servant leader was more inclined to serve than to be served, recognise rather than to be recognised and empower rather than to flex positional power through command and control of followers . They further concluded that if employees were empowered and developed and allowed to flourish, they would respond with responsible corporate citizenship behaviours of helping one another, taking initiative and participation in organisation sustaining activities (*ibid.*). The writers, however, called for further research on servant leadership to explore its efficacy in organisations.

From the literature reviewed, Anderson (2009, p.12) concluded that there was no generally accepted definition of servant leadership, no commonly accepted instruments to measure servant leadership and it remains unclear whether servant leadership is a personality or

behavioural construct; whether some people have servant leadership or not; and/or whether some displayed more servant leadership characteristics than others.

Vinod and Sudhakar (2011, p.462) chronicle the success story of a mechanical contracting company, TD Industries, which applied servant leadership and developed a culture of trust through awarding stocks to its employees. The writers also cite the case of The ServiceMaster, a company recognised by Fortune magazine as the best service company among the Fortune 500 firms. In describing his leadership, ServiceMaster chairman, William Pollard stated that “leaders lead with a servant heart,” and a real leader is not the, “person with most distinguished title, the highest pay, or the longest tenure, but the role model, the risk taker, the servant; not the person who promotes himself or herself, but the promoter of others” (Vinod and Sudhgakar, 2011, p.462).

2.3.9 Servant Leadership and Gender

With other discussions on leadership and gender, there is continued debate on servant leadership behaviours along gender lines. Barbuto and Gifford (2010, p.8) comment that research appears to have generalised assumptions about certain leadership behaviours based on gender. In a study they conducted involving female leaders as the majority with ages between 46-51 years with at least a first degree, Barbuto and Gifford (2010, pp.10--11) sought to establish the presence of communal servant leadership behaviours such as altruistic calling, emotional healing, empathy and organisational stewardship which are considered to be more prevalent in female leaders, as opposed to agentic leadership behaviours aligned with task-focused orientation, assertiveness, calmness in crises and strength, wisdom, and persuasive mapping often perceived to be more prevalent in male leaders. The study tested the gender differences in servant leadership and established that there were no significant differences meaning that males and females are equally capable of appealing to and utilising both agentic and communal leadership behaviours (*ibid.*, p.14). They concluded,

“To the extent that the focus of servant leadership is on the needs of followers, the altruistic nature of servant leadership that sets it apart from other leadership models allows leaders to step out of gender role norms and provide the most appropriate leadership for followers” (*ibid.*, p.16)

2.3.10 Gaps in Servant Leadership Research

The evidence from literature points to a number of research studies having been conducted in various parts of the world on the construct of servant leadership and its applicability to organisational performance. The evidence also shows that different types of research methodology were used in the studies ranging from quantitative, qualitative and mixed methods studies. The researcher, however failed to locate any literature regarding studies on servant leadership in Zimbabwe let alone in the commercial banking sector. There was therefore an identifiable empirical and methodological gap which justified the need to conduct this study using mixed methods research design.

2.4 LITERATURE REVIEW: EMOTIONAL INTELLIGENCE (EI)

“Among the ingredients for success, IQ counts for 20%; the rest depends on everything from environment to luck, to the neural pathways that have developed in the brain over millions of years” (Cob and Mayer, 2003, p.3).

2.4.1 Emotional Intelligence: An Overview and Definitions

Ghuman (2011, p.420) conceptualises an individual’s intelligence as the ability to solve problems and meet the challenges of a task at hand, a trait-based form of intelligence that utilises cognitive abilities of perception, encoding, memory and reasoning. The trait-based view of intelligence was subsequently challenged by other writers, who proposed the concept of contextual intelligence by arguing that intelligence exists across multiple domains of ability and is relative to the situation in which it is utilised (Ghuman 2011, p.420). Contextual intelligence is considered to be a multi-dimensional ability in which many forms of intelligence may exist in a single individual. Using his concept of inter-and intra-personal intelligences, and embodied in his theory of multiple intelligences, Gardner (1993) cited in Ghuman (2011, p.420) identified seven types of contextual intelligence that include, linguistic, logical-mathematical, spatial “and two forms of personal intelligence, one directed toward other persons (inter) and one directed toward oneself (intra).

According to Ghuman (2011, p.420), EI refers to the ability of an individual to be cognisant of, and manage one’s own emotions, and successfully manage the emotions and emotive responses of others. He further argues that since intelligence includes social competence, EI can be considered a form of contextual intelligence. Following on this discourse, Mayer et al. (2000, p.396, cited in Ghuman, 2011, p.420) defined EI as,

[...] the ability to accurately perceive, appraise and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion as well as emotional knowledge; and the ability to regulate emotions to promote intellectual growth.

Commenting on the definition, Ghuman (2011, p.420), argued that this definition of EI shows that EI can be considered to be a competent ability (and therefore a contextual intelligence) that allows the individual to successfully navigate through life situations.

The concept of EI is credited to Thorndike's (1921) work on social intelligence and Gardner's (1983) work on multiple intelligences (Maulding, Peters, Leonard and Sparkman 2012, p. 21). Two writers credited with coining the term 'emotional intelligence', Salovey and Mayer (1990, p. 186) describe emotional intelligence as "a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's own thinking and actions". EI is therefore used to describe qualities like "understanding one's own feelings, empathy for the feelings of others and the individual's ability to regulate his or other people's emotion in a way that enhances living" (Ugwu, 2011, p.137). Singh (2013, p.334) defines EI as an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures. Bar-On (2000, cited in Prins, et al., 2011, p.60) is credited with developing the Mixed Abilities Model of Emotional Intelligence.

Goleman (1997, cited in Singh 2007, p.59) who is credited with spreading the concept of EI worldwide, argues that emotional intelligence is about knowing what one is feeling and being able to handle those feelings without being swamped, being able to motivate oneself to get jobs done, being creative and performing at one's peak, and sensing what others are feeling and handling relationships effectively. Goleman (1998, p.317) defined emotional intelligence as "[...] the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships".

Ugwu (2011, p.137) adds to this reflection and notes that EI is a mix of skills, such as awareness of emotions, traits such as persistence and zeal; and good behaviour. Singh (2007, p.59) argues that EI contributes 80 to 90 per cent of the competencies that distinguish outstanding leaders from average leaders, a view supported by Ugwu (2011, p.137) who noted that Goleman's definition suggests that an individual's success in life is accounted

more by one's ability to process, understand, manage, and use emotions in order to benefit from it. Ugwu (2011, p.137) captures Goleman's view that:

“Emotional Intelligence gives one a competitive edge... Having great intellectual abilities may make one a super fiscal analyst or legal scholar, but highly developed emotional intelligence will make you a candidate for Chief Executive (CEO) or a brilliant lawyer”.

Iuscu, Neagu and Neagu (2012, p.215) view emotional intelligence as the capacity of perceiving, evaluating, understanding and managing one's own emotions as well as the emotions of other people, recognising one's emotions and acting upon them in a rational way. They further argue that emotional abilities allow us to adopt an upfront attitude towards our colleagues and people in general and impart our knowledge. Anand and UdayaSuriyan (2010, p.65) define emotional intelligence as one's ability to perceive and express emotion in order to stimulate thought and understanding; EI also allows one to regulate emotion in oneself and others. Leaders with emotional intelligence have capacity to develop and use the talents of employees to obtain results beyond expectations and make their organisations effective (Anand and UdayaSuriyan, 2010, p.65). In addition, “effective leaders manage and steer their own feelings, acknowledge subordinates' feelings about their work situation, and intervene effectively to enhance morale” (Anand and UdayaSuriyan, 2010, p.65).

Explaining the need for more than just intelligence quotient (IQ), Iuscu et al (2012, p. 215) argue that for a long time there was emphasis on IQ elements such as logical reasoning, verbal, visual, spatial and mathematical skills to predict one's performance but that evidence shows that some people with high IQ fared badly in life indicating that something more than IQ is required for success: the missing element in the equation is EI. Iuscu, Neagu and Neagu (2012, p. 216) note that an executive leader's intelligence or IQ represents less than 25% of the success he might have in carrying out his activities in his organisation and 75% to 96% of a leader's success is based on his emotional intelligence. This view had earlier been proffered by Cobb and Meyer (2003, p.3) who, in support of the notion that EI is more powerful than general intelligence for leaders, argue that “Among the ingredients for success, IQ counts for 20%; the rest depends on everything from environment to luck, to the neural pathways that have developed in the brain over millions of years of human evolution”.

In the context of EI dimensions or competencies, Goleman (1998, p.317) defined an “emotional competence” as a “learned capability based on emotional intelligence which results in outstanding performance”. Defining a competency as an “underlying characteristic of a person that leads to or causes effective or superior performance”, Emmerling and Boyatzis (2012, p. 8) identify three types of competencies as follows:

- An emotional intelligence competency is the ability to recognise, understand, and use emotional information about oneself that leads to or causes effective or superior performance;
- A social intelligence competency is the ability to recognise, understand and use emotional information about others that leads to effective or superior performance; and
- A cognitive competency is an ability to think or analyse information and situations that lead to or causes effective or superior performance.

Having reviewed the various definitions of EI proffered from different persuasions, it is pertinent to trace the origin of the construct of emotional intelligence.

2.4.2 Origins of Emotional Intelligence

Singh (2007, p.59) observes that the notion of emotional intelligence (EI) can be traced back to Thorndike’s (1920) concept of social intelligence, Wechsler’s (1940) proposition of non-intellective abilities and Goleman’s (1983) conceptualisation of personal intelligence. However, the term ‘emotional intelligence’ owes its origin to Salovey and Mayer (1990) but subsequently, it was the work of Daniel Goleman (1995) which globally popularised the concept of EI, resulting in both practising managers and academia accepting its importance in the world of organisations (Singh, 2007, p.59).

2.4.3 Emotional Intelligence Models

While the writers on EI models share some elements in common and overlap in some respects, they tend to differ in the way they define and measure EI (Beigi and Shirmohammadi, 2011, p.554). The most prominent models on EI are the Ability Model, the Mixed Model and the Competency Model (Beigi and Shirmohammadi 2011, p.553).

2.4.3.1 The ability model

Mayer, Caruso and Salovey (2000, p.?) perceive emotional intelligence as a mental ability and developed a four-branch model namely:

- Emotional perception and identification, i.e. perceptions and emotional expression which entails awareness of oneself and others and ability to express emotions and emotional needs to others (Khalili, 2013, p.2690);
- Emotional facilitation of thought, i.e. ability to distinguish between different emotions that a person feels and the ability to use emotions to improve and increase strength in thinking (Prins et al. 2011, p.66);
- Emotional understanding, i.e. ability to understand the complex feelings and emotions and to analyse the different components of emotions and understand the possible change from one mode to another (Khalili, 2013, p.2691).
- Emotional Management, i.e. communication or lack of ability to communicate a sense of usefulness in a particular situation, ability to control emotions in oneself and others and to use the information as a guide to thought and action (Prins et al. 2011, p.66)..

The Ability Model is further presented as a five branch model by Mayer and Salovey (1997) who define EI in terms of cognitive abilities namely:

- The ability to perceive emotions: the ability to detect and interpret emotions in faces, pictures, voices and cultural artifacts and ability to identify one's own emotions and is the basis for processing information (Abdul and Ehiobuche, 2011, pp.48-49).
- The ability to integrate emotions: harnessing the various types of emotions and capitalising on one's moods to adjust to the nature of the task at hand (Beigi and Shirmohammadi 2011, p.554).
- The ability to facilitate thought: using emotions to facilitate the various cognitive activities such as thinking and problem solving (Abdul and Ehiobuche, 2011, pp.48-49).
- The ability to understand emotions: the ability to comprehend emotion language and to appreciate the complicated relationships among emotions, being sensitive to variations in emotions and recognising and describing how emotions evolve over time (Beigi and Shirmohammadi 2011, p.554).
- The ability to manage emotions: this entails one's ability to regulate emotions in both oneself and in others so that the emotionally intelligent person can harness emotions including negative ones and manage them to achieve intended goals (Abdul and Ehiobuche, 2011, pp.48-49).

The abilities are measured using the Mayer-Salovey-Caruso-Intelligence Test (MSCIT) that requires respondents to complete tasks that are posited as being associated with emotional intelligence (Beigi and Shirmohammadi, 2011, p. 554).

2.4.3.2 The mixed or multi-factorial model

The mixed model developed by Bar-On (1998, cited in Prins et al., 2011, p.60) conceptualises EI as a combination of cognitive abilities and personality traits (Beigi and Shirmohammadi, 2011, p. 554). Bar-On was intrigued by the observations that some people exhibited better emotional well-being than others and yet other people, despite being highly intelligent cognitively, seemed to be unsuccessful or less successful than others (Prins et al, 2011, p.60). Bar-On's (1997) Model is divided into five components:

- The intrapersonal component refers to a person's ability to identify and understand their own feelings, emotions and ideas (Khalili, 2013, p. 2692). The intrapersonal component reflects an individual's understanding, expression, and development of the inner self (Prins et al. 2011, p.61). The intrapersonal components are emotional self-awareness, assertiveness, self-regard and Independence.
- The interpersonal component is the ability to identify and understand others' feelings and emotions (Khalili, 2013, p.2692) which reflect an individual's interpersonal skills; people competent in this area are responsible, dependable, empathic and have well-developed social skills that allow them to interact and relate well to others (Prins et al., 2011, p.61).
- The adaptability component refers to the flexibility and the individual's ability to cope with environmental demands and deal with problematic situations. Individuals who are well-developed in this component are flexible, realistic, effective at understanding problematic situations and able to resolve issues (Khalili, 2013, p. 2692).
- The stress management component refers to the ability to cope with pressures and emotions constructively and effectively (Khalili, 2013, p. 2692). This component relates to the ability to withstand stressors without losing control or falling apart; individuals with developed skills in this area tend to be calmer, rarely impulsive and tend to work well under pressure (Prins et al. 2011, p.61).
- The general or public mood component is the ability to feel and express positive emotions (Khalili, 2013, p.2692). This component reflects the individual's ability to enjoy life and experience a general level of contentment. The dimensions of this

component are happiness and optimism and individuals with this competence tend to be positive, cheerful, and hopeful and know how to enjoy life (Prins et al. 2011, p.61).

The dimensions of emotional intelligence posited by Bar-On are measured using the Emotional Quotient Inventory (EQ-i) instrument (Beigi and Shirmohammadi, 2011, p.554).

2.4.3.3 The competency model

Unlike the ability model which posits EI in terms of cognitive, innate abilities or talents that originate from childhood and continue to develop thereafter, the competency model posits EI as learned capabilities that must be developed in order to achieve high performance (Beigi and Shirmohammadi, 2011, p.554). This view is shared by Abdul and Ehiobuche (2011, p.50) who observe that the Goleman model focuses on EI as a wide array of competences and skills that can be developed to drive leadership performance. The main protagonist of this model is Goleman (2001, p.2) who defines EI as “a learned capability based on emotional intelligence that results in outstanding performance at work.” The competency model consists of four domains, namely self-awareness, self-management, social-awareness and relationship-management (Beigi and Shirmohammadi, 2011, p.554; Iuscu et al, 2012, p.216). Table 2.4 below shows an outline of the dimensions of each domain:

Table 2.4: The EI Competency framework

	Self (Personal Competence)	Other (Social Competence)
Recognition	Self-Awareness <ul style="list-style-type: none"> • Emotional self-awareness • Accurate self-assessment • Self-confidence 	Social-Awareness <ul style="list-style-type: none"> • Empathy • Service orientation • Organisational- awareness
Regulation	Self-Management <ul style="list-style-type: none"> • Emotional self-control • Trustworthiness • Conscientiousness • Adaptability • Achievement drive • Initiative 	Relationship- Management <ul style="list-style-type: none"> • Developing others • Influence • Communication • Conflict management • Visionary leadership • Catalysing change • Building bonds • Teamwork and collaboration

Source: (Prins et al., 2011, p.59).

Other writers conceptualise Goleman's model as consisting of five components (Klare, Behney and Ferrer Kenny, 2014, p.21) although the revised Goleman model now has four main EI constructs namely self-awareness; self-management; social awareness; and relationship management (Abdul and Ehiobuche, 2011, p.50):

- Self-awareness – knowing one's emotions, strengths, weaknesses, drives, values and their impact on others. Self-awareness is the ability to read one's emotions and recognise their impact as well as using gut-feelings to guide decisions (Klare et al., 2014, p.21);
- Self-regulation – controlling or redirecting disruptive emotions and impulses and adapting to changing circumstances (Abdul and Ehiobuche, 2011, p.50);
- Motivation – being driven to achieve for the sake of achievement (Klare et al., 2014, p.21);
- Social Awareness and Empathy – considering others' feelings particularly when making decisions and being able to sense, understand and react to others' emotions while also comprehending social networks (Abdul and Ehiobuche, 2011, p.50);
- Social skill – managing relationships to move people in desired directions or being able to inspire, influence and develop others while managing conflict (Klare, et al., 2014, p.21).

In the competency model, self-awareness and self-management relate to intra-personal intelligence while social awareness and relationship management fit into the definition of interpersonal-intelligence. Competence is determined by the extent to which a person learn and master the skills required to translate the intelligence onto workplace capabilities (Goleman 2001, p.28, cited in Prins et al., 2011, p.59).

Klare et al. (2014, p.21) corroborate the observation by Prins et al (2011) above as they also draw parallels between Goleman's EI competencies and Howard Gardner's theory of multiple intelligences which delineates what he termed intrapersonal abilities which require inward focus to understand and regulate one's emotions, and interpersonal abilities which require an intentional outward focus and sustained attention to recognise and consider others' emotions and feelings.

The competency model is measured using the Emotional Competency Inventory (ECI) which is a 360 degree instrument that rates EI in three ways (self-assessment, assessment by

manager, and assessment by peers) on a series of behaviours that indicate emotional intelligence (Beigi and Shirmohammadi, 2011, p.554).

Beigi and Shirmohammadi (2011, pp.554-555) highlight six research studies that were undertaken between 2002 and 2010 in non-service organisations, two of them using the ability model, one using the mixed model and four based on the competency model. The results showed that EI training has an impact on the emotional intelligence of trainees. Five studies undertaken in service-oriented organisations like banks between 2003 and 2008, indicated that EI is important in service contexts (Beigi and Shirmohammadi, 2011, p.556).

The evidence of the studies above indicate that emotional intelligence plays a part in influencing the leadership capabilities of managerial leaders in work situations and possibly has an impact on influencing the performance of organisational leaders particularly on non-financial deliverables.

2.4.4 Utility of Emotional Intelligence

Several writers point to the benefits of emotional intelligence within managerial leaders and the need to provide management training and development on emotional intelligence. Turner and Lloyd-Walker (2008, p.514) cite research evidence which suggests that EI can contribute to improved individual and organisational performance. EI is perceived to increase team working, healthy team relationships and collaboration, job satisfaction and improved work performance (Turner and Lloyd-Walker, 2008, p.514; Abdul and Ehiobuche, 2011, p.54). Interpersonal skills are seen as one of the EI skills that helps to build rational dialogue required of leaders (Brower et al, 2000, cited in Turner and Lloyd-Walker, 2008, p.515). Goleman underscored this view when he argued that those with high EI are more likely to be able to become effective leaders as they will be able to make more rational judgements and decisions (Turner and Lloyd-Walker, 2008, p.516; Abdul and Ehiobuche, 2011, p.54). Managers with high EI skills are likely to become effective in listening, providing empathy, influencing, developing, coaching and nurturing teams and demonstrating strong emotional self-management and self-control (Turner and Lloyd-Walker, 2008, p.516).

Underscoring the importance of EI in leaders, Mike Krzyzewski, a successful American Basketball coach, in his book *Leading with the Heart* argues that perceiving emotions is a critical aspect of EI in that people talk in different ways that include through facial

expressions, moods, mannerisms, body language, tone of voice, the look in the eyes and a leader must be able to read all these on the players (Walter, Humphrey and Cole, 2012, p.213). Obradovic, Jovanovic, Petrovic, Mihic and Mitrovic (2013, p.277) point to the benefit of EI in managing conflict by arguing that emotionally intelligent managers are capable of reading into the different opinions, views and emotions of conflicting parties and strive to create common ground and focus towards a common goal. Managers with high emotional intelligence are able to create teamwork by fostering flexible, friendly and close interpersonal relationships with employees through use of empathy, relationship management skills like listening skills and reassurance ability, inspiring and guiding employees (Obradovic et al, 2013, pp. 276-277). Goleman (2008, cited in Obradovic et al, 2013, p. 278) labelled managers with high emotional intelligence as “Resonant Managers,” that transmit their energy, passion, optimism, and enthusiasm to the team which in turn provide security, hope, cheerful mood and harmony within the team.

2.4.5 Measures for Emotional Intelligence

The main contributors to the emotional intelligence models also developed measures that they administered in the research studies that they conducted in order to determine the levels of emotional competencies, or emotional quotient within various groups studied. Mayer, Salovey and Caruso (2000) designed the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) with 402 items designed to test the four major areas of their model which are perception, assimilation, understanding and managing emotions. The writers further developed the MSCEIT Version 2 which they also used to test the perception of emotions, integration and assimilation of emotion, knowledge about emotions and management of emotions (Conte, 2005, p.436; Abdul and Ehiobuche, 2011, p.49). Bar-On (2000) developed the Bar-On Emotional Quotient Inventory (EQ-i) test which measures 133 items that test the five core elements of the Bar-On EI model, i.e. intrapersonal, interpersonal, adaptability, general mood and stress management (Conte, 2005, p.434). The third measure of EI developed by Boyatzis, Goleman and Mckee (2000) is the Emotional Competence Inventory (ECI) instrument with 110 items which assesses 20 competencies in four clusters, namely self-awareness, social awareness, self-management and social skills and comprises a 360 degree assessment involving self-ratings, peer ratings and supervisor ratings (Conte, 2005, p.434).

Stein, Papadogiannis, Yip and Sitarenios (2009, p.91) provide an extract of one of the instruments, the EQ-i developed by Bar-On (1997) as an illustration of what the instrument measures using a five point Likert scale denoted “Very Often True of Me or True of Me” to “Very Seldom True of Me or Not True of me”. Table 2.5 below highlights the measures and the definitions of each measure used in the EQ-i.

Table 2.5: Emotional Quotient Inventory (EQ-i) scales and measurement characteristics

EQ-I scales	EI Skills assessed by each EQ-I scale
Intrapersonal	<i>Self-awareness and self-expression:</i>
Self-regard	To accurately perceive, understand and accept oneself
Emotional self-awareness	To be aware of and understand one's emotions
Assertiveness	To effectively and constructively express one's emotions and oneself
Independence	To be self-reliant free of emotional dependency on others
Self-actualisation	To strive to achieve personal goals and actualise one's potential
Interpersonal	<i>Social awareness and Interpersonal relationship:</i>
Empathy	To be aware of and understand how others feel
Social Responsibility	To identify with one's social group and cooperate with others
Interpersonal relationship	To establish mutually satisfying relationships and relate well with others
Stress management	<i>Emotional management and regulation:</i>
Stress tolerance	To effectively and constructively manage emotions
Impulse control	To effectively and constructively control emotions
Adaptability	<i>Change management:</i>
Reality-testing	To objectively validate one's feelings and thinking with external reality
Flexibility	To adapt and adjust one feelings and thinking to new situations
Problem-solving	To effectively solve problems of a personal and interpersonal nature
General Mood	<i>Self-motivation</i>
Optimism	To be positive and look to the brighter side of life
Happiness	To feel content with oneself and life in general

Source: Stein et al. (2009, p.91)

To demonstrate the relatedness of the measures of emotional intelligence, Turner and Lloyd-Walker (2008) highlight the measures in the Emotional Competence Inventory (ECI) instrument largely used to measure EI within managerial leaders in organisations. The four competence clusters and their descriptions as highlighted in Table 2.6 below.

Table 2.6 Emotional Competence Inventory Cluster descriptions

Cluster	Associated competencies
Self-awareness	Emotional awareness: recognising your own emotions and their effect
	Accurate self-assessment: knowing your strengths and limitations
	Self-confidence: knowing your self-worth and capabilities
Self-management	Self-control: maintaining calm and clear-headed under stress
	Transparency: authentically open to feelings of others
	Adaptability: adjust easily with change
	Achievement: set attainable goals and constantly seeking improvement
	Initiative: seize opportunities rather than wait
	Optimism: rolls with the punches and sees the glass as half-full
Social awareness	Empathy: attuned to emotional signals, good listener, able to get along well with a diverse set of people
	Organisational awareness: politically astute
	Service: monitor customer or client satisfaction carefully, highly available to the client
Relationship management	Inspiration: inspire and create resonance; embody what they ask of others
	Influence: adept in influence
	Developing others: a natural mentor or coach
	Change catalyst: recognise the need for and strong advocate for change
	Conflict management: able to draw parties together, understand all perspectives and identify common ground
	Teamwork and collaboration: committed to the collective effect, team spirit and identity.

Source: Turner and Lloyd-Walker (2008, p.521)

A review of the Bar-On EQ-i and the ECI instruments show some striking resemblances in a number of the measurement clusters and descriptors which confirms the convergence of the models within the same construct of EI.

Critics of the instruments used to measure EI argue that the developers of the measures used different definitions of the EI construct which resulted in different types and number of dimensions being measured (Conte, 2005, p.437). There are also concerns on the low levels of relationships between the measures thereby casting doubts on whether the measures are indeed testing the EI construct; this view is supported by Mayer et al. (2003, p.104) the developers of the MSCEIT test who argue that “the applied use of the EI tests must proceed with caution”.

2.4.6 Critique of Emotional Intelligence

Ugwu (2011, p.139) argues that the presence of emotional competencies or EQ in people generally and in leaders in particular as a panacea for success despite one having low general intelligence or IQ is yet to be established convincingly as certain people with high IQ and low EQ have been recorded as successful leaders while others with low IQ and high EQ have also been noted as effective leaders. The argument by Goleman (1998) and Mayer et al. (2002) that EQ largely accounts for leadership success in organisations may not be entirely accurate as Ugwu (2011, p.140) contends that the meeting point of EI and IQ is still not clear cut, but what may be argued is that “an individual with both optimum IQ and EQ will make a better success in life”.

Emmerling and Boyatzis (2012, pp.12-15) reviewed cross cultural studies conducted across several countries and continents excluding Africa. Their findings point to challenges that prevail in attempting to measure emotional and social competencies across cultures in that problems of cultural interpretation of emotional behaviours being assessed and appropriateness and meaning of behaviours across cultures can be very varied and problematic to distil to universally acceptable norms.

2.4.7 Empirical Research on Emotional Intelligence

This section reviews literature on research studies undertaken to determine the value of emotional intelligence competencies or Emotional Quotient on leadership performance. Anand and UdayaSuriyan (2010, p.66) conducted a survey study using the Bar-On EQ-I instrument in order to establish the extent of the relationship between EI components and leadership practices and the relationship between EI in executives and their age, educational qualifications, and length of service. Their findings were that EI had a significant positive relationship to leadership practices. EI components like interpersonal relationships, empathy

and flexibility had a significant positive relationship with enabling others to act. EI was also found to be high in executives of ages above 45 years, non-professional degree holders and those with more than 20 years of service in an organisation (Anand and UdayaSuriyan, 2010, p.70).

Findings from studies conducted by Charles Sturt University to establish if Relationship Managers' EI was positively associated with their performance and if bank managers' EI was positively associated with their branches' financial performance, showed significant positive correlation between EI and managers' performance (Obradovic et al., 2013, p.277). In another study conducted by PsyD Corporate Consulting Group, the results showed that the highest performers had significantly more EI than other managers (*ibid*).

Malik, Danish and Munir (2011, p.115) conducted a survey study in the industrial and banking sectors in Pakistan to determine if there was a relationship between managerial leaders' EQ components (self-awareness, self-management, adaptability, social awareness and social skills) and organisational effectiveness measured by such factors as organisational learning, teamwork and collaboration, and employee performance. The results showed significant positive impact of EI to organisational effectiveness (Malik et al., 2011, pp.116-117).

It therefore appears that such studies would have applicability in the banking sector in Zimbabwe, despite Emmerling and Boyatzis' (2012, pp.12-15) reservations in this regard.

2.4.8 EI and Gender

There is diverse literature offering competing claims on whether gender differences play a part in leadership effectiveness and whether there are differences in the levels of EI between male and female leaders in organisations. While one body of research maintains that there are no gender differences in leadership behaviours, another body of research argues that gender differences and leadership behaviours do exist using such leadership characteristics as consensus decision-making, conflict resolution and team development in which female leaders score higher (Hopkins and Bilimoria, 2008, p.14). Studies done by the Centre for Creative Leadership Study found that female executives have higher levels of emotional and social intelligence than their male counterparts and their reason was that, "In order to approach the highest levels, women are expected to have more strengths and fewer faults than their male counterparts" (*ibid.*). Studies done by Mayer et al, (1999), the originators of

the EI Abilities model, indicate that women score higher on measures of EI than men (Singh, 2007, p.60). However, research conducted by Hopkins and Bilimoria (2008, p.13) found that there were no significant differences in the levels of emotional and social competencies.

In another study, work peers rated females higher on emotional self-awareness, conscientiousness, developing others, service orientation and communication (Obradovic et al., 2013, p.277), another study concluded that while men and women did not differ on total EI, women scored significantly higher on empathy, interpersonal relationships and social responsibility and men scored higher than women on self-actualisation, assertiveness, stress tolerance, impulse control and adaptability(Singh, 2007, p.60).

2.4.9 Gaps in Emotional Intelligence Research

While evidence on the ground shows that some institutions have provided training on emotional intelligence in Zimbabwe or outside the country, there is scant evidence, if any, pointing towards a comprehensive research on emotional intelligence and its impact on leadership performance. Based on the identified contextual, empirical and methodological gaps, the researcher found a compelling case for conducting this research in order to develop a leadership development programme on servant leadership and emotional intelligence for upskilling the soft skills for managerial staff. Commenting on the feasibility of developing emotional intelligence skills and justifying that EI skills can be developed through training, Walter, Humphrey and Cole (2012, p.216) argue that:

“we believe emotional intelligence training can be a beneficial element of a company’s leadership development efforts ... as evidence suggests that each of the four branches of EI (identifying emotions, using emotions, understanding emotions and managing emotions) can be developed through training initiatives”.

The purpose of this research was to explore the role of the dimensions of Servant Leadership (SL) and the dimensions of Emotional Intelligence (EI) in developing non-technical competencies for organisational leadership in the commercial banking sector in Zimbabwe and to assess the possible impact of the combined SL and EI dimensions on non-financial performance deliverables such as articulating vision and strategy; talent development and retention; employee engagement and commitment; stakeholder relationship management; promoting diversity, customer retention; promoting diversity, value creation and community involvement.

Based on the reviewed literature for both Servant Leadership and Emotional Intelligence, the following conceptual framework is proposed.

2.5 SERVANT LEADERSHIP AND EMOTIONAL INTELLIGENCE

There is insufficient literature and research linking Servant Leadership and Emotional Intelligence. Winston and Hartsfield (2004, p.1) offer perhaps the most revealing although not convincing link between servant leadership models and emotional intelligence. They compared Mayer and Salovey (1997)'s Abilities dimensions, (a) the ability to appraise and express emotion; (b) the use of emotion to enhance cognitive processes and decision making; (c) the ability to understand and analyse emotions; and (d) the reflective regulation of emotion, with five servant leadership models, namely: Page and Wong (2000), Patterson (2003), Russel and Stone (2002) Sendjaya and Sarros (2002) and Winston's SL Model (2003), and observed strong ties between SL and the EI dimensions (a), (b) and (d) but not much correlation with dimension (c). Table 2.7 below depicts the relationships between the SL models and EI Abilities model factors.

Winston and Hartsfield(2004) caution that there is lack of clarity on whether emotional intelligence is particularly tied to servant leadership or just leadership in general but that the established similarities require researchers and leadership development practitioners to consider the role of emotional intelligence in servant leadership.

Table 2.7: The relationship between EI constructs with constructs of servant leadership models

EI Construct	Page and Wong's SL Model (2000)	Russell and Stone's SL Model (2002)	Sendjaya and Sarros SL Model (2002)	Patterson's SL Model (2003)	Winston's SL Model (2003)
Appraise and express emotion	Caring for others	Trust Appreciating others	Authentic self	Trust	Commitment to the leader Trust
Using emotion to enhance cognitive processes	Integrity	Trust Integrity Credibility	Equality Trust	Altruism Trust Service to the follower	Altruism Commitment to the leader Service to the leader
Understand and analyse emotions	Authentic	Internal self-image	Self-Awareness Self-perception	Agapao Humility	Agapao
Reflective regulation of emotion	Visioning Goal-setting Modelling Team-building Decision-making	Persuasion Influence Service Modelling Pioneering Appreciation of others Empowerment	Vision Trust Role Modelling Empowerment Monitoring	Vision Trust Empowerment Service	Service

Source: Winston and Hartsfield (2004, pp.5-6)

Perhaps following up on work of Winston and Hartfield (2004), Hannay and Fretwell (2010) advocate for the integration of servant leadership and emotional intelligence traits within leaders and posit that employees with high EI are more likely to adopt a servant leadership style. Leaders with high EI are predicted to be more likely to be more effective in managing their emotions and their relationship with others and this orientation predisposes such leaders to adopt a relationship-oriented style such as servant leadership.

Hannay and Fretwell (2010) suggested a model of servant leadership and emotional intelligence after observing similarities between the attributes of SL in the Russell and Stone (2002) model and the Goleman (1998a) EI model. The suggested model is depicted in Figure 2.2 below:

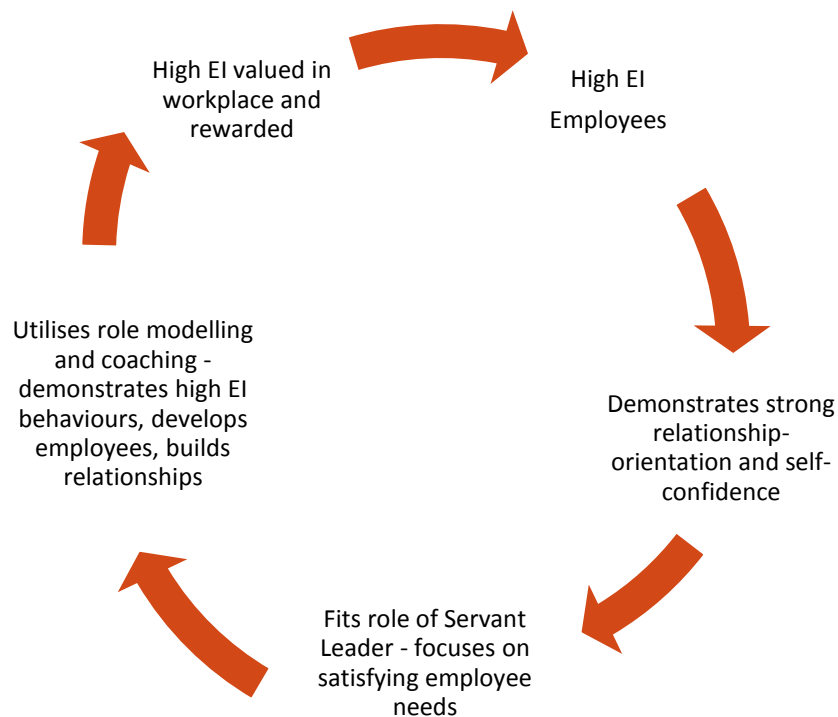


Figure 2.2: The Relationship between Emotional Intelligence and Servant Leadership
 Source: Hannay and Fretwell (2010)

The servant leader’s attributes of empowerment, honesty, trustworthy, integrity, empathy and focus on employee development are considered to be present in employees with high EI who are expected to have strong self-management and relationship management skills, are self-confident, listen to others, have a service-orientation to employees, clients and customer and also show empathy and build rapport through emotional management. They are therefore inclined to also display a relationship-orientation which becomes the convergence

point of SL and EI (Hannay and Fretwell, 2010). The writers propose that organisations put in place a reward system that acknowledges employees who adopt and display servant leadership and high emotional intelligence in order for the model to be effectively implemented (*ibid.*). A survey by Paroline (2005, p.11) to determine the impact of leaders’ emotional intelligence on follower perceptions of servant leadership behaviours and servant leadership culture concluded that some relationship between EI and servant behaviours appears to exist in that supervisors who show ability to appropriately appraise the emotions of others and utilise emotions were perceived by the workforce as creating a culture of servant leadership. However, further research should be conducted to establish a definitive relationship between SL and EI (Paroline, 2005, p.11).

2.6 CONCEPTUAL FRAMEWORK FOR THE STUDY



Figure 2.3: Conceptual Framework for the Study

Source: Researcher’s own development

The conceptual framework above is intended to guide the research study which begins with the critical review of the concepts, theories, paradigms, models and dimensions of Servant Leadership and Emotional Intelligence as the independent variables. These variables

influence the leadership competencies and skills that are placed as the mediating variables which in turn are studied to determine their influences on organisational leadership performance in terms of non-financial deliverables such as communicating and sharing organisational vision, strategy and culture, development and retention of talent, building employee engagement and commitment, promoting diversity, stakeholder relationship management, customer retention, value creation and community development.

The research findings and interpretations linked to the Servant Leadership and Emotional Intelligence literature are aimed at building the case for achievement of the research purpose, namely: to explore how the SL and EI dimensions can be integrated into a leadership skills development programme in order to build leadership competencies or soft skills aimed at improving or enhancing the performance of organisational leadership around the non-financial deliverables.

2.7 CHAPTER SUMMARY

The chapter has unpacked the definitions, origin, growth and development of the body of knowledge around the constructs of servant leadership and emotional intelligence and the models that were developed together with the empirical studies undertaken to evaluate the efficacy of the two constructs in building soft skills for managerial leaders in organisations. The chapter further reviewed the application of the two constructs, the behaviours expected of leaders with servant leadership attributes and emotional intelligence competencies and the influences of the behaviours to leadership performance as evidenced by the cited studies.

A critique of the constructs was attempted in order to bring to the fore the areas that need further research including the issues of gender behaviours relative to SL and EI. The review process helped the researcher to identify contextual gaps, empirical gaps and methodological gaps which created the basis for developing the research methodology and design for this study as discussed in the next chapter.

CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

The research methodology, design and approaches adopted for this study were aimed at answering the pertinent research question, “What is the role of Servant Leadership and Emotional Intelligence in the development of leadership soft skills and competences and the impact of such skills/competencies on the performance of managerial leadership within the commercial banking Sector in Zimbabwe?”

The purpose of this chapter is to articulate the exploratory, cross-sectional mixed methods research (MMR) approach employed in this research. It uses a concurrent MMR methodology and research design which is a combination of selected quantitative (QUAN) and qualitative (QUAL) research designs (Morse, 2003, p.197).

The research was both deductive (seeking to test the role of SL and EI in building managerial leadership soft skills and their influence on leadership performance) and inductive (seeking to build on the collective SL and EI attributes and dimensions to build a Leadership Development programme). The selection of the methodological and research design for this study was guided by the preferred “epistemological and ontological assumptions” (Maree and van der Westhuizen, 2009, p.20) of the chosen research design, i.e. the mixed method approach within which the selected survey research and structured interviewing methods or strategies are located and justified, the sampling method and procedure adopted in the light of the study population, types of data that were collected, the data collection methods used, namely the questionnaire instrument and structured interview schedule, and approach the researcher adopted to analyse and interpret the data. The chapter concludes by highlighting how ethical issues were addressed and the limitations of the research study.

3.2 RESEARCH METHODS

A research methodology is a strategy or plan of action which specifies the research methods to be used by a researcher (Scotland, 2012, p.3) and is concerned with the why, what, from where, when and how data is to be collected and analysed and addresses the issue of how the researcher will go about finding out what can be known (*ibid.*, p.9). This view is supported by Grant and Giddings (2006, p.5) who posit that a research methodology is an abstract term which refers to the theoretical assumptions and principles that underpin a particular research approach or method.

Research methods are the specific techniques and procedures used to collect and analyse collected data (Scotland, 2012, p.9) or the concrete and practical tools for collecting and analysing data and that methods should fit in with the research question(Grant and Giddings, 2006, p.5).

In the selection of the concurrent mixed methods research methodology and design for this study, it was necessary to explore the philosophical paradigms of epistemology and ontology and their influence on the research design and strategy (Blaxter, Hughes and Malcolm 2009, p.54), i.e. the quantitatively inclined survey method (Leedy and Ormrod, 2014, p.195), the probability sampling procedure adopted, data collection and analysis tools selected for the research (Leedy and Ormrod, 2014, p.99) and the qualitative-based non-probability, purposive sampling procedure adopted (Merriam and Tisdell, 2015, p.96) and the interviewing method. Bryman and Bell (2011, p.24) define a paradigm as “a cluster of beliefs and dictates which for scientists in a particular discipline influence what should be studied, how research should be done, [and] how results should be interpreted.” The discourse on paradigms assists in understanding the diverse assumptions about the way knowledge is created and the methods and approaches used to create such knowledge. Maree (2012, p.31) argues that “Research is about understanding the world, and your understanding is informed by how you view the world, what you view understanding to be and what you see as the purpose of understanding.”

The following section amplifies the research paradigms that inform the adopted mixed methods research design.

3.3 RESEARCH PARADIGMS AND PHILOSOPHIES

The objective of research is the creation of knowledge, and how that knowledge is created, depends on certain assumptions that a researcher has to make (Bryman and Bell, 2011, p.24; Scotland 2012, p.9). A research paradigm comprises of such elements as ontology, epistemology, methodology and methods (Scotland, 2012, p.9) and these elements collectively shape the way knowledge is created by a researcher. In turn, understanding paradigms enables researchers to adopt a particular assumption about how knowledge is created in order to guide the research process (Bryman and Bell, 2011, p.24). Grant and Giddings (2006, p.4) argue that a researcher’s paradigm reflects his/her beliefs about what reality is (ontology), what counts as knowledge (epistemology), how one gains knowledge (methodology), and the values one holds (axiology).

Paradigms are built around two key philosophical orientations which are epistemology and ontology (Bryman and Bell, 2011, p.24; Neuman, 2011, p.92; Scotland, 2012, p.9) Ontology is a research philosophy that deals with the nature or the study of being, or what exists, what reality is and what the fundamental categories of reality are (Scotland, 2012, p.9; Neuman, 2011, p.92). Ontology is concerned with whether social entities should be viewed and studied as objective entities that have a reality of their own, divorced from the social actors within them, or whether the social entities should be perceived and studied as social constructions made up of the perceptions and actions of the social actors within the given entities (Bryman and Bell, 2011, p.20). Two bi-polar ontological perspectives emerge, i.e. objectivism or realism on the one end and constructionism or nominalism on the other end (Bryman and Bell, 2011, p.21; Neuman, 2011, p.92).

Objectivism is an ontological view that argues that social phenomena and their meanings confront us as external facts that are beyond the reach and influence of the actors within them (Bryman and Bell (2011, p.21) while Neuman (2011, p.92) argues that realism assumes that the “real world” exists independently of humans and their interpretation of it, “what you see is what you get.” On the other hand, the constructionist divide of ontology asserts that social phenomena and their meanings are continually being shaped and influenced by the social actors within them (Bryman and Bell, 2011, p.22). The same ontological view, objectivism, that Neuman (2011, p.92) terms nominalism, argues that human beings never experience a ‘reality’ of their own but that people’s experience with the real world occurs through a lens of subjective interpretations and cultural beliefs that influence what people see and how they experience reality (*ibid.*).

Epistemology is concerned with the nature and forms of knowledge (Scotland, 2012, p.9) and is described as “an area of philosophy concerned with the creation of knowledge ... how we know the world around us, what we need to do to produce knowledge and what scientific knowledge looks like when we produce it” (Neuman, 2011, p.93). This is buttressed by Scotland (2012, p.9) who argues that epistemological assumptions are concerned with how knowledge can be created, acquired and communicated, that is, “what it means to know” (*ibid.*) Epistemology asks the question, “what is the nature of the relationship between the would-be knower and what can be known?” (Guba and Lincoln, 1994, cited in Scotland, 2012, p.9). Epistemology addresses the issues of what is or should be regarded as acceptable knowledge in a discipline and whether or not the social world can be studied using the same principles and procedures applied in natural sciences (Bryman and Bell, 2011, p.15).

The combination of epistemology and ontology created five broadly defined research paradigms namely, positivism, post-positivism, interpretivism or constructionism, critical social science or participatory and postmodern viewpoints (Neuman, 2011, p.119; Creswell, 2009, p.6). Positioned on opposite sides of the epistemological research viewpoints are the paradigms of positivism and interpretivism which are viewed as “incommensurate,” meaning that “they are inconsistent with each other because of their divergent assumptions and methods” (Bryman and Bell, 2011, p.24).

The researcher’s position is that the quality of the research study depends to a large extent on exploiting the strengths of the post-positivist and interpretivist research designs and procedures which led to the adoption of the Mixed Methods Research (MMR) design.

3.3.1 Post-Positivist Paradigm

Post-positivism rejects the positivist notion of absolute truth about knowledge and that human behaviour and human actions can be studied in the same manner as natural science (Creswell 2009, p.7). The positivist paradigm takes the view that social science research procedures should mirror as closely as possible those of the natural sciences (Blaxter et al., 2009, p.60), Post-positivism uses the same set of basic beliefs as positivism but argues that social reality is imperfect and probabilistic and therefore not as absolute as argued by positivists (*ibid.*). Post-positivism acknowledges the need for objectivity but also advocates the use of qualitative techniques in order to check the validity of findings (Blaxter et al., 2009, p.60). Under this paradigm, knowledge is viewed as conjectural and not absolute, research findings tend to always be imperfect and fallible, hypotheses cannot be proved but falsified (Creswell, 2009, p.7), and only partially objective accounts of the world can be produced because all methods of examining the accounts are flawed (Blaxter et al., 2009, p.60).

Both positivist and post-positivist paradigms use quantitative and deductive research design which starts with reviewing theory in order to build hypotheses that are then tested through data collection, analysis of empirical findings in order to confirm or reject hypotheses and revision of original theories which are then generalised (Bryman and Bell 2011, p.11). Positivists and post-positivists’ preoccupation is in gathering data to prove or validate existing theories, i.e. the research procedure and objective is largely deductive in nature. (Taylor, Taylor and Luitel, 2012, p.377). The point of departure for post-positivists is the

acceptance of use of qualitative research designs to complement quantitative research designs in the process of knowledge creation (Bliss and Rocco, 2013, p.27).

3.3.2 Interpretivism

In contradistinction to positivism, interpretivism objects to the application of scientific knowledge to the study of social phenomena, arguing that, “the subject matter of social sciences-people and their institutions, requires a different logic of research procedure, one that reflects the distinctiveness of humans as against the natural order (Bryman and Bell, 2011, p.16). The interpretive paradigm, which includes constructionism, advocates for the interpretations of the social world from a cultural and historical view based on interactions with social entities (Blaxter et al., 2009, p.61). Constructionists argue that reality is socially created and the purpose of social science is to understand social meaning in the context in which humans are socially interacting beings who create and reinforce shared meaning (Neuman, 2011, p.108). The interpretivist-constructionist view advocates for the use of the qualitative approach and inductive reasoning which ensures that social scientific evidence is contingent and contextual (Neuman, 2011, p.108), i.e. it depends on the social environment and conditions in which the research study is carried out. Qualitative-inductive research begins with observing the empirical concrete evidence which is then analysed in order to build abstract concepts and theoretical relationships (Neuman, 2011, p.70). Data is gathered analysed and interpreted for purposes of creating or developing theories (Mintzberg, 2014, p.4)

Against the background of the foregoing discussion on the competing research paradigms, the researcher acknowledging the strengths of both the post-positivist and interpretivist views, and chose to adopt the mixed method approach which is discussed in detail below.

3.4 MIXED METHODS RESEARCH (MMR)

Whereas post-positivists argue that research should be undertaken using natural science research procedures comprising predominantly quantitative, objective research methodology and designs where the researcher is objective, independent and detached from the research scene and research entities, interpretivists argue that researchers cannot create knowledge objectively without taking into account the feelings and behaviours of the social actors. It is in this context that a middle ground research paradigm, namely pragmatism emerged (Johnson and Onwuegbuzie, 2004, p.16).

In seeking to reconcile the paradigm wars between pure post-positivism which informs quantitative research design and constructionism-interpretivism which informs qualitative research, advocates of the MMR adopted pragmatism as the philosophical foundation for the mixed methods research approach (Johnson and Onwuegbuzie, 2004, p.16; Migiro and Magangi, 2011, p.3758). Pragmatism is perceived as flexible research which allows for triangulation of research results by combining quantitative (deductive) and qualitative (inductive) research designs (Migiro and Magangi, 2011, p.3759). Divorcing himself from the “purist” debate between post-positivists and constructionists, Nouman (2012, p.72) argues that MM researchers construct knowledge about real world issues based on pragmatism which places more emphasis on finding answers to research questions than on the methods used. For pragmatists, the bottom line is that research approaches should be mixed in ways that offer the best opportunity for answering research questions (Johnson and Onwuegbuzie, 2004, p.16).

3.4.1 Core Attributes for Pragmatism

While the focus of this research was not on research paradigm philosophies, it is worth highlighting a few of the core characteristics of pragmatism as the guiding philosophy for MMR (Johnson and Onwuegbuzie, 2004, p.18):

- a) Pragmatism rejects the dualist view that research can only be approached and undertaken from either positivist, post-positivist (quantitative) or constructionist (qualitative) paradigms;
- b) Knowledge is both constructed and based on reality of the world we live in and the experiences we encounter;
- c) Pragmatism endorses pluralism which argues that different and even conflicting theories and perspectives are useful to gain understanding of people and the world;
- d) Human inquiry offers ways to try out things to see what works, how to solve problems and how to survive and that practical empiricism helps to determine what actually works;
- e) Findings from research should be viewed as provisional and not absolute truths; and
- f) Pragmatism prefers approaching research from a practical perspective using what works best to solve problems and to generate new knowledge (Johnson and Onwuegbuzie, 2004, p.18). The research questions of a study are perceived to be more important than the methods used to answer them or the philosophical views underpinning each method (Maxcy, 2003, cited in Migiro and Magangi, 2011, p.3759).

g) Pragmatists therefore argue that quantitative and qualitative methods are compatible in that they have enough similarities in fundamental values to allow their combination within a single study (Williams, 2011, p.70).

Critics of pragmatism argue that the paradigm lacks a definitive approach and that what is meant by usefulness and workability can be vague (Mertens, 2015, p. 83); in addition, according to Mitchell, Curtis and Davidson (2012, p.15) critical pragmatism based on its pluralistic and contingent approach may promote incremental change rather than more fundamental, structural or revolutionary change in society. The paradigm has also been criticised for its failure to logically resolve philosophical disputes (Johnson and Onwuegbuzie, 2004, p.19).

3.4.2 Definitions of Mixed Methods

Molina-Azorin and Cameron (2010, p. 96) defined mixed methods research designs as those that include at least one quantitative method (designed to collect numbers) and one qualitative method (designed to collect words). Molina-Azorin and Cameron (2010, p.96) define mixed methods research as “research that combines qualitative and quantitative data collection and data analysis within a single study”. Stentz, Plano Clark and Matkin (2012, p. 1175) define mixed methods as a research methodology and design that involves philosophical assumptions that guide the direction and mixture of quantitative and qualitative approaches in collecting, analysing, and mixing both quantitative and qualitative data in a single study or series of studies to provide better understanding of research problems than either quantitative or qualitative method alone can achieve. Mixed methods research is a research methodology that involves collecting, analysing and interpreting quantitative and qualitative data in a single study or in a series of studies in order to investigate the same underlying phenomenon (Leech and Onwuegbuzie, 2009, p.267). Teddlie and Tashakkori (2006, p.15) proffered this definition:

“mixed methods research is defined as research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or programme of enquiry.”

In a later publication, Cameron (2011a, pp.96-97) stated that mixed methods methodology is “the broad inquiry logic that guides the selection of specific methods and that is informed

by conceptual positions common to mixed methods practitioners (e.g., the rejection of ‘either-or’ choices at all levels of the process). ... [T]his definition of methodology distinguishes the MMR approach to conducting research from that practiced in either the QUAN or QUAL approach.”

In earlier writings, Johnson and Onwuegbuzie (2004, p.17) defined mixed methods research as “the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study” (Yin, 2006, p.41). Morse (2003, cited in Johnson, Onwuegbuzie and Turner, 2007, p.120) defines a mixed method design as “a plan for a scientifically rigorous research process comprised of a qualitative or quantitative core component that directs the theoretical drive, with qualitative or quantitative supplementary component(s). These components of the research fit together to enhance description [and] understanding, and can either be conducted simultaneously or sequentially.”

Supporting the view that mixed methods research has become the third paradigm or what Denscombe (2008, p.270) calls the community of research practice, Tashakkori and Teddlie (2010, pp.803-804) refer to the mixed methods community which has,

“...gone through a relatively rapid growth spurt ... it has acquired a formal methodology that did not exist before and is subscribed to by an emerging community of practitioners and methodologists across the discipline. In the process of developing a distinct identity, as compared with other major research communities of researchers in the social and human sciences, mixed methods has been adopted as a *de facto* third alternative, or ‘third methodological movement.’”

In summary, what is evident from the above definitions is that mixed methods is a relatively recent research design that combines the underlying assumptions of the quantitative and qualitative research paradigms to inform a research enquiry and guide the process of data collection and analysis within a single study or several studies (Jogulu and Pansiri, 2011; Stentz, et al., 2012). The mixed method research design has also been referred by other names like third path (Gerard and Taylor, 2004), the third research paradigm (Johnson and Onwuegbuzie, 2004) and the third methodological movement (Tashakori and Teddlie, 2003).

3.4.3 Rationale for Adoption of Mixed Methods

Greene, Caracelli and Graham (1989, p.259) identified five main purposes of conducting research using the mixed method approach namely:

- (a) Triangulation – using both qualitative and quantitative research methods to combine and corroborate research results from the data gathered in studying a similar phenomenon. This enhances the validity of inferences made from the results (Molina-Azorin and Cameron 2010, p.97). Triangulation of research methods ensures that the weaknesses of one method are offset by the strengths of another method (*ibid.*). Triangulation seeks to obtain convergence, corroboration and correspondence of findings between quantitative and qualitative data (Bryman, 2006, p.105; Cameron, 2011, p.248). The researcher triangulated data collection using questionnaires and interviews in this study.
- (b) Complementarity – This means using results obtained from one research method to obtain elaboration, enhancement, illustration and clarification of the results from one method with the findings from another method (Johnson and Onwuegbuzie, 2004, p.22; Molina-Azorin and Cameron, 2010, p.98) and to assist in the description or application of research findings. The rich themes from the interviewees were used to complement quantitative data.
- (c) Initiation – This is aimed at discovering paradoxes and contradictions and new perspectives that lead to reframing of the research questions or results from one method with questions or results from the other method (Johnson and Onwuegbuzie, 2004, p.22). Findings from either qualitative data or quantitative data were applied to cross-validate findings from either of the two data sources.
- (d) Development – This entails using the research findings from one method to assist in shaping the design and implementation of another research method (Bryman, 2006, p.105; Molina-Azorini and Cameron, 2010, p.98). The questions developed for questionnaires were rephrased into open-ended questions in the interview guide in order to allow free flow of information from interviewees.
- (e) Expansion – The use of more than one method expands the breadth of the research process by using different methods for levels of research enquiry thereby increasing the validity of the process and the findings (Bryman, 2006, p.105; Molina-Azorin and Cameron, 2010, p.98). Diverse themes from interview data enhanced the findings on what is known about SL attributes and EI competencies and their impact on managerial leadership performance.

The use of mixed methods research therefore ensures that the areas of weakness often associated with one research method be it quantitative or qualitative can be counterbalanced by the strengths of the other research method as Jogulu and Pansiri (2011, p. 689) pointed out, “use of mixed methods reduces overreliance on statistical data to explain social occurrences and experiences that are mostly subjective in nature.” The arguments presented in the foregoing definitions offered compelling reasons for the adoption of the MMR design for this study given the richness in the quality of data derived from the use of both quantitative and qualitative designs.

3.4.4 Mixed Methods Typologies

Neuman (2011, p.66) defines typologies as a way of classifying theoretical concepts that is created by “cross-classifying or combining two or more concepts to form a set of interrelated sub-types”. In classifying mixed methods research typologies, Leech and Onwuegbuzie (2009, p.267) argued that mixed methods research falls on a continuum from not mixed (monomethod) or use of one research method either quantitative or qualitative in a study, or fully mixed methods with partially mixed methods falling between the two extremes. Where fully mixed methods are applied, the researcher combines both quantitative and qualitative research methods at all or some of the four stages of research (*ibid.*) namely:

- (a) The research objective i.e. use of exploration and prediction objectives in one research study. Mixed methods research uses both inductive and deductive research logic which combines theory generation (inductive research) and hypothesis testing (deductive research) in a single study (Jogulu and Pansiri, 2011, p.289);
- (b) Types of data and operations, i.e. use of both statistical and thematic data in one research study (Jogulu and Pansiri, 2011, p.688);
- (c) Type of analysis which entails the use of statistical data analysis packages like IBM SPSS for quantitative data analysis and NVIVO for qualitative data analysis in one research study. Jogulu and Pansiri (2011, p.289) pointed out that the data analysis using mixed methods is a triangulation approach that amalgamates statistics and thematic approaches in combining and comparing multiple data sources, analyses and process; and
- (d) Type of inferences i.e. combining analysed data and interpreting findings from two data sets to draw inferences.

This research used quantitative findings to test the levels of knowledge of SL and EI based on the theoretical literature(theory testing) on the two constructs and used qualitative findings together with quantitative findings to develop an integrated SL and EI leadership skills development programme (theory building) as discussed above.

3.4.4.1 Factors determining mixed methods typologies

Mixed methods can be classified into four main typologies and these classifications depend on the extent of depth and breadth of use of either quantitative or qualitative research designs (Molina-Azorin and Cameron, 2010, p.96; Jogulu and Pansiri, 2011, p.690). Molina-Azorin and Cameron (2010, p.98) observed that mixed methods research designs can be divided into equal status designs i.e. a study is conducted using both the quantitative and qualitative designs equally or use of a dominant and less dominant, or nested designs in order to understand the research phenomenon under study. In addition the mixed method designs typology can be derived from the time dimension i.e. whether the research is undertaken using mixed methods concurrently(simultaneously) or sequentially (use of quantitative followed by qualitative design in a single or multiple studies (Molina-Azorin and Cameron, 2010, p.98; Jogulu and Pansiri, 2011, p.690). In providing clarity to classification of mixed methods, Leech and Onwuegbuzie (2009, p.268) argue that the resultant mixed methods typologies are a function of three dimensions namely: (a) level of mixing of quantitative and qualitative designs creating a partially mixed versus a fully mixed design; (b) time orientation which entails whether quantitative and qualitative research procedures are operationalised concurrently or sequentially and (c) the emphasis [or weight] placed on the research approaches whether both quantitative and qualitative designs employed are accorded equal status versus dominant or less dominant status (Leech and Onwuegbuzie, 2009, p.268; Jogulu and Pansiri, 2011, p.690).

3.4.4.2 Mixed methods designs

As illustrated in Figure 3.1 below, the choice of Concurrent or Sequential dimensions on the horizontal axis against choice of either Equal or Dominant status dimensions on the vertical axis creates four mixed methods quadrants or typologies (Leech and Onwuegbuzie, 2009, p.268; Jogulu and Pansiri, 2011, p.690) although there could be more than four research design variations or typologies (Leech and Onwuegbuzie, 2009, p.269; Molina-Azorini, 2010, p.98).

		Time Order Decision	
		Concurrent	Sequential
Paradigm Emphasis Decision	Equal Status	QUAL + QUAN	QUAL → QUAN QUAN → QUAL
	Dominant Status	QUAL + quan QUAN + qual	QUAL → quan qual → QUAN QUAN → qual quan → QUAL

Figure 3.1: Mixed-method design matrix with mixed-method research designs shown in the four cells.

Adapted from Johnson and Onwuegbuzie (2004, p.22)

Note: “qual” stands for qualitative, “quan” stands for quantitative, “+” stands for concurrent, “ → ” stands for sequential, capital letters denote high priority or weight, and lower case letters denote lower priority or weight.

Using the mixed methods design notations proposed by Morse (1991) in Molina-Azorin (2010, p.98) the dominant research design is denoted in capital letters (QUAN, QUAL) while the complementary or less dominant design is stated in lower case (quan, qual). The notation “+” is used to illustrate a concurrent or simultaneous design while the arrow → denotes sequential design. Based on Morse’s (1991) notations, four major typologies and nine types of mixed methods designs can be derived from the combinations (Jogulu and Pansiri, 2011, p.690; Holt and Goulding, 2014, p.250):

- I. Equivalent status/Concurrent design: QUAN+QUAL.
- II. Equivalent status/Sequential designs: QUAL → QUAN; QUAN → QUAL.
- III. Dominant/Concurrent designs: QUAL+quan; QUAN+qual.
- IV. Dominant/Sequential designs: qual → QUAN; QUAL → quan; quan → QUAL; QUAN → qual.

Based on the variations matching in Figure 3.1 above and in the Morse notations six mixed methods designs often discussed are sequential explanatory, sequential exploratory and sequential transformative (Stentz et al., 2012, p.1176). The other three are current triangulation, concurrent nested and concurrent transformative (Stentz et al., p.1176).

This thesis adopted the mixed methods concurrent triangulation design which comprised the use of both quantitative and qualitative designs with equal priority (QUAL+QUAN) and the data were integrated at the analysis and interpretation phases. The integration process may uncover a lack of convergence or convergence that may strengthen knowledge claims. The primary purpose of using a concurrent triangulation design is to obtain confirmation, corroboration or cross-validation within a single research study (Terrell, 2012, p.268; Stentz, et al., 2012, p.1175).

3.4.5 Pros and Cons of Mixed Methods Research

Johnson and Onwuegbuzie (2004, p.21) who are leading protagonists of the pragmatic approach to research proffered some of the following pros and cons of mixed methods designs which are also discussed by Grant and Giddings (2006. pp.5-6):

Table 3.1: Selected pros and cons of mixed methods design

Pros	Cons	How researcher overcame or addressed the cons
<ul style="list-style-type: none"> Words, pictures and narratives can be used to enhance meaning to numbers 	<ul style="list-style-type: none"> Mixed methods can be difficult for a single researcher to conduct both quantitative and qualitative research, more so if two or more approaches are used concurrently which may require more than one researcher. 	<ul style="list-style-type: none"> The researcher distributed questionnaires to all banks first and while respondents were busy completing the questionnaires interviews were being conducted which addressed the time challenge.
<ul style="list-style-type: none"> Numbers can be used to add precision to words, pictures and narrative. 	<ul style="list-style-type: none"> There is need for researcher to learn about use of mixed methods and approaches and how to mix the methods appropriately. 	<ul style="list-style-type: none"> The researcher attended workshops and read extensively on mixed methods designs which created understanding and clarity.
<ul style="list-style-type: none"> Mixed methods designs can answer a broader and more complete range of research questions 	<ul style="list-style-type: none"> Methodological purists argue that a researcher should always work within either a qualitative 	<ul style="list-style-type: none"> The researcher did not encounter challenges in collecting data using both methods although

because the researcher is not confined to a single method or approach.	or a quantitative paradigm.	integration of the data posed few challenges.
<ul style="list-style-type: none"> In sequential mixed methods, the strengths of one method applied to Stage 1 of the research can be used to develop and inform the purpose and design of Stage 2 of a research using the strengths of the other approach. 	<ul style="list-style-type: none"> Use of mixed methods research is often costly and time consuming. 	<ul style="list-style-type: none"> The time and cost inhibited interviewing more participants although the quality of data was satisfactory as saturation point had been more or less reached.
<ul style="list-style-type: none"> Findings from mixed methods research can provide stronger evidence for solid conclusions through convergence and corroboration of findings in single and multiple studies. 	<ul style="list-style-type: none"> There are grey areas still to be clarified and worked out fully by methodologists such as problems of paradigm mixing, how to qualitatively analyse quantitative data and how to interpret conflicting results. 	<ul style="list-style-type: none"> Certain findings from either qualitative data contrasted findings from quantitative data although this in itself enhanced the quality and diversity of findings.
<ul style="list-style-type: none"> The use of mixed methods findings can help to increase the generalisability of the research results. 		
<ul style="list-style-type: none"> Qualitative and quantitative research used together produce more complete knowledge necessary to inform theory and practice. 		

Source: Adapted from Johnson and Onwuegbuzie (2004. p.21)

3.4.6 Application to the Current Study

Kroll and Neri (2009, p.43) argue that the concurrent triangulation design involves a single study in which both qualitative and quantitative data are collected at the same time and that

the purpose of this type of research investigation is to validate the findings generated by each method through evidence produced by the other method. Creswell (2009, p.213) argues that the concurrent triangulation mixed method design entails the collection of both quantitative and qualitative data simultaneously on a particular phenomenon and then compares the findings to determine if there is convergence, divergence or a combination of both. The comparison is aimed at either confirming, disconfirming, cross validating or corroborating the findings of a single study (Creswell, 2009, p.213). An illustration of the mixed methods triangulation design is provided below:

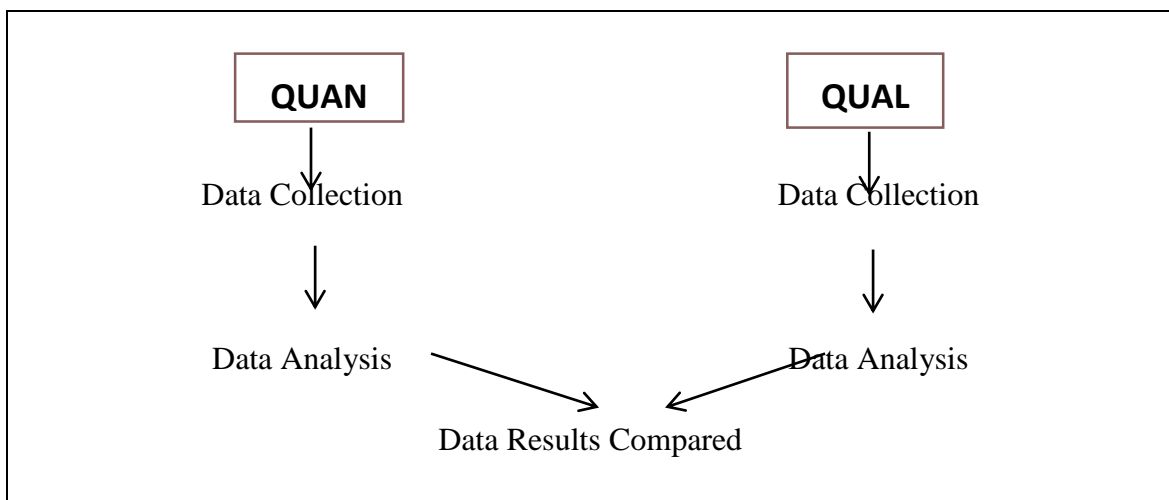


Figure 3.2: The Mixed Method Concurrent Triangulation Design

Source: Adapted from Cresswell, et al. (2009, p.210)

This research acknowledges the existence of the diverse paradigms and their strengths and shortcomings. The research adopted the mixed methods concurrent triangulation design by seeking to understand what obtains out in the field regarding the role of servant leadership and emotional intelligence in the development of leadership skills and competencies and their influence on organisational leadership performance, particularly the non-financial performance deliverables. In order to understand how both the quantitative and qualitative designs were applied in this research there is need to discuss each design in detail.

3.4.5.1 Application of the mixed methods research procedure in this study

Bryman and Bell (2011, p.54) describe survey research as a cross-sectional design whereby data are collected predominantly by means of a questionnaire or by structured interviews at a single point in time in order to collect a body of quantitative data in connection with two or more variables which are then examined to detect patterns of association. This view is shared by Coldwell and Herbst (2009, p.47) who describe a survey as one or some

combination of two research procedures, the questionnaire and interviews. Creswell (2009, p.145) argues that survey design provides a quantitative or numerical description of trends, attitudes and opinions of a population based on the results from a sample, i.e. generalising from a sample (Tsang and Williams, 2012, p.741). This view is shared by Neuman (2011, p.309) who argues that surveys emerged from the positivist paradigm and that surveys produce information that is inherently statistical in nature. Neuman (2011, p. 309) asserts that surveys ask people for their beliefs, opinions, characteristics, past and present behaviours and measure many variables that create data for descriptive information and testing hypotheses.

Within the adopted mixed methods strategy, this research used a quantitative, cross-sectional survey design using a combination of exploratory, descriptive and correlational approaches (Neuman, 2011, p.38, Bless et al, 2013, pp.60-62) to allow the researcher to study the relatively new constructs of servant leadership and emotional intelligence in the Zimbabwean context and to describe the research findings based on the conceptual framework.

This section explains in detail how the quantitative research procedures were applied for this research. These include the determination of the study population, sample procedures used, sample size determination, design and piloting of the questionnaire instrument for the survey method, how the instrument was mailed to respondents in the respective banks that agreed to participate in the research study, duration of data collection, challenges faced in data collection, data clean up, collation and capture leading to data analysis. The approval processes for all the instruments are covered in detail under another section. The intention of this section is to also address the issues of reliability and validity of the quantitative portion of the adopted mixed methods research.

3.5 POPULATION AND SAMPLING

3.5.1 The Target Population

Target population is the specific group of research units, cases or elements from which a researcher draws a sample and to which results from the sample will be generalised while a sampling frame is the list of cases of the target population which best approximate the target population (Neuman, 2011, p.246). The research population or target population is the collection of all the units or cases being studied and in this research the target population

units were middle, senior and executive managerial staff in the commercial banking sector in Zimbabwe.

The total managerial population for the banking sector in 2014-2015 was approximately 1309, out of whom 1270 represented managers from banks that participated in the study (Table 3.4 below). Out of the 1270 managers, the population was purposively reduced to 600 representing middle, senior and executive managerial leadership in the sector. Due to ethical considerations, the names of the participating banks were to remain confidential although the DVD containing the research data, sources of data and the analyses submitted to the University contains the actual names of the commercial banks that were operational during 2014 to 2015.

Table 3.2: Population breakdown

Bank	Number of managers in participating banks in 2014/2015
Bank A	38
Bank B	53
Bank C	70
Bank D	105
Bank E	176
Bank F	41
Bank G	184
Bank H	93
Bank I	33
Bank J	98
Bank K	141
Bank L	85
Bank M	26
Bank N	127
Total	1270

Based on consultations with the Banking Employers Association of Zimbabwe (BEAZ) members who are human capital practitioners the researcher who is also a member approximated that 45% of this number or 600 of the 1270, constituted the middle, senior to

executive managerial leaders who defined strategy and championed strategy implementation, and this then became the target population.

3.5.2 The Sample

Sampling is the process of selecting representative elements or units of a population in order to determine characteristics of the target population around which the research study will be undertaken (Coldwell and Herbst, 2004, p.74). In order to generalise findings from a sample to the population under study, there is need to define the research population and sampling frame which guide the sampling process in determining the sample size that must be representative of the population in size and characteristics (Bryman and Bell, 2011, p.176; Saunders et al., 2012, p.265).

Sampling is employed in research situations where it is not feasible to conduct a study using the entire target population because sample-based research is financially economic, saves time and offers more accurate and precise research findings (Coldwell and Herbst, 2004, p.74). In selecting the desired sample, the sample should be drawn from the same sampling frame. A sampling frame for probability sampling is the complete list of the population units or cases with similar characteristics from which the sample will be selected and that the sampling frame should be unbiased, current and accurate to ensure that the sample drawn from the population is representative (Saunders et al., 2012, p.263).

Sampling comprises two categories, probability sampling and non-probability sampling with each category comprising a number of sampling techniques (Pellissier, 2007, p.32). Probability sampling is based on the principle that every unit in the sampling frame has a known but not equal chance of being selected while non-probability sampling is conducted based on the expertise or judgement of the researcher (Coldwell and Herbst 2004, p.79).

3.5.2.1 Stratified random sampling

This form of sampling is a modified form of simple-random sampling where the target population is divided into two or more relevant and specific strata based on one or more attributes or dividing sampling frame into a number of subsets (Saunders et al., 2012, p.276). Fourteen (14) out of fifteen (15) commercial banks that were operational during the period October 2014 to February 2015 participated in the survey. Based on this premise, this research stratified the research site, the commercial banking sector on a bank by bank basis with each bank being treated as a stratum. Based on the number of managerial staff that

formed the sampling frame, a proportional representation of the sample size was drawn from every participating bank. Within each bank, a simple random sampling was done to select cases that were used for data collection using the survey questionnaire method. The process was meant to guarantee the collection of data from every bank's representative sample of middle, senior and executive management, thus ensuring that the target population was sufficiently represented in the sample.

3.5.3 Sample Size

The target population for this research comprises approximately 600 middle, senior and executive managerial staff in the commercial banking sector in Zimbabwe. The research adopted the probability sampling technique of simple random sampling for the collection of data using the questionnaire method. Simple random sampling ensures that every unit in the sampling frame has an equal chance of being selected (Coldwell and Herbst, 2004, p.80).

Saunders et al. (2012, p.265) advise that generalisations about populations are based on probability of certain features, characteristics, behaviours and properties in the sample found in the population which made it imperative for this study to use an adequate sample size for the study.

3.5.3.1 Determinants of sample size

The selection of the sample size of this research was guided by the following determinants (Saunders et al., 2012, p.265):

- The confidence needed in the data, i.e. the level of certainty that the characteristics of the data that will be collected will represent the characteristics of the population.
- The Margin of Error this research will tolerate. In other words the accuracy required for estimates that will be made from the sample. The normally accepted level of accuracy for most research is considered to be at least 95% with a 5% margin of error tolerance, meaning, "if the sample was selected 100 times, at least 95% of the samples would be certain to represent the sampling frame" (Saunders et al., 2012, p.266).
- The type of data analysis that will be undertaken. This research undertook both descriptive and inferential statistics to draw inferences from the sample to the target population. To ensure valid and reliable research results, the data collected and analysed should be normally distributed (Saunders et al., 2012, p.265).

- The size of the target population in this case was estimated at 600 middle to executive managerial leaders. The larger the absolute size of the sample the closer the distribution will be to the normal distribution which is considered a critical factor in creating a robust research outcome (Saunders et al., 2012, p.265).

Based on the sampling guide chart considered universally accepted (Saunders et al., 2012, p. 266), the appropriate sample size for a target population of 600 managerial leaders for survey questionnaire-based data gathering using simple probability random sampling is 234 for a confidence level of 95% and a margin of error or confidence interval of 5% with a 50% response rate, assuming data will be collected from all cases or units in the sample. This is corroborated by the Redhill Group’s (2014) sample size calculator and the Raosoft’s (2014) sample size calculator. The sample size was increased to 430 to cater for non-responses and to cater for non-usable responses and possible low response rate often associated with mailed questionnaires (De Vaus, 2014, p.125). This gives a confidence interval of 3.85. The sample was calculated as follows:

Source: The Survey System (2014)

Table 3.3 below shows the approximate number of managerial staff for each bank and the sample for each bank.

Table 3.3: Sample selected

Bank	Number of Managers in 2014/2015	Sample
Bank A	38	20
Bank B	53	39
Bank C	70	30
Bank D	105	40
Bank E	176	37

Bank	Number of Managers in 2014/2015	Sample
Bank F	41	20
Bank G	184	39
Bank H	93	30
Bank I	33	20
Bank J	98	48
Bank K	141	30
Bank L	85	30
Bank M	26	17
Bank N	127	30
Total	1270	430

The sample size for each bank was arrived at purposively based on discussions that the researcher held with his human capital management counterparts in the respective banks and the decision point was based on who within each bank's managers were considered middle, senior and executive management as this varied depending on the size of each bank. The discussions assisted in estimating the number of respondents that were considered adequate to represent the target population for each bank.

3.6 RESEARCH METHOD

A research method is a technique for collecting research data using specific instruments like a self-completion questionnaire or a structured interview schedule and the choice of instruments of data collection are determined by the research design adopted (Bryman and Bell, 2011, p.41). Blaxter et al. (2009, p.63) distinguish two types of research, quantitative and qualitative or alternatively deskwork or fieldwork research and within this framework, they identify four major research approaches namely action research, case studies, experiments and surveys. These approaches can adopt one or a combination of any two or more of four data collection methods or techniques which are documentary, observations, interviews and questionnaires (*ibid.*). Three data collection techniques namely documentary review, questionnaires and interviews were deployed in this research and the first two are discussed below while the Interviews technique is discussed under qualitative research procedures.

3.6.1 Research Tools

3.6.1.1 Documentary reviews

This entails conducting research through reviewing documents and collecting pertinent data from documents such as library-based literature, minutes of meetings, reports, diaries, books, journals, magazine articles, computer based documents, government and regulatory policy documents, annual financial reports and media documents (Blaxter et al., 2009, p.68; Saunders et al., 2012, p.308). Documentary data, also known as secondary data, are often used to complement or triangulate findings on primary data collected through observation, interviews and questionnaires (Saunders et al., 2012, p.308). Secondary and documentary data collection saves time as the data are often available in the public domain, although accessibility to the data records tends to be challenging due to issues of confidentiality often imposed by gatekeepers and the data may no longer be current or relevant to the research requirements (Blaxter et al., 2009, p.170; Saunders et al., 2012, p.309). For this research, literature review formed the major component of documentary review which entailed the critical evaluation of peer reviewed journal articles and review of books, documents and publications in order to get a deep insight into the theoretical, methodological and empirical issues concerning the constructs of servant leadership and emotional intelligence. Authoritative publications such as the RBZ Monetary Policy documents were also reviewed to obtain data regarding the regulatory, compliance, structure and operations of the commercial banking sector in Zimbabwe.

3.6.1.2 Survey questionnaires procedure

This is a data collection technique through which each respondent is asked to respond to the same set of predetermined and standardised questions (Sheatsley, 2013, p.198). Blaxter et al. (2009, p.179) identify seven types of questions often found in questionnaire instruments namely quantity, information, list or multiple choice, scale, ranking, complex grid or table and open-ended questions and these can be used in various combinations. Questionnaires can be administered via post, telephone, face to face or through internet or web based media (Blaxter et al., 2009, p.179). Questionnaire based data collection process tends to produce quick results and reach out to a bigger sample size although the downside is that questionnaires can register low responses and require great skill, knowledge and effort in designing and pilot-testing the instrument for reliability and validity (Blaxter et al., 2009, p.179). The survey strategy is often associated with a deductive research approach and tends

to be used for exploratory and descriptive research, often to answer questions like, “what, where, who, how much, how many” to allow for descriptive and inferential statistical analysis (Saunders et al., 2012, p.177).

For purposes of collecting primary data, this research adopted a quantitative, cross-sectional survey design using the questionnaire method to collect data from a targeted and representative sample from the population of managerial staff in the commercial banking sector in Zimbabwe.

The data secured through questionnaires allowed for sufficient data analysis and interpretation to generalise the findings. While the principal data collection method is a custom-made questionnaire, the researcher made the assumption that the concepts of servant leadership and emotional intelligence are relatively new in the Zimbabwean environment. There was therefore need to complement the questionnaire method with the use of the structured interviewing approach (Coldwell and Herbst, 2004, p.47) to tap into the knowledge of senior and executive management about servant leadership and emotional intelligence. This is discussed later when the qualitative aspects of the research are highlighted.

3.6.1.3 Instrument Design

Using the attributes, characteristics and dimensions of servant leadership and emotional intelligence secured through literature review, the researcher designed a data collection questionnaire. The questionnaire was divided into four sections comprising biographical data, Servant Leadership, Emotional Intelligence and a section combining SL and EI. The instrument comprised 144 mainly ordinal questions largely multiple-response type based on the four-point Likert scale responses such as: 1=Strongly Disagree; 2=Disagree; 3=Agree and 4=Strongly Agree (see Appendix 6).

3.6.2 Pilot-Testing Data Collection Instrument

The data collection questionnaire covering biographical data, closed questions, multiple-choice type, forced choice (yes/no; agree/disagree) type, and Likert’s five point and four point summated response scale (value of 1=Strongly Disagree; 2=Agree; 3=Neither agree nor disagree; 4=Disagree and value of 5=Strongly disagree (Coldwell and Herbst, 2004, p.74) was first administered to a pilot sample to validate the questions and ensure that they measured what was intended to be measured. For piloting purposes, the questionnaire

instrument was hand-delivered to offices of thirteen senior executives outside the banking sector as follows:

- Two vice chancellors of two local universities;
- Two legal practitioners;
- Three managing directors of parastatal organisations;
- A professor in medicine at a local university;
- One medical practitioner;
- Three managing directors of private organisations; and
- One chief executive of a financial services institution but not a commercial bank.

Ten of the thirteen respondents completed the questionnaire and returned it. In addition to the responses secured, the researcher had in-depth discussions with the Professor in Medicine from a local university and a Managing Director of one of the parastatal organisations and their feedback was of immense value in redesigning the questionnaire by reducing the number of questions and refining the sentence construction and layout of the questionnaire. After the redesign, the instrument was submitted to a data analyst who is trained and certified to conduct data analysis using IBM SPSS software. The analyst reshaped the questionnaire and reduced the number of pages from 15 to 10 and made the instrument easier to complete. The questionnaire largely met the necessary issues of validity and reliability discussed below and the instrument was part of the research protocols that were submitted to and approved by supervisor and the Humanities and Social Sciences Research Ethics Committee of the University of KwaZulu-Natal.

3.6.3 Instrument Mailing, Retrieval and Coding Process

The researcher purchased 430 A4 size envelopes and 430 A3 size envelopes together with other mailing accessories. For each respondent, an introductory letter and questionnaire were printed using the researcher's equipment and were enclosed together with the A4 envelope addressed to "Research Respondent, Care of APP Bank". The labelling identifying each bank was meant to allow for easy tracking of how many questionnaires were mailed to each participating bank. Packs of sealed questionnaires were mailed to the respective Human Capital Department of each participating bank and collection of completed and sealed questionnaires was done via contact persons in the Human Capital Departments. Because the questionnaires were not addressed to known respondents by name, it was not possible to

track recipients who completed and returned the instruments. This was also a confidentiality safeguard necessary to protect the identity of respondents and non-respondents.

An excel spreadsheet was used to record mailed out questionnaire packs by bank, by number and by date and retrieved questionnaires were also recorded by bank, date and number. Collection of completed instruments from each bank was done more than once depending on the number of questionnaires submitted by respondents to contact persons. That is why it took five months to conduct the data collection process. Retrieved questionnaires were reviewed and those fully completed were allocated a serial number sequentially as they came in. Questionnaires that were partially or wrongly completed were discarded as they were not usable. Those that were numerically and sequentially numbered were passed on to the Data Analyst for coding and data capture. In all there were 144 coded questions that were used for data analysis.

3.6.4 Quantitative Research Design Imperatives

Bryman and Bell (2011, p.163) argue that there are four major areas of focus in quantitative research designs within which survey design is a part, namely:

3.6.4.1 Measurement

The purpose of research is to measure the concepts stated as variables using research instruments like questionnaires (Bryman and Bell, 2011, p.163). This research used the questionnaire instrument to measure what is known by managerial leadership in the banking sector in Zimbabwe about the constructs, attributes and dimensions of SL and EI and their role in developing leadership soft skills in order to improve in qualitative measures of performance.

3.6.4.2 Causality

Quantitative research seeks to explain certain phenomena and the relationship between independent and dependent variables in order to establish causes and effects (Bryman and Bell, 2011, p.163). Using quantitative research, this study sought to establish the role of SL and EI (independent variables) in enhancing the competences and skills (mediating or moderating variables) for managerial leaders and how the SL and EI skills and competencies helped to improve or enhance organisational leadership performance in selected qualitative measures of performance as evidenced by the findings in the next three Chapters.

3.6.4.3 Generalisation

Quantitative research seeks to generalise findings beyond the confines of selected research contexts or sights and this is achieved through the creation and use of a representative sample drawn from the study population argue (Bryman and Bell, 2011, p.165). The writers caution against the temptation to make inferences beyond the population from which a sample was drawn, a frequent challenge associated with external validity of cross sectional design (*ibid.*). Response rates approximating 60% for most research should be the goal of researchers, according to Fincham (2008, p.1). Response rates are generally calculated for the sample and not for the population.

Watson (2001, n.p.) states that the base sample size means the number of responses that must be returned when the survey is conducted. However, since not everyone will respond, the sample size needs to be increased, in order to counteract the effect of non-responses as I have indicated above. He provides the following method (Table 3.4) of determining sample size in order to have a confidence level of 95% with a confidence interval of 5%:

Table 3.4: Determining required response rates

Size of population	Variability in population				
	50% = a sample size of	40% = a sample size of	30% = a sample size of	20% = a sample size of	10% = a sample size of
600	240	228	134	87	53

Source: Watson (2011, n.p.)

In my estimation, the target population of banking executives have a 30% variability ratio, calculated on the following basis:

- Gender differences;
- Age differences;
- Period of employment
- The bank where they are employed (because of differences in strategies, policies, marketing and other organisational practices).

The ideal sample size should therefore have been 134 for a total population of 600. Securing 211 usable questionnaire returns from an anticipated 234-270 (70-90% of sample size) is therefore a representative outcome allowing for the generalisation of the findings to the target population.

3.6.4.4 Replicability

In order to avoid contamination arising from researcher biases and values, quantitative cross-sectional researchers often spell out clearly the research design procedures to enable other researchers to replicate the study even though in a number of cases replication is often not done as it is considered uninspiring (Bryman and Bell, 2011, p.167). The detailed account given above of how the sampling frame was arrived at, the determination of the sample size, the procedures followed in design and piloting of the instrument, the preparation, distribution and retrieval of the questionnaires and the review, coding and capture of the inputs for data analysis is considered sufficiently comprehensive to allow other researchers to replicate this process in another study.

This research therefore specified the research design procedures in a manner that addressed the four key research objectives of measurement, causality, generalisation and replication of the study.

3.7 RESEARCH QUALITY CONTROL

Among other factors that include the above four factors, the quality of a research study depends to a very large extent on the reliability and validity of the study (Pellissier, 2007, p.12), a view shared by Neuman (2011, p.208) who argues that reliability and validity of a research design help to establish the truthfulness, credibility and believability of findings as the two elements are central to measurement of concepts and constructs.

3.7.1 Reliability

This refers to the degree to which an assessment or instrument consistently measures an attribute and the extent to which research findings can be replicated (Pellissier, 2007, p.12). Blaxter et al. (2006, p.221) describe reliability in terms of how well the research has been carried out and whether another researcher could replicate the study using the same research design procedures and obtain more or less the same results. Contributing to the same discourse, Neuman (2011, p.208) refers to reliability as the dependability or consistency that

is derived from the research design and findings while Leedy and Ormrod (2014, p.93) define reliability as the consistency with which a measuring instrument yields a certain consistent result when the entity being measured has not changed. Leedy and Ormrod (2014, p.93) further argue that instruments designed to measure social and psychological characteristics (insubstantial phenomena) tend to be less reliable than those designed to measure physical (substantial) phenomena. There are three major types of reliability (Neuman 2011, p.208) namely:

- **Stability reliability:** This is reliability that is obtained across time, i.e. whether a measure delivers the same answers when applied in different time periods and stability reliability is often achieved through testing and retesting of the instruments of measurement to the same group of people (Neuman, 2011, p. 208). The stability reliability of an instrument is also known as the Test-Retest Reliability which refers to the extent to which a single instrument yields the same results when applied on the same people on two different occasions (Leedy and Ormrod, 2014, p.93). The survey used in this study was designed mainly using multiple choice responses on largely a four-point Likert scale. In this structured form, the instrument can be administered to other research groups in other contexts and while the choice of responses or the outcomes may differ, the analysis of the evidence is capable of producing a similar pattern of results when re-administered overtime.
- **Representative reliability:** this is reliability across cultures and refers to the extent to which an indicator delivers the same results when used on different groups (Neuman, 2011, p.208). The questions in this study's data collection instrument are culture and context neutral so that it should be possible to administer the instrument in other cultural settings although the outcomes are likely to differ subject to variations in the levels of knowledge of SL and EL and their influence on leadership soft skills and performance.
- **Equivalence reliability:** pertains to whether the measure yield consistent results across different indicators and the equivalence reliability can be determined by the use of the Cronbach's Alpha technique (Tavakol and Dennick, 2011, p.55). This statistical measure was applied to the results of this study, and is reported on in Chapter 4.

Reliability can be improved through clear definition of the concepts to be measured, increasing the level of measurement by creating precise measures of concepts and constructs, using multiple indicators of a variable and conducting pilot studies on the

questionnaire instruments (Neuman, 2011, pp. 209-211). Further to the contribution by Neuman, Leedy and Ormrod (2014, p.94) provide more strategies to enhance reliability namely:

- The instrument should always be administered in a consistent manner, i.e. there should be standardisation in the use of the instrument from one situation to another (Leedy and Ormrod 2014, 94). The conditions under which this study's instrument was administered can withstand the consistency aspect. All instruments were packaged in the same way and delivered using the same distribution methodology. The contact persons in the Human Capital departments of the participating banks were briefed that the instruments should be distributed anonymously and that respondents and non-respondents were not required to identify themselves in line with the Ethics Clause on informed consent and voluntary participation filled in by respondents before completing the instrument.
- While subjective judgements may be required, specific criteria should be established as guidelines dictating the kinds of judgements the researcher should make (Leedy and Ormrod 2014, 94). The wording of the questions in the instrument avoided subjective comments, values and prejudices and respondents were merely asked to select responses from a number of choices based largely on their opinions and experiences.
- Both researcher and research assistant if any are used, should be well trained to ensure they obtain similar results for single individuals or situations being measured (Leedy and Ormrod 2014, 94). The researcher went through a series of workshops conducted by the Graduate School of Business and Leadership, University of KwaZulu-Natal Westville Campus during the period 2013 to 2014 which enabled the researcher to acquire the necessary knowledge, skills and competencies in conducting doctoral research.

In the design, piloting and administration of the survey questionnaire the researcher strived to address the above key elements of reliability to ensure that the instrument delivered the results to expectations and create the necessary quality in the research study.

3.7.2 Validity

Bryman and Bell (2011, p.159) argue that Validity refers to whether or not an indicator or set of indicators designed to measure a concept really measure that concept. More specifically, measurement validity refers to the extent to which an indicator is valid for a particular purpose, a view shared by Pellissier (2007, p.12) and Leedy and Ormrod (2014,

p.91) who define validity as the extent to which a measure accurately reflects the concept that it is intended to measure.

Two distinctions exist regarding the concept of validity in research studies namely, validity that focuses on the research study itself and validity of the instruments used to collect data (often referred to as measurement validity). Within the first category, there are two types of research validity which are internal validity and external validity (Pellissier, 2007, p.12; Leedy and Ormrod, 2014, pp. 104-105).

3.7.2.1 External validity

External validity refers to the extent to which research findings can be replicated to other environments (Pellissier, 2007, p.12) while Leedy and Ormrod (2014, p.105) describe external validity as the extent to which results of a research study apply to situations beyond the study itself, i.e. the extent to which the conclusions drawn can be generalised to other contexts.

Strategies to enhance external validity include:

- Real life setting: Research that is conducted closer to real life situations instead of under artificial settings like laboratory conditions tends to be more valid in that it produces results with broader applicability to other real world contexts (Leedy and Ormrod, 2014, p.105). For this study the research instrument was mailed to respondents for them to complete in the comfort of their natural work or other setting, an element that tends to enhance the external validity of this study.
- A representative sample: Research undertaken using a representative sample with characteristics that mirror the population from which the sample was drawn has higher levels of external validity (Leedy and Ormrod, 2014, p.105). In this study, the sample closely mirrored the characteristics of the target population and this outcome was also influenced by the instructions on the question which clearly stated, *This questionnaire should only be completed by middle/senior/executive managers and directors in the bank*, thus clearly barring anyone outside these groups from completing it.
- Replication in different contexts: well-structured research designs tend to have the potential to be replicated across different contexts and situations (Leedy and Ormrod 2014, p.105). The discussion on the mixed methods research designs, the choice of the concurrent MMR, the description of how the quantitative procedures and protocols were

designed, approved and administered should make it relatively possible to replicate the quantitative design in other contexts and situations.

3.7.2.2 Internal validity

Pellissier (2007, p.12) describes internal validity as the extent to which research findings match the reality on the ground while Leedy and Ormrod (2014, p.103) argue that the internal validity of a research study is the extent to which its design and the data it yields allow the researcher to draw accurate conclusions about cause and effect and other relationships within the data. Saunders et al. (2012, p. 249) describe internal validity of a research instrument or a measurement instrument as the ability of the questionnaire to measure what it is intended to measure, i.e. what is found in the questionnaire should represent the reality of what is being measured. In survey design internal validity can be enhanced through triangulation i.e. multiple sources of data are collected with the hope that the results will converge in support of the theory or hypothesis, and calls for the researcher to be confident that the conclusions drawn are warranted from the data collected (Leedy and Ormrod, 2014, p.104).

There are four types of measurement or internal validity namely: face validity, content validity, criterion validity and construct validity.

- Face Validity-refers to the validity of an instrument as judged by members of the scientific community that an indicator in effect measures the construct (Neuman, 2011, p.212). It is the extent to which at face value, or on the surface, an instrument looks like it is measuring a particular characteristic (Neuman, 2011, p.212). As a result face validity is a matter of subjective judgement, or expert opinion and therefore not a dependable indicator (Leedy and Ormrod, 2014, p.91). To enhance the face validity of the questionnaire used in this study, a pilot testing process was undertaken with 10 out of 15 questionnaires completed and returned and further discussions held with two of the respondents. In addition, the instrument was refined by the data analyst and supervisor. All these were efforts meant to enhance the face validity of the instrument.
- Content validity refers to whether the items in either a questionnaire or structured interview guide measure the content they have been designed to measure (Creswell, 2009, 149; Neuman, 2011, p.212; Leedy and Ormrod, 2014, p.92)), or the extent to which the questions provide adequate coverage of the constructs being investigated (Saunders et al., 2012, p.429). The entire content of servant leadership and emotional

intelligence is too broad to fit into one study. Consequently the core attributes and dimensions of SL and EI were addressed in the questionnaire.

- Criterion validity refers to the use of a standard or criterion to measure a construct accurately and relies on some external or independent source to verify this type of validity (Neuman, 2011, p.213). Criterion validity comprises two segments namely: concurrent validity and predictive validity (Neuman, 2011, p.213; Saunders et al., 2012, p.429).
 - Concurrent validity relies on and conforms to a pre-existing and already accepted measure to verify the indicator of a construct (Neuman, 2011, p.213). The instrument used for this study was designed by the researcher and was therefore not tested for concurrent validity against other pre-existing instruments.
 - Predictive validity refers to the ability of measures or questions in a research instrument to make accurate predictions of certain behaviours of respondents by comparing data from the questionnaire data specified in the criterion using correlation statistical analysis (Saunders et al., 2012, pp.429-430). Predictive validity relies on the use of specific characteristics in a sample to predict how the sample units will in future score for the selected characteristics (Neuman, 2011, p.213). Descriptive and inferential statistical tests were employed to assess the role of SL attributes and EI dimensions in influencing selected qualitative performance measures for managerial leaders in the commercial banking sector in Zimbabwe. Where a positive relationship was established, it could be argued that there is some predictive validity of the research instrument.
- Construct Validity entails the use of multiple indicators to validate a measurement instrument and is used to determine how well the indicators of one construct converge or how well the indicators of different constructs diverge (Neuman, 2011, p.213). Saunders et al. (2012, p.430) argue that construct validity answers the question, “How well can you generalise from your measurement questions to the construct?” There are two types of construct validity namely: convergent validity and discriminant validity (Neuman, 2011, pp.213-214).
- Convergent validity is used to validate multiple indicators and is attained when multiple indicators of one construct converge or are positively associated with one another (Neuman, 2011, p.213). Several biographical factors were tested against SL attributes

and EI dimensions such as managerial level, experience levels and knowledge of the two constructs.

- Discriminant validity means that the indicators of one construct hang together or converge, while they also show a negative association with indicators of an opposing construct (Neuman, 2011, p.214).

3.8 QUALITATIVE RESEARCH DESIGN

Qualitative research is premised on the interpretivist epistemological perspective of how knowledge is gathered and the constructionist ontological philosophical viewpoint which acknowledges the active involvement of social actors in shaping the world they live in (Bryman and Bell, 2011, p.386). While qualitative research designs may differ in some areas, Leedy and Ormrod (2014, p.141) argue that all qualitative research approaches have two things in common in that they focus on phenomena that occur in natural settings or the real world and they are aimed at capturing and studying the complexity of the respective phenomena. They further advance the argument that qualitative researchers do not believe in one objective truth or reality that must be discovered but that there could be multiple perspectives to be uncovered in a research study.

There are four primary purposes which qualitative research seeks to achieve (Leedy and Ormrod, 2014, p.142) namely:

- Description – the research seeks to uncover a variety of dimensions in certain situations, settings, processes, relationships, systems and people. This research sought to establish how managers in a commercial banking sector interact with various stakeholders through the use of soft skills developed through exposure to training and development on SL and EI and how the use of the SL and EI soft skills could enhance organisational leadership performance.
- Interpretation – conduct of a qualitative study may be intended to allow a researcher to uncover new insights regarding a specific phenomenon and use the new insights to develop new concepts or theoretical perspectives as well as uncovering and highlighting problems within the given phenomenon. In linking SL and EI soft skills to leadership qualitative measures of performance, the researcher's aim was to develop an integrated leadership development programme comprising SL attributes and EI dimensions as articulated in Chapter 7.

- Verification – Qualitative research findings may be used to test the validity of certain assumptions, claims, theories or generalisations within real world contexts. This study demonstrated this aspect by seeking to establish whether indeed there is any relationship between SL and EI to managerial soft skills development and the influence of such skills on leadership performance in a commercial banking setting.
- Evaluation – Qualitative research studies may also be directed at assessing the effectiveness of particular policies, practices or innovations. The research study attempted to uncover the gaps in managerial practices, behaviours and skills and utilise the information to develop a leadership programme which it is anticipated that the implementation of the programme should build leadership soft skills and enhance leadership performance.

3.8.1 Interviewing Method and Procedure

The interviewing method involves collection of data by means of interviewing respondents individually on a one-on-one basis or using focus groups. The interview may be structured, semi-structured or unstructured also known as in-depth interview (Blaxter et al., 2009, p.172), a view shared by Saunders et al. (2012, p.374) who argue that interviews can be highly formalised and structured based on standardised questions or informal and unstructured conversations. Interviews can be conducted face-to-face, via telephone or synchronous video conferencing and the data are captured through note taking or with the aid of a digital recorder (Blaxter et al., 2009, p.175), although digitally recorded interviews tend to pose challenges of transcribing which may take hours.

Saunders et al. (2012, pp.374-377) posit that structured interviews are used to collect quantitative data for descriptive studies of a deductive nature while semi-structured and in-depth interviews are used for collection of qualitative data for exploratory studies to understand research context and for explanatory studies to understand relationships between variables. Interviews need careful planning and structuring of questions as well as interviewing skills and competencies for them to yield the desired results (Saunders et al., 2012, p.388). This study used the structured interview method of data collection using an interview guide with standard questions in order to benchmark the convergence or divergence of responses across the informants.

3.8.2 Qualitative Research Sampling Procedure

The research used a non-probability, purposive or judgemental sampling procedure to collect qualitative data using the structured interview method. The desired sample of managers within the target population profile for interviewing was based on their availability and willingness which helped in terms of time and cost (Pellissier, 2007, p.32; Blaxter et al. 2009, p.163). Saunders et al. (2012, p.287) argue that purposive sampling is often used for very small samples and when selecting cases that are particularly informative although it does not statistically represent the total population. Saunders et al. (2012, p.283) provide a sample size guide of 4-12 cases or units to gather qualitative data from a homogeneous population and a sample size of 12-30 cases when gathering qualitative data from a heterogeneous population. The guideline in collecting qualitative data is that researcher should continue to collect qualitative data until data saturation has been reached, i.e. “until the additional data collected no longer provides any new information or themes”.

By this method, the researcher collected qualitative data from selected senior and executive managerial leaders considered to have been exposed to the constructs of servant leadership and emotional intelligence in order to utilise the data to cross-validate the findings of the quantitative method within the concurrent MMR design. The sample units were senior and executive managerial leaders in the commercial banking sector and were considered to be a homogeneous sample frame and therefore the sample size was determined as between 4-12 units or at least up to the data saturation point.

3.8.3 Design and Piloting of the Interview Guide

The interview guide was designed by the researcher using the research questions as the basis for framing the questions. The questions were open-ended requiring the interviewees to provide their opinions, views, suggestions and comments were necessary (Appendix 8). Being part of the concurrent MMR, the questions in the interview guide largely mirrored the questions in the questionnaire in order to allow the researcher to cross-validate the results from both findings. The draft interview guide was reviewed by three senior managerial colleagues who did not form part of the interviewees. Thereafter, the interview guide was passed on to a data analyst who is certified to conduct data analysis using NVIVO qualitative data software for refinement. After approval by supervisor, the interview guide together with the informed consent document and other research protocol documents were approved by

the Humanities and Social Sciences Research Ethics Committee of the University of KwaZulu-Natal.

The researcher used a purposive sample size of eight interviewees for qualitative data collection which comprised of the following participants:

- A chief executive officer of a financial holding company;
- Two heads of human capital;
- Three heads of core banking departments;
- One head of risk management
- One senior manager in a compliance department

The participants were drawn from six commercial banks that included three international banks considered to have well-funded, best practice leadership development academies and three local banks. The participants were contacted for initial meetings during which the researcher introduced the research study and its purpose and requested for the participation of the respective managers. Upon agreeing to participate, formal one-on-one interviews were scheduled during which the researcher introduced the research purpose and sought the consent of interviewees in writing before proceeding to conduct the interviews.

3.8.4 Interviewing Procedure

Each participant was taken through the approved informed consent document and the interview schedule. After explaining the purpose of the study and the need for the interview and after clarifying areas raised, participants were asked to complete the informed consent form (Appendix 7) after which the interviews were conducted and recorded using an audio media recording device using the inbuilt Sony Corporation's sound organiser software. The duration of each of the eight interviews ranged from forty (40) minutes to fifty-five (55) minutes depending on how much information each participant was able and willing to provide and the interviews were conducted in a private place devoid of noise and other interruptions. A few minutes after the start of the interview, the researcher played back a portion of the recorded interview to confirm that technology was working. The discussions were recorded in their entirety after which researcher thanked participants for their time and input. The qualitative data collection process was conducted concurrently with quantitative data collection during the period October 2014 to February 2015, although qualitative data collection commenced one month after the quantitative processes had begun. At the close

and review of the seventh interview, it became increasingly evident that the data were becoming less and less unique and substantial and after the eighth interview, the researcher concluded that the qualitative data collection process had reached saturation point and no further interviews were needed.

The recorded interviews were saved on a computer using sound organiser software and the file was then submitted to the data analyst for transcription into text documents. The transcriptions ranged between 7-10 pages of textual data. A sample of the transcribed documents was shared with three of the eight participants in order to get confirmation of what they actually said especially for interviews that posed some transcribing challenges. This was part of the qualitative data clean-up process that was conducted for all the transcribed scripts. The transcribed data was first reviewed by researcher to build themes manually after which the manually coded themes were reviewed and validated against the NVIVO software coded themes (Appendix 9) to arrive at the final themes that were used for data analysis.

3.8.5 Criteria for Evaluating the Quality of Qualitative Research

Whereas in quantitative research the rigour, effectiveness and robustness of these studies is measured on the reliability and validity aspects (Paragraphs 3.9.1 and 3.9.2 above), the efficacy of qualitative research is evaluated using slightly different quality control criteria. This view is advanced by Bryman and Bell (2011, p.395) and Shenton, (2004, p.64) who argue that the equivalent of reliability and validity in assessing quantitative research is the use of trustworthiness and authenticity in assessing the quality of qualitative research.

Trustworthiness comprises four criteria each of which has its equivalent in quantitative research (Bryman and Bell, 2011, p.395; Shenton, 2004, p.64) as follows:

- Credibility parallels internal validity in quantitative research:

Whereas in quantitative research internal validity deals with ensuring that the study should measure or test what it is intended to measure, in qualitative research, credibility addresses the issue of how congruent the findings are in relation to reality (Shenton, 2004, p.64). Credibility of research contributes to the study's trustworthiness. Credibility can be achieved through the use of clearly worded interview questions mostly of an open-ended nature, through building rapport with interview participants, and ensuring that the researcher seeks voluntary participation of informants and that their self-esteem

is not compromised (Shenton, 2004, pp.64-66). Bryman and Bell (2011, 396) advocate for what they term, “respondent or member validation” to achieve research credibility. This entails providing informants with the research data they contributed in order to validate the data. For this study, the researcher sat down with three of the eight informants that were interviewed to review and clarify the transcribed data which allowed for rectification of errors and correctness of the content.

- Transferability equates to external validity and generalisability.

Shenton (2004, p.69) argues that in quantitative studies, external validity is “the extent to which the findings of one study can be applied to other situations” and that the findings can be generalised to a wider population. Krefting (1991, p.216) defines transferability as the extent to which the findings of one research study can be applied or transferred to other contexts and settings as well as the ability to generalise from the findings to a larger population. To achieve transferability of findings to other situations the researcher is encouraged to provide “thick descriptions” of the research context (Bryman and Bell, 2011, p.398). This entails providing detailed descriptions of the number of organisations involved in the research study, the number of participants interviewed, the methods of data collection employed, the number and length of data collection sessions and the period over which data was collected (Shenton, 2004, p.70).

There are competing views regarding the generalisability of qualitative research with some writers arguing that qualitative research findings are not easily generalisable as each research is conducted in a unique natural setting with specific informants (Krefting, 1991, p.216), while others (Lietz and Zayas, 2010, p.195) argue that the fittingness or transferability of a research study is the extent to which there is “goodness of fit” (van Vuuren, 2010, p. 1) between the findings and their applicability in other research contexts but that the responsibility for transferring the findings to other contexts lies with other researchers. Lincoln and Guba (1985, p.192) argue that “as long as the original researcher presents sufficient descriptive data to allow comparison, he or she has addressed the problem of applicability.”

- Dependability parallels reliability.

In the same manner that quantitative researchers use reliability techniques to ensure replication of a research study, that is, ensuring that if a similar study is repeated in the

same context with the same methods and respondents, more or less the same results will be produced (Shenton, 2004, p.71), qualitative researchers call for dependability or consistency of the research procedures and processes in order to achieve trustworthiness (Krefting, 1991, p.216). Reliability or consistency is considered relatively achievable in quantitative research as it is premised on the assumption that there is a single reality that does not change and should be uncovered (*ibid.*). Qualitative writers perceive the existence of multiple realities and argue that the existence of various human dynamics in research settings tend to create variations in research outcomes using similar research protocol and procedures. There will always be what Kilbourn (2006, p.537) and Baker and Edwards, 2012, p.19) call “variability” in qualitative research.

To achieve trustworthiness through dependability or consistency, qualitative researchers advocate the use of “overlapping methods” like use of both focus groups and interviews (Shenton, 2004, p.71) and use of the ‘auditing’ process which calls for compilation of detailed research records and reports which are then audited by peers to establish if the research process, procedures and protocols were aligned to standard research standards (Bryman and Bell, 2011, p.398).

Shenton (2004, pp.71-72) advocates for the need to attend to three activities in order to achieve trustworthiness through dependability or consistency:

- Researcher should describe the research design and its implementation at a strategic level;
- Operational detail pertaining to data collection should be recorded in detail providing the minute aspects of what was done in the field; and
- Providing an account of reflective appraisal of the project, evaluating the effectiveness of the process of enquiry as it was undertaken.

The detailed procedures undertaken in the design and piloting of the interview guide, sampling method, conduct of the interviews and transcription and review of the data created sufficient guidelines for the research process to be transferable to other research contexts. The researcher went further to document and record all the MMR data collection and analyses on DVD which becomes a basis for transferability of the research procedures. In so doing the researcher addressed issues of transferability and dependability of the qualitative component of the MMR.

- Confirmability equates to objectivity.

Confirmability refers to the extent to which researchers strive to maintain objectivity and that they acted in good faith while limiting personal values and biases (Bryman and Bell, 2011, p.398). Confirmability equates to objectivity which in quantitative research seeks to minimise researcher biases (Shenton, 2004, p.72). Krefting (1991, p.216) uses the term neutrality which is synonymous with confirmability and quotes Guba's (1981) definition of neutrality as "the degree to which the findings are a function solely of the informants and conditions of the research and not of other biases, motivations and perspectives". This view is shared by Shenton (2004, p.72) who argues that researchers should put in place measures that ensure that as far as possible research findings should be reflective of and the result of the experiences and ideas of informants rather than the characteristics and preferences of the researcher.

Confirmability can be achieved through triangulation of data collection methods, researcher's consciousness to his or her own predispositions and preference for certain research methods over others and use of reflective commentary to document in detail the research process in order to create an audit trail presented in text or diagrammatically for reviewers to audit the research process (Shenton, 2004, p.72). While confirmability is not an easy criterion to achieve especially in building up thematic narratives, the researcher strived to maintain objectivity in the analysis and interpretation of the findings.

With respect to authenticity, Bryman and Bell (2011, p.398) argue that qualitative research must be perceived to be fair or balanced in arguments, should reflect a specific ontological underpinning and be educative to the research community. In a related manner, Leedy and Ormrod, 2014, p.164) distilled the qualitative research review standards proposed by various writers and proposed nine criteria for use in evaluating the worth of a qualitative research study namely:

- Purposefulness. The research question should define the purpose of the research and guide the methods used to collect and analyse data. This was done in chapter 1 and the current chapter.
- Explicitness of assumptions and biases. The researcher should define the assumptions, beliefs, values and biases that may influence data collection and

interpretation. The researcher asked open ended questions to encourage interviewees to respond in their own words from their own experiences.

- **Rigour.** The researcher should use rigorous, precise and thorough methods to collect, record and analyse data while remaining as objective as possible during the research process. Interviews were recorded and transcribed verbatim which allowed for analysis of data into themes.
- **Open-mindedness.** The researcher should be open to review and incorporate new data and information that may be at variance with data already collected. The researcher used his experience in conducting interviews to allow interviewees to talk without interrupting and only probed where necessary.
- **Completeness.** The researcher should explain in full the research settings, the complexity of the process and the phenomenon under study in a complete manner for readers to appreciate the full picture of the study process. Prior to the interview process the researcher explained the purpose of the interview and checked for clarity prior to proceeding.
- **Coherence.** The data collected from various sources should converge to form a coherent conclusion and contradictions within the data should be reconciled to create a complete picture of the research outcome. Qualitative data were integrated with quantitative data during analysis and interpretation of findings.
- **Persuasiveness.** The researcher must be persuasive in the presentation of arguments which must be logical and backed by evidence. This was demonstrated in the discussion and interpretation of findings in the next three chapters.
- **Consensus.** There should be a compelling research study argument that persuades other scholars and participants to agree with the researcher's interpretations and explanations. It is the researcher's view that this was ably demonstrated in the section on researcher's own contributions to this study in chapter 7.
- **Usefulness.** The research conclusions should promote better understanding of the phenomenon under study, and provide predictions and interventions that enhance the quality of life (Leedy and Ormrod, 2014, p.164). Chapter 7 articulates the major conclusions of this research based on the evidence from the findings.

The qualitative procedures described in detail in this chapter and the analysis and interpretation undertaken in subsequent chapters attempted to address the nine factors proffered by Leedy and Ormrod (2014, p. 164).

3.9 DATA ANALYSIS

Data analysis is a process of creating meaning from gathered or collected data (Herbst, 2004, p.92). This study collected both quantitative and qualitative data in the form of numerical and textual data respectively. Both numerical and textual data were analysed and transformed into meaningful research findings that addressed the research questions as articulated in chapter 1. Given that the data was collected through a mixed methods research (MMR) concurrent design, it is therefore necessary to explore some of the pertinent issues around the analysis of data within the MMR design.

3.9.1 Mixed Methods Research Data Analysis

To appreciate the MMR data analysis procedures used for this study it is imperative to summarise the core tenets and requirements of the adopted design. Onwuegbuzie and Leech (2006, p.474) argue that conducting MMR involves collecting, analysing and interpreting quantitative and qualitative data in a single study or a series of studies that investigate the same underlying phenomenon. Related to this, Onwuegbuzie and Teddlie (2003, cited in Migiros and Magangi, 2011, p.3762 and Onwuegbuzie and Leech, 2006, p.490) proffered a seven-stage conceptual process (Table 3.?) that should be addressed when analysing quantitative and qualitative data within the framework of the MMR as highlighted in Table 3.5, below.

Table 3.5: The seven stages of data analysis

Stage	Description	Application
Data reduction	The reduction of the dimensionality or huge amount of qualitative data (through use of exploratory thematic analysis and memoing) and quantitative data through the use of analytical tools like descriptive statistics, etc.).	Descriptive and inferential statistics were used to analyse quantitative data while key themes were developed which reduced volumes of qualitative data to manageable levels.
Data display	Describing and presenting qualitative data pictorially using matrices, charts, graphs, networks, lists and Venn diagrams), and displaying quantitative data using tables, graphs and other pictorial presentations.	The researcher developed a data frequency table quantifying qualitative data and also used charts, tables and figures to present quantitative findings.

Data transformation	An optional stage where researcher converts quantitative data into narrative data which is then analysed qualitatively (qualitized) and or converting qualitative data into numerical codes that are then presented statistically (quantitized) (Tashakkori and Teddlie, 1998, in Onwuegbuzie and Leech, 2006, p.491).	The researcher quantitised qualitative finding by discussing and presenting the number of times or frequencies that a certain theme was addressed under a certain category.
Data correlation	Involves correlating quantitative data with qualitative data or qualitative data is correlated with quantitative data.	The correlation of the two types of data enabled researcher to compare and contrast findings from the two data sets and draw conclusions.
Data consolidation	The researcher combines both quantitative and qualitative data to create new or consolidated variables or data sets (Onwuegbuzie and Leech, 2006, p.491; Migiro and Magangi, 2011, p.3762).	Findings from the two data sets allowed for consolidated interpretations to arrive at a common conclusion in areas where findings were complementary.
Data comparison	Comparing data from the qualitative and quantitative data sources.	Comparison of the two data sets converged under a particular theme such as whether managerial level had a bearing on knowledge of SL and EI.
Data integration	Requires researcher to integrate quantitative and qualitative data into either a coherent whole or two separate sets (i.e. qualitative and quantitative) of coherent wholes (Onwuegbuzie and Leech, 2006, p.491; Migiro and Magangi, 2011, p.3762).	Data integration was central in data analysis and interpretation of findings although there are areas where a particular thematic issue was not tested either quantitatively or qualitatively and the researcher acknowledged this position.

The process of MMR data analysis outlined above confirms the need for an understanding of how the collected quantitative and qualitative data were analysed in this study.

3.9.2 Quantitative Data Analysis

There are two major forms of quantitative data namely categorical data and numerical data (Saunders et al., 2012, p.475). Categorical data cannot be measured numerically but are only grouped into sets or categories based on the characteristics that describe the variable or rank ordered (Saunders et al., 2012, p.275). Types of categorical data include nominal, ordinal or ranked data and dichotomous data.

- Nominal data are assigned numerical categories or codes to assist in computer-based data analysis, e.g. assigning a Code of 1 to denote male and 2 to denote female but with no numerical value (Blaxter et al., p.217; Saunders et al., 2012, p.475).
- Ordinal or ranked data are assigned numerical values in a qualitative rating scale. For instance, in a Likert scale, qualitative measures can be assigned numerical values such as “Very satisfactory carrying a value of 5; satisfactory= value of 4; neither satisfactory nor unsatisfactory = value of 3; unsatisfactory= value of 2; and very unsatisfactory=value of 1” (Blaxter et al., 2009, p. 217).
- Dichotomous data are data or variables with data that divide a variable into two categories, e.g. dividing gender into male and female (Bryman and Bell, 2011, p.341; Saunders et al., 2012, p.475).

Numerical data are measured or counted numerically in quantities (Saunders et al., 2012, p.475). Numerical data are subdivided into interval data and ratio data or into continuous or discrete data.

- Interval Data seeks to measure the distance or the interval between any two points or data values for a particular variable in absolute terms. The values on an interval scale can be added or subtracted but not multiplied and divided (Blaxter et al., 2009, p.217; Saunders et al., 2012, p.475).
- Ratio data are data that can be mathematically manipulated using additions, subtractions, multiplications and divisions to determine and represent the relationship between values or variables (Blaxter et al., 2009, p.217; Saunders et al., 2012, p.475).
- Continuous data are data whose values can take any value within a restricted range, for example measures of and length of employment service are forms of continuous data (Saunders et al., 2012, p.476).

- Discrete data as opposed to continuous data can be measured precisely and the data is often expressed in whole finite numbers, e.g. number of customers served in Branch X (Saunders et al., 2012, p.476).

The types of data stated described above were utilised in the analysis of quantitative data for this study.

Prior to data analysis and interpretation, a data preparation process was undertaken to ensure data editing for quality control, data coding or ascribing numerical numbers to responses and tabulations of data to facilitate data analysis. Neuman (2011, p.383) describes data coding as a systematic process of reorganising raw data into a format that enables analysis of data using statistics software. For quantitative data, all the 144 questions were coded using categorical numbers for identification purposes. After coding, the data was cleaned up to flush out errors in data capture and coding in order to enhance data accuracy (Neuman, 2011, p.386). The data for this study data were coded, captured, cleaned and organised using the IBM Statistical Package for Social Sciences (SPSS) version 22 computer package. Both the raw and analysed data are stored in the Dataset and Analyses DVD submitted to GSB&L, UKZN.

Quantitative research data is analysed through the use of statistics and statistical tools. Statistics consists of a set of mathematical techniques used to analyse a set of data and is an activity that relies on information drawn from a representative sample in order to arrive at conclusions that relate to a population (Du Plooy-Cilliers, Davis and Bezuidenhout, 2014, p.206). Statistical analysis requires a data set or data matrix which is an array of figures or numbers in order for one to analyse variables, levels of measurement and relationships between variables and cases (Maree, 2012, p.162). The data set or data matrix is derived from responses to research questions such as from the questionnaire responses obtained in this study. Onwuegbuzie and Leech (2006, p.480) classify quantitative research questions into descriptive, “What is..?” or “What are...? Type questions; comparative type questions (what is the difference between x and y?) and relationship type questions which seek to evaluate trends between or among two or more variables.

The commonly used forms of quantitative data analysis fall into the category of descriptive statistics which include numbers (tallies, frequencies and percentages), measures of central tendency (means, median and mode), measures of variations (range and standard deviation) and measures of relationships between or among variables (correlations and regressions),

(Coldwell and Herbst, 2004, pp.92-93). Quantitative data analysis serves various purposes which include creating meanings and comparisons, examining relationships between data sets, making forecasts or predictions, testing hypotheses, building concepts and theories and exploring and explaining phenomena (Walliman, 2011, p.113).

The major types of statistical analyses done for this study were

- descriptive statistics using variables to analyse frequency distributions (number of times a particular data value occurs) (Du Plooy et al., 2011, p.212). Descriptive statistics were computed to determine the symmetry of the data, i.e. whether most of the values in the dataset were lying within the normal distribution curve or skewed, and whether the shape of the distribution was normal, i.e. a mesokurtic kurtosis, a peaked distribution or leptokurtic kurtosis or a flat curved distribution a, i.e. platykurtic kurtosis (Struwig and Stead, 2010, 159). Nominal and ordinal data were used to perform descriptive statistical analysis (Blaxter et al., 2009, p.216; Bryman and Bell, 2011, p.344). Analysed data were then presented in various forms including diagrammatic forms like bar charts, pie charts for ordinal data and histograms for interval and ratio variables (Bryman and Bell, 2011, p.344).
- Measures of central tendency (mean, mode and median) analyse measures of dispersion which entail measuring degree of variability in values of a data distribution such as determining ranges and standard deviation using ratios and interval data and determining proportions, percentages and ratios. The measures were applied in analysing data on awareness of SL and EI against demographic data such as age, gender, qualifications and managerial levels
- It was also necessary to undertake inferential statistical analysis, i.e. assessing the significance of data and the results from the sample to make inferences or generalisations to the target population from which the sample is drawn (Blaxter et al., 2009, p.215). Inferential statistics were used to measure associations between variables (independent and dependent in the next three chapters where applicable) and the measure of association is a number that expresses the strength and direction of a relationship (Du Plooy et al., 2014 p.214; Neuman, 2011, p.402). Statistics were computed to determine measures of association using the correlation coefficient (denoted as the Pearson r) which is used to show “how much two variables go together” or covary (Neuman, 2011, p.404). Inferential statistics were also undertaken using the Chi-square which determines

whether observed results in cross-tabulated data represents true population values (Mouton, 2012, p.166). Other more advanced statistical analyses were done which include Analysis of Variance (ANOVA) and Factor analysis among others to test specific hypotheses and assess the relationships and levels of statistical significance between groups of data sets for the study.

3.9.3 Qualitative Data Analysis

Qualitative data for the study were collected through structured interviews that were audio-recorded and transcribed into word to allow for analysis of the textual data. Textual data can be in the form of transcribed audio-recorded interviews (used for this study), notes, photographs, video footage, drawings, documents, books and minutes (Bertram and Christiansen, 2014, p.116). Du Plooy et al. (2014, p.232) describe qualitative data analysis as a process of creating order, structure and meaning from a mass of data and that the “analysis process, which can be messy, ambiguous and time consuming, involves reducing volumes of raw information, sifting significance from trivia, identifying significant patterns and constructing a framework for communicating the essence of what the data reveals.” Bertram and Christiansen (2014, p.116) define data analysis as a process that involves three activities namely: data reduction, data display and drawing of conclusions and verification.

- Data reduction involves selecting, focusing, simplifying, subtracting and transforming data from field notes and transcriptions. This includes organising and sorting data into codes or categories and looking for patterns or relationships between the categories (Bertram and Christiansen, 2014, p.116). Volumes of transcribed data were condensed into specific themes and coded accordingly.
- Data display is the organisation and consolidation or compression of information in a manner that permit the researcher to draw conclusions and take actions (*ibid.*). Thematic data were consolidated and grouped into specific topical areas as evidence for drawing conclusions pertinent to certain research questions.
- The third and final activity is drawing of conclusions starting from data collection and finalised after data analysis (*ibid.*). The process of drawing conclusions commenced from the thematic coding process through to the analysis and interpretation of consolidated findings.

Qualitative data can be analysed using inductive or deductive reasoning or both. Inductive reasoning starts from specific observations to generalisations as raw data is reduced or coded into categories and themes to establish patterns and relationships emerging which help to formulate conclusions and theories (Bertram and Christiansen, 2014, p.117). A deductive approach starts from the generalisations or theory or conceptual framework which is used to code textual data into preconceived categories or themes to establish patterns and relationships (*ibid.*). The concepts derived from theoretical frameworks can also be used to frame questions for the structured interview. This study used concepts in the form of attributes of servant leaderships and dimensions of emotional intelligence to build structured questions for the Interview guide.

There were several data analysis methods at the disposal of the researcher which include content analysis, constant comparison, key-words-in text, word count, domain analysis, discourse analysis, conversation analysis, cross case analysis and narrative analysis (Onwuegbuzie and Leech, 2006, p.490; Struwig and Stead, 2010, p.170; du Plooy-Cilliers et al., 2014, p.233). This study did not religiously adopt a particular data analysis method but used combinations of some elements of content analysis and constant comparison to identify categories or themes in transcribed data as described later in this section.

Prior to analysis, data had to be coded, a process that is at the centre of qualitative data analysis. Data coding is perceived to be a process of grouping raw data into categories or themes using codes or labels that assign units of meaning to the information (Struwig and Stead, 2010, p.169). Coding can be done manually or with the aid of the computer software package like NUD.IST/Nvivo or ATLAS/ti (*ibid.*). The authors posit that in analysing data from interview scripts, codes could be linked to a word, phrase, sentence, paragraph or large section of data and that the codes should be interpreted within a specific context and in relation to other codes (Struwig and Stead, 2010, p. 169). Neuman (2011, pp.510-511) defines codes as follows:

“Codes are tags or labels for assigning meaning to the descriptive or inferential information compiled during a study. Codes are usually attached to ‘chunks’ of varying size-words, phrases, sentences or whole paragraphs, connected or unconnected to a specific setting.”

Sharing the above view, Maree (2012, p.105) defines coding as “marking the segments of data with symbols, descriptive words or unique identifying names”. Du Plooy et al. (2014,

p.240) recommend the use of a combination of coding methods which include, line-by-line, thematic, open or substantive, axial and selective. Line-by-line coding involves reading through the text line by line, highlighting certain words and phrases which are then coded as categories or themes (Du Plooy et al., 2014, p.240). Thematic coding also referred to as conceptual or concept coding used in content analysis and deductive coding involves the reduction of data using themes from theoretical or conceptual framework derived from the literature review (Du Plooy et al.(2014, p.241). This research study used a combination of line-by-line and thematic coding methods in order to identify themes from the transcripts.

This study analysed the interview records that were transcribed into MS Word data text. A manual process of line- by- line and thematic coding process was undertaken guided by the use of selected concepts from servant leadership and emotional intelligence literature.

After the manual coding, the identified themes were validated using the data analysis and coding process done through the use of the NVIVO software version as recommended by UKZN. The final thematic outcomes were quantitized by presenting the number of informants out of the eight interviewed whose text would have indicated certain common themes. Selected chunks of phrases or paragraphs from interviewed informants are included in the data analysis chapter to support or highlight specific themes.

3.9.4 Interpretation and Discussion of Findings

After conducting data analysis, the researcher interpreted the results and findings to provide meaning to the data in order to draw conclusions in the light of the research questions and objectives. Interpretation of findings is a process of creating meaning or making sense of the analysed data by presenting the kind of story that the data tells (Creswell, 2009, p.190; Bertram and Christiansen, 2014, p.123). This view is shared by Struwig and Stead (2010, p.424) who argue that the interpretation of data should be coherent and focused on the topic and that the process should not deviate from the research aim and objectives.

Creswell (2009, p.230) makes a distinction between quantitative and qualitative data interpretation and describes the interpretation of quantitative data as a process of drawing conclusions from the results for research questions, hypotheses and creating a larger meaning or generalisation of the results. Whereas interpretation of quantitative results should rely predominantly on the findings, with qualitative data interpretation, the lessons learnt or meaning of the data could also include the researcher's personal interpretations

based on the researcher's own experiences, culture and history (Creswell, 2009, p.189). Writers on qualitative data interpretation advocate for use of thick description using quotes, narratives and short paragraphs from textual data in order to enhance the trustworthiness of findings (Bertram and Christiansen, 2014, p.123- 125). Being a human capital management and development practitioner with years of experience in leadership skills development in the banking sector, the researcher's experiences also contributed in the analysis and interpretation of the findings.

Findings are not abstracts from raw data but represent the discovered answers to the key research questions and describe the data that is most significant, most interesting, educative, informative and represent what best answers the research questions or hypotheses (O'Leary, 2010, p.287). To achieve this, interpretation should be based on the soundness and trustworthiness of the data (Bertram and Christiansen, 2014, p.123). Cilliers et al. (2014, p.242) argue that the usefulness and relevance of research findings lie in proper interpretation, a process that should be linked to results of other studies and that findings should also help to formulate new ideas, theories and concepts. Bryman and Bell (2011, p.682) caution researchers against the inclusion of all results in the analysis and interpretation process, but to present only those findings which relate to the specific research questions.

In presenting and interpreting findings from a mixed methods research (MMR) which this study adopted, the two data sets are expected to be integrated, a process that includes comparing, contrasting, building on or embedding one type of conclusion with another in order to enhance understanding of the phenomenon under study (Bryman and Bell, 2011, p.693). This is the approach that was adopted in the presentation, analysis and interpretation of the findings of this study.

3.10 ETHICAL CONSIDERATIONS

Bliss, Higson-Smith and Sithole (2013, p.28) observe that the term ethics is derived from the Greek word 'ethos' meaning one's character or disposition which defines one's morality, a term that comes from the Latin word, 'moralis', meaning one's manners or character. Ethics in research are intended to ensure that researchers guard against scientific misconduct which research and scientific community are opposed to and strongly censure (Neuman, 2011, p.144).

Neuman (2011, p.144) defines scientific misconduct as an act whereby a researcher falsifies or distorts the data or methods of data collection or plagiarises the work of others thereby committing research fraud. Research fraud is a specific research misconduct whereby a researcher fakes or invents data that were not really collected or falsely reports on how research was conducted (Neuman, 2011, p.144). Saunders et al. (2012, p.226) define ethics as standards of behaviour that guide a researcher's conduct in relation to the rights of people affected by one's research study. Researchers are expected to adhere to the ethical principles or research ethics whenever conducting research especially with human subjects (Neuman, 2011, p.143; Bless et al., 2013, p.28; Leedy and Ormrod, 2014, p.111). There is a wide array of research ethics often contained in codes of ethics although the most critical principles are integrity and objectivity of the researcher; privacy of participants or respondents; informed consent; voluntary participation; and responsible data analysis and reporting (Saunders et al, 2012, pp.231-232). These are discussed briefly below.

- Integrity and objectivity of the researcher. Research, like all other academic work, requires a high degree of integrity which encapsulates honesty and truthfulness of the researcher and demands accuracy in reporting while also avoiding deception, dishonesty, misleading others and misrepresentation of data and findings (Saunders et al, 2012, p.231; Leedy and Ormrod, 2014, p.110). The declaration signed by the researcher is one way confirming that this thesis is original research.
- Privacy and protection of participants. Under this section two ethical values were observed namely, the right of respondents and informants to confidentiality and anonymity (Bless et al., 2013, pp.32-33; Leedy and Ormrod, 2014, pp.109-110). Confidentiality refers to the protection of data obtained from participants and ensuring that such data is kept away in a secure place (Bless et al., 2013, p.32). Anonymity which is linked to confidentiality requires researchers to conceal the identity of respondents and informants and never to reveal their sources, and where necessary to use codes and pseudonyms as proxy for actual names of participants or institutions (Bless et al., 2013, p.32; Leedy and Ormrod, 2014, p.110). In addition, research subjects should be protected from harm or maleficence (Bless et al., 2013, p.29), be it physical or psychological harm such as loss of self-esteem, stress, embarrassment, harm to career prospects or future employment (Neuman, 2011, p.146; Leedy and Ormrod, 2014, p.107). In both quantitative and qualitative data collection procedures, the researcher assured in writing the right of respondents and informants respectively of their anonymity and the

confidentiality of the data they provided before they signed up and completed the questionnaire or participated in the interviews.

- **Informed consent.** Before agreeing to participate in a research study, participants should be fully briefed about the purpose of the research and the research procedure itself and what it is they are being asked to do or not to do, like consenting to being audio- or video-recorded, as well as assurance of anonymity and confidentiality of their data (Neuman, 2011, p.149; Saunders et al., 2012, p.231). Once they are aware of the request, participants should be requested to grant their informed consent in writing by completing an informed consent form (Fisher, 2010, p.74; Leedy and Ormrod, 2014, p.108).
- **Voluntary participation.** This principle works closely with informed consent and addresses the right of respondents and/or informants to voluntary participation or to decline participation as well as to withdraw from the process midstream and not to answer certain questions if they do not wish to (Bless et al., 2013, p.30; Leedy and Ormrod, 2014, p.108).

In addressing both informed consent and voluntary participation, a letter (Appendix 5) was enclosed with the questionnaire introducing the researcher, explaining the purpose of the research and the right to voluntary participation. In addition, a section about these two issues was included on the first page of the actual instrument requesting participants to confirm knowledge of the study and to accept or decline to participate. For qualitative data collection, participants were handed an Informed Consent form addressing the two issues and requesting them to accept or decline to be interviewed.

- **Responsible data analysis and reporting.** This calls for the observance of confidentiality and anonymity in the analysis and reporting of primary data in addition to the accurate reporting of findings and acknowledgement of sources used for secondary data used (Saunders et al, 2012, p.232). Leedy and Ormrod (2014, p.110) call for the reporting of findings in an accurate and honest manner without fabrication or plagiarism. Bless et al. (2013, p.35) reinforce this view by warning against falsification or fabrication of data reporting as a serious ethical transgression.

3.10.1 Research Protocols

Research protocol refers to all the documentation that was necessary to provide sufficient information to the Research Ethics Committee of the University of KwaZulu-Natal that the

researcher had done sufficient background work in order to approve the commencement of the research study. The following documents (found in the Appendices) constitute the research protocol documentation that was submitted to the Humanities and Social Sciences Research Ethics Committee of the University of KwaZulu-Natal:

- Documentary proof of Approval of the Research Study Proposal by the Graduate School of Business and Leadership (GSB&L) clearly stating the research study topic, research questions and objectives;
- Letters from GSB&L to the Gatekeepers, the Reserve Bank of Zimbabwe (RBZ date 2 July 2014) and the Bankers Association of Zimbabwe (BAZ, date 2 July 2014) requesting for authority for the postgraduate student to conduct this research study in the commercial banking sector in Zimbabwe.
- Gatekeepers' approval letters (RBZ date 8 July 2014; and BAZ date 16 July 2014) to GSB&L authorising the researcher to proceed with the study within the research site.
- Ethical clearance application form duly completed and signed by the researcher, supervisor and Academic Leader: Higher Degrees and Research in the GSB&L;
- Questionnaire instrument for quantitative data collection;
- Interview guide for qualitative data collection;
- Informed consent document for completion by interview participants for qualitative data collection.
- Ethical clearance documents as fully approved and as subsequently amended.

All the above research protocol procedures were addressed which resulted in the Ethics Committee approving the research protocols on 6 August 2014 with subsequent approval of amendments to the protocols on 3 October 2014. The Ethics Committee approved the research protocol after satisfying itself that the Research Protocol had addressed the issues of confidentiality, voluntary participation and informed consent of respondents and participants. In order to access the commercial banks, the researcher wrote to Chief Executive Officer or Managing Director of each bank seeking authority to conduct the research process. Approval was granted by fourteen of the fifteen commercial banks; in some cases it took more than a month to obtain approval from some banks.

In order to ensure that the questionnaire was completed by the target sample units, the questionnaire was introduced by a sentence which read: *This questionnaire should only be completed by middle/senior/executive managers and directors in the Bank.*

While all due care and consideration was made to minimise ethical issues of interviewer biases and prejudices, it is not entirely easy and possible to avoid some slippages here and there.

3.10.2 Research Methods and Design Limitations

Hofstee (2009, p.117) argues that all research methods have limitations and it is therefore necessary to state the most important limitations that affect the reliability of the findings or the extent to which findings can be generalised (Hofstee, 2009, p.118). This section is not to be confused with the research study limitations section covered in the chapter 1 which captures the study limitations known beforehand (Hofstee, 2009, p.118).

The data collection process was confined to the samples drawn from Harare, the capital city, only although the commercial banks operate in various cities and towns countrywide. One of the reasons why this strategy was adopted was due to the location of the head offices of all the banks that participated. The head offices are all located in Harare where the decision makers are located. With the researcher also working in a head office of one of the banks, it was easier to access the people who control the levers of decision making. The other limitations for concentrating the research in the capital city were due to issues of time and costs. A cross-sectional research by its very nature is limited in terms of time frame. To collect data countrywide would have required strong logistical support and additional finances.

From a quantitative data collection view, the researcher was limited in accessing the respondents directly, more so given the confidentiality factor associated with banking activities. Consequently, the researcher had to rely on contact persons in the Human Capital Units of the participating banks. In as much as the contact persons were fully briefed about how they were expected to distribute the questionnaires, the variations in the response rate point to the lack of uniformity, level of commitment and or perhaps challenges experienced by the contact persons in the collection of the instruments. The positive side of this was that respondents and non-respondents were not identifiable.

Conducting research study using concurrent MMR design is taxing from time, effort and energy point of view. The researcher had to find some balance between attending to the demands of printing, packaging, distribution and collection of questionnaires while also

arranging and conducting qualitative interviews in addition to attending to normal working life. Consequently, this could have limited the scope of the qualitative interview coverage.

The response rate of 49.07% of the 430 mailed questionnaires could have been adversely affected by timing of data collection which was conducted during the business peak period of the year, October to December 2014 when most people within the chosen target group take leave to go on holidays. Furthermore, during the first two months of a year, banking business is often slow in peaking and again, from experience, a number of staff take leave during that period. This timing dynamic could have contributed to low response rate from some of the banks.

For qualitative data collection, being able to pin down and interview the eight informants took a lot of effort, persuasion and assurances given that the researcher works in a bank and accessing senior and executive leaders in competitor banks was perceived with fear of retribution from superiors and not wanting to be seen as perhaps sharing confidential and sensitive competitor information. It was only possible after holding preliminary discussions and explaining the nature of the research and the delimitations. While limitations and constraints were encountered, they did not compromise the reliability of the quantitative responses or the quality of the interview outcomes.

3.11 CHAPTER SUMMARY

This chapter previewed the epistemological and ontological factors that centred around the debate on research paradigms that guide research studies such as positivism, postpositivism, and interpretivism-constructionism, which inform the creation of knowledge through quantitative and qualitative research designs. A discussion of the third paradigm, pragmatism was undertaken to bring to the fore the mixed methods research (MMR) designs which seek to bridge the divide between the two extreme paradigms, postpositivism and interpretivism. A concurrent MRR design was adopted for this study. The chapter discussed in detail how the quantitative and qualitative research designs were implemented in the sampling process, design and use of preferred data collection methods and their reliability and validity, data capture and cleaning and the data analysis methods employed and how the research findings were interpreted. The chapter concluded by discussing the limitations of the study and the ethical standards that were applied in the design and approval of the research protocols and the collection, analysis and storage of research data. The next three chapters present the findings, analysis and interpretation of the research.

CHAPTER 4: UNCOVERING THE KNOWLEDGE BASE

4.1 INTRODUCTION

The purpose of the next three chapters is to present both the quantitative and qualitative findings of the research undertaken using both the survey and the interviewing approaches. Quantitative primary data were collected, collated, coded, captured, cleaned and analysed using the IBM SPSS statistical analysis software version 22. Qualitative data were collected from eight participants using the structured interviewing method. The interviews were recorded using an audio media recording machine after which the recorded interviews were transcribed and then analysed to develop themes using the NVIVO software package version 10.

The order of analysis is to present quantitative findings first followed by complementary qualitative findings around related themes relating to the constructs of SL and EI and their role in building managerial leadership competencies designed to enhance organisational leadership performance in the commercial banking sector in Zimbabwe. The findings are presented as complementary or contrasted and related to the pertinent literature as confirmation or as contrasting existing literature, methodology or empirical data.

The purpose of this chapter is to present research findings that focus on the reliability of the deployed research instruments. The defined demographic characteristics of the participants that for study are presented and critically reviewed. The research findings sought to establish the level of knowledge and the extent of their awareness of the concepts of Servant Leadership and Emotional Intelligence and how they became knowledgeable of the concepts. This addresses the operational research questions numbers 1.7.1 and 1.7.2 restated below:

- What is the extent of knowledge of Servant Leadership (SL) attributes and Emotional Intelligence (EI) dimensions as collective leadership soft skills or competencies for managerial staff in the commercial banking sector in Zimbabwe?
- How were managerial staff in the commercial banking sector in Zimbabwe exposed to the acquisition of knowledge and skills on Servant Leaders and Emotional Intelligence?

The level of awareness of SL and EI was tested through asking participants to define the two constructs, to name their sources of knowledge of the two constructs, to indicate whether they had attended any leadership courses where SL and EI skills were discussed, to isolate

and identify the characteristics or attributes of SL and the dimensions of EI and to identify the benefits derived from attending a course on SL and EI.

4.1.1 Quantitative Response Rate

A total of 430 questionnaires were mailed via the Human Capital departments of the participating banks and administered to the middle-to-executive management respondents of 14 commercial banks in Zimbabwe. The sample was inflated to take care of possible non-responses or partially completed returns that were discarded as they not usable. From the administered 430 questionnaires, 230 were returned which constitutes 53% of the 430 mailed questionnaires. This meets the target of 234 responses which was defined in Chapter 3.5.3.1. However, from the data cleaning process, 19 questionnaires were discarded mainly due to their incompleteness, resulting in a total of 211 valid questionnaires as illustrated in Table 4.1 below:

Table 4.1: Response rate

	Number of Questionnaires	Percentage
Administered	430	100.0%
Returned	230	53.48%
Invalid	19	4.42%
Valid	211	49.07%

Thus, the overall response rate translated to an average of 49.07% of the mailed questionnaires. Securing 211 usable questionnaire returns from an anticipated 234-270 (70-90%) of sample size is therefore a representative outcome allowing for the generalisation of the findings to the target population of 600. Experts differ as to what constitutes an adequate response rate. According to the University of Texas at Austin (2010: n.p.), an acceptable return for an online survey is 30%, while Rubin and Babbie (2009, p.117) state that a 50% response rate is usually considered adequate for analysis and reporting. Denscombe (2007, p.23) says that there is no “hard and fast rule” about what constitutes an acceptable response rate. . The obtained response rate being these recommended normative minima, the researcher therefore proceeded to conduct the quantitative data analysis process.

4.2 RELIABILITY OF QUESTIONNAIRE INSTRUMENT

The quantitative data collection questionnaire was based on the literature reviewed on Servant Leadership and Emotional Intelligence with guidance from literature on research methodology and design. Chapter 3 discussed the steps taken to ensure the validity and reliability of the instrument. To determine the reliability of the 144 items in the research instrument that was used in this study, the Cronbach's Alpha was computed which is generally recognised by scholars as the standard normative measurement of instrument reliability (Tavakol and Dennick, 2011, p.55). The acceptable norm for reliability is 0.70. The measures of the instrument were tested against the standard Cronbach's Alpha whose norm is 0.70 and the instrument's Cronbach Alpha was 0.869 which meets the minimum measure of consistency in the results

The results of the Reliability test are presented in the Table 4.2 below.

Table 4.2: Reliability analysis

Cronbach's Alpha	No of Items
.869	144

Cronbach's Alpha was 0.869 which meets the minimum measure of consistency in the results (Tavakol and Dennick, 2011, p.55). This being higher than the minimum threshold of 0.70, it therefore indicates that the research instrument used for this research was reliable.

4.3 DEMOGRAPHICS ANALYSIS

Lee and Schuele (2010, pp.347-348) emphasise the essence of understanding the demographic characteristics of the respondents, that is, their background information like age, gender, qualifications and managerial level as demographics help to determine if the sample is representative of the target population. It is upon this basis that this section presents the background information of the respondents used in this research. Key distributions relating to the respondents were explored including gender distribution, age distribution, academic qualifications, management levels, experience in the banking sector, experience in a managerial position, and their respective training background within the confines of servant leadership and emotional intelligence.

4.3.1 Gender Distribution

The respondents were dominated by males than females in that from the 211 respondents, 70% (n145) were males, with the remaining 30% (n65) being females. One respondent did not address the gender section. The distribution is illustrated in the Figure 4.1 below.

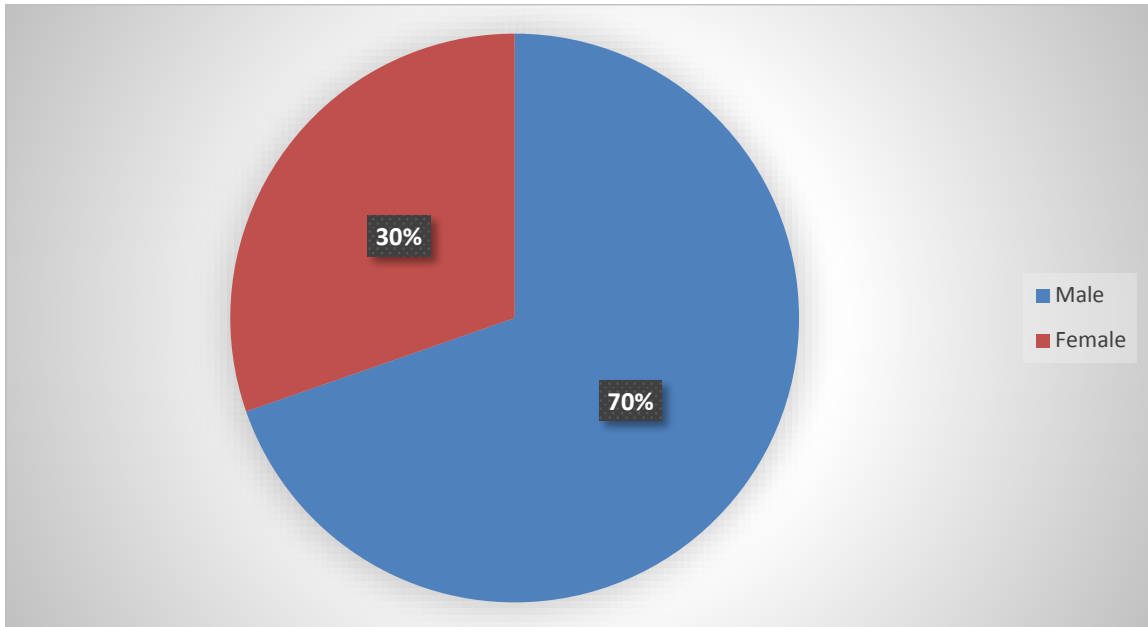


Figure 4.1 Distribution by gender

The findings above indicate that the majority of managerial staff in the commercial banking sector in Zimbabwe are males and this appears to be supported by the ratio of male to female Chief Executive Officers (CEOs) given that of the fifteen commercial banks operating in 2014 only three banks were managed by female CEOs as observed by the researcher.

4.3.2 Age Range Distribution

The distribution of the respondents by age is shown in Figure 4.2 below with a view to understanding the age spread or concentration to determine whether the managerial groups in the commercial banking sector were dominated by young or fairly aging staff.

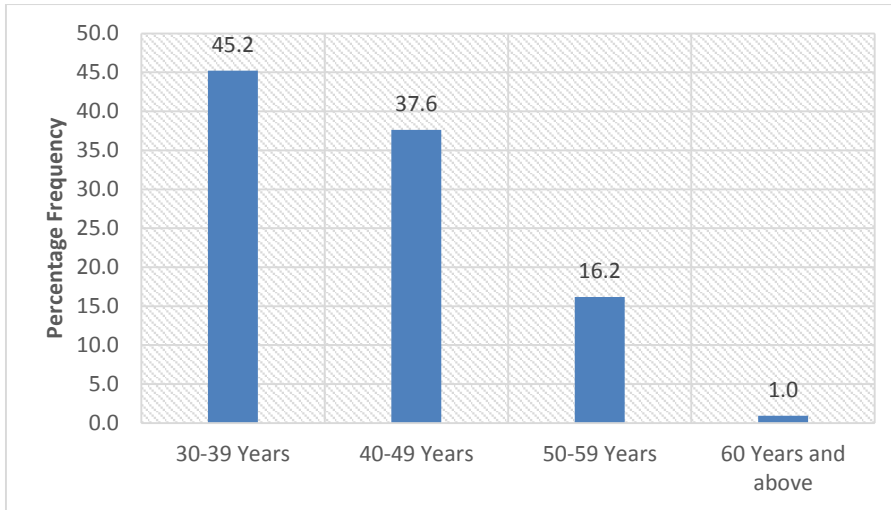


Figure 4.2: Age Distribution

From the figure above, the majority of the respondents, 45.2% (n94) fell within the 30-39 year age group, followed by the 40-49 year age group, which comprised 37.6% (n79) of the respondents. The least number of respondents were those in both the 50-59 years age group and those who were 60 years and above, whose distributions were 16.2% (n34) and 1.0% (n2) respectively. It can be seen from the foregoing that the majority of the respondents, a cumulative of 82.8% (n173), fell within the 30-49 year age group. The findings are indicative of a sector being managed by a fairly young but mature leadership.

4.3.3 Highest Education Qualification

With regard to the highest education qualification, from the illustration in Figure 4.3, below, 46% (n97) of the respondents had a Masters Degree as their highest level of education. Those with a first degree accounted of 36% (n75) while the least proportion comprised of certificate/diploma holders whose percentage was 18%(n37).

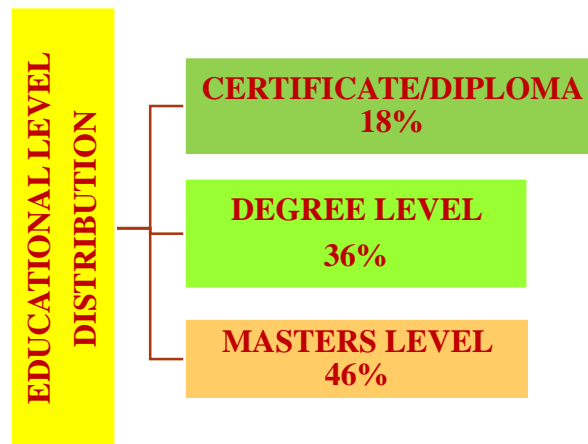


Figure 4.3: Distribution of educational qualifications

It follows then that a significantly high cumulative frequency of 82% (n172) of the respondents had attained at least an undergraduate degree. Based on this evidence it can be argued that the results are indicative of a high literacy level and a conceptually well-grounded managerial workforce capable of tackling the complex conceptual and operational strategies and dynamics, business inter-linkages and transactions that are at the centre of economic operations in the sector and country.

4.3.4 Level of Management

As part of the demographic data inquisition, it was also the purpose of this study to understand the respective levels and concentration of management with a view to establishing whether this factor was an influencing variable for some of the variables covered in the questionnaire. Figure 4.4 below illustrates the distribution of the respondents by their respective levels of management.

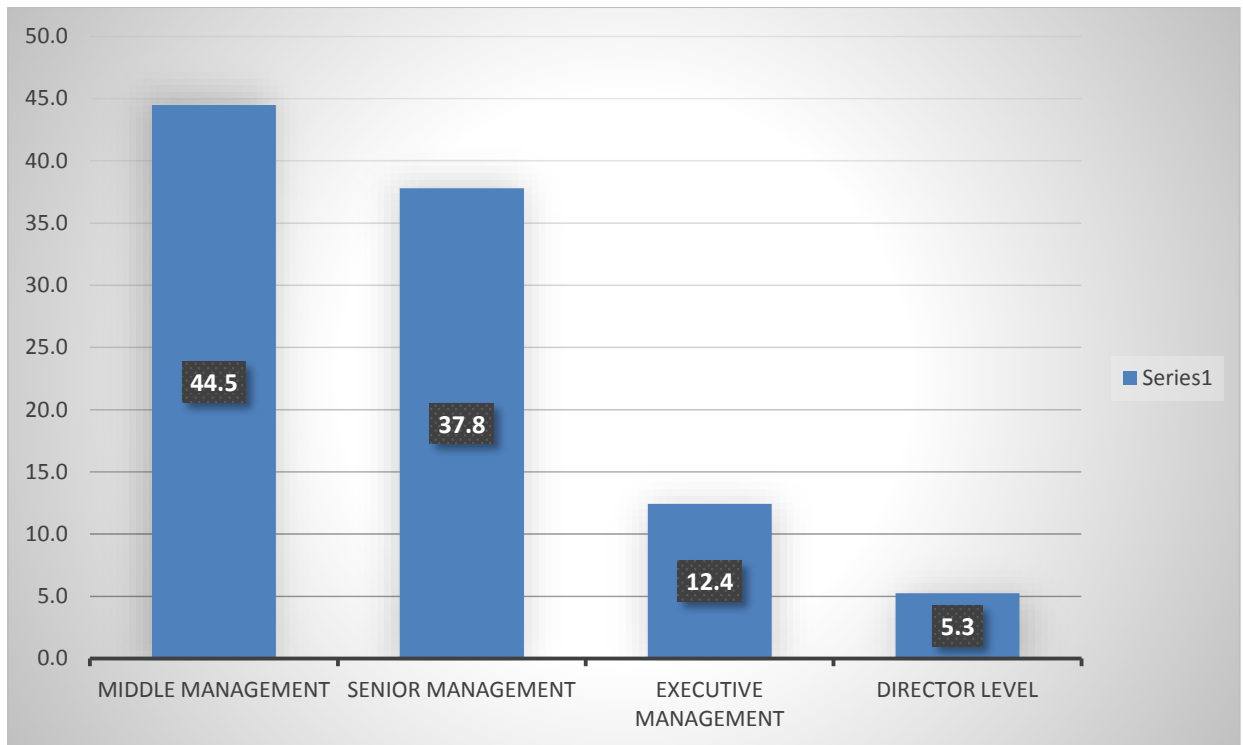


Figure 4.4: Level of management

Middle managers comprised the majority of the respondents, as these, from the above illustration constituted 44.5% (n93), followed by senior management with a respective proportion of 37.8% (n78). The least dominant were executive managers and directors whose distributions were 12.4% (n26) and 3.3% (n11) respectively. The evidence above is consistent with hierarchical patterns in most traditionally structured organisations where positions become fewer at the top (Daft, 2012, p.31).

To ascertain the potential relationship between the highest level of education and the management levels, the Pearson Chi-square analysis was conducted with the following hypotheses:

H₀: There is no relationship between highest level of education and level of management

H₁: There is a significant relationship between education and level of management

Hypothesis Test: Pearson Chi-Square Analysis

Significance Level: 95% ($p=0.05$); 6df

Rejection Criteria: Reject H₀ if $p \leq 0.05$; Accept H₀ if $p > 0.05$

The results of the computation are presented in Table 4.3 below.

Table 4.3: Cross-tabulation education/management level

		Managerial Level				Total
		Middle Management	Senior Management	Executive Management	Director Level	
Highest Educational Qualification	Certificate/Diploma	26	11	1	0	38
	Degree	38	22	8	6	74
	Masters	28	46	17	5	96
Total		92	79	26	11	208

From the contingency table above, it can be seen that the majority of the certificate holders were within the middle management, whereas the degreed respondents were mainly dominant in both the middle to senior management positions. On the other hand, masters degree level respondents were significantly dominant in the senior management, executive management and director levels. A Chi-square test was used to present the findings to further interrogate the relationship between the two demographic variables. The results are presented in Table 4.4, below:

Table 4.4: Chi-square analysis results

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.775 ^a	6	.001
Likelihood Ratio	26.718	6	.000
Linear-by-Linear Association	15.135	1	.000
N of Valid Cases	208		

a. 3 cells (25.0%) have expected count less than 5. The minimum expected count is 2.01.

From the above analysis, the Chi-square statistic was computed to be 23.775, with a *p*-value of 0.001. The latter being less than the critical normative value of 0.05, the finding calls for the rejection of the null hypothesis, and the conclusion that there was sufficient evidence to suggest that management levels were significantly dependent on the highest level of education of the respondents. The results show that managers in the commercial banking sector have high level qualifications suggesting that to a large extent they are adequately qualified for their roles.

4.3.5 Years of Experience in the Banking Sector

As part of the demographic data, it was imperative that the number of years the respondents had worked in the banking sector be ascertained. The results of the analysis are presented in Table 4.5 below.

Table 4.5: Years of experience in the banking sector

*208 Responded out of 211 with 3 cases missing.	Categories of Years of Experience in the Commercial Banking Sector					
	5-10yrs	11-15yrs	16-20yrs	21-25yrs	26+yrs	Total
Number of respondents per category	61	63	32	22	30	208*
Percentage of respondents per category	29.2%	30.1%	15.3%	11.0%	14.4%	100%

From the findings above, the greatest proportion of the respondents were those who had worked in the banking sector for 11-15 years, with a mean ratio of 30.1% (n63), while 29.2% (n61) of the respondents had 5-10 years working in the banking sector.

To further interrogate the data as illustrated in Figure 4.5 below I sought to understand the distributions of the respondents by the number of years worked as managers in the banking sector. Of the total respondents, managers with 6-10 years' experience comprised a proportion of 33.3% (n?). This was followed by a proportion of 24.8% of managers with 1-5 years' experience and the third category with 11-15 years having a frequency of 21% (n?). The findings show that 58.1% (n?) of the sector's middle to executive leadership have between 1 to 15 years of experience which suggests some fluidity in workforce stability and a fair amount of turnover, within, across banks and/or across banking sector and other sectors.

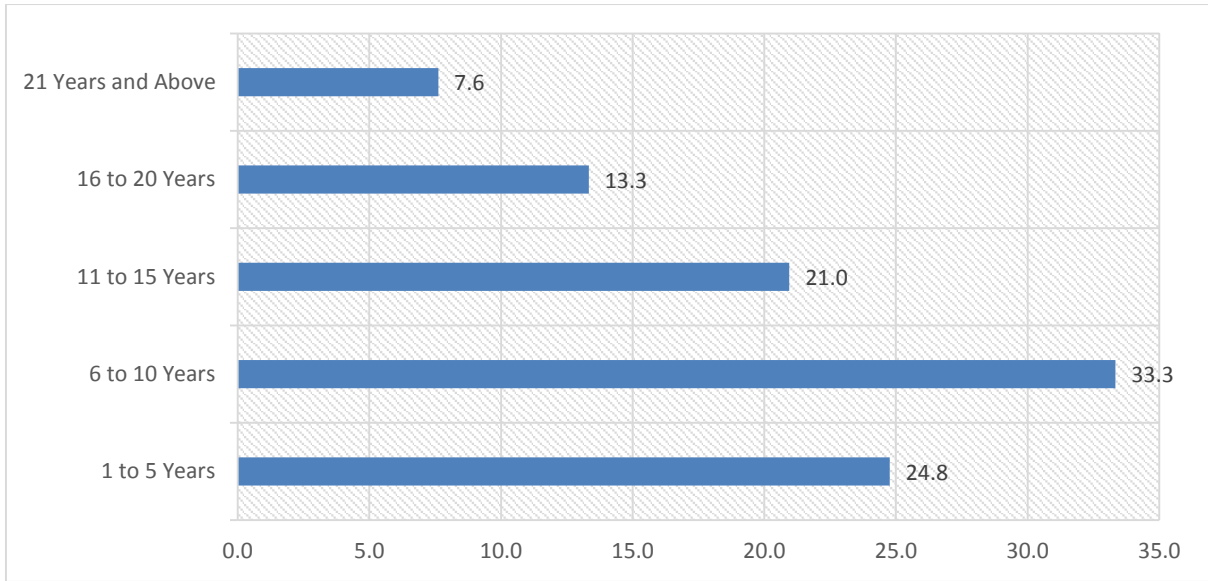


Figure 4.5: Years of experience in a managerial position in the banking sector

4.3.6 Attendance of Leadership Development Courses

In an attempt to assess the level and extent of managerial leadership development in the commercial banking sector respondents were asked if they had attended any leadership development courses. The findings show that 87% (n180) of the respondents had attended such courses while 13% (n28) had never attended a leadership course as illustrated in the Table 4.6 below.

Table 4.6: Attendance of leadership development courses

Attendance of leadership development courses	YES	NO	Number of Leadership Development Courses Attended		
	87% n=180	13% n=28	1 to 3 Courses attended	4 to 5 courses attended	6 and above courses attended
			47%	25%	28%

Of the 87%(n=180) that had attended leadership courses, 47% (n86) had attended 1-3 courses, while 25% (n47) had attended 4-5 courses, with 28% (n50) having attended 6 courses as shown in Table 4.8. From the foregoing, it can be seen that a cumulative percentage of 53% (n97) of the respondents had attended 4 or more courses, against the 47% (n86) who had attended up to 3 courses.

4.3.7 Servant Leadership and Emotional Intelligence Courses Attended

The final demographic element that was tested was whether respondents had either attended a course on servant leadership and emotional intelligence. The distribution of the findings is tabled below.

Table 4.7: Attendance of SL and EI Courses

	Yes	No
Attended a course on servant leadership	27.05% (57)	72.95% (153)
Attended a course on emotional intelligence	45.41% (n95)	54.59% (n115)
Attended both	18.36% (n39)	
Attended neither	45.89% (n97)	

From the above cross tabulation, out of the 211 respondents, 45.41% (n95) had attended a course on emotional intelligence while 54.59% (n115) had not. On the other hand, 27.05% (n57) had attended a course on servant leadership, against 72.95% (n153) who had not. Overall, only 18.36% (n39) of the respondents had attended both courses on emotional intelligence and servant leadership. Again, a significantly high proportion of 45.89% (n97) of the respondents had neither received training in emotional intelligence nor servant leadership.

From the foregoing findings, it can be seen that the respondents had been exposed more to emotional intelligence than to servant leadership training. To help establish the dependence/independence of these constructs, the Fisher's Exact Test, ideal for 2×2 nominal categories, was done with the following hypotheses:

H₀: Training in servant leadership was independent of emotional intelligence

H₁: Training in servant leadership was a dependent of emotional intelligence

Hypothesis Test: Fisher's Exact Test

Significance Level: 95% ($p=0.05$)

Rejection Criteria: Reject H₀ if $p \leq 0.05$; Accept H₀ if $p > 0.05$

The results of the computation are presented in Table 4.8 below.

Table 4.8: Fisher's Exact Test

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	15.603 ^a	1	.000		
Continuity Correction ^b	14.387	1	.000		
Likelihood Ratio	15.745	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	15.528	1	.000		
N of Valid Cases	207				

a. 0 cells (0.0%) have an expected count of less than 5. The minimum expected count is 25.43.

b. Computed only for a 2x2 table

From the above analysis, the p-value for the Fisher's Exact Test was seen to be 0.000, and being less than the critical value of 0.05 (Weisstein, n.p.) we reject the null hypothesis, and conclude that receiving training in servant leadership was highly dependent on receiving training on emotional intelligence. In other words, there was a greater likelihood of one not having received training in servant leadership if that person had not yet received training in emotional intelligence and vice versa.

The results of the Fisher Exact Test suggest the existence of a relationship in the attributes of servant leadership and dimensions of emotional intelligence as demonstrated in the further discussion on this aspect in Chapter 6.

4.3.8 Relationships between Demographic Variables

To help establish the nature of the relationships between the demographic variables, a Pearson correlation matrix was computed, as presented in the Table 4.9 below. The possible solution set for the correlation matrix ranges from -1 for a perfect negative correlation, to +1 for a perfect positive correlation. High coefficients of +0.8 suggest a very high positive correlation between any two variables, whereas low coefficients of, say, 0.2, suggest a very low positive correlation.

Table 4.9: Demographic variables correlations

		Gender	Age Range	Education	Level	Exp. in Banking	Exp. in Mgmt	Attending leadership courses	# of leadership courses	Attended a course on SL	Attended a course on EI
Gender	Pearson Correlation	1									
	Sig. (2-tailed)										
	N	211									
Age Range	Pearson Correlation	.005	1								
	Sig. (2-tailed)	.942									
	N	210	210								
Highest Educational Qualification	Pearson Correlation	-.065	.060	1							
	Sig. (2-tailed)	.348	.391								
	N	210	209	210							
Managerial Level	Pearson Correlation	-.124	.320**	.270**	1						
	Sig. (2-tailed)	.074	.000	.000							
	N	209	208	208	209						
Number of years of working in the banking sector	Pearson Correlation	-.036	.674**	.038	.234**	1					
	Sig. (2-tailed)	.607	.000	.587	.001						
	N	209	208	208	207	209					
Years of experience in a managerial position in the Banking sector	Pearson Correlation	-.130	.712**	.103	.412**	.808**	1				
	Sig. (2-tailed)	.059	.000	.138	.000	.000					
	N	210	209	209	208	208	210				
Attending leadership development courses in the banking sector	Pearson Correlation	.093	-.049	.004	-.057	-.134	-.135	1			
	Sig. (2-tailed)	.179	.485	.954	.417	.055	.052				
	N	209	208	208	207	207	208	209			
Number of leadership courses attended	Pearson Correlation	-.156*	.302**	.261**	.167*	.352**	.431**	-.072	1		
	Sig. (2-tailed)	.035	.000	.000	.025	.000	.000	.337			
	N	184	183	183	182	183	183	182	184		
Attended a course on Servant Leadership	Pearson Correlation	.121	-.062	-.186**	-.101	-.081	-.088	.171*	-.210**	1	
	Sig. (2-tailed)	.082	.376	.007	.147	.247	.208	.014	.004		
	N	209	208	208	207	207	208	207	182	209	
Attended a course on Emotional Intelligence	Pearson Correlation	.197**	.027	-.091	-.009	.014	-.038	.270**	-.165*	.275**	1
	Sig. (2-tailed)	.004	.701	.192	.893	.844	.582	.000	.026	.000	
	N	208	207	207	206	206	207	207	181	207	208

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

** . Correlation is significant at the 0.01 level (2-tailed).

From the analysis in Table 4.9 above, the most significant correlations were between the age of the respondent and the number of years of working in the banking sector, and the number of years of experience in a managerial position in the banking sector whose correlation coefficients were 0.676 and 0.712 respectively. The other significant correlation was between the level of management and the number of years of experience in a managerial position in the banking sector with a positive coefficient of 0.412. Again, the latter, *experience in a managerial position in the banking sector*, was characterised by a positive correlation with the number of leadership courses attended. In other words, the more the years of experience at a managerial level in the banking sector, the more likely that one would have attended more leadership courses.

4.3.9 Banking Sector Leadership Profile

After reviewing the demographics for the middle to executive leadership in the given sector, the next logical step was to discern meaning from the findings and proffer a demographic profile of the research population. Based on the results, the researcher concluded that the sector's leadership was largely patriarchal as evidenced by 70% (n145) male against 30% (n65) female leadership. The researcher posits that the leadership in the sector can be described as a mature, knowledgeable or educated with adequate attributes to form the nucleus for succession into senior and executive roles which could be indicative of a low risk human capital profile for the commercial banking sector at least in the short term. This is based on the following findings:

- 82.8% (n173) of the leadership in the 30-49 years age range signifying a workforce that has worked over half its working life,
- 82% (n172) degree-holder staff of whom 46% (n97) have a Masters degree,
- 82.3% (n171) of the leadership is concentrated within middle and senior management while managerial level for the eight interviewees comprised 2 executives, 4 senior and 2 middle managers,
- 58.4% (n122) of respondents had 1-10 years of experience in managerial position coupled with 59.6% (n124) of the sample with 5-15 years of experience in the sector,

The disturbing finding is the level of leadership development judged by the number of leadership courses attended including programmes on servant leadership and emotional intelligence. With 13.5% (n28) not having attended a general leadership course, only 53%

(n150) having attended 4 or more courses, and 72.95% (n152) and 54.59% (n113) having not attended SL and EI courses respectively, the researcher proffers the view that the level of leadership soft skills is not sufficiently present thereby justifying the need for SL and EI leadership development in the sector.

4.4 ANALYSIS OF KEY OBJECTIVES

This section analyses the findings on respondents’ knowledge of SL and EI. There was a total of three sections on the research instrument, each contributing to answering the research questions. Section A was tailored for Servant Leadership, while Section B dealt with Emotional Intelligence, and the third Section C dealt with the synergy between both Servant Leadership and Emotional Intelligence. The response set for most of the scaled responses in these three sections comprised of four possible response variables which were rated on a 4-Point Likert scale, that is, Strongly Disagree, Disagree, Agree and Strongly Agree with corresponding numeric ratings of 1, 2, 3 and 4, respectively coded as illustrated below.

Table 4.10: Response variables

Response Variable	Numeric Rating
Strongly Disagree	1
Disagree	2
Agree	3
Strongly Agree	4

In addition to using frequency distributions and trends the researcher analysed the results using measures of central tendency and dispersion. With respect to the measures of central tendency, the mean rating on the 4-Point Likert scale was employed and the thresholds of the mean were calculated as follows.

$$\text{Upper Mean Threshold (UMT)} = 4 \text{ (Strongly Agree)}$$

$$\text{Lower Mean Threshold (LMT)} = 1 \text{ (Strongly Disagree)}$$

$$\therefore \text{Median Threshold} = \frac{\text{UMT} + \text{LMT}}{2}$$

$$\therefore \text{Median Threshold} = \frac{4 + 1}{2} = 2.5$$

For measures of dispersion, the standard deviation, skewness and kurtosis were used. Standard deviation is a measure of dispersion showing an average distance between a variable's score relative to the mean and standard deviations between 0 and 1 are considered desirable (Neuman 211, p. 391).

For skewness tests, a skewness of 0 implies a rather normal distribution, with other possible outcomes being either a negative skewness or a positive skewness (NIST, 2013, n.p.). With regards to the kurtosis analysis, a statistic of 0 suggests a normal distribution within 1 standard deviation (de Smith, 2015, n.p.). However, positive kurtosis values signify a very high concentration of the responses around the mean, that is, a leptokurtic distribution, with the opposite, a platykurtic distribution signifying a widely dispersed and less concentration of the responses about the mean (Cooper and Schindler, 2014, p. 425).

4.5 SERVANT LEADERSHIP KNOWLEDGE RESULTS

This section presents the responses that were established from the findings on knowledge of the servant leadership construct.

4.5.1 Awareness of Servant Leadership

The modelling of the responses addressing servant leadership was achieved through the triangulation of two approaches, one based on self-rating, and the other from responding to specific questions or statements in the questionnaire.

4.5.1.1 Self-Rating of the Awareness of Servant Leadership

Respondents were asked to rate the extent to which they were aware of the concept of servant leadership, on a 5-point Likert scale with 1 representing *not at all*, and 5 representing *fully aware*. The results from the analysis are presented in Figure 4.6 below.

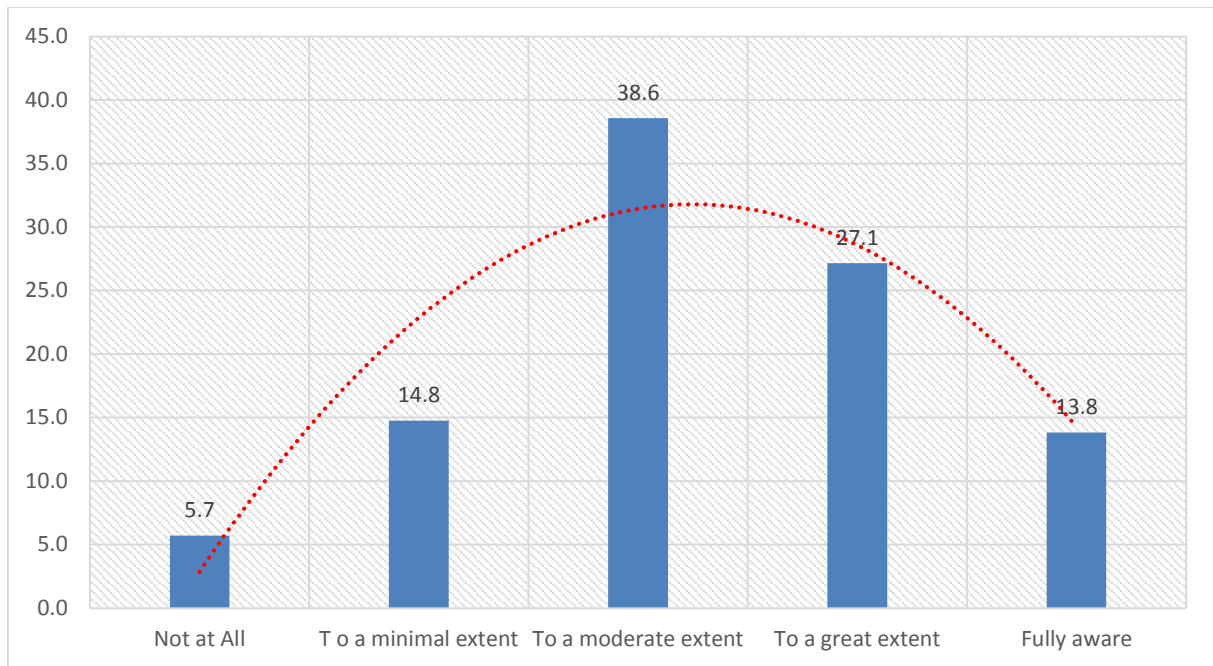


Figure 4.6: Self-rating of the awareness of servant leadership

The greatest proportion of respondents (38.6%, n83) rated themselves as understanding the concept of servant leadership to a moderate extent, followed by 27.1% (n54) of respondents who were aware to a great extent. However, a marginal 13.8% (n29) was fully aware, with 14.8% (n31) being aware to a minimal extent and 5.7% (n12) not aware of SL at all. The corresponding descriptive measures of central tendency and dispersion are presented in Table 4.10 below.

Table 4.11: Summary statistics: Self-rated awareness of servant leadership

N	Valid	210
	Missing	1
Mean		3.29
Std. Error of Mean		.073
Median		3.00
Mode		3
Std. Deviation		1.060
Skewness		-.179
Std. Error of Skewness		.168
Kurtosis		-.399
Std. Error of Kurtosis		.334

From the table above the mean rating for the level of awareness on a scale of up to 5 was 3.29 (which approximates 3) with a very marginal standard error of 0.073, with the median and mode being 3, representing the moderate extent response.

The standard deviation was 1.060, too high a statistic suggesting that the ratings were rather varied, and this can be validated by the rather low skewness statistic of -0.179, which points towards a reflection of a roughly normal distribution. The negative kurtosis of the distribution of -0.399, suggests a platykurtic distribution which indicates that there was a rather low spread of consistent responses around the median statistic. In summary, with a cumulative 40.9%(n83) of the respondents rating themselves as being aware to a large extent against 59.1%(126) who are largely unaware of the concept of servant leadership, this suggests a compelling need for managerial staff in the banking sector to have more exposure to and training in servant leadership.

To help establish the attributes that characterised the self-rated awareness of servant leadership, the ANOVA analysis was computed, with the predictor variables being the demographic variables, under the following parameters:

H₀: There is no association between demographic data and servant leadership awareness

H₁: There is an association between demographic data and servant leadership awareness

Hypothesis Test: One-Way ANOVA Analysis

Significance Level: 95% ($p=0.05$)

Rejection Criteria: Reject H₀ if $p \leq 0.05$; Accept H₀ if $p > 0.05$

The results of the computation are presented in the Table 4.12 below.

From the analysis, the major factors influencing the self-rated level of awareness of servant leadership were:

- Managerial Level, $p = 0.030$
- Years of experience in a managerial position in the Banking sector, $p = 0.052$
- Number of leadership courses attended, $p = 0.031$
- Attended a course on Servant Leadership, $p = 0.000$
- Attended a course on Emotional Intelligence, $p = 0.011$

Table 4.12: ANOVA analysis – Servant leadership awareness

		Sum of Squares	df	Mean Square	F	Sig.
Gender	Between Groups	1.577	4	.394	1.883	.115
	Within Groups	42.919	205	.209		
	Total	44.495	209			
Age Range	Between Groups	1.641	4	.410	.701	.592
	Within Groups	119.355	204	.585		
	Total	120.995	208			
Highest Educational Qualification	Between Groups	4.640	4	1.160	2.081	.085
	Within Groups	113.704	204	.557		
	Total	118.344	208			
Managerial Level	Between Groups	7.863	4	1.966	2.745	.030
	Within Groups	145.401	203	.716		
	Total	153.264	207			
Number of years of working in the banking sector	Between Groups	15.034	4	3.759	1.993	.097
	Within Groups	382.889	203	1.886		
	Total	397.923	207			
Years of experience in a managerial position in the Banking sector	Between Groups	13.724	4	3.431	2.395	.052
	Within Groups	292.257	204	1.433		
	Total	305.981	208			
Attending leadership development courses in the banking sector	Between Groups	.995	4	.249	2.243	.066
	Within Groups	22.501	203	.111		
	Total	23.495	207			
Number of leadership courses attended	Between Groups	7.498	4	1.875	2.731	.031
	Within Groups	122.185	178	.686		
	Total	129.683	182			
Attended a course on Servant Leadership	Between Groups	8.695	4	2.174	13.894	.000
	Within Groups	31.761	203	.156		
	Total	40.457	207			
Attended a course on Emotional Intelligence	Between Groups	3.207	4	.802	3.367	.011
	Within Groups	48.107	202	.238		
	Total	51.314	206			

In evaluating the p -values in Table 4.12 above, with least being 0.000, the most accurate determinant of the self-rated level of awareness of servant leadership was whether the respondents had attended a course on servant leadership. Again, the relatively low p -value of 0.011, identified with the variable, *attended a course on emotional intelligence* cross-validates the afore-established finding that receiving training in servant leadership was highly dependent on receiving training on emotional intelligence.

4.5.1.2 Definition based rating of the awareness of servant leadership

To help triangulate the self-rated awareness of servant leadership, respondents were asked to select from the following statements, one response which they thought best described the concept of servant leadership.

- A. The leader’s ability to create purpose, passion and commitment in people
- B. Shared leadership through developing people abilities and commitment
- C. Leadership through serving the needs of all affected by the manager [Most Correct]

The findings of the assessment are presented in the Table 4.13, below.

Table 4.13: Definition of servant leadership

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	39	18.5	19.4	19.4
B	74	35.1	36.8	56.2
C	88	41.7	43.8	100.0
Total	201	95.3	100.0	
Missing System	10	4.7		
Total	211	100.0		

The proportion that selected the correct choice that is C, were 43.8% (n88), while the rest, 56.2% (n113) wrongly defined servant leadership. With a view to establishing whether there was an association between the respondents who correctly defined SL and their demographic characteristics (the predictor variables), again, the ANOVA analysis was computed with the following parameters:

H₀: There is no association between demographic data and awareness of servant leadership definition.

H₁: There is an association between demographic data and awareness of servant leadership definition.

Hypothesis Test: One-Way ANOVA Analysis

Significance Level: 95% ($p = 0.05$)

Rejection Criteria: Reject H₀ if $p \leq 0.05$; Accept H₀ if $p > 0.05$

Table 4.14: ANOVA analysis – Definition-based awareness of servant leadership

		Sum of Squares	df	Mean Square	F	Sig.
Gender	Between Groups	.148	1	.148	.696	.405
	Within Groups	42.340	199	.213		
	Total	42.488	200			
Age Range	Between Groups	1.883	1	1.883	3.253	.073
	Within Groups	114.597	198	.579		
	Total	116.480	199			
Highest Educational Qualification	Between Groups	.208	1	.208	.362	.548
	Within Groups	113.667	198	.574		
	Total	113.875	199			
Managerial Level	Between Groups	.092	1	.092	.128	.721
	Within Groups	142.460	197	.723		
	Total	142.553	198			
Number of years of working in the banking sector	Between Groups	3.999	1	3.999	2.108	.148
	Within Groups	373.649	197	1.897		
	Total	377.648	198			
Years of experience in a managerial position in the Banking sector	Between Groups	6.003	1	6.003	4.158	.043
	Within Groups	285.872	198	1.444		
	Total	291.875	199			
Attending leadership development courses in the banking sector	Between Groups	.001	1	.001	.007	.933
	Within Groups	21.859	197	.111		
	Total	21.859	198			
Number of leadership courses attended	Between Groups	.053	1	.053	.074	.786
	Within Groups	123.987	174	.713		
	Total	124.040	175			
Attended a course on Servant Leadership	Between Groups	.037	1	.037	.183	.669
	Within Groups	39.310	197	.200		
	Total	39.347	198			
Attended a course on Emotional Intelligence	Between Groups	.024	1	.024	.098	.755
	Within Groups	49.066	196	.250		
	Total	49.091	197			

The results of the computation are presented in the Table 4.14 above. From the *p*-values, the only significant variable was, *Years of experience in a managerial position in the banking sector*, being 0.043. In other words, the only determinant variable of the definition-based awareness of servant leadership was the number of years one was in a managerial position in the banking sector. Other self-rated factors such as *managerial level*, *number of leadership courses attended*, *attended a course on servant leadership*, and *attended a course on emotional intelligence*, were insignificant determinants of awareness of the definition of servant leadership.

4.5.1.3 Decision tree analysis – Awareness of servant leadership

To establish the extent to which the number of years in a managerial position in the banking sector impacted on the degree of awareness of the definition of servant leadership, the

decision tree analysis was computed as shown below. The categories of the predictor and factor variables being nominal, the Kass' (1980) CHAID (Chi-Square Automatic Interaction Detector) tree-growing algorithm was used with 20 cases in the parent node and 10 cases in the child node. The decision tree shown in Figure 4.7 below was computed.

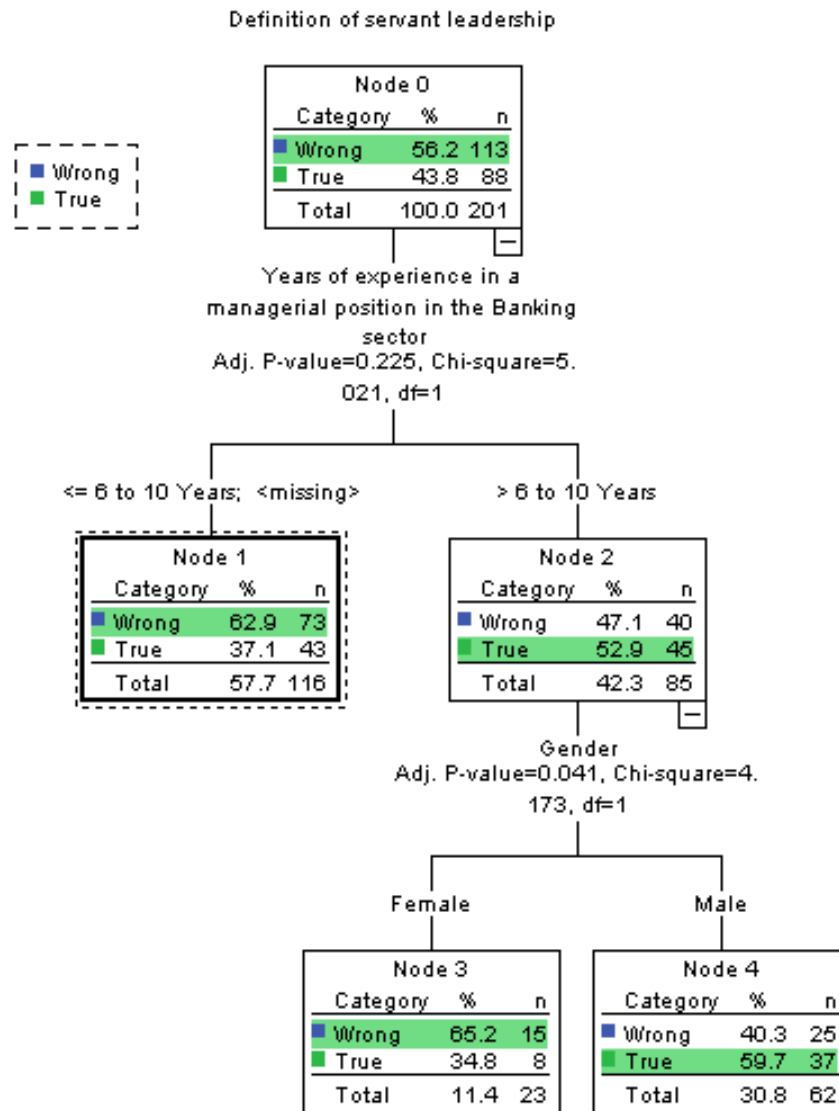


Figure 4.7: Decision tree analysis – Awareness of servant leadership

From the above analysis, the primary predictor of awareness was as established in Table 4.14 above, that is, *years of experience in a managerial position in the banking sector*. An average of 62.9% (n73) of respondents with less than 10 years of experience defined servant leadership wrongly, while 52.9% (n45) of the respondents with more than 10 years of experience correctly defined servant leadership. On the other hand, gender appears to be a secondary determinant of the relative awareness of servant leadership given that 65.2%

(n15) of the female respondents with more than 10 years of experience wrongly defined servant leadership, while 59.7% (n37) of the males above 10 years of experience correctly defined servant leadership. It can be concluded therefore, that with respect to senior management with more years of banking management experience, males tend to be more aware of servant leadership than females. Qualitative data on the same question were collected from the eight interviewees and the responses are captured below.

4.5.1.4 Interview Outcomes: S01. Understanding of the term servant leadership

Using qualitative research this section sought to establish the level of awareness of the constructs of SL from the eight participants that were interviewed and the responses as evident from the verbatim quotes demonstrate the findings below. For ease of reference, informants have been allocated a code, for example Informant 1 is allocated the code I1.

The participants' perception of SL was that a servant leader is a manager who is committed to follower development (I5, I7, I8), displays humility (I3, I6), is committed to serve others (I1, I2, I3, I4, I6), promotes team cohesion (I1, I8) and articulates vision to the team (I2, I3, I4). A number of respondents (I3, I6, I7) used the example of Jesus Christ as a servant leader, emphasising working with subordinates, not using force or power or dictating, caring, identification with people, ("softer issues", I3). Some mentioned "leading from the front" (I3, I4). These findings corroborate the definition correctly identified in quantitative findings which is the servant leadership is *leadership through serving the needs of all affected by the manager*. The description of SL from the quotes and paragraph in qualitative findings correspond well with literature on definitions of SL summed up in Table 2.1.

4.5.2 Source of Knowledge of Servant Leadership

The respondents were asked to indicate their sources of knowledge of servant leadership. Multiple response frequency analysis was done, and the results are presented in the Table 4.15.

Table 4.15: Multiple response analysis – Source of knowledge of servant leadership

		Responses		Percent of Cases
		N	Percent	
Learnt Servant Leadership ^a	Leadership and management course	88	29.2%	44.0%
	Book, magazine or article	75	24.9%	37.5%
	Internet	85	28.2%	42.5%
	At work through my supervisor	21	7.0%	10.5%
	Other	32	10.6%	16.0%
Total		301	100.0%	150.5%

a. Dichotomy group tabulated at value 1.

From the above results, the most significant sources of knowledge of servant leadership were, *Leadership and management course* with a frequency of 44% (n88), followed by the internet with a frequency of 42.5% (n85), and also *book, magazine or article* with a frequency of 37.5% (n75). The least significant source was *through the supervisor and at work*, which accounted for merely 10.5% (n21) of the cases, with other sources catering for 16% (n32).

4.5.2.1 Interview outcomes: S02. Source of knowledge about servant leadership

Tracing the sources of knowledge of servant leadership from the eight participants interviewed, the responses were academic studies (I1, I2, I3, I4, I5, I6, I8); the Bible (I3, I5, I6, I7); management development programmes (I2, I4); and workplaces (I1, I6, I7).

Whereas quantitative results show that 44% (n88) of the participants learnt about SL through leadership and management development courses, qualitative results show a different picture in that 6 of the 8 participants indicated that they came to know about SL through academic studies with only two stating that the source of their SL knowledge was leadership and management development programmes. Based on the quantitative and qualitative findings, the argument can be made that SL leadership knowledge and practices can be structured into a leadership development programme that managers can be taken through in order to build SL soft skills.

4.5.3 Servant Leadership Knowledge and Demographic Characteristics

Respondents were asked to identify the general demographic characteristics that they perceived as influencing one's knowledge of servant leadership. Two main attributes had been hypothesised in the questionnaire, viz. *managerial level* and *experience*.

4.5.3.1 Managerial Level and Servant Leadership Knowledge

In response to the statement, *The higher the managerial level, the more likely that one will know about servant leadership*, the results from the analysis summarising the perceived influence of the managerial level on the knowledge of servant leadership are presented in Table 4.16 below.

Table 4.16: Servant Leadership Knowledge and Managerial Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	5.2	5.2	5.2
	Disagree	92	43.6	44.0	49.2
	Agree	76	36.0	36.4	85.6
	Strongly Agree	30	14.2	14.4	100.0
	Total	209	99.1	100.0	
Missing	System	2	.9		
Total		211	100.0		

Table 4.17: Descriptive statistics - Servant leadership knowledge and managerial level

N Valid	209
Missing	2
Mean	2.60
Std. Error of Mean	.055
Median	3.00
Mode	2
Std. Deviation	.797
Skewness	.220
Std. Error of Skewness	.168
Kurtosis	-.578
Std. Error of Kurtosis	.335

The greatest percentage, 44% (n92), comprised of respondents who disagreed that the higher the managerial level, the more likely that one will know about servant leadership. However, 36.4% (n76) agreed and with 14.4% (n30) strongly agreed. The latter translates to a cumulative total of 50.8% (n106) respondents who were agreeing, while the cumulative total of those disagreeing added up to 49.2%.(n103) On measures of central tendency, the mean rating was 2.60, the median being 3.0 and the mode being 2.0, suggesting some degree with a skewness of 0.220, as seen from the Table 4.17 above. The kurtosis for the distribution was -0.578, suggesting a platykurtic fat-tailed distribution indicative of the lack of harmony in the response outcomes. In this regard, to be able to make a statistically valid conclusion,

inferential analyses had to be done, and with the nature of the data, the binomial test was deemed the best approach.

To achieve this end, the following hypotheses were developed:

H₀: There is no relationship between managerial level and knowledge of servant leadership

H₁: There is a relationship between managerial level and knowledge of servant leadership

Hypothesis Test: One-Sample Binomial Test

Significance Level: 95% ($p=0.05$)

Rejection Criteria: Reject H₀ if $p \leq 0.05$; Accept H₀ if $p > 0.05$

The results of the analysis are presented in Figure 4.8 below.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The categories defined by The higher the managerial level, the more likely that one will know about servant leadership = Agree and Disagree occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.890	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Figure 4.8: Binomial test: Managerial level and servant leadership

From the analysis above, the p-value was computed to be 0.890, and being greater than the prescribed 0.05, the null hypothesis was accepted and I concluded that with regards to the perceptions of the respondents, there was enough statistical evidence at the 95% confidence level to conclude that there is no relationship that was found to exist between managerial level and knowledge of servant leadership.

4.5.3.1.1 Interview outcomes: S09. Managerial level and knowledge of servant leadership

From qualitative research, participants who were asked whether it was a given that the higher one's managerial level the more likely the manager will know about SL. One participant

argued that there was a correlation while the remaining seven said there was no correlation as evidenced below. The seven who said there was no correlation mentioned factors such as attitude (I1, I6), the ability to serve colleagues, the ability to influence others to do the right thing and taking second place (I1); awareness (I2, I8); conscious practice (I2); continuous improvement through reading (I3); practice (I3, I4); inclination and character traits (I6, I8); the privilege of position (I7).

I5 was the only respondent who said that there was a correlation, emphasising that the leaders' learning and level of knowledge was key to inspiring confidence in a work team.

Both quantitative and qualitative results refute any correlation between one's managerial level and knowledge of SL thus largely accepting the null hypothesis and dispelling the alternative hypothesis, with 7 out of the 8 interviewed participants also falsifying the alternative proposition or hypothesis. There was therefore discriminant validity experienced on this measure as there was no correlation between one's managerial level and knowledge of servant leadership.

4.5.3.2 Experience and servant leadership knowledge

Respondents were asked the question: *The more experienced a manager is, the more likely that he/she will know about servant leadership.* The results from the analysis are presented in the Table 4.18 below.

Table 4.18: Experience and servant leadership knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	3.8	3.9	3.9
	Disagree	68	32.2	33.0	36.9
	Agree	96	45.5	46.6	83.5
	Strongly Agree	34	16.1	16.5	100.0
	Total	206	97.6	100.0	
Missing	System	5	2.4		
Total		211	100.0		

From the above frequency distribution analyses, 46.6% (n96) of the respondents agreed that the more experienced a manager is, the more likely that he/she will know about servant leadership. This was followed by 33% (n68) of respondents who disagreed, and 16.5% (n34)

who strongly agreed. In summary, a cumulative frequency of 63.1% (n130) of the respondents agreed while the residual 36.9% (n76) disagreed.

Table 4.19: Descriptive statistics - Experience and servant leadership knowledge

N	Valid	206
	Missing	5
Mean		2.76
Std. Error of Mean		.054
Median		3.00
Mode		3
Std. Deviation		.771
Skewness		-.068
Std. Error of Skewness		.169
Kurtosis		-.485
Std. Error of Kurtosis		.337

For measures of central tendency above, the median and mode equaled 3, while the mean was 2.76, approximating 3. The corresponding skewness statistic was -0.068, a figure that approximates 0, for a normal distribution. In this regard, it follows then that the distribution was platykurtic (kurtosis = -0.485), although normally distributed about the median coded 3 (denoting Agree).

To be able to make a statistically valid conclusion, the binomial test was performed using the following inferential parameters:

H₀: There is no relationship between experience level and knowledge of servant leadership.

H₁: There is a relationship between experience level and knowledge of servant leadership.

Hypothesis Test: *One-Sample Binomial Test*

Significance Level: *95% (p=0.05)*

Rejection Criteria: *Reject H₀ if p ≤ 0.05; Accept H₀ if p > 0.05*

The results of the analysis are presented in the Figure 4.9 below.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The categories defined by The more experienced a manager is, the more likely that he/she will know about servant leadership = Agree and Disagree occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Figure 4.9: Binomial test: experience and servant leadership

From the above results, the computed p-value was 0.000, and being less than 0.05, the null hypothesis was rejected and it was concluded that there was enough statistical evidence at the 95% confidence level to conclude that the more experienced a manager is, the more likely that he/she will know about servant leadership.

These results are consistent with the conclusions derived from the ANOVA and Decision Tree analyses of the demographic data as the predictor variables, specifically, the respective years of experience of the respondents, against their respective knowledge of servant leadership, as the dependent variable in Sections 4.5.1.2 and 4.5.1.3 above.

4.5.4 Summary of Findings on Servant Leadership

From quantitative data findings, while a total of 79.5% of respondents indicated awareness of Servant Leadership to varying degrees, the analysis of Awareness against Demographics in Table 4.12 showed contrasting findings with low correlation between most of the demographics relative to SL awareness save for one determinant, *Attended a course on SL*, which had the highest correlation while the least source is through discussions with supervisors at workplace. However, using *Definition of SL* to assess level of awareness of the construct of SL, the strongest determinant of awareness was *Years of experience in managerial position*, where a cumulative 52.9% (n45) of respondents with 10 years of experience selected the most accurate definition, “*Leadership through serving the needs of all affected by the manager.*” Qualitative findings on awareness and definition of SL produced themes like, *developing leaders from among followers, humility, service to others, building team cohesion, responding to needs of followers, leading by example and being visionary.* Results of qualitative research show a broader knowledge of SL relative to

quantitative findings with the latter perhaps being restricted by predetermined definitions which could have created a selection challenge for respondents.

A synthesis of the findings in the foregoing section shows that there is insufficient evidence linking managerial level to knowledge of SL and with 44% (n88) of respondents conceding that their awareness of SL was through leadership and management courses, a position that contrasts with Interviewees who largely claim that their source of knowledge was more through academic studies, it can be argued that there is sufficient evidence in the findings to back my claim that one has to be consciously exposed to SL to acquire the respective knowledge. A cumulative 63.1% (n130) of the respondents supported the view that the more experience a manager gains the more likely they will know about SL, a proposition that by extrapolation may be driven by a testable assumption that the more a manager stays in a role the higher the chance that they may become exposed to SL through interaction or attendance of a course or academic studies.

4.6 EMOTIONAL INTELLIGENCE

This section is devoted to addressing the research objectives that were aimed at providing insight on emotional intelligence by management within the banking sector.

4.6.1 Awareness of Emotional Intelligence

The researcher sought to establish the relative levels of awareness of the concept of emotional intelligence among management in the banking sector. To achieve this, a dual-pronged triangulated approach was considered, with the respondents being asked to rate their degree of awareness of emotional intelligence, and also to define what they perceived emotional intelligence to be. The findings are presented in the following sub-sections.

4.6.1.1 Perceived awareness levels

With regard to the perceived awareness of emotional intelligence, respondents were asked to rate their responses on a 5-point Likert scale, with 1 representing *Not at all*, and the other polar, 5 representing *fully aware*. The results are presented in the Table 4.20 below.

Table 4.20: Perceived awareness of emotional intelligence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at All	2	.9	1.0	1.0
	To a minimal extent	26	12.3	12.6	13.5
	To a moderate extent	83	39.3	40.1	53.6
	To a great extent	68	32.2	32.9	86.5
	Fully aware	28	13.3	13.4	100.0
Total		207	98.1	100.0	
Missing	System	4	1.9		
Total		211	100.0		

From the frequency distribution above, the majority of the respondents largely registered more awareness, with 40.1% (n83) indicating awareness of EI to a moderate extent, followed by 32.9% (n68) claiming awareness to a greater extent, with 13.4% (n28) being fully aware, translating to a cumulative total of 46.4% (n96) of greatly knowledgeable respondents. Conversely, 12.6% (n26) were aware to a minimal extent, with only 1% (n2) not at all aware thus making a total of 13.6% (n28) of respondents who were relatively unaware of the construct of emotional intelligence.

Table 4.21: Descriptive statistics - Perceived awareness of emotional intelligence

N	Valid	207
	Missing	4
Mean		3.45
Std. Error of Mean		.063
Median		3.00
Mode		3
Std. Deviation		.912
Skewness		-.018
Std. Error of Skewness		.169
Kurtosis		-.455
Std. Error of Kurtosis		.337

Regarding the measures of central tendency and dispersion, it can be seen from the above findings that the median rating was 3.0, along with the mode. However, the mean statistic was 3.45, which again approximates 3.0, giving a marginal skewness statistic of -0.018. The skewness statistic tends towards 0.0, indicative of the presence of a rather normal distribution of the responses about the median. From the foregoing, it can be concluded that the general outlook of the outcome is suggestive of moderate awareness levels of emotional intelligence by the respondents.

To establish the major factors influencing the perceived awareness of emotional intelligence by the respondents, the One-Way ANOVA analysis was considered as befitting the conditions of the data. This was achieved by the following hypothesis parameters:

H₀: There is no association between Demographic data and Perceived EI Awareness.

H₁: There is an association between Demographic data and Perceived EI Awareness.

Hypothesis Test: One-Way ANOVA Analysis

Significance Level: 95% ($p=0.05$)

Rejection Criteria: Reject H_0 if $p \leq 0.05$; Accept H_0 if $p > 0.05$

The results of the computation are presented in the Table 4.22 below. Considering p-values less than 0.05, the following factors were found to be the predictor variables of the perceived awareness of emotional intelligence:

- Highest Educational Qualification ($p = 0.033$)
- Attending leadership development courses in the banking sector ($p = 0.004$)
- Number of leadership courses attended ($p = 0.039$)
- Attended a course on Servant Leadership ($p = 0.021$)
- Attended a course on Emotional Intelligence ($p = 0.000$)

Table 4.22: ANOVA analysis - Perceived awareness of emotional intelligence

		Sum of Squares	df	Mean Square	F	Sig.
Gender	Between Groups	1.704	4	.426	2.062	.087
	Within Groups	41.726	202	.207		
	Total	43.430	206			
Age Range	Between Groups	1.237	4	.309	.529	.715
	Within Groups	117.540	201	.585		
	Total	118.777	205			
Highest Educational Qualification	Between Groups	5.880	4	1.470	2.681	.033
	Within Groups	110.222	201	.548		
	Total	116.102	205			
Managerial Level	Between Groups	1.194	4	.299	.396	.811
	Within Groups	150.786	200	.754		
	Total	151.980	204			
Number of years of working in the banking sector	Between Groups	5.684	4	1.421	.741	.565
	Within Groups	383.565	200	1.918		
	Total	389.249	204			

		Sum of Squares	df	Mean Square	F	Sig.
Years of experience in a managerial position in the Banking sector	Between Groups	3.038	4	.759	.512	.727
	Within Groups	297.977	201	1.482		
	Total	301.015	205			
Attending leadership development courses in the banking sector	Between Groups	1.733	4	.433	3.990	.004
	Within Groups	21.711	200	.109		
	Total	23.444	204			
Number of leadership courses attended	Between Groups	7.129	4	1.782	2.576	.039
	Within Groups	121.065	175	.692		
	Total	128.194	179			
Attended a course on Servant Leadership	Between Groups	2.253	4	.563	2.965	.021
	Within Groups	37.991	200	.190		
	Total	40.244	204			
Attended a course on Emotional Intelligence	Between Groups	9.259	4	2.315	11.120	.000
	Within Groups	41.427	199	.208		
	Total	50.686	203			

With regard to the magnitude of the *p*-values, the most significant determinant of the perceived awareness was whether one had *attended a course on emotional intelligence*, followed by whether one had *attended leadership development courses in the banking sector*. Likewise, it was established that those who had attended a course on servant leadership were more likely to be knowledgeable of emotional intelligence. On the other hand, respondents with higher academic qualifications were more knowledgeable of the concept of emotional intelligence compared to those who had lower academic qualifications.

4.6.1.2 Definition-based awareness assessment

To provide a more reliable measure of the awareness of emotional intelligence, respondents were asked to select the statement that they thought best describes emotional intelligence from the following response set:

- A. Emotional Intelligence is using rational thought to manage emotions.
- B. Emotional Intelligence refers to managing one's emotions productively.
- C. Emotional Intelligence is managing one's own and other people's emotions.

The respective frequency distributions for the definitions are illustrated in Table 4.23 below.

Table 4.23: Definition of emotional intelligence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	39	18.5	19.0	19.0
	B	42	19.9	20.5	39.5
	C	124	58.8	60.5	100.0
	Total	205	97.2	100.0	
Missing	System	6	2.8		
Total		211	100.0		

From the analysis above, 60.5% (n124) of the respondents had a knowledge of the definition of emotional intelligence, while a cumulative 39.5% (n81) of the respondents were not aware of the actual definition. The respective measures of central tendency and dispersion for the distribution are presented in Table 4.24 below.

Table 4.24: Descriptive statistics - Definition of emotional intelligence

N	Valid	205
	Missing	6
Mean		2.41
Std. Error of Mean		.055
Median		3.00
Mode		3
Std. Deviation		.791
Skewness		-.884
Std. Error of Skewness		.170
Kurtosis		-.831
Std. Error of Kurtosis		.338

From the results above, both the median and the mode were 3, the code for the third and correct definition, along with a valid standard deviation of 0.791. The high negative skewness statistic of -0.884 is indicative of the leaning of the distribution towards the median statistic, that is, 3. To determine the major factors influencing the awareness of emotional intelligence by the respondents, One-Way ANOVA analysis was again considered and was achieved by the following hypothesis parameters:

H₀: There is no association between Demographic data and awareness of EI definition.

H₁: There is an association between Demographic data and awareness of EI definition.

Hypothesis Test: One-Way ANOVA Analysis

Significance Level: 95% ($p=0.05$)

Rejection Criteria: Reject H_0 if $p \leq 0.05$; Accept H_0 if $p > 0.05$

The results from the analysis are presented below

Table 4.25: ANOVA analysis - Definition of emotional intelligence

		Sum of Squares	df	Mean Square	F	Sig.
Gender	Between Groups	.502	2	.251	1.221	.297
	Within Groups	41.518	202	.206		
	Total	42.020	204			
Age Range	Between Groups	.234	2	.117	.198	.820
	Within Groups	118.394	201	.589		
	Total	118.627	203			
Highest Educational Qualification	Between Groups	2.913	2	1.456	2.621	.075
	Within Groups	111.715	201	.556		
	Total	114.627	203			
Managerial Level	Between Groups	5.176	2	2.588	3.571	.030
	Within Groups	144.942	200	.725		
	Total	150.118	202			
Number of years of working in the banking sector	Between Groups	.419	2	.209	.109	.896
	Within Groups	382.330	200	1.912		
	Total	382.749	202			
Years of experience in a managerial position in the Banking sector	Between Groups	.040	2	.020	.013	.987
	Within Groups	302.646	201	1.506		
	Total	302.686	203			
Attending leadership development courses in the banking sector	Between Groups	.469	2	.235	2.115	.123
	Within Groups	22.201	200	.111		
	Total	22.670	202			
Number of leadership courses attended	Between Groups	2.063	2	1.032	1.480	.231
	Within Groups	122.697	176	.697		
	Total	124.760	178			
Attended a course on Servant Leadership	Between Groups	.017	2	.009	.043	.957
	Within Groups	40.081	200	.200		
	Total	40.099	202			
Attended a course on Emotional Intelligence	Between Groups	.720	2	.360	1.451	.237
	Within Groups	49.379	199	.248		
	Total	50.099	201			

Considering p -values less than 0.05 from the above analysis, only one variable was found to be the main predictor variable of emotional intelligence; that is: *Managerial Level*, suggesting that the higher the managerial level the more likely people will be aware of the definition of emotional intelligence. This initial finding tends to relate with findings by Anand and UdayaSuriyan (2010, p.70) whose research indicated that EI was found to be high in executives of ages above 45 years and those with 20 years of service in an organization.

4.6.1.3 Perceived awareness vs. definition based awareness assessment

From the above analyses, the proportions of respondents identified with high emotional intelligence perceived awareness ratings and definition-based awareness assessment seemed to be rather different/ non-uniform. To test the homogeneity of the distributions, considering their non-normality, the non-parametric Related Samples Wilcoxon Signed Rank Test was done, with the following hypotheses:

Test: Wilcoxon Signed Rank Test used to test homogeneity in a non-normal distributed data (McDonald, 2014, p.164).

H₀: **The perceived awareness and definition-based awareness assessment are homogeneous** (*the median difference between pairs of observations is zero*)

H₁: **The perceived awareness and definition-based awareness assessment are not homogeneous** (*the median difference between pairs of observations is not zero*)

Significance Level: 95% (2-tailed); (10 - 1) = 9 degrees of freedom

Rejection Criteria: Reject H₀ if $p \leq 0.05$; Accept H₀ if $p > 0.05$

The results from the analysis are presented below.

Table 4.26: Wilcoxon Signed Rank Analysis

	N	Mean Rank	Sum of Ranks
Definition of Emotional Intelligence - Awareness of the concept of emotional intelligence	126 ^a	75.88	9561.00
Negative Ranks	16 ^b	37.00	592.00
Positive Ranks	60 ^c		
Ties			
Total	202		

a. Definition of Emotional Intelligence < Awareness of the concept of emotional intelligence

b. Definition of Emotional Intelligence > Awareness of the concept of emotional intelligence

c. Definition of Emotional Intelligence = Awareness of the concept of emotional intelligence

Table 4.27: Wilcoxon Signed Ranks Test

Test Statistics^a

	Definition of Emotional Intelligence - Awareness of the concept of emotional intelligence		
Z			-9.333 ^b
Asymp. Sig. (2-tailed)			.000

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

The Z-statistic was computed to be -9.333, and had a corresponding p-value of 0.000. The latter being less than the critical 0.05, we therefore reject the null hypothesis and conclude that the differences between the two measures of emotional intelligence awareness were not homogeneous. It follows as a conclusion, therefore, that what the respondents may believe to be emotional intelligence may not in fact be emotional intelligence.

4.6.1.4 Interview Outcomes: E01. Understanding of Emotional Intelligence

When asked to explain what their understanding of Emotional Intelligence (EI) was, participants pointed to two main themes namely understanding emotions and managing emotions as illustrated in the excerpts below.

4.6.1.4.1 *Understanding emotions*

Five informants pointed out that one aspect of emotional intelligence entails the need to understand emotions (I1, I2, I4, I7, I8) which refers to inner feelings (I1), understanding oneself, others, and stakeholders (I2), being sensitive to others feelings (I4) and listening to how others express themselves (I4) or awareness of one's own as well as others' emotions(I4)

4.6.1.4.2 *Managing emotions*

Four informants identified the other aspect of emotional intelligence as managing emotions (I3, I5, I6, I8) which entails the need for a leader to control his or her emotions or disposition upon receipt of bad news (I3, I5) and to react using appropriate behaviours to the external environment (I6, I8).

The quantitative findings show that 60,5% (124) correctly defined the concept of EI although the results of the Wilcoxon Signed Rank Test Analysis indicate that what respondents perceived as emotional intelligence in the choice of definition may not necessarily be emotional intelligence. The qualitative findings show that data from 4 of the 8 informants created the theme, *understanding emotions* while data from 5 out of the 8 created the theme *managing emotions*, which findings approximate to 56% of the 8 informants who correctly defined the concept of EI. There is close corroboration of findings from quantitative and qualitative findings showing an above average level of knowledge of what EI is.

4.6.2 Sources of Knowledge on Emotional Intelligence

It was the intent of the study to identify the sources of enlightenment on emotional intelligence among the respondents. To achieve this, the respondents were asked to select all sources from whence they got to appreciate and understand the concept of emotional intelligence. The results from the multiple response analysis are presented in the Table 4.28 below.

Table 4.28: Sources of knowledge on emotional intelligence

		Responses		Percent of Cases
		N	Percent	
Source of Knowledge about Emotional Intelligence ^a	Leadership and management course	110	34.0%	53.4%
	Book, magazine or article	80	24.7%	38.8%
	Internet	88	27.2%	42.7%
	At work through my supervisor	22	6.8%	10.7%
	Other	24	7.4%	11.7%
Total		324	100.0%	157.3%

a. Dichotomy group tabulated at value 1.

From the analysis above, the principal sources of enlightenment on emotional intelligence were seen to be *Leadership and management courses* and this had a respective frequency of 53.4% (n110), followed by the *Internet* with 42.7% (n88), the third dominant source was either *Books, magazines or articles* with a respective frequency of 38.8% (n80). Only 10.7% (n22) of the respondents gained their knowledge of emotional intelligence through their supervisor at work.

4.6.2.1 Interview outcomes: E02. Sources of knowledge of emotional intelligence

Interviewed participants cited the main sources of their knowledge of EI as through management development programmes followed by academic studies and least of all workplace while one participant indicated that they had not heard about EI before. The sources are supported by the script extracts below.

4.6.2.1.1 Academic Studies

Qualitative findings show that four informants got to know about emotional intelligence through their academic studies (I3, I5, I6, I7) by reading books and in lectures for masters degree studies (I5, I7).

4.6.2.1.2 Management Development Programmes

Five of the eight informants indicated that their knowledge of EI came through attendance of management and leadership development programmes (I2, I4, I5, I7, I8) where they were taught about Emotional Quotient (I4). The programmes were administered through their banks (I5, I8) like the *Rethinking leadership* and *Leadership Essentials* programmes (I7).

4.6.2.1.3 Never

One informant indicated that they did not know about the construct of EI but that they thought that it had to do with emotions such as crying or feeling joyful (I1).

4.6.2.1.4 Workplace

One informant (I6) was of the view that EI is a term that is discussed in various places such as workplace, in the home and society and refers to how people react or overreact to situations although it is mostly discussed in corporate settings.

Qualitative findings on sources of knowledge of EI corroborate quantitative findings in the similarity of sources, management development programmes and academic studies and also on the limited workplace discussions on EI.

4.6.3 Emotional Intelligence Knowledge vs Demographic Characteristics

In a bid to understand the knowledge characteristics behind emotional intelligence for practising managers, respondents were asked to identify the general demographic characteristics that they perceived as influencing one's knowledge of emotional intelligence. Again, as was the case with servant leadership, two primary attributes were noted in the questionnaire, that is, *managerial level* and *experience*.

4.6.3.1 Managerial level and emotional intelligence knowledge

Respondents were asked to indicate the extent to which they agreed with the statement that the higher the managerial level, the more likely that one will know about emotional intelligence, on a 4-point Likert scale. The results are presented in Table 4.29 below.

Table 4.29: Emotional intelligence knowledge and managerial level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	9.0	9.1	9.1
	Disagree	88	41.7	42.1	51.2
	Agree	82	38.9	39.2	90.4
	Strongly Agree	20	9.5	9.6	100.0
	Total	209	99.1	100.0	
Missing	System	2	.9		
	Total	211	100.0		

From the analyses above, 42.1% (n88) of the respondents disagreed that the higher the managerial level, the more likely that one will know about emotional intelligence, while 9.1% (n19) strongly disagreed, thus translating to a cumulative total of 51.2% (n107). On the other hand, 39.2% (n82) of the respondents agreed, with an additional 9.6% (n20) strongly agreeing. The cumulative total indicating agreement was 48.8% (n102).

Further to the frequencies, conducted measures of central tendency and dispersion produced results in Table 4.30 below.

Table 4.30: Descriptives – Emotional intelligence knowledge and managerial level

N	Valid	209
	Missing	2
Mean		2.49
Std. Error of Mean		.055
Median		2.00
Mode		2
Std. Deviation		.791
Skewness		.053
Std. Error of Skewness		.168
Kurtosis		-.416
Std. Error of Kurtosis		.335

With regards to the measures of central tendency, the mean rating observed was 2.49, with a marginal standard error of 0.055. With regard to the 4-point Likert scale used, the median statistic is computed as follows:

$$\text{Upper Mean Threshold (UMT)} = 4 \text{ (Strongly Agree)}$$

$$\text{Lower Mean Threshold (LMT)} = 1 \text{ (Strongly Disagree)}$$

$$\therefore \text{Median Threshold} = \frac{\text{UMT} + \text{LMT}}{2}$$

$$\therefore \text{Median Threshold} = \frac{4 + 1}{2} = 2.5$$

The observed mean rating of 2.49 was therefore marginally close to the median rating of 2.5, suggesting that there was an almost equal proportion of respondents agreeing and disagreeing. This can be further validated from the Table 4.30 above, basing on the skewness statistic, which was found to be 0.053. The latter approximates to the statistic 0.00, for a normal distribution, thus again justifying the afore-established parity in proportion between both polars, that is, those respondents who agreed and those disagreeing.

In this regard, to be able to make a statistically significant conclusion, having two polarized positions, the binomial test was chosen as the most appropriate approach. In this light, the following hypotheses were developed:

H₀: There is no relationship between managerial level and EI knowledge.

H₁: There is a relationship between managerial level and EI knowledge.

Hypothesis Test: *One-Sample Binomial Test*

Significance Level: *95% (p=0.05)*

Rejection Criteria: *Reject H₀ if p ≤ 0.05; Accept H₀ if p > 0.05*

The results of the analysis are presented in the Figure 4.10 below.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The categories defined by The higher the managerial level, the more likely that one will know about emotional intelligence = Disagree and Agree occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.782	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Figure 4.10: Binomial test: managerial level and servant leadership

From the results, the computed p -value was 0.782, and being greater than the prescribed threshold of 0.05, we retain/accept the null hypothesis and conclude that, with regard to the perceptions of the respondents, there was enough statistical evidence at the 95% confidence level to conclude that no relationship exists between managerial level and knowledge of emotional intelligence.

This finding is rather inconsistent with the results seen in Section 4.6.1.2 where the demographic analysis of the respondents revealed that managerial level was a determinant of the knowledge of emotional intelligence.

To cross validate the inconsistency, with the categorical nature of the variables in question, the independent samples t-test analysis and chi-square tests were considered as the most appropriate tests. To achieve this end, the cross tabulation of the managerial level against the definition-based emotional intelligence awareness assessment was done. The results are presented in the Table 4.30 below.

Table 4.31: Contingency table – Managerial Level and emotional intelligence

		Definition of Emotional Intelligence				Total
		Wrong		Correct		
Managerial Level	Middle Management	29	33.0%	59	67.0%	88
	Senior Management	28	35.9%	50	64.1%	78
	Executive Management	17	65.4%	9	34.6%	26
	Director Level	6	54.5%	5	45.5%	11
Total		80	39.4%	123	60.6%	203

From the above analysis, there were more correct answers to the definition of emotional intelligence by the middle management and senior management, with percentages of 67.0% (n88) and 64.1% (n78) respectively. However, with regard to the executive management and the directors, there were more wrong definitions, as they recorded correct percentages of 34.6% (n26) and 45.5% (n11) respectively. This finding is therefore in contrast with the afore-hypothesised state that the higher the managerial level, the more likely that one will know about emotional intelligence.

To test the dependency or independency of the knowledge/awareness of emotional intelligence on the managerial level, the non-parametric chi-square test was chosen to be done under the following parameters:

H₀: Knowledge of emotional intelligence is independent of the managerial level

H₁: Knowledge of emotional intelligence is dependent of the managerial level

Hypothesis Test: *Pearson Chi-Square Analysis*

Significance Level: *95% (p=0.05); 3df*

Rejection Criteria: *Reject H₀ if p ≤ 0.05; Accept H₀ if p > 0.05*

The results from the analysis are presented in Table 4.31 below.

Table 4.32: Chi-square analysis – Emotional intelligence and managerial level

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.340 ^a	3	.016
Likelihood Ratio	10.141	3	.017
Linear-by-Linear Association	6.898	1	.009
N of Valid Cases	203		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 4.33.

From the analysis above, the computed chi-square statistic was 10.340, along with a p-statistic of 0.016. The latter being less than 0.05, we therefore reject the null hypothesis and accept the alternative hypothesis that there is sufficient statistical evidence at the 95% confidence level to validate that the knowledge of emotional intelligence is actually a dependent of the managerial level. To better model the above finding, the decision tree analysis was considered. This was achieved by considering *awareness* as the factor variable, with the *level of management* as the predictor variable, using the CHAID as the tree-growing

method using 20 cases as the minimum threshold for the parent node, and 10 cases as the minimum threshold for the child node. The results from the computation of the decision tree is shown in Figure 4.33 below.

Table 4.33: Decision Risk

Risk	
Estimate	Std. Error
.350	.033

Growing Method: CHAID
 Dependent Variable: Definition of Emotional Intelligence

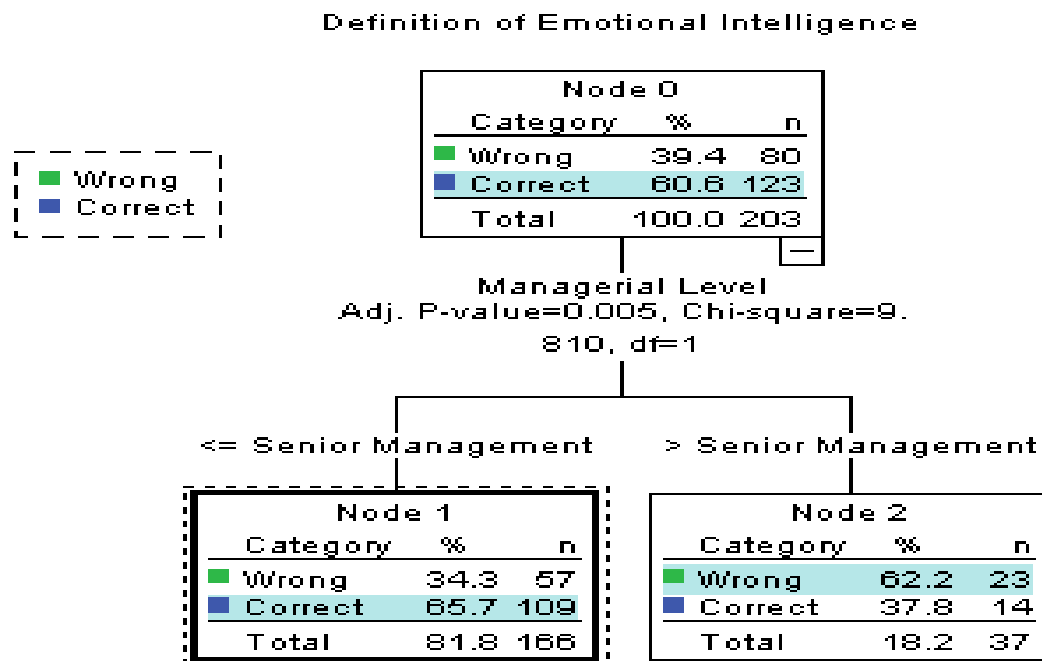


Figure 4.11: Decision tree analysis – Awareness of emotional intelligence

From the analysis above, managerial level was seen to be the primary predictor of the knowledge of emotional intelligence. It can also be seen that management levels up to senior management are well knowledgeable of emotional intelligence, as can be seen from the high proportion of correct responses of 65.7%. On the other hand, managerial levels beyond senior management, that is, executives and directors were more likely to be ignorant of the concept of emotional intelligence, as justified by the dominance of wrong definitions of emotional intelligence, which amounted to 62.2%. In summary. It has been established that contrary to the initially hypothesised view, the analysis showed that the lower the managerial level, the more likely that one will know about emotional intelligence.

4.6.3.1.2 Interview Outcomes: E07. Managerial Level and Knowledge of EI

The researcher sought to establish through qualitative data collection, whether there was any relationship between managerial level and the extent of knowledge of emotional intelligence. Three responses of Agree, Disagree and Indifferent were recorded as evidenced below.

4.6.3.1.2.1 Agree

Two informants (I3, I4) agreed with the assertion that there is a relationship between managerial level and knowledge of EI in that a senior manager should be able to manage their emotions in a much more positive manner (I3). The manager's exposure and experiences from burning their fingers they realise the importance of emotions in managing business (I4).

4.6.3.1.2.2 Disagree

Four informants (I2, I5, I6, I8) disagreed with the view that the higher one goes up the hierarchy the more knowledgeable of EI one becomes. It could be that the managers would have gone through some training (I2). *EI is actually developed* (I5) and it depends on one's upbringing and religious background (I6, I8). *It takes a lot of practice and application* (I8).

4.6.3.1.2.3 Indifferent

Two informants were indifferent (I1 and I7) but felt that it had more to do with training and attitude towards accepting emotional intelligence (I1) or it could be due to exposure as one moves up the hierarchy (I7).

The qualitative findings above showed that 2 of 8 informants concurred, 4 disagreed and 2 were indifferent to the view that the higher one's managerial level the more likely they will have knowledge of EI. The findings largely contradict the quantitative findings which largely accept the view but only for middle to senior managers while showing that for executives and directors, it does not necessarily follow that at these levels they would be knowledgeable of EI.

4.6.3.2 Experience and emotional intelligence knowledge

In an attempt to establish whether one's managerial experience would be indicative of knowledge of emotional intelligence, respondents were asked to determine whether more

experienced managers tended to be knowledgeable of emotional intelligence. The results from the analysis are presented in the Table 4.34 below.

Table 4.34: Experience and emotional intelligence knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	4.7	4.9	4.9
	Disagree	68	32.2	33.0	37.9
	Agree	99	46.9	48.1	85.9
	Strongly Agree	29	13.7	14.1	100.0
	Total	206	97.6	100.0	
Missing	System	5	2.4		
Total		211	100.0		

From the above analysis, 48.1%(n99) of the respondents agreed that the more experienced a manager is, the more likely that he/she will know about emotional intelligence, followed by 33%(n68) of respondents who disagreed, and 14.1% (n29)who strongly agreed, while those who strongly disagreed were merely 4.9% (n10). In summary, a cumulative 62.2% (n128) of the respondents were agreeing, while the residual 37.8% (n78) were disagreeing. Despite the proportion of the agreeing respondents being greater than those disagreeing, to be able to establish whether the difference between both proportions was statistically valid, the binomial test was performed again with the following inferential parameters:

H₀: There is no relationship between experience and knowledge of emotional intelligence.

H₁: There is a relationship between experience and knowledge of emotional intelligence.

Hypothesis Test: One-Sample Binomial Test

Significance Level: 95% ($p=0.05$)

Rejection Criteria: Reject H_0 if $p \leq 0.05$; Accept H_0 if $p > 0.05$

The results of the analysis are presented in the Figure 4.12 below.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The categories defined by The more experienced a manager is, the more likely that he/she will know about emotional intelligence = Disagree and Agree occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.001	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Figure 4.12: Binomial Test: Experience and Emotional Intelligence

From the above results, the computed p-value was 0.001, and this being less than 0.05, we therefore reject the null hypothesis and conclude that there is enough statistical evidence at the 95% confidence level to conclude that according to the respondents, the more experienced a manager is, the more likely that he/she will know about emotional intelligence.

These results are, however, inconsistent with the conclusions derived from the ANOVA analysis in Section 4.6.1.2, and to cross-validate, the independent samples t-test analysis was conducted with the following parameters:

H₀: There is no difference in the years of experience relative to knowledge of emotional intelligence

H₁: There is a difference in the years of experience relative to the knowledge of emotional intelligence

Hypothesis Test: Independent Samples T-Test

Significance Level: 95% ($p=0.05$), 201 *df*

Rejection Criteria: Reject H_0 if $p \leq 0.05$; Accept H_0 if $p > 0.05$

Table 4.35: Paired group statistics - Emotional intelligence and experience

	Definition of Emotional Intelligence	N	Mean	Std. Deviation	Std. Error Mean
Number of years of working in the banking sector	Wrong	80	2.45	1.340	.150
	Correct	123	2.53	1.404	.127
Years of experience in a managerial position in the Banking sector	Wrong	80	2.48	1.232	.138
	Correct	124	2.45	1.219	.109

Table 4.36: Independent samples t-test – Emotional intelligence and experience

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Years working in the banking sector	Equal variances assumed	.429	.513	-.396	201	.693	-.078	.198	-.469	.312
	Equal variances not assumed			-.400	174.549	.690	-.078	.196	-.466	.309
Years of experience in a managerial position in the Banking sector	Equal variances assumed	.079	.779	.133	202	.894	.023	.176	-.323	.370
	Equal variances not assumed			.133	167.372	.894	.023	.176	-.324	.371

From the analyses above, for both the experience of working in the banking sector *per se*, and the experience of working in the banking sector in a managerial position, the computed p-values were greater than the normative threshold of 0.05, being 0.693 and 0.894 respectively. It follows therefore, that for both scenarios, we accept the null hypothesis and conclude that there is no significant evidence at the 95% confidence level that validates that the more experienced a manager is, the more likely that he/she will know about emotional intelligence.

4.6.4 Summary of Findings on Emotional Intelligence

While quantitative findings showed that the major sources of knowledge of EI were from *Attendance of leadership and management development courses* (53.4% (n110)) and *Internet* (42.7% (n88)), these results are corroborated by qualitative results which revealed that four (4) participants acquired EI knowledge mainly from *Academic Studies* with five (5) indicating their main source as leadership and management development programmes while one (1) participant had never heard about EI. To explore the awareness sources further, two elements namely, managerial level and experience, were each correlated to knowledge of EI, and the findings showed that it was a fallacy to suggest that *the higher one's managerial level the more likely a manager will be aware of the construct of EI*, a conclusion

that is consistent with qualitative findings where four (4) interviewees disagreed with the assertion, two (2) agreed and two (2) were indifferent.

With regard to the correlation between *experience in the banking sector and experience as a manager and knowledge of EI*, while 62.2% (n128) of respondents agreed that the more experienced a manager was the more likely they would know about EI, the results of the independent t-test produced an insignificant correlation. The research did not test this component qualitatively. Based on the above findings, it can be argued that the level of managerial exposure to EI in the commercial banking sector is not consistent within and across banks and that the middle and senior management group appears more knowledgeable of EI than the executive and directors group. This claim is supported by the results on sources of EI where only 10.6% (n22) indicated knowledge of EI through discussions with supervisors at work meaning that this construct is hardly discussed or shared. On this basis it can be concluded that emotional intelligence is relatively a less than appealing concept as a source of managerial soft skills development on account of its being a less familiar phenomenon.

4.6.4.1 Gender as a differentiating factor

From earlier findings, gender was identified as one of the factors that differentiated the level of awareness of either servant leadership or emotional intelligence. However, with regard to the practice of either servant leadership or emotional intelligence, respondents were asked to identify the gender that they perceived to display attributes or characteristics of either of the constructs. The Table 4.37 below presents the gender distribution identified with more servant leadership behaviours.

Table 4.37: Gender that tends to display more servant leadership behaviours

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male Managers	55	26.1	26.8	26.8
Female Managers	92	43.6	44.9	71.7
Neither/Nor	58	27.5	28.3	100.0
Total	205	97.2	100.0	
Missing System	6	2.8		
Total	211	100.0		

From the analysis above, 44.9% (n92) of the respondents identified servant leadership to be more displayed by females than males, the latter of which was attributed to a proportion of 26.8% (n55). From the complement, only 28.3% (n58) respondents were rather indifferent.

4.6.4.1.1 Interview Outcomes: S12. Servant Leadership and Gender Relationship

When requested to comment on who between male and female managers tends to have more Servant Leadership knowledge and qualities, participants' responses were between *Neither* gender and female managers. Four informants indicated neither males nor female (I2, I3, I4) while three indicated that it was females managers (I5, I7, I8).

4.6.4.1.1.1 Neither

For those that indicated *neither* their reasons were, *it depends on exposure, training and the conscious effort a manager makes* (I2) as SL attributes can be acquired through training. It varies from individual to individual, *depending on one's upbringing* (I4).

4.6.4.1.1.2 Women

Female managers tend to have more SL because, *they are intuitive* (I5), men tend to be *aggressive, a trait that is less in female managers* (I7) and female managers *tend to believe in the collective in terms of doing things* (I8) and involve everyone as they are naturally nurturing(I8).

While both quantitative and qualitative findings point to female managers having more servant leadership attributes than their male counterparts, the opposite was the case from the quantitative findings as male managers tended to be rather more emotionally intelligent than females, as identified with 48.3% (n99) of the respondents from Table 4.36 below. Only 25.9% (n53) of females were identified with emotional intelligence, while the other 25.9% (n53) of the respondents were indifferent.

Table 4.38: Gender that tends to display more emotional intelligence behaviours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male Managers	99	46.9	48.3	48.3
	Female Managers	53	25.1	25.9	74.1
	Neither/Nor	53	25.1	25.9	100.0
	Total	205	97.2	100.0	
Missing	System	6	2.8		
Total		211	100.0		

4.6.4.1.2 Interview Outcomes: E10. Emotional Intelligence and Gender Relationship

While quantitative findings point towards male managers being more emotionally intelligent, this finding was subverted by the qualitative research findings where the conclusion from the excerpts on this subsection points to female managers being more emotionally intelligent as evidence below suggests (I1, I2, I3, I4, I5) while three informants were indifferent (I6, I7, I8)

4.6.4.1.2.1 Females

Female managers being mothers tend to be run by feelings and intuition and are more empathetic while men are naturally strong and push for the task although training can minimise the differentials (I1, I2, I3, I5).

4.6.4.1.2.2 Indifferent

The level of emotional intelligence depends on individual to individual and circumstances as there are female managers who struggle to manage emotions while men tend to be more stable and have more impulse control than female managers (I6, I7). It could be *fifty-fifty* and depends situations (I8).

4.6.4.2 Commentary

Quantitative findings point to females showing more servant leadership than their male counterparts which findings are corroborated by qualitative findings. However, for Emotional Intelligence, quantitative findings point to males being more emotionally intelligent than their female counterparts although this result is subverted by qualitative findings which incline towards females as being more emotionally intelligent although both findings mention the aspect of training being necessary to increase the presence of both SL

attributes and EI competencies in managerial leaders. The findings in this study showing gender differentials in levels of servant leadership contrasts with findings by Barbuto and Gifford (2010) who found no difference in the presence of servant leadership behaviours between male and female leaders. There is need for further research beyond this study to examine this phenomenon in detail. The contrasting findings between quantitative results pointing to males being more emotionally intelligent than female leaders while qualitative findings incline towards females being more emotionally intelligent are consistent with literature reviewed where studies by Mayer et al (1999) and the Centre for Creative Leadership Study (Reference?) found female executives to have higher levels of EI than their male counterparts. However, this position is refuted by Hopkins and Bilimoria (2008, p.13) whose studies found that there were no significant differences in the levels of emotional and social competencies between male and female executives.

4.6.5 Summary of Demographic Findings

In order to determine the relationship between selected demographic elements and levels of knowledge of servant leadership and emotional intelligence based on responses on the definitions, awareness and attendance of leadership courses on the two constructs, the following table compares the quantitative and qualitative findings.

Table 4.39: Summary of key demographic findings on SL and EI

Demographic Factor n=211 (Quant) n=8 (Qual)	Quantitative Findings	Qualitative Findings
Total number of respondents (Quant) and Informants (Qual) that participated in study.	211	8
Number of female respondents/informants	65	4
Number of male respondents	145	4
Number of respondents with highest qualification (Masters level)	95	6
Number of respondents/informants that attended an SL course	56	2
Number of respondents/informants that attended an EI course	94	5
Number of respondents/informants whose source of SL knowledge is through leadership development programmes	88	2
Number of respondents/informants whose source of EI knowledge is through leadership development programmes	110	5
Number of respondents/informants whose source of SL Knowledge is through academic studies	85	6
Number of respondents/Informants whose source of EI knowledge is through academic studies	88	4
Number of respondents whose source of SL knowledge is through supervisors at work	21	3
Number of respondents whose source of EI knowledge is through supervisors at work	22	1

The statistical data in Table 4.39 above tell a compelling story of a sector that is deprived of servant leadership and emotional intelligence competences and skills exposure on a broad scale and the identified SL and EI knowledge gap requires a structured and consciously coordinated intervention.

The chapter was dedicated to uncovering the business case for the establishment of a structured SL/EI leadership learning and development programme based on the soft skills needs analysis or diagnosis cutting across several interlinked factors relative to the level and extent of awareness of the two concepts SL and EI. In arguing for the need to have SL attributes within leaders, Wong and Davey (2007, p.11) concluded that their review of SL theory and business practices should assist in the development of a curriculum for SL training in both MBA and Leadership programmes. A similar view is taken by Walter, Humphrey and Cole (2012, p.216) who concluded that EI competencies can be developed through training initiatives and that training and development programmes on EI competencies can be beneficial to a company's leadership development efforts. The downside of the empirical studies uncovered in literature review is that they focused on SL or EI as isolated constructs but not both which created an empirical as well as a methodological gap. In terms of both breadth and depth there is, therefore, limited knowledge of SL and EI and there is a compelling case for leadership soft skills and competencies development in the commercial banking sector in Zimbabwe. The reason for this claim is that the evidence on the awareness diagnosis – definitions, awareness levels relative to educational level, managerial level, experience level and gender level – is not sufficiently convincing to conclude that there is a sufficient critical mass of managerial staff developed in SL and EI. The evidence from the data analysis in this chapter is overwhelmingly in support of this claim. This area was dedicated to a needs diagnosis and analysis and therefore answers the two operational research questions regarding the level and extent of knowledge of SL and EI and where such awareness has been established, the ways through which the research participants were exposed to constructs of SL and EI.

4.7 CHAPTER SUMMARY

The findings presented in this chapter provide evidence about what is possibly known, the extent of the knowledge and sources of knowledge of the concepts of servant leadership and emotional intelligence. Specific parameters were interrogated which include but are not limited to level of education, managerial level, experience in both the banking sector and in

a managerial position, number of general leadership courses attended and attendance of SL and EI courses and gender differentials as indicators of knowledge of SL and EI.

The next chapter is dedicated to uncovering in-depth knowledge by research participants of the dimensions, attributes or characteristics of SL and EI and the implications of the findings to the main research question and objectives.

CHAPTER 5: DELINEATING SL-EI LEADERSHIP ATTRIBUTES

5.1 INTRODUCTION

The purpose of this chapter is to present and analyse research findings on the managerial leadership skills, competencies and behaviours that are derived and accrued from the training and development of managers in servant leadership and emotional intelligence. This chapter analyses and interprets the research findings that addressed research questions 1.7.3 and 1.7.4, namely:

- Which specific leadership soft skills and competencies were developed or acquired from exposing managerial staff to Servant Leadership and Emotional Intelligence?
- How did training and exposure to Servant leadership attributes and Emotional Intelligence dimensions and competencies enhance organisational leadership performance and in which performance deliverable areas?

In analysing the findings, a discussion of the benefits of training managers in SL and EI is undertaken as well as a critical review and interpretation of the findings relating to the extent to which the knowledge of SL and EI helped to improve a manager's ability and willingness to undertake predetermined and non-predetermined managerial leadership responsibilities. The next stage critically reviews the relative thrust and impact of SL and EI to various stakeholders within the commercial banking sector in Zimbabwe and lastly the relationship between SL and EI practices and selected performance factors generic to the commercial banking sector in Zimbabwe.

5.2 ATTRIBUTES OF A SERVANT LEADER

The research sought to establish the most common attributes and characteristics of a servant leader. To achieve this end, respondents were given a set of factors and asked to select the 10 most appropriate attributes. The results from the multiple response analysis of the selections by the 211 respondents are presented in the Table 5.1 below.

Table 5.1: Multiple response analysis – Servant leader attributes

Attributes of a Servant Leader ^a	Responses	
	n	Percentage
Listening Skills	208	99.0%
Commitment to growth of others	199	94.8%
Stewardship/guardianship	183	87.1%
Foresight and visionary	179	85.2%
Empathetic to others	179	85.2%
Persuasive and influential ability	169	80.5%
Always of service to others	160	76.2%
Healing relationships	139	66.2%
Strategic thinker	135	64.3%
Community involvement	128	61.0%
Creative and innovative	114	54.3%
Conceptualisation	109	51.9%
Self-awareness	86	41.0%
Pacesetters	53	25.2%
Outspoken and assertive	20	9.5%
Experimental	9	4.3%

The table above shows the number of respondents out of the sample size of 211 that selected each attribute. From the above analysis, the main attributes that were identified by the majority of the respondents were *listening skills* cited by 99% (n208) of the 211 respondents. This was followed by *commitment to the growth of others* which was mentioned by 94.8% (n199) of the respondents and *Stewardship/guardianship* with 87.1% (n183). The other attributes were *foresight and visionary* with 85.2% (n179), *empathetic to others* with 85.2% (n179) and *persuasive and influential ability* with 80.5% (n169), The attributes least identified with a servant leader were *outspoken and assertive* and *experimental* which had low percentages of 9.5% (n20) and 4.3%(n9) respectively. These distributions are well illustrated in Figure 5.1 below.

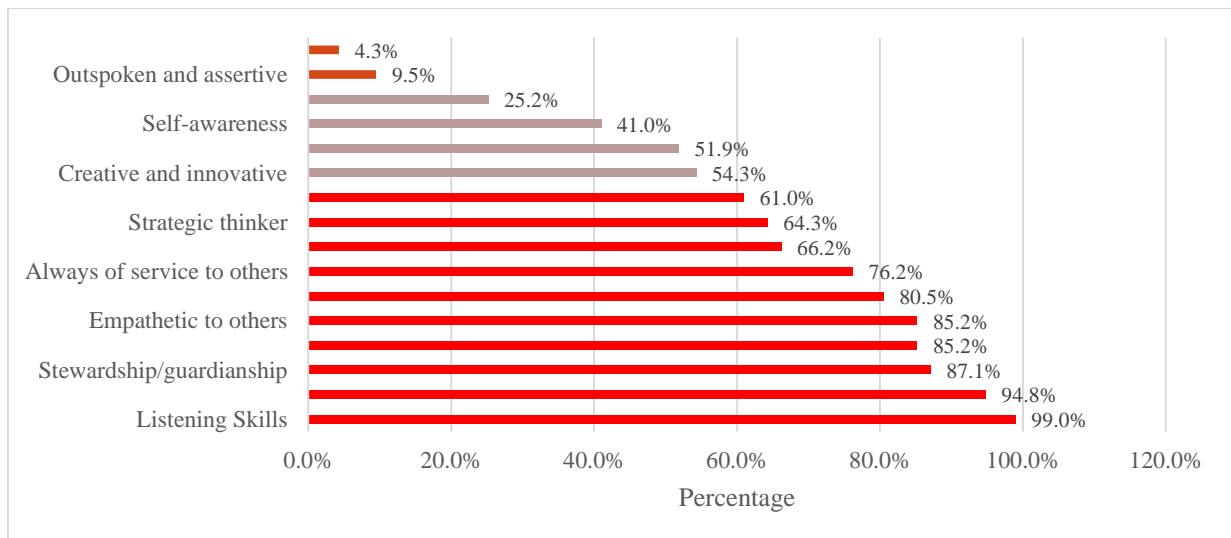


Figure 5.1: Servant leader attributes

The sixteen (16) attributes in Figure 5.1 above include some factors that are not necessarily SL attributes *per se*, such as experimental, pacesetters, creative and innovative and strategic thinker. These would ordinarily be cognitive abilities and were included to test respondents' knowledge of the common SL attributes and it is not surprising that with the exception of *strategic thinker* linked to *foresight and visionary*, the rest did not feature significantly in the rating frequency scale above.

5.2.1 Rank Analysis – Servant Leadership Attributes

To facilitate the ranking of these attributes, the most appropriate test used was the non-parametric Friedman rank analysis. This was computed with the aid of SPSS Statistics and the resulting ranks are presented in Table 5.2 below. The attributes of a servant leader are reflected in order of decreasing significance.

Table 5.2: Friedman Rank Analysis

	Mean Rank	Rank
Listening skills	5.52	1
Commitment to growth of others	5.86	2
Stewardship/guardianship	6.47	3
Foresight and visionary	6.62	4
Empathetic to others	6.62	4
Persuasive and influential ability	7.00	6
Always of service to others	7.34	7
Healing relationships	8.14	8
Strategic thinker	8.29	9
Community involvement	8.55	10
Creative and innovative	9.08	11
Conceptualisation	9.27	12
Self-awareness	10.14	13
Pacesetters	11.40	14
Outspoken and assertive	12.65	15
Experimental	13.06	16

The corresponding Friedman Test results are presented in the Table 5.3 below.

Table 5.3: Friedman Test

Test Statistics ^a	
N	211
Chi-Square	1080.130
df	15
Asymp. Sig.	.000

a. Friedman Test

From the above results, the p -value for the Friedman Test was 0.000, with a corresponding Chi-square statistic of 1080.130. Being less than 0.05, we conclude therefore that the established ranks were validated to be significant at the 95% confidence level.

To further classify these attributes, an exploratory factor analysis was run with the Principal Component Analysis as the extraction method and Kaiser Normalisation as the rotation method and the results from the analysis are presented in the Table 5.4 below.

Table 5.4: Rotated Component Matrix^a

	Component			
	1	2	3	4
Listening skills	-.160	.746	.221	.216
Foresight and visionary	-.112	.020	-.011	.725
Strategic thinker	-.734	-.020	.182	.085
Conceptualisation	.010	.432	-.689	-.212
Creative and innovative	-.634	.043	.150	-.228
Always of service to others	-.157	.066	.655	-.225
Persuasive and influential ability	-.001	.096	-.039	.689
Empathetic to others	.306	.358	.087	.237
Healing relationships	.703	.251	.123	-.175
Stewardship/guardianship	.189	.670	-.091	-.058
Community involvement	.647	.031	.187	-.129
Commitment to growth of others	.148	.227	.544	.025

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

From the above table, 4 principal factors/components were extracted, each with two valid variables. Considering factor loadings of greater than 0.5 (Cooper and Schindler, 2011, p.547), the key factors that were identified were:

Factor 1: *Healing relationships; community involvement*

Factor 2: *Listening skills; stewardship/guardianship*

Factor 3: *Always of service to others; commitment to growth of others*

Factor 4: *Foresight and visionary; persuasive and influential ability*

Factor loadings are defined as “correlations of each item with the factor that it belongs to” (Luong and Ha, 2011, p.35). The results of the factor analysis show a dualism in the established factors suggesting, for example, that healing relationships is related to community involvement, always of service to others implies that a leader is committed to

the growth of others, and persuasive leaders require influential ability to communicate foresight and vision to followers.

5.2.2 Interview Outcomes: S03. Leadership Characteristics shown by a Servant Leader

When asked to name the leadership attributes or characteristics of a servant leader the interviewees cited empathy (I1, I3, I4, I7, I8); integrity and trust (I2); taking responsibility and being accountable (I5); humility, (I1, I2); mentorship (I7); being a role model (I7); shared authority and teamwork (I8); providing vision (I2, I3, I4); and innovation (I7). Finally, exemplary leadership was highlighted by I3 and I5.

5.2.3 Interview Outcomes: S04. Difference between Servant Leadership from Other Types of Leadership

Participants were asked to differentiate servant leadership from other types of leadership and two main factors were discerned, that is non-autocratic (I1, I3, I4, I5, I6,I7) although I7 also mentioned that leadership depended on the situation and there were times when a more autocratic style might be needed; and team orientation (I1, I3, I4, I5, I6, I7). Based on the prioritisation from the research findings, the key servant leadership attributes or characteristics that would be expected to be displayed by managerial leaders are presented in Figure 5.2 below. Collectively inter alia they form the bedrock of how a servant leader would be identified and/or recognised in action. The two sets of attributes are distinct and complementary.

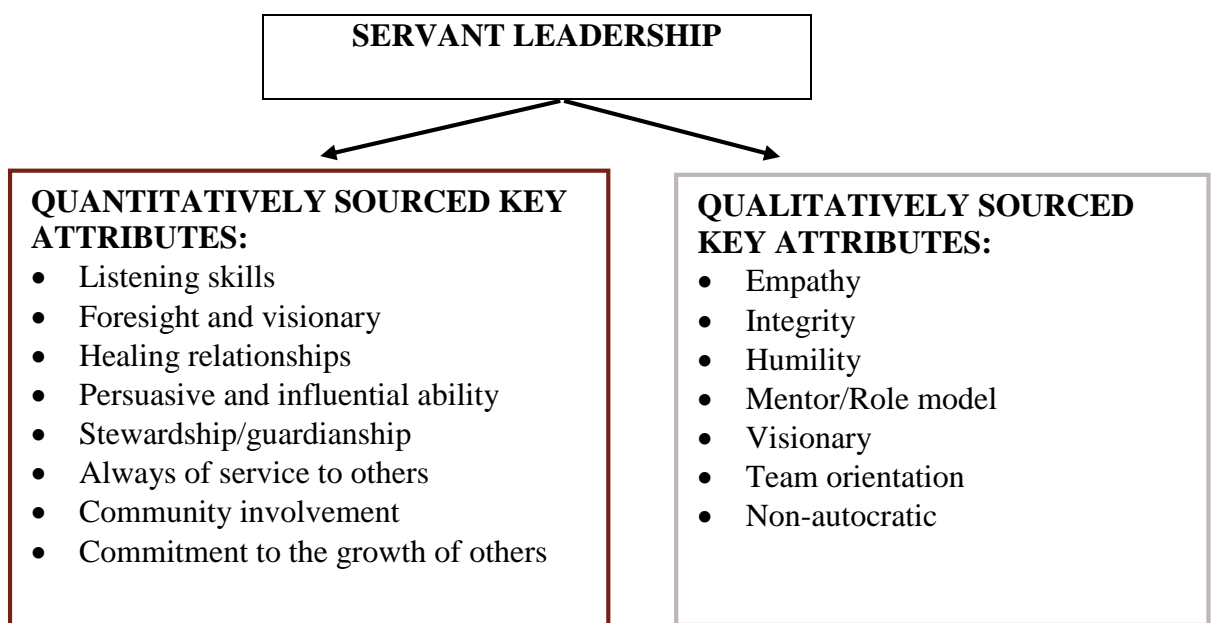


Figure 5.2: Servant leadership core attributes

Source: Researcher's own development.

The attributes from the two sources are complementary and together they are a replica of some of the attributes mentioned in the literature for instance, service, visionary, listening skills, integrity, empathy (Table 2.1). There is convergence in what are perceived to be the attributes of SL although respondents were assisted in identifying the attributes as these were presented to them, while qualitative responses show that the informants were fairly on point although the number of attributes they identified is limited compared to the vast array of attributes uncovered in the literature, suggesting the need to expose the sector to the wider collection of SL characteristics.

5.2.4 Interview outcomes: S13. SL Training and Leadership Behaviours

When asked whether SL training would improve leadership behaviours, participants indicated either Agree (I1, I2, I3, I5, I6, I7) or Conditional (I4) and Not Sure (I8). The respondents who agreed identified leadership skills such as positive attitude (I1); influencing and listening skills (I1, I2, I3); trust (I2); empathy (I3); team focus (I3, I5), collaboration (I5), communication skills (R6) and opportunities for self-reflection (R7) as the main areas that would be more positively influenced. I4 stated that "*it actually comes from the inner self*", because training alone was not sufficient, and would only really enhance the innate skills and characteristics of the leader such as "*listening, and being a thinker and providing direction, collaboration and having a vision in terms of what needs to be achieved*". I8 emphasised that it was more important for a leader to "*engage and interact*" and that leadership skills are honed on-the-job, so to speak.

In terms of behaviours that improve from the knowledge of servant leadership, influencing and listening skills (I2, I3, I4); communication skills (I6); and team focus and collaboration (I3, I4, I5, I7) were highlighted.

The factors identified above namely influencing and listening skills and team-focus and collaboration are, in essence, skills and behaviours that a leader requires in order to be effective in performing at the work situation. A commentary at the end of the chapter illustrates how these skills impact organisational performance factors.

5.3 COMPONENTS OF EMOTIONAL INTELLIGENCE

As a follow up to assessment of the respective levels of appreciation of emotional intelligence as reviewed in Chapter 4, respondents were further asked to identify four key components of emotional intelligence, out of the following 8 statements:

-
- | | |
|--|--|
| 1. Self-awareness of one’s emotions: | 5. Building alliances with others: |
| 2. Collaborating with stakeholders: | 6. Awareness of other people’s emotions: |
| 3. Self-management: | 7. Relationship management: |
| 4. Controlling the behaviours of others: | 8. Managing conflicts with stakeholders |
-

The results from the multiple response analysis of the results are presented in the Table 5.5 below. From the analysis below, the primary component of emotional intelligence was *self-awareness of one’s emotions* which was mentioned by 96.7% (n202) of the respondents, followed by *awareness of other peoples’ emotions* mentioned by 89.5% (n187) of the respondents. The third-rated characteristic of emotional intelligence was perceived to be *self-management* and had a rating of 67.0% (n140), while the fourth rated attribute was *relationship management* with a mean rating of 57.4% (n120).

Table 5.5: Components of emotional intelligence

Attributes of Emotional Intelligence ^a	Responses	
	n	Percent
Self-awareness of one’s emotions	202	96.7%
Awareness of other peoples’ emotions	187	89.5%
Self-management	140	67.0%
Relationship management	120	57.4%
Managing conflicts with stakeholders	76	36.4%
Controlling the behaviours of others	44	21.1%
Building alliances with others	39	18.7%
Collaborating with stakeholders	20	9.6%

The findings in Table 5.5 above show that self-awareness had the highest rating of 24.4% followed by awareness of other people’s emotions with 22.6%, self -management with a rating of 16.9% and relationship management with a rating of 14.5%. Based on the findings these four are the key components of emotional intelligence as also illustrated in Figure 5.3 below:

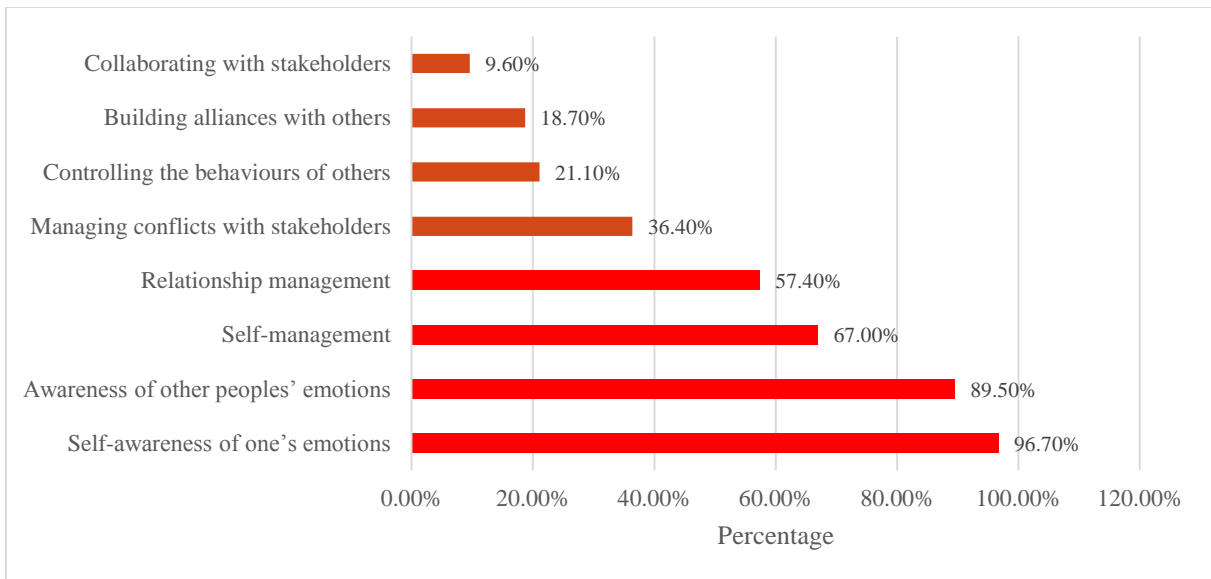


Figure 5.3: Components of emotional intelligence

To help in the ranking of these characteristics, the non-parametric Friedman Rank Analysis was considered, and the computed ranks are presented in Table 5.6 below.

Table 5.6: Friedman rank analysis - Components of emotional intelligence

	Mean Rank	Rank
Self-Awareness of one's emotions	2.62	1
Awareness of other peoples' emotions	2.91	2
Self-Management	3.80	3
Relationship management	4.19	4
Managing conflicts with stakeholders	5.02	5
Controlling the behaviours of others	5.63	6
Building alliances with others	5.73	7
Collaborating with stakeholders	6.09	8

To validate these ranks, the Friedman test was performed, with the following hypothesis parameters:

H₀: The established ranks are not significant

H₁: The established ranks are significant

Hypothesis Test: Friedman Test

Significance Level: 95% ($p=0.05$)

Rejection Criteria: Reject H_0 if $p \leq 0.05$; Accept H_0 if $p > 0.05$

The results from the analysis are presented in Table 5.7 below.

Table 5.7: Friedman Test

Test Statistics^a	
N	210
Chi-Square	569.255
df	7
Asymp. Sig.	.000

a. Friedman Test

The significance level was computed to be 0.000, with a chi-square statistic of 569.255, at 7 degrees of freedom. The former being less than 0.05, I thus reject the null hypothesis and conclude with the alternative hypothesis that the earlier computed ranks are indeed significant.

It follows, therefore, that the key components of emotional intelligence in order of decreasing significance are:

-
1. Self-awareness of one's emotions
 2. Awareness of other peoples' emotions
 3. Self-management
 4. Relationship management
-

The other four were not necessarily components of EI and were only included to assess whether participants would identify the four from a collection of eight random factors. The final outcome of this measure is consistent with especially Goleman's (2001, p.2) ability model with the dimensions self-awareness, self-management, social awareness and relationship management as discussed in chapter 2.

To help categorise the components, Factor Analysis was done, using the Principal Component Analysis as the extraction method, extracting based on eigenvalues greater than 1.0, and using the Varimax rotation with Kaiser Normalisation to help smooth the extracted model. The extracted components are presented in the Table 5.8 below.

Table 5.8: Rotated component matrix^a – Components of emotional intelligence

	Component			
	1	2	3	4
Self-awareness of one's emotions	.672	.018	-.135	-.029
Collaborating with stakeholders	-.703	-.073	-.055	.189
Self-management	.217	-.099	.132	.883
Controlling the behaviours of others	.107	-.703	.172	.335
Building alliances with others	-.352	.311	-.584	.003
Awareness of other peoples' emotions	.540	-.075	.089	.466
Relationship management	.016	.867	.195	.148
Managing conflicts with stakeholders	-.113	.210	.887	.088

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Four components/factors were extracted, and considering factor loadings of 0.5 and above, the valid variables were selected and highlighted within each of the extracted components/factors. From the above analysis, the primary factor component comprises of two variables, *self-awareness of one's emotions* (Ranked 1) and *awareness of other peoples' emotions* (Ranked 2), which both are negatively correlated to *collaborating with stakeholders* (Ranked 8). The second component was characterised by *relationship management* (Ranked 4), which however, is negatively correlated to *controlling the behaviours of others* (Ranked 6). The third component comprised of *managing conflicts with stakeholders* (Ranked 5), which was seen to be negatively correlated to *building alliances with others* (Ranked 7). The last component comprised of both *self-management* (Ranked 3) and *awareness of other peoples' emotions* (Ranked 1).

5.3.1 Interview outcomes: E03. Key elements that make up emotional intelligence

The findings of the interviews indicated that participants selected interpersonal skills, managing oneself, self-awareness and social awareness as the key elements of emotional intelligence. I4 mentioned recognising the differences in people in terms of behavioural make-up, developmental levels and needs; I7 and I8 mentioned empathy and I7 mentioned listening as important interpersonal skills. In terms of managing oneself, right attitudes (I1); verbal, non-verbal communication and problem solving (I6); and empathy and listening (I7) were highlighted, while self-awareness required knowledge of oneself (I2) and knowing one's limitations (I7). Social awareness meant knowledge of others (I2) and a balanced approach to situations (I5).

The identified attributes from interview data are similar to those established from respondents' selections as uncovered in the next discussion.

5.3.2 Emotional Intelligence Dimensions and Constituent Elements

From the conceptual framework, it was abstracted that the primary dimensions of emotional intelligence are *relationship management*, *self-awareness*, *social awareness* and *self-regulation*. This research sought to validate the independence of these dimensions, as defined by their constituent elements shown below:

- **Relationship management:** Influence, developing others, change agent, conflict management, team building, social responsibility, communication, visionary, collaboration, persuasiveness.
- **Self-awareness:** Self-regard, self-confidence, initiative and trustworthy; achievement-drive, assertiveness, independence and feelings
- **Social awareness:** Empathy, organisational awareness and service orientation. interpersonal relations.
- **Self-regulation:** Confidence, feelings management, flexibility, impulse-control, thoughts, optimism, stress tolerance, anxiety management, trustworthiness, adaptability.

The summary statistics and the results for each set of constituent elements are shown in Table 5.9 below.

Table 5.9: Summary statistics - Emotional intelligence dimensions

	Self-awareness	Relationship management	Social Awareness	Self-regulation
N Valid	210	209	209	209
Missing	1	2	2	2
Std. Error of Mean	.056	.070	.070	.068
Median	2.00	1.00	3.00	4.00
Mode	2	1	3	4
Std. Deviation	.806	1.014	1.009	.990
Skewness	1.393	.663	-.214	-1.090
Std. Error of Skewness	.168	.168	.168	.168
Kurtosis	.535	-1.361	-1.663	-.395
Std. Error of Kurtosis	.334	.335	.335	.335

The nature of the variables at hand being nominal, modal statistics took precedence over every other measure of central tendency.

The respective frequency distributions for each of the dimensions are presented in Table 5.10 below.

Table 5.10: Self-regard, self-confidence, initiative and trustworthy; achievement-drive, assertiveness, independence and feelings.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Relationship management	6	2.8	2.9	2.9
	Self-awareness	163	77.3	77.6	80.5
	Social awareness	3	1.4	1.4	81.9
	Self-regulation	38	18.0	18.1	100.0
	Total	210	99.5	100.0	
Missing	System	1	.5		
Total		211	100.0		

Table 5.11: Influence, developing others, change agent, conflict management, team building, social responsibility, communication, visionary, collaboration, persuasiveness.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Relationship management	132	62.6	63.2	63.2
	Self-awareness	1	.5	.5	63.6
	Social awareness	70	33.2	33.5	97.1
	Self-regulation	6	2.8	2.9	100.0
	Total	209	99.1	100.0	
Missing	System	2	.9		
Total		211	100.0		

Table 5.12: Empathy, organisational awareness and service orientation, interpersonal relations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Relationship management	82	38.9	39.2	39.2
	Self-awareness	10	4.7	4.8	44.0
	Social awareness	110	52.1	52.6	96.7
	Self-regulation	7	3.3	3.3	100.0
	Total	209	99.1	100.0	
Missing	System	2	.9		
Total		211	100.0		

Table 5.13: Confidence, feelings management, flexibility, impulse-control, thoughts, optimism, stress tolerance, anxiety management, trustworthiness, adaptability

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Relationship management	11	5.2	5.3	5.3
Self-awareness	45	21.3	21.5	26.8
Social awareness	12	5.7	5.7	32.5
Self-regulation	141	66.8	67.5	100.0
Total	209	99.1	100.0	
Missing System	2	.9		
Total	211	100.0		

5.3.2.1 Interview outcomes: E05. EI associated behaviours

This section was aimed at cross-validating responses on the key elements of EI and when interviewees were asked to state how managers trained in EI would behave, their responses were consolidated to produce the following key themes. In terms of relationship management, R1 highlighted tolerance for differences, R2 and R4 highlighted listening skills, R3 mentioned balanced reactions and R7 mentioned the ability to focus while handling divergent viewpoints. On self-awareness, R8 said that leaders should respond appropriately to situations, while on self-management, R2 mentioned controlling emotions, R4 mentioned calculated reactions, and R5 highlighted avoidance of the halo effect and being balanced. R6 focused on emotional maturity and transformational leadership skills and adapting one’s leadership style according to the behaviours of subordinates, while R7 mentioned that wisdom (knowing when and how to react) was key to self-management. Finally, on social awareness, R2 said it must be a conscious effort by the leader, R6 added that it involved some form of “*intellectual intercourse*”, and R8 mentioned self-control and appropriate responses to possible emotional scenarios that might present themselves.

Table 5.14 below juxtaposes the comparative quantitative and qualitative findings on components of EI which present some convergence on these components and behaviours.

Table 5.14: Comparison of outcomes on components of EI.

EMOTIONAL INTELLIGENCE DIMENSIONS	
Quantitative outcomes	Qualitative Outcomes (extracts from interview transcripts).
Self-awareness of one's emotions: self-regard, self-confidence, initiative, trustworthiness, achievement drive, assertiveness, independence, feelings.	Self-awareness: knowledge of oneself, knowing one's limitations and having empathy.
Self-management: confidence, managing feelings, flexibility, impulse-control, thoughts, optimism, stress tolerance, managing anxiety, trustworthiness, adaptability.	Managing oneself: how to behave, attitude, verbal skills, impulse control, self-confident, regulated speaking skills, self-regulation, manage own emotions, not react unguarded, emotional maturity, showing intellect, source of wisdom
Awareness of other peoples' emotions: empathy, organisational awareness, service-orientation, interpersonal relations.	Social awareness: knowledge of others, balanced disposition in approach and responses, detect mood swings
Relationship management: Influence, developing others, team-building, social responsibility, communication, visionary, collaboration, persuasiveness, change agent, conflict management, collaboration.	Interpersonal skills: empathy, diversity- <i>different needs and strengths</i> , listening skills, understanding others, persuasive, influencing skills, offering best service, tolerance, handling debates and discussions better, guiding meetings, focus, manage opposing views and conflict resolution, conscious of own impact on others, able to read team's emotional state and responding appropriately.

Source: Adaptation from conceptual literature and input from interviews.

What is evident in both findings are the overlaps in categorisation of some of the behaviours which is to be expected, for instance, abilities required to manage one's own emotions tend to be similar in the manner in which a leader regulate their emotions in the presence of other

people. Qualitative findings above appear to validate the attributes of EI as identified in the literature (Abdul and Ehiobuche, 2011, p.50).

5.3.3 Impact of Knowledge of Servant Leadership on Leadership Deliverables

This sections opens the discussion by reviewing qualitative data on the benefits leaders derive from attending a course on servant leadership and then proceeds to look at the impact of SL on leaders' deliverables.

5.3.3.1 Interview outcomes: S05. Benefits from attending a course on servant leadership

In attempting to establish how a manager benefitted from attending a course on servant leadership, participants described the benefits in terms of the types of knowledge gained and how this helped to improve leadership effectiveness. The major contributions were leader self- awareness, how to create customer loyalty and team and organisational goal achievement. I2 stated that self-awareness brought “*huge benefits*” such as understanding of organisational goals and aligning of individual requirements to those goals, while I3 stated that leaders need to experience a “*paradigm shift*” in their thinking because most leaders were still caught up in traditional power relations, and I4 said that there was a vast difference between servant leadership (which required collaboration) and management which requires the exercise of some form of power. I8 felt that training would help to increase self-awareness.

As far as teamwork is concerned, I1 felt that the “*biggest benefit that is derived from attending a course on servant leadership is team work*”, which led to achieving better results than everyone working individually. R6 agreed and added that influence rather than coercion were important. I5 and I8 felt that there were diverse benefits leading to progressive and productive results that would ultimately benefit the community. I7 agreed that “*for you to generate revenue, for you to generate productivity, you need to carry your team with you*”.

In terms of customer loyalty, service was key to keeping customers loyal (I1, RI). This required understanding the customer and identifying with them (I7).

This research therefore found that knowledge of servant leadership has a positive influence on a manager's ability and willingness to carry out specific tasks within an organisation. The respondents were asked to rate the extent to which knowledge of servant leadership would influence specified leader tasks. The response set for this section comprised of four possible

response variables which were rated on a 4-Point Likert Scale, with 1 representing strongly disagree and 4 representing strongly agree as shown presented in Table 5.15 below.

Table 5.15: Response Variables

Response Variable	Numeric Rating
Strongly disagree	1
Disagree	2
Agree	3
Strongly agree	4

As established earlier, the lower mean threshold was 1, the upper mean threshold was 4 and the median mean threshold was 2.5. The results from the analysis are presented in Table 5.16 below.

Table 5.16: Descriptive statistics – Influence of the knowledge of servant leadership

	N	Mean	Std. Dev	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Er	Statistic	Std. Err
Explaining Bank’s vision clearly to staff	210	3.28	.595	-.315	.168	.182	.334
Explaining Bank’s strategy to staff	208	3.27	.585	-.130	.169	-.510	.336
Promoting the desired organisational culture	208	3.40	.589	-.531	.169	.197	.336
Developing and retaining critical talent	208	3.42	.608	-.528	.169	-.613	.336
Promoting employee engagement	210	3.55	.526	-.509	.168	-1.095	.334
Promoting employee commitment to bank values	208	3.38	.517	.157	.169	-1.256	.336
Building positive relationships with stakeholders	209	3.38	.577	-.271	.168	-.732	.335
Retaining key customers and clients	210	3.33	.621	-.492	.168	.005	.334
Promoting gender diversity at all levels	210	2.99	.688	-.071	.168	-.614	.334
Creating value for shareholders	210	3.23	.655	-.592	.168	.688	.334
Promoting more community involvement	210	3.31	.631	-.365	.168	-.669	.334
Valid N (listwise)	203						

From the findings above, all the mean ratings were above the median rating of 2.5, suggesting that overall the respondents agreed that knowledge of servant leadership helped to improve a manager’s ability and willingness to carry out all the specified tasks above. The most significantly affected were *promoting employee engagement* with a mean rating of 3.55, while *developing and retaining critical talent* had a mean rating of 3.42, and *promoting the desired organisational culture* had a mean rating of 3.40. The above distribution is best illustrated in the Figure 5.4 below.

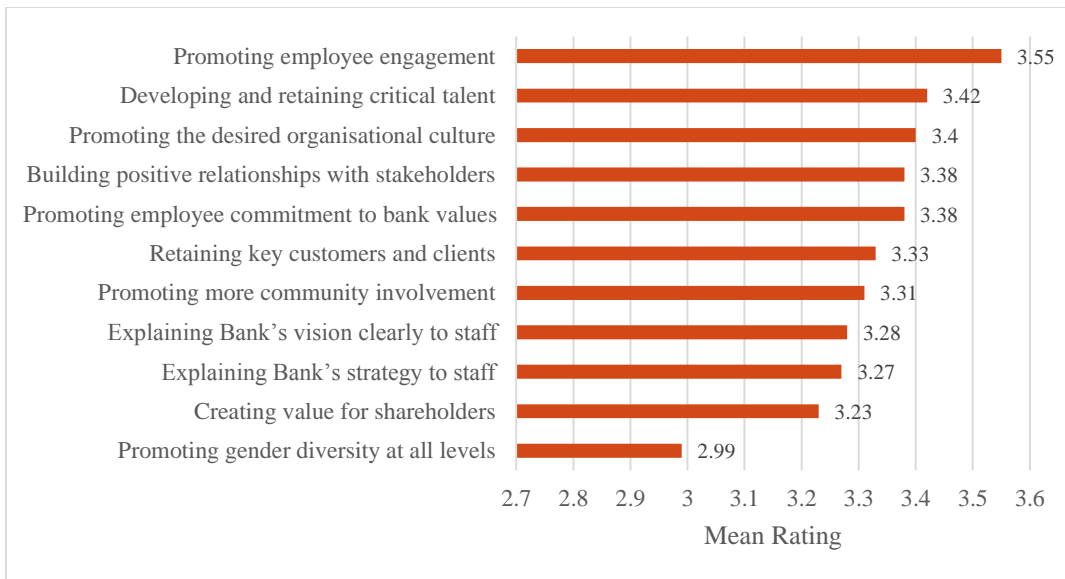


Figure 5.4: Influence of knowledge of servant leadership on leadership deliverables

As shown above, knowledge of SL had the greatest positive influence on five of the eleven leadership responsibilities namely, *promotion of employee engagement (3.55)*, *developing and retaining talent (3.42)*, *promoting desired organizational culture (3.40)*, *building positive relationships with stakeholders(3.38)* and *promoting employee commitment to bank values, also with (3.38)*.

5.3.2.2 Interview outcomes: S11. SL training and work performance

Participants were asked whether servant leadership training was positively related to a leader's work performance and to indicate the areas of managerial leadership performance that would be positively affected through servant leadership training for managers. Participants' were asked to respond: *Agreed, Conditional or Indifferent*.

The main themes that came out from those who agreed, were that servant leadership training helps managers to get results (I2), improve teamwork (I5, I6) and manage emotions (I7), communicate and negotiate better (I7), build shared leadership through delegation, develop team capabilities, develop business and increase revenues (I8) In terms of the conditional responses, I3 and I4 stated that implementation and experiential learning are as important as training itself, while I1 was indifferent, stating that "*when somebody learns something over and over, it becomes part of their lifestyle, they know how to manage, they know how to interact with people*".

5.4 IMPACT OF THE KNOWLEDGE OF EMOTIONAL INTELLIGENCE

As was the case with servant leadership, this research found that the knowledge of emotional intelligence has a positive influence on a manager's ability and willingness to carry out specific tasks within the organisation. The respondents were again asked to rate the extent to which the knowledge of emotional intelligence would influence the specified leader tasks. The response set for this section again comprised of four possible response variables which were rated on a 4-Point Likert Scale with 1 representing *Strongly Disagree* and 4 representing *Strongly Agree*. As established earlier, the lower mean threshold was 1, the upper mean threshold being 4 and the median mean threshold being 2.5. The results from the analysis are presented in the Table 5.17 below.

Table 5.17: Descriptive statistics - Influence of the knowledge of emotional intelligence

	N	Mean	Std. Dev	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Er	Statistic	Std. Er
Explaining Bank's vision clearly to staff	210	2.97	.582	.002	.168	-.014	.334
Explaining Bank's strategy to staff	210	2.99	.591	-.138	.168	.374	.334
Promoting the desired organisational culture	208	3.33	.574	-.165	.169	-.657	.336
Developing and retaining critical talent	209	3.35	.578	-.219	.168	-.685	.335
Promoting employee engagement	209	3.41	.530	-.011	.168	-1.171	.335
Promoting employee commitment to Bank values	209	3.30	.572	-.110	.168	-.577	.335
Building positive relationships with stakeholders	210	3.32	.577	-.313	.168	.249	.334
Retaining key customers and clients	209	3.26	.637	-.404	.168	-.121	.335
Promoting gender diversity at all levels	209	3.10	.696	-.225	.168	-.622	.335
Creating value for shareholders	210	3.06	.596	-.156	.168	.355	.334
Promoting more community involvement	210	3.00	.638	-.108	.168	-.159	.334
Valid N (listwise)	203						

From the findings above, all the mean ratings were above the median rating of 2.5, reflecting that overall, the respondents agreed that the knowledge of emotional intelligence helps to improve a manager's ability and willingness to carry out all the specified tasks. The most significant positive impact was on *promoting employee engagement* which had a mean rating of 3.41, followed by *developing and retaining critical talent* with a mean rating of 3.35, and *promoting the desired organisational culture* with a mean rating of 3.33. The least impacted

factors were *explaining bank's vision clearly to staff* and *explaining bank's strategy to staff* both with mean ratings of 2.97 and 2.99 respectively. The above distribution is best illustrated in Figure 5.5 below.

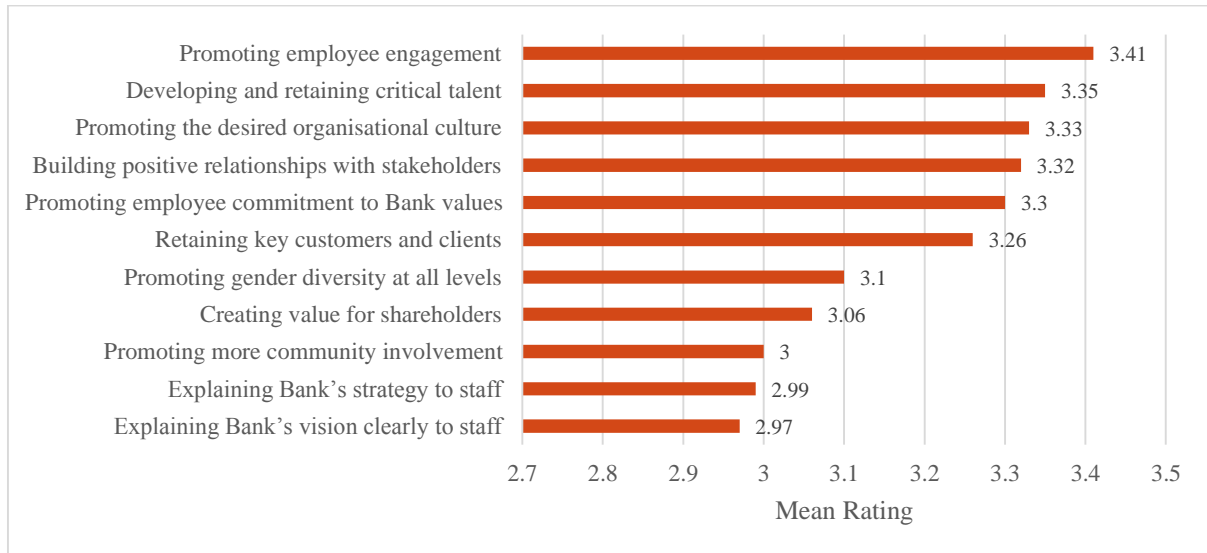


Figure 5.5: Influence of the knowledge of emotional intelligence on leadership responsibilities

5.4.1 Interview outcomes: E04. Benefits from attending a course on EI

This section cross-validated findings from behaviours associated with EI and when asked to identify specific benefits that would accrue to managers after attending a course EI, interviewees' responses pointed towards three themes namely: relationship management, awareness of others' emotions, and leader's emotional maturity.

On the first theme, I1 emphasised people management, while I2 mentioned that relationships were complex because of the individuality of people which mean that understanding of self and others was vital for attaining results. Respondent 3 focused on self-awareness such as how one reacts to different situations and I5 highlighted conflict management and resolution.

In terms of awareness of others' emotions, I1 and I8 spoke of being able to identify moods and use persuasion, I4 mentioned tolerance and sensitivity to surroundings, I7 said that the benefits extended even beyond the workplace to the home and customers, stating that the benefits were knowing how to interact with people in all kinds of situations, a point supported by I8.

Emotional maturity helps one to influence people appropriately without offending or demoralising people (I6).

5.5 MAIN FOCUS AND THRUST OF SERVANT LEADERSHIP

The research sought to establish the main focus and thrust of servant leadership in terms of who leaders served more. To help achieve this end, the respondents were asked to rate between *employees*, *customers*, the *organisation*, the *community* and the *stakeholders* was most impacted by servant leadership. The response set for this section comprised of four possible response variables which were rated on a 4-Point Likert Scale; with 1 representing strongly disagree and 4 representing strongly agree. The results of the analysis are presented in the Table 5.18 below.

Table 5.18: Descriptive statistics - Main focus and thrust of servant leadership

	N	Mean	Std. Dev	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Needs of employees	203	3.38	.572	-.258	.171	-.760	.340
Needs of customers	203	3.43	.544	-.198	.171	-1.047	.340
Needs of the organisation	203	3.40	.558	-.218	.171	-.872	.340
Needs of the community	201	3.29	.571	-.090	.172	-.537	.341
Needs of all stakeholders	206	3.44	.562	-.350	.169	-.852	.337
Valid N (listwise)	201						

The lower mean threshold being 1, the upper mean threshold being 4, and the median mean threshold being 2.5, all mean ratings above 2.5 meant that the respondents were agreeing. The minimum observed mean rating was 3.29. The research findings indicate that the main focus and thrust of servant leadership was to serve the needs of all stakeholders, customers, the organisation, employees, the community and all stakeholders. However, with regard to the magnitude of the mean ratings, the needs of stakeholders took precedence with the highest mean of 3.44, followed by the needs of customers, with a mean rating of 3.43, followed by the needs of the organisation, with a mean rating of 3.40. The least served was the community, whose mean rating was 3.29. The findings contrast the commonly held view that servant leaders' main focus is on follower needs (Rachmawati and Lantu, 2014, p.388; Melchar and Bosco, 2010, p.76).

5.5.1 Impact of Servant Leadership on Work Relations

The acquisition and practice of servant leadership was envisaged to have a positive impact on work relations. This section presents the findings from the research in this regard. The key variables were *followers or subordinates, work peers, supervisor and superiors, customers and clients, regulatory authorities and the community*. The response set for this section again comprised four possible response variables which were rated on a 4-Point Likert Scale; with 1 representing strongly disagree and 4 representing strongly agree. The results from the analysis are presented in Table 5.19 below.

Table 5.19: Descriptive statistics - Impact of servant leadership on work relations

	N	Mean	Std. Dev	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Followers or subordinates	208	3.61	.500	-.553	.169	-1.409	.336
Work peers	208	3.39	.571	-.265	.169	-.770	.336
Supervisor and superiors	208	3.31	.591	-.208	.169	-.603	.336
Customers and clients	206	3.38	.543	-.057	.169	-.932	.337
Regulatory authorities	207	2.96	.692	-.209	.169	-.178	.337
The community	207	3.27	.586	-.136	.169	-.516	.337
Valid N (listwise)	205						

With regard to the median rating of 2.5, none of the variables had a mean rating less than 2.5, suggesting that servant leadership positively influenced work relations with *followers or subordinates, work peers, supervisor and superiors, customers and clients, regulatory Authorities and the community*. Again, however, taking into consideration the respective magnitudes of the mean ratings, the highest was 3.61, for *followers or subordinates*.

It follows then that work relations with followers or subordinates would significantly improve over other categories of people, if managers acquired and practised more servant leadership behaviours. *Work peers* and *customers and clients*, whose mean ratings were 3.39 and 3.38 respectively were the next groups whose relationships with managers would be impacted positively by SL behaviours. The least affected, however, were *regulatory authorities*, which had a mean rating of 2.96. Interestingly the variable most picked in this measure, *followers or subordinates*, is consistent with the commonly held view on the thrust of SL.

5.5.1.1 Interview outcomes: Servant leadership skills and work relationships

Participants were interviewed and asked to demonstrate verbally how servant leadership skills could impact managers' work relationships with customers, regulators, staff and stakeholders.

Servant leadership skills and managers' work relationships with customers focused on service to customers first (I1) and meeting their expectations (I4). According to I7, "*the key ingredients of a servant leader is actually empathy*", which means "*putting yourself in the customer's shoes*" in order to understand them and give them service that delights them. R8 mentioned that it is an attitude that needs to be adopted.

As far as servant leadership skills and managers' work relationships with regulators were concerned, compliance was regarded as essential (I1, I4, I7), with I1 emphasising the need for "*the internal requirements of that organisation so that your operations are above board*", and I7 stating that leaders need to be "*proactive than to be reactive*" in order to maintain good relations with the regulatory authorities.

Stakeholders are identified as staff and shareholders. With regard to staff, I1 emphasised that servant leadership requires teamwork, which was also mentioned by I6 who added that this involved trust and getting staff buy-in, also mentioned by I8. I7 and I8 mentioned that buy-in enhanced productivity and delivery on requirements. A key point made by R8 was that people who "*apply servant leadership get lots of loyalty; get lots of respect and people really honour such kinds of people*", the key words being loyalty, respect and honour.

With regard to stakeholders, I1, I3, I4 and I7 identified these as shareholders or investors. I3 stated that there needs to be "*congruence between their [i.e. the leaders'] beliefs and what the shareholder wants*", in other words a shared vision. Stewardship is a key element of a servant leader's work since they are looking after other people's money. I1 used the word "*protect*" while I7 used the word "*custodian*" which requires being trustworthy so that, "*at the end of day, they enjoy profits, growth and the continued existence of the organisation*" (I1).

5.5.2 Thrust of Emotional Intelligence on Work Relations

The acquisition and practice of emotional intelligence was also perceived to have a positive impact on work relations with *followers or subordinates, work peers, supervisor and superiors, customers and clients, regulatory authorities and the community*. The response set for this section again comprised four possible response variables which were rated on a

4-point Likert Scale, with 1 representing Strongly Disagree and 4 representing Strongly Agree. The results from the analysis are presented in the Table 5.20 below.

Table 5.20: Descriptive statistics - Impact of emotional intelligence on work relations

	N	Mean	Std. Dev.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Followers or subordinates	210	3.51	.529	-.351	.168	-1.239	.334
Work peers	210	3.46	.518	-.035	.168	-1.518	.334
Supervisor and superiors	210	3.47	.528	-.161	.168	-1.328	.334
Customers and clients	210	3.28	.580	-.124	.168	-.529	.334
Regulatory Authorities	208	3.00	.641	-.107	.169	-.186	.336
The community	210	3.18	.555	.050	.168	-.067	.334
Valid N (listwise)	208						

Relating to the median rating of 2.5, none of the variables had a mean rating less than 2.5, and this was suggestive of the view that emotional intelligence positively influenced work relations. Again, taking into consideration the respective magnitudes of the mean ratings, the highest was 3.51, for *followers or subordinates*. This was followed by *supervisor and superiors* along with *work peers*, whose mean ratings were 3.47 and 3.46 respectively. The least affected, as was in the case of servant leadership, were *regulatory authorities*, and these had a mean rating of 3.00.

5.5.2.1 Interview outcomes: E11. EI training and leadership behaviours

A two-part question was posed to interviewees. The first one sought to establish whether training on EI would improve managers' leadership behaviours while the second part of the question asked participants to specify the leadership behaviours which gave rise to the findings below. Seven of the eight interviewees said that training was crucial, led to greater awareness (I1, I8), better listening skills (I2, I5), improved trust and integrity (I2), greater influence (I2, I7); more measured and rational decisions (I3) and enhanced business performance (I7, I8). I7 also mentioned the ability to manage conflict was a key skill that could be included in a training course.

Respondent 6 said that training was not the complete answer. Implementation was also crucial. R6 specifically mentioned understanding of diversity as a key skill to develop.

Regarding leadership behaviours that would be positively influenced by ET training, participants cited listening skills (I2, I5, I6), relationship management with regard to trust

and integrity (I2), collaboration and team work (I5) and conflict management (I7); self-awareness such as detecting one’s own mistakes (I1); self-management with enhanced rationality in decision making (I3), thinking before speaking or acting (I4), and the development of wisdom in dealing with different kinds of people (I6); and social awareness with improved discernment (I2) and more considered reactions (I6).

In summary, interviewees were of the view that emotionally intelligent leaders would be able to improve their ability to manage teams, co-workers and earn trust, build leader integrity, control and reign in impulsive behaviours, collaborate with various stakeholders and relate well with others positively by listening and use of influencing skills, manager diversity better, manage conflicts and enhance business development and results.

5.6 CONSOLIDATION OF SL AND EI INFLUENCES

Table 5.21 below compares SL and EI Influences on leadership responsibilities against the mean ratings and role contacts.

Table 5.21: Comparative mean ratings-Impact of SL and EI on responsibilities and work groups.

Leadership Responsibilities influenced by SL competencies and behaviours.	Mean Rating	Leadership Responsibilities influenced by EI competencies and behaviours.	Mean Rating
Promoting employee engagement	3.55	Promoting employee engagement	3.41
Developing and retaining critical talent	3.42	Developing and retaining critical talent	3.35
Promoting the desired organisational culture	3.40	Promoting the desired organisational culture	3.33
Promoting employee commitment to bank values	3.38	Building positive relationships with stakeholders	3.32
Building positive relationships with stakeholders	3.38	Promoting employee commitment to bank values	3.30
Retaining key customers and clients.	3.33	Retaining key customers and clients	3.26
Work relationship group most impacted by SL behaviours	Mean Rating	Work relationship group most impacted by EI behaviours	Mean Rating
Followers or subordinates	3.61	Followers or subordinates	3.51

Work Peers	3.39	Superiors and supervisors	3.47
Customers and clients	3.38	Work peers	3.46

The quantitative results above measured against the median of 2.50 show the top six out of eleven responsibilities that were prioritised by respondents. For both SL and EI the top six are similar albeit differing on the mean ratings with the impact of SL being rated higher than EI in terms of comparative influences. On work relationship group most affected by SL and EI with highest mean rating being priority, both SL and EI behaviours impact followers the most, while EI behaviours impact superiors and supervisors more than work peers, suggesting that managers have to summon more emotional intelligence when interacting with superiors and supervisors than work peers. SL behaviours like empathy and serving tend to appeal to customers and clients' needs.

5.7 CHAPTER SUMMARY

The findings in this chapter have helped to define the attributes of servant leadership and emotional intelligence and how these help to build desired leadership behaviours and characteristics which, if applied, will help managers to carry out leadership responsibilities more effectively leading to greater productivity and profitability. The next chapter specifically focuses on how the leadership attributes, characteristics, skills and competencies from the constructs of SL and EI enhance organisational leadership performance.

CHAPTER 6: LEADER COMPETENCE LEADER PERFORMANCE

“When the rubber meets the road”-Firestone Tyre and Rubber Company.

6.1 INTRODUCTION

The purpose of the chapter is to present, analyse and interpret research findings that sought to establish the influence of SL and EI in enhancing leadership skills and performance on selected performance factors and to establish the relationship between servant leadership attributes and emotional intelligence dimensions or competencies in order to build a case for the integration of the two constructs into one unified leadership skills development programme. The discussion of the findings were aimed at addressing operational research questions 1.7.6 and 1.7.7 as restated below:

- How can servant leadership attributes and emotional intelligence dimensions be combined to create an integrated leadership skills development programme?
- How can an integrated servant leadership and emotional leadership development programme be used to improve and/or enhance organisational leadership performance in the areas of articulating vision and strategy; building and sustaining a productive organisational culture, development and retention of talent; tolerance of diversity, employee engagement; stakeholder relationship management; customer retention; value creation and community involvement?

The discussion includes a review of the findings from Chapters 4 and 5, on the relationship between SL attributes and EI dimensions, and the extent of the combined influence or role of SL and EI on managerial leadership effectiveness in undertaking predefined and non-predefined leadership responsibilities that I consider critical in a commercial banking environment. A comparative analysis of the influence of SL and EI was undertaken leading to the interpretation of the findings regarding the individual and or combined influence of SL and EI soft skills on specific qualitative performance measures for managerial leadership in a commercial banking environment. Based on the forgoing discourse I proffered a case for the development of a leadership programme on SL and EI skills as evidenced in the next Chapter.

6.2 IMPACT OF SERVANT LEADERSHIP ON BANK PERFORMANCE

The study sought to measure the impact of servant leadership on selected bank performance factors in order to determine if SL skills could positively influence managerial leaders' performance in the banking sector. The mean ratings were computed along with the other measures of dispersion and are presented in the Table 6.1 below.

Table 6.1: Descriptive statistics - Impact of servant leadership on bank performance

	N	Mean	Std. Dev.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Err	Statistic	Std. Err
Increased customer retention	204	3.34	.594	-.275	.170	-.649	.339
Better corporate governance	206	3.12	.710	-.336	.169	-.410	.337
Increased revenue	205	3.19	.614	-.130	.170	-.476	.338
Increased profitability	204	3.19	.654	-.318	.170	-.250	.339
Improved overall bank performance	205	3.35	.596	-.299	.170	-.656	.338
Valid N (listwise)	203						

From the above findings, all the mean ratings were above 2.5, suggesting that servant leadership practices were seen to have a positive impact on bank performance. The most significantly influenced factor was *overall bank performance* and *increased customer retention*, with mean ratings of 3.35 (n205) and 3.34 (n204) respectively, along with minimal standard deviations of 0.596 and 0.594 respectively. *Increased revenue* and *increased profitability* were the other positively influenced factors with a common mean rating of 3.19 (n204). The least, however, was *better corporate governance*, which had a mean rating of 3.12 (n206), and a substantially high standard deviation of 0.710.

6.2.2 Inferential Statistics– Impact of Servant Leadership on Bank Performance Factors

Having explored the measures of central tendency and established that generally that there was convergence among respondents on the impact of servant leadership on business performance factors, to validate the outcome a one-sample t-test analysis was considered. Being a single variable, the test measured whether there was a significant difference of the mean for each of the measures of business performance factors from the median, which was 2.5. The test was calculated based on the following hypotheses:

Test: One-Sample T-Test

Significance: 2-Tailed, 95% confidence level, 205 degrees of freedom

Hypothesis: **H₀: Servant leadership does not have an impact on bank performance**

H₁: Servant leadership has an impact on bank performance

Rejection Criteria: Reject H₀ if p<0.05; Accept H₀ if p>0.05

The results from the computation are presented in the Table 6.2.x below.

Table 6.2: One sample t-test – Servant leadership on bank performance factors

Bank Performance Factors	Test Value = 2.5					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Increased customer retention	20.150	203	.000	.838	.76	.92
Better corporate governance	12.471	205	.000	.617	.52	.71
Increased revenue	15.977	204	.000	.685	.60	.77
Increased profitability	14.979	203	.000	.686	.60	.78
Improved overall bank performance	20.339	204	.000	.846	.76	.93

From the results, it can be seen that all the measures of business performance had corresponding p-values of 0.000. The latter being less than 0.05, it follows from the rejection criteria determined above that we reject the null hypothesis for all the variables and accept the alternative hypothesis that there was a significant relationship that was found to exist between servant leadership and each of the business performance factors.

6.2.2.1 Interview outcomes: S07. Performance targets for bank management

Interviewees were asked to identify organisational leadership performance targets and the common themes detected were: articulation of bank vision, business viability, employee engagement, regulatory compliance and shareholder returns. The second part of the question required participants interviewees to demonstrate how servant leadership skills would influence the identified performance targets and they identified four areas, namely custodianship mindset, customer loyalty, role modelling and team work. In essence, interviewees were saying if managers focus on these four areas, they would be able to achieve the identified targets as per selected scripts below.

The qualitative findings confirm the results of the quantitative findings. The first part of the section required interviewees to identify leadership performance targets and they came up with the targets, the need for SL to communicate and secure buy-in for bank vision and strategy (I1, I2, and I4). Servant leaders drive business viability, sustainability and business development (I4, I5, I6) through employee engagement that includes support and up skilling staff (I6 and I8) and encouraging creativity, new initiatives in the form of new products and new clients (I6, I8). To achieve business growth and development, servant leaders need to attend to customer needs and be accountable to customers (I4,) be accountable for results as well as complying with regulatory requirements (I4, I6, I7). The aspect of custodianship was emphasised in that leaders are seen as custodians of shareholder capital which they should preserve ensuring that banks are adequately capitalised in order to generate revenue, profitability (I6, I7), maintain low non-performing loans and cost/income ratios and create value by delivering shareholder returns in the form of dividends (I1, I2, I3).

Findings in the discussion above are consistent with SL literature which cites organisations with SL showing commitment to institutional goals and service to internal and external service (Shekari and Nikooparvar, 2012, p.58). They cite South Wales Airlines which adopted servant leadership culture and argue that the company was able to enhance its performance by adopting a servant attitude towards its staff who in turn also extended the care and attention to the airline's passengers which increased the usage of the airline and its profitability (*ibid*, p.58).

6.2.2.2 Interview outcomes: S08. Influence of SL skills on performance targets

The second part of the section requested interviewees to indicate the servant leadership skills required to achieve the identified targets. They highlighted such skills as the need for a custodian mind-set (I3) and innovativeness (I4), demonstrating focus and loyalty to customers (I5) through addressing customer needs and nurturing relationships (I8). Servant leaders are expected to influence followers and peers through role modelling and exemplary leadership behaviours (I1, I2, I4) by showing interest in understanding and meeting the needs of followers and fostering team work (I2, I6) while deferring leader needs to the benefit of organisational needs (I7).

Literature on SL revealed a wide array of leadership attributes encapsulated in the models of SL and that the presence of these attributes within leaders will enhance leadership

performance (Focht and Ponton, 2015, p.7). Vinod and Sudhakar (2011, p.462) point to the success story of ServiceMaster arising from the adoption of servant leadership.

6.3 IMPACT OF EMOTIONAL INTELLIGENCE ON BANK PERFORMANCE

The research also sought to establish whether there was a relationship between emotional intelligence and the determinants of bank performance and the results are presented below.

Table 6.3: Descriptive statistics - Impact of emotional intelligence on bank performance

	N	Mean	Std. Dev.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Er.	Statistic	Std. Er.
Increased customer retention	208	3.18	.583	-.043	.169	-.265	.336
Better corporate governance	208	2.91	.675	.010	.169	-.560	.336
Increased revenue	208	3.03	.613	-.143	.169	.136	.336
Increased profitability	208	3.05	.600	-.155	.169	.311	.336
Improved overall bank performance	210	3.17	.567	.012	.168	-.119	.334
Valid N (listwise)	206						

From the above findings, as was with servant leadership, all the mean ratings were above 2.5, indicating that there was general consensus that emotional intelligence practices have a positive impact on bank performance. The most significantly influenced factors, as was again the case with servant leadership were *increased customer retention and overall bank performance*, both with mean ratings of 3.18 (n208) and 3.18 (n210) respectively, along with minimal standard deviations of 0.583 and 0.567 respectively. *Increased profitability* and *increased revenue* and were the other positively influenced factors with mean ratings of 3.05 (n208) and 3.03 (n208) respectively. The least, however, as was the case with servant leadership, was *better corporate governance*, which had a mean rating of 2.91 (n208), and a comparatively high standard deviation of 0.675.

6.4 INFERENTIAL STATISTICS: IMPACT OF EMOTIONAL INTELLIGENCE ON BANK PERFORMANCE FACTORS

Having explored the measures of central tendency and established that, generally, there was coherence among respondents on the impact of emotional intelligence on business performance factors, to validate the outcome, a one-sample t-test analysis was considered. Being a single variable, the test measured whether there was a significant difference of the

mean for each of the measures of business performance factors from the median, which was 2.5. The test was calculated based on the following hypotheses:

Test: One-Sample T-Test

Significance: 2-Tailed, 95% confidence level, 205 degrees of freedom

Hypothesis: **H₀: Emotional intelligence does not have an impact on bank performance**

H₁: Emotional intelligence has an impact on bank performance

Rejection Criteria: Reject H₀ if p<0.05; Accept H₀ if p>0.05

The results from the computation are presented in the Table 6.4 below.

Table 6.4: One Sample T-Test – Emotional Intelligence on bank performance factors

Bank Performance Factors	Test Value = 2.5					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Increased customer retention	16.762	207	.000	.678	.60	.76
Better corporate governance	8.828	207	.000	.413	.32	.51
Increased revenue	12.439	207	.000	.529	.45	.61
Increased profitability	13.299	207	.000	.553	.47	.63
Improved overall bank performance	17.042	209	.000	.667	.59	.74

From the above table, all the measures of business performance had corresponding p-values of 0.000. The latter being less than 0.05, it follows from the rejection criteria stated above that we reject the null hypothesis for all the variables and accept the alternative hypothesis that there was a significant relationship between emotional intelligence and each of the business performance factors.

6.4.1 Interview outcomes: E09. EI training and performance

The eight interviewees were asked whether training managers in Emotional Intelligence competencies would improve performance and if so in which performance areas thus allowing for the following responses. Six informants agreed that training on EI would improve leadership performance (I1, I2, I3, I4, I5, I7) while two interviewees said it was conditional (I6, I8).

6.4.1.1 Agree

EI training improves managers' attitude towards colleagues, to synchronise individual and organisational vision, to communicate and influence others better and enhance team collaboration and performance leading to attainment of bottom line results (I1, I2, I4, I5, I7).

6.4.1.2 Conditional

Two interviewees argued that training on emotional intelligence in itself is not enough but embracing, internalising and applying the acquired competencies is what was needed for performance to improve.(I6, I8).

6.4.2 Interview Outcomes: E06. Managerial Targets influenced by EI Competencies

Interviewed participants were asked whether EI training would enhance leader performance and six out of the eight concurred that it would (I1, I2, I3, I4, I5 and I7). They alluded to the benefits of EI training being: positive changes to leader attitudes (I1), alignment of individual and bank vision (I2) more teamwork characterised by collaboration, communication, networking and through leader influence (I7). Two participants felt that training alone would not lead to desired performance improvement but rather training followed by embracing and application or practising of the EI competencies is what will enhance leadership performance (I6 and I8). A leader trained in EI will be able to articulate bank vision at strategy to their team, work to improve team performance and improve leader performance through the team (I2, I5). Emotionally intelligent leaders are believed to promote employee engagement, better understanding and management of individual and teamwork emotions which opens up staff creativity leading to better customer knowledge within different segments and increased revenue, profitability (I2, I4,) and capital preservation through prudent financial management (I7).

The quantitative and qualitative findings on the utility of EI to leadership performance confirm the conclusions by Turner and Lloyd-Walker (2008, p.514) who observed that EI can contribute to improved individual and organisational performance as it increases team working, healthy relationships and collaboration, job satisfaction and improved work performance. They argue that managers with high EI skills are likely to become effective in listening, providing empathy, influencing, coaching and nurturing teams (*ibid*, p.516). Obradovic et al. (2013, p.277) produced empirical evidence that showed that bank managers with high EI produced significantly high branch financial performance compared to those

who low EI. Malik, Danish and Munir (2011, p.115) showed in a survey study in the industrial and banking sectors in Pakistan that EI had a significant positive impact on organisational effectiveness.

6.5 SERVANT LEADERSHIP AND EMOTIONAL INTELLIGENCE

This section presents findings from the research that were tailored at determining the synergistic effect of both constructs, that is, servant leadership and emotional intelligence.

6.5.1 Necessity of Servant Leadership and Emotional Intelligence

The study sought to ascertain whether servant leadership and emotional intelligence skills are soft skills that every manager must receive training on in order to perform better in managerial roles. The respondents were asked to rate their responses on a 4-point Likert scale, with 1 representing strongly disagree and 4, strongly agree. The results from the analysis are presented in the Table 6.5 below.

Table 6.5: Frequencies - Necessity for Servant Leadership and Emotional Intelligence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	.9	1.0	1.0
	Disagree	1	.5	.5	1.4
	Agree	84	39.8	40.6	42.0
	Strongly Agree	120	56.9	58.0	100.0
	Total	207	98.1	100.0	
Missing	System	4	1.9		
Total		211	100.0		

The corresponding summary statistics are presented in the Table 6.6 below.

Table 6.6: Descriptives - Necessity for servant leadership and emotional intelligence

N	Valid	207
	Missing	4
Mean		3.56
Std. Error of Mean		.039
Median		4.00
Mode		4
Std. Deviation		.562
Skewness		-1.131
Std. Error of Skewness		.169
Kurtosis		2.151
Std. Error of Kurtosis		.337

From Table 6.5 above, 58.0% (n120) of the respondents strongly agreed that both constructs were necessary skills every manager was supposed to acquire in order for them to be better managers. This was followed by 40.6% (n84) who simply agreed. In aggregate, a cumulative proportion of 98.6% of the respondents agreed. The general consensus among the respondents can be explained in terms of the kurtosis statistic, which from Table 6.5 was found to be positive, being 2.151, too high a statistic that can be explained in terms of a leptokurtic distribution characterised by a huge concentration of responses about the mean. In summary, it was established that servant leadership and emotional intelligence skills are soft skills that every manager must receive training on in order to perform better in managerial roles.

6.5.2 Association between Servant Leadership and Emotional Intelligence

The second research dimension was to establish the relative association of servant leadership and emotional intelligence. In other words, the research also sought to determine whether servant leadership characteristics or attributes complement emotional intelligence dimensions or attributes. Again, to establish this, the respondents were asked to rate the complementary nature of both constructs on a 4-point Likert scale, with 1 representing strongly disagree, and 4, strongly agree. The results from the analysis are presented in the Table 6.7 below.

Table 6.7: Complementary nature of servant leadership and emotional intelligence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.5	.5	.5
	Disagree	4	1.9	1.9	2.4
	Agree	121	57.3	58.5	60.9
	Strongly Agree	81	38.4	39.1	100.0
	Total	207	98.1	100.0	
Missing	System	4	1.9		
Total		211	100.0		

From the analysis above, the majority, 58.5% (n121) agreed, while 39.1% (n81) strongly agreed. This translates to a cumulative frequency of 97.6% (n202) of respondents who agreed with the complementary nature of servant leadership and emotional intelligence. The summary statistics are presented in the Table 6.8 below. From the measures of central

tendency, the median and mode statistics pointed out to the code 3, for agree, and the positive kurtosis of 0.307 indicate some degree of consistency among the respondents.

Table 6.8: Descriptive Statistics on the Complementary Nature of SL and EI

N	Valid	207
	Missing	4
Mean		3.36
Std. Error of Mean		.038
Median		3.00
Mode		3
Std. Deviation		.548
Skewness		-.240
Std. Error of Skewness		.169
Kurtosis		.307
Std. Error of Kurtosis		.337

From the above results, it can be concluded that servant leadership characteristics complement emotional intelligence dimensions/attributes. The above results are compared with qualitative results arising from the findings below.

6.5.2.1 Interview Outcomes: SE01. Relationship between SL and EI

Seeking to establish if there was any relationship between servant leadership attributes and emotional intelligence competencies participants noted that the two were complementary and converge around a leader's ability to influence others and managing relationships as highlighted below.

All the eight interviewees indicated that SL attributes and EI competencies were complementary. The two constructs assist leaders to acquire skills like influencing ability and relationship management capabilities reinforced by behaviours like integrity, trust and empathy (I2, I8). Leaders with these qualities have the ability to harness the energy and emotions of followers and build team collaboration towards a common vision and their followers and peers tend to be comfortable being around such leaders. The qualitative findings corroborate the quantitative results wherein 97.6% (n202) largely believe the two constructs are complementary.

6.6 TECHNICAL BANKING SKILLS AND SL AND EI

In a bid to cross-validate the relative importance of servant leadership and emotional intelligence, the researcher sought to determine whether technical banking skills without

servant leadership and emotional intelligence skills are still adequate to enable managers to perform effectively in their managerial roles. The results from the analysis are presented in Table 6.9 below.

Table 6.9: Technical banking skills and EI and SEL

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	36	17.1	17.4	17.4
Disagree	115	54.5	55.6	72.9
Agree	44	20.9	21.3	94.2
Strongly Agree	12	5.7	5.8	100.0
Total	207	98.1	100.0	
Missing System	4	1.9		
Total	211	100.0		

From the analysis above, the greatest proportion, 55.6% (n115) disagreed that technical banking skills without servant leadership and emotional intelligence skills are still adequate to enable managers to perform effectively in their managerial roles. Furthermore, 17.4% (n36) strongly disagreed, making the cumulative total to being 72.9% (n151) as compared to 27.1% (n56) who agreed. This can be justified also by the relative measures of central tendency in the Table 6.10 below, from which the mean, median and mode all tend towards the code 2, being 2.15 and 2.0 respectively, for disagree. In other words, it was established that it is imperative that technical banking skills be complemented by servant leadership and emotional intelligence skills to help managers improve the effective execution of their managerial roles.

Table 6.10: Descriptive statistics - Technical banking skills and SL and EI

N	Valid	207
	Missing	4
Mean		2.15
Std. Error of Mean		.054
Median		2.00
Mode		2
Std. Deviation		.773
Skewness		.490
Std. Error of Skewness		.169
Kurtosis		.117
Std. Error of Kurtosis		.337

6.7 SERVANT LEADERSHIP AND EMOTIONAL INTELLIGENCE

In this section, respondents were presented with a sample of fourteen (14) Servant Leadership drawn largely from the Spears-Greenleaf Model (Chapter 2, S.2.3.3.2) which they were requested to group into the four emotional intelligence categories, defined as relationship management, self-awareness, social awareness and or self-regulation.

To better relate each of the 14 characteristics to the appropriate emotional intelligence category, the measures of central tendency were adopted. The variables in question being categorical, and specifically nominal, it follows that the most appropriate measure of central tendency would be the modal statistics. The results from the initial measures of central tendency analysis are presented in the Table 6.11. Reorienting the results in Table 6.11 resulted in the Table 6.12 below.

Table 6.11: Descriptive statistics - Servant leadership and emotional intelligence

	N		Mean	Median	Mode	Std. Deviation	Skewness	Kurtosis
	Valid	Missing						
Listening	207	4	1.96	1.00	1	1.123	.658	-1.085
Persuasion	205	6	1.57	1.00	1	.961	1.368	.368
Empowering	204	7	1.95	1.00	1	1.056	.387	-1.516
Healing Relationships	208	3	1.54	1.00	1	.900	1.168	-.417
Stewardship/Guardianship	206	5	2.37	3.00	1	1.169	.043	-1.506
Others' Growth and Dvp	208	3	2.04	2.00	1	1.032	.152	-1.640
Foresight	201	10	2.38	2.00	2	.973	.317	-.870
Conceptualisation	198	13	2.40	2.00	2	.933	.487	-.677
Empathy	204	7	2.35	3.00	3	1.014	-.295	-1.343
Role Modelling	206	5	2.43	3.00	3	1.101	.008	-1.330
Appreciation of Others	206	5	2.10	3.00	3	1.029	-.043	-1.782
Community Involvement	208	3	2.81	3.00	3	.599	2.351	4.732
Integrity	207	4	3.14	4.00	4	1.114	-.737	-1.097
Humility	208	3	2.88	3.00	4	.995	-.252	-1.177

Table 6.12: Descriptive analysis - Servant leadership and emotional intelligence

	Integrity	Humility	Empathy	Listening	Foresight	Persuasion	Empowering	Role Modelling	Conceptualisation	Appreciation of Others	Healing Relationships	Community Involvement	Stewardship	Others' Growth
NValid	207	208	204	207	201	205	204	206	198	206	208	208	206	208
Missing	4	3	7	4	10	6	7	5	13	5	3	3	5	3
Mean	3.14	2.88	2.35	1.96	2.38	1.57	1.95	2.43	2.40	2.10	1.54	2.81	2.37	2.04
Std. Error of Mean	.077	.069	.071	.078	.069	.067	.074	.077	.066	.072	.062	.042	.081	.072
Median	4.00	3.00	3.00	1.00	2.00	1.00	1.00	3.00	2.00	3.00	1.00	3.00	3.00	2.00
Mode	4	4	3	1	2	1	1	3	2	3	1	3	1	1
Std. Deviation	1.114	.995	1.014	1.123	.973	.961	1.056	1.101	.933	1.029	.900	.599	1.169	1.032
Skewness	-.737	-.252	-.295	.658	.317	1.368	.387	.008	.487	-.043	1.168	-2.351	.043	.152
Std. Error of Skewness	.169	.169	.170	.169	.172	.170	.170	.169	.173	.169	.169	.169	.169	.169
Kurtosis	-1.097	-1.177	-1.343	-1.085	-.870	.368	-1.516	-1.330	-.677	-1.782	-.417	4.732	-1.506	-1.640
Std. Error of Kurtosis	.337	.336	.339	.337	.341	.338	.339	.337	.344	.337	.336	.336	.337	.336

From the above analysis, the 14 servant leadership characteristics were grouped into the four emotional intelligence categories as follows:

<p>Relationship Management</p> <p>Listening</p> <p>Persuasion</p> <p>Empowering</p> <p>Healing Relationships</p> <p>Stewardship/Guardianship</p> <p>Others' Growth and Development</p>	<p>Self-Awareness</p> <p>Foresight</p> <p>Conceptualisation</p>
<p>Self-Regulation</p> <p>Integrity</p> <p>Humility</p>	<p>Social Awareness</p> <p>Empathy</p> <p>Role Modelling</p> <p>Appreciation of Others</p> <p>Community Involvement</p>

Figure 6.1: The emotional intelligence quadrant

Source: Own design

To further evaluate these characteristics, factor analysis was considered, Principal Component Analysis was used as the extraction method and the Varimax rotation was also used to help increase the accuracy of the rotation. The results from the factor analysis are presented in Table 6.13, below.

Table 6.13: Factor analysis – Relationship management

Component Matrix^a

	Component		
	1	2	3
Listening	.275	.852	-.145
Persuasion	.024	.225	.934
Empowering	.568	-.033	.093
Healing Relationships	.537	-.472	.236
Stewardship/Guardianship	.517	-.197	-.212
Others' Growth and Development	.719	.187	-.072

Extraction Method: Principal Component Analysis.

a. 3 components extracted.

From the above component matrix for relationship management, it can be noted that the primary predictors/characteristics for relationship management include *empowering, healing relationships, stewardship/guardianship* and *others' growth and development*. *Listening* was identified to be a secondary factor, while *persuasion* was noted to being a tertiary factor.

The corresponding component matrix for the self-regulation category of emotional intelligence is presented in Table 6.14, below. From the table, only one component/factor was extracted, tending to suggest that these variables are the only primary determinants of one's self-regulation.

Table 6.14: Factor analysis – Self-regulation

Component Matrix^a	
	Component
	1
Integrity	.749
Humility	.749

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

With regards to social awareness, the variables that were extracted are *empathy, role modelling, appreciation of others* and *community involvement*. The component matrix from the factor analysis is presented in Table 6.15 below.

Table 6.15: Factor analysis – Social awareness

Rotated Component Matrix^a			
	Component		
	1	2	3
Empathy	.766	-.288	.171
Role Modelling	-.002	.055	.975
Appreciation of Others	.766	.286	-.174
Community Involvement	-.001	.935	.062

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

From the component matrix, the primary factors comprised of *empathy* and *appreciation of others*, while the secondary factor comprised of only *community involvement* and the only tertiary factor being *role modelling*.

Table 6.16: Factor analysis – Self awareness

Component Matrix^a

	Component
	1
Foresight	.727
Conceptualisation	.727

Extraction Method: Principal Component Analysis.

a. 1 component extracted.

Self-awareness comprised of only two variables, viz. *foresight* and *conceptualisation*. From the factor analysis of these two variables, only one principal component was extracted as shown in the Table 6.16, above.

A close examination of the categorisation points to some rational logical thought process involved, for instance, from an emotional intelligence perspective, social awareness refers the ability for understand other people’s emotions and to manage such emotions through a show of empathy and appreciation of others or diversity. The association between SL and EI dimensions is highlighted by Hannay and Fretwell (2010, p.11) who observed that a servant leader’s attributes of empowerment, honesty, trustworthiness, integrity, empathy and focus on employee development are considered to be present in employees with high EI who are expected to have strong self-management and relationship management skills, are self-confident, listen to others, have a service-orientation to employees, clients and customers and also show empathy and build rapport through emotional management and therefore are inclined to also display a relationship-orientation which is a convergence point of SL and EI.

6.7.1 Interview outcomes: SE02. Contribution from the synergy of SL and EI training

Responding to a question on how both SL and EI would contribute to leadership training for managers in the banking sector, interviewees noted that managers would acquire such skills as social awareness, influencing-persuasion, role modelling, stakeholder management and team orientation as evidenced below.

Interviewees argued that a leader trained in SL and EI would be able to discern disruptive emotions in the people they interact with especially followers and be able to assist in eliminating such behaviours (I1) I1 stated that having both SL and EI *makes a complete manager, a complete leader*, and I3 stating that this would be a *formidable combination*, and I6 stating that the result would be a *seasoned and balanced manager who is able to understand what each situation dictates, who is able to go to the grass roots and develop*

their influence from the lowest level possible; and also understand what impact, whatever decisions they make, really is on those that report into them. Furthermore, the ability to be environmentally aware and respond appropriately is a skill acquired through SL and EI training (I3). Leaders trained in SL and EI become conscious of the need to be exemplary by modelling good behaviours to champion and promote healthy organisational culture and work climate (I5), as they lead with the heart (I3), listen to and understand others and seek to build cooperation, trust, and become a brand themselves (I2). I7 also focused on trust and stewardship, lamenting that *in Zimbabwe, we seem to have lost that as a people, and as banks.*

6.8 THE SYNERGISTIC EFFECT OF SERVANT LEADERSHIP AND EMOTIONAL INTELLIGENCE

From the conceptual framework, the researcher established the potential synergistic effect of both servant leadership and emotional intelligence, especially in helping the managers in becoming more effective in their several aspects of their job. To help address this aspect, the respondents were asked to rate the extent to which they agreed that managers trained in both servant leadership and emotional intelligence would become more effective in each of the provided leadership aspects. The rating was based on a 4-point Likert scale, with 1 representing strongly disagree, and 4 representing strongly agree. The results from the analysis are presented below.

Table 6.17: Synergistic effect of servant leadership and emotional intelligence

	N	Mean	Std. Dev	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Explaining Bank's vision clearly to staff	205	3.25	.572	-.058	.170	-.429	.338
Explaining Bank's strategy to staff	206	3.29	.587	-.164	.169	-.564	.337
Promoting the desired organisational culture	206	3.45	.518	-.016	.169	-1.510	.337
Developing and retaining critical talent	206	3.47	.538	-.263	.169	-1.149	.337
Promoting employee engagement	205	3.54	.500	-.148	.170	-1.998	.338
Promoting employee commitment to Bank values	205	3.42	.524	-.002	.170	-1.317	.338
Building positive relationships with stakeholders	205	3.34	.552	-.052	.170	-.746	.338
Retaining key customers and clients	205	3.33	.583	-.214	.170	-.646	.338
Promoting gender diversity at all levels	206	3.19	.641	-.198	.169	-.639	.337
Creating value for shareholders	206	3.26	.573	-.222	.169	.402	.337
Promoting more community involvement	204	3.31	.552	-.017	.170	-.636	.339
Valid N (listwise)	199						

From the analysis above, all the mean ratings for each of the 11 aspects were above the median statistic of 2.5. It follows, therefore, that having both competencies would help a manager in the execution of all the 11 identified roles. However, with regard to the magnitude of the ratings, the most influenced was *promoting employee engagement* with a mean rating of 3.54 (n205), followed by *developing and retaining critical talent* with a mean of 3.47 (n206). The least affected aspect was the issue of *promoting gender diversity at all levels* whose mean statistic was 3.19 (n206). A comparison of the six key responsibilities impacted the most by SL and EI separately and by the synergistic effect of SL and EI is illustrated in Table 6.19, below:

Table 6.18: Comparative mean ratings-Impact of SL and EI separately and combined SL and EI on leadership responsibilities.

Top six leadership responsibilities influenced by SL competencies and behaviours.	Mean Rating	Top six leadership responsibilities influenced by EI competencies and behaviours.	Mean Rating	Top six leadership responsibilities influenced by both SL and EI.	Mean Rating
Promoting employee engagement	3.55 (n=210)	Promoting employee engagement	3.41 (n=209)	Promoting employee engagement	3.54 (n=205)
Developing and retaining critical talent	3.42 (n=208)	Developing and retaining critical talent	3.35 (n=209)	Developing and retaining critical talent	3.47 (n=206)
Promoting the desired organisational culture	3.40 (n=208)	Promoting the desired organisational culture	3.33 (n=208)	Promoting the desired organisational culture	3.45 (n=206)
Promoting employee commitment to bank values	3.38 (n=208)	Building positive relationships with stakeholders	3.32 (n=210)	Promoting employee commitment to bank values	3.42 (n=205)
Building positive relationships with stakeholders	3.38 (n=209)	Promoting employee commitment to bank values	3.30 (n=209)	Building positive relationships with stakeholders	3.34 (n=205)
Retaining key customers and clients.	3.33 (n=210)	Retaining key customers and clients	3.26 (n=209)	Retaining key customers and clients	3.33 (n=205)

What is instructive in the above findings is that while there may be differences in the number of respondents that addressed this section and the mean ratings, in the main, the selected top six leadership responsibilities out of the eleven supplied show convergence in the perception of respondents regarding areas where SL and EI constructs either as isolated entities or as a synergy would have greatest impact. The results in no way discount the impact of SL and EI on the other responsibilities whose mean values were all above median of 2.5 with a minimum respondent(n) value of 204.

6.8.1 Interview Outcomes: SE03. Leadership Performance and SL/EI Training Synergy

Interviewed participants were requested to identify the leadership factors that would be positively affected by the provision of a SL and EI management development programme and they identified Equity, Financial Results, Stakeholder Management, Team Management and Team Orientation as the key themes.

Qualitative findings from interviews point to the enhanced leadership skills arising from training and development of managers in SL and EI soft skills. The skills will enable managers to exhibit egalitarian behaviours where leader relate to followers as if they were equals (I1) although this could be problematic is subordinates start undermining their managers. Leaders endowed with SL and EI skills influence their teams instead of coercing them and such treatment creates an enabling and engaging work environment for improved profitability and customer retention (I3), and enhanced collaboration, creativity and innovativeness leading to new thinking and new products (I6, I8) that empowers followers to give extra attention to bank clients and customers, thereby retaining clients (I7). These conditions lead to enhanced performance and even below par performers are encouraged to increase their performance (I3) which all leads to value creation in the form of increased income, profitability, return on investment and shareholder value (I2, I5, I6, I8). However, there is a difference between laying down rules, expecting the minimum and focusing on outputs, and influencing for excellence and focusing on people (I6, I2).

I8 focused on engagement as a *key driver for business performance*, I3 and I4 focused on relationships and *a positive heart*, while I7 emphasised loyalty, mentioning that *when you have a loyal sales force and a loyal employee base, ... your balanced scorecard will be good*, in the sense that the organisation will be effective in customer service. I2 mentioned *the*

ability to create ... an effective team that can attain results, ...achieve the organisational, key organisational objectives [and] ensure sustainability of performance into the future.

6.9 LEADERSHIP PERFORMANCE FACTORS AS DIFFERENTIATING FACTORS

With the use of nine (9) leadership performance factors, respondents were asked to rate whether either servant leadership or emotional intelligence and/or both had the greatest influence on each of the performance factors. The response set comprised of 4 codes, 1-servant leadership, 2-emotional intelligence, 3-both and 4 being none. Being nominal categorisations, the most appropriate measures to use would be modal statistics. The results from the analysis are presented in Table 6.19 below.

Table 6.19: Servant leadership and emotional intelligence compared

	N		Mean	Std. Err	Median	Mode	Std. Dev	Skewness	Kurtosis
	Valid	Missing							
High customer retention	205	6	2.42	.059	3.00	3	.846	-.530	-.812
Improved employee engagement	206	5	2.48	.058	3.00	3	.831	-.995	-.632
More talent development and retention	204	7	2.33	.061	3.00	3	.869	-.704	-1.310
Enhanced workplace diversity	205	6	2.67	.055	3.00	3	.790	-.899	.272
Staff awareness of vision and strategy	203	8	2.42	.062	3.00	3	.888	-.586	-.960
Productive organisational culture	203	8	2.65	.051	3.00	3	.725	-1.482	.944
More community involvement	203	8	2.30	.066	3.00	3	.934	-.365	-1.341
More Bank value creation	205	6	2.74	.049	3.00	3	.699	-1.844	2.215

From the analysis above, the modal statistic for all the leadership performance factors was recurrently associated with both servant leadership and emotional intelligence. In other words, neither servant leadership nor emotional intelligence had an overall dominance for all the leadership performance factors, but both. However, to help establish the leadership factors which servant leadership and emotional intelligence were most significant, the following analyses were computed.

From the analysis in Table 6.20 below, servant leadership was identified as influencing mainly *more community involvement* with a percentage of 41.4% (n60) with *more talent*

development and retention coming second with a frequency of 37.2% (n54). The least impacted factors were *more bank value creation* and *enhanced workplace diversity* with 19.9% (n26).

Table 6.20: Influence of servant leadership on leadership performance factors

		Responses		Percent of Cases
		N	Percent	
Servant Leadership ^a	Healthy stakeholder relationships	35	9.8%	24.1%
	High customer retention	40	11.2%	27.6%
	Improved employee engagement	43	12.0%	29.7%
	More talent development and retention	54	15.1%	37.2%
	Enhanced workplace diversity	26	7.3%	17.9%
	Staff awareness of vision and strategy	47	13.1%	32.4%
	Productive organisational culture	27	7.5%	18.6%
	More community involvement	60	16.8%	41.4%
	More Bank value creation	26	7.3%	17.9%
Total	358	100.0%	246.9%	

a. Dichotomy group tabulated at value 1.

With regard to emotional intelligence, the following results were computed. From Table 6.21, below the most dominant factors identified with emotional intelligence were *high customer retention* with a percentage of 39.2% (n47), while *healthy stakeholder relationships* was second with a frequency of 32.5% (n39). The least impacted factor was *more bank value creation* with a percentage frequency of 5.0 (n6).

Table 6.21: Influence of emotional intelligence on leadership performance factors

		Responses		Percent of Cases
		N	Percent	
Emotional Intelligence ^a	Healthy stakeholder relationships	39	15.2%	32.5%
	High customer retention	47	18.4%	39.2%
	Improved employee engagement	23	9.0%	19.2%
	More talent development and retention	28	10.9%	23.3%
	Enhanced workplace diversity	31	12.1%	25.8%
	Staff awareness of vision and strategy	32	12.5%	26.7%
	Productive organisational culture	20	7.8%	16.7%
	More community involvement	30	11.7%	25.0%
	More Bank value creation	6	2.3%	5.0%
Total	256	100.0%	213.3%	

a. Dichotomy group tabulated at value 2.

The results of the impact of SL and EI as single constructs on the qualitative performance factors above are far cry compared to the findings on the impact of the combined SL and EI constructs as revealed below. The synergistic impact of both servant leadership and emotional intelligence on leadership performance factors are illustrated in Table 6.22 below.

Table 6.22: Influence of both on leadership performance factors

		Responses		Percent of Cases
		N	Percent	
SL and EI ^a	Healthy stakeholder relationships	128	10.9%	66.3%
	High customer retention	110	9.4%	57.0%
	Improved employee engagement	138	11.7%	71.5%
	More talent development and retention	122	10.4%	63.2%
	Enhanced workplace diversity	133	11.3%	68.9%
	Staff awareness of vision and strategy	116	9.9%	60.1%
	Productive organisational culture	153	13.0%	79.3%
	More community involvement	106	9.0%	54.9%
	More Bank value creation	169	14.4%	87.6%
Total	1175	100.0%	608.8%	

a. Dichotomy group tabulated at value 3.

From Table 6.22 above, the synergistic effect of both emotional intelligence and servant leadership was identified to have the greatest influence on *more bank value creation*, with a percentage frequency of 87.6% (n169), while *productive organizational culture* with a frequency of 79.3% (n153) was second significant. The third factor was *improved employee engagement*, with a frequency of 71.5% (n138), *enhanced workplace diversity* was fourth on the top five priority list with a frequency of 68.9% (n133) and the fifth was *healthy stakeholder relationships* rated 66.3% (n128). The least impacted factor, however, was that of *more community involvement*, with a frequency of 54.9%. (n106).

The combined synergy of SL and EI in the foregoing findings demonstrates that the two constructs are complementary and that they can together create enhanced leadership effectiveness as Sendjaya and Sarros (2002) noted that there are strong ties between SL and EI dimensions and a survey by Paroline (2015, I11) to determine the impact of leaders' EI on follower perceptions of SL behaviours and SL culture concluded that supervisors that show ability to appropriately appraise emotions of others and utilise these emotions (EI) were viewed as servant leaders by their followers.

6.10 THE IMPACT OF SL AND EI ON DIVERSITY

One of the hallmarks of effective leadership is the extent to which leaders unleash the talent, energy, innovativeness and creativity residing in the great minds of followers, peers, superiors, customers and all other stakeholders. The reservoir of ideas and unrestricted thinking can only flow out freely and translate into realised value if in crafting value propositions, leaders embrace pluralism and pragmatism through tolerance of diversity. This aspect was tested with the eight interview participants as below.

6.10.1 Interview Outcomes: Servant Leadership and Diversity

The eight interviewed participants were requested to give their opinions on whether more training on servant leadership will result in managers promoting greater diversity at work; the majority agreed while one disagreed and one was indifferent.

Interviewees who agreed, argued that managers should tolerate diverse views, opinions from all stakeholders by understanding the different backgrounds and wider knowledge base from which leaders harness the energy to achieve organisational goals and realise desired vision (I2, I5). Due to inherent limitations in individual skills and strengths, diversity helps to plug the gaps through pooling skills and strengths from within a work team which is wiser and stronger than a single individual (I3,I5). Diversity of methods like flexi-working helps to address different work and individual complexities and needs (I8). Findings from the study support the view that organisations with an SL culture celebrate diversity by caring for and valuing employees as critical to achievement of set goals, and that SL builds creativity and innovation by developing and nurturing followers which helps to improve performance (Shekari and Nikooparvar, 2012, p.58; Melcahr and Bosco, 2010, p.78).

However one participant disagreed and argued that training on SL would not result in leaders embracing diversity as it is not so much training but more to do with one's background and value system informing one's belief system (I6). He stated that "*in this bank we have been through so many training courses, but I can identify certain individuals where I can see their influence is not so much of training, but the background*". If the background and upbringing system suppressed diversity then this perception and behaviour is likely to manifest itself in the workplace. The interviewee whose response was indifferent drew parallels between born and made leaders and opined that tolerance of diversity or the lack of it could both be a product either inborn or acquired or both (I7).

6.10.2 Interview Outcomes: Emotional Intelligence and Diversity

The interviewed participants were requested to give their opinions on whether more training on emotional intelligence would result in managers promoting greater diversity at work; five agreed while one disagreed and one gave a conditional response.

Participants pointed out that training in EI enables leaders to become more sensitive to diverse views and situations to listen more attentively and to manage conflict better and that (I4, I5, I6, I7). In essence the awareness from EI training helps leaders to understand others better and tolerate diversity in various forms that include gender diversity (I5, I8). One participant doubted that EI training would result in tolerance of diversity and argued that a lot is dependent on attitude towards followers which if this is not properly attuned will not produce the desired effect.

The findings from both quantitative and qualitative data concur that the presence of SL and EI attributes and competencies can assist managers to model behaviours that tolerate all forms of diversity and when this happens there is likely to be better team working, less conflict and more positive energy channelled towards fulfilling value propositions to customers and clients and to the creation of value for shareholders. Tolerance of diversity at executive leadership level facilitates the building and maintenance of value-adding relationships with all stakeholders who include board of directors, shareholders, regulators and the community which places the banking sector in positive light.

6.11 CHAPTER SUMMARY

This chapter has demonstrated through findings that SL and EI skills have the potential to positively impact managerial leader performance as shows in the result linking the attributes and dimensions of SL and EL. The chapter also demonstrated the synergistic impact of SL and EI on selected leadership performance factors which in itself is confirmation that the two constructs can potentially play a significant role in shaping leadership skills and behaviours in order to enhance leader performance. The matching of selected SL attributes into the four categories or branches of EI demonstrated that there is scope for convergence of SL and EI competencies into one unified leadership skills programme and this is also backed by selected literature that supports the agenda for the consolidation of the two constructs. The last section discussed findings on the role of SL and EI in enhancing

leadership behaviours that tolerate and promote all forms of diversity and the positive spin offs that emerge for an organisational culture that embraces diversity.

The next chapter provides the key conclusions from this study in relation to the research questions, the contributions of the researcher from this study, the proposed recommendations and the implementation thereof, researcher reflections and scope for future research arising from the limitations identified in this study.

CHAPTER 7: CONCLUSIONS, CONTRIBUTIONS, RECOMMENDATIONS AND REFLECTIONS

Uniqueness crowds out common thread mind set – researcher’s own quote.

7.1 INTRODUCTION

The purpose of this chapter is to draw the conclusions arising out of the research analysis and interpretations in line with the study’s strategic research question and the operational research questions. The chapter articulates my contributions in three main areas: methodological contributions, empirical contributions, and theoretical contributions to both the scientific and research community; recommendations aimed at benefitting the professional world of managerial leadership and consultancy practices; and the enhancement of leadership performance in the commercial banking sector and other sectors particularly in Zimbabwe and other economies in general. I also articulate the recommendations necessary in order to make my contributions from this study become a reality. A section is dedicated to my reflections on this research journey in terms of what worked well and what I could do differently if I were to conduct a similar study of this type in the future, as well as suggested areas for further research arising from the findings of this study.

7.2 CONCLUSIONS FROM THE STUDY.

Following the review and interpretations discussed in chapters 4, 5 and 6, the researcher draws conclusions in line with the main research question and the operational research questions. To recap, this study sought to answer the research question:

What is the role of Servant Leadership (SL) and Emotional Intelligence (EI) in the development of leadership soft skills and competences and the impact of such skills/competencies on the performance of managerial leadership within the commercial banking sector in Zimbabwe?

The conclusions are provided against each operational research question based on both the quantitative and qualitative findings as a build up to the overall conclusion addressing the main research question.

7.2.1 Conclusion 1: Awareness of SL and EI

The study sought to establish within the research context and scope, the level and depth of knowledge about the constructs of SL and EI within the target population comprising middle, senior and executive managerial staff guided by the research question:

What was the extent of knowledge of servant leadership attributes and emotional intelligence dimensions as collective leadership soft skills or competencies for managerial staff in the commercial banking sector in Zimbabwe?

7.2.2 Qualification and Experience Levels

From the many demographic factors assessed, four key aspects of the demographics of the target population were used to determine the technical competence levels in the banking sector. The key areas were the level of qualifications, experience level in the banking sector, the experience levels in managerial roles and number of leadership development courses attended.

- **Qualifications:** out of 209 respondents who responded to the question, 97 respondents had a Master's degree while 75 had a first degree making the sector's managerial staff highly qualified.
- **Years of experience in banking sector:** from the 208 who responded, 117 managers have had 11 to 25 years of experience in the banking sector, and with 173 out 209 who responded being in the age range 30-49 years, the researcher concluded that the majority of the managers are in their most productive years and have had sufficient banking experience.
- **Years of experience in managerial role in banking:** Of the 209 that responded to this question, 114 respondents have had 6-15 years' experience in managerial roles in the banking sector, a period that is sufficient to grasp and enhance managerial effectiveness, more so with 172 of them having a minimum of a degree qualification.
- **Attendance and numbers of leadership courses attended in banking sector:** 183 managers attended leadership courses and of this number, 86 attended a maximum of three courses while 97 attended four courses or more suggesting room for more leadership development.

The overall conclusion from the above quantitative data is that the banking sector has a high literacy level with sufficiently qualified and experienced middle to executive managerial leaders who should be capable of conceptualising and addressing the complex banking issues and challenges posed by the micro and macroeconomic conditions that affect the banking sector in Zimbabwe. They should be able to craft strategies whose implementation should lead to realisation of the visions and aspirations of shareholders in terms of value creation, all things being equal. The qualitative component of this study did not interrogate these factors.

Qualitative interview participants comprised 1 director, 5 executives who are heads of department and two senior managers, a mix that shows that by extrapolation these are very experienced and qualified managerial leaders.

7.3 KNOWLEDGE OF SL AND EI

7.3.1 Knowledge of Servant Leadership

The level of awareness of SL from a definition point of view and from a knowledge of the construct of SL was low. This conclusion was arrived at after interrogating demographics that included definitions of SL, self-rated awareness of SL in general, number of SL courses attended, level of management and experience levels against awareness of SL. Summarised evidence. The summarised evidence from the research show that:

- Definitions and awareness of SL: 89 of 200 respondents selected the correct definition from three options making fewer than half who knew anything about SL. In addition, only 83 out of 209 indicated awareness of SL in general, thereby corroborating the outcome on definition of SL. The qualitative data produced more insightful understanding of SL and this was not surprising given the profile of the qualitative research participants.
- Attendance of SL courses: Only 56 respondents and 2 interviewees attended such courses clearly showing a very low level of institutionally-driven training on SL.
- Sources of knowledge of SL: 88 came to know about servant leadership through attending SL courses which was confirmed through an ANOVA test while 21 came to know about the construct through supervisors at work, together making up 109 from the 211 respondents which is just over half the respondents. Qualitative data appears to

subvert this outcome with six interviewees obtaining their knowledge of SL mainly from academic studies, four from the Bible, three from their workplace and two from attending courses.

- **Managerial level and knowledge of SL:** 103 of the 209 respondents disagreed with the assertion that the higher one's managerial level the more likely one will know about SL while 106 concurred with the assertion, although a One-Sample Binomial Test concluded that there is no relationship between managerial level and knowledge of SL. Qualitative findings corroborate results of the One-Sample Binomial Test with seven of the eight interviewees disagreeing with the assertion.
- **Experience and knowledge of SL:** 130 from the 206 respondents concurred with the assertion that the more experienced in both the banking sector and in managerial role the more likely it would be that one would know about SL, while 76 disagreed. The results were confirmed by a One-Sample Binomial, ANOVA and decision tree tests which concluded that the more experienced one is the more they are likely to know about SL. Qualitative research did not test this parameter.

On the basis of the above findings, the researcher concluded that the level of knowledge of SL in the banking sector is low and that there is very little institutionally-driven leadership learning and development aimed at equipping managers with SL skills.

7.3.2 Knowledge of Emotional Intelligence

The main assessment parameters used to test knowledge of emotional intelligence produced mixed signals in term of conclusions. The observations building up to the conclusion are highlighted below.

- **Definitions and awareness of EI:** Out of 205 respondents that rated this parameter, 124 selected the correct definition from three options. ANOVA and Related Samples Wilcoxon Signed Rank Tests concluded that what respondents thought to be EI may not in fact be EI pointing to possibility of a guesswork on this multiple option question. On awareness of EI in general, 95 out of 200 respondents indicated awareness to a great extent while qualitative findings show that five of the eight interviewees were aware of EI with the remaining three providing largely a partial definition of EI. The collective results are indicative of less than sufficient evidence to convincingly claim that there is adequate knowledge of EI in the banking sector.

- Attendance of EI courses: 94 out of 207 respondents indicated having attended EI courses which is 45% of the total sample. The number of those who attended EI ranks closely with the number of managers who attended three or fewer leadership development courses (86) which again underscores the claim that there is inadequate training on EI in the sector.
- Sources of knowledge of EI: respondents selected more than one source of EI knowledge and 110 or 34% of the total 324 responses claim to have learnt about EI through leadership and management development courses while 22 or 7% came to know about EI through their supervisors. The rest of the sources were the internet, books, magazines and articles. Evidence from qualitative findings indicate that four interviewees came to know about EI through academic studies, five from leadership and management development programmes and one from the workplace, while one informant had never heard about EI prior to this study. On the basis of these findings, the researcher advances the claim that there is insufficient institutionally-driven leadership development on EI.
- Managerial level and knowledge of EI: with regard to the assertion that the higher one's managerial level the higher the likelihood of awareness of EI, 107 of the 209 respondents disagreed while 102 agreed with the assertion. More rigorous assessments using Chi-square and Decision Tree tests only concurred with the statement inversely in that evidence concluded that there is more knowledge of EI among middle and senior managers as opposed to executives and directors. Qualitative responses to the same assertion showed that 2 concurred, 4 disagreed and 2 were indifferent. The conclusion is that it is not a correct proposition to claim that managerial staff in higher ranks will more likely be aware of the construct of EI.

The findings in this section collectively and adequately answered the operational research question in that there are low levels of understanding of SL and EI and that leadership skills and competencies from SL and EI were below minimum levels and that banks needed to do more to expose their managers to these soft skills.

7.4 SERVANT LEADERSHIP AND EMOTIONAL INTELLIGENCE ATTRIBUTES

This section captured the conclusions from findings which addressed the following research question:

Which specific leadership soft skills and competencies were developed or acquired from exposing managerial staff to servant leadership and emotional intelligence?

7.4.1 Servant Leadership Attributes

The conclusions in this section relate to the consolidated findings on the attributes of servant leadership as identified by respondents and interview participants. Respondents were asked to select 10 most appropriate attributes from an array of sixteen (16) factors. The selection process was validated through the non-parametric Friedman rank analysis and Chi-square test and out of the 10 selected factors as per Table 5.2, 8 of them can easily align with the attributes stipulated in the various SL models presented in Table 2.1. There are areas of overlap and duplication: for example, the attribute of strategic thinker can be equated to visionary and can align with Page and Wong's 'goal-setting' attribute or Barbuto and Wheeler's 'persuasive mapping' and Buchen's 'preoccupation with the future'. The attribute of 'creative and innovative' can be aligned with Spears and Linden's 'conceptualisation' attribute. A match of the attributes identified by interviewees with those in the models in Table 2.1 show alignment i.e. accountability (Dierendonck & Nuijtin), role model (Russel), shared authority (Lamb), visionary (Farling et al), empathy and trust and humility (Page & Wong; Spears, Dierendonck & Nuijtin), and exemplary leadership (Russel & Stone).

The conclusion from the above discussion is that the study was able to sufficiently test participants on their understanding of SL attributes and there was an acceptable demonstration of understanding of which attributes are the most critical for a servant leader.

A rotated component matrix test designed to show the complementary relationship between attributes produced logical pairings such as, *always of service to others* paired with *commitment to growth of others* and *foresight and visionary* paired with *persuasive and influential ability*. The conclusion from the pairing demonstrates that servant leader attributes do not function as isolates but that they complement each other and collectively build and mould the repertoire of leadership behaviours and competencies necessary to make managers more effective in their roles. The more the attributes like consolidating all the characteristics in Table 2.1 into a leadership skills development framework, the more likely they will build the necessary leadership soft skills for managers.

The findings produced sufficient evidence to answer the research question on the specific soft skills and competencies that can be derived from exposing bank managers to SL and EI.

7.4.2 Emotional Intelligence Components

From an array of eight factors, respondents were asked to identify the four core components of emotional intelligence as confirmed in the literature. The identified components were validated using the Friedman Rank Analysis and were confirmed as illustrated in Table 5.6. A Rotated Component Matrix test was administered to ascertain the complementarity or contrasting effect with some of the eight factors. Interviewed participants identified several attributes that can be grouped into the four components of EI as interpersonal skills, managing oneself, self-awareness and social awareness as identified from quantitative findings.

The conclusion drawn from this discussion is that the study was able to obtain evidence showing the four key components that make up emotional intelligence as found in the literature.

Findings from both quantitative and qualitative results showed convergence in the identification of the constituent elements of EI, (which Goleman (2001) refers to collectively as the EI competencies) grouped under the four components as highlighted in Table 5.14. The conclusion to be drawn is that the study was able to produce irrefutable evidence on what constitutes emotional intelligence competencies and that these competencies work collectively to shape leadership behaviours in order to enhance managerial performance.

7.5 IMPACT OF SL AND EI ON LEADERSHIP DELIVERABLES

The findings regarding the impact of SL and EI competencies on leaders' ability and willingness to effectively carry out their responsibilities and achieve desired results in certain deliverables addressed the operational research question below.

How did training and exposure to servant leadership attributes and emotional intelligence dimensions and competencies enhance organisational leadership performance and in which performance deliverable areas?

7.5.1 Impact of SL on leadership responsibilities

The impact of servant leadership training to leadership deliverables was tested and interview participants mentioned benefits such as *leadership self-awareness, creation of customer service and loyalty, team and organisational goal achievement, shared leadership, revenue generation leading to profitability*. Quantitative findings indicated that SL training would

enhance managerial leaders' capabilities to undertake five critical leadership responsibilities namely, *promotion of employee engagement, developing and retaining talent, promoting desired organisational culture, building positive relationships with stakeholders and promoting employee commitment to bank values* (refer to Figure 5.4). Further evidence from qualitative findings regarding SL and impact on leader performance showed that managers trained in SL will be able to get results, improve teamwork, manage emotions, communicate and negotiate better, build shared leadership through delegation, develop team capabilities, develop business and increase revenues. These findings corroborate quantitatively sourced evidence.

The findings above led the researcher to conclude that servant leadership adds value to the execution of leadership responsibilities and achievement of deliverables. The tangible benefits highlighted herein show that servant leadership derived skills have a place in the competence development of managerial leaders and consequently in enhancing leadership performance in the banking sector.

7.5.2 Impact of Servant Leader on work relations

The study also interrogated the widely-held view that the main focus of servant leadership is on follower or subordinate needs, growth and development which includes retention of talent and development of the capabilities of followers, as well as ensuring job satisfaction and motivation both financially and intrinsically. The results for the quantitative findings in Table 5.18 show that servant leaders' main thrust is on the *needs of all stakeholders*, followed by *needs of customers, needs of the organisation, needs of employees* and lastly *needs of the community*. Additional findings in this section were validated by a question which asked respondents to indicate in order of priority the greatest impact of SL on work group relationships. The findings showed that SL had the greatest positive impact on followers or subordinates, followed by work peers, supervisors and superiors, customers and clients, regulatory authorities and lastly the community as illustrated in Table 5.19. Qualitative findings concluded that servant leaders should build and enhance relationships with customers in order to satisfy customer needs and maintain positive relationships with regulatory authorities in order to comply with corporate governance requirements which call for leaders in banks to observe and maintain ethical conduct in the management of banking institutions. Servant leaders were also called to maintain productive and working

relationships with staff and shareholders which corroborate findings from quantitative results.

On the basis of the findings above the researcher concludes that:

- From a needs perspective, servant leaders realise and understand that the growth, sustainability and survival of a bank requires that the needs of all stakeholders be addressed fully. Critical stakeholders include shareholders who provide capital, customers and clients who require banking products and services, employees that deliver the services to customers in order to achieve organisation needs in the form of results like income, low cost/income ratios, low levels of non-performing loans, profitability leading to acceptable return on shareholder funds (value creation) and rewards for employees and social investment to the community. Managers in banks should therefore embrace servant leadership attributes in order to display behaviours discussed here.
- Servant leaders realise that in order to achieve the above leadership performance targets, they need to work with and through people in the organisation especially followers or subordinates. This is consistent with what Herb Keller, the CEO of South West Airlines said about servant leadership culture, that the company pyramid of priorities should be structured upside down with employees at the top, and if executives satisfy employees' needs, the employees will in turn focus on providing quality service to the second most important group, customers, in order to increase company profitability. If managers in the banking sector adopt the mind set as discussed here, it should follow that they will be able to achieve their deliverables as per expectations.

7.5.3 Impact of EI on Leadership Deliverables

Findings from assessment of EI impact on managers' ability and willingness to undertake specific leadership tasks in the organisation revealed that EI had the most positive impact on five of the eleven leadership responsibilities which are, *promoting employee engagement, developing and retaining critical talent, promoting the desired organisational culture, building positive relationships with stakeholders* and *promoting employee commitment to bank values* (refer to Figure 5.5). The findings are corroborated by qualitative results which showed that EI training enhanced leaders' ability to pay more attention to people management, managing diverse views and thinking among team members, respond

positively to different situations, manage and resolve conflicts, better interaction with customers and family and maintain emotional maturity in different circumstances.

On the basis of these findings the researcher concludes that the study through the evidence provided, has been able to demonstrate the utility of EI competencies to managerial leaders in their responsibilities and outcomes.

7.5.4 Impact of EI on Work Relations

As discussed in chapter 5, section 5.6.1 and illustrated in Table 5.20, EI is perceived to have the greatest positive impact first on followers or subordinates, followed by work peers and then supervisors and superiors and customers and clients. Least affected by EI were regulators and the community. Qualitative findings point to the importance of EI competencies such as listening skills, trust and integrity, influencing skills, need for rational and measured decisions through impulse control, conflict management, collaboration with the team and that these EI behaviours should be developed and internalised through embracing and practising them even after going through training on EI.

On the basis of these findings, the researcher concludes that managers spend or are expected to spend a great deal of their time with followers individually or in team meetings, discussing performance targets, personal development plans, career growth aspirations, reviewing performance, coaching, mentoring, counselling, employee engagement and motivational issues. It is during such engagements that the managers are expected to display high levels of emotional intelligence to understand their followers, display empathy, manage team dynamics and conflicts as well as celebrating successes.

Managerial leaders meet with work peers, supervisors and superiors in interdepartmental meetings, heads of department and executive management meetings and board meetings. Issues of bank strategies, promoting brand, culture and values, customer default rates, non-performing loan status, capital adequacy ratios, regulatory compliance and market challenges are discussed in such engagements. Disagreements and conflicts over differences in strategies and due to perceptual differences in mindsets or paradigms easily manifest in such meetings. It is during such engagements that managers are expected to be conscious of their emotional state and that of colleagues and superiors and be able to manage those emotions rationally in order to sustain productive engagements and outcomes.

The impact of EI to relations with customers and clients manifests more in managers displaying empathy and understanding of customer challenges and being able to assist where possible. Relations with regulatory authorities require managerial leaders at certain levels to understand the mind-set of the regulators in order to appreciate the basis of policy pronouncements and requirements.

A comparison of the impact of SL and EI in Table 5.21 shows that both constructs play a significant role in managerial leaders' obligations to followers (employee engagement, talent development and retention), to the organisation (crafting and promoting desired bank values and culture), to internal and external stakeholders (developing and maintaining value adding relationships), and to customers and clients (understanding needs, showing empathy and being of service to customer and clients).

The researcher concludes that servant leadership and emotional intelligence attributes and dimensions can be collectively defined as SL and EI competencies in that the term competencies is a collection of skills, behavioural traits of attributes and knowledge of doing certain things'. The researcher concludes that SL and EI competencies can be acquired and developed through institutionally-structured investment in leadership learning and development initiatives.

The findings adequately address the operational research question that sought to establish if training and exposure to servant leadership and emotional intelligence competencies could create leaders' ability and willingness to undertake leadership responsibilities and achieve results around leadership deliverables.

7.6 THE IMPACT OF SL AND EI ON LEADERSHIP PERFORMANCE

The findings and conclusions in this section were aimed at addressing the last two operational research questions below.

- How can servant leadership attributes and emotional intelligence dimensions be combined to create an integrated leadership development skills development programme?
- How can an integrated SL and EI leadership development programme be used to improve/or enhance organisational performance in areas of articulating vision and strategy, building and sustaining a productive organisational culture, development and

retention of talent, employee engagement, stakeholder relationship management, customer retention, value creation and community involvement?

7.6.1 Impact of Servant Leadership on Bank Performance

Five bank performance factors namely *increased customer retention, better corporate governance, increased revenue, increased profitability* and *overall bank performance* were tested against SL, seeking to establish whether SL has a positive impact on bank performance around the five factors.

Predictably so, the performance measure of, *improved overall bank performance* was the most significantly affected by SL given that this measure encompasses all other performance measures. The next factor positively affected by SL was *increased customer retention* which the researcher perceives as a logical argument because without customer retention banks will be unable to achieve growth and sustainability. *Revenue and profitability increases* were the third most positively impacted factors in that the retention of a critical mass of customers *ceteris paribus* should lead to revenue and profitability increases. *Better corporate governance* ranked the least impacted presumably because respondents do not quite understand the effect of corporate governance on value creation or the ranking was in relative terms given that its mean value of 3.12 was much higher than the average mean rating of 2.5 as in Table 6.1. However, inferential statistical analysis using the One-Sample T-Test produced a similar *p*-value of 0.000 for all the five items, less than the norm *p*-value of 0.05 which led the researcher to conclude that servant leadership has a significantly positive influence on all bank performance.

Qualitative findings identified bank targets such as realisation of bank vision, continued business viability from continuous business development, increased employee engagement, compliance with regulatory frameworks for banks and attainment of shareholder returns. For servant leadership to positively impact these performance factors, servant leaders require a custodian mind-set or stewardship which allows and enables them to care for and preserve bank capital by maintaining acceptable capital adequacy ratios, avoidance of insider loans and prudent lending to avoid increases in non-performing loans which erode capital. Servant leaders are also required to implement customer retention strategies in order to create value in the form of increased revenue/income and profitability leading to attainment of shareholder returns. To achieve employee engagement goals, servant leaders require servant attitudes of egalitarianism, role modelling behaviours such as conducting performance self-

assessments using criteria used on staff, influencing and persuasive skills through taking a keen interest in staff needs and welfare, and addressing staff challenges. The researcher posits that attention to these people issues by managerial staff using SL skills and attributes should have a positive knock-on effect on value creation targets like revenue, profitability and return on investment.

The findings above encourage the researcher to conclude that SL has a positive role to play in enhancing leadership performance.

7.6.2 Role of Emotional Intelligence on Bank Performance

The study sought to establish the role of EI in influencing bank performance factors namely, *increased customer retention, better corporate governance, increased revenue, increased profitability* and *overall bank performance*. In descending order the factors were found to be positively impacted by EI from increased customer retention, improved overall performance, increased profitability, increased revenue and better corporate governance. The impact of servant leadership on these factors was found to be more compared to the impact of EI as the mean rating on impact of EI were lower relative to mean ratings on SL influence as shown in Table 6.3. Inferential statistical computation using the One-Sample T-Test again produced p-values of 0.000 for all the factors again ascribing the same level of positive significance of EI to the factors.

Qualitative findings confirmed that EI training would improve bank performance. This would happen by first capacitating managers with competencies such as positive attitudes towards colleagues, improved teamwork and collaboration, understanding emotions in order to build effective workplace relationships, making measured decisions, enhanced listening and influencing skills to inspire and engage work teams to provide good service and work towards goal attainment and realisation of vision, preservation of capital by not losing money, and developing innovative solutions in order to increase revenue and profitability, and create value for shareholders.

7.7 SERVANT LEADERSHIP AND EMOTIONAL INTELLIGENCE SYNERGIES

7.7.1 Necessity for both Servant Leadership and Emotional Intelligence

The study sought to establish if any synergy exists between SL and EI attributes and competencies and concluded that both constructs are necessary to enable managerial leaders

to be more effective as leaders. A review of the association between the two constructs produced 97.6% agreement from respondents that the attributes were complementary.

Qualitative findings corroborated the complementary nature of the two constructs as they help to build soft skills like influencing ability and relationship management competencies. Leaders endowed with SL and EI competencies were more able to harness the energies of their teams towards attainment of the vision, and create high trust and integrity between leaders and their teams. Leaders understand and manage mutual emotions and creating high levels of employee engagement through effective listening ability, empathy, tolerance of diversity and showing leadership emotional maturity backed by a strong feeling for the need to serve others. Servant attitudes allow for EI competencies to grow and flourish within leaders and followers alike. Through servanthood, stewardship and empathy and a deep sense of appreciation for business created by the business community threshold, leaders build communities by investing in corporate social responsibility projects.

7.7.2 Technical Skills versus Servant leadership and Emotional Intelligence

Literature covered discussed the need for leaders to have more than just technical competencies but also soft skills to enhance leadership effectiveness. Research on whether technical banking skills alone would be adequate for managers to perform effectively in their roles produced negative findings with 72% (n=151) disagreeing with that view and instead going with the view that technical banking skills should be complemented by soft skills, among them servant leadership and emotional intelligence competencies, in order to become effective in executing managerial roles and more especially leadership roles.

7.7.3 Integrating Servant Leadership and Emotional Intelligence

The findings from the study's measures on whether the attributes of SL could integrate with EI dimensions led to the 14 selected SL attributes being categorised under the four components of EI as illustrated in Table 6.11. In order to validate the correctness of the matching, a Principal Component Analysis was computed using the extraction and Varimax rotation factor analysis which led to following conclusions:

- The principal SL predictor attributes for the EI component of *self-awareness* were *foresight* and *conceptualisation*. The researcher lays the claim that to have foresight and to conceptualise events, situations and dynamics in a given situation are in themselves acts of self-awareness behaviours or competencies.

- The principal component of self-regulation or self-management were *integrity* and *humility*. Leaders must regulate their emotions which include impulse control, and stress management, and in interacting with followers, peers, supervisors, superiors, customers and regulators, they should act with humility and integrity.
- The principal SL predictor attributes for the EI component of social awareness were *empathy*, *role modelling*, *appreciation of others* and *community involvement*. Self-management requires a leader to develop and extend empathy to others, to display self-efficacy and to motivate oneself to model acceptable and ethical leadership behaviours. This would mean practising appreciation of others, reaching out to make a difference to communities, accepting work with communities as an act of humility, and appreciating the business that banks get from the communities within which they operate.
- The principal SL predictor attributes for the EI component of relationship management were empowering, healing relationships, stewardship/guardianship and others' growth and development. Listening was found to be a secondary factor while persuasion was noted as a tertiary factor. The researcher concluded that for a leader's ability to practise the EI competences under relationship management, there should evidence that they are empowering their followers through delegation and investing time, effort and finance in the growth and development of the careers of followers, peers and other staff and sharing leadership responsibilities with followers and peers. Leaders should seek to heal relationships adversely affected by internal team conflicts and divergence of perceptions on bank strategic options. Leaders should display stewardship or guardianship attributes by working for the good of others, the organisation and communities by preserving business and capital even for future generations. This is itself evidence of relationship management.

Qualitative findings on the possibility of integrating SL attributes and EI competencies showed that interviewees perceived such factors as social awareness, influencing and persuasion skills, role modelling, stakeholder relationship management and team orientation as being common to both SL and EI. To be a good servant leader, one would need to perceive emotions in oneself and especially in others. To appreciate decline in followers' performance requires social awareness of the challenges they are facing. Leaders need to show humility and egalitarianism as relationship management attributes in order to influence and persuade followers, peers and superiors to buy into certain decisions. Role modelling gets positive

behaviours from leaders to rub onto others which is a social awareness and stakeholder relationship management strategy that creates mutual trust and leader integrity even in the eyes of customers. Effective listening skills is a tool for effective social awareness which elicits cooperation and trust from others and collaboration towards a common vision and goal attainment.

Based on these qualitative findings the researcher concludes that the sample integration of the 14 SL attributes into the four EI components is feasible as demonstrated by the arguments herein backing the integration process, and that it is possible to integrate SL attributes and EI dimensions into the integrated SL-EI concept.

7.7.4 Combined Impact of SL and EI on leader responsibilities

The study sought to establish the combined influence of servant leadership and emotional intelligence on leadership responsibilities as shown in Table 6.18. Out of the eleven leader responsibilities the top six most positively impacted by the synergies of SL and EI were, *promoting employee engagement, developing and retaining critical talent, promoting desired organisational culture, promoting employee commitment to bank values, building positive relationships with stakeholders and retaining key customers and clients*. It is worth noting that the remaining five responsibilities had mean ratings above the average 2.5 which also point to the strong impact of SL and EI.

Qualitative findings identified factors such as product innovation, generation of creative solutions, customer retention, productivity, profitability and value creation as being positively impacted by both SL and EI competencies such as egalitarianism, influencing and persuasion skills, employee engagement, sound stakeholder relationship management, and enhanced interaction and collaboration within teams.

The researcher concludes that SL and EI competencies promote leadership relationship orientation behaviours and actions towards internal and external stakeholders which leads ultimately to value creation in the form of profitability and return on shareholder investment.

7.7.5 Leadership Performance as a Differentiating Factor

The test administered to measure the comparative impact of servant leadership and emotional intelligence on nine selected leadership performance factors established that the modal statistic for all nine factors was recurrently associated with both SL and EI (Table 6.19). The

conclusion was that neither SL nor EI had overall comparative dominance on the leadership performance factors.

Further analysis to isolate performance factors most impacted by either SL or EI led to the following outcomes:

- SL had the greatest impact on three factors namely *more community involvement*, *more talent development and retention* and *staff awareness of vision and strategy* (Table 6.20). The least impacted upon were *more bank value creation* and *more workplace diversity*.
- EI had the greatest impact on *high customer retention* and *healthy stakeholder relationships* with the least impacted factor being *more bank value creation* (Table 6.21).
- Performance factors that were impacted the most by both SL and EI were *more bank value creation*, *productive organisational culture* and *improved employee engagement*. The least impacted by both constructs were *more community involvement* and *high customer retention* although the frequencies were above 55% (Table 6.22). There is a contradiction inherent in these findings in that logic would have reasoned that the combined impact of SL and EI would enhance impact on *more community involvement* and *more customer retention*. It does appear that the combined ingredients of SL and EI shift focus and impact to employees, organisational culture and value creation.

The frequencies for all nine factors on the impact of both SL and EI were above 55% (Table 6.22) compared to the frequencies on the impact of SL alone (Table 6.20) or EI alone (6.21) which demonstrates that the synergistic impact of both SL and EI is significantly greater than the impact of each construct on its own. On the basis of this observation, the researcher concludes that there is sufficient evidence to back the claim that integrated SL and EI competencies would significantly enhance leadership performance factors. The researcher therefore argues that there is merit in advocating for the integration of servant leadership and emotional intelligence competencies in a leadership development programme.

7.7.6 The Impact of SL and EI on Diversity

Acknowledging the importance of workplace diversity and its influence and impact on organisational culture and performance, the research sought the views of the eight interviewees on whether SL and EI training for leaders could lead to the promotion and tolerance of diversity and the outcomes were:

- Seven interviewees agreed that SL training would enhance workplace diversity as leaders will be more tolerant of the various forms of diversity which include, diverse views, opinions, perceptions, mind-set, strategies, individual circumstances and gender. Allowing diversity to thrive would lead to more creativity and innovation thereby creating a dynamic and progressive organisation. The disagreeing interviewee argued that training alone may not result in promotion and acceptance of diversity as it depended largely on a leader's background influences.
- On EI and diversity, five interviewees agreed that EI training would result in leaders tolerating diversity more. EI training builds listening skills, a more empathetic disposition, better conflict management and awareness of individual circumstances. These skills and behaviours allow for diversity, including gender diversity, to thrive in organisations.

The findings in this research converge on the premise that the presence of both SL attributes and EI competencies if applied would result in greater tolerance of diversity which in turn enhances stakeholder relationship management.

The researcher has highlighted the major conclusions of this research as discussed above. On the basis of these conclusions, the researcher reiterates his claim that there is value in the integration of servant leadership and emotional intelligence into a leadership skills development programme in order to develop and build leadership soft skills aimed at enhancing leadership performance in the commercial banking sector in Zimbabwe.

The next section articulates the researcher's own contribution to the discipline of managerial leadership development. The researcher argues that the conclusions of this research can generalised to the managerial population within the commercial banking sector in Zimbabwe if not in the entire economy, and that the methodology procedures described and applied in this research can be transferred to other environments. The researcher concludes that the research practices have met the minimum conditions for generalisability and transferability of the research methodology and design.

7.8 RESEARCHER'S CONTRIBUTION

After reviewing the literature and empirical studies done on SL and EI and the methodologies that the researcher used, the following conclusions can be drawn about the theoretical, methodological and empirical contributions to the research, to the scientific and academic

community, to the professional managerial and human capital development, and to the consultancy communities within the Zimbabwean economy and beyond.

7.8.1 Theoretical Contribution

Following the review of extant literature on SL and EI theories and models, the utility of the leadership competencies arising from the two constructs, and having supported the literature with empirical findings regarding the feasibility of integrating the constructs, as part of theoretical contribution, the researcher proposes the following servant leadership and emotional intelligence leadership development programme. If implemented it should result in managerial leaders acquiring the soft skills necessary to enhance leadership performance. This constitutes the researcher’s theoretical contribution to the research community.

7.8.2 SL and EI Leadership Competences

Based on research evidence produced in this study which demonstrated that there are complementary attributes in both SL attributes and EI dimensions as illustrated in Figure 6.1 the researcher developed a Servant Leadership and Emotional Intelligence Competencies matrix reflecting the similarities and complementarity within four categories of competencies as illustrated in Table 7.1 below.

Table 7.1 Proposed integration of emotional intelligence and servant leadership skills

Emotional Intelligence Competencies	Servant Leadership Competencies
<p data-bbox="229 1350 783 1384">Intrapersonal competencies or components</p> <ul style="list-style-type: none"> <li data-bbox="288 1391 783 1424">• Emotional Self-Awareness <li data-bbox="288 1429 783 1462">• Accurate Self -Assessment <li data-bbox="288 1467 783 1500">• Assertiveness <li data-bbox="288 1505 783 1538">• Self- Regard/Self- Confidence <li data-bbox="288 1543 783 1576">• Self-Actualisation <li data-bbox="288 1581 783 1615">• Independence/Feelings/Thoughts <li data-bbox="288 1619 783 1653">• Initiative and trustworthy <li data-bbox="288 1657 783 1691">• Achievement drive 	<p data-bbox="783 1350 1353 1384">Servant leader Internal components</p> <ul style="list-style-type: none"> <li data-bbox="842 1391 1353 1424">• Self-Awareness <li data-bbox="842 1429 1353 1462">• Foresight and Visioning <li data-bbox="842 1467 1353 1500">• Conceptualisation <li data-bbox="842 1505 1353 1538">• Commitment <li data-bbox="842 1543 1353 1576">• Servant hood/Calling <li data-bbox="842 1581 1353 1615">• Visioning/Voluntary Subordination <li data-bbox="842 1619 1353 1653">• Transcendental Spirituality <li data-bbox="842 1657 1353 1691">• Self-identity

Emotional Intelligence Competencies	Servant Leadership Competencies
<p>Self-Management Components</p> <ul style="list-style-type: none"> • Emotional Self Control/Impulse Control/Confidence • Feelings/Thoughts • Trustworthiness • Conscientiousness • Adaptability/Flexibility • Achievement Drive • Initiative/Problem solving • Stress tolerance/managing Anxiety • Happiness/Optimism 	<p>Servant Leadership Self-Regulatory components</p> <ul style="list-style-type: none"> • Credibility/Moral-Ethical behaviour • Honesty/Integrity • Humility/Authentic Self • Trust • Modelling • Wisdom/Courage • Building capacity for reciprocity
<p>Social Awareness</p> <ul style="list-style-type: none"> • Empathy • Service orientation • Interpersonal relations • Organisational Awareness 	<p>Servant Leadership Environmental Awareness components</p> <ul style="list-style-type: none"> • Listening/Standing back • Empathy/Covenantal relationships • Service/Responsible Morality • Appreciation of others • Altruism/Valuing people • Egalitarianism/Servant hood • Inspirational/Agapao • Interpersonal Acceptance
<p>Interpersonal Relationship Management</p> <ul style="list-style-type: none"> • Developing others • Influence/ Change catalyst • Communication • Conflict Management • Visionary leadership • Catalysing leadership • Building bonds • Team building/team working • Collaboration • Interpersonal relations • Social responsibility 	<p>Servant Leadership Stakeholder Management Components.</p> <ul style="list-style-type: none"> • Vision/Foresight/Persuasive mapping/Goal-setting • Healing Relationships • Influence and Persuasion • Transforming Influence • Pioneering and Pacesetting • Organisational Stewardship • Delegation/Empowerment • Commitment to the growth of people/Inspirational • Sharing Leadership/Shared decision making/Team building • Building Community/Creating value for community. • Accountability

Source: Researcher's own design

The researcher consolidated the skills and behavioural attributes from the major models of SL and EI and matched them into four categories in terms of the complementarity of elements of both SL and EI. The researcher labels the groupings below. The matched attributes created four leadership competence domains which are part of the integrated leadership soft skills development programme.

7.8.2.1 Leader intrinsic competencies

This category comprises a mix of the servant leader internal components and emotional intelligence intrapersonal competencies as explained in Table 7.2 below.

Table 7.2 SL/EL Integrated Intrinsic competencies

SL/EI Intrinsic Competencies	Competences Description
Self-Awareness/Self-Assessment	Accurately assessing one's inner feelings and emotions and thoughts and thought processes and raising the awareness to the conscious level.
Visioning and Foresight, and Conceptualisation	Ability to construct mental pictures and maps of where the organisation should be moving towards and how. Planning to explain the vision and foresight to followers using conceptualisation skills and seeking to self-actualise or release achievement drive within the leader. Building self-commitment before displaying it others.
Self-Identity, self-regard, self-confidence and Assertiveness.	Summoning positive experiences, skills and past achievements to build and sustain self-confidence, self-regard and knowing one's capabilities to enhance assertiveness and independence of thoughts, feelings and actions driven by positive past record.
Voluntary subordination, transcendental spirituality, servanthood and trustworthy	Self-conscious of the need to be or service to others, taking the initiative to build and mould feelings and thoughts of serving others in a humble way and seeking to live a trustworthy life as a leader. Accepting leadership as a calling not as a power flexing resource.

The above skills and behaviours which define a leader's ability to understand who they are as a leader, the ability to be self-conscious of what they stand for as a leader, how they prepare themselves before meeting with followers, peers and superiors within the organisation. These assist them to redefine and readjust their behavioural make up, how they

are feeling and what they are perceiving. The skills enable them to introspect, conduct self-questioning sessions and inner dialogue which helps them to make adjustments to their feelings and thoughts and prepare to operationalise productive, healthy and positive verbal and non-verbal behaviours when they engage others. Examples of such competencies are emotional self-awareness, accurate self-assessment, self-identity, foresight, visioning, conceptualisation, feelings of servant hood, mix of thoughts and feelings.

7.8.2.2 Leader-centric competencies

This category comprises servant leader self-regulatory or self-management competencies which collectively create the leaders' ability and willingness to regulate or manage their leadership behaviours in such a way that they will be viewed positively as leaders when the process of engaging others is operationalised as described in Table 7.3 below.

Table 7.3 SL/EI Leader-centric competencies

SL/EI Leader-centric Competencies	Competences Description
Emotional self-control, impulse control, confidence management, authentic-self, humility, credibility and moral-ethical behaviours, trustworthiness, humility, managing anxieties, stress tolerance, and building internal capacity for reciprocity.	These competencies enable the leader to register and regulate their feelings and thoughts and tune these to align with what is expected of a leader. This includes maintain a confident disposition, displaying a credible, ethical and moral, trustworthy and honest standards of leadership behaviour which build and sustain leadership integrity. This includes impulse control in stressful and challenging times, remaining humble and being one's authentic self.
Achievement drive, conscientiousness, adaptability, flexibility, modelling, optimism, happiness	The leader's ability to model high ambition behaviours like achievement drive, remaining optimistic in face of adversity, paying attention to detail or conscientiousness or striving for perfection or excellence but remaining flexible and adaptable to organisational changes as necessary to achieve team results.
Wisdom, courage, initiative and problem solving.	Ability to take the initiative to innovate, courage to change status quo and building problem solving skills and competencies.

These are competencies centred on the leader and directed at leaders managing their own behaviours, attitudes, stature and standing in the face of the public. In other words, the leader is now laying bare the well-thought out and couched leadership attitudes, behaviours and attributes arising from the intrinsic behaviours. Managers are now exposing expected and acceptable standards of leadership behaviours and attitudes when interacting with followers, peers, superiors, customers, regulators and members of the community. Their radar will be regulating them and steering them when they stray from the defined competencies. Internal dialogue will continue and the inner person will be interrogating the self, asking questions like, “Is this attitude I am now displaying reflective of a moral-ethical leader?” “Am I being perceived as a credible, honest and authentic leader?” Examples of the SL-EI competencies mix in this category include, impulse-control, consciousness of the prevalence of and management of anxiety attacks, displaying leadership wisdom, showing courage and assertiveness towards others, reciprocating good gestures and good will, displaying optimism through words and non-verbal cues and accepting flexibility and adaptability as part of managing one’s expectations in strained situations in meetings, board rooms and negotiation encounters.

7.8.2.3 Leader diagnostic competencies

This category encompasses EI social awareness and servant leadership environmental awareness competencies which enable managers to diagnose the state of social and environmental conditions that confront them. The conditions include behaviours, attitudes and actions of their followers, peers, superiors, customers and other stakeholders as illustrate in Table 7.4 below.

Table 7.4 SL/EI Leader-diagnostic competencies

SL/EI Leader-diagnostic Competencies	Competences Description
Organisational and environmental awareness, service-orientation and interpersonal acceptance and interpersonal relations. Egalitarianism and servanthood and altruism.	Leader’s ability to understand critical internal and external environmental and regulatory as well as organisational business networks and partnerships that must be engaged. These include followers, peers, superiors, stakeholders like customers, suppliers and regulators as well as disadvantaged and needy groups. Leader should seek to be accepted and to display egalitarianism and servanthood and

SL/EI Leader-diagnostic Competencies	Competences Description
	responsible morality and altruism in engaging these groups.
Empathy, diversity, covenantal relationships, agapao love, altruism, inspirational, valuing people, standing back and listening, appreciation of others.	Ability to understand people and appreciate their diverse views, make up and circumstances and showing empathy, professional love and care and inspiring them by displaying behaviours for the common good-altruism.

These competencies enable leaders to read through, perceive, discern and distil the state of those that they are interacting with face to face, online or through other communication methods. To be able to accurately read the minds of others and get them to buy into their side, leaders need to use these competencies to encourage and motivate the outflow of feelings and emotions as well as thoughts from those they are interacting with. Examples of competencies in this category include, displaying a service orientation, and treating on followers and others fairly. Leaders would also need to listen effectively, show empathy in some situations, valuing staff as individuals, showing appreciation in order to encourage good behaviours and performance, and display a higher level of organisational awareness of the intricacies, challenges, the politics, opportunities, strengths and threats facing the organisation.

7.8.2.4 Leader value-adding competencies

This category of what the researcher calls servant leadership stakeholder management and EI interpersonal relationship management defines the competencies which managerial leaders require in order to present value propositions and to deliver created value to both internal and external stakeholders. How managers engage with their role contacts will determine to a very large extent their chances of success in achieving set goals. Leaders need to extract value residing in human capital at different levels and in stakeholders such as customers, clients and employees in order to create and deliver value to their principals, the shareholders and to the economy. The competencies are illustrated in Table 7.5 below.

Table 7.5 SE/EI Leader value-adding competencies

SL/EI Leader value-adding Competencies (Stakeholder/interpersonal relationship competencies)	Competences Description
Vision, foresight, persuasive mapping, goal setting, pioneering, pacesetter, change catalyst, catalysing leadership, transforming influence, visionary leadership. Social responsibility Accountability for building community and creating value for both internal and external community. Organisational stewardship.	Leader's ability to envision new business, new products, new markets and new strategies as pacesetters and change catalysts. Ability to inspire and galvanise stakeholders around the vision and map strategies for change management or success. Being accountable for value creation which benefits internal staff and external stakeholders-customers and other groups. Accepting accountability for results. Driving social investment programmes to appreciate support for business provided and championing responsible corporate citizenry.
Shared leadership, shared decision-making, team building, building bonds, commitment to the growth and development of others, interpersonal relations, conflict management-healing relationships, collaboration, inspirational,	Developing and growing skills and competencies of followers through empowerment, delegation and sharing leadership with them. Using communication and Influencing skills to and persuade teams to work towards organisational goal achievement.

The competencies in this category include ability to articulate vision and strategy to all stakeholders so that they know what the bank's vision is and direction in the market which also gives brand visibility. Leaders are required to use competencies like conflict management and healing relationships especially after acrimonious conflicts like labour disputes. There is need for leaders to use their influencing and persuasive skills to harness the energy of followers and to create employee engagement towards attainment of the vision. Leaders should be change catalyst and pacesetters in transforming organisational culture, values and business models in order to sustain the business and continue to create value. Other competencies include development and retention of talent through empowerment, delegation and shared leadership with followers. A collaborative, cohesive team focuses on vision and works in harmony for the betterment of all stakeholders. Leaders need to inculcate a culture of humility, and ethical behaviour and stewardship of bank assets to ensure viability, growth, preservation of value and survival of banks for the benefit of the community and future generations. Responsible bank leaders appreciate the contribution of communities which they do business with, and the attributes of transcendental spirituality and community builder require leaders to undertake corporate social investment programmes

as a way of giving back to society and assisting the underprivileged members in the society. All these are skills and behaviours or competencies that define the rules of engagement in order to unlock value for all stakeholders.

The researcher posits that the four categories of competencies can be developed into more robust learning based activities to facilitate learning and development by managers within the framework of a structure learning and development programme. The researcher argues that while literature on servant leadership concludes that SL emphasises follower needs, the skills and behaviours are more or less the same skills and behaviours that build a productive organisational culture for attaining set goals. The researcher is therefore advocating for a shift in the previous paradigms on servant leadership and argues that, in fact, servant leadership combined with emotional intelligence, when applied to peers, superiors, customers and clients shareholders and regulators, has the effect of enabling leaders to articulate vision and strategy, build productive organisational culture, develop and retain talent, promote employee engagement, build and sustain stakeholder relationships, retain customers, promote diversity and create value which is extended to communities through community involvement.

7.8.2.5 Leader performance convergence zone

The researcher posits that managerial leaders become more effective in creating individual leadership high performance when they strive to mix servant leadership, emotional intelligence and technical capabilities as illustrated in Figure 7.1 below.



Figure 7.1: Leader performance ingredients

Source: Researcher's own design

As illustrated in Figure 7.1, above the effectiveness of managerial leaders requires a combination of clear understanding of what it means to undertake leadership roles and responsibilities and accountability areas. This clarity should be backed by adequate technical capabilities which from research evidence are sufficient if qualifications are used as proxy for technical abilities. Over and above these capabilities, because leaders achieve results with and through the involvement, support and efforts of others, leaders should acquire a sufficient mix of servant leadership and emotional intelligence competencies in order to produce expected leader results. Based on this claim, the researcher posits another view that SL and EI competence levels can be classified into a mix of four quadrants with each mix creating implications for the type of leadership and level of performance outcomes. This is illustrated in Figure 7.2 below.

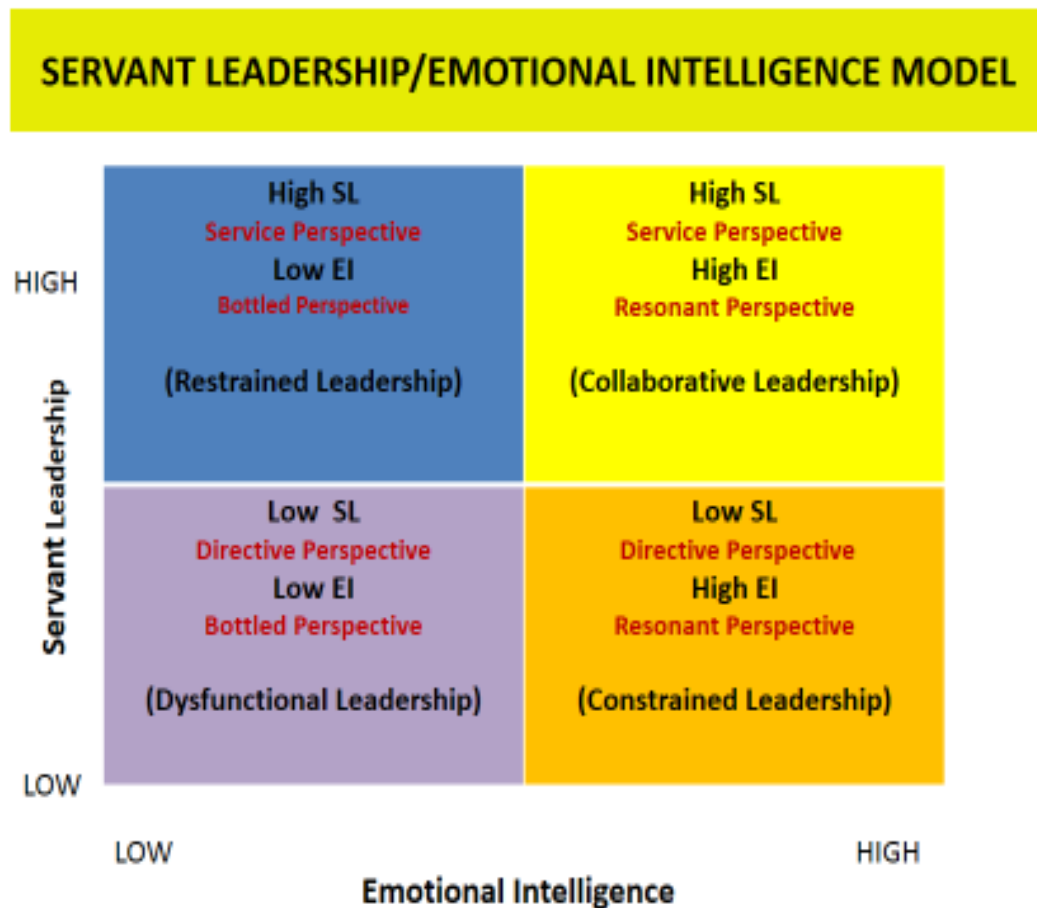


Figure 7.2: Integrated SL/EI-Lead Impact Model

Source: Researcher's own design.

Each quadrant represents a certain mix of SL and EI to collectively create what the researcher has termed the Integrated Servant Leadership and Emotional Intelligence Leadership Impact Model (SL/EI-LEAD MODEL). The model forms part of the leadership soft skills development programme on SL and EI for bank managers. The quadrants create four types of leadership behavioural domains.

- **Dysfunctional Leadership:** This quadrant is characterised by low servant leadership and emotional intelligence competencies. As a result, leaders in this category care less about follower needs, respond and interact in an insensitive manner to stakeholders and tend not to realise the importance of building productive relationships. They do not worry much about service to internal and external customers. Consequently their leadership is dysfunctional and they fail to achieve set goals.
- **Restrained leadership:** leaders in this quadrant have high servant leadership but low emotional intelligence and as a result they display many SL competencies but lack emotional intelligence to resonate with followers, peers, superiors and others. They show restrained behaviours which incapacitate them from building productive value-adding relationships. They show a lot of restraint, do not reach out and fail to create the necessary chemistry with their role contacts, the people they should interact and work with in order to achieve their goals. The researcher argues that these leaders can be perceived as passive-submissive and therefore fail to manage relationships. Low emotional intelligence exhibits what the researcher calls bottled emotional maturity, and such leaders fail to use their rational mind to inform and regulate their emotions, the researcher argues. The low level of emotional intelligence inhibits the full exploitation of the high servant leadership attributes.
- **Constrained leadership:** Leaders in this quadrant display low servant leadership although their emotional intelligence is high. They constrain themselves by not showing behaviours like service orientation, conceptualisation, ethical-moral behaviours. They do not act credibly all the time and may lack integrity while also caring less of the needs of others. They are constrained in that, if they applied a wide array of SL behaviours, they would be able to focus a lot more on the stakeholder needs and achieve more. Low servant leadership manifests more in directive behaviours, like making most of the decisions, telling others what to do and how to do it and less of shared leadership. The

leader may be displaying high emotional intelligence but more for the ultimate benefit of the leader's needs than those of others.

- Collaborative leadership: Leaders in this quadrant display high servant leadership and high emotional intelligence. They exhibit what the researcher calls collaborative leadership. They encompass the best of SL and EI and reach out with a service mind-set, humble but focused and determined, assertive but empathetic, and create business alliances and networks which they utilise to optimum advantage and become high achievers in their leadership roles. They understand the emotional state and needs of others, share leadership with followers, take an active and keen interest in providing quality leadership in order for their teams to provide quality service to customers. They are conscious of the need to act with credibility, integrity and within good corporate governance standards and show responsible stewardship to the organisation and to the community. They seek to ensure their institutions are perceived as good corporate citizens and they therefore resonate with their surroundings. The leader exploits to the full the potential utility of high servant leader and emotional intelligence competencies for the mutual benefit of all stakeholders including the leader himself or herself. This is the high impact leader performance zone that leaders should be striving to reach.

The quest for the right mix which is acquisition, application and practising high levels of SL and EI is a relentless pursuit and therefore it is possible for a leader to regress from the ideal level to any of the other quadrants. It requires constant and continuous feedback, discussions, workshops and refresher programmes to enhance the use of these competencies.

The researcher argues that this study had demonstrated the researcher's contributions in a number of areas. The study of two constructs drawing linkages between servant leadership and emotional intelligence is a theoretical contribution to the two disciplines. The proposed SL and EI leadership skills development programme comprising the integrated SL and EI competences matrix in Table 7.1, the Leadership Performance Convergence Zone in Figure 7.2 and the Integrated SL/EI-LEAD IMPACT MODEL in Figure 7.3 above should benefit managerial leaders, consultancy firms and human capital development practitioners in the commercial banking sector and other sectors within and outside Zimbabwe.

7.8.3 Methodological Contributions

Literature on mixed methods research (MMR) point towards the complexities and difficulties often encountered in undertaking in that it requires a researcher to be *au fait* with both quantitative and qualitative research designs and furthermore to be conversant with the various research designs under MMR. The researcher considers this research to be ground breaking in the banking sector in Zimbabwe in that despite the time, effort and cost often associated with mixed methods research, especially the concurrent design which require data collection, collation, transcribing and analysis simultaneously the researcher was able to conduct and complete the study. The researcher took the intellectual courage to research two constructs SL and EI using mixed methods concurrent design. It takes intellectual courage and optimism to undertake such research. The researcher posits that with this study he has made a modest methodological contribution which should also benefit the research community.

7.8.4 Empirical Contributions

A review of studies undertaken in the banking sector did not point to evidence of a study of both SL and EI in the sector, let alone the whole Zimbabwean economy. The researcher was able to conduct this empirical study and the findings of this thesis are testimony to the contextual and empirical contribution to research practice.

7.9 RECOMMENDATIONS

The researcher offers the following recommendations in order that various groups of people can benefit from this study and its contributions.

- Awareness campaigns: The researcher is required to publish jointly with supervisor, an academic article in a peer-reviewed journal. Through the publication, members of the research and academic community will be able to access and review the thesis, learn from it and identify research gaps that should give impetus to further research, a process that enriches the body of knowledge on servant leadership and emotional intelligence.
- Sharing research findings with participants: Distribution of research findings is considered an ethical research practice and custom which is encouraged to enable research participants and gatekeepers to benefit from the research findings. The researcher proposes to distribute an abridged user friendly version of the study findings to the gatekeepers the Reserve Bank of Zimbabwe and the Bankers Association of Zimbabwe and to the chief executive officers of the

banks that participated in the research study subject to securing permission from KwaZulu-Natal University which has copyright for this thesis.

- Full programme development: The prototype programme development in section 7.7 forms the basis for the development of a full-fledged learning and development programme encompassing all the competences and the model to ensure that workshops are conducted for managerial staff with case studies, role plays and syndicate groups to facilitate learning and internalisation of the attributes and skills of SL and EI. A trial workshop should be conducted from which feedback secured could be used to refine the programme before launching it on a wider scale in the bank where the researcher currently works.

The researcher is convinced that adoption of a multiplicity of awareness and publicity learning strategies will grasp the attention of a core group of managers which can form the nucleus for the dispersal of servant leadership and emotional intelligence benefits to managerial staff.

7.10 RESEARCHER'S REFLECTIONS

I share a few reflections on my experiences on this research journey which can be of interest to other researchers.

- The journey from commencement was characterised by anxieties, excitement and apprehensions as I was not entirely sure and confident of what I had embarked upon and how the journey was going to unfold.
- The journey requires high levels of self-discipline and self-regulation in order to attend to myriad of demands, obligations and responsibilities. Concentrated listening to the inner voice, the unleashed thought processes releasing ideas at any time and capturing ideas on water and electricity bills, purchase deals and receipts were all signs and hallmarks of intellectual perseverance and patience.
- The access to research communities through books, journal and online literature, interaction with fellow scholars, supervisor and doctors and professors' presentations in workshops have been most illuminating, enlightening and enriching for me. I opened up to a whole world of different perceptions and perspectives on paradigms of research and the intricacies and complexities as well as the fun and excitement of conducting research.

- There have been moments that I have felt lonely, isolated and unsure of whether I would pull this project through. Conducting research as a distance scholar may sometimes create feelings of loneliness with inadequate access to fellow scholars to discuss and share exciting and dull moments with. I tried setting up a cohort with fellow scholars in order to meet regularly and exchange notes and experience with limited success. Fortunately the chat site created on the smartphone did help to a limited extent. There are three fellow scholars whose interaction I had with was most rewarding as they helped me with ideas and material as much as I trust I also helped them.
- I felt most apprehensive when progress on retention of mailed questionnaires appeared to be headed for failure. I criss-crossed the streets of the capital city Harare knocking on the doorsteps of my fellow human capital practitioners trying to persuade and encourage them to assist as much in collecting the getting the instrument completed and returned. There were very exciting moments I experienced after collecting completed questionnaires in numbers of ten, fifteen and in a few cases above fifteen. That gave me hope to continue.
- I discovered through personal experience that research requires one to put in a lot of hours into reading, reflecting, writing and reviewing volumes and volumes of draft chapters. I learnt that one can never have perfection in research as new ideas, views, suggestions came up from discussing with fellow researchers, reading books and articles and dissertations by previous scholars.
- I have discovered the richness in qualitative research as I encountered feelings, emotions and rational arguments from interviewees. Marrying the findings with quantitative data was most daunting but rewarding as it was not an easy to build themes and corroborate them with quantitative findings.
- The experiences taught me the value of a supervisor in this journey as even a few moments of discussions and feedback with my supervisor reassured me that I was not alone and worked well in encouraging me to work and try harder.
- Despite the moments of anxiety, sleepless nights, endless frustrations with the search for the right material and putting together the project, the journey was most enriching in terms of utilisation of project management skills to ensure the right mix in terms of time, effort and investment to realise this conspicuous product. It takes a lot of courage,

patience, thinking outside-the-box mentality, foregoing a whole lot of social and family commitments and operating with inspiration and hope for the realisation of deferred gratification. I coined a quotation which kept me going namely, “*Every step taken is a victory point,*” as I celebrated minor successes, turning dilemma into hope which facilitated completion of this study.

7.11 AREAS FOR FURTHER RESEARCH

The researcher sees many opportunities for the conduct of further research in the various areas as suggested below.

- There is need to conduct research on the measurement of the characteristics and attributes of servant leadership and emotional intelligence within managerial staff in Zimbabwe using the validated instruments discussed in this research. Through such research, managers would benefit in knowing how much servant leadership behaviours and emotional intelligence competencies they have coming from a rigorous diagnostic assessment process. The gaps will assist managers to develop these attributes in a more focused way.
- The researcher proposed the conduct of a longitudinal study using multiple mixed methods research designs like sequential, concurrent and transformative designs to determine the impact of servant leadership and emotional intelligence combining multiple data collection methods like grounded theory, surveys and action research, focus groups, interviews and questionnaires in Zimbabwean universities in order to build a national leadership curriculum on SL and EI for schools and universities learning modules in order to build a culture that embraces these competencies at various levels.
- The researcher sees scope for conduct of further research studies on the comparative impact and effect of servant leadership and emotional intelligence on executive leadership in public service, public sector and private sector entities in order to develop standardised SL and EI leadership competencies for executives and directors.
- The researcher proposes further research using systematic literature review and content analysis on mixed methods research designs in order to enhance usage of mixed methods research in post graduate studies in Zimbabwean universities. The researcher envisages this approach to build research capacity and green field knowledge and theory development in the Zimbabwe and southern Africa.

7.12 CONCLUDING REMARKS

The research created an illuminating insight into the growing discourse on the constructs of SL and EI in the realm of leadership and management studies and leadership development. Organisations are increasingly being implored to pay attention to the qualitative leadership performance factors which greatly assist in building great places to work and employment destinations of choices. Servant leadership and emotional intelligence can play a more critical role to leadership approaches like transformational leadership if they are consciously developed into critical leadership competencies in the work place.

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APPENDICES

Appendix 1: Proposal Approval by UKZN



GRADUATE SCHOOL OF BUSINESS & LEADERSHIP

Student Name: Mukonoweshuro J.Z.

Student No: 213574196

Name of School: GRADUATE SCHOOL OF BUSINESS & LEADERSHIP

Proposed Qualification: Doctor of Business Administration

Title: Exploring the integration of servant leadership and emotional intelligence as a leadership development model

Panel Discussion: Pass with corrections

- Supervisor and student are encouraged to revisit the title. Make sure it is accurate and concise.
- The research design seems to have some weaknesses. Supervisor and student are encouraged to
 1. justify the number of interviews,
 2. justify the sample size,
 3. remove the hypothesis and concentrate on research questions and
 4. show how they are going to reduce bias and maintain reliability?
- The study is at doctoral level. Supervisor and student are encouraged to make sure that all objectives and research questions are at doctoral level.
- Student is encouraged to work with Mr. Hoque in shaping the research questions. The area of research design needs to be clearly articulated.

I wish you the best in your studies.

Thank you

Dr. Elias Munapo

Academic Leader: Higher Degrees & Research

Graduate School of Business & Leadership

UKZN, Westville Campus

Tel: 031 2608943 Cell: Email: munapoe@ukzn.ac.za

Appendix 2: GSB&L Letter to Gatekeepers



GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP WESTVILLE CAMPUS DURBAN

2 July 2014

Dr. J. P. Mangudya
The Governor
Reserve Bank of Zimbabwe
80 Samora Machel Avenue
P.O. Box 1283
HARARE
ZIMBABWE

Dear Dr Mangudya

RE: AUTHORITY TO CONDUCT DOCTORAL STUDIES RESEARCH: MR. J.Z. MUKONOWESHURO

We write requesting the authority of the **Governor of the Zimbabwe (RBZ)** as the custodian of the banking sector in Zimbabwe to consider our humble request to allow our Doctoral student, **Jeskinus Ziwenge Mukonoweshuro, Student No 213574196** to conduct his doctoral studies research in the banking sector in Zimbabwe.

Mr J.Z. Mukonoweshuro is pursuing doctor of business administration degree studies with the Graduate School of Business & Leadership (GSBL) University of KwaZulu-Natal (UKZN) RSA. It is the requirement of the programme that the student conducts a field research in line with the areas of studies undertaken.

Mr Mukonoweshuro's area of research is on the role played by **Servant Leadership and Emotional Intelligence dimensions** in building managerial leadership soft skills and their impact on the performance and effectiveness of managerial staff in the banking sector in Zimbabwe. The research process will require that the student accesses middle, senior and executive management in the banking sector to collect data for the doctoral research required to complete the study programme.

There will also be need for the student to access certain data through the **Reserve Bank of Zimbabwe** under strict confidentiality guidelines as may be sanctioned by your good office.

The UKZN's **Humanities and Social Sciences Research Ethics Committee** requires that students on post-graduate studies by research must obtain written authority from regulatory authorities responsible for the sector or companies in which the research will be conducted to enable the University to grant the student the ethical clearance necessary to commence the data collection process. It is in this context that the GSBL is making a formal request to the RBZ to grant permission to the student to enable him to apply for Ethical Clearance which clearance will enable the student to progress with his research studies. The Ethical Clearance is intended to ensure that the rights to **informed consent, voluntary participation and confidentiality** are observed and upheld by the student when he conducts the field research work in the Banking sector in Zimbabwe.

When the student secures the requisite Ethical Clearance, he will present your good office with a copy as proof of the University's permission to proceed with field research. The student will then contact respective employers and managerial staff in your constituent sector at a time when he is ready to commence the data collection process.

The GSBL and UKZN hopes that the RBZ will facilitate this request which is an integral part of leadership talent development in Southern Africa to ensure that our products distinguish themselves at the highest levels and that their skills and competencies will help to uplift the leadership standards in the sector and the economy.

Please do not hesitate to contact us for more information.

Yours sincerely

Dr. E. Munapo

Academic Leader: Higher Degrees & Research
Graduate School of Business & Leadership

UKZN, Westville Campus

Tel: 0027 31 260 8943

Cell: 0027 73 232 5211

Email: munapoe@ukzn.ac.za

Cc. **Mr S. Biyam,-The Chief Executive Officer, BAZ**

Appendix 3: Gatekeeper Approval-RBZ



Reserve Bank of Zimbabwe. 80 Samora Machel Avenue, P.O. Box 1283, Harare, Zimbabwe.
Tel: 263 04 703000, Fax: 263 04 707800, Telex: 26033, 26075 RESZIM ZW, Website: www.rbz.co.zw

08 July, 2014

University of Kwazulu-Natal
Graduate School of Business & Leadership
Westville Campus
Durban
SOUTH AFRICA

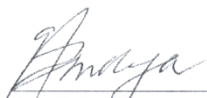
Dear Dr. E. Munapo

**RE: AUTHORITY TO CONDUCT DOCTORAL STUDIES RESEARCH:
MR. J. Z. MUKONOWESHURO: STUDENT NUMBER 213574196**

1. Reference is made to your letter dated 2 July 2014, in which authority is being sought for Mr. J. Z. Mukonoweshuro to conduct his doctoral research in the banking sector in Zimbabwe.
2. The Reserve Bank, as a regulatory authority, welcomes and fully supports any work or research that has a bearing on enhancing the country's banking sector performance, effectiveness and good corporate governance.
3. In view of the fact that Mr. Mukonoweshuro will be accessing members of staff within banks, it is recommended that prior arrangements be made so that the needed staff is made available.
4. Please note that all data accessed through the Reserve Bank of Zimbabwe or directly from the respective banks, shall be treated with confidence and strictly and used for the purposes of the doctoral research.

5. In line with the above, authority is hereby granted for Mr. Mukonoweshuro to conduct field research work in the Zimbabwean banking sector.
6. Please be guided accordingly.

Yours sincerely

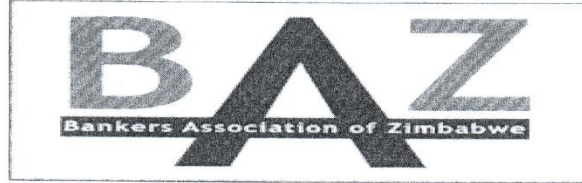


Dr. J. P. Mangudya
GOVERNOR

cc: *Mr. S. Biyam*
Chief Executive Officer
Bankers Association of Zimbabwe

Appendix 4: Gatekeeper Approval-BAZ

BANKERS ASSOCIATION OF ZIMBABWE
14177 Gumbira Avenue, Gumbira, HARARE



P.O. Box 10521
Harare
Telephone: 744321
Email: sue@baz.org.zw
Website: www.baz.org.zw

President: Mr S.M.T. Malaba
Vice President: Dr C.C. Jinya
Chief Executive Officer: Mr S.T. Biyam

16th July 2014

Dr E. Munapo
Academic Leader: Higher Degrees & Research
Graduate School of Business & Leadership
UKZN, Westville Campus
SOUTH AFRICA

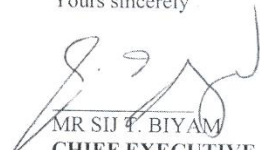
Attention: Dr Munapo

Dear Dr Munapo,

Re: **AUTHORITY TO CONDUCT DOCTORAL STUDIES RESEARCH:**
MR J.Z. MUKONOWESHURO

I would like to acknowledge receipt of your letter dated 27th June 2014 in connection with the abovenamed request. Please be advised that the Bankers Association of Zimbabwe does not have any objections to Mr J.Z. Mukonoweshuro undertaking Doctoral Studies Research in the banking sector in Zimbabwe.

Yours sincerely


MR S.T. BIYAM
CHIEF EXECUTIVE OFFICER

Appendix 5: Letter to Survey Respondents



Dear Respondent

My name is Jeskinus Z. Mukonoweshuro, and I am currently doing my research entitled: *Exploring The Role of an Integrated Servant Leadership and Emotional Intelligence Skills Programme in enhancing Leadership Performance in Zimbabwe's Commercial Banking Sector.*

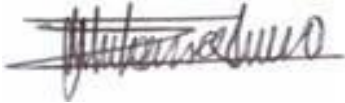
The enclosed questionnaire is part of my research project required for my studies in the degree of Doctor of Business Administration with the University of Kwa-Zulu Natal South Africa, and will enable me to understand your views about the role of Servant Leadership attributes and Emotional Intelligence dimensions in building soft skills for managerial leaders in the commercial banking sector in Zimbabwe. Your responses to the questions in this questionnaire are most valued as they will assist me to obtain an understanding of the issues relating to the research subject.

The questionnaire should take you about 10 to 15 minutes to complete. Most of the questions require you to select the most suitable answer from the provided answers. The information you provide will be treated with utmost confidentiality. For this reason, you are not required to provide your name or any of your personal details.

Your participation is voluntary, and if you consent to completing this questionnaire, I hope that you will find the completion of this questionnaire exciting and enjoyable. Kindly enclose the completed questionnaire in the provided envelope sealed, to me, **Jeskinus Z. Mukonoweshuro** by 31 October 2014. If you have any questions or would wish certain issues clarified by me, please do not hesitate to call me on +263 772 229 726 or e-mail me on my address, **mukudzeim@gmail.com**, my supervisor, Dr C. Sanangura on +27834286775

or email: cleopas@dawnholdings.com, or Mariette Snyman, HSSREC Research Office on +27312608350, email: snymanm@ukzn.ac.za.

I sincerely thank you for your time, effort and assistance.




JESKINUS Z. MUKONOWESHURO

Student No: 213574196

Cell: +263 772 229 726

E-Mail: mukudzeim@gmail.com

Appendix 6: Survey Questionnaire

 <p>UNIVERSITY OF KWAZULU-NATAL INYUVESI YAKWAZULU-NATALI Graduate School of Business</p>	<p>QUESTIONNAIRE</p> <p>ENHANCING LEADERSHIP PERFORMANCE THROUGH SERVANT LEADERSHIP AND EMOTIONAL INTELLIGENCE SKILLS</p>
--	--

*This questionnaire should **only** be completed by middle/senior/executive managers and directors in the Bank.*

The development of leadership skills in all sectors of the economy is a continuous process that helps to improve the performance of staff in organisations.

The researcher is seeking your voluntary participation and informed consent in completing this questionnaire and that the information you provide and your identity will remain strictly confidential. For this reason, kindly complete and sign the Informed Consent Declaration section below:

INFORMED CONSENT DECLARATION SECTION

OPTION 1: IF CONSENTING

Kindly tick in the box below, sign the declaration and proceed to complete the questionnaire, place it in the attached envelope, seal it and submit this to Mr. J. Z. Mukonoweshuro as addressed.

<i>I am willing to contribute my views to this research study. I hereby confirm that I fully understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I also understand that I am at liberty to withdraw from the project at any time, should I so desire.</i>	
--	--

Signature: _____

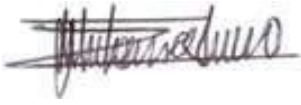
Date: _____

OPTION 2: IF NOT CONSENTING

Kindly tick in the box below and place it in the attached envelope, seal it and submit this to Mr. J. Z. Mukonoweshuro as addressed.

<i>I do not wish to participate in the research survey.</i>	
---	--

I sincerely thank you for your time, effort and assistance.

A handwritten signature in dark ink, appearing to read 'Jeskinus Z. Mukonoweshuro', with a horizontal line drawn through it.

Jeskinus Z. Mukonoweshuro

(Student No. 213574196)

Cell: +263 772 229 726

Email: mukudzeim@gmail.com

SECTION A: DEMOGRAPHIC INFORMATION

1. Gender Male
 Female
2. Age Range 30 to 39 years
 40 to 49 years
 50 to 59 years
 60 years and above
3. Highest educational qualification Certificate/Diploma
 Undergraduate
 Masters
 Doctorate
5. Managerial Level Middle Management
 Senior Management
 Executive Management
 Director Level
6. Number of years of working in the Banking sector 5-10 Years
 11-15 Years
 16-20 Years
 21-25 Years
 26 Years and Above
7. Number of years of experience in a managerial position in the Banking sector 1-5 Years
 6-10 Years
 11-15 Years
 16-20 Years
 21 Years and Above
8. Have you attended some leadership development courses in the banking sector?
 Yes No
- 7b. If *yes*, please tick the number of leadership courses that you have attended up to the present day
 1-3 Courses
 4-5 Courses
 6 and above courses
9. Have you ever attended a course on Servant Leadership?
 Yes No
10. Have you ever attended a course on Emotional Intelligence?
 Yes No

SECTION B: SERVANT LEADERSHIP ATTRIBUTES

1. To what extent are you aware of the concept of *servant leadership*, that is, leadership that emphasizes serving instead of authority?

	Not at all	To a minimal extent	To a moderate extent	To a great extent	Fully aware
Servant Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Which statement do you think best describes servant leadership?

- The leader's ability to create purpose, passion and commitment in people
- Shared leadership through developing people abilities and commitment
- Leadership through serving the needs of all affected by the manager

3. In your opinion, what are the *ten* most common attributes or characteristics of a Servant Leader?

- Listening Skills
- Foresight and visionary
- Strategic thinker
- Outspoken and assertive
- Pacesetters
- Conceptualisation
- Creative and innovative
- Always of service to others
- Persuasive and influential ability
- Empathetic to others
- Healing relationships
- Self-awareness
- Stewardship/Guardianship
- Experimental
- Community involvement
- Commitment to growth of others

4. If you may have learnt, or read about servant leadership, where was this from?
(Tick all that may apply)

- Leadership and management course
- Book, magazine or article
- Internet
- At work through my supervisor
- Other

5. To what extent do you agree with each of the following statements?

	Strongly disagree	Disagree	Agree	Strongly agree
The higher the managerial level, the more likely that one will know about servant leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The more experienced a manager is, the more likely that he/she will know about servant leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. In your opinion and from your experiences, which gender tends to display more Servant leadership behaviours?

- Male Managers Female Managers Neither/Nor

7. To what extent do you agree that knowledge of servant leadership helps improve a manager's ability and willingness to carry out each of the following tasks?

	Strongly disagree	Disagree	Agree	Strongly agree
Explaining bank's vision clearly to staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining bank's strategy to staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting the desired organisational culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing and retaining critical talent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting employee engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting employee commitment to bank values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building positive relationships with stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retaining key customers and clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting gender diversity at all levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating value for shareholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting more community involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. What else do you think that knowledge of servant leadership will also enable a bank manager to do?

9. To what extent do you agree that the main focus and thrust of Servant Leadership is to serve more?

	Strongly disagree	Disagree	Agree	Strongly agree
Needs of employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Needs of customers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Needs of the organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Needs of the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Needs of all stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. To what extent do you agree that work relations with each of the following will improve if managers acquire and practise more servant leadership behaviours?

	Strongly disagree	Disagree	Agree	Strongly agree
Followers or subordinates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisors and superiors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Customers and clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regulatory authorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. In your opinion and from your experiences, is there a relationship between servant leadership practices by management and each of the following?

	Strongly disagree	Disagree	Agree	Strongly agree
Increased customer retention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Better corporate governance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased revenue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased profitability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved overall bank performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION C: EMOTIONAL INTELLIGENCE

1. To what extent are you aware of the concept of *emotional intelligence*, that is, managing emotions positively?

	Not at all	To a minimal extent	To a moderate extent	To a great extent	Fully aware
Emotional intelligence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Which statement do you think best describes emotional intelligence?

- Emotional Intelligence is using rational thought to manage emotions
- Emotional Intelligence refers to managing one's emotions productively
- Emotional Intelligence is managing one's and other people's emotions

3. What do you think are the **four** key components of emotional intelligence from the adjacent list

- Self-Awareness of one's emotions
- Collaborating with stakeholders
- Self-Management
- Controlling the behaviours of others
- Building alliances with others
- Awareness of other peoples' emotions
- Relationship management
- Managing conflicts with stakeholders

4. If you may have learnt or read about emotional intelligence, where was this from?
(Tick all that may apply)

- Leadership and management course
- Book, magazine or article
- Internet
- At work through my supervisor
- Other

5. To what extent do you agree with each of the following statements?

	Strongly disagree	Disagree	Agree	Strongly agree
The higher the managerial level, the more likely that one will know about emotional intelligence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The more experienced a manager is, the more likely that he/she will know about emotional intelligence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. In your opinion and from your experiences, which gender tends to display more emotional intelligence?

- Male Managers Female Managers Neither/Nor

7. To what extent do you agree that knowledge of emotional intelligence helps improve a manager's ability and willingness to carry out each of the following tasks?

	Strongly disagree	Disagree	Agree	Strongly agree
Explaining bank's vision clearly to staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining bank's strategy to staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting the desired organisational culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing and retaining critical talent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting employee engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting employee commitment to bank values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building positive relationships with stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retaining key customers and clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting gender diversity at all levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating value for shareholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting more community involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. What else do you think that knowledge of emotional intelligence will also enable a bank manager to do?

9. To what extent do you agree that work relations with each of the following will improve if managers acquire more and practice emotional intelligence characteristics?

	Strongly disagree	Disagree	Agree	Strongly agree
Followers or subordinates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisors and superiors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Customers and clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regulatory authorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. In your opinion and from your experiences, is there a relationship between emotional intelligence practices and each of the following *five* aspects?

	Strongly disagree	Disagree	Agree	Strongly agree
Increased customer retention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Better corporate governance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased revenue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased profitability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved overall bank performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Match the Emotional Intelligence dimensions in the left column below to the correct group either *Relationship Management*, *Self-Awareness*, *Social Awareness* and *Self-Regulation*.

	Relationship management	Self-awareness	Social awareness	Self-regulation
Self-regard, self-confidence, Initiative and Trustworthy; Achievement-drive, Assertiveness, Independence and Feelings Influence, Developing others, Change Agent, Conflict Management, Team building, Social- responsibility, Communication, Visionary, Collaboration, Persuasiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empathy, Organisational Awareness and Service orientation. Interpersonal relations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confidence, Feelings management, Flexibility, Impulse-Control, Thoughts, Optimism, Stress tolerance, anxiety management, Trustworthiness, Adaptability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION D: SERVANT LEADERSHIP AND EMOTIONAL INTELLIGENCE

1. To what extent do you agree with each of the following *three* statements?

	Strongly disagree	Disagree	Agree	Strongly agree
Servant leadership and emotional intelligence skills are soft skills that every manager must receive training on in order to perform better in managerial roles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Servant Leadership characteristics or attributes complement Emotional Intelligence dimensions or attributes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical banking skills without servant leadership and emotional intelligence skills are still adequate to enable managers to perform effectively in their managerial roles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. For each one of the *fourteen* (14) Servant Leadership characteristics stated in the left column below, in which emotional intelligence category (either *relationship management*, *self-awareness*, *social awareness*, or *self-regulation*) do you think each characteristic appropriately falls under?

	Relationship management	Self-awareness	Social awareness	Self-regulation
Integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empathy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foresight	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Persuasion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empowering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Role modelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conceptualisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciation of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Healing relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stewardship/guardianship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others' growth and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. To what extent do you agree that managers trained in *both* Servant Leadership and Emotional Intelligence will become more effective in each of the following *eleven* aspects?

	Strongly disagree	Disagree	Agree	Strongly agree
Explaining bank's vision clearly to staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining bank's strategy to staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting the desired organisational culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing and retaining critical talent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting employee engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting employee commitment to bank values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building positive relationships with stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retaining key customers and clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting gender diversity at all levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating value for shareholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting more community involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Which leadership dimension between *servant leadership* and *emotional leadership* do you think has the *greatest* influence on each of the following *nine* leadership performance factors below?

	Servant leadership	Emotional intelligence	Both	None
Healthy stakeholder relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High customer retention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved employee engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More talent development and retention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhanced workplace diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff awareness of vision and strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Productive organisational culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More community involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More bank value creation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you very much for your valuable time and effort in completing this questionnaire!

Appendix 7: Informed Consent for Interviewees

**RESEARCH CONSENT FORM FOR ACADEMIC STUDIES: J.Z. MUKONOWESHURO:
UKZN**



“ENHANCING LEADERSHIP
PERFORMANCE THROUGH
SERVANT LEADERSHIP &
EMOTIONAL INTELLIGENCE
SKILLS- YOUR CONTRIBUTIONS
MY HUMBLE REQUEST!”

My email address: mukudzeim@gmail.com.

Contact mobile number: 263772 229 726

Supervisor: Dr.C.Sanangura:email: cleopas@dawnholdings.com

Supervisor’s contact mobile no. +27834286775

HSSREC Research Office: Mariette Synman: snymanm@ukzn.ac.za.

Mariette Synman contact no. +27312608350

Dear

**INFORMED CONSENT DOCUMENT FOR QUALITATIVE DATA
COLLECTION**

I write requesting your consideration to participate in my research study on the topic: **The role of Servant Leadership and Emotional Intelligence in developing soft skills for managerial leadership in the commercial banking sector in Zimbabwe.** I am requesting to conduct an interview discussion with you around the study topic. The answers from our discussion will be used in my research project required for my studies in the degree of Doctor of Business Administration with the University of Kwa-Zulu Natal, South Africa. My details are J.Z. Mukonoweshuro, student no. 213574196.

The study was motivated by the need to continuously develop leadership soft skills that will strengthen the competencies of managerial staff in developing and nurturing productive relationships with various internal and external stakeholders in the banking sector in order to improve and enhance organisational leadership performance in the banking sector.

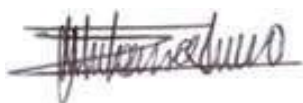
I intend to use the data collected from the research exercise to develop an integrated Servant Leadership & Emotional Intelligence Leadership Programme and will share the results of the study with you upon completion of the study.

Subject to your permission, consent and voluntary participation I am requesting you to set aside an hour of your valuable time to discuss with me the topical issues and to answer some questions I have prepared to guide our discussion. Kindly note that I also intend to use an audio recorder to capture your thoughts, ideas and views to avoid any distortions. The information obtained from our discussion will be treated with utmost confidentiality and your identity will be strictly preserved.

All research material will be preserved and disposed of within the guidelines of the University of KwaZulu-Natal. If you have any questions or would wish certain issues clarified by me, please do not hesitate to call me on **263 772 229 726** or email me on my email address, Jeskinus Mukonoweshuro, mukudzeim@gmail.com. You are also free to contact my research study supervisor, Dr Cleopas Sanangura on mobile no. +27834286775 or email address, cleopas@dawnholdings.com.

Thank you for your time in considering this request and I hope that you will find it worth your while to contribute to this exciting research project.

Yours sincerely



J.Z. MUKONOWESHURO
Doctoral Research Student
Graduate School of Business & Leadership
University of KwaZulu-Natal

In line with research requirements if you are agreeable to participating in the research interview, kindly complete the section below for confirmation.

RESEARCH PARTICIPANT DECLARATION

I..... (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

I hereby consent/do not consent to have this interview recorded.

.....
SIGNATURE OF PARTICIPANT

.....
DATE

Appendix 8: Structured Interview Guide

RESEARCH INTERVIEW GUIDE FOR ACADEMIC STUDIES: J.Z. MUKONOWESHURO:
UKZN



My email address: mukudzeim@gmail.com.

Contact mobile number: 263772 229 726

“ENHANCING LEADERSHIP
PERFORMANCE THROUGH
SERVANT LEADERSHIP &
EMOTIONAL INTELLIGENCE
SKILLS- YOUR CONTRIBUTIONS
MY HUMBLE REQUEST!”

QUALITATIVE DATA COLLECTION INTERVIEW GUIDE

1. Create Rapport with Interviewee

Researcher to create a friendly non-threatening climate with interviewee which includes introducing self to the interviewee and getting to know the role and responsibilities of the Interviewee and addressing fears and concerns.

2. Purpose of the Discussion

Explain the purpose of the discussion which is to collect data about the interviewee's knowledge of the role of Servant Leadership and Emotional Intelligence dimensions in building soft skills for managerial leadership in the commercial banking sector in Zimbabwe and how the soft skills can help to enhance or improve organisational leadership performance in the sector. Explain the use of an audio recorder to collect data and how the data will be protected.

3. Informed Consent Form

Interviewer to explain that the participation of the interviewee in the discussion is based on informed consent, that their involvement in the discussion is voluntary and that the interviewee is free to decline to participate or to withdraw at any stage in the course of the discussion. The data obtained from the interviewee will be treated with strict confidentiality. Interviewer to explain the contents of the Informed Consent form and to

get interviewee to sign up if they agree to proceed with the Interview or to amicably terminate the interview.

4. Semi-Structured Interview Questions

- i. What is your understanding of these terms: Servant Leadership and Emotional Intelligence in relation to managerial staff skills and competencies?
.....
- ii. How did you get to know about these terms? Possible answers: by reading about them on the Internet; through attending a leadership course; reading books written on the terms.
.....
- iii. A Servant Leader must be knowledgeable of a number of servant leadership attributes or characteristics. Could you kindly name some of the characteristics that you are familiar with? Probe for definition, elaborations and clarity. Build themes.
- iv. Have you attended a course on Servant leadership and if so when did you attend the course? What were the key learning points covered during the course? Themes.
- v. How different is servant leadership from other leadership theories you may be familiar with such as; Traits based leadership; Situational leadership, Action-centred leadership? Transformational leadership etc.
- vi. What specific workplace benefits are derived from a manager attending a Course on Servant Leadership? Discuss and probe. Leads- impact on staff, clients, authorities, value chain partners. Build Themes.
- vii. How do you expect managers that have attended servant leadership courses to behave in a workplace? Explain more. Build Themes.
- viii. Is there a relationship between a manager's knowledge of servant leadership and the following leadership performance factors:

Relationship management; explaining Bank's vision; promotion of desired organisational culture; developing talent; talent retention; employee engagement and commitment; customer service and retention; promotion of gender diversity; creating shareholder value; bank's involvement in community activities;
- ix. What is your comment about the following statement: "The higher the managerial position one occupies the more the manager is:

Knowledgeable of servant leadership characteristics; Displays more servant leadership characteristics; Performs better in their role? To probe. Build Themes.

- x. What is your view about the following statements:
 - a. Female managers tend to have more servant leadership qualities than their male counterparts.
 - b. Male managers tend to have more servant leadership qualities than their female counterparts.
 - c. There are no gender differences on the knowledge and qualities of servant leadership between male and female managers.
 - d. Training managers on servant leadership skills improves their leadership behaviours-which behaviours?
- xi. Training managers on servant leadership characteristics improves or enhances their performance on the job. Which performance factors are influenced the most?

5. Emotional Intelligence

- i. Have you attended a course on Emotional Intelligence and if so when did you attended the course?
- ii. What do you consider to be the key components of Emotional Intelligence?
- iii. What specific workplace benefits are derived by a manager from attending a Course on Emotional Intelligence? Discuss and probe. Leads- impact on staff, clients, authorities, value chain partners. Build Themes
- iv. How do you expect managers that have attended emotional intelligence courses to behave in a workplace? Build Themes.
- v. Is there a relationship between a manager's knowledge of emotional intelligence and the following leadership performance factors: Build Themes.

Relationship management; explaining Bank's vision; promotion of desired organisational culture; developing talent; talent retention; employee engagement and commitment; customer service and retention; promotion of gender diversity; creating shareholder value; bank's involvement in community activities;

- vi. What is your comment about the following statement: "The higher the managerial position one occupies the more the manager is:
 - a. More knowledgeable about emotional intelligence; Displays more emotional intelligence characteristics; Performs better in their role? To probe.
 - b. What is your view about the following statements:

Female managers tend to have more emotional intelligence attributes than their male counterpart.

Male managers tend to have more emotional intelligence attributes than their female counterparts.

There are no gender differences on the knowledge and qualities of emotional intelligence between male and female managers.

Training managers on emotional improves their leadership behaviours-which behaviours?

Training managers on emotional intelligence characteristics improves or enhances their performance on the job.

6. What if any is the relationship between Servant leadership Attributes and Emotional Intelligence competencies in the development of managerial skills?
7. What contribution is likely to be made from the combination of Servant Leadership and Emotional Intelligence training for managerial staff in the banking sector?
8. What specific leadership performance factors are likely to be positively affected by the provision of management development and training on servant leadership and emotional intelligence in the Banking sector in Zimbabwe?
9. What additional contribution would you like to make to the ways in which servant leadership characteristics and emotional intelligence dimensions can be used to improve or enhance managerial leadership skills and performance in the commercial banking sector in Zimbabwe?

Thank you for your valuable information on this discussion. How would you like to benefit from this research upon the completion of this study?

Appendix 9: Qualitative thematic coding and frequencies

Questions and Thematic response codes.	Sources	References
Emotional Intelligence		
E01. What is your understanding of the term emotional intelligence in the context of managerial leadership skills and competencies?	8	8
Managing Emotions (I3, I5, I6, I8)	4	4
Understanding Emotions (I1, I2, I4, I7, I8)	5	5
E02. How did you get to know about emotional intelligence?	8	8
Academic Studies (I3, I5, I6, I7)	4	4
Management Development Programme (I2, I4, I5, I7, I8)	5	5
Never knew about EI (I1)	1	1
Workplace (I6)	1	1
E03. What are the key elements that make up emotional intelligence?	8	8
Interpersonal Skills (I4, I7, I8)	3	3
Managing Oneself (I1, I6, I7)	3	3
Self-Awareness (I2, I7)	2	2
Social Awareness (I2, I5)	2	2
E04. What are the specific benefits that a manager who has attended a course on emotional intelligence can benefit from?	8	8
Awareness of Others' emotions (I1, I4, I7, I8)	4	4
Emotional Maturity (I6, I8)	2	2
Relationship Management (I1, I2, I3, I5)	4	4
E05. How would you expect a manager who has attended a course on emotional intelligence to behave towards anyone that they work with (EI associated behaviours)?	8	8
Relationship Management (I1, I2, I3, I4, I7)	5	5
Self-Awareness (I8)	1	1
Self-Management (I2, I4, I5, I6, I7)	6	6
Social Awareness (I2, I6, I8)	2	2
E06. What managerial targets do you think would be positively influenced on by managers with a high level of emotional intelligence skills and competencies?	8	8
Financial Results (I2, I5)	2	2

Stakeholder Relationship Management (I4)	1	1
Team Management (I2, I3, I4, I5, I7, I8)	6	6
E07. The higher one's managerial position, the more knowledgeable a manager is about emotional intelligence.	8	8
Agree (I3, I4)	2	2
Disagree (I2, I5, I6, I8)	4	4
Indifferent (I1, I7)	2	2
E08. The more training a manager gets on emotional intelligence the more they promote diversity at workplace.	6	6
Agree (I4, I5, I6, I7, I8)	5	5
Disagree		
Conditional (I1)	1	1
E09. The more trained a manager is on emotional intelligence, their work performance gets, and in which areas?	8	8
Agree (I1, I2, I3, I4, I5, I7)	6	6
Conditional (I6, I8)	2	2
Leader Performance (I1, I2, I5, I7)	4	4
Team-Organisational Performance (I1, I5)	2	2
Vision Alignment (I2)	1	1
E10. Who between female and male managers in the banking sector tends to have more emotional intelligence, knowledge and qualities and why do you say so?	8	8
Females (I1, I2, I3, I4, I5)	5	5
Indifferent (I6, I7, I8)	2	2
E11. Training managers on emotional intelligence leadership skills would improve their leadership behaviours. Which specific leadership behaviours?	8	8
Agree (I1, I2, I3, I4, I5, I7, I8)	7	7
Disagree (I6)	1	1
Listening Skills (I2, I5, I6)	3	3
Relationship Management (I2, I5, I7)	3	4
Self-Awareness (I1)	1	1
Self-management (I3, I4, I6)	3	3
Social Awareness I2, I6)	2	2

Servant Leadership		
S01. What is your understanding of the term servant leadership in the context of organisational managerial leadership skills and competencies?	8	8
Follower Development (I5, I7, I8)	3	4
Humility (I3, I6)	2	4
Service to Others (I1, I2, I3, I4, I6, I8)	6	7
Team Cohesion (I5, I8)	2	2
Visionary/strategic (I2, I3, I4)	3	3
S02. How did you get to know about servant leadership?	8	8
Academic Studies (I1, I2, I3, I5, I6, I8)	6	6
Bible (I3, I5, I6, I7)	4	5
Management Development Programmes (I2, I4)	2	3
Workplace (I1, I6, I7)	3	3
S03. What behaviours or leadership characteristics are shown by a servant leader?	8	8
Empathy (I1, I3, I4, I7, I8)	5	5
Integrity and trust (I2, I5)	2	4
Mentorship and humility (I1, I6, I7, I8)	4	6
Visionary/Strategic (I2, I3, I4, I7)	4	5
Exemplary leadership (I3, I5)	2	2
S04. How different is servant leadership from other types of leadership Styles?	8	8
SL is non-Autocratic (I1, I3, I4, I5, I6, I7)	6	6
Team Orientation (I1, I2, I4, I5, I6)	5	5
S05. What benefits would a manager obtain from attending a course on servant leadership?	8	8
Leader Self-awareness (I2, I3, I4, I8)	4	4
Team-Organisational Goal Achievement (I1, I5, I6, I7, I8)	5	5
Customer focus and loyalty (I1, I7)	2	2
S06. How would servant leadership skills help managers in their work relationships with customers, staff, regulators and shareholders?	8	8
Customers	0	0
Customer Loyalty	2	2

Customer Service (I1, I4, I7, I8)	4	4
Regulators	0	0
Compliance (I1, I4, I7)	3	3
Shareholders	0	0
Shared Vision (I3)	1	1
Stewardship/Custodianship of bank assets (I1, I4, I7)	3	3
Staff	0	0
Staff Expectations and teamwork (I1, I4, I6, I7, I8)	1	1
S07. What are the performance targets for middle, senior managers and executives in a bank?	8	8
Bank Vision (I1, I2, I4,	3	3
Business Viability (I6)	1	1
Employee Engagement (I8)	1	1
Regulatory Compliance (I4, I6, I7)	3	3
Shareholder Returns (I1, I2, I3, I5, I6)	5	5
S08. How do servant leadership skills influence managers to achieve the performance targets?	8	8
Customer focus and loyalty (I5, I8)	2	2
Custodianship Mindset (I3, I4)	2	2
Role Modeling (I1, I4)	2	2
Team Focus (I2, I6, I7, I8)	4	4
S09. The higher one's managerial position, the more knowledgeable a manager is about servant leadership characteristics.	8	8
Correlation (I5)	1	1
No Correlation (I1, I2, I3, I4, I6, I7, I8)	7	7
S10. The more training a manager gets on servant leadership, the more the leader promotes diversity at workplace.	8	8
Agree (I1, I2, I3, I4, I5, I8)	6	6
Disagree (I6)	1	1
Indifferent (I7)	1	1
S11. The more trained a manager is on servant leadership, the better their work performance gets, and in which specific areas?	8	8
Agree (I2, I5, I6, I7, I8)	5	5
Conditional (I3, I4)	2	2

Indifferent (I1)	1	1
S12. Who between female and male managers in the banking sector tends to have more servant leadership knowledge and qualities, and why would you say so?	8	8
Neither (I2, I3, I4)	3	3
Women (I5, I7, I8)	3	3
S13. Training managers on servant leadership improves their leadership behaviours, Which specific leadership behaviours?	8	8
Agree (I1, I2, I3, I5, I6, I7)	6	6
Conditional (I4)	1	1
Not Sure (I8)	1	1
Behaviours	0	0
Influencing and Listening skills (I2, I3, I4, I6)	4	5
Team Focus and collaboration (I3, I4, I5, I7)	4	4
SE01. What, if any, is the relationship between servant leadership behaviours or characteristics or attributes and emotional intelligence competencies in the development of managerial skills? In which specific areas?	8	8
Complementary (I1, I2, I3, I4, I5, I6, I7, I8)	8	8
Influencing Ability (I2)	1	1
Relationship Management (I2, I3)	2	2
SE02. What contribution is likely to be made from the combination of servant leadership and emotional intelligence in the training of managers in the banking sector?	8	8
Social Awareness of others emotions (I1, I3)	2	2
Influencing-Persuasion skills (I6)	1	1
Role Modelling (I5)	1	1
Stakeholder Management (I7)	1	1
Team Orientation (I2, I3)	2	2
SE03. What specific leadership performance factors do you think are like to be affected positively by the provision of management development and training on servant leadership and emotional intelligence?	8	8
Egalitarianism (I1)	1	1

Financial Results (I3, I4, I5, I6, I8)	5	5
Stakeholder Management (I3, I7)	2	2
Team Management (I4, I5)	2	2
Team Orientation (I2)	1	1

Appendix 10: Ethical Clearance Approval



06 August 2014

Mr Jeskinus Ziwenge Mukonoweshuro (213574196)
Graduate School of Business & Leadership
Westville Campus

Protocol reference number: HSS/0890/014D
Project title: Exploring the role of an Integrated Servant Leadership and Emotional Intelligence Skills Programme in enhancing Leadership Performance in Zimbabwe's Commercial Banking Sector

Dear Mr Mukonoweshuro,

Full Approval – Expedited Application

In response to your application dated 15 July 2014, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: Dr Cleopas Sanagura
Cc Academic Leader Research: Dr E Munapo
Cc School Administrator: Ms Zarina Bullyraj

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snymam@ukzn.ac.za / mcbunp@ukzn.ac.za

Website: www.ukzn.ac.za



1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

Appendix 11: Ethical Clearance Amendment



03 October 2014

Mr Jeskinus Ziwenge Mukonoweshuro (213574196)
Graduate School of Business & Leadership
Westville Campus

Protocol reference number: HSS/0890/014D
Project title: Exploring the role of an Integrated Servant Leadership and Emotional Intelligence Skills Programme
in enhancing Leadership Performance in Zimbabwe's Commercial Banking Sector

Dear Mr Mukonoweshuro,

Approval Notification – Amendment

This letter serves to notify you that your request for an amendment received on 22 September 2014 has now been approved as follows:

- Questionnaire

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form; Title of the Project, Location of the Study must be reviewed and approved through an amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

Best wishes for the successful completion of your research protocol.

Yours faithfully


.....
Dr Shenika Singh (Chair)
/ms

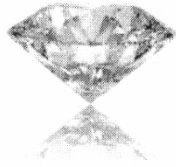
Cc Supervisor: Dr Cleopas Sanagura
Cc Academic Leader Research: Dr E Munapo
Cc School Administrator: Ms Zarina Bullyraj

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Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

Appendix 12: Editing Declaration by Editor-Editor's Letter.



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18 October 2015

Declaration of professional edit

**EXPLORING THE ROLE OF AN INTEGRATED SERVANT LEADERSHIP AND EMOTIONAL
INTELLIGENCE LEADERSHIP SKILLS PROGRAMME IN ENHANCING LEADERSHIP PERFORMANCE
IN ZIMBABWE'S COMMERCIAL BANKING SECTOR**

by

Jeskinus Ziwenge Mukonoweshuro

I declare that I have edited and proofread this thesis. My involvement was restricted to language usage and spelling, completeness and consistency, referencing style and formatting of headings, captions and Table of Contents. I did no structural re-writing of the content.

Sincerely,

Dr Jacqueline Baumgardt
Member, Professional Editors Guild

Professional
EDITORS
Guild