

**THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP ON EMPLOYEE
ENGAGEMENT IN THE SOUTH AFRICAN REVENUE SERVICE, KWAZULU-
NATAL REGION**

by

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A thesis submitted in fulfilment of the requirements for the degree of

Doctor of Philosophy (Management)

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May 2020

DECLARATION

I, **Nondumiso Prudence MDLETSHE**, declare that

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- (ii) This dissertation has not been submitted for any degree or examination at any other university.
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ACKNOWLEDGMENTS

I wish to express my sincere gratitude to the people who have supported me through this journey. The work of this magnitude could not have been possible without them by my side.

- My husband, Siphiwe Mdletshe, who has been the pillar of my strength. Thank you for the support and sacrifices you have made when I could not spend quality time with you and our family because of the demands of this study. Thank you for your understanding.
- My supervisor, Prof Thokozani Ian Nzimakwe for his assistance and guidance on this research study. The completion of this work would not have been possible without your excellent supervision, your availability and prompt feedback when required. During the most frustrating episodes of my studies, your calm and well- mannered approach has provided me hope and courage not to give up.
- Dr Sachin Suknunan, your professionalism and prompt response when required to guide and assist was truly amazing.
- Mr Deepak Singh, thank you so much for your contribution.
- My children who have tolerated my absence whilst I was busy with this research study.
- My very close friends who have supported me, checking on me and who have lifted me up when the journey was too tough. Your words of courage and wisdom has given me strength.
- My work colleagues, who have given me the most amazing support, I am truly blessed to have met you.
- My manager, Elize van Schalkwyk for the sincerest support, you have been more than just a boss to me. Without your support at work, I would have had difficulty balancing work demands and my study.
- To my team, and a special thanks to Leonie Du Plessis, I am blessed to lead people of your calibre, thank you for your support.
- Lastly to God be the glory for giving me strength to pursue my studies up to this level, I believe that everything is possible through Him.

ABSTRACT

The current turbulent economic era coupled with the fourth industrial revolution disruption considers leadership to be the most vital and effective machinery of an organisation for overcoming the current changing business trends and limiting socioeconomic issues. Leaders are bestowed with the bigger responsibility of channelling all the efforts and activities of their subordinates towards achieving the organisational goals and objectives. Effective and supportive leadership determines the success or failure of the organisation. Management at all levels in an organisation need to understand that organisational performance, which is realised through an engaged workforce, is a direct consequence of how people are managed and led. The study investigated the influence of transformational leadership on employee engagement in the South African Revenue Services (SARS) within the KwaZulu-Natal (KZN) area. Transformational leadership distinguishes itself from the rest of the contemporary theories because transformational leaders influence followers to transcend self-interest and commit themselves to strive for higher order needs and excellence. The study used mixed-methods research methodology to ascertain that the constructs of transformational leadership such as “idealised influence”, “inspirational motivation”, “intellectual stimulation” and “individualised consideration” have a strong influence on employee engagement. Two hundred and thirty-one copies of questionnaire were distributed to the workforce within the KZN area, of which two hundred and twenty-one were returned, giving a 95 per cent participation rate. Eighteen participants were also interviewed. It was discovered that *idealised influential* leadership practices fostered teamwork, a collective sense of mission (purpose) and made employees feel valued. It was further found that the *character* of the leader was a very important attribute, as this considered their moral and ethical conduct. Findings also revealed that *inspirational motivation* made employees feel empowered and self-driven, and they experienced a sense of inclusion, whereas poor performance, low morale and decreased motivation were the consequent effects of a lack of inspirational leadership. *Intellectually stimulating* leadership allowed employees opportunities to suggest new ways of doing their job assignments. It promoted liberated minds, innovation, decision-making and trust. Lastly, the presence of *individualised consideration* leadership practices took cognisance of employees’ needs, abilities and aspirations and as such, employees were able to receive appropriate coaching and development, thus making them feel valued for their contribution to the organisation.

Keywords: Transformational leadership, Idealised influence, Inspirational motivation, Intellectual stimulation, Individualised consideration, Employee engagement.

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CHAPTER ONE

INTRODUCTION AND OVERVIEW OF THE STUDY

1.1 Introduction

In the current turbulent economic eras, leaders are considered to be the most vital and effective machinery of an organisation for overcoming the current changing business trends and limiting socioeconomic issues (Hoon Song, Kolb, Hee Lee & Kyoung Kim, 2012). Generally, leadership is a key determinant for organisational outcomes (Odumeru & Ogbonna, 2013). There is a common say belief that people leave their managers and not their employers when they resign. The majority of studies have shown a relationship that is a very strong between the style of leadership and employee engagement (Al-Husseini & Elbeltagi, 2016). This statement signifies that the role of leadership in making or breaking the organisational objectives can never be understated. Organisations deliver their objectives through the collaborative effort of their people. The manner in which human capital is managed determines the future of the organisation. The study will investigate the influence of transformational leadership on employee engagement and this will be done by studying the specific constructs of transformational leadership.

This chapter provides a general overview of the research problem that led to the conception of the study.

1.2 Background of the Study

As outlined in the National Development Plan, South African government is aiming at growing its economy in order to support job creation while addressing the disparities in the country. This ideal is greatly supported by the South African Revenue Services (SARS), through which a substantial percentage of revenue is contributed to government to deliver its objectives (SARS Strategic Document, 2016). SARS was established as an independent agency to collect tax and revenue due. The vision of the organisation states that “it aspires to become an innovative revenue and customs agency that enhances economic growth and social development, and supports the integration into the global economy in order to benefit all South Africans” (SARS Strategic Document, 2016).

Given such a bigger mandate, the South African Revenue Services cannot achieve this without the collaborative effort of its workforce. Human capital plays a significant role in the achievement of such ambitious objectives. Therefore, an engaged, motivated, and inspired workforce is of paramount importance for this journey, hence it has been clearly stated that its workforce is a crucial driver of performance (SARS Strategic Document, 2016, p. 10), and it has been categorically stated that the efficiency and effectiveness of the organisation lies in its people (SARS Strategic Document, 2016, p.10).

In this endeavour to make this objective a reality, the role of transformational leadership cannot be understated. With rapidly changing times, our knowledge and practice of leadership must align with the current state. There is a compelling demand for leaders to mobilise workers all over the organisation to be adaptive in the changing workplace (Subrahmanyam, 2018). Transformational leaders strive for transformational results. Transformational leaders lift the consciousness of their followers. They do this by drawing on higher ideals and values such as freedom, justice, equality and peace (Weaver, 2016). Therefore, the constructs of transformational leadership such as ‘idealised influence’ ‘inspirational motivation’, ‘intellectual stimulation’ and ‘individualised consideration’ will be examined to ascertain their influence on employee engagement. Literature has confirmed that “engaged employees are those that are focused, energetic, and fully engrossed in their jobs and are highly motivated to direct their focused energy towards organisational goals” (Rastogi, 2013, p.3). This ideal can only be realised through leadership.

Annual staff engagement surveys, which have been done over the years, portrayed positive improvement. This improvement can be attributed to the implementation and enhancements of the initiatives that have been identified by staff through these surveys. Although there is an improvement on the employee engagement results, there is a notable decline in the participation rate (the total number of employees who participated in a survey). Employee engagement results of the two successive years, such as 2016 and 2017 respectively showed a decline of four and six percentage of the employee participation. Employee engagement participation rate can be viewed as a total number of individuals in a selected sample who have to participate in a survey, expressed by as a percentage of the total population. A decline in participation may have a significant impact in terms of understanding the state of an organisational health and wellbeing, which may negatively influence the remedial plans that the organisation may seek to adopt.

Although it is unclear as to what is leading to the decline in the participation rate, however it was noted that the lowest scoring dimensions in the employee engagement survey included lack of leadership alignment; sense of achievement; care and concern for employees; lack of strategic awareness and alignment as well as perceived lack of fairness. These lowest scoring dimensions are all attributed to organisational leadership.

The majority of studies have shown a relationship that is positive between this style of 'leadership' and most anticipated outcomes of employee engagement (Ismail, Mohamad, Mohamed, Rafiuddin & Zhen, 2010) which include job satisfaction, organisational commitment and decreased employee turnover intentions (Yahaya & Ebrahim, 2016). This is what has led to the interest in the study "to understand the influence of transformational leadership on employee engagement at the South African Revenue Services KwaZulu-Natal Region". Transformational leadership was identified as a remedial leadership philosophy that uses four leadership pillars such as idealised influence, inspirational motivation, individualised consideration and intellectual stimulation to show genuine concern for employees. Transformational leaders motivate behaviour by changing their followers' attitudes and assumptions; they direct and inspire individual effort. These leaders transform their followers by raising their awareness of the importance of organisational outcomes thereby activating their higher order needs and inducing them to transcend their own self-interest for the sake of the organisation (Wright and Pandey, 2010). Transformational leadership is useful in the public organisation like the South African Revenue Service given the organisation service and community oriented nature of its mission. Transformational leadership behaviours are consistently linked to employee performance and satisfaction even in the government sector.

The dearth of research conducted in South Africa is what led to this study. This study will also delve into how transformational leadership influences employee engagement from a South African public sector perspective. Recommendations will be beneficial to the organisation's human resources division at a local and national level. Should the study be not conducted, the influence of 'transformation leadership' in 'employee engagement' will remain unknown and as such, the employee engagement index and participation rate will continue to decline.

1.3 Research Problem Statement

The current 21st Century reality is that the bigger role of leaders is to channel all the efforts and activities of their subordinates towards achieving the organisational goals and objectives.

Literature has alluded to the critical role that leadership plays in an organisation. It is believed that effective leadership can determine the success or failure of the organisation, and we often hear that people leave their managers and not their organisations when they resign. Inevitably, this creates skills leakages which have a significant impact on the organisation. Management at all levels in an organisation needs to understand that organisational performance, which is realised by an engaged workforce, is a direct consequence of how people are managed and led. Therefore, their relationships with and the treatment of their employees ultimately influences employees' performance (Cranwell-Ward, Bacon & Mackie, 2002). Leadership is a complex and multifaceted construct, (Shuck & Herd, 2012). In simplifying this complex construct, Rampersadh (2015, p.8) postulates that "leadership is about guiding people, getting them to willingly follow and making them positive and happy about their following and the direction they are headed." Leadership has subsequently been defined as "the ability of an individual to influence, motivate and enable others to contribute toward the effectiveness and success of the organisation" (House et al., 1999 cited in Yukul, 2012, p. 21). SARS provided that it "recognises that its people are an indispensable driver of performance and hold the key to the organisation's ability to operate efficiently and effectively" (SARS Strategic Document, 2016 p.10). It therefore stands to reason that the manner through which its people are managed is very critical, owing to the critical role that they play in the organisation.

The decline in the employee engagement participation rate is what led to the interest in the study. The objective of the study is to understand whether transformational leadership influences employee engagement. Various mechanisms are utilised by transformational leadership in order to enhance the morale, performance and motivation of 'followers' (Stoner, Perrewe & Hofacker, 2011). In essence, it includes connecting the followers' sense of identity to the identity of the organisation; stimulating followers to assume control of the work assigned to them; understanding the capability of followers in order to ensure proper alignment with tasks that enhance their performance; and being the role model that inspires and makes followers interested (Odumeru & Ogbonna, 2013).

1.4 Aim and Research Objectives

The main aim of the study is to ascertain what influence does transformational leadership has on employee engagement in the South African Revenue Services KwaZulu-Natal Region. The

study seeks to investigate the effect that transformational leadership behaviours have on employee engagement.

The objectives of the study flowing from the main aim are:

- To understand the extent to which ‘idealised influence’ impacts employee engagement’ in the South African Revenue Services KwaZulu-Natal Region.
- To evaluate the influence of ‘inspirational motivation’ on employee engagement in the South African Revenue Services KwaZulu-Natal Region.
- To analyse the influence of ‘intellectual stimulation’ on employee engagement in the South African Revenue Services KwaZulu-Natal Region.
- To assess the impact that ‘individualised consideration’ has on employee engagement in the South African Revenue Services KwaZulu-Natal Region.

1.5 Research Questions

The main question of the study is to understand how transformational leadership influences employee engagement in the South African Revenue Services KwaZulu-Natal Region. The study will use the constructs of transformational leadership to answer the following research questions:

- To what extent does ‘idealised influence’ impact employee engagement in the South African Revenue Services KwaZulu-Natal Region?
- How does ‘inspirational motivation’ influence employee engagement in the South African Revenue Services KwaZulu-Natal Region?
- Does ‘intellectual stimulation’ influence employee engagement in the South African Revenue Services KwaZulu-Natal Region?
- What impact does ‘individualised consideration’ have on ‘employee engagement’ in the South African Revenue Services KwaZulu-Natal Region?

1.6 Conceptual Framework

The concept of ‘transformational leadership’ was initially introduced by James MacGregor Burns (1978) when he was doing his descriptive research on political leaders. This term has extended its use in organisational psychology. “Transforming leadership is a process in which leaders and followers help each other to advance to a higher level of morale and motivation” (Burns, 1978, p.21). Burns (1978) postulated that the differences between leadership and

management are in characteristics and behaviours, and for this reason, he came up with two concepts; ‘transforming leadership’ and ‘transactional leadership’. Based on Burns (1978), the ‘transforming approach’ produces remarkable change in people’s lives as well as their organisations.

‘Transformational leadership’ is characterised by four ‘I’s’: ‘idealised influence’, ‘inspirational motivation’, ‘individualised consideration’ and ‘intellectual stimulation’. These four I’s can be unpacked as follows:

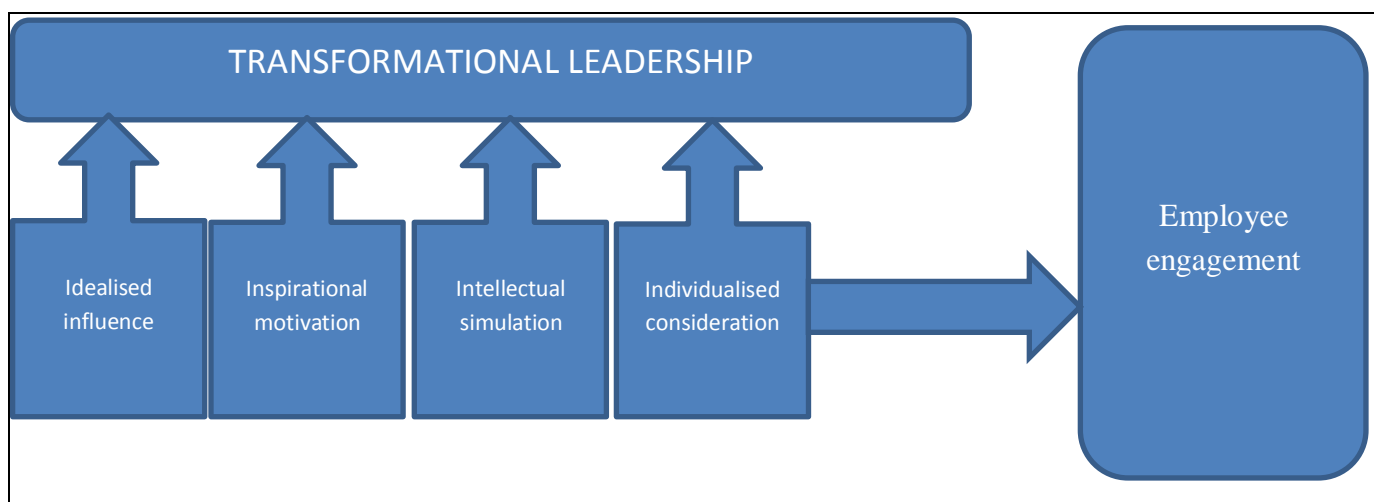


Fig 1.1: Transformational Leadership Conceptual Framework

Source: Bass & Riggio (2006)

Idealised influence means that the “followers identify with their leaders and they respect and trust them”. Transformational leaders take a direction that permits them to perform their duties as role models for their followers (Yasin Ghadi, Fernando & Caputi, 2013, p. 535). These leaders provide role models for “high ethical behaviour, instil pride and gain respect and trust” (Yasin Ghadi et al., 2013, p. 535).

Inspirational Motivation is the extent to which the leaders are extraordinarily effective in articulating their mission, beliefs and vision, thus inspiring followers (Rahman & Ferdausy, 2012). “Leaders challenge followers with high standards, communicate optimism about the future achievement of goals and provide meaning for tasks at hand” (Yasin Ghadi et al., 2013, p.12).

Individualised Consideration means “transformational leaders pay special attention to each individual follower’s needs for achievement and growth by acting as a coach or mentor” (Moghtadaie & Taji, 2016, p. 19).

Intellectual Stimulation refers to those transformational leaders who stimulate their followers to question old paradigms and encourage their innovation by “reframing problems, and approaching old situations in new ways” (Rahman & Ferdausy, 2012, p.30).

The constructs of transformational leadership will be used to outline the constructs that will be used to develop the main research questions and objectives. Similarly, these constructs will be used to determine the influence of transformational leadership on employee engagement.

1.7 Significance of the Study

The proposed study will determine the influence of transformational leadership on employee engagement, thereby contributing to the body of knowledge. This is significant in the public sector considering the current gap in the South African context. The findings will be useful for the organisation’s consideration in its journey of improving the leader-follower relationship, thereby improving the levels of engagement and the participation rate thereof.

1.8 Rationale of the Study

If the study is conducted, the South African Revenue Services as an organisation will be able to draw the best practices from transformational leadership approaches to be used to drive organisational effectiveness through an engaged workforce. Human capital is a very important asset in the organisation. Therefore, the effective management of this asset is of paramount importance. Disengaged workforce is costly. The study may enhance Human Resource practices to ensure an engaged workforce at all levels and ensure that strategic objectives are met. If the study is not conducted, the employee engagement and participation imbalance will continue to exist, and the organisation will not be able to understand the root cause.

1.9 Research Design

Case study research will be the most appropriate design to be used in this study. According to Bhattacharjee (2012, p.93), a “case study research is an in-depth investigation of a problem in one or more real-life settings (case sites) over an extended period of time”. It has been selected to be the best fit because it provides a wide range of social, cultural and political factors that could be related to the concept of transformational leadership within the organisation. It is a

method “suited for studying organisational processes that are complex and those that involve a number of participants as well as a sequence of events that are interactive” (Bhattacharjee, 2012, p.94). This design method will benefit the study because the researcher will be able to understand the how and why question by means of interviewing the participants.

1.10 Research Approaches

Mixed-methods approach has been used in the study to aid the researcher to achieve the objectives that are preferred. In this methodology, two data types are amalgamated in the design analysis and this is done by connecting, merging and embedding data (Creswell, 2013). This gives “a comprehensive account of the nature and magnitude of the phenomenon, seeking both to understand the context to produce generalisable findings as well as increasing confidence in findings” (Curry & Nunez-Smith, 2014, p.225).

1.11 Study Site

The study was conducted in the KwaZulu-Natal Region, with its footprint cutting across Durban and the surrounding office-based locations which extend to the minority representation in areas like Port Shepstone, Pietermaritzburg, Newcastle and Richards Bay.

1.12 Target Population

A population can be defined as all people or items (unit of analysis) with the characteristics that one wishes to study (Bhattacharjee, 2012, p.65). In this study, the target population is employees of the South African Revenue Services (SARS) in the KwaZulu-Natal Region.

1.13 Sampling Strategies

According to Bhattacharjee (2012, p.65), “sampling is the statistical process of selecting a subset of a population of interest for the purposes of making observations and statistical inferences about that population.” The sampling technique that will be used in this study is non- probability sampling (Bhattacharjee, 2012). Participants were carefully chosen using a probability sampling method whereby selection is by chance using principles of random sampling (Sarantakos, 2005). A stratified sampling method will be utilised.

1.14 Sampling Size

The “sampling frame is an accessible section of the target population which is usually a list with contact information from where a sample can be drawn” (Bhattacharjee, 2012, p. 67). The study used KZN employees as a sample frame. A sample of 231 questionnaires was dispatched

for the quantitative aspect of the study and 18 participants were selected for the qualitative section.

1.15 Data Collection Methods

The study collected data using in-depth interviews and questionnaires. The quantitative data was collected using the survey method called self-administered questionnaires. The focus of this section was to collect data about the specific constructs of transformational leadership within the KwaZulu-Natal Region, using an already established transformational leadership questionnaire.

1.16 Data Quality Control

Qualitative Study

Credible collection of data is very important in the data collection section because it ensures that all data gathering instruments are used to measure what they are supposed to measure and they are doing this in a consistent manner. The following data control measures will be in place:

- **Dependability:** “It refers to the stability of findings over time” (Cohen et al., 2013, p.146).
- **Credibility:** This process encompasses the belief that the results of the research are believable from the point of view of the participant.
- **Transferability:** “It is the extent to which the outcomes of the research can be generalised to other settings” (Moon, Brewer, Januchowski-Hartley, Adams & Blackman, 2016, p.17).
- **Confirmability:** According to Anney (2014), confirmability refers to the degree to which the results of the research could be confirmed or corroborated by others.

The **quantitative** aspect of the study ensures the credibility of the study by adhering to the quantitative data controls such as validity and reliability (Leedy & Ormrod, 2014).

1.17 Data Analysis

Qualitative data was analysed using thematic analysis. Cochran and Patton (2002) described thematic analysis as a process in which the researcher looks at all the data in order to identify the common issues that recur and then summarises these according to themes. Quantitative data

was analysed using the Statistical Package for Social Sciences (SSP) computer programme. The findings will be presented using graphs and tables.

1.18 Limitations of the Study

One of the challenges in this study included funding. Time constraints was another challenge and the fact that a tight work schedule might impeded efficient data collection. However, the researcher adopted a flexible approach wherein participants were interviewed at their most convenient timeframe which ensured that the process does not hamper production.

1.19 Structure of the Dissertation

The study is structured into to seven chapters:

Chapter 1

This chapter introduces the research. It presents the research problem, motivation for the study as well as the aims and purpose of the study. Furthermore, the significance of the study, research questions and objectives are outlined in this chapter. This chapter also offers the research design and the limitations of the study.

Chapter 2

This section provides a departure view for leadership discussion, which approaches from a different perspective. It provides a reader with an insight that leadership cannot be viewed and understood from a singular point of view. This chapter introduces the reader to the different ways in which leadership can be conceptualised, described and defined.

Chapter 3

This chapter introduces the reader to different approaches to leadership, which are not competing but complementing one another. This section will highlight few of the most influential leadership approaches, such as trait approach, behavioural, situational, authentic leadership, servant leadership and transformational leadership.

Chapter 4

This chapter provides the reader with an overview of where transformational leadership is clustered; this being the full range leadership theory. It provides different types of leadership contained in the full range leadership theory.

Chapter 5

This chapter explores various leadership challenges facing the South African private and public sector, which among others included the VUCA world challenges, fourth industrial revolution, and challenges brought by generational differences.

Chapter 6

This chapter explores the extant literature relating to the underlying theoretical concepts, concepts and constructs that pertain to transformational leadership and employee engagement. It further explores how these concepts have been operationalised in the existing studies.

Chapter 7

This chapter provides the description of the research design that was adopted in the study. The chapter explains the research methodology adopted in the study. The chapter further outlines the sampling strategies used, sample size and data collection techniques used, as well as the methods used to analyse the data.

Chapter 8

This chapter presents both the quantitative and qualitative findings of the research undertaken using both the survey and the interviewing approaches.

Chapter 9

This chapter presents the discussion and interpretation of results collected through the mixed methods approach. It also provides, integrates and compares results obtained from these two data collection methods as well as research findings presented from the review of literature.

Chapter 10

The purpose of this chapter is to provide conclusions, recommendations and limitations drawn from the study based on the analysis of results and discussions.

1.20 Conclusion

This chapter has presented an introduction and overview of the study. The chapter has also provided an overview of the background of the study and problem statement. Aspects such as the aims and objectives of the study are presented. Furthermore, the research questions, conceptual framework, significance and rationale of the study are presented in this chapter. The chapter also outlined a summary of research methodology and data collection methods, data quality control measures as well data analysis methods used in the study. The last section of this chapter presented the limitations of the study and outlined the overall structure of the dissertation. The next chapter presents an overview of where transformational leadership is clustered, such as in the full range leadership theory.

CHAPTER TWO

CONCEPTUALISATION OF LEADERSHIP

2.1 Introduction

Leadership is the most frequently studied topic in the organisational sciences. The literature under this area is rich and vast. The focus on the majority of leadership studies is on core leadership theories including descriptive and case studies. In the leadership arena, great part of the research has devoted its time focusing on enhancing leadership effectiveness within the public domain and little attention has been paid on self-leadership. The deficiency in the focus on self-leadership is based on an increasing number of personal failures, which are influenced, by relationship challenges, sexual compromise, and the desire for power, poor leadership or financial impropriety (Browning, 2018). The issue of self-leadership is the biggest challenge, yet overlooked. In an effort to become a better leader, it is often important to take cognisance of personal lives. The who we are in private cannot be isolated from the who we are in public, and this gives rise to the importance of the concept of self-leadership because it determines who we become.

2.2 Leadership evolution

The definition of leadership has evolved in so many ways since it has become the topic of academic introspection. There are many different leadership definitions influenced by many world affairs and politics and as a result between the period of 1900 to 1990, there were more than 200 different definitions.

During the 1900 -1929, the emphasis on leadership was on **control and centralisation of power** where domination was the central theme. In these sense, “leadership was defined as the ability to impress the will of the leader on those led and induce obedience, respect, loyalty and cooperation” (Northouse, 2018).

Between the 1930's and 1940's leadership was defined according to **traits**, which depicted leadership as influence rather than domination. In this view, leadership was defined as an individual's specific personality traits that he or she uses when interacting with the group. The latter part of this period saw leadership as an individual's behaviour when he or she is directing activities of the group, from the perspective persuasion rather than driver-ship or leading by coercion (April, Kukard & Peters, 2013).

During the period between 1950 and 1960's, leadership themes that were dominating included continuance of group theory, where leadership was seen as what leaders do in groups. This saw the definition of leadership being based on leader- behaviour aiming at developing shared goals and group processes.

During 1970's and 1980's the group focus gave away to the organisational behaviour approach where leadership became viewed as maintaining and initiating groups or organisations to achieve group or organisational goals. It was during the period that leadership was in fact a reciprocal process of mobilising by persons with certain motives and values, various economic, political and other resources, in a context of competition and conflict in order to realise goals independently or mutually held by both leaders (Northouse, 2018).

The 1980's exploded with scholarly and popular work on the nature of leadership, bringing the topic to the apex of the academic and public consciousness. As a result, a number leadership definitions emerged and became prolific stew with several persevering themes as detailed below:

- The first theme suggested that leadership is getting followers to do what the leaders wants done (van Houwelingen, van Dijke, & De Cremer, 2015).
- The second theme focused on influence, distinguishing leadership from management where it was affirmed that leadership was non-coercive (Hausman & Johnston, 2010).
- The third theme focused on leader traits and the last theme saw leadership as transformational process where one or more person engage with others in such a way that the leaders raise consciousness of the followers to the higher purpose (April, et al., 2013).

The 21st century sparked a debate on whether leadership and management are separate processes. The growing body of research indicated that the process of leadership is where an individual influenced a **group of individuals** to achieve a common goal, rather than developing new ways of defining leadership. Authentic leadership is among the developing leadership approaches which puts its emphasis on the authenticity of a leader. Spiritual leadership is also one of the emerging leadership theories, with its focus on values and sense of calling to motivate followers. Other approaches included servant leadership, which puts the leader in the role of servant who utilises caring principles to focus on follower's needs to help these followers become more autonomous, knowledgeable and like servants themselves. The last

approach being the adaptive leadership encourages followers to adapt on problem solving techniques and face challenges and changes (Northouse,2018).

After decades of inharmonious discussions, leadership scholars agreed due to many factors such as generational differences and global influences, leadership will continue to evolve and it will not have a one single definition, this means that it will have different meanings for different people.

2.3 Conceptualisation of leadership

Despite various provided definitions, there were different ways through which leadership was conceptualised. One such definition sees it as focus of group process. This perspective, suggest that central holder of the group change and activity is the leader that exemplifies the will of the group. Leadership is also viewed from a personality type point of view. This view suggest that leadership is a combination of special traits that are possessed by some individuals. These traits allow those individuals to encourage others to accomplish tasks. Other approaches to leadership define it as an act or behaviour, the things leaders do to bring about change in a group.

Moreover, some authors view leadership in terms of power relationship that exist between leaders and followers. From this perspective, leaders have power that they exercise to effect change in others. Others view leadership as a transformational process that moves followers to accomplish more that is usually expected of them. Finally, some scholars address leadership from a skills perspective. This viewpoint stresses the capabilities that make effective leadership possible.

2.4 Definition of leadership

Without being affected by various ways in which leadership has been conceptualised, the following components can be identified as central to the phenomenon to the definition of leadership:

a) Leadership is a process

This viewpoint suggest that it is not a trait or characteristic that resides in the leader but a transactional even that occurs between a leader and the followers. Process implies that a leader affects and is affected by the followers. It further implies that leadership is not linear, one way event but an interactive event. From one perspective, a leader central to any activity and influences his/her staff to achieve a common organisational or departmental goal (Northouse, 2010, p. 3). Based on this, leadership is understood as a “*process* that takes place between

leaders and those who follow them, not a set of traits or characteristics” (Northouse, 2010, p. 3). From this explanation, it can be deducted that leadership, as an influence process, is available to everyone, not a select chosen few. This is an important perspective of the emerging workplace with implication for employee engagement (Burke & Ng, 2006).

b) Leadership involves influence

This viewpoint is concerned with how the leader affects followers. Influence is the sine qua non of leadership and without influence, leadership does not exist. Leadership is about influencing, motivating and enabling others to contribute towards the effectiveness and success of the institution and this transformative view of leadership is conceptually connected to Kahn’s (1990) perspective around the emergence of engagement within an employee (Naidoo & Khan, 2011, p.3). It is the role of a leader to create an environment where engagement can thrive or diminish. From this perspective leadership and engagement share theoretical and conceptual parallels (Shuck & Herd 2012).

c) Leadership occurs in groups

In this perspective, groups are the context in which leadership takes place. Leadership involves influencing groups of individuals who have a common purpose. This can vary; it can be small task group, community group, or individual influencing a group of others to accomplish common goals. Leadership is about influencing a group of others to accomplish common goals. Leadership is an act or behaviour and this suggest that leaders must do certain things that are within the realm of leading” (Northouse, 2010, p. 3).

d) Leadership involves common goals

This view suggest that leaders direct their energies toward individuals who are trying to achieve something together. The meaning of ‘common’ suggest a mutual purpose, between leaders and followers. Attention to common goals has ethical implications for leadership because it emphasises on the collaborative partnership between leaders and followers to achieve selected goals. The emphasis of mutuality reduces the chances of unethical conduct on the part of the leadership because leaders and followers will work together to achieve a common goal (Northouse, 2018).

In understanding leadership, it is very important to understand the how leadership as a trait differs from leadership as process and how appointed leaders differs from emergent leaders and how the concepts of power, coercion and management differ from leadership.

2.5 Description of leadership

Pursuant to the definition of leadership, several important aspects pertaining to its nature require to be discovered. It is for this that there is an importance in addressing questions such as how *leadership as a trait* differs from *leadership as a process*, how *appointed leader differs emergent leadership* and how the *concepts of power , coercion and management differs* from leadership. Let us explore each one in detail.

a) Trait versus process leadership

The statements expressed by people such as a ‘born leader’ or a ‘natural leader’ often come from people who consider trait leadership. Trait leadership suggest that certain individuals has a special innate, instinctive quality or characteristics they are born with that differentiate them from the non- leaders. Trait viewpoint conceptualises leadership as a property or set of properties possessed in varying degrees by different people. Trait theories aid in identifying traits and qualities such as integrity, empathy, and assertiveness that are helpful when leading others (Browning, 2018). The trait viewpoint conceptualises leadership as a property or set of properties possessed varying degrees by different people (Jago, 1982).

Process leadership suggest that leadership is a phenomenon that resides in the context in the context of interaction between leaders and followers and this makes leadership available to everyone. Through this perspective, leadership can be observed in leader behaviours and can be learned.

b) Assigned versus emergent leadership

These two perspectives suggests that there are people who become leaders because of their formal positions in an organisation and there are those who become leaders because of the way other group members respond to them. These two forms of leadership namely, assigned leadership and emergent leadership.

Assigned leadership is based on the position that has been assigned by the organisation, and it often happens that these leaders do not always become real leaders in a particular setting such

as plant managers, departmental heads and directors. The assigned leaders do not always become the real leader in a particular setting (Wickham & Walther, 2007).

Emergent leader is that individual who becomes influential member of a group regardless of their title. This type of leadership is not assigned by position; rather, it emerges over a period through communication. The individual acquires emergent leadership through other people in the organisation, who support and accept that individual's behaviour. Some communication behaviours that account for successful emergent leaders include being verbally involved, being informed, seeking others opinions, initiating new ideas and being firm but not rigid (Wickham & Walther, 2007).

It has been found that personality plays a role in leadership emergence. The individual who were found to be more dominant, more confident and more intelligent about their own performance were more likely to be identified as leaders by other members of the task group.

c) Leadership and power

Power and leadership cannot be separated, because it is part of the influence process. Power is the capacity to influence other people's beliefs, attitudes and courses of action. Power is the concept that people often associate with leadership.

There are two major kinds of power, such as position power and personal power. Position power is the power that a person derives from a particular office or rank in a formal organisational system which is attained from having higher status than the followers. Position power includes legitimate, reward, coercive and information power (Hogg & Reid, 2001).

Personal power is the influence capacity a leader derives from being seen by followers as likeable and knowledgeable, for instance, when a person acts in ways that are important to the followers. When leader acts in ways that are important to the followers, it gives leaders power. Some managers have more power because their followers consider them to be good role models whereas others have power because their followers view them as highly competent or considerate. Therefore, manager's power is based on how they relate with others. Personal power includes referent and expert power (Van Knippenberg & Hogg, 2004).

d) Leadership and coercion

Coercive power is the one specific power available to leaders, where leaders use force to effect change. To coerce means to influence others to do something against their will and may include manipulating penalties and rewards in their work environment. Coercive power involves the use of threats, punishments and negative reward schedules (Lunenburg, 2012). It is important to distinguish between leadership and coercion because coercive people are not used as models of ideal leadership. Leadership is reserved for people who influence a group of individuals toward a common goal, whereas coercive leaders are interested in their own goals and seldom are interested in the needs and needs of followers.

e) Leadership and management

Leadership is a process that is similar to management in that it involves influences, as does management. Both leadership and management entail working with people and is concerned with effective attainment of goals.

Although we see similarities in the two, however leadership differs from management. Management was designed to manage chaos in the organisations, to make them run more effectively and efficiently. The primary functions of management include planning, organising, staffing and controlling, whereas function of leadership is to produce change and movement.

Management is about seeking adaptive order and stability, whereas leadership is about seeking adaptive and constructive change. Although management and leadership differ in scope, organisations need both competent management and skilled leadership to build strong and effective organisations. To manage means to accomplish activities and master routines whereas to lead means to influence others and create visions for change.

Managers are people who do things right and leaders are people who do the right thing. In a distinction between managers and leaders, it was contended that leadership is multidimensional influence relationship whereas management is a unidirectional authority relationship. Leadership is concerned about the process of developing mutual purposes and management is directed toward coordinating activities in order to get a job done. Leaders and followers work together to create real change, whereas managers and subordinates join forces to sell goods and services. Leadership is distinguished by motivating intrinsically, creative thinking, strategic

planning, tolerance of ambiguity and being able to read people and management is distinguished by rule orientation, short term planning, motivating extrinsically, orderliness, safety concerns and timelines(Northouse, 2018).

2.6 Leadership Propositions

Hartley (2018) suggested that the concept of leadership is broad and has been influenced by many challenges such as globalisation, technological development, climate change, international trade relations, migrations and immigration, ageing population, the rise of illiberal democracies, particularly public leadership.

For these reasons, it may be important to understand *public leadership* from the perspective of others. In this proposition, leadership is part of relational process, which talks to the heart – a core element of the relationship. In this view, there is a need to consider the process of connection between leaders and those they interact with and not only the leaders and leader activities. There is an important aspect of consideration of leadership processes, which does not only take leader-centric approach. Such processes involve thinking about attributional processes, psychodynamic processes about power, dependency, identity and authority. Leadership may involve projections from others, which influence public, media and even expert assessments of the success of leaders. From a relational point of view, recent research has indicated that peace- building leaders who are trying to reduce violence and blame need to have a political astuteness in order to be able to handle the projections from their own group and the opposition groups they work with. They deploy this political astuteness in order to differentiate themselves from their own group and in order to foster peace –building across communities.

Public leadership remains shackled to the legal-rational basis of authority and of action, with dangerous under analysis of the feelings, emotions, projections and other psychological and social process which can influence dynamics. It is suggested that leadership development also gives attention to helping leaders acquire and enhance their capabilities in understanding and acting in the context of projections from others (Hartley, 2018).

From this viewpoint, leadership can further be described according to the *hand, heart and hands*. These three aspects of leadership influence process that relates people, to their

environment and to each other. A definition of leadership that fits all three is: that activity which stimulates purposeful activity in people, individually or collectively, by changing the way they look at the world round them and relate to one another (Nicholls, 1994). In this framework, the head creates vision for the future and identify priorities to get there, the heart inspires and empower people, lastly the hands execute with agility (Nicholls, 1994).

Leadership also need to foster *personal resilience*. Resilience is linked to well-being and ability to cope with stress and the ability to bounce back from adversity. It comprises of preventative and restorative resilience (Hesketh & Cooper, 2018). Preventative resilience is concerned with building up a person's capacity to proactively deal with adverse events and situations, while restorative resilience can help individuals and groups to cope with stress both acute and chronic, and contribute to bringing the person back to normal functioning after high adrenaline and high stress situations (Hesketh & Cooper, 2018).

Academic literature suggest learned skills and personality have a major contribution in how the individual deals with personal resilience or that which is enhanced through social support systems (at or outside the workplace) which can benefit public leaders.

Given that the public leader representing government is likely to face fast-changing environment, highly divergent interests, working in a context of polycentric governance, mobilising the workforce around purpose interests and assessing whether or not public value outcomes are being achieved. The physical, intellectual and emotional demands of leadership can be very high, leading to the possibility of feeling drained or burnt out.

It would be valuable to disentangle the leadership processes from the formal authority, which is derived from positional power and institution. There is different basis of power, of purpose and of relationships according to whether a leadership role is imbued with formal authority. Informal leadership is less constrained by roles and rules, and by the expectations of others. For those working outside formal authority, such informal leadership can focus on a single issue, without regard for the whole system. Leadership may have to be exercised beyond the organisational boundaries to which formal authority extends (Hartley, 2018).

2.7 The changing concept of leadership

Research has indicated that the world of VUCA is an opportunity for leaders to transform and align their internal processes in order to adapt to the rapidly changing macro environments (Kok, & Van den Heuvel, 2019), a process that will engender sustainability and resilience (Khan, 2015). In order to achieve this, there is a need for leaders to re-evaluate their thinking and redefine their operations by unlearning the old fashioned leadership training and to start learning new skills, competencies, and new ways of leading and operating. Kok and Van den Heuvel (2019) argued that organizations should build structures that are agile, which are going to be responsive to the unstable environmental forces. Organisation should further hire and train employees who are adaptable, dexterous, collaborative and innovative, while building strong stakeholder networks to have a pulse on the changing circumstances, and creating cultures that symbolize mindfulness and a higher purpose (Darlington, 2015). The new insightful leadership concepts are offering unique narratives to leadership.

The creativity of new leadership styles and operational models emerge from the periphery, mostly technologically oriented firms and from smaller firms due to size, scale, and lack of hierarchies which foster faster decision making faster. In defining the 21st century management, Laloux (2015) defined three features. These included:

- *Self-management*, where employees are highly autonomous and are empowered to make decisions in their field. They also capitalise on peer relationships to achieve set objectives,
- *Wholeness*, where leaders embraced not just the professional person at work, but the whole persons
- *Evolutionary purpose*, where structures evolved based on environmental changes in agile ways that sensed and responded efficiently (Laloux, 2015).

These three features are a stark contrast to previous leadership thinking and introduce a new reality vital for winning in a VUCA-world (Kok, & Van den Heuvel, 2019).

2.8 CONCLUSION

This section provided an overview of different leadership perspective, which shows that leadership cannot be studied and understood from a singular point of view. The following chapter will focus on prominent leadership theories.

CHAPTER THREE

THEORIES OF LEADERSHIP

3.1 Introduction

Leadership is one of the widely studied concept in various sectors. There are many different approaches to leadership, which are not competing but complementing one another. This section will highlight few of the most influential leadership approaches, such as trait approach, behavioural, situational, authentic leadership, servant leadership and transformational leadership, which will be discussed on the next following chapters.

3.2 Trait Approach

The trait approach was rooted on the belief that certain people were born with special traits that made them great leaders. It was believed that leaders could be easily differentiated from the non-leaders based on universal set of traits. The trait theory suggest that organisations will work better if people in managerial position have designated leadership profiles and to find the right people it is common for organisations to use trait assessment instruments (April, et al., 2013).

Although these traits are not exhaustive, many survey studies have converged to the following traits; *intelligence, self- confidence, determination, integrity and sociability*.

According to trait theories, **intelligence** is positively related to leadership. A person who has strong verbal, reasoning and perceptual ability appears to make one a better leader. Although it is good for the leader to be bright, the research has indicated that where intellectual ability of leader significantly differs from their subordinates, such effect can be counterproductive. The consequent effect for having leaders who have higher abilities is the difficulty in communicating and reasoning with followers, because their ideas are too advanced for their followers to understand or even accept (Zaccaro, Dubrow & Kolze, 2018).

Self -confidence is another trait that helps one to be a leader. Self-confidence is the ability to be certain about one's competencies and skills, which includes sense of self-esteem and self-assurance and the belief that one can make a difference. Leadership involves influencing others and thus self-confidence allows the leader to feel assured that his or her attempts to influence others are appropriate (Northouse, 2018).

Determination and another trait exhibited by leaders. It is to yearn to get job done and includes characteristics such as persistence, initiative, dominance and drive. Determined people are assert themselves willingly; they are proactive and when they face obstacles they not surrender but preserve to accomplish the mission.

Integrity is another important trait of leadership. It is the quality of trustworthiness and honesty. People with integrity display strong set of principles, and do not shy away from their actions, they take full responsibility. Leaders with integrity inspire confidence in others because they can be trusted to do what they say they are going to do, people can depend on them and they are loyal and not deceptive.

Sociability, another important trait of leadership, which is a leader's inclination to seek out pleasant social relationships. These leaders are friendly, courteous, outgoing, tactful, and diplomatic. They are sensitive to the needs of others and show concern for their well-being. Their interpersonal skills are generally very good and they create relationships that are cooperative with their followers.

An emerging method for assessing the impact of traits on leadership is through emotional intelligence. It is concerned with our ability to understand emotions and apply this understanding to life's task. Emotional intelligence can be defined as the ability to perceive and express emotions, how emotions are used to facilitate thinking, to understand and reason with emotions and to manage emotions effectively within oneself and in relationships with other

Apart from the five major traits listed above, the research has described a quantitative assessment of leadership traits that are conceptually framed around five-factor model of personality. These are:

Neuroticism – 'the tendency to depressed, anxious, insecure, vulnerable and hostile'

Extraversion – 'the tendency to be assertive, sociable and to have positive energy'

Openness – 'the tendency to be informed, creative, insightful and curious'

Agreeableness – 'the tendency to be accepting, conforming, trusting and nurturing'

Conscientiousness – 'the tendency to be thorough, organised, controlled, dependable and decisive' (Mayer & Salovey, 2007).

Trait approach is straightforward compared with other approaches because it is concerned about traits. This approach emphasises that having a leader who has certain set of traits is important in effective leadership. The trait approach suggest that organisations will work better if the people in managerial position have designated leadership profiles and to find the right people it is common for the organisation to use trait assessment instruments. There is an assumption that these instruments will aid in selecting the right people who will increase organisational effectiveness. Through trait approach, organisation can select and specify characteristic or traits that are important to them for particular positions. Trait approach is also used for personal awareness and development.

Criticism on this approach is that it has failed to delimit a definitive list of leadership traits and has failed to take situations in account. Trait leadership approach has been criticised for being highly subjective, ambiguous and uncertain at times. It has also failed to look at traits in relationship to leadership outcomes. Trait approached has also failed to consider institutions; it is difficult to isolate a set of traits that are characteristics of leaders without also factoring situational effects into the equation.

3.3 Behavioural approach

Behavioural approach focuses exclusively on what leaders do and how they act. It looks at how leaders act towards their followers. It is concerned with task behaviours and relationship behaviours; where task behaviours facilitate accomplishments and relationship behaviours help followers feel comfortable with themselves, with each other and the situation, which they find themselves. The central purpose of this approach is on how leaders combine these two kinds of behaviours to influence followers in their efforts to reach the goal.

Behavioural approach reminds leaders that their actions toward others occur on a task level and a relationship level. It gives a leader a way to look at his or her own behaviour, whether they nurture and support their followers.

In the behavioural approach researchers found that leadership is clustered around two general leadership behaviours, which are, initiating structure and consideration (Stogdill, 1974). Initiating structure behaviours are essentially task behaviours, such as organising work, giving structure to work context, defining role responsibilities and scheduling work activities. Consideration behaviours are essentially relationship behaviours and include camaraderie,

respect, trust and liking between leaders and followers. According to this aspect, leaders provide structure for the followers and they nurture them.

The other perspective of behavioural leadership gives special attention to the impact of leaders on the performance of small groups. This perspective identified two leadership behaviours such as employee orientation and production orientation. *Employee orientation* is the behaviour of leaders who approach subordinates with a strong human relations emphasis. They take an interest in workers as human beings, value their individuality and give special attention to their special needs (Bowers & Seashore, 1966). *Production orientation* consists of leadership behaviours that stress the technical and production aspects of a job.

The other model of behavioural leadership called Leadership grid was designed to explain how leaders help organisations to reach their purpose through two factors; concerns for production and concern for people. This is the model that has been used in organisations training and development. The *concern for production* refers to how a leader is concerned with achieving organisational tasks and it involves activities such as attention to policy decisions, new product development, process issues, and workload and sales volumes.

Concern for people refers to how a leader attends to the people in the organisation who are trying to achieve goals. This concerns building organisational commitment and trust, promoting the personal worth of followers, providing good working conditions, maintaining a fair salary structure and promoting good social relations (Blake & Mouton, 1964).

The leadership grid portrays five leadership styles; authority compliance, country club management, impoverished management, middle of the road management and team management.

Authority compliance – leadership style places heavy emphasis on task and job requirements and less emphasis on people, except to the extent that people are tools for getting the job done. Communication with subordinates is not emphasised except for the purpose of giving instructions about the task.

Country club management – this is a leadership style that represents low concern for task accomplishment coupled with high concern for interpersonal relationships. Leaders do not emphasise on production but on attitudes and feelings of people making sure that personal needs and social needs are met.

Impoverished management is the leadership style that is not concerned with both task and interpersonal relationships. This leader is not involved, withdrawn and has little contact with followers.

Middle of the road management is the style of leadership who are compromisers. They have an intermediate concern for the task and an immediate concern for people who do the task. Their compromising nature of leadership results in giving up the push for production, and some of the attention to employee needs.

Team management is leadership style that places strong emphasis on both tasks and interpersonal relationships and promotes high degree of participation and teamwork in the organisation. It also satisfies a basic need in employee to be involved and committed in their work. This leadership style can also be described in phrases such as stimulates participation, acts determined, gets issues into open, makes priorities clear, follows through, behaves open-mindedly and enjoys working (Blake & Mouton, 1964).

The critique on this approach is that it has not adequately shown how leader's behaviour are associated with performance outcomes. A link between task and relationship behaviours and outcomes such as morale, job satisfaction and productivity has not been established. The approach has also failed to find a universal style of leadership that could be effective in almost every situation. It also implies that the most effective leadership style is the high-high style (such as, high task and high relationship).

3.4 Situational approach

The situational approach is rooted on the premise that followers move forward and backward along the continuum of developmental, which represents the relative competence and commitment of followers. The situational approach emphasises that leadership is comprised of supportive and directive dimensions that require appropriate application in a given situation. A leader must evaluate his or her followers to determine what is needed in a particular situation. He or she must also assess the competence as well as the commitment levels in the tasks being performed.

Situational leadership style is a flexible approach that allows the leader to move along the continuum, allowing him or her to cope with any situation they are confronted with. Change in leadership style in this continuum is largely dependent on the maturity level, personality, intelligence and sensitivity of the leaders and the types of events happening around the leaders, as well as the skills and abilities that these leaders have to promptly diagnose the direction that has to be taken by the organisation (Peretomode, 2012).

The strength of this approach is that it is practical and easy to apply in variety of settings. It is also intuitively sensible and easily applied in variety of settings. This approach has prescriptive value as compared to other leadership approach, which are descriptive in nature. It tells a leader what they should do in various contexts (Blanchard, Zigarmi & Zigarmi, 2013). It also reminds leaders to treat each follower differently based on the goal at hand and to seek opportunities to help followers learn new skills and become more confident in their work.

The critiques on this approach is that it has ambiguous conceptualisation in the model of followers development levels. It also does not explain the theoretical basis of the changes in the composition of each of the development levels. It also fails to account for how demographic characteristics influence the leader-follower prescription of the model

3.5 Authentic leadership

There are multiple definition of authentic leadership, each written from different viewpoint and have different emphasis. One of the viewpoints is on the *intrapersonal perspective*, which focuses on a leader and what goes on within the leader (Shamir & Eilam's, 2005). This viewpoint incorporates the leader's self-knowledge, self-regulation and self –concept. Other authors suggested that authentic leaders exhibit genuine leadership, lead from conviction and are originals not copies.

A second way of defining authentic leadership is on the *interpersonal perspective*, which outlines leadership as relational process that has been created by leaders and followers (Eagly, 2005). This does not results from the leader's efforts alone, but also from the response of followers in a reciprocal process.

Authentic leadership can also be as defined from a *developmental perspective*, which views it as something that can be nurtured in a leader rather than as a fixed trait (Gardner, Avolio & Walumbwa, 2005). From this perspective, authentic leadership develops in people over lifetime, and can be triggered by major life events such as severe illness or new career. Other authors suggested that authentic leadership is composed of four distinct but related components as: self –awareness, internalised moral perspective, balanced processing and relational transparency (Avoli, Walumbwa, & Webber, 2009).

Authentic leadership helps to fill the void and provides an answer to people who are searching for good and sound leadership in an uncertain world. It emphasise of trustworthy leadership in

the society and provide guidelines for people who want to be authentic leaders. Authentic leadership is similar to the transformational leadership and servant leadership in that it has an explicit moral dimension. It requires leaders to do what is right and good for their followers and society. It emphasizes that authentic values and behaviours can be developed in leader over time.

Although authentic leadership carries more strengths, there are some critiques. One such criticism is that the concepts and ideas in the approach have not been fully substantiated and have not been built on a broad empirical base. The moral component of authentic leadership is not fully explained. Whereas authentic leadership implies that leaders are motivated by higher order end values such as justice and community, the way that these values function to influence authentic leadership is not clear. It is also not clear how authentic leadership results in positive organisational outcomes.

3.6 Servant leadership

Greenleaf maintained that leadership should prioritise serving others (this includes an organisation's workers and customers as well as the broader community) instead of simply serving one's own personal needs (Greenleaf 1970). Servant leaders are motivated by their personal belief that they are servants first and leaders second (Sendjaya and Pekerti 2010). Such leaders thus serve their "followers and the organization" (Winston and Fields 2015, p. 415). Servant leadership does not favour any particular supervision style. Instead, it stems from a personal conviction to serve others when there is a need (Sendjaya and Pekerti 2010). Strong personal values are at the core of servant leaders (Russell 2001) and define their moral thinking, leadership approach and ethical behaviour.

Such leaders are regarded as role models who guide their followers in determining acceptable and unacceptable behaviour (Jaramillo et al. 2015). According to van Dierendonck (2011), servant leaders enable, inspire and develop their followers; they demonstrate humility, they are authentic and have a strong moral compass. Such leaders display empathy in providing direction to their followers and have a stewardship (focus on service to others instead of self-interest). Servant leaders thus prioritise their employees' wants and well-being ahead of organisational goals and interests (Spears 2010).

Servant leadership is an approach focusing on leadership from the point of view of the leader and his or her behaviours. It emphasizes that leaders be attentive to the concerns of their

followers, empathise with them and nurture them. Servant leaders put the followers first, empower them and help them develop their full personal capacities.

Servant leaders make conscious choice to serve first, to place good of followers over leader's self-interests. They build strong relationship with others and are empathetic and ethical; and they lead in ways that serve the greater good of the followers, the organisation, the community and the society at large.

According to Spears (2002) servant leadership provides important characteristics which comprise the first model and conceptualisation, these are:

Listening which provides that communication between leaders and followers is an interactive process that includes sending and receiving a message. The second characteristic is **empathy**, which has to do with standing in the shoes of another person and attempting to see the world from that person's point of view. **Healing** is yet another important factor, where servant leaders care about the well-being of their followers and providing their followers support to overcome their personal problems.

Additional to these, is the concept of **awareness**, which signifies the leader's ability to step aside and view themselves and their own perspective in the greater context of the situation. Through the concept of awareness, the leaders are acutely attuned and receptive to their physical, social and political environments, and involves the process of understanding oneself and the impact one has on others.

Another feature of servant leadership is **persuasion**, which is a clear and persistent communication that convinces others to change without coercing them. **Conceptualisation** also forms part of the servant leadership features, which means the ability to be visionary for an organisation, providing a clear sense of its goals and direction and focus.

Additional element of servant leadership is **foresight** which encompasses a servant leader's ability to know the future and the ability to predict what is coming based on what is occurring in the present and what has happened in the past. **Stewardship**, which is about leaders taking responsibility for what they have been entrusted with. **Commitment to the growth of people** emphasises on treating each follower as a unique person with intrinsic value that goes beyond his or her tangible contributions to the organisation. In this aspect servant leaders are committed to help each person in the organisation to grow personally and professionally. Servant leaders are also concerned about **building the community**, and this is the last element of servant

leadership and it fosters the development of community, to provide a place where people can feel safe and connected with others but still allowed to express their own individuality.

The strength of servant leadership is on its ability to use to provide counterintuitive and provocative approach to the use of influence, or power in leadership. In this sense, it suggest that leaders should not to dominate, direct or control, but rather they should share, control and influence.

In its criticism, servant leadership is prone to be perceived as fanciful or whimsical .Secondly, being servant leader implies following and following is viewed as the opposite of leading. Servant leadership incorporate influence but the mechanism of how influence functions is not fully explicated in the approach.

Servant leadership has been hypothesised to include a multitude of abilities, traits and behaviours but to date researchers have been unable to reach consensus on a common definition or theoretical framework for servant leadership. Furthermore, a large segment of servant leadership has a prescriptive overtone that implies that good leaders put others first. While its advocacy to an altruistic approach to leadership is commendable, it has a utopian ring because it conflicts with individual autonomy and other principles of leadership such as directing, concern for production, goal setting and creating a vision (Gergen,2006). Lastly, it is also unclear why the conceptualisation is included as one of the servant leadership behaviours in the model of servant leadership.

3.7 Conclusion

This section has provided a brief overview of prominent leadership approaches, which serves a basis for the current study.

CHAPTER FOUR

LEADERSHIP THEORY: FULL RANGE LEADERSHIP

4.1 Introduction

Leadership is vital to the success of an organisation and it significantly influences its financial performance. This has been supported by numerous leadership studies who observed that an organisation is dependent upon the ability of its managers to lead (Blanchard, 2018). The leadership field is complex, and it has need of a multi-level analysis to better comprehend the phenomenon. Evolutionary leadership is a dynamic and an unending process of learning. It is a process through which leaders are persistently pushing their boundaries and those of their 'followers' in order for the higher vision to be achieved (Blanchard, 2018).

Leadership is among the most important and discussed topics in the field of social sciences and numerous studies have been conducted in this area. Some studies investigated the characteristics of individuals such as demographics, skills and abilities, whilst others investigated personality traits that predict the effectiveness of leadership (Sajjadi, Karimkhani & Mehrpour, 2014). It is also observed that the concept of leadership has been studied in a variety of fields such as military, education, management to health care and psychology. The latest studies reveal that it has been studied in the nursing field. Whilst there are quite diverse fields through which leadership is studied, it is interesting to note that the common conceptualisation of the definition of leadership is centred around four elements: (a) entails influence; (b) is a process; (c) that it occurs within a group setting of context and (d) it involves achieving goals that reflect a common vision (Sajjadi, et.al, 2014).

There are many existing definitions, classifications, explanations and theories about leadership in contemporary literature. Many researchers in this area have reached the consensus "that leadership is a 'flexible' developmental process, with each new piece of research building on and rarely discounting, that which was derived before it." The existing literature in leadership discloses that, over time, theories have been modified and refined and none of those theories are completely irrelevant and their relevance largely depends on the context in which they are applied. Therefore, this suggest that "circumstances, culture, contexts, working environment, new laws and regulations, information overload, organisational complexities and psycho-socio

developments remarkably impact the leadership concept, thereby making it commensurate to the changing organisational dynamics” (Ahmed, Zakeer & Nawaz, Allah & Khan, 2016 p.1).

It is vital for organisations to adopt leadership styles and theories that will enable them to achieve their goals and become competitive and successful. The present study covers leadership at ‘relational’ and ‘organisational’ levels taking into account the evolutionary view compared to the ‘traditionally leadership’ studies which focused on the analysis at a ‘personal, dyadic, group and organisational level (Sajjadi et al., 2014). Of which, the transformational leadership style is among those leadership styles.

Transformational leadership originates from the full range leadership theory (FRLT). Full range leadership evolved from the work of James McGregor Burns (1978) who argued that leadership was either transactional or transformational. Bass (1985) extended Burns’ theory and proposed an “integrative theory of organisational leadership” which was called the full range leadership theory (Bass & Avolio, 1994). This theory included “three typologies of leadership” behaviour such as transformational, transactional and laissez-faire (or absence of leadership) (Avolio & Bass, 2004). According to Sosik and Jung (2011), “transactional leaders lead through social exchanges whereas transformational leaders develop their followers and motivate or inspire them to achieve extraordinary levels of success”. These theories are briefly discussed as follows.

4.2 Transformational Leadership

“Transformational leadership” is differentiated from other contemporary theories. One of the main reasons is that transformational leadership ensures that the followers take part in the processes or activities that are “related to personal factors towards the organisation and a course that will yield a certain superior social dividend” (Sosik & Jung, 2011). Transformational leadership “influences followers to transcend ‘self-interest’ and commit themselves” to strive for higher order needs and excellence (Naidoo & Khan, 2015, p.8).

Transformational leaders embolden their followers in order to accomplish ‘higher-order’ needs like self-actualisation and self-esteem (Bass, 1985). They are also influential in surging the motivations of the followers in the direction of ‘self-sacrifice’ and the achievement of organisational goals over personal interests (Bass, 1995). “Self-actualisation becomes the

primary motivator of subordinate behaviour, rather than external rewards” (Naidoo & Khan, 2015, p.7).

It focuses on the followers’ emotional responses, trust and confidence in leaders and the followers’ values and motivation to perform above and beyond what is expected of them (Paterson, Luthans & Jeung, 2014). Transformational leaders raise the morality as well as the motivation of “both the follower and the leader (House & Shamir, 1993). “Visioning, inspiration and the strong and honest concerns for the welfare of subordinates are what transformational leadership is founded upon” (Donohue & Wong, 1994, p. 29).

Earlier research revealed that transformational leadership behaviours are related to effectiveness (Lowe, Kroeck & Sivasubramaniam, 1996) and high employee performance (Barling, Weber & Kelloway, 1996). Transformational leadership is considered as the most effective type of leadership among the three leadership styles in relation to the commitment, follower effort, performance, as well as satisfaction (Romascanu, Gheorghe & Stanescu, 2017, p.85). Further research on “transformational leadership” has shown that it is related to higher job satisfaction, stronger employee motivation, extra effort and greater creativity. Moreover, it is also associated with the positive assessment of leadership effectiveness and social support (Vadvilavičius & Stelmokienė, 2019).

Transformational leadership has four different pillars which are as follows:

- ***Idealised Influence***. It is the leader’s attribute which encourages “followers to take their leader as a role model”. Idealised influence “creates values that inspire, establish and engender a sense of purpose amongst people” (Moghtadaie & Taji, 2016, p.19). Idealised influence is related with charismatic leadership (Yukl, 1999) and channels the right attitudes about what is significant in life. Charismatic leaders instil self-confidence in others and by so doing, they achieve the greatest accomplishments. Leaders who use idealised influence demonstrate their confidence in their followers, and cause their followers to be receptive to making self-sacrifices. They further develop an aptitude to commence exceptional goals. This is an influentially rousing force of idealised influence and role-modelling behaviour. Leaders employing idealised influencing are high in conviction, their followers are transformed through regular communication with them and they present themselves as role models. These leaders

encourage the followers towards achieving the mission and goals of the organisation. They have a requisite degree of emotional stability and control, go beyond inner conflicts and direct their capacities to be masters of their own fate (Van Knippenberg & Sitkin, 2013). They are regarded as learning leaders.

- ***Inspirational Motivation.*** It is a leadership type that raises the consciousness of followers and brings them in line with the organisation's mission and vision (Moghtadaie and Taji, 2016). It motivates others to understand and pledge to the vision of the organisation. An inspirational motivation leader encourages the employees in the organisational pursuit, drawing the best out of them, and avoids micromanaging the employees (Gonnah & Ogollah, 2016). These leaders allow employees to exercise their creativity and experimentation capabilities, which encourages a positive and productive contribution to the organisation. Leaders equipped with this style “render their employees more autonomy to make decisions without supervision and provide them with the necessary enabling tools to make such decisions (Moghtadaie & Taji, 2016). These leaders set a high standard for their followers. They are good and unambiguous communicators of their vision. They are always active with their people by inspiring, rewarding and correcting them and by replacing them if they fail, thereby, creating opportunities for others (Gonnah & Ogollah, 2016).
- ***Intellectual Stimulation.*** These are the leaders who intellectually stimulate followers, engender creativity and accept challenges as part of their job.” These leaders “maintain their emotional balance and rationally deal with complex problems (Jha & Malviya, 2017). They cultivate techniques for solving problems regarding their followers in order for them to tackle complex challenges. This reflects mutual consensus between employees and their leaders. To a greater extent, intellectual stimulation leadership measures the mentoring, coaching and morale-building strengths of individualised consideration (Sarros & Santora, 2001). Together, these leadership approaches build “organisational skills as well as character, similar to ‘caring leadership behaviours’ that coach and challenge followers” (Sarros & Santora, 2001, p.385). This means that in the intellectual stimulating leadership approach, leaders initially untangle the intricacies of the challenge at hand. They further develop a sense of direction of what it means for them and their workers before they can endorse worker involvement in the challenge” (Peng, Lin, Schaubroeck, McDonough III,

Hu & Zhang, 2016) because there are different levels of intellect and encouragement to work actively. The intellectual stimulating leadership approach is the ability to mentally stimulate the workers and it has the propensity to get involved actively in the work” (Gonnah & Ogollah, 2016). In a nutshell, the key indicators of the intellectual stimulation are rationality, creativity, consensus decision-making, coaching, supporting, challenging and involvement (Jha & Malviya, 2017).

- ***Individualised Consideration.*** It is the leadership approach that regards individuals as fundamental contributors to the workplace (Moghtadaie & Taji, 2016). These leaders “display concern for their worker’s needs, and they are well equipped to boost and coach the development of the behaviour that is preferred in the workplace. Their role interchanges from a ‘participatory’ to an ‘autocratic style’” (Bass & Riggio, 2006, p.7). In short, fundamental elements of individualised consideration consist of reassurance, caring for and coaching of individuals and an open and consultative approach (Nawaz & Khan, 2016).

4.3 Transactional Leadership

The second composition of full range leadership is transactional leadership approach. The transactional leadership approach was described as that in which ‘leader-follower’ associations were grounded upon a series of agreements between followers and leaders (Nawaz & Khan, 2016). The “transactional theory was based on reciprocity where leaders not only influence followers but are under their influence as well” (Nawaz & Khan, 2016, p.4). “Some studies revealed that transactional leadership showed a discrepancy with regard to the level of leader’s action and the nature of the relations with the followers” (Nawaz & Khan, 2016, p.4).

Transactional leadership is labelled as the one in which leaders strive to maintain the *status quo* by monitoring the work of employees, searching and resolving their mistakes and using reward and punishment for their results (Vadvilavičius & Stelmokienė, 2019). Transactional leadership allows organisations to effectively achieve their objectives by linking job performance to the rewards valued by the followers and making sure that the followers have the resources that are needed to do the job. Subordinates strive to achieve these expectations because of their fear of failure or desire for rewards” (Naidoo & Khan, 2015).

Transactional leadership focuses on the effects that leaders’ behaviour has on followers. For example recognition, motivation and performance. The “leader finds out the employees’

values, and uses various incentives to motivate them into doing what the leaders require of them.” They also have a huge reliance on certain types of power to manage subordinates and to ensure the achievement of institutional goals (Naidoo & Khan, 2015). They focus on “basic ‘self-interest’ and the immediate needs of followers, which range from clear instructions to adequate working conditions” (Montgomery, 2005). The transactional leadership style has no relation to employee creativity, extra effort or innovation in an organisation (Vadvilavičius & Stelmokienė, 2019).

There are three identified components of transactional leadership, namely ‘Contingent Reward’, ‘Management-by-Exception’ (Passive) and ‘Management-by-Exception’ (Active). These can be further elaborated upon as follows:

- **Contingent Reward.** Contingent reward is the type of leadership that focuses on achieving results. It refers to an exchange of rewards between leaders and followers in which effort is rewarded by providing rewards for good performance or threats and disciplines for poor performance (Muenjohn & Armstrong, 2008). It is an expectation that Contingent Manager- leaders guide employees so that the job is done. This means that the key indicator of contingent rewards is “performance based on material rewards, direction-setting, reciprocity and confidence building in the team” (Sajjadi et al., 2014, p.183). From the perspective of a leader, these rewards suggest gratitude for merit increases, bonuses and work achievement. From the perspective of good work, there could be an exchange of positive support or “merit pay for promotions, increased performance and cooperation for collegiality” (Nawaz & Khan, 2016, p.4). The contingent reward leadership approach has some related weaknesses:
 - “This approach may be seen as a “tit-for-tat system”, where employees are rewarded for what has been accomplished.
 - The system rewards the performance of an individual and not group achievement.
 - This system limits the options of a leader where there are limited financial resources and the institution’s needs are increasing (Sajjadi et al., 2014).
- **Management by Exception (Active).** Management-by-Exception (Active) leaders are characterised as “monitors who detect mistakes” (Bass & Riggio, 2006, p. 4). This type of

leadership does not stimulate workers to achieve beyond what is expected. However, if the target is achieved, “it means that the system has worked and everyone is satisfied and business continues as usual” (Bass & Riggio, 2006, p.4). In this type of leadership, the sense of adventure or risk-taking is very limited. It also does not offer any chance of new perspectives (Nawaz & Khan, 2016). A leader showing the management by exception (Active) behaviours focuses on mistakes or complaints, adverse trends and failures. They also focus on deviations from standards or broken rules and regulations (Sajjadi et al., 2014). Management by exception (active) includes trust in workers, poor communication, and maintenance of the status quo and a lack of confidence (Vadvilavičius & Stelmokienė, 2019).

- **Management by Exception (Passive).** This is the style of transactional leadership where leaders avoid specifying what has been agreed to, and they fail to provide the goals and standards that have to be achieved by staff (Sosik & Jung, 2011). These leaders are reactionary, in a sense that they wait for “things to go wrong before taking action (Sajjadi et al., 2014). They only intervene with their groups when the standards and “standards for accomplishing” specific tasks are not met. Leaders of the management by exception (passive) usually assert that “if it’s not broken, don’t fix it”. They are not risk takers and they are unlikely to be perceived as role models by their subordinates (Sosik & Jung, 2011).

4.4 Laissez-faire Leadership

Laissez-faire is the type of leadership that is characterised by a leader’s tendency to avoid making decisions, lack of commitment to work and showing no interest in work surroundings (Westerlaken & Woods, 2013). Studies have shown that this leadership style is not related to positive employee perception of leadership effectiveness. Furthermore, it is also related to weaker employee motivation (Judge and Piccolo, 2004). Laissez-faire or non-leadership shows when leaders avoid clarifying expectations or when leaders address conflicts, and making decisions (Yahaya & Ebrahim, 2016). They are out of touch with their workers and a daily reminder to the organisation of anachronistic work practices (Sarros & Santora, 2001). This type of non-leadership reflects laziness, and “sometimes a cynical and non-committed attitude among executives and it thus damages the organisation’s goodwill and further frustrates hard-working employees” (Sarros & Santora, 2001, p.386). Another attribute of laissez-faire’s non-leadership includes delays in decision-making and the failure to motivate others (Shokane, Stanz & Slabbert, 2004). Laissez-faire leadership is therefore identified as laziness, no-

commitment, complacency, avoidance and abdication of responsibility (Sarros & Santora, 2001).

All three leadership styles create a range from an absence of leadership (*Laissez-faire*), to formal (Transactional leadership) and up to ideal leadership (Transformational leadership) (Vadvilavičius & Stelmokienė, 2019).

4.5 Conclusion

South African public sector will benefit on transformational leadership approach because the mission of serving a higher purpose is unifying both leaders and followers. Therefore, where followers rise above their self-interest to serve the country, a lot more would be achieved. South African public sector requires a collective effort of all stakeholders to provide essential services to the public. This was the main reason that the study focused on transformational leadership, because leaders encourage their followers to focus on the collective needs rather than on their own self-interest (Bass 1990). Yukl (1999) adds that the respect, trust, admiration and loyalty engendered by transformational leaders motivates their followers to deliver more than is usually required. With the continuous changes requiring business to be competitive and organisational challenges that demand a more proactive stance, transformational leadership, fits the needs of today's work environments and team approaches.

CHAPTER FIVE

LEADERSHIP CHALLENGES IN SOUTH AFRICA

5.1 Introduction

This section explores various leadership challenges facing the South African private and public sector. Among these challenges is the concept of VUCA world, fourth industrial revolution, and generational gaps. This section further highlights the important role of the concept of Ubuntu in leadership literature and a brief introduction of the concept of complexity leadership, owing to the fact that we currently live in highly disruptive times. Furthermore, this section touches on the challenges that are faced by public sector as well the survival tactics that will help leaders forge through in such difficult times.

5.2 Definition of Key Terms

Leadership

There is no doubt that leadership is a complex and multifaceted construct whose definitions vary (Shuck & Herd, 2012). It is argued that leadership is not the function of a position a person holds; its foundation is in the will of an individual to improve the circumstances of any situation as a service to others (Van Rensburg, 2007). Newton (2004) referred leadership as the ability to learn and adapt to change, and this type of leader as “a risk taker and using personal power to win the hearts and minds of people to achieve a common purpose.” Burns (1978) defined it as a mobilisation process by individuals with certain motives, values and access to resources in a context of competition and conflict in the pursuit of goals. Leadership is the process of influencing others to understand and agree about what needs to be done, and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives (Yukl, 2006 cited in Hanna, 2017).

Employee engagement

Employee engagement has been described as a broad complex construct incorporating many well-known ideas such as satisfaction, commitment, extra role behaviours and loyalty. Employee engagement has been defined in many different ways. Employee engagement is

described as the harnessing of organisation members' selves to their work roles (Khan, 1990, p.691). In engagement, "people employ and express themselves physically, cognitively and emotionally during role performances" (Kahn, 1990, p.691).

The "cognitive aspect of employee engagement concerns employees' beliefs about the organisation, its leaders and working conditions" (Bakker & Schaufeli, 2015, p.5). The emotional aspect concerns how employees feel about each of those *three factors* and whether they have positive or negative attitudes toward the organisation and its leaders (Abu-Shamama et al., 2015). The physical aspect of employee engagement concerns the physical energies exerted by individuals to accomplish their roles (Barik & Kochar, 2017). Thus, "engagement means to be psychologically as well as physically present when occupying and performing an organisational role" (Kahn, 1990, p.692).

The Corporate Leadership Council (2004) defined employee engagement as the extent to which employees commit to something or someone in their organisation, how hard they work and how long they stay as a result of that commitment (Sundaray, 2011). It can also be described as employees' exertion of discretionary effort, going beyond meeting the minimum standards of the job (Balaji, 2014).

5.3 Leadership in the South African Context

Looking at the general nature of leadership in the South African context, it is important to do a brief reflection on the history of South Africa in order to properly understand the required leadership attributes now and in the future, taking into account the demanding tough economic times and geopolitical spheres we are currently operating in.

Prior 1994

Before South Africa got its democracy in 1994, its government was regulated by apartheid laws which were dominated by white supremacy. Among those, was the application of the Bantu Education Act 47 of 1953 (Luthans, Van Wyk & Walumbwa, 2004). It is noteworthy to mention that among other things, Bantu Education was a vehicle through which black people were schooled and prepared to become manual labourers under the control of the white person (O'Malley, n.d.). Based on this, black people were indoctrinated to believe in the superiority of a white person as the only acceptable hierarchy. This gave rise to the autocratic leadership

style. The autocratic leadership style, which is also known as authoritarian leadership, refers to the leadership style where absolute control is exhibited and decisions are made by leaders without consulting the people affected by those decisions (O'Malley, n.d.). Based on the fact that this was the only leadership style that was accepted and practised by the ruling government, the same leadership style was cascaded down to various spheres where performance was expected in order to retain white supremacy and their power. Following the abolishment of apartheid after the 1994 elections, a new government came into being which brought changes and advocated for the equal treatment, education and employment opportunities of and for people despite their race and gender. Legislations which aim to redress injustices and imbalances of the apartheid regime were also promulgated after 1994 (O'Malley, n.d.).

Economic Challenges

South Africa did not only experience political challenges which led to regime change. From a general economic perspective, South African organisations were under severe sanctions from the world community before 1994. The sanctions were lifted after the democratic elections and this was a paradigm shift for organisational leadership, which felt like an overnight change. The consequent effect of such a change was the beginning of globalisation for South Africa, which opened up internal competition as well as dealing with post-apartheid organisational culture and business dynamics which were largely fostered around the promulgated legislations, such as the sanctioned affirmative action and its consequences, adverse labour relations with the tendency toward open conflict and violence, and the continuing wide gap between the 'haves' and the 'have nots' in terms of income level, education and opportunities (Roodt, 1997). These shifts created a demand on South African leaders because they suddenly required new techniques and approaches to deal with these new demands (Luthans et al., 2004).

Against this background, it stands to reason that the historical, economic, social and political factors will create a complex environment for South African organisational leaders. Added to these challenges are cultural diversity issues, which all have collective negative consequences if not correctly managed (Barak, 2016).

Afrocentric vs Eurocentric Leadership

Furthermore, it is important to also note that there are vast differences between the traditional white Euro and black Afrocentric leadership cultures, taking into account the highly diverse nature of the South African environment. Culture and identity are important when considering

how leaders should approach their tasks in a multicultural organisation. For this reason, cultural education is very important in post-colonial and post-apartheid Africa. ‘Getting to know each other’ is vitally important in order to overcome the stereotypes that have bedevilled human relationships in South African organisations (Khoza, 2005). To be Afrocentric in approach is to adopt the principles of *Ubuntu* - humanity, diversity, harmony and integrity, which essentially means accommodating the ethnicities present in the workforce. Leaders who recognise the value of cultural differences will try to derive organisational strengths from the variety of lifestyles and outlooks found under one roof.

South Africa has a rich history. It became a democratic state in 1994, under a democratically elected President Nelson Mandela. South Africa is a very diverse country, with overall population approximately at 59.62 million. The population consist of 79.4% Africans, Coloureds make up 8.8%, Whites make up 9.2% and Indian/Asians 2.6%. Despite the majority of its population being African, Black Africans are underrepresented in management and leadership positions while white males continue to be overrepresented.

The Employment Equity Report for 2017-2019 indicates that in South Africa, 52.4% of top management positions are held by white males and 13.2% by white females, in comparison, only 9.9% of top management positions are held by African males and 5.4% by African females (Department of Labour 2019).

This disparity in the South African workforce means that South African organisations are characterised by a Western leadership style (Lutz 2009), with corporate culture being dominated by an Anglo-Saxon approach (Dube 2016). Despite this, South African businesses have seen a steady increase in “an Afrocentric approach to management” (Booyesen 2001, p. 37), embodied by the concept of *Ubuntu*.

The business leaders in South Africa were traditionally required to lead “Eurocentric, autocratic and hierarchical conglomerates which were based on Western value systems but in the post-apartheid era, they find themselves leading a multicultural workforce that is more collectivist and less competitive” (Shrivastava et al. 2014, p. 49). Due to this diversity of cultures in South Africa, effective leadership is particularly challenging. The dichotomy between Afrocentrism and Eurocentrism thus poses a crucial challenge for managers and leaders (Booyesen 2001).

In a study conducted by Booysen (2001) on the management and leadership styles of black (Afrocentric) and white (Eurocentric) managers in the South African corporate sector, it was found that:

- Both black and white managers avoid risk or uncertainty. However, white managers score highly on uncertainty avoidance and demonstrate “more worry about the future” while black managers show an “average uncertainty avoidance” score with a “greater readiness to live for the day” (Booyesen 2001, p. 55);
- White managers are highly individualistic, display characteristics of “autocratic dictators” and consider that “organisations are not expected to look after employees.” In contrast, black managers are highly collectivistic and inclusive and seek consensus before making decisions (which may be perceived as being indecisive). They believe that “employees expect organisations to look after them and can become alienated if organisations dissatisfy them” (Booyesen 2001, p. 56);
- White managers are very assertive and are “direct and aggressive” whereas black managers are “less direct and more face-saving” (Booyesen 2001, p. 55);
- White managers are strongly future-oriented and “due dates, schedules and promptness are important.” On the converse, Black managers are low future- oriented and “relationships are more important than time” (Booyesen 2001, p. 55);
- White managers have a low human orientation and demonstrate “unfair and selfish behaviour.” Black managers have a high human orientation and display “respect and concern for all employees” (Booyesen 2001, p. 56);
- White managers have a high performance orientation and “tradition, convention, saving face and social reciprocation are not so important.” Black managers, on the other hand, score above average in performance orientation and “tradition, convention, saving face and social reciprocation are emphasised” (Booyesen 2001, p. 56).

The conventional history of the workplace in South Africa largely focused on production, with less emphasis placed on human relations between top management and their employees (Msila 2015). In the main, leadership was transactional ensuring that employees are fulfilling contractual obligations. This often resulted in employees being treated as less than human beings (Msila 2015).

Labour relations in South Africa are strained and characterised by violence (International Monetary Fund 2013) and the labour laws are not flexible (World Economic Forum 2017). This is exemplified by the Marikana massacre of 16 August 2012, an incident that took the lives of 34 mine workers who were brutally killed by police (Alexander 2013).

The concept of Ubuntu

Ubuntu mean humanness or being human. The emphasis on diversity and sharing of the concept of Ubuntu has positive consequences for individuals and organisations. It provides modern business with means of attaining a shared vision to drive efficiency and spur innovation. One of the greatest leader of times was Nelson Mandela, who set an example of Ubuntu, which translated into a deep and lasting commitment to African humanism. His long walk to freedom and many years of introspection while in jail led him to seek national reconciliation rather than revenge, harmony between former enemies rather than settlement of scores.

Adopting Ubuntu leadership approach could eliminate many challenges experienced by organisations incidences, for example Marikana massacre would have been avoided, because Ubuntu improves human relations between leaders and followers without compromising production (Msila, 2015).

South Africa has experienced an upsurge of unethical behaviour recently and the recent business scandals around the world, caused many organisations to review their hiring and selection methodologies (Kok & Van den Heuvel, 2019). Companies are now focused on hiring leaders who understand the workplace and lead “with their heart and soul .Leadership during difficult times is not easy, and with the existing intricacies, confronting organisations globally present the need for new leadership type, a leadership that is genuine.

Many authors has depicted Africa as being under-developed, poverty stricken country , characterised by corruption, unsuccessful corporate and government sectors and ineffective political leadership (Kiruhi 2017). As stated, leadership plays a vital role in the transforming a country (Kiruhi 2017), this was further argued by Rothberg (2003) who postulated that Africa’s socio-economic, political and governance challenges can be attributed to bad leadership.

Msila (2015) states that numerous African authors have called for the implementation of ubuntu leadership on the African continent. Ubuntu is not simply a particular type of management; it is a “humanistic philosophy—an African humanism, which focuses on people and provides

some guidelines for leadership style and management practices” (Booyesen 2001, p. 38). Ubuntu implies care, respect, tolerance, compassion, communality, protecting others, living selflessly and is linked to “servant” leadership (Lutz 2009; Msila 2015). Swanepoel et al. (2009) state that ubuntu is a leadership style which emphasises a collectivist rather than an individualist approach. Msila (2015) stresses, however, that ubuntu is far from fostering mediocrity by limiting competition in organisations. Instead, it promotes competition within the context of collective values and excellence (Msila 2015).

At the heart of ubuntu is concern for the individual, the idea of “servanthood,” the interests of the team and achieving prosperity for all (Booyesen 2001). Ntuli (as cited in Msila 2015) argues that many African leaders have lost their moral compass because they have failed to practice ubuntu leadership, embracing instead the values of greed and self-interest. Woermann and Engelbrecht (2017) state that the main purpose of a business that implements ubuntu principles is not profit maximisation but the promotion of harmonious relationships with stakeholders, especially with employees. Malunga(2009) specified that Ubuntu is made up of five people centres principles which as follows:

- It promotes “sharing and collective ownership of opportunities”—this means that people are encouraged to work together in organisations and communities” (Malunga 2009). It emphasises a worker-centred approach as opposed to solely focusing on the leader (Msila 2015).
- Emphasises on the “responsibilities and challenges—in many organisations there is conflict because leaders and followers blame one another when things go wrong, thereby relinquishing their responsibilities. Ubuntu promotes taking collective responsibility which is important for the success of an organisation” (Malunga 2009);
- It promotes the “importance of people and relationships over things—ubuntu supports “servant” leadership. This notion implies that true African leaders serve their followers; thus they put their followers’ interests first, before their own interests” (Msila 2015). Followers are more motivated to contribute to an organisation if they feel that they are valued (Mangaliso and Damane 2001);
- It is about “participatory leadership—although African leadership is widely regarded as being autocratic, ubuntu leadership is based on participation, with leaders gaining the trust and respect of followers through accountable and selfless behaviour” (Malunga 2009);

- It encourages “decision-making, loyalty and reconciliation as a goal of conflict management— this refers to collective decision-making promoted by leaders” (Msila 2015). Ubuntu encourages discernment when making decisions, which should be achieved through consensus and inclusivity. Although this may be perceived as delaying action in organisations, it secures both leaders’ and followers’ longterm commitment to a goal (Mangaliso and Damane 2001).

Ubuntu African philosophy can make an important theoretical contribution to the ethics in management “because it correctly understands that we are truly human only in community with other persons” (Lutz 2009, p. 314). Galperin and Alamuri (2017) confirm the value of ubuntu and suggest that it can be included in leadership practices outside the African continent

The VUCA word and Fourth Industrial Revolution

Another important aspect that is aggressively causing disruption in the industry is the VUCA challenge coupled by the rise of the fourth industrial revolution, also known as Industry 4.0. The impact of digital disruption must be managed together with the general volatile, unpredictable, complex and ambiguous (also known as VUCA) operating conditions (Bawany, 2016).

These changes will bring about numerous dynamics, which may include power shifts and shifts in wealth and knowledge. In such overwhelming circumstances, leadership is called upon to restore confidence and guide organisations through these turbulent and uncertain times in order for the business to continue to survive (Lawrence, 2013).

The VUCA world

The understanding of the concept of VUCA concept is the critical in leadership. This will ensure that leadership is ready to make sense and deal with competing narratives, and also respond to the challenges it bring along (Rimita, Hoon & Levasseur, 2020). The consideration of VUCA equip the leaders with technical, structural and psychological tools to enable them to navigate through the 21st century challenges that organisations face. Making sure that the organisations are ready to face VUCA challenges protect the organisation from redundancies and ensures that the organisation rise above its competitors and are protected from underperformance (Abdelzaher, Latheef, & Abdelzaher, 2017). Organisations that are VUCA

ready will embrace the adoption of agile models, and they will curb obsolescence whilst enhancing employee engagement and properly managing operational costs.

The shift experienced by many organisations which has been caused by globalization, change in technology and competition ended the relatively stable and structured thinking which demanded the change in the rules of the game (Rimita et al., 2020). In the organisations, VUCA is described it as the changing concept of work which is brought about by the unfamiliar and unstable environmental cues. These turbulence that are experienced in today's world of work caused leader uncertainty, unpredictability, and mental anguish, which affected organisational performance and this, requires a change in the traditional leadership approach (Rimita et al., 2020).

VUCA in the organizations can be attributed to many factors such as economic turbulence' such as the financial crisis of 2008/9, cyber warfare, generational changes in human resources, disruptive technology, regulatory changes, geopolitical instability, hyper competition, artificial intelligence, uneven wealth distribution, infrastructural inadequacies, climate change, terrorism, and territorial conflicts' (Heinonen et al., 2017; Horney & O'Shea, 2015).

It is important to understand what each factor of volatility, uncertainty, complexity, and ambiguity presents itself in order to circumvent incorrect diagnosis that may have a detrimental effected on the organisational performance (Rimita et al., 2020).

Volatility

The word volatile implies instability. This happens when sudden events destabilizes routine based initiatives in the magnitude that creates major disorder (Horney & O' Shea, 2015). In volatility, leaders understand the changes and have sufficient information about the change but they cannot predict the frequency and the compound risks associated with such changes thus impairing the decision- making. The concept of volatility in the world of work is not new, the only difference is that it is now fuelled by globalisation which triggered increased interconnectivity and interdependence. This is different from the previous era where it was triggered by periodical wars, epidemics, natural disaster and severe economic woes. The other catalyst of volatility during the current era is evolution of technology, which led to the

digitization and disruptions caused by social media platforms, financial interdependencies that led to market instabilities and growing consumer awareness which caused changing demands. All these sudden changes are problematic to the organisations that are operating in stable and routine based structures because the dynamics of changes and the rapidness of the occurrence challenge the speed of responses and leader focus (Horney & O' Shea, 2015). Organisations and leaders are required to adopt practices that are agile to predict changing tides and seize opportunities. Agility refers to creating flexibility in organizational structures to ensure resources are available to address volatile events.

Uncertainty

Two schools of thought on what uncertainty represents in turbulent environments have emerged. The first posits that uncertainty in the organisation is experienced in situations when leaders know that the change is happening but are unable to gauge the level that the change is bringing into the organisation (Bennett & Lemoine, 2014). One such example is terrorism. In this example, authors explained that the causes of terrorism were known but the time, place, and impact of a terrorist attack was unknown (Bennett & Lemoine, 2014).

The second school of thought of uncertainty is associated with inability to foresee events and lacking clarity on what is happening in the business environment (Horney & O'Shea, 2015). The magnitude in which the change happens is complicated by myriad of players who have conflicting interests and this further exacerbate the uncertainty experienced by leaders (Heinonen et al., 2017). The lack of confidence and control by the leader cause uncertainty and this leads to lack of action, sluggishness in responses and possibly lack decision making.

This complication impacts the confidence and control of flow of a leader and control follow events that cause uncertainty, which unfortunately lead to inaction, sluggishness in responses, and/or to indecision (Horney & O'Shea, 2015).

Complexity

Complexity refers to the many moving parts, their iterations, and the multiplicity of actors in any given situation causing chaos, confusion, and a lack of mastering the intricacies to formulate cohesive responses' (Codreanu, 2016). As a result of globalisation and the increase of technology, the complexity of internal and external business have increased leading to what is referred to as wicked problems for decision making. The authors defined wicked problems as those without simple, clear, or lasting solutions. Complexity is a leadership challenge in the

management lexicon with several authors and schools of thought discussing various ways to manage the chaos of complex environments. Organizations are confronted with complexity when major changes such as move to new markets, outsourcing of some parts of their operations, when business transform from traditional to new digital ones, absorption of millennials, changing product line to unfamiliar products, changing regulations, exposure to political instability, and many more (Bennett & Lemoine, 2014).

Ambiguity

The reality of the current organizations are clouded with mixed meanings. It is believed that ambiguity is an outcome of other three VUCA elements when they happen simultaneously causing a huge impact on organization's ability to comprehend the signals, resulting in vague multifarious situations. On an alternative argument, it is believed that ambiguous situations are novel, unusual, and/or emergent. The cause and effect of the situation has not been discovered as it lacks precedence and makes prognosis difficult (Cousins, 2018). Heinonen et al. (2017) referred to ambiguity as surprises happening in the organizational environment that disrupt trend-based intelligence, a hallmark of conventional leadership. The authors classified these surprises into three categories

- (a) *black swans* which are highly unlikely events,
- (b) *wild cards* which are low possibility with high impact events, and
- (c) *extreme events* which are events that forcefully drive change in both structural operations and leadership mental models.

In ambiguity, the lack of clarity due to the many competing narratives, perspectives, and interpretations is compounded by a lack of understanding due to the novelty of the innovation or market, which leads to leader distress (Heinonen et al., 2017).

Fourth Industrial revolution

The 'Fourth Industrial Revolution', which is a term that was coined by Klaus Schwab, describes "a world where individuals move between digital domains and offline reality with the use of connected technology to enable and manage their lives" (Xu, David & Kim, 2018, p.92). The Fourth Industrial Revolution is the term characterised as "a fusion of technologies that is blurring the lines between the physical, digital and biological spheres and requires the transformation of the entire system of production, management and governance" (Xu, David & Kim, 2018, p.92). This complex world of work requires leadership behaviour that moves

away from “bureaucratic powers towards inspiring people to believe in a vision of a cause greater than themselves, where people tend to abandon their own personal self interest in favour of the organisation’s interest “ (Xu, David & Kim, 2018,p.93). During this digital technology era, the most valuable and scarcest resource required will not be “ordinary labour” or “ordinary capital” but will be “people who can create new ideas and innovations” (Lawrence, 2013). In addition to this, talent, more than capital, will represent the critical factor of production and people with ideas, not workers or investors, will be the scarcest resource (Xu, David & Kim, 2018). This critical role is played by leadership. There are suggestions that “leadership development should be focused on learning agility, self-awareness, comfort with ambiguity and strategic thinking” (Lawrence, 2013, p.13). As the rate of unprecedented changes in business environment is growing and firms do not have any more capital to further invest in products, marketing and other staff motivational programmes, leadership effectiveness of managers is crucial to lead their followers and organisations to achieve common purposes (Tonvongval, 2013).

One of the most important tasks of leadership in business involves connecting the internal culture of the enterprise to the social and cultural values of the people who work there and this is particularly significant in diverse countries such as South Africa (Khoza, 2005). The only “sound business philosophy for a multicultural institution is one that accords recognition to differences, showing respect for the languages, customs and beliefs of its people. This lays the basis for mutual trust and what can be called social capital” (Khoza, 2005). Based on the aforesaid realities, the manner in which people are led becomes very important, and this brings about the concept of transformational leadership.

5.4 Other VUCA challenges

Generational gaps

Our current reality is characterised by fastest changing times in history. Among others, factors include digitization, communication and travel revolution, which are considered to be as significant as the transition between the middle ages and the modern world or the dawn of the industrialized world. The period we live in is characterised by super-diversity and supermobility, which in Business Studies we refer to as resulting in a VUCA (Volatile, Uncertain, Complex, Ambiguous) world, which require requires effective leadership.

According to Yukl (2013), leadership is influenced by three component factors, which are leader, follower, and context. The proper alignment of these three dimensions is what is referred to as effective leadership. In the context of this triangle, there are two challenges that it brings; the first one concerns leader-follower work relationships and second one arises from current challenges in the environment of the corporate world.

The central challenge to the leader follower work relationship concerns the conflict between senior leaders in organizations and the emerging **leader generation** called Millennials.

Gelbart and Komninos (2012) argued that managers are grappling with this new generation and this can be attributed the different world views and values of both generations and it was further stated that the current generational mix of Baby Boomers, Gen X, and Gen Y makes leadership more complex. The significant differences between the generations render traditional leadership approaches ineffective. Millennials are tech-savvy, meaning they are up breast with the use of technology as a means for knowledge transfer in organizations. They are very much informed since all of information is at the disposal at any given point in time for example, from internet or social networks. Because of the availability of information, this makes them to be over-confident in their own abilities. Millennials are also diverse, they put a high value on teamwork in a collaborative, informal context. They can performance multiple tasks at once. They are autonomous and have less respect for hierarchies, especially if actions are not well structured (Kok & Van den Heuvel, 2019).

Leadership under VUCA world demands agile leadership that nurtures collaboration and unbiased communication between generations. This collaborative leadership allows innovative organizations with flexible and fluid approaches; it also enables leadership to make sound decisions in an ambiguous world. In addition, Millennials' preferred a leadership style that is characterized by polite authority, based on personality.

As Sarkar (2006) sums it up, responsible leadership combines the essential qualities of three well-known leadership styles: transformational, servant, and authentic leadership. The transformational aspect of responsible leadership relates to encouraging teamwork, setting high performance targets, and encouraging out-of-the-box thinking among followers. As servants, responsible leaders "put the interests of subordinates first, over and above their own self interests. This creates an empowering experience for followers" (Sarkar, 2006).

When people are empowered the creativity improves at work, and this is one of the most important factors of success in a VUCA world. Authenticity in a leader ensures learning agility, flexibility, and the participation of others, because the leader integrates diverse perspectives in decision making. Finally, Sarkar argues that the “all-inclusive leadership approach of responsible leadership is bound to make change management seamless” (Sarkar, 2006, p. 11), and that building relationships can enhance employee performance and promote a democratic community for the benefit of an organization (Kok & Van den Heuvel, 2019).

Complexity Leadership

Another challenge of leadership in the VUCA world is the issue of **complexity leadership**, which encompasses a leadership style that enables dynamic interaction, adaptability and the emergence of solutions from the system to seamlessly perform at high levels through transformation and innovation (Rimita, Hoon & Levasseur, 2020).

Complexity leadership theory refers to a changing view of organizations from mechanical, top-down, bureaucratic, and vision-led to one of complex adaptive systems operating in a modern, knowledge-oriented, agile, and highly turbulent world (Uhl-Bien, Mario & McKelvey, 2007). Unprecedented change characterizes the current business environment with technology and globalization producing new rules for organizations to operate. Complexity leadership theory is a lens to comprehend the changing environment and instill new mindsets that embrace flexible leadership, innovation, double-loop learning, and agility in structural construction (Uhl-Bien et al., 2007).

Complexity leadership is an alternative approach that will help contemporary organizations to survive in a volatile, unpredictable, competitive, chaotic environment based on information technology. The need for the complexity leadership theory will be better understood through the exploration of leadership qualities that are required by the information age and the restrictions of the available traditional leadership models. Leadership required by information age needs to be built on complex grounds rather than bureaucratic ones. Complexity leadership premises are entrenched on the principle of simplicity in management and entail high reasoning ability to understand chaos and newly arisen problems.

The theory fundamentally aims to provide administrators with basic resonance skills to manage uncertainty rather than over-control, suppression or hinderance during knowledge-production process (Waldman & Bowen, 2016).

Complexity leadership expresses an interactive process that includes creating an administrative synergy shared by many complex powers in administration, promptly resonating with competitive, uncertain conditions required by the new era and flexible, effective decision making process rather than focusing on organizational member/s (Lichtenstein et al., 2006).

There are three basic leadership models of complexity leadership, such as *adaptive leadership*, *action centred leadership* and *administrative leadership*.

Adaptive leadership is an interactive effort entailed by complex systems designed to cope with uncertainty besides learning new conditions through creative thinking and resonating with new conditions. Adaptive leadership represents an interactive, dynamic process that focuses on adaptive consequences like the ability to ensure resonance with rapidly changing new organizational conditions, introduced by organizations. Adaptive leadership is caused by asymmetrical interactions and it is a two-way interaction: one comes from preferences including informational diversity, skills and beliefs and the other from authority.

Action-centred leadership aims to help with activation of organizational dynamics such as optimum use of organizational opportunities by preventing controversy between administrative leadership and adaptive leadership and introduction of organizational flexibility to resonate with new conditions without difficulty and “entanglement” management.

Action-centered leadership takes the role of managing role complexity between administrative and adaptive leaderships. This kind of leadership aims at the management of organizational conditions where adaptive leadership takes place and the spreading of innovative products to help adaptive leadership arise through formal management system.

Administrative leadership are those activities that are used to attain organizational goals by means of formal, managerial roles of individual organizational members and groups. Administrative leadership could include activities such as planning task delegation of employees, defining organizational vision, providing necessary sources and opportunities for organizational goal attainment, managing crises and conflicts and deciding all other survival strategies and policies for sound organizations (Holland, 2006). Administrative leadership focuses on formal, administrative roles of individual organizational members and groups that plan and coordinate organizational activities. Organizations in the 21st century surely needs

leadership models that are different from the traditional ones in order to survive the VUCA world (Baltacı & Balcı, 2017).

Notwithstanding the VUCA challenges however, it has a hopeful side. It requires leadership to adapt to new skills in order to be successful in the future. Skills, however, won't be enough to thrive in the future world that is emerging. A single leadership literacy won't be enough either. Leaders will need to be multiliterate in this future world, just as international leaders are much stronger if they are multilingual (Johansen, 2017).

Leadership skills will have to be wrapped in broader literacies that combine:

- 'discipline, to provide order—but not too much order
 - practices, to understand and share what works—and what doesn't
 - perspective, to learn from a wide diversity of views—but not get stuck in any single view
 - worldview, to look long instinctively—but focus on action when that is needed'
- (Johansen, 2017)

Leaders are—and must continue to be—a source of clarity. Clarity is the ability to be very explicit about where you are going, but very flexible about how you will get there. In a future loaded with dilemmas, disruption will be rampant, and clarity will be scarce. The disruptions of the next decade will be beyond what many people can cope with. Many will be susceptible to simplistic solutions—especially from politicians and religions. Leaders will need to provide enough clarity to make disruption tolerable and even motivational. They will also need to communicate realistic hope through their own stories of clarity. Certainty about the future may provide temporary hope, but it is likely to be false hope since we live in an increasingly VUCA world. The “Fail early, fail often, and fail cheaply” is the motto here. Failure is a badge of courage. Success builds on earlier failures (Johansen, 2017).

For organizations to achieve high levels of agility, the authors developed an agile model containing five research-based competencies, which organizations can use to assess their leaders' capacity to identify the VUCA threat, appropriately respond, and carry along other stakeholders. The competencies include, “anticipate change, generate confidence, initiate action, liberate thinking, and evaluate results” (Horney & O'Shea, 2015, p. 22).

Furthermore, the idea of self-organizing is quickly gaining traction due to the advantage it presents in turbulent times, that of faster decision-making due to flatter organizations. Self-organizing requires fluid structures that replace hierarchies where decision-making and power lies within the network, it creates efficiency by utilizing emergent technologies to adapt nimbly and enhances organizational interaction for collaboration (Laloux, 2015).

5.5 Challenges in South African Public Sector

There is a widespread of unethical leadership practices in the South African public and corporate sectors. Multinational enterprises such as KPMG, SAP and McKinsey have been implicated in scandals regarding unethical business practices involving the Gupta family in South Africa. The biggest corporate scandal in South Africa in recent years involved Steinhoff International, a prominent South African retailing company, which committed accounting fraud. Corruption in South Africa's public sector is rife. For instance, the country's score on the Corruption Perceptions Index was 43 in 2017 and 2018 and 44 in 2019.

An appropriate conflict-free employment relations strategy is the key to a successful organisation, and the most fundamental element of such a strategy is deeply rooted on common trust permeating all sections, divisions, leadership, management and all employees (Belle, 2014, pp. 114–115).

The latest report of the World Economic Forum in respect of world competitiveness (Schwab, 2017) indicated that South Africa has been ranked as the worst of 137 countries in the list in terms of the relationship between employer and employee.

The report through its analysis identifies mistrust between employers and employees in South Africa as a phenomenon with historical roots that has been perpetrated and exacerbated by the country's lack of capacity in training, retaining and attracting talent, poor reliance on management and the existing high inequality levels, unemployment and poverty (Schwab, 2017, pp. 14–15). The existence of an efficient and effective state and a well-functioning market has direct and indirect positive effects on continuous economic and social growth and development enhanced by corrupt-free competitiveness and GDP growth (Ndevu, 2019). On the contrary, 'unhealthy relations between employees and management in both sectors bear direct negative impacts on organisational performance, which bears serious threats in both sectors' ability to constructively build a more productive and equitable future for themselves and all citizens of the country as a whole '(Belle, 2014, pp. 115–116).

There is the perception, also confirmed in empirical studies, that widely spread mistrust can be eased out through strict and thoroughly observed reliance on existing rules and regulations that could lead to higher productivity and better performance. Such a perception is founded on the confirmed belief that when high levels of trust exist within an organisation, employees have higher degrees of job satisfaction, motivation, self-belief, discipline and solid performance.

Lack of harmonious cooperation and coordination within an organisation as a result of mistrust towards leadership, management or existing plans and decisions leads to frustration, dereliction of duty, withdrawal, absenteeism and lack of motivation. Poor work performance, ill-discipline and perpetual ignorance of duties and responsibilities have also been described as results of mistrust (Wright & Pandey, 2010, pp. 77–79).

Existing power relations that have become a common feature in municipalities are rooted on a number of realities such as political or administrative battles over resources, monopoly of knowledge and/or existing opportunities for corruption. They lead to a ‘professional distance’ between leaders, managers and employees that becomes the foundation of mistrust as employees feel alienated from existing municipal realities, knowledge, opportunities and decisions.

It is thus the leadership’s decision and prerogative to take the initiative in providing employees with the opportunities to participate actively in decision-making, to have a clear picture and understanding of decisions made by leadership and management and to see their own consultation and input on key issues regarding themselves and the communities they serve as their duty and responsibility. It is only when such an accountable, transparent, fair and collegial process of decision-making is followed that trust is built through continuous commitment that finds its organisational manifestation in voluntary cooperation, coordination and synergy that are guided by solid, fruitful and creative performance (Hassan & Hatmaker, 2015, pp. 1128–1129).

Employee performance is directly and indirectly related to an individual or group belief that leadership and senior management involve and value employee contribution to most, if not all, aspects of the organisation, this is how trust becomes a reality (Ndevu, 2019). The abovementioned challenges have serious impact on service delivery in the public sector.

5.6 Leading the Organisations in turbulent times

The contemporary business environment is characterised by increasing levels of complexity, turbulence and uncertainty. For organisations to survive and thrive in this environment, they need to become more “agile” or adaptive (Rigby et al. 2016). Because of our hard-wired tendency towards competition (Nicholson 2003), collaboration appears to run counter to our intuitive responses when we are faced with crises, uncertainty or threats. Moving from competition to collaboration is therefore not merely a matter of acquiring a new skills set or process expertise—important as those are—but primarily a matter of fundamentally changing mental models or mindsets.

For collaboration to work optimally, a change in mindset towards a preference for collaboration is not sufficient: organisational trust is a key requirement as it is associated with enhanced collaboration and improved information sharing and problem-solving (Lewicki and Tomlinson 2003). Establishing and maintaining organisational trust—and therefore collaboration—is entirely dependent on the trustworthiness of the organisation’s leadership. The antidote to the turbulence is leadership characterised by agility, creativity, improved decision-making ability through collaboration and trustworthiness (Johansen 2012). It has been noted that such leaders are not driven by ego and a desire for control, but tend to possess a blend of humility, confidence and assertiveness (Botelho et al. 2017). Their humility means that they don’t believe they have all the answers: in their decision-making they consciously seek information, suggestions and views from relevant others in the organisation, irrespective of their hierarchical position. It is the ability to take charge, engage the wisdom and insights of others and then to make fast decisions on the basis of the inputs received.

Today’s organisations require leaders who are *trustworthy, respectful and inclusive*, who can subordinate their own ego and agenda and give up power and resources for the greater good of their organisations. Many organisations are still run by operational leaders who are competent at what they do yet have a mindset or mental model that dictates that to be effective, they need hierarchical power and direct control over a specific set of resources which they can deploy to achieve results (Botelho et al. 2017).

For the organisation to survive turbulent times, the following characteristics are required in their leadership philosophies:

Trustworthiness

A leadership evaluation of trustworthiness is based on their abilities, integrity and benevolence. In this context, ability refers to an assessment of the other's knowledge, skill, or competency. It is a sense that the other is able to perform in a manner that meets expectations of the organisation (Lewicki and Tomlinson 2003). Integrity is the degree to which one is perceived to adhere to the principles and norms that are acceptable to the others. Benevolence is an assessment that the other person is concerned enough about the welfare of the others to either advance their interests, or at least not impede them.

Building trust

Trust building is a two-way process and requires mutual commitment and effort. To build their own trustworthiness, leaders should perform competently in both functionally and more so on the "soft skills"; be consistent and predictable; and show concern for others. An important mechanism for establishing trustworthiness is what has been referred to as "procedural justice," or what Purcell (2012) refers to as "voice. If people are not encouraged to contribute their ideas, because of a lack of trust or fear of negative consequences, they will remain silent and thus contribute to decision-making based on incomplete data. Fair process builds trust and commitment, trust and commitment produce voluntary co-operation, and voluntary cooperation drives performance, leading people to go beyond the call of duty by sharing their knowledge and applying their creativity.

Collaboration

Collaboration involves people working together to create something that no individual can create and do single-handedly. It is about positively and actively wanting and acting in unity with others to achieve a common goal (McDermott and Hal 2016). In a collaborative environment, the leader's role is to set the vision and guide people to interact in ways that tap into, and leverage, individual strengths to create collective outcomes. It is more about leading the process, not the people. It is about making connections between the right people, bridging diverse cultures and getting members used to sharing ideas, resources and power across hierarchies and silos (Reeves and Deimler 2011).

Collaborative leaders" are able to create the conditions and processes that would maximise synergies between people. The emphasis is less on producing a solution to a known problem and more on developing new ways to reframe situations and develop unanticipated combinations of actions (McDermott and Hal 2016).

5.7 Conclusion

This chapter provided various leadership challenges facing the South African private and public sector, which among others included challenges of the VUCA world, fourth industrial revolution, and generational gaps. All these factors, if not addressed have detrimental effect on the achievement of organisational objectives.

CHAPTER SIX

TRANSFORMATIONAL LEADERSHIP AND EMPLOYEE ENGAGEMENT

6.1 Introduction

This chapter explores the extant literature relating to the underlying theoretical concepts, concepts and constructs that pertain to transformational leadership and employee engagement. It further explores how these concepts have been operationalised in the existing studies. This chapter critically reviews the work done by other writers on transformational leadership and employee engagement in order to trace the origins and development of the theories and concepts as well as methodologies and conclusions reached about these concepts. The necessity of critical review cannot be understated, as it enables the researcher to identify the context within which the studies were undertaken in order to identify gaps that justified the existence of this study.

6.2 Overview of transformational leadership

The current turbulent economic era coupled with the fourth industrial revolution disruption considers leadership to be the most vital and effective machinery of an organisation for overcoming the current changing business trends and limiting socioeconomic issues (Hee Lee, Hoon Song, Kyoung Kim & Kolb, 2012). The shift from the traditional models of hierarchical and legitimate power practices is challenged by the new generation of workers that is entering the workplace (Shuck & Herd 2012). Current trends such as competition, deregulation, e-commerce and efficiency as well as the organisational demands to deliver numbers, are forcing the leaders to strive for alternative ways of working. This is requiring strong and effective leadership whose role will be to guide subordinates, lead in times of uncertainty and make effective changes where required to properly channel the organisation to deliver positive outcomes. Consequently, leadership becomes a key determinant for organisational outcomes (Yukl, 2008).

Many organisations are experiencing a dramatic shift from mechanistic models of work to more knowledge intensive communities of practice (Shuck and Herd 2012). Employees have higher expectations about ‘participating in organisational decision-making, pursuing dynamic

involvement in organisational activities and actively seeking work contexts where they believe they are treated with respect and fairness (Shuck and Herd 2012).

According to Kendrick (2011), transformational leadership is defined as a leadership approach that causes change in individuals and social systems. Its major focus is on the 'followers'. Transformational leaders motivate their followers to perform above expectations (Breevaart, Bakker, Hetland, Demerouti, Olsen & Espevik, 2016). Through this leadership approach, followers are inspired to achieve higher performance levels thus developing the leader within each individual (Kendrick, 2011). Transformational leaders increase the consciousness of their followers. They do this by appealing to higher ideals and values such as justice, liberty, equality and peace (Odumeru & Ogbonna, 2013).

Supported by the study of Breevaart et al. (2016), transformational leadership is unique in a sense that it encourages self-leadership among the followers. Transformational leaders inspire employees and there is a higher probability that these leaders will reach out for them regarding their individual needs, however, this cannot be seen or felt on a daily basis (Breevaart et al., 2016). Inevitably, transformational leaders may project varying behaviours on different days (Breevaart et al., 2016). They may fluctuate depending on the circumstances they are confronted with. For instance, when they experience a bad day, willingness to assist employees may be compromised and it is in such circumstances that the followers may need to tap into their self-leadership attributes to resolve the challenges of that day. The study of transformational leadership, which is the top-down leadership approach, recognises the importance of bottom-up leadership called employee self-leadership (Breevaart et al., 2016). This is because of the increased complexity of work and the challenging work environment. Employees expect some level of autonomy from their leader because whilst they are working to make a living, they also value the quality of working life" (Breevaart et al., 2016).

Transformational leadership positively influences organisational innovation and this is measured by the task-oriented commitment of team members and empowerment (Paulsen, Callan, Ayoko & Saunders, 2013). It also plays an important role in creating a team that is collaborative and characterised by mutual respect among its members (Jyoti & Dev, 2015). It further uses different processes in order to enhance the motivation, performance and morale of followers (Stoner et al., 2011). It links the sense of identity of the follower to the identity of the organisation, stimulates the followers to take charge of the work assigned to them,

understands the capability of followers in order to ensure proper alignment with tasks that enhance their performance and, being the role model, it inspires and make followers interested (Odumeru & Ogbonna, 2013). Transformational leaders inspire employees, and this increases the meaningfulness of work and group cohesion (Breevaart et al., 2016). Based on the transformational leadership approach, it can be suggested that the quality of leadership can be determined by the effect that the leader has on the followers. Employees develop respect and trust for transformational leaders and they are clearly willing to manifest exceptional behaviours to meet the expectations of their leaders (Geier, 2016).

As suggested by Bass (1985), transformational leaders are role models to their employees because they are focused on encouraging their employees be innovative within a harmless working environment. They pay attention to the abilities and needs of their employees and they also articulate a desired and “an optimistic vision of the future” with their employees. The examination of data from different studies on ‘trait transformational leadership’ provided support favouring transformational leadership which is based on employees’ fulfilment regarding their work as well as how good employees were at performing their jobs (Breevaart et al., 2016). Transformational leadership puts a huge emphasis on the facets of intrinsic member motivation, emotional caring in the workplace and follower development (Hoon Song et al., 2012).

In the South African context, transformational leadership is underpinned by the concept of Ubuntu with a Zulu expression of “*umuntu ngumuntu ngabantu*” which means, “I am because you are, you are because we are”. This is a widely embraced value system in black Africans which unites them across national boundaries. In its simplistic format, *Ubuntu* means humanness or being human. It further “implies that we have a coherent, indigenous and legitimate set of principles upon which to construct a new self-confident African identity” (Khoza, 2005, p.59). It implies that we all share in the human condition and we should recognise our commonality and show humility, compassion and tolerance. We should also realise that others have their innate yearnings, hopes, fears and loves calling forth empathy from others. Humanness confers dignity. Knowing what we do about our own inner selves, dreams and desires, we can intuitively grasp that other people share equally in the human condition and thus, deserve the same respect and care that we want according to our own persons (Khoza, 2005).

The concept of *Ubuntu* is relational in nature, putting emphasis on mutual respect and care that human beings should transmit to each other. It inspires a collective work ethic, offering leaders a way of winning over followers to a shared vision and creative teamwork (Khoza, 2005). In the corporate environment, this concept refers to effective teamwork which has replaced individual efforts. It signifies human worth and lays a foundation for empowerment of the knowledgeable worker. By showing appreciation for the inner creative life of all team members, the organisation confers the freedom to think, try out and make new connections. *Ubuntu* provides “self-actualisation of people for their own sake and the advancement of knowledge.” This is very important in modern society because it promotes the decentralisation of power and, in business, it spreads decision-making authority to lower level leaders. Ubuntu underpins transformational leadership in an era of great change in the world which African leadership faces challenges with (Khoza, 2005, p.62).

6.3 Origin of transformational leadership

Historians, political scientists and sociologists recognised leadership that went beyond the notion of social exchange between leader and followers (Uhl-Bien, Riggio, Lowe & Carsten, 2014). Leadership must also address the follower’s sense of self-worth to engage the follower in true commitment and involvement in the effort at hand (Arokiasamy, Abdullah, Ahmad & Ismail, 2016). This is what transformational leadership adds to the transactional exchange (Bass & Riggio, 2006).

According to Northouse (2018), Downton first coined the term “transformational leadership” in 1973. “Its emergence as an important approach to leadership began with classic work by a political sociologist”, James MacGregor Burns in 1978, when he was doing his descriptive research on political leaders. It has been observed that this term is now used in organisational psychology (Arokiasamy, Abdullah, Ahmad & Ismail, 2016). Burns (1978) mentioned that transformational leadership involves shifts in the beliefs, the needs and the values of followers (Thisera & Sewwandi, 2018). Burns (1978) accordingly, saw transformational leadership as the process that promotes a mutual relationship and understanding between leaders and followers in advancing to a higher level of morale and motivation (Arokiasamy et al., 2016). This view was further supported by Khoza (2005) who suggested that transformational leadership involves an idea that leadership rests in respect for, confidence in and active engagement with subordinates.

Transformational leadership is described as a process where leaders and followers engage in a mutual process of raising one another to higher levels of morality and motivation by emphasising social values (Khoza, 2005). Furthermore, it increases the follower's self-efficacy which in turn increases their belief that they are capable to organise and execute any of the activities that will make them achieve their goals (Fitzgerald & Schutte, 2010; Shamir et al., 1993). According to Burns, this is important because it helps the leaders understand how the followers will be driven towards the organisational goal, and encourages the followers to be expressive and adaptive towards the organisational changes, thus assisting in achieving such goals (Al-Amin, 2017). In transformational leadership, a leader engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower (Khoza, 2005).

Burns (1978) characterised transformational leaders as those who motivate followers by appealing to higher ideals and moral values (Arokiasamy et al., 2016). This type of leader is attentive to the motives and needs of the followers and also tries to help followers reach their fullest potential (Northouse, 2010). This leadership style creates significant change in the lives of people and organisations and further redesigns perceptions and values, and changes expectations and aspirations of employees (Bacha, 2014).

Transformational leaders are idealised in the sense that they are an example of morality and they are working towards the benefit of their team, organisation and/or community (Sun, Xu & Shang, 2014). Transformational leaders operate out of the boundaries of their deeply held personal value system, which includes justice and integrity (Bass, 1985; Burns, 1978). Burns (1978) refers to these values as end values because they cannot be negotiated or exchanged between individuals. By expressing their standards, transformational leaders can unite followers while changing followers' goals and beliefs (Jyoti & Dev, 2015).

Burns further proposed that the leadership process happens in one of two ways; either transactional or transformational (Rahman & Ferdausy, 2012). Transactional leadership is based on the bureaucratic authority and the legitimacy that is associated with one's position within the organisation. This form of leadership has been described as a leadership style that satisfies the selfish needs of people (Khoza, 2005). These leaders tend to focus on the completion of tasks and the compliance of employees. To influence employee performance, they rely heavily on the rewards and punishments of the organisation (Rahman & Ferdausy,

2012). Transactional leaders usually do not attempt to change the culture in the organisation; instead they work within the existing culture (Cockcroft, 2014). They “ensure that expectations are met which is the foundation on which transformational leaders build to motivate their followers to perform beyond expectations (Breevaart, Bakker, Hetland, Demerouti, Olsen & Espevik, 2014).

Transactional leadership, also known as managerial leadership, focuses on the role of supervision, organisation and group performance. It is a style of leadership in which the leader promotes the compliance of his/her followers through both rewards and punishments. Unlike transformational leadership, leaders using the transactional approach are not looking to change the future, they are looking to merely keep things the same. These leaders pay attention to followers’ work in order to find faults and deviations. This type of leadership is effective in crisis and emergency situations as well as when projects need to be carried out in a specific fashion. Transactional leaders tend to be directive and action oriented. Transactional leaders are willing to work within existing systems and negotiate to attain the goals of the organisation and tend to think inside the box when solving problems. Transactional leadership is primarily passive. The behaviours mostly associated with this type of leadership are establishing the criteria for rewarding followers and maintaining the status quo (Odumeru & Ogbonna, 2013, p.358).

Leadership involves trade-offs or arbitrage between parties (Khoza, 2005). It develops people in the organisation by showing confidence in them and prompting them to be innovative. In order to grasp the idea of transformational leadership in the diverse South African country, one has to take into account the character of transformational leadership in any society, implicit values and contemporary cultural landscape in which leaders come into being.

Building on transformational leadership concepts, Bass (1985) explained how transformational leadership could be measured as well as how it affects follower motivation and performance.

“The followers of such a leader feel trust, admiration, loyalty as well as respect for their leader. Because of the qualities of the transformational leader, they become willing to work harder than originally expected” (Al-Amin, 2017, p.31). These ‘outcomes’ occur because the transformational leader is not just offering work for ‘self-gain’ but is giving something more than that.

Followers are provided with an inspiring mission and vision and are given identity (Ghadi, 2017). The leader transforms and motivates followers through his or her idealised influence (earlier referred to as charisma), intellectual stimulation and individual consideration. In addition, this leader encourages followers to come up with new and unique ways to challenge the status quo and to alter the environment to support being successful (Al-Amin, 2017). Finally, in contrast to Burns, Bass suggested that leaders could simultaneously display both transformational and transactional attributes in their leadership approach (Breevaart et al., 2014).

Now 30 years of research and a number of meta-analyses have shown that transformational and transactional leadership positively predicts a wide variety of performance outcomes including individual, group and organisational level variables (Breevaart et al., 2014). There is an enormous amount of evidence that supports the effectiveness of transformational leadership over transactional leadership. Bass proposed an augmentation relationship between transformational and transactional leadership and has suggested that transformational leadership augments transactional in predicting effects on follower satisfaction and performance (Dartey-Baah, 2015).

6.4 Models of transformational leadership

Transformational leaders motivate their followers to transcend their self-interest in favour of the interests of the group, are sensitive to the needs of their followers and stimulate high performance by increasing the intrinsic value of work and showing confidence in their followers' abilities (Effelsberg & Solga, 2015). Transformational leaders elevate the consciousness of their followers by appealing to the higher ideals and values such as liberty, justice, peace and equality (Hays, 2016). Bass argued that transformational leadership consists of four related components (Breevaart et al., 2014) and this variable is measured from the following dimensions and indicators:

Idealised Influence

Idealised influence means that the followers identify with their leaders and they respect and trust them. Idealised influence is associated with charismatic leadership. Transformational leaders take a direction that permits them to perform their duties as role models for their followers (Yasin Ghadi et al., 2013). These leaders provide a "role model for high ethical behaviour, instil pride and gain respect and trust. Transformational leaders who have a great

deal of idealised influence are consistent rather than arbitrary and are willing to take risks (Yasin Ghadi et al., 2013). They display convictions and behave in admirable ways (Odumeru & Ogbonna, 2013). They demonstrate high “standards of ethical and moral conduct” and do the right thing (Yasin Ghadi et al., 2013). Followers associate themselves with their leaders and desire to imitate them. Leaders are bestowed by the followers as having exceptional capabilities, determination and persistence. The key element of idealised influence include modelling, providing meaning and a sense of purpose, creating and articulating values and instilling confidence, self-determination, self-esteem and emotional control in followers (Hays, 2016). A transformational leader with idealised attributes displays a sense of power and confidence and is able to reassure others that they can overcome obstacles (Van Knippenberg & Sitkin, 2013).

This is the degree in which the leader acts pleasantly, in a manner that encourages followers or employees to develop an attachment to the leader. Idealised leaders exhibit views, believe in their followers and appeal to their employees (Van Knippenberg & Sitkin, 2013). Thus, leaders set clear values and live up to them on a day-to-day basis and are role models to their employees. Building genuine rapport between the leaders and the followers is the key to this kind of leadership style. Trust should be built on strong grounds of morality and ethics (Ndlovu, Ngirande, Setati & Zhuwao, 2018).

Inspirational Motivation

Inspirational Motivation is the extent to which the leaders are extraordinarily effective in articulating their mission, beliefs and vision thus inspiring followers (Rahman & Ferdausy, 2012). Leaders challenge followers with high standards, communicate optimism about the future achievement of goals and provide meaning for the task at hand (Yasin Ghadi et al., 2013). Leaders raise the consciousness of their followers about the organisation’s vision and mission, encourage others in committing to and understanding the vision (Hays, 2016), and arouse team spirit. Enthusiasm and optimism are displayed (Odumeru & Ogbonna, 2013). The importance of communication skills can never be understated, as they “support the visionary aspects of leadership that make the vision understandable and precise, powerful and engaging (Uzonwann, 2017). Inspirational motivation encourages the followers to be optimistic about the future and become eagerly devoted to put more effort into their tasks and believe in their abilities (Rahman & Ferdausy, 2012). The key indicators of inspirational motivation include

working with workers and challenging them, autonomy, encouragement, organisational vision and communication (Hays, 2016).

According to Balley (2007), the leader inspires and appeals to his followers through articulating the vision in a charismatic manner. Inspirational leaders “challenge their employees by setting high standards, communicating the future goals and giving meaning to the job at hand (Ndunge, 2014). Inspirational motivation raises enthusiasm and optimism, intellectual stimulation (IS) inspires rationality and reasoning, individualised consideration (IC) focuses on the personal attention and idealised influences give visions and drive to accomplish a set goal or mission (Ndlovu et al., 2018).

Intellectual stimulation

Intellectual Stimulation refers to those transformational leaders who “stimulate their followers to question old paradigms, encourage their innovation, reframe problems and approach old situations in new ways (Rahman & Ferdausy, 2012). According to Bass (2006) and Riggio, creativity is encouraged by these leaders and mistakes made by individual members are not publicly criticised (Bass & Riggio, 2006).

They develop and nurture independent thinkers. Ideas that are new and problem-solutions that are creative are obtained from the followers and they (followers) are made part of the process of tackling problems and finding the appropriate solutions (Rahman & Ferdausy, 2012). Followers are encouraged to explore different solutions, and their solutions are not censured because they differ from the leaders’ ideas and solutions (Bass & Riggio, 2006). For such a leader, unexpected situations are seen as opportunities to learn and learning is seen as a value add (Bass & Riggio, 2006). Followers are encouraged to figure out better ways to execute their tasks, to think deeply about things and ask questions (Odumeru & Ogbonna, 2013). Sarros and Santora (2001) suggested the fundamental elements of intellectual stimulation such as supporting involvement, consensus decision-making, rationality, coaching and challenging.

Intellectual stimulation refers to the extent to which the leader challenges perceptions, lobbies followers’ ideologies and takes risks (Northouse, 2010). These leaders encourage and arouse subordinate-based creativity. The main goal of this leadership feature is to provide a structure to the followers on how they connect to the company, its objectives, the leader and one another (Ndlovu et al., 2018).

Intellectual stimulation is about questioning the status quo and old assumptions and encourages problem-solving and innovative ways of completing tasks. It stimulates individual's cognitive development, encourages critical thinking and enhances a stronger attachment of an individual to their organisation, thereby enhancing organisational development and survival. This is supported by a study that was conducted by Ghulam et al. (2014), who were investigating the relationship between intellectual stimulation, innovations and organisational performance. The study confirmed that intellectual stimulation promotes organisational innovations. It was revealed that challenging work assignments improve the meaningfulness of work, employee retention and employees' feeling of completeness (Anjali & Anand, 2015).

Individual Consideration

Individualised Consideration means that transformational leaders pay special attention to each individual follower's needs for achievement and growth by acting as a coach or mentor. Followers and colleagues are developed to successively higher levels of potential. Individualised consideration is practiced when new learning opportunities are created along with a supportive climate. Individual differences in terms of needs and desires are recognised (Odumeru & Ogbonna, 2013). The leader pays attention to each individual's needs, expectations and wants, offers support and empathy, ensures transparent communication and places challenges before the followers (Rahman & Ferdausy, 2012). Generally, the leaders act as coaches or mentors (Odumeru & Ogbonna, 2013) and have an ability to identify what is necessary for each follower, thus furthering their development (Rahman & Ferdausy, 2012).

Individualised consideration leadership style encourages a two-way communication; it promotes active listening by a leader and it further encourages management to do the walkabouts around the workspace, having personal interacting with the followers (Odumeru & Ogbonna, 2013). The core characteristics of individualised consideration comprise of caring for and encouraging and coaching individuals, and an open and consultative approach (Deinert, Homan, Boer, Voelpel & Gutermann, 2015). Individualised consideration also refers to the extent to which the leaders attend to the individual needs of employees and guide employees in overcoming or dealing with these concerns (Northouse, 2010). The leader respects and shows appreciation of the contributions made by each member of the team in the organisation (Northouse, 2010). This approach also gives leaders the opportunity to propel greater achievement and growth in the organisation (Ndlovu et al., 2018). Wu, Tsui & Kinicki (2010)

and Koveshnikov and Ehrnrooth (2018) found that individual-focused leadership, comprising of individualised consideration and intellectual stimulation, facilitated leader identification and self-efficacy and were all attributes associated with employee engagement.

6.5 Previous studies on transformational leadership

A cross-sectional study conducted by Othman, Mohammed and D'Silva (2013) in a Nigerian university, where they were seeking to establish the relationship between leadership styles and organisational commitment, confirmed that the leadership styles of the university's top management influenced the organisational commitment among the lecturers. Organisational commitment can be described as an attachment to the organisation, characterised by an intention to remain in it; an identification with the values and goals of the organisation; and a willingness to exert extra effort on its behalf (Patlar & Wang, 2016). It can also be described using a three-component model that distinguishes between affective, continuance and normative commitment. Affective commitment is the emotional attachment to and involvement in the job, whereas continuance commitment is the awareness of the cost involved for the organisation (Devece, Palacios-Marqués & Alguacil, 2016). Lastly, normative commitment is the obligation to continue commitment (Devece et al., 2016). Individuals consider the extent to which their own values and goals relate to that of the organisation as part of organisational commitment. Therefore, it is considered to be the linkage between the individual employee and the organisation (Geldenhuys, Laba & Venter, 2014).

The study examined if transformational and transactional leadership styles predicted organisational commitment among public university lecturers in Nigeria and it was suggested that even though other factors were involved, commitment to the organisation was probably the most reflective of how employees felt about leaders and the behaviours they exhibited (Othman, Mohammed & D'Silva, 2013). It revealed that there was a positive correlation between leadership styles and organisational commitment, with idealised influence being the highest positive correlation (Othman, Mohammed & D'Silva, 2013). Other authors suggested that leaders who display this kind of leadership style give consideration to their followers by encouraging and coaching them to develop appropriate working behaviour (Lvina, 2015). In a study that examined the relationship between transformational leadership and work engagement through the mediating role of meaning in work, results confirmed that a

transformational leadership style influences followers' attributes of work engagement (Yasin Ghadi et al., 2013).

A transformational leadership style allows the followers to model their leader's behaviours. This, in turn, builds loyalty and devotion to the organisation (Cheng, Bartram, Karimi & Leggat, 2016). With this, followers are unlikely to retaliate against proposals for change and their performance is at more of a peak. Followers are seen to be working beyond their call of duty and their self-interest, thereby contributing immensely to organisational performance (Caillier, 2016). This gives a clear indication that transformational leadership influences employee engagement. Through individualised consideration behaviour, leaders give attention to their followers and they respond to and identify their followers' demands (Qu, Janssen & Shi, 2015). They further appreciate and respect individual differences and assist in the growth and achievement of their followers.

Intellectually stimulating managers produce a supportive organisational climate (Jaiswal & Dhar, 2015). According to Ariani (2014), this can play a role in the development of employees' feelings of work engagement. Through this behaviour, leaders stimulate their followers' effort to be more creative in solving problems by questioning old assumptions and solving problems depending on fresh perspectives (Bass & Riggio, 2006).

Bass (1985) found that transformational leaders stimulate subordinates to go beyond the basic needs to the needs of the organisational mission and purpose. In turn, followers are likely to be more innovative and make considerable contributions towards organisational work (Anderson, Potočník & Zhou, 2014). When employees' contributions to work are not criticised, transformational leaders are likely to increase the intrinsic motivation of followers, and thus increase their levels of dedication (Ng, 2017). Based on the idea that engaged workers are very involved and committed to their work (Reijseger, Peeters, Taris & Schaufeli, 2017), supervisors who display intellectual stimulation behaviour can influence employees' involvement in their work and encourage them to work with a high level of commitment, the second facet of engagement (Bakker & Schaufeli, 2015).

Engaged employees are characterised as completely concentrated and happily absorbed while doing the job (Bakker & Schaufeli, 2015). In most occasions, those employees find it difficult to separate the self while working. Through inspirational motivation, supervisors create a

vision of the future that appeals to subordinates and makes them a significant part of the organisation (Ghadi, 2017, p.18).

A vision offers a picture of the future that consists of values, hopes and ideals (Ghadi, 2017) and it is inspirational motivational managers who are capable of establishing and conveying high expectations that challenge and inspire subordinates to achieve more than they thought was possible (Ariani, 2014, p.76). Such motivational leaders are often expected to depend on idealistic visions and persuasive communication to influence followers to immerse themselves in their work (Yasin Ghadi et al., 2013). Shamir et al. (1993) argued that supervisors who use verbal persuasion and emotional appeals act as a powerful source for motivating subordinates' efforts, therefore developing a sense of identification in subordinates with their work unit (Shamir et al., 1993). It is further argued that inspirational motivational behaviour is linked to the attribute of absorption, the third facet of work engagement (Yasin et al., 2013).

In a descriptive, cross-sectional study conducted by Hayati, Charkhabi and Naami (2014) to determine the effects of transformational leadership and its components on work engagement among hospital nurses, these researchers found positive confirmation of the effect of this style of leadership on work engagement and its facets. In addition, transformational leaders transferred their enthusiasm and sense of power to their subordinates by way of modelling.

A cross-sectional study, Gilbreath and Benson (2004) found that leadership behaviour has an impact on the psychological well-being of followers and it included making the followers more accountable for their work, letting them take their own decisions, acknowledging them, being considerate to them and helping them by providing the necessary resources to complete their tasks (Pai & Krishnan, 2015).

It is for such reasons, that many organisations have now started to understand the importance of the active involvement of employees in effective organisational decision-making processes for the improvement of organisational performance (Ulrich, 2010, p.23). Team member empowerment in a group is crucial because when individuals begin to find meaning in their work, they begin to share this meaningfulness with their team, thereby elevating the whole group to strive for more (Geldenhuis et al., 2014). According to Ulrich (2010, p.5), leaders can develop the resources to make employees work harder and to make work for employees. This ensures that employee find meaning in their work, thus contributing to the broadest purpose

for which organisations exist. For example, creating value for the customer, investors and communities. Therefore, it is argued that leaders are meaning-makers, in that, they set the direction that others aspire to, they help others participate in doing good work and they communicate ideas and invest in practices that shape how people think, act and feel (Ulrich, 2010, p. 6). It is for this reason that the assertion is made that when leaders make work meaningful, they help in creating an abundant organisation where employees operate on a value proposition based on meaning as well as money. Meaning becomes a multiplier of employee competence and commitment, a lead indicator of customer shares, a source of investor confidence and a factor in ensuring social responsibility in a broader community (Ulrich, 2010, p.5).

This empowered group begins to find its work more valuable and worthwhile and performs more effectively without the fear of being reprimanded” (Geldenhuys et al., 2014). A transformational leader has the ability to develop the full potential of the follower by broadening their horizons and elevating their goals and this improves the overall performance and development of the follower (Jha & Malviya, 2017).

With these latest developing trends on transformational leadership and employee engagement, organisations have started to abandon the traditional models which were focusing on the disease model of organisational improvement which were focusing on the cost associated with disengaged and disgruntled employees. Now organisations are moving towards adopting approaches that enhance employee creativity rather than fixing what is wrong with the employees. The need to adopt approaches that promote hard work and enthusiasm are encouraged. Employees are more interested in performing meaningful assignments and this leads to higher levels of happiness at work.

This study has shown that whenever the leader provides his/her followers with creative freedom, the followers are more self-assured of their competence and they feel confident of their ability to accomplish a task, hence higher perceived happiness levels (Pai & Krishnan, 2015).

Transformational leadership also enhances followers’ self-efficacy. Self-efficacy refers to an individual’s belief in his or her capabilities to successfully accomplish a specific task or set of tasks (Alqurashi, 2016). Shamir, House and Arthur (1993) were among those who initially

linked self-efficacy to transformational leadership in their self-concept motivation theory of leadership and these authors suggested that self-efficacy is a possible mediating mechanism through which transformational leadership affects followers' performance (Hannah, Schaubroeck & Peng, 2016). They further suggested that transformational leaders enhance followers' perceptions of self-efficacy by emphasising positive visions, communicating high performance expectations and expressing confidence in followers' abilities to contribute to the mission and goals of their organisation (Hannah et al., 2016). Other authors also suggested that transformational leaders build followers' feelings of self-efficacy by providing regular and adequate feedback to their followers (Mesterova, Prochazka, Vaculik & Smutny, 2015). In other words, by understanding how followers view themselves, such leaders are able to help transform their self-concepts to enable followers to believe that they can be successful at more challenging tasks (Getachew & Zhou, 2018). Transformational leaders can also increase followers' self-efficacy through role modelling and verbal persuasion which are the two major determinants of self-efficacy (Mesterova et al., 2015). Transformational leadership further plays an important role in task-related performance because self-efficacy beliefs influence an individual's choice of goals and goal-directed activities, emotional reactions and persistence in the face of challenges and obstacles (Caillier, 2016). Individuals high on self-efficacy will choose to enter into a situation in which their performance expectation is high and avoid a situation in which they anticipate that the demand will exceed their ability (Getachew & Zhou, 2018). They will also set higher goals and commit to those goals (Walumbwa, Avolio & Zhu, 2008).

In study that explored the mediating role *of altruism* in the relationship between *self-sacrifice* and transformational leadership, it was established that self-sacrifice has a relationship with transformational leadership and the relationship is mediated by altruism. The study indicated that followers consider their supervisors as transformational because of "the motive" (as measured through altruism). The reason for this could be that altruism is about the whole personality of the leader, as opposed to self-sacrifice, which focuses on just "personal giving-up" of the leader. The study also provided support for the claim that transformational leader is essentially a person with moral convictions and values. If organizations wish to see their managers become transformational, they would be better off by addressing the whole personality of the manager. If managers have altruistic personality, their chances of being seen as transformational are enhanced.

Self-sacrifice has been defined by Choi and Mai-Dalton (1998, p. 399) as the “the total/partial abandonment, and/or permanent postponement of personal interests, privileges, or welfare in the division of labor, distribution of rewards, and exercise of power.” power.” Similarly, Yorges et al. (1999, p. 428) defined self-sacrifice as “giving up or loss of something important to an individual. More precisely, they defined self-sacrifice as willingness on the part of the leader “to incur personal costs (or run the risk of such costs) to serve the goals and mission of the group or organization.” This distinction is crucial to the definition of self-sacrifice because it indicates the person “for whom” the leader has sacrificed. Self-sacrifice builds trust, earns followers ‘acceptance as a role model, and helps in making a leader transformational (Bass, 1985; Yukl, 2002, pp. 265-66). ‘Self-sacrifice by the leader leads to the development of a culture of giving and selfless service in the organization’ (Choi and Mai-Dalton, 1999).

Altruism is defined ‘as a pro-social act towards other organizational members, such as helping with heavy workloads, orienting new people, and helping those who have been absent. There is broad agreement that altruism focuses on the benefit to another person, and that it is an end in itself and not a means to an end ‘(O’Shea, 2004). This concept is very relevant for leadership because leadership is about influencing “others” (followers) and altruism brings in the dimension of “others” into leader’s definition of self. According to Aronson (2001), ‘altruism is an antecedent variable for transformational leadership and charismatic/transformational leaders operate out of high concern for others’. Kanungo and Mendonca (1996) reasoned that altruism drives leaders’ capacity to grow, be sensitive to needs of followers, to lead by being led.

An organizationally important outcome of transformational leadership is that it gives rise to feelings of collective identity among the unit members. It has been shown that altruism of employee’s enhanced feelings of group cohesiveness and collective identity among unit members. Schnake (1991) suggested that on-the-job altruism might result in reciprocal relations at workplace. Similarly, Choi and Mai-Dalton (1999) showed that display of self-sacrificial behaviour brought about feelings of reciprocity among followers. This establishes a chain of norms about putting group goals above personal benefits.

Studies have empirically demonstrated that transformational leadership leads to higher levels of performance (Conger et al., 2000). Leaders’ expectations of successful unit performance play a crucial role in ensuring successful implementation of unit goals (Yukl, 2002). Such

feelings have a transformational influence and empower subordinates to participate in vision implementation. It also helps subordinates persist in efforts despite organizational obstacles (Conger et al., 2000).

Transformational leaders also repose trust and express high confidence in the ability of followers (Bass and Avolio, 1993). Similarly, followers also repose high trust in leaders, and have faith in achievement of the vision set by these leaders (Singh & Krishnan, 2008)

6.6 What is required to be a transformational leader?

Transformational leaders motivate others to do more than they originally intended and often even more than they thought possible (Walumbwa et al., 2008). They motivate subordinates to work for transcendent goals and for higher-level self-actualising needs, instead of working through a simple exchange relationship (Naidoo & Khan, 2015). They set expectations that are more challenging and typically achieve higher performances (Qu, Janssen & Shi, 2015). Transformational leaders have the propensity “to have more committed and satisfied followers” (Qu et al., 2015). Moreover, transformational leaders empower followers and pay attention to their individual needs and personal development, helping followers to develop their own leadership potential (Naidoo & Khan, 2015). Self-actualisation becomes the primary motivator of subordinate behaviour, rather than external rewards” (Jaiswal & Dhar, 2015). Visioning, inspiration, intense and honest concerns for the welfare of subordinates constitute the cornerstone of transformational leadership (Donohue & Wong, 1994, cited in Naidoo & Khan, 2015, p.8).

Transformational leadership involves inspiring followers to commit to a shared vision and goals for an organisation or unit, challenging them to be innovative problem-solvers, and developing followers’ leadership capacity via coaching, mentoring and the provision of both challenge and support (Naidoo & Khan, 2015, p.7). It can be either “directive or participative and is not an ‘either-or’ proposition (Getachew & Zhou, 2018).

The link between leadership and intelligence is inextricable (Singh, Burgess, Heap, Almatrooshi & Farouk, 2016). A leader must be intelligent but must not display a high degree of cognitive intelligence (one of the three types of intelligence) because doing so will separate them from their followers (Singh et al., 2016).

Riggio describes the three different types of intelligence as social, emotional and cognitive, each requiring a variety of competencies, where *social intelligence* focuses on the interpersonal relations and a person's ability to interpret social situations" (Singh et al. 2016, p.845). **Emotional intelligence** encompasses humility, conscientiousness and emotional stability, while *cognitive intelligence* is sheer intellectual talent, as well as verbal and spatial skills" (Singh et al., 2016, p.845). "A leader must display a variety of intelligences, especially social and emotional intelligence, in order to facilitate transformational practices" (Shuck & Herd, 2012, p.160). According to Shuck and Herd (2012, p.160), "emotional intelligence" is segmented into four categories, namely, "self-awareness, self-management, social awareness and relationship management."

Transformational leaders are focused on stimulating their followers, urging them to see new perspectives and continue self-development (Pai & Krishnan, 2015). They possess a strong commitment to the cause and followership of their organisation, and are willing to take risks in order to actualise their vision (Al-Amin, 2017). For these reasons, it is suggested that the most effective organisations are led by transformational teams and individuals (Hughes, 2014).

6.7 The pros and cons of a transformational leader (benefits and critiques)

Many who criticise transformational leadership perceive it as an 'elitist and antidemocratic' type of leadership (Muallidin & Zuhriyanti, 2018). This is based on the idea that the intellectually stimulating leader challenged his/her followers, and the individually considerate leader rises above the demands for equality from his/her followers to treat them differently according to their different needs for growth (Muallidin & Zuhriyanti, 2018).

At the same time however, such transformational leaders could share the building of visions and ideas that could be a democratic and collective enterprise" (Bass & Riggio, 2010). They could encourage follower participation in the change processes involved. In the same way, transactional leadership can be either directive or participative (Bass & Riggio, 2010).

There are numerous identified weaknesses in transformational leadership. The first and foremost is its ambiguity underlying its influences and processes (Aga, Noorderhaven & Vallejo, 2016). It has been observed that the theory has not been successful in explaining the interacting variables between transformational leadership and positive work outcomes (Aga et al., 2016). The viewpoint is that it would be stronger if the essential influence processes were

identified more clearly and used to explain how each type of behaviour affects each type of mediating variable and outcome. The theory also overemphasises leadership processes at the dyadic level (Aga et al., 2016). The major interest is to explain a leader's direct influence over individual followers, not leader influence on groups or organisational processes.

The examples of relevant group-level processes include: '(1) how well the work is organised to utilise personnel and resources; (2) how well inter-related group activities are coordinated; (3) the amount of member agreements about objectives and priorities; (4) mutual trust and cooperation among members; (5) the extent of member identification with the group; (6) member confidence in the capacity of the group to attain its objectives; (7) the procurement and efficient use of resources; and (8) external coordination with other parts of the organisation and outsiders' (Yukl, 1999, p.3).

There is evidence that transformational leadership is associated with positive outcomes, such as organisational effectiveness however, studies have not yet clearly established a causal link between transformational leaders and changes in followers or organisations.

The transformational leadership theories have not well explained how leaders influence group processes. It has merely embraced leader centrism (Aga et al., 2016). The mere "idea that it is only the transformational leader who is the centre of the organisational universe has a far-reaching impact (Aga et al., 2016). Organisational processes also receive insufficient attention in most theories of transformational leadership (Yukl, 1999, p.3). "Leadership is viewed as a key determinant of organisational effectiveness, but the causal effects of leader behaviour on the organisational processes that ultimately determine effectiveness are seldom described in any detail in most studies on transformational leadership" (Yukl, 1999, p.3). There is also a perspective that transformational leadership theories would benefit from a more detailed description of leader influence on group and organisational processes (Aga et al., 2016).

The theoretical rationale for differentiating the behaviours is not clearly explained (Yukl, 1999, p.4). The partially overlapping content and the high inter-correlation found among the transformational behaviours raise doubts about their construct validity. For example, intellectual stimulation is operationally defined as causing a subordinate to question traditional beliefs, to look at problems in a different way and to find innovative solutions for problems.

This content is diverse and ambiguous (Yukl, 1999). It is not clearly articulated what a leader says or does that influence subordinates' cognitive processes of behaviours.

Other authors have also identified the omission of several transformational behaviours. From the original transformational leadership theory, which empirical evidence has shown to be relevant, the behaviours include inspiring (infusing the work with meaning), developing (enhancing follower skills and self-confidence) and empowering (providing a significant voice and discretion to followers) (Aga et al., 2016). Transformational leadership treats leadership as a personality trait or tendency and is private rather than the behaviour of the train (Muallidin & Zuhriyanti, 2018). If it is a trait, training people in this approach becomes problematic because it is difficult to teach people how to change their traits.

It is also observed that situational variables are not sufficiently specified. A fundamental assumption of the transformational leadership theory is that the underlying leadership processes and outcomes are essentially the same in all situations (Bass & Riggio, 2006, p.83). It was argued that transformational leadership is beneficial to both followers and organisations regardless of the situation (Bass & Riggio, 2006). It has been shown by studies that the effects of transformational leadership on followers and outcomes can be influenced by situational factors (Yukl, 1999).

The following situational variables are moderators between transformational leadership and followership: stability of environment, organic structure (rather than a mechanistic bureaucracy), an entrepreneurial culture and a dominance of boundary-spanning units over the technical core (Yukl, 1999).

The theory does not explicitly identify any situation where transformational leadership is detrimental, although many studies have shown that transformational leadership can have detrimental effects on both followers and the organisation (Yukl, 1999). Transformational leadership is biased in favour of top managements, owners and managers and, in most circumstances, the high emotional involvement of the followers regarding their work can lead to stress and burn out (Odumeru & Ogbonna, 2013, p.357). Followers may be exploited by individual leaders (even without realising it) and they can do this by unnecessarily creating a high level of emotional involvement (Yukl, 1999).

There is a possibility of an increased ambiguity and role conflict if the organisation is influenced by different leaders who have competing visions (Yukl, 1999). The leaders who build strong identification with their subunit and its objectives to improve member motivation, may influence this and as such, an excessive competition may arise among different subunits of the organisation (Van Knippenberg & Sitkin, 2013). There is also a possibility of the decline in the organisational effectiveness in cases where inter unit cooperation is required. Therefore, there are prospects that transformational leadership has negative outcomes which need to be investigated with appropriate research methods that will detect such effects (Van Knippenberg & Sitkin, 2013).

In most leadership theories, the transformational leadership theory assumes the heroic leadership stereotype (Van Knippenberg & Sitkin, 2013). The conceptualisation of the construct is seriously flawed, with no definition of charismatic-transformational leadership independent of its effects. There is no theory to explain why it consists of the dimensions proposed and how these dimensions share a charismatic-transformational quality that differentiates them from other aspects of leadership. There is no theoretically-grounded configurational model to explain how the different dimensions combine to form charismatic-transformational leadership (Van Knippenberg & Sitkin, 2013).

Transformational leadership stresses that it is the leader who moves followers to do exceptional things. By focusing on leader, researchers have failed to give attention to shared leadership or reciprocal influence. Followers can influence leaders just as the leaders influence followers. Finally, transformational leadership has a potential to be abused. Transformational leadership is concerned with changing people's values and moving them to a new vision. But who is to determine whether the new directions are good or more affirming, who decides that the new vision is better vision. The dynamics of how the followers challenge leaders or response to the visions is not fully understood. There is also a need to understand how leaders affect followers psychologically and how leaders respond to followers' reactions. The charismatic nature of transformational leadership presents significant risks for organisations because it can be used for destructive purposes (Conger, 1999)

Transformational leaders often play a direct role in creating changes, establishing a vision and advocating new directions. This gives a strong impression that the leaders is acting independently of followers or putting himself or herself above the follower's needs. Because it covers a wide range of activities and characteristics including creating a vision, motivating,

being a change agent, building trust, giving nurturance and acting as a social architect, it is difficult to define exactly the parameters of transformational leadership.

Effective performance by an individual, group or organisation is assumed to depend on the leadership by an individual with the skills to find the right path and motivate others to take it (Van Knippenberg & Sitkin, 2013). In different versions of the transformational leadership theory, it is proposed that an effective leader will influence followers to make self-sacrifices and exert exceptional effort but this influence is unidirectional in that it flows from the leader to the follower (Yukl, 1999). It fails to recognise the effort of the follower in that a commitment or performance of the followers is attributed to the influence by the transformational leader. Furthermore, the theory has little interest in describing reciprocal influence processes or shared leadership (Yukl, 1999). Researchers study how leaders motivate followers or overcome their resistance, not how leaders encourage followers to challenge the leaders' visions or develop a better one (Yukl, 1999).

Other authors also mention the fundamental problem of tautology, where input and output are just combined. These are cases where ability and behaviour, or practice is simply defined by the effects that they cause. For instance, someone is said to be doing work that develops their potential while simultaneously empowering them and, in the same breath, is an inspirational networker and a promoter (Alimo-Metcalfe & Alban-Metcalfe, 2001).

Transformational leadership theorists have regularly neglected the "context and social setting", assuming that leadership ideas adopt the sole leader existence which is forming a robust and stable entity with fixed skills and traits that are operating on others which are better enhanced by the leader that has been in charge of the specific operation (Fairhurst, 2007).

The theory disregards social dynamics and not take into account that organisations communicate all the time and influence processes in all directions. For example, the act of communicating a vision is typically seen as the transformational leader developing and communicating his/her vision, whilst others receive it and are transformed by it (Aga et al., 2016).

The study of transformational leadership is administered using questionnaires, where participants simply respond on a Likert scale about the extent to which they agree or disagree

with the provided statements. In this way, the responses to abstract formulations in the questionnaires are remotely distanced from events, actions, relations, feelings, articulations of opinions, and so on, emerging in everyday life situations (Aga et al., 2016). Another criticism revolves around how it is measured. In measuring it, researchers have used MLQ but the validity has been challenged by other studies, citing the high correlations of four I's with each other which suggest that they are not distinct factors.

Besides the fact that there a number of critiques of transformational leadership, its growth is still unmatched in the recent times. This is supported by studies from different fields which among others include military and nursing, where it has been found to be effective and more promotable than transactional leadership (Yukul, 1999). "Empirical evidence also shows that transformational leadership is strongly correlated with employee work outcomes such as lower turnover rates, a higher level of productivity, employee satisfaction and creativity, goal attainment and follower well-being" (Odumeru & Ogbonna, 2013, p.355).

Transformational leadership results in performance that goes beyond what is expected. People who exhibited transformational leadership were perceived to be more effective leaders with better work outcomes. It was also revealed that employees became more engaged in their work (i.e vigor, dedication, absorption) when supervisors were able to boost employee's optimism through transformational leadership style.

In addition the various studies on transformational leadership, there were other studies that contributed in unique ways to the understanding of the nature of this leadership style.

In one study, Bennis and Nanus(1985), identifies four common strategies used by leaders in transforming organisations .

First, transforming leaders had a **clear vision** of the future state of their organisation. The vision is usually very simple, understandable, beneficial and energy creating. The compelling nature of the vision touched the experiences of the followers and pulled them into supporting the organisation. When organisation has a clear vision, it is easier for people within the organisation to learn how they fit in with the overall direction of the organisation and even the society in general. It empowers them because they feel they are significant dimension of a worthwhile enterprise

Second, transforming leaders were *social architects* for their organisations. This means they created a shape or form for the shared meanings people maintained within their organisations. These leaders communicated a direction that transformed their organisation's values and norms. These leaders are able to mobilize people to accept a new group identity or a new philosophy of their organisations.

Third, transforming leaders created *trust* in their organisations by making their won positions clearly know and the standing by them. Trust has to do with being predictable or reliable, even in situations that are uncertain. Leaders build trust by articulating a direction and then consistently implementing the direction even though the vision may have involved a high degree of uncertainty. Bennis and Nanus (1985) found that when leaders established trust in organisation, it gave the organisation a sense of integrity analogous to healthy identity.

Fourth, transforming leaders used *creative deployment of self* through positive self-regard. Leaders knew their strengths and weakness and they emphasised their strengths rather than dwelling on their weaknesses. Based on the awareness of their own competence, effective leaders were able to immerse themselves in their tasks and the overacting goals of their organisations. They were able to fuse a sense of self with the work at hand. Bennis and Nanus(1985) found positive self-regard in leaders had a reciprocal impact on followers, creating in them feelings of confidence and high expectations. Leaders were committed to learning and relearning, so in their organisations there was a consistent emphasis on education.

The study by Kouzes and Posner (2002) developed a model that consisted of five fundamental practices that enabled leaders to get extraordinary things accomplished. These are as follows: *Model the way*, which means that leaders need to be clear about their own values and philosophy. They need to find their own voice and express it to others. Exemplary leaders set personal example for other by their own behaviours. They follow through their promises and commitments and affirm the common values they share with others.

Inspire a shared vision means, effective leaders create a compelling visions that can guide people's behaviour. They are able to visualise positive outcomes in the future and communicate them to others. Leaders also listen to the dreams of others and show the how their dreams can be realised. Through inspiring visions, leaders challenges others to transcend the status quo to do something for the others.

Challenge the process means being willing to change the status quo and step into the unknown. It includes being willing to innovate, grow and improve. Exemplary leaders are like pioneers. They want to experiment and try new things. They are willing to take risks to make things better. When they take risks, they do it one step at a time, learning from their mistakes.

Enable others to act means leaders are effective at working with people. They build trust with others and promote collaboration. Teamwork and cooperation are highly valued by these leaders. They listen to diverse viewpoints and treat others with dignity and respect. They also allow others to make choices and they support the decisions that others make. In a nutshell they create environments where people can feel good about their work and how it contributes to the greater community.

Encourage the heart means leaders encourage the heart by rewarding others for their accomplishments. It is natural for people to want support and recognition. Effective leaders are attentive to this needs and re willing to give praise to workers for jobs well done. They use authentic celebrations and rituals to show appreciation and encouragement to others

Overall, this model emphasis on what people need to do to become effective leaders. It is a broad based approach to leadership perspective that encompasses many facets and dimensions of the leadership process. Generally, it describes how leaders can initiate, develop, carry out significant changes in organisations. It empowers followers and nurture them in change. Transformational leaders become strong role models for their followers .They have a highly developed set of moral values and self-determined sense of identity(Avolio and Gibbons, 1988). They are confident, competent and articulate and they express strong ideals. They listen to the followers and are not intolerant of opposing viewpoints. There is always a developed sense of cooperation between the leaders and followers because they trust each other. Transformational leaders create a vision and this vision emerges from the collective interest of various individual and units in an organisation. The vision is a focal point for transformational leadership because it gives a conceptual map for where the organisation is headed, it gives meaning and clarifies the organisations identity (Shamir et.al, 1993).

Additional strengths of transformational leadership is that it has an intuitive appeal, it describes how the leader is out front advocating change for others, a concept that is consistent with society's popular notion of what leadership means. It treats leadership as a process that occurs between followers and leaders. Because this process incorporates both the followers and the

leader's needs, leadership is not the sole responsibility of a leader but rather emerges from the interplay between leaders and followers (Bryman, 1992). Transformational leadership provides a broader view of leadership that augments other leadership models. It places strong emphasis on follower's needs, values and morals and this is viewed as an effective form of leadership.

6.8 Employee Engagement

6.8.1 Background

The current reality characterised by political, economic, social, technological and legislative disruptions demands a workforce that is committed and engaged. Organisations are investing in employee engagement practices because it is believed that an engaged workforce results in organisational effectiveness, whereas a disengaged workforce can cost an organisation a substantial loss (Holbeche, 2018).

6.8.2 An overview of employee engagement

Literature has provided that “engaged employees are those that are focused, energetic and fully engrossed in their jobs and are highly motivated to direct their focused energy towards organisational goals” (Rastogi, 2013, p.103). Employee engagement has been defined in many different ways. One of them is the individual's involvement with, satisfaction with and enthusiasm for the work he/she does (Robbins, Judge, Odendaal & Roodt, 2013). Other authors often see it as the “commitment that is emotionally and intellectually projected towards their employer or an amount of discretionary effort exhibited by employees in their jobs” (Sundaray, 2011, p.54). It is also defined “as psychological state of employees which leads towards the most desired employee behaviour and better business results” (SARS, 2016, p. 2). It is suggested that when people are engaged, “they express themselves cognitively, physically and emotionally during role performances” (Gruman & Saks, 2011, p.123).

Further research on employees' work engagement suggested a widely used definition of engagement as “the harnessing of organisational members' selves to their work roles” ((Kahn & Fellows, 2013, p.105). The focal point of this view is on the personal engagement of organisations' members, which gives special importance to the improved work performance of the members when they demonstrate their emotional, cognitive and physical state in performing

their jobs. In this perspective, trustful and supportive leadership may aid in yielding improved levels of work engagement of employees and a subsequent improved organisational performance may be realised (Hoon Song et al., 2012).

Other authors also defined engagement as a psychological presence but goes further to state that it involves two critical components such as attention and absorption (Bedarkar & Pandita, 2014). Robinson, Perryman & Hayday (2004) defined employee engagement as a positive attitude held by the employee towards the organisation and its value. An engaged employee is aware of business context, and works with colleagues to improve performance within the job for the benefit of the organisation (Barik & Kochar, 2017). The organisation must work to develop and nurture engagement, which requires a two-way relationship between the employer and employee (Markos & Sridevi, 2010).

Perrin's Global Workforce Study (2003) uses the definition of employees' willingness and ability to help their company succeed, largely by providing discretionary effort on a sustainable basis. According to the study, engagement is affected by many factors which involve both emotional and rational factors relating to work and the overall work experience. The Gallup Organisation also defined employee engagement as the involvement with and enthusiasm for work (Barik & Kochar, 2017), whilst it is also linked to a positive employee emotional attachment and commitment. Employee engagement is more concerned with "the extent to which individuals use all the resources of cognitive, emotional and physical to perform roles associated with the job (Kahn, 1990; Xu & Thomas, 2011).

Other writers encapsulated employee engagement as a heightened emotional connection that an employee feels for his or her organisation, that influences him or her to exert greater discretionary effort in his/her work (The Conference Board, 2006).

Employee engagement was further defined by other authors as a satisfactory work associated with a positive state of mind characterised by vigour, dedication and absorption (Schaufeli, Salanova, Gonzalez-Roma & Bakker, 2002).

It has to be noted that until today, there is no distinct and generally accepted definition for the term *employee engagement*. This is supported by these numerous abovementioned definitions,

which have also been adapted from well-known research organisations in the human resource area, let alone individual researchers.

Employees that are engaged experience a greater attachment to their organisation and the work that they do in those organisations, and quite often they would do things that enhance the effectiveness of the organisation (Salehi & Gholtash, 2011). They are spontaneous and always enthusiastic. They tend to display proactive behaviours and positive attitudes at their workplace. Other behaviours of engaged personnel include low absenteeism, attitude of being helpful to co-workers and observance of company rules. These are the types of behaviours often referred to as organisational citizenship behaviours (Rastogi, 2013). Rastogi (2013) described organisational citizenship behaviours as a 'positive psychological attitude' of engaged employees towards work and organisation, which is expressed when the employees perform their roles. Engaged employees bring along with them a long-term and persistent state of satisfaction at the workplace. They also feel intrinsically motivated which is often seen by the manner in which they work and act.

According to Robbins et al. (2013), employees who are extremely engaged have a passion for the work they do in their organisations and have a deep connection with their company whilst the disengaged experience the opposite. In essence, they have actually checked out.

Therefore, an empirical relationship between transformational leadership and employee engagement is thus established and it is supported by the study of the relationship between leaders and subordinates since the early days of the leader-member exchange theory (Cranwell-Ward et al., 2002). This further highlights the importance of the leader with regard to engagement and performance.

6.8.3 Origins of employee engagement

The construct of employee engagement emanates from two concepts such as the Commitment and Organisational Citizen Behaviour (OCB) (Mutsuddi, 2016). Employee engagement has similarities to and overlaps with the above two concepts (Markos & Sridevi, 2010). Employee engagement is a construct that touches almost most sections of human resource management. The employee engagement construct is built on the foundation of concepts such as job satisfaction, employee commitment and organisational citizenship behaviour (Shuck & Herd,

2012). People want to be involved and committed to the organisation because of the three antecedent conditions that are fulfilled, namely, to psychologically feel safe in the presence of another person to perform its role, have sufficient resources to achieve the performance and feel that their work is quite meaningful and to know that what they do privately is considered valuable (Shuck & Herd, 2012).

The current reality reflects that the dynamics of work have changed. Many organisations are experiencing a dramatic shift from mechanistic models of work to more knowledge intensive communities of practice (Shuck & Herd, 2012)). “Employees have higher expectations about participating in organisational decision-making, pursuing dynamic involvement in organisational activities and actively seeking work contexts where they believe they are treated with respect and fairness” (Burke & Ng, 2006, p.86). Based on this, traditional models of hierarchical and legitimate power practices are being challenged as a new generation of workers enters into the workplace (Shuck & Herd, 2012).

Notwithstanding, community-based models of reflective trust and empowerment are becoming more commonplace inside organisational socio-political scaffolding. Reflective of this movement, organisations are experiencing unprecedented transformation where old and new economies of organisational practices coexist, at times, within the same organisational systems (Banks & Nafukho, 2008). This model of coexistence requires innovative approaches to human resource development (HRD) practices and has direct implications for leaders at all levels (Shuck & Herd, 2012).

As a result of the current environment which is characterised by VUCA, managers unequivocally agree that this century demands more efficiency and productivity than any other times in history (Sullivan, 2012). This is a time when businesses are striving to increase their performance. VUCA is an acronym which describes ‘volatility’, ‘uncertainty’, ‘complexity’ and ‘ambiguity’. This is briefly described below:

“**Volatility** means the nature, speed, volume and magnitude of change that is not in a predictable pattern and is characterised by turbulences; a phenomenon that is occurring more frequently than in the past” (Sullivan, 2012, p.2).

Uncertainty means the lack of predictability in issues and events (Lawrence, 2013, p.5).

“These volatile times make it difficult for leaders to use past issues and events as predictors of future outcomes, making forecasting extremely difficult and decision-making challenging” (Sullivan, 2012, p.2).

Complexity in this case refers to the mere fact that there are often numerous and difficult-to-understand causes and mitigating factors (both inside and outside the organisation) involved in a problem and thus, adds to the difficulty of decision-making (Lawrence, 2013, p.5).

Ambiguity means the lack of clarity about the meaning of an event and this has been further looked at as the inability to accurately conceptualise threats and opportunities before they become lethal (Lawrence, 2013, p.5).

With all these aforesaid challenges, managers are grappling to “succeed putting their company ahead of competitors. As the sophistication of technologies continues to evolve, they pose more challenges for managers because organisations will need more employees with increased technical and professional skills (Lawrence, 2013, p.5). These knowledge workers cannot be managed with old styles of totalitarian management. They expect operational autonomy, job satisfaction and status. It is because of these facts that the attention of managers is shifting towards the employee side of organisations (Lawrence, 2013, p.5).

6.8.4 Models of employee engagement

Numerous authors have written about the concept of employee engagement and have approached it in various ways. There are various models that have been suggested by authors. Some are tabled below:

(i)Three tier model

One such approach came from Shuck and Herd (2012) who, in their study, referred to a three-tier model as follows:

Cognitive engagement: Cognitive engagement builds from an employee’s interpretation of whether their work is meaningful, safe (physically, emotionally and psychologically) and whether they have adequate resources (tangible and intangible) to complete their work Shuck & Herd, 2012). The manner in which this is cognitively interpreted is based on the unique interpretations of that time and place (Shuck,Reio & Rocco,2011). Kahn (2010) suggested that

employees express themselves when they feel like they can make a difference, change minds and directions, add value or join something larger than themselves. Reciprocally, Kahn (2010) suggested that deaf ears of the leaders make employees mute. That is, when employees feel that they cannot add value, make a difference, change minds or are simply ignored, they choose not to speak up. They hold their voice, which is the ultimate act of disengagement and cognitively, the engagement process never begins.

- **Emotional engagement.** Emotional engagement revolves around the investment and willingness of an employee to involve personal resources (Vandenberghe, Bentein & Panaccio, 2017). It reflects the affective attachment of employees towards their jobs and their organisation in general (Vandenberghe et al., 2017). This stems from the emotional bond created when employees, on a very personal level, have made the decision to cognitively engage and are willing to give of themselves and thus identify emotionally with a task at that moment” (Vandenberghe et al., 2017). The giving of resources can involve tangible and intangible items such as time, care, mental abilities, extra work, pride, ownership, and belief, as well as others. As such, employees who are emotionally engaged with their organisation have a sense of belonging and identification that increases their involvement in the organisation’s activities. At this engagement level, it is where employees become more productive, less physically absent and less likely to turnover, although engagement has not yet behaviourally manifested. From this framework, it is emotion that spurs action, built from a cognitive appraisal of the situation, but emotion does not equal action. As such, emotional engagement revolves around beliefs which determine how behavioural engagement is formed, influenced and directed outward” (Rhoades, Eisenberger & Armeli, 2001, p. 825).
- **Behavioural engagement.** Behavioural engagement is the overt natural reaction to a positive cognitive appraisal (i.e. cognitive engagement) and the willingness to invest personal resources. It is understood as the physical manifestation of cognitive and emotional engagement. Behavioural engagement can be understood as what we actually *see* employees do (Carcea, Insanally and Froemke, 2017). Engaged employees bring their full selves to work and allow the full range of senses to inform their work (Kahn, 2010). Some researchers have linked what we see employees do to extra effort in role performance, organisational citizenship behaviours and the intent to stay versus intent to turnover (Macey

& Schneider, 2008). Discretionary effort, for example, is a multidimensional variable consisting of an employee's willingness to go above minimal job responsibilities (Shuck & Herd, 2012).

(ii) Three psychological conditions model

This model was founded by Kahn (1990), who suggested that there are three psychological conditions related to engagement or work. The three antecedent conditions proposed by Kahn (1990) of psychological meaningfulness, availability and safety, provide opportunities for intervention to increase levels of engagement.

Psychological meaningfulness is influenced by work characteristics such as challenges and autonomy “(Bakker & Schaufeli, 2015, p.2).

Psychological availability depends on individuals having sufficient psychological and physical resources, such as self-confidence, to invest in their role performances (Khan, 1990).

Psychological safety stems from organisational social systems, with consistent and supportive co-worker interactions and organisational norms allowing for greater engagement” (Bakker & Schaufeli, 2015, p.2). This third antecedent condition, psychological safety, offers the most potential for leadership to influence engagement. Specifically, leadership that provides a supportive, trusting environment allows employees to fully invest their energies into their work roles (Bakker & Schaufeli, 2015). Kahn (1990) established theoretical and initial empirical evidence for a link between supportive leadership and employee engagement (Kahn, 1990 cited in Xu & Thomas, 2011).

Khan (1990) argued that in this model people asked the three fundamental questions in each role situation:

- “How *meaningful* is it for me to bring myself into this performance?
- How *safe* is it to do so?
- How *available* am I to do so?” (Khan, 1990, p.8).

He found that workers were more engaged at work in situations that offered them more psychological meaningfulness and psychological safety, and when they were more psychologically available” (Kular, Gatenby, Rees, Soane & Truss, 2008).

Chalofsky (2003) describes employees who fail to find meaning in work as those who have high feelings of rejection, prejudice or misunderstanding. It was argued that in an environment where supervisors possess transformational behaviours, such feelings might be diminished or may even be non-existent by creating perceptions of meaning in work (Chalofsky 2003 cited in Shin & Zhou, 2003). For example, through the use of intellectual stimulation, leaders can stimulate subordinates to create solutions for the problems and to be openly creative (Shin & Zhou, 2003). In an environment where leaders are intellectually stimulated, followers’ self-esteem will be enhanced. Thus, they feel safe to express their opinions without fear of criticism if they contribute something that is incorrect (Shamir et al., 1993). This specific behaviour might help followers to control their environment where feelings of rejection, prejudice or misunderstanding prevent meaning in work to appear (Xu & Thomas, 2011).

Supervisors who develop specific missions, goals and identities for organisations are able to influence subordinates’ perceptions to perceive work as meaningful (Chalofsky, 2003). Through inspirational motivation, transformational leaders are seen as having a compelling vision of the future, and communicating optimism about future goals, which in turn increases followers’ personal core values (Xu & Thomas, 2011). Subordinates are likely to perceive the work to be more purposive, motivational and important – all of which are integral components of perceiving meaning in work (Chalofsky, 2003 cited in Yasin Ghadi, et al., 2013).

(iii) The three-factor model

For an organisation to become effective, it requires a concerted effort of an engaged workforce, who would feel the energy, drive and dedication to do and be absorbed by their work. Wefald, Mills, Smith & Downey (2012) coined this argument through a three-factor model, an additional model in the body of literature where they described vigour, dedication and absorption as widely used measures.

These terms can be elaborated upon as follows:

Vigour refers to the positive core effect in employees that is characterised by the high levels of positive energy and mental resilience while working, and the willingness to invest time and effort in job tasks.

Dedication contains the emotional framework of engagement and a state in which employees perceive their work as a significant and meaningful pursuit.

Absorption refers to the cognitive aspect where employees experience their work as engrossing and something on which they are fully concentrated and one finds it difficult to detach him/herself from (Robbins et al., 2013).

According to Robbins et al. (2013), employees who are extremely engaged have a passion for the work they do in their organisations and have a deep connection with their company, whilst the disengaged experience the opposite. In essence, they have actually checked out.

6.8.5 Benefits of employee engagement

Bakker and Schaufeli opined that engaged employees are likely to have a greater attachment to their organisation and a lower tendency to quit (Bakker & Schaufeli, 2015 cited in Pandita & Singhal, 2017). It was also found that, “overall, engaged employees are less likely to leave their employer” (Kular et al., 2008). Towers Perrin (2003) identified both emotions and rationality as core components. They found that emotional factors are linked to an individual’s personal satisfaction and the sense of inspiration and affirmation they get from their work and from being a part of their organisation (Towers Perrin, 2003 cited in Mehta & Mehta, 2013). An engaged workforce contributes to organisational effectiveness and improves competitive advantage across multiple levels of an organisation (Christian, Garza & Slaughter, 2011).

Leaders are beginning to turn toward understanding their employee’s level of engagement as a strategy for shaping the future of their organisation (Shuck & Wollard, 2010). Organisations with an engaged workforce benefit by having higher levels of productivity, organisational citizenship behaviour and overall job performance (Albrecht, Bakker, Gruman, Macey & Saks, 2015). Developing high levels of engaged employees provides a significant organisational benefit in almost every conceivable organisational metric” (Saks & Gruman, 2011). Leaders who are engaging their followers are making a measurable difference in their workplace. Engagement is a unique construct inclusive of an employee’s long-term emotional involvement and an antecedent to the development of important temporary states of employee sentiment in

the workplace (Shuck, Adelson & Reio Jr, 2017). It has also been recognised as a potential bright spot for short- and long-term business success (Gupta & Sharma, 2016). It is also suggested that highly engaged employees can even increase an organisation's performance in terms of profitability and productivity (Saks & Gruman, 2011).

The drivers of employee engagement will motivate employees to be fully involved in the organisation and remain committed to their work, care about the organisation and their colleagues, and work on the roles that exceed the roles to play within the organisation to ensure its success (Lee, 2015). This behaviour is also known as organisational citizenship behaviour. Organisational citizenship behaviour has been widely associated with job satisfaction, fairness, fatigue and support of the leader (Organ, 2018). Individuals who are intrinsically motivated to fulfil a shared vision may tend to contribute to achieving the goal of work together in a way that is inconsistent with the role played by them" (Hackett et al., 2018). Individuals who would make a due contribution in this act, would contain self-esteem and high self-concept (Gyekye & Haybatollahi, 2015).

"Organisational citizenship behaviour (OCB) and deviant behaviour that are not contained in the formal job description support task performance by enhancing the social and psychological work environment" (Gyekye & Haybatollahi, 2015). Organisational citizenship behaviour has been defined as individual behaviours that promote organisational goals by contributing to the social and psychological environment (Smith, Organ & Near, 1983).

Organisational citizenship behaviour expresses a form of behaviour that is outside the role played by employees where they do go beyond their formal job requirements without expecting recognition in terms of awards either explicit or implicit from their superiors (Gyekye & Haybatollahi, 2015). Organisational citizenship behaviour has been known to improve organisational effectiveness and efficiency, and the overall performance of the organisation using the organisation's social engine lubricant, reducing friction and improving efficiency (Ariani, 2014).

An engaged employee consistently demonstrates three general behaviours which improve organisational performance:

- Say: the employee advocates for the organisation to co-workers and refers potential employees and customers.

- Stay: the employee has an intense desire to be a member of the organisation despite opportunities to work elsewhere.
- Strive: the employee exerts extra time, effort and initiative to contribute to the success of the business (Baumruk & Gorman, 2006; Markos & Sridevi, 2010).

According to Robinson (2006), employee engagement can be achieved through the creation of an organisational environment where positive emotions such as involvement and pride are encouraged, resulting in improved organisational performance, lower employee turnover and better health. It was argued that when individuals feel positive emotions, they are able to think in a more flexible, open-minded way and are also likely to feel greater self-control, cope more effectively and be less defensive in the workplace (Kular et al., 2008).

Employee engagement is a critical ingredient of individual and organisational success. There is a general belief that there is a connection between employee engagement as an individual level construct and business results (Dajani, 2015). Employee engagement predicts employee outcomes, organisational success and financial performance. The impact of engagement (or disengagement) can manifest itself through productivity and organisational performance, outcomes for customers of the organisation, employee retention rates, organisational culture and advocacy of the organisation and its external image (Mone, London & Mone, 2018). A highly engaged employee will consistently deliver beyond expectations. Employee engagement is a key business driver for organisational success. High levels of employee engagement within a company promote the retention of talent, foster customer loyalty and improve organisational performance (Mone, London & Mone, 2018). It is also a key link to customer satisfaction, company reputation and overall stakeholder value (Sundaray, 2011).

Employees that are engaged experience greater attachment to their organisation and the work they do in those organisations, and quite often they would do things that enhance the effectiveness of the organisation (Salehi & Gholtash, 2011). They are spontaneous and always enthusiastic and they tend to display proactive behaviours and positive attitudes at their workplace. Other behaviours of engaged personnel include low absenteeism, an attitude of being helpful to co-workers and the observance of company rules. These are the types of behaviours often referred to as organisational citizenship behaviours (Rastogi, 2013). Rastogi (2013) described organisational citizenship behaviours as a positive psychological attitude of

engaged employees towards work and organisation, which is expressed when the employees perform their roles. Engaged employees bring along with them a long-term and persistent state of satisfaction to a workplace and they also feel intrinsically motivated which is often seen by the manner in which they work and act (Dajani, 2015).

When such processes are in place, trust among employees and leadership increases and the possible implementation of organisational changes on the part of leadership and management is accepted. Engagement and communication are in all organisational forms; the prerogative of leadership that espouses success through efforts that ensure employees' successful engagement, communication channels and appreciation at all levels. These are integral ingredients of strategic and tactical steps of planning ahead proactively (Rainey, 2014, pp. 128–129). Employee engagement guarantees trust, loyalty and honesty, and these are strengthened by continuous and informative communication coupled with training at all organisational levels. Successful training at a number of levels, subjects and skills can be instrumental in cementing and enhancing trust, problem-solving, talent and career development, and workplace satisfaction (Belle, 2014, p. 128).

6.8.6 Critiques of employee engagement

It is apparent that there is a lack of research around the predictors of engagement and whether or not interventions, such as training managers on how to communicate effectively, could help to increase engagement (Carasco-Saul, Kim & Kim, 2015). There is also a need for future research to concentrate on individual differences and whether variables such as personality impact engagement (Lau, 2011).

Finally, much of the research has been conducted in the US, therefore future research must further explored, especially in countries such as South Africa, which is characterised by diversity where less is known about engagement levels.

The existence of different definitions makes the state of knowledge of employee engagement difficult to determine, as each study examines employee engagement under a different protocol (Byrne, Peters & Weston, 2016). In addition, unless employee engagement can be universally defined and measured, it cannot be managed, nor can it be known if the efforts to improve it are working (Ferguson, 2007). Saks (2006) argues that organisational commitment also differs

from engagement in that it refers to a person's attitude and attachment towards their organisation, whilst it could be argued that engagement is not merely an attitude; it is the degree to which an individual is attentive to their work and absorbed in the performance of their role. In addition, while OCB involves voluntary and informal behaviours that can help co-workers and the organisation, the focus of engagement is one's formal role performance rather than purely extra-role and voluntary behaviour (Ferguson, 2007).

There are various conflicting definitions of employee engagement in psychological literature. Some definitions claim that employee engagement is something that is *produced by* aspects in the workplace (Byrne et al., 2016), while others assert that it is something that the individual *brings to* the workplace (Taneja, Sewell & Odom, 2015).

There is much evidence in literature to support the notion that *individual differences* impact work performance (Kahn, 1990). Kahn (1990), for instance, argued that *psychological differences* may impact individuals' ability to engage or disengage in their role performance, just as they shape a person's ability and willingness to be involved or committed at work." Accordingly, people would engage differently given their experiences of psychological meaningfulness, safety and availability in specific situations" (Kahn, 1990, p. 718). For example, when people experience situations as unsafe, it is a matter of individual coping strategies that they deploy, and the extent to which they engage or disengage (Serrat, 2017).

Moreover, it is argued that individual differences play a vital role in determining an employee's potential level of engagement" (Robinson, 2006). The key factor in individual behaviour is the process of **perception**. Perception is defined as the dynamic psychological process responsible for attending to, organising and interpreting sensory data" (Buchanan & Huczynski, 2019). Perception relates to the way in which individuals make sense of their environment and interpret and respond to the events and people around them (Greifeneder, Bless & Fiedler, 2017). Furthermore, it is noteworthy to specify that each individual receives information differently, and this is because individuals do not receive information about what is happening around them passively and dispassionately or in the same way as others (Buchanan & Huczynski, 2019). Individuals categorise and make sense of events and situations according to their own unique and personal frame of reference, which reflects their personality, past experiences, knowledge, expectations and current needs, priorities and interests (Robinson, 2006).

Personality influences the process of perception. It is suggested that our personality acts as a kind of perceptual filter or frame of reference which influences our view of the world” (Bowditch & Buono, 2001). Therefore, it is argued that it is our personal perception of our social and physical environment that shapes and directs how engaged an employee is, rather than some objective understanding of an external reality” (Bowditch & Buono, 2001).

Other writers also argued that employee engagement is related to *emotional experiences and wellbeing*. Despite this, studies of organisations often overlook the effects on behaviour of feelings and emotions. Emotions are a natural feature of our psychological make-up and affect not only individuals’ personal lives but also their behaviour at work (Wilson, Wiebe & Hwa, 2004). Wilson et al. (2004) argued that feelings connect us with our realities and provide internal feedback on how we are doing, what we want and what we might do next, and being in organisations involves us in worry, envy, hurt, sadness, boredom, excitement and other emotions.

Personal relationships have also been found to impact work engagement. Recent research has found that family stress and work-related stress may be interlinked (Nair & Nair, 2018). A Gallup survey asked employees whether they had three or more days in the past month when work stress caused them to behave poorly with their family or friends. Relationships in the workplace have also been found to have an impact on ‘meaningfulness’, which as we saw earlier, relates to engagement (May, Gilson & Harter, 2004). Locke and Taylor (1990) recognised the relatedness needs individuals possess, arguing that individuals who have rewarding interpersonal interactions with their co-workers should also experience greater meaning in their work.

Various authors suggest a *potential causal relationship* between a more holistic approach to management, one that takes account of emotions and people’s deeper needs, and improved business performance (Eldor & Harpaz, 2016). Cooper (1997) argues that research shows that if emotions are properly managed rather than shut out at work, they can drive trust, loyalty and commitment and great productivity gains by individuals, teams and organisations. Similarly, Researchers argue that innovation, increased profitability, good decision-making and effective performance are brought about by managed emotions (Holbeche & Springett, 2003). Other

studies have found clear links between work lives in individual health (Crabtree, 2005). The importance of wellbeing is further reinforced by researchers at Towers Perrin (2003) who found that the most important driver of engagement was senior management's interest in employee wellbeing.

Many commentators argue that employee engagement is influenced not only by individual differences but also by socio-cultural factors (Ferguson, 2007). The culture and climate of an organisation are expected to influence levels of engagement" (Albrecht, Bakker, Gruman, Macey & Saks, 2015). Climate includes aspects such as systems and satisfaction with the organisation and culture includes aspects such as community. The use of outsourcing and virtual workstations and teams has increased dramatically in recent years." However, there is a need for future research to establish exactly how such changes in climate and culture affect employee engagement.

To summarise, the research suggests that despite the existence of common drivers of engagement, different groups and individuals are influenced by different factors (Buchanan & Huczynski, 2019). In the field of individual differences, the literature is fragmented with some suggesting that "engagement is produced by aspects in the workplace, whilst others suggest that engagement is something that the individual *brings* to the workplace (Taneja, Sewell & Odom, 2015). It is further argued that an "individual's personality and perception, that is the way in which they view the world, shapes and directs how engaged an employee will be (Taneja et al., 2015). Emotions and wellbeing have also been found to be related to engagement, however, many studies overlook the importance of these two concepts. The "individual differences which affect engagement also impact outcome variables such as the intention to quit and create differences in how various groups, for example men and women, are engaged (Taneja et al., 2015). Nevertheless, all the research has shown that there is much that employers can do to raise levels of engagement, and that all employees, regardless of demographic factors, have the potential to be engaged in their work (Kular et al., 2008).

6.9 Transformational Leadership and Employee Engagement

In the organisational sciences, leadership and employee engagement are the most studied topics, however, there are studies that are providing empirical evidence on the relationship between the two (Carasco-Saul & Kim, 2015).

Employee engagement is a concept that contains the value of the understanding and improvement of individual and organisational performance and can be influenced by the leader. In theory, “the impact of leadership on employee engagement is a leadership style that is adopted to improve employee engagement at work” (Ariani, 2014). “Leadership style can also improve employee engagement, satisfaction and enthusiasm for work” (Ariani, 2014). Based on the work engagement concept, (Leiter & Bakker, 2010 cited in Hoon Song et al., 2012), a supportive leadership and relationship that is characterised by mutual respect among group members, improves work engagement levels of employees when performing the process that is task-related” (Bass & Riggio, 2010).

Literature has also suggested that role modelling inspires followers to lead task-oriented commitment by appealing to workers on an emotional level to become more engaged. “By creating a supportive atmosphere where leaders encourage dialogue with followers and where the leader acts as a coach or mentor, team creativity and innovation is enhanced and this increases the level of worker engagement” (Hoon Song et al., 2012). The “right leadership will lead to higher levels of employee engagement that can drive organisational performance” (Popli & Rizvi, 2016). “Previous studies showed a consistent relationship between leadership and construction, argued by some to be part of the engagement, such as motivation, job satisfaction, organisational commitment, proactive behaviour and organisational citizenship behaviour (OCB)” (Ariani, 2014).

Empirical studies should find that the influence of leadership among others, can increase public confidence in the followers of the higher purpose of one's work and improve employee perceptions of their work, so as to obtain positive results, such as organisational citizenship behaviour” (Ariani, 2014). “Increasing employee engagement is highly dependent on the leadership to establish two-way communication and transparency between leaders and employees on the job by looking at the individual as well as to appreciate and respect the individual” (Sahoo & Mishra, 2012).

According to the Social Cognitive Theory presented by Bandura (2001), “the behaviour of employees (in this case, organisational citizenship behaviour) is a combination of situational resources (e.g. supportive leadership) and dispositional resources (e.g. employee engagement)”. This was confirmed in a study that “explored how perceptions of leadership

style and employee engagement as individuals can affect subordinate organisational citizenship behaviour” (Ariani, 2014).

Employee engagement and leadership supervision or support is very important for all organisations that promote organisational citizenship behaviour. There are three reasons why this is an important concern. “First, leadership influences and stimulates followers to engage in business or extra activities and is able to perform these activities beyond expectations.” “This theoretical proposition has been empirically supported by Podsakoff, MacKenzie, Paine and Bacharach (2000) and Podsakoff and Bommer (1996).” Second, “leaders can influence followers by creating meaningful work” (House, Shamir & Arthur, 1993). Third, “employee perceptions of their work, called employee engagement, allow them to positively predict their organisational citizenship behaviour” (Ariani, 2014).

Employee engagement is the level of commitment and employee involvement that leads to the values of the organisation. It is a state when “an employee feels bound to be aware of the business context and works with colleagues to improve performance within the job for the benefit of the organisation” (Ariani, 2014). Furthermore, it is where “an employee who is intellectually and emotionally bound with the organisation, is excited at the achievement of organisational goals, and is committed to the values of the organisation” (Breevaart, Bakker, Hetland, Demerouti, Olsen & Espevik, 2014). Employee engagement “is the extent to which people enjoy and believe in what they do and feel rewarded by doing it” (Popli & Rizvi, 2016). Employees feel bound when they find personal meaning and motivation in their work, receive positive interpersonal support and operate in an efficient working environment” (Ariani, 2014). According to Breevaart et al. (2014), “transformational leaders contribute to employee’s intrinsic motivation because they provide a meaningful rationale for their follower’s work.” They do this by communicating their “appealing vision of the future” and by showing “confidence in their followers’ ability to contribute to the realisation of their vision.” Furthermore, “transformational leaders stimulate their followers to prefer the interest of the group over their self-interest.” This consequently leads to their followers developing a sense of autonomy over their daily work, thus become fully engaged” (Breevaart et al., 2014).

There is an “empirical relationship between transformational leadership and employee engagement” (Carasco-Saul et al., 2015). This is further supported by the study of the relationship between leaders and subordinates since the early days of the leader-member

exchange theory” (Cranwell-Ward et al., 2002) which further highlighted the importance of the leader in terms of engagement and performance.

Several studies have also confirmed a positive relationship between transformational leadership and employee engagement at an individual level” (Carasco-Saul et al., 2015). A “comprehensive framework of transformational leadership and employee engagement developed by Carasco-Saul et al. (2015) suggests that transformational leaders (through vision, emotional support and recognition for contribution) augment optimism, a sense of responsibility, meaningfulness and innovative behaviour among followers.” This results in “employee engagement with outcomes such as organisational knowledge creation, better customer relationship, career satisfaction and extra role performance follower orientations, and follower characteristics may play a mediating role” (Jha & Malviya, 2017).

These leadership behaviours have clear links with engagement constructs. Trust in the leader, support from the leader and creating a blame-free environment are components of psychological safety which enable employee engagement (Kahn, 1990). “The experience of meaningful work is an antecedent of engagement through psychological meaningfulness” (Kahn, 1990). “Further, adaptivity and proactivity, which are encouraged via intellectual stimulation, are elements of engagement” (Macey & Schneider, 2008). Leadership research shows consistent links between transformational leadership and constructs that are argued by some to be part of engagement, such as motivation, job satisfaction, organisational commitment, proactive behaviours and organisational citizenship behaviours. Research on transformational leadership showed that it is strongly and positively correlated with follower job satisfaction and motivation. Research has shown that transformational leadership is positively associated with organisational commitment (Erkutlu, 2008). “The leader’s vision interacts with personal characteristics to positively predict follower adaptivity and proactivity” (Griffin et al., 2010). “The high quality leader-member exchange positively predicts organisational citizenship behaviours” (Xu & Thomas, 2011)

6.10 Conclusion

This chapter has explored literature relating to the underlying theoretical concepts and constructs that pertain to transformational leadership and employee engagement. It further explored how these concepts have been operationalised in the existing studies. The next chapter will cover the research methodology implored in this study.

CHAPTER SEVEN

RESEARCH METHODOLOGY

7.1 Introduction

This chapter aims at providing a description of the research design that was adopted in the study. Sekeran and Bougie (2016) argued that in order to find solutions to problems, it is important to study and analyse various factors pertaining to the area under investigation. One cannot simply provide solutions or recommendations to a problem without embarking on research. Other researchers defined research as a series of steps that are guided by one or more objectives, whose intentions are to find solution/s to a problem. The chapter will explain the research methodology adopted in the study. This will be followed by the explanation of the study site and target population. The chapter will further outline the sampling strategies used, sample size and data collection techniques used. The last section of the chapter will present the methods used to analyse the data, data control measures adopted and ethical considerations.

7.2 Research Design

The research design is a plan that details a blueprint for doing empirical research which is aimed at answering a specific question or testing a specific hypothesis and details the plan with which the data will be collected (Bhattacharjee, 2012). It can also be referred to as an overall strategy that has been chosen, which seeks to integrate different study components and putting those components into a coherent and a logic manner with an objective of answering the research questions (Creswell & Clark, 2017). It can also be described as a prescribed series of stages or tasks in planning or conducting a study (Maxwell, 2012).

It can also be looked at as a specification of the most appropriate operations which need to be “performed in order to test a specific hypothesis under given conditions” (Bless, Higson-Smith & Sithole, 2013). “The purpose of the research design is to ensure high internal validity for quantitative studies and to ensure credibility for qualitative studies” (Bless et al., 2013).

The research design used in the study is the case study research design. According to Bhattacharjee (2012), “a case study research is an in-depth investigation of a problem in one or more real-life settings (case sites) over an extended period of time.” A case study can also

be “defined as a detailed examination of one setting, particular subject, single depository of documents or event” (Bogden & Biklen, 1982 cited in Rule & John, 2011). Creswell (2003) added that case studies researchers explore in-depth “a programme, event, activity or one or more individuals.” “It is also defined as an empirical enquiry that investigates a contemporary phenomenon within its real-life context, especially when boundaries between phenomenon and context are not clearly evident” (Yin, 2003 cited in Rule & John, 2011). Furthermore, Rule and John (2011) used the case study method to describe to a “process of conducting an investigation, the unit of study and the product of the type of investigation.”

In their description, *unit* is case that is being studied such as a person, institution or organisation, country, event or situation. *Process* involves gathering information about the case, gaining access to people, documents and places, analysing data and writing it up as well as presenting it. Lastly, a *product* takes a form of some kind of visual, oral or printed text that comes out of the process of investigation such as a report, masters’ dissertation, book, journal or conference paper (Rule & John, 2011).

The case study has been selected for the study because it provides the best fit for a wide range of social, cultural and political factors that could be related to the concept of transformational leadership within the organisation. It is a method suited for studying complex organisational “processes that involve multiple participants and interacting sequences of events” (Creswell, 2003). Rule and John (2011) suggested that using case studies provides a number of benefits as listed below:

- They can generate an understanding of and insight into a particular instance by providing a thick, rich description of the case and illuminating its relations to its broader context.
- They can also be used to explore a general problem or issue within a limited and focused setting.
- They can be used to generate theoretical insights, either in the form of a grounded theory that arises from the case study itself or in developing and testing an existing theory with reference to the case.
- The case study also sheds some light on other similar cases thus providing a level of generalisation or transferability.

- They can be used for teaching purposes to provide some light onto broader theoretical and contextual points (Rule & John, 2011).

Rule and John (2011) further added three particular strengths of the case study method such as depth, flexibility and versatility. *Depth* refers to its ability “to examine a particular instance in a great deal of depth rather looking at multiple instances superficially.” *Flexibility* refers to its ability to range from an individual to a country and *versatility* refers to its ability to use the life histories of key participants to illuminate a particular case of a programme or institution.

Data may be collected using a combination of interviews, personal observations, internal or external documents, past records and audio-visual material” (Creswell, 2013). The researcher may also record “details about the context surrounding the case including information about physical environment, and any historical, economic and social factors that have a bearing on the situation” (Leedy & Ormrod, 2014). The case study research design is the most appropriate method beneficial to the study because the researcher will be able to understand the “how and why questions and will also learn about the little known or even the poorly understood situation such as transformational leadership within the organisation.”

7.3 Research Methodology

The mixed-methods approach was used in the study to aid the researcher to achieve the objectives that are preferred, whereas many studies in the area were conducted using quantitative research methodology. Mixed methods research is an approach to knowledge that attempts to consider various points of view, standpoints, positions and perspectives (Frels & Onwuegbuzie, 2013). It is used to pursue an investigation where little is known about the topic (Curry & Nunez-Smith, 2014). Accordingly, mixed-methods merge components of quantitative and qualitative research methodologies (Schoonenboom & Johnson, 2017). In this methodology, two data types are amalgamated in the design analysis and this is done by connecting, merging and embedding data (Creswell, 2013). Thus, it gives “a comprehensive account of the nature and magnitude of the phenomenon, seeking both to understand the context to produce generalisable findings as well as increasing the confidence in findings” (Curry & Nunez-Smith, 2014). The mixed-methods approach gives the researcher an understanding that is deeper about the phenomenon that is being studied in order to provide a better context in the validation and interpretation of results, as well as to compare findings that are found to complement one another from using these two methods (Creswell, 2013).

The mixed-method approach is chosen because it has the strength of drawing from both “qualitative” and “quantitative” approaches and thus moderates the limitations of both approaches (Creswell, 2013). This is the most appropriate method because it combines a complementary view from both perspectives, allowing the researcher to gain a fuller picture and deeper “understanding of the phenomenon being studied to provide” a richer, contextual basis for interpreting and validating results. Furthermore, a more detailed voice and participant perspective is required in this study and this will aid in bringing greater insight into the problem, therefore the mixed-methods approach is the best fit for this purpose (Tashakkori, Teddlie & Johnson, 2015).

The benefit for using the mixed-methods approach is that it allows for the combination of qualitative and quantitative research, thus providing participant enrichment of the study sample (Schoonenboom & Johnson, 2017). Another added advantage is that research questions are approached from different angles, thereby providing a more complete understanding of the phenomena (Schoonenboom & Johnson, 2017). It further facilitates the richness and thickness of data.

Leedy and Ormrod (2014) provided the following good reasons for using the mixed-methods approach:

- The mixed-methods approach provides completeness in that a researcher can fully address a research problem and its sub problems by only collecting, analysing and interpreting both qualitative and quantitative data.
- They also provide complementarity in a sense that the quantitative aspect of the study can compensate for weaknesses in the qualitative research and vice versa.
- They provide for hypothesis generation and testing in that qualitative data often provides insights that help a researcher form a hypothesis about the cause and effect relationships that a researcher can subsequently test through controlled, qualitative research.
- The mixed-methods approach also aids in the development of appropriate research tools and strategies. For example, one type of data can inform and guide the subsequent collection of another type of data such as unstructured interviews guiding the construction of appropriate questions for the survey.

- It allows for triangulation, where the researcher can make a more convincing case for particular conclusions if both quantitative and qualitative data lead to those conclusions (Leedy & Ormrod, 2014).

An *explanatory sequential* design has been chosen for this study, whereby quantitative data will be collected and analysed (Tashakkori, Teddlie & Johnson, 2015). This will be followed by qualitative data collection, thus offering more credible results” (Cresswell, 2014). This method will contribute to more understanding of the problem using more than one form and provides an ability to follow up on certain demographics to explain important variables. “The strength of the sequential explanatory design is on its ability phased approach which builds upon each other so that there are distinct, easily recognised stages of conducting the design” (Creswell, 2014). This is the simplest method which can also be administered by a single researcher; it does not necessarily require a team of researchers” (Cresswell, 2014).

Triangulation will be used to reinforce findings where cross-validation has been achieved in the event that different sources and types of “data converge are found to be consistent, or when the explanation that has been developed to account for all data diverge” (Creswell & Clark, 2017). The mixed-methods approach will allow the study to generate valid as well as reliable outcomes on “understanding the influence of transformational leadership on employee engagement in the SARS KwaZulu-Natal Region.”

7.4 Study Site

The study was conducted in the KwaZulu-Natal Region, with its footprint cutting across Durban and the surrounding office-based location which extends to the minority representation in areas like Port Shepstone, Pietermaritzburg, Newcastle and Richards Bay.

7.5 Target Population

“A population can be defined as all people or items (unit of analysis) with the characteristics that one wishes to study” (Bhattacharjee, 2012). In the proposed study, the target population are employees of the South African Revenue Services (SARS). Taking a closer look into the characteristics of the KwaZulu-Natal Region, it has a headcount compliment of about 1261 permanent employees and 9 non-permanent employees which makes up a total of 1270. The grade distribution of permanent employees varies between one to eight with two GT being the graduate employees and those who are not permanently employed. The grade distribution

implies a level in which the employee is operating at. SARS uses level of work methodology to segregate work functions and the level of accountability within the organisation.

7.6 Sampling Strategies

The study has used selected sampling methodologies to study the target population. According to Bhattacharjee (2012), sampling is the statistical process of selecting a subset of a population of interest for purposes of making observations and statistical inferences about that population. Neuman (2011) also “defined a sample as a small set of cases that a researcher selects from a large pool” and generalises to the population. Neuman (2011) defines population as “a large group of cases from which a researcher draws a sample and which results from a sample are generalised”.

Bless, Higson-Smith and Sithole (2013) suggested that using sampling compared to studying the entire population offers some benefits which are detailed as follows:

- Gathering data from a sample is less time consuming.
- Selecting representative samples helps in curbing operational costs because studying the entire population of interest is not always feasible. The geographical distribution of the subjects under study can also offer some serious travelling costs.
- It is the practical method for collecting data.
- Sampling is the “practical way of collecting data when the population is infinite or extremely large, thus making the study of all elements impossible (Bless et al., 2013).

The sampling technique that was used in this study is “non- probability sampling”. This technique is commonly referred to as judgement or non-random sampling because the selection of the participants is by choice of the researcher based on who can provide the best information to achieve the objectives of the research. It offers no equal chance of being included to participate in the study. Furthermore, non-probability is the most suitable technique because it saves time and money and its rules easier to implement. It also assists the researcher in providing some insights into the phenomenon being studied.

The non-probability sampling technique that was used in the study is purposive sampling which is also sometimes called judgemental, selective or subjective sampling. The intention of using purposive sampling is to provide a sample that can be considered representative of the

population, especially on the most critical characteristics of the population being studied (Bhattacharjee, 2012).

Purposive sampling allows the researcher to select people “that are knowledgeable about or experienced with a phenomenon of interest” (Cresswell & Clark, 2011.) The knowledge of the population is the most important aspect in selecting a representative sample. In this sampling method, the researcher uses his/her judgement to select respondents that will best fulfil the objectives of the study. An added advantage in using this sampling method that has to be noted is on the “importance of availability and willingness to participate, and the ability to communicate experiences and opinions in an articulate, expressive and reflective manner” (Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood, 2015). This technique benefited the researcher in this study, especially considering that the population is geographically dispersed. Among the available purposive sampling strategies, convenience is the most appropriate one for the study because it is able to “collect information from participants who are easily accessible to the researcher” (Palinkas et al., 2015).

In the quantitative aspect of this study, participants were carefully chosen using a “probability” sampling method, whereby “selection is by chance using principles of random sampling” (Sarantakos, 2005). “Probability sampling is a technique in which every unit in the population has a chance of being selected in the sample” (Bhattacharjee, 2012,). A stratified sampling method” was used, where the researcher segmented “the target population into different strata or subgroups” such as executive and senior managers, managers, operational managers and functional staff. The final subjects were selected randomly and proportionally from the various subgroups.

According to Etikan and Bala (2017), the stratified sample was chosen as the best approach because it offers the following benefits:

- It is applied when the population from which the sample is to be drawn from does not have a homogeneous group of the stratified sampling technique. Generally, it is used to obtain a representative of a good sample.
- The stratified type of sampling divides the universe into several subgroups of population that are individually more homogeneous than the total population.

- It allows the researcher to get the estimate of the population from each stratum. When there is better accuracy from each of the components, there is a better estimate of the whole.
- The stratified sampling method gives more reliable and detailed information about the sample.
- “The strata are defined by the population characteristics of the estimate (Etikan & Bala, 2017).

7.7 Sample

“The sampling frame is an accessible section of the target population which is usually a list with contact information from where a sample can be drawn” (Bhattacharjee, 2012, p. 67). The study used KwaZulu-Natal employees as a sample frame.

Figure 7.1: KZN Region Population

SARS levels of work framework				Male				Female				
SARS Suble	Grade	Level of Work	African	Coloured	Indian	White	African	Coloured	Indian	White	TOTAL	
Management level	Low 4	8B	Strategy Enablement Executive	0	0	1	0	0	0	0	0	1
	High 3	8A	Tactical implementation: Sen Man/Sen Specialist	6	0	2	4	5	0	1	0	18
	Low 3	7	Operational Enhancement: Manager / Specialist	20	3	20	8	12	1	13	6	83
	High 2	6	Operational Optimisation: Ops Manager / Ops Specialist	48	6	39	16	43	10	35	19	216
Non-Management level	Low 2	5B	Operational Coordination: Team Member / Funct. Specialist	15	0	14	5	12	1	9	6	62
	Low 2	5A	Operational Coordination: Team Member / Funct. Specialist	117	3	42	17	111	14	47	54	405
	High 1	4B	Operational Coordination: Team Member / Funct. Specialist	2	2	2	1	8	0	13	9	37
	High 1	4A	Operational Coordination: Team Member / Funct. Specialist	51	4	19	9	129	18	39	48	317
	Mid 1	3B	Operational Delivery: Admin Support	15	0	5	2	34	3	5	14	78
	Mid 1	3A	Operational Delivery: Admin Support	6	0	1	4	12	1	4	10	38
	Low 1	2	Operational Delivery: Admin Support	0	0	0	0	0	0	0	0	0
	Low 1	2	Operational Delivery: Admin Support	0	0	0	0	0	0	0	0	0
	Low 1	1	Operational Delivery: Admin Support	5	0	0	0	1	0	0	0	6
	N/A	2GT	Graduate programme	2	0	0	0	7	0	0	0	9
				287	18	145	66	374	48	166	166	1270

An equitable selection that is proportionally representative of the population was selected to eliminate any biases. Figure 7.1 depicts the split between management and non-management employees.

7.8 Sample Size

For the qualitative aspect, the researcher selected a sample of 18 participants for the study. In terms of the occupational level, five management employees and ten non-management employees were selected to participate in the study. The judgement of the researcher played a

very important role in the selection of participants because only the participants who can provide the best information were selected.

For the quantitative aspect, the researcher selected a sample of 231 respondents using the confidence of 95 per cent and margin error of 5.0 per cent. A sample size of 221 was deemed adequate to provide data and information, and this number allowed for an in-depth investigation, provided acceptable breadth and depth of focus as well as insight into the subject matter, and this was manageable for the researcher in terms of time and cost.

7.9 Data Collection Methods

The study aimed to collect data using in-depth interviews and questionnaires. The quantitative data was collected using the survey method called self-administered questionnaires.

The focus of this section was to collect data about the specific constructs of transformational leadership within the KwaZulu-Natal Region, using an already established transformational leadership questionnaire. The standardisation of the questionnaire is most critical in order to ensure that all participants are presented with a standard questionnaire and that relevant and required data is provided to the questions (Creswell, 2013).

Bless et al. (2013) suggested that self-administered questionnaires offer some advantages in that they are easily standardised. They are also cost and time effective.

Neuman (2011) added that self-administered questionnaires enable the respondents to have a degree of anonymity, thereby desisting from the influence of the researcher. These questionnaires provide convenience because there is no need for a researcher to set up interview appointments or to deliver surveys wherever the respondents are via email or post. No interviewer is present to inject bias in the way the questions are asked (Neuman, 2011). They offer low cost-per-completion which makes it an economical method of surveying large samples (Bless et al., 2013).

Although there are number of benefits it offers, there are some notable disadvantages which the researcher needs to be cognisant of. They require literacy in order for the participant to be able to understand the content. There could also be a low response rate. The researcher can also only ask simple questions (Bless et al., 2013).

In-depth interviewing is the technique that is used in qualitative research in order to explore a perspective on particular phenomena which happens in a form of a dialogue. In-depth interviews are useful because they provide detailed information about an individual's behaviours or thoughts and when a new issue is being explored, they provide new perspective. This section will focus on the collection of data on "the influence of transformational leadership on employee engagement. They are useful because they provide context to the issue being investigated which gives a better insight.

The primary advantage of in-depth interviews is that they provide much more detailed information than what is available through other data collection methods such as surveys. They also may provide a more relaxed atmosphere in which to collect information. People may feel more comfortable having a conversation with you about their programme as opposed to filling out a survey (Adamchak, Bond, MacLaren, Magnani & Nelson, 2000). They can also be administered to respondents who cannot read and write. They aid in overcoming misinterpretations and misunderstandings of words or questions. The interviewer ensures that all questions are answered without omitting difficult questions. The interviewers can encourage participants to persevere and reassure them (Bless et al., 2013).

Whilst there are stated advantages, there are also some pitfalls with this process. One such pitfall is that they are prone to interviewer bias and can be time consuming. When in-depth interviews are conducted, generalisations about the results are usually not able to be made because small samples are chosen and random sampling methods are not used (Bless et al., 2013). Interviewers must be appropriately trained in interviewing techniques to provide the most detailed and rich data from an interviewee (Neuman, 2011). Bless et al. (2013) further stated that the presence of an interviewer may handicap the anonymity of the participants. Furthermore, participants may feel embarrassed by some of the questions.

In-depth interviews were useful in this study because they provided detailed information on a one-on-one basis and this was done in a more relaxed environment which is conducive for the interviewee.

7.10 Data Quality Control

Qualitative aspect of the study

For the purposes of collecting credible data, quality control is very important during the data collection stage when scientific research is conducted. This makes sure that all the data-gathering instruments that are used measure what they are supposed to measure and that they are doing this in a consistent manner. The following data control measures were in place:

- **Dependability**

Dependability of the data refers to stability of findings over time (Cohen et al., 2013). Cohen and his associates believed that dependability requires a process wherein participants conduct the evaluation of findings and do the interpretation and recommendation to make sure that they are all supported by the data received from the participants (Cohen et al., 2013). It requires a researcher to account for the ever-changing context where the research is conducted. Changes within the organisational settings are inevitable. Therefore, any change that might have impacted the manner in which the research was approached was provided and explained accordingly. In the study, this was realised through the use of audit trail which recorded all the activities that have been embarked on during data collection. Since the data was collected through in-depth interviews, scribing notes were kept.

- **Credibility**

This process encompasses the belief that the results of the research are believable from the point of view of the participant. It provides an understanding of the phenomena under study and is centred on the judgement of the participants. It confirms whether the findings of the research provided reasonable information from the original data of the participants and whether the interpretation of it represented their original views. During the course of the study, the researcher sought support from the allocated university supervisor who provided scholarly guidance throughout the duration of the study.

- **Transferability**

It is the extent to which the outcomes of the research can be generalised to other settings (Moon, Brewer, Januchowski-Hartley, Adams & Blackman, 2016). In order to improve this, the

research context was thoroughly defined by the researcher and the expectations that are significant to the research were also provided.

- **Confirmability**

According to Anney (2014), confirmability refers to the degree to which the results of the research could be confirmed or corroborated by others.” It is provided that this can be established through an audit trail as well. Therefore, the researcher used this to ensure confirmability.

Quantitative aspect of the study

In order to ensure the credibility of the study, it adhered to the quantitative data controls such as validity and reliability. “The validity of a measuring instrument is the extent to which the instrument measures what it is intended to measure. The reliability is the consistency with which a measurement instrument yields certain consistent results when the entity being measured has not changed” (Leedy & Ormrod, 2014).

7.11 Data Analysis

The analysis of data in a research project involves summarising the mass of data collected and presenting the results in a way that communicates the most important features (Adhabi & Anozie, 2017). Adhabi and Anozie (2017) further provided that **qualitative research** involves realising the big picture although it uses different techniques to obtain it. According to Adhabi and Anozie (2017), “most types of analysis involve” the sorting of behavioural or verbal data, for the purposes of compartmentalising, summarising and organising it. The study used thematic analysis to analyse data.

Cochran and Patton (2002) described *thematic analysis* as a process in which the researcher looks at all data in order to identify common issues that recur and then summarises them according to themes. This process is the most suitable one for the study because the researcher interviewed different people with different experiences. Therefore, a large amount of data was collected and this was best suited to interpret it. Thematic analysis also allows the researcher to draw patterns of relationships in the data being interpreted. [Clarke and Braun \(2013\)](#) provided six phases of thematic analysis which, according to them, follows a linear approach:

- **Become familiar with the data:** In qualitative analysis, the first step is that the researcher must read and re-read the transcripts. This is the phase where the researcher immerses with the data, through listening to the audio-recording and reading and re-reading the data to enable them to be familiar with the data (Clarke & Braun, 2013). This is the stage where it is very “useful to make notes and jot down early impressions.”
- **Generate initial codes:** This is the phase where the researcher draws labels of importance from the data set. The data is organised in a meaningful and systematic way. Coding reduces lots of data into small chunks of meaning (Clarke & Braun, 2013). It’s important to note that the researcher is looking for those features that will answer the research question and capture both the semantic and conceptual reading of data (Clarke & Braun, 2013).
- **Searching for themes:** A theme encapsulates something of critical importance through a patterned response approach, and through which the research question is answered (Clarke & Braun, 2013). Characterising themes are purely based on their significance to the study. The researcher actively searched for codes that identified similarity in the collected data and constructed themes.
- **Reviewing themes:** This phase involves looking for the themes that work and those that do not work in the full data set (Clarke & Braun, 2013). This phase is where the researcher reviews, modifies and develops the preliminary themes that were identified in the previous phase and gathers the data that is relevant to each theme. (Alholjailan, 2012). During this phase, some themes were condensed, and others expanded on. Themes should be coherent, and they should be distinct from each other (Clarke & Braun, 2013).
- **Defining and naming themes:** This phase allows for a detailed analysis of each theme to be written, and enables the researcher to understand the story that each theme tells and make an interconnection of the overall data (Clarke and Braun, 2013).
- **Writing up:** Writing up is the final phase of data analysis according to Clarke and Braun (2013). It’s an integral part of this process because it means putting everything into

perspective and determining the answer to the research question. Therefore, it is a phase where the researcher is able to tell a persuasive and coherent story (Alholjailan, 2012).

Quantitative data was analysed using the Statistical Package for Social Sciences (SSP) computer programme. The findings were presented using graphs and tables. In adhering to the mixed-methods data analysis, several strategies were adopted such as:

- Data reduction – this was done to reduce the collected data through the statistical analysis of quantitative data or the writing of summaries of qualitative data
- Data display – this is where quantitative data was reduced by converting it into tables, and qualitative data will be converted into charts
- Furthermore, data was transformed, correlated, consolidated, compared and integrated (Creswell & Clark, 2017).

7.12 Ethical Considerations

The gatekeeper's letter was obtained from SARS. Thereafter, ethical permission was also sought after and approved by the University of KwaZulu-Natal Research Ethics Committee. Furthermore, because the researcher was dealing with human beings, the respect of their dignity was also at the centremost which was coupled with upholding highest levels of privacy and confidentiality. There were no ethical dilemmas noted.

The recruitment of participants were carefully selected to ensure that the rights of the participants were not violated when they enter into the study. The researcher also sought their consent and gave them confirmation that their responses would remain anonymous. Permission was obtained upfront from the specific branches where the study took place. There were no audio recordings taken, however written notes taken during these sessions are kept very safe and were shared with the Academic Supervisor only. These records will be kept in a safe for the period of five years, after which they will be destroyed.

7.13 Limitations of the Study

The challenges that limited the study was funding. Time constraints was another challenge and the fact that a tight work schedule impeded efficient data collection. However, the researcher adopted a flexible approach wherein the participants were interviewed at their convenient times to make sure that the process does not hamper production. Additional limited funding was

sourced to cater for the printing of material. There was no excessive travelling that was undertaken when the study was conducted.

7.14 Conclusion

The chapter has explained the research methodology that was adopted for the study. The chapter also presented the study site, target population, sample, sample size and sampling strategies that were adopted. Furthermore, the chapter presented sequentially, data collection techniques, data analysis and data quality control as well ethical considerations which guided the study.

CHAPTER EIGHT

STATEMENT OF FINDINGS AND INTERPRETATION OF THE DATA

8.1 Introduction

The purpose of this chapter is to present both the quantitative and qualitative findings of the research undertaken using both the survey and the interviewing approaches. The questionnaire was the primary tool that was used to collect data. It was distributed to SARS personnel across the KZN area. Responses from this primary data were analysed using the SPSS version 26.0. For the quantitative data that was collected, descriptive statistics, which are in the form of graphs, cross tabulations and other figures, will be used. Inferential techniques including the use of correlations and chi-square test values, which are interpreted using the p-values, will be presented.

As a supplementary tool to the quantitative data, qualitative data was collected from eighteen participants who were purposefully selected. These participants were interviewed with the intention of understanding the influence of transformational leadership on employee engagement within SARS. It has been noted that the influence of transformational leadership on employee engagement is often underestimated or neglected.

The structure for presenting the data analysis will follow a sequential approach. The quantitative data analysis will be presented first because it was the primary data collection method. This will be followed by the qualitative data analysis, as it was the supplementary method and the last section will present the conclusions drawn from both data collection methods.

8.2 Quantitative Data Analysis

8.2.1 The sample and response rate

A total of 231 questionnaires were despatched to the personnel in various departments of the SARS KZN Region. A total of 221 were returned which gave a 96 per cent response rate. This was a very good response rate because according to the University of Texas at Austin, a good

response rate for a survey distributed in person is 80-85 per cent. Literature has stated that there is no hard and fast rule about what constitutes an acceptable response rate.

8.2.2 The research instrument

The research instrument consisted of 22 items, with a level of measurement at a nominal or an ordinal level. The questionnaire was divided into two sections and four subsections which measured various themes as illustrated below:

Table 8.1: Table Showing the Various Sections and Subsections of the Questionnaire

A	Biographical data
B1	Experience of Idealised Influence
B2	Experience of Intellectual Stimulation
B3	Experience of Inspirational Motivation
B4	Experience of Individualised Consideration

8.2.3 Reliability statistics

The two most important aspects of precision are **reliability** and **validity**. To determine the reliability of the 22 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 & Dennick, 2011). A reliability coefficient of 0.70 or higher is considered acceptable. Reliability is computed by taking several measurements of the same subject (Tavakol & Dennick, 2011). Table 8.2 below reflects the Cronbach's alpha score for all the items that constituted the questionnaire.

Table 8.2: Cronbach's Alpha Score for All the Items that Constituted the Questionnaire

	Section	Number of Items	Cronbach's Alpha
B1	Experience of Idealised Influence	4	0.866
B2	Experience of Intellectual Stimulation	4	0.881

B3	Experience of Inspirational Motivation	4	0.927
B4	Experience of Individualised Consideration	4	0.904

The reliability scores for all sections exceed the recommended Cronbach's alpha value. Therefore, this indicates a degree of acceptable, consistent scoring for these sections of the research (Tavakol & Dennick, 2011).

8.2.4 Factor analysis

Factor analysis is a statistical technique whose main goal is data reduction. A typical use of factor analysis is in survey research, where a researcher wishes to represent a number of questions with a small number of hypothetical factors (Bryman & Cramer, 2009). For example, as part of a national survey on political opinions, participants may answer three separate questions regarding environmental policy, reflecting issues at a local, state and national level (Bryman & Cramer, 2009). Each question, by itself, would be an inadequate measure of attitude towards environmental policy, but *together* they may provide a better measure of the attitude. Factor analysis can be used to establish whether the three measures do, in fact, measure the same thing (Yong & Pearce, 2013). If so, they can then be combined to create a new variable, a factor score variable that contains a score for each respondent on the factor. Factor techniques are applicable to a variety of situations. For example, a researcher may want to know if the skills required to be a decathlete are as varied as the ten events, or if a small number of core, skills are needed to be successful in a decathlon (Bryman & Cramer, 2009). You need not believe that factors actually exist in order to perform a factor analysis, but in practice, the factors are usually interpreted, given names and spoken of as real things.

The matrix tables are preceded by a summarised table that reflects the results of the KMO and Bartlett's Test. The requirement is that the Kaiser-Meyer-Olkin Measure of Sampling Adequacy should be greater than 0.50 and Bartlett's Test of Sphericity less than 0.05. In all instances, the conditions are satisfied which allows for the factor analysis procedure.

Factor analysis is done only for the Likert scale items. Certain components are divided into finer components. This is explained below in the rotated component matrix.

Table 8.3: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.940
Bartlett's Test of Sphericity	Approx. Chi-Square	2843.744
	Df	120
	Sig.	0.000

All the conditions are satisfied for factor analysis. That is, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy value should be greater than 0.500 and the Bartlett's Test of Sphericity sig. value should be less than 0.05.

Table 8.4: Rotated Component Matrix^a

Statements	Component			
	1	2	3	4
A leader who talks to me about their most important values and beliefs influences employee engagement	0.008	0.272	0.629	0.453
A leader who specifies the importance of having a strong purpose influences employee engagement	0.165	0.288	0.399	0.731
A leader who considers the moral and ethical consequences of decisions influences employee engagement	0.346	0.162	0.223	0.804
A leader who emphasises the importance of having a collective sense of mission influences employee engagement	0.263	0.334	0.127	0.794
A leader who re-examines the appropriateness of critical assumptions to question influences employee engagement	0.261	0.278	0.754	0.228
A leader who seeks differing perspectives when solving problems influences employee engagement	0.407	0.220	0.714	0.115
A leader who gets me to look at the problem from different angles	0.510	0.281	0.585	0.223

A leader who suggests new ways of looking at how to complete our assignments or do our jobs	0.596	0.158	0.521	0.246
A leader who talks optimistically about the future, influences employee engagement	0.295	0.794	0.293	0.214
A leader who talks enthusiastically about what needs to be accomplished influences employee engagement	0.286	0.776	0.293	0.265
A leader who articulates a compelling vision of the future, influences employee engagement	0.324	0.761	0.264	0.286
A leader who expresses confidence that goals will be achieved influences employee engagement	0.428	0.706	0.178	0.254
A leader who spends time teaching and coaching subordinates, influences employee engagement	0.678	0.416	0.159	0.240
A leader who treats me as an individual rather than just a member of a group influences employee engagement	0.746	0.195	0.221	0.262
A leader who helps me develop my strengths influences employee engagement	0.812	0.347	0.220	0.191
A leader who considers me as having different needs, abilities and aspirations from others influences employee engagement	0.750	0.363	0.233	0.153

Extraction Method: Principal Component Analysis

Rotation Method: Varimax with Kaiser Normalisation.

a. Rotation converged in eight iterations.

Factor analysis is a statistical technique whose main goal is data reduction (Hammersley, 2016). A typical use of factor analysis is in survey research, where a researcher wishes to represent a number of questions with a small number of hypothetical factors. With reference to the table above:

- The principle component analysis was used as the extraction method. The rotation method was Varimax with Kaiser Normalisation. This is an orthogonal rotation method that minimises the number of variables that have high loadings on each factor. It simplifies the interpretation of the factors.
- Factor analysis/loading shows inter-correlations between variables.
- Items of questions that loaded similarly imply measurement along a similar factor. An examination of the content of items loading at or above 0.5 (and using the higher or

highest loading in instances where items cross-loaded at greater than this value) were effectively measured along the various components (Brown, 2015).

The statements that constituted sections B3 and B4 loaded perfectly along a single component. This implies that the statements that constituted these sections perfectly measured what it set out to measure.

It is noted that the variables that constituted Section B1 and B2 loaded along two components (sub-themes). This means that the respondents identified different trends within the section. Within the section, the splits are colour coded. Section B1 is constituted by subthemes B1.1 and B1.2, respectively. The same applied to Section B2, which is constituted by B2.1 and B2.2, respectively.

8.2.5 Section A: Biographical Data

This section summarises the biographical characteristics of the respondents. Lee and Schuele (2010) emphasise the essence of understanding the demographic characteristics of the respondents. That is, their background information like their age, gender, highest qualifications and level of management, 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 and experience within the organisation. The table below describes the overall gender distribution by age.

Table 8.5: Gender and Age

Age		Gender		Total
		Male	Female	
25 - 34	Count	14	22	36
	% within Age	38.9%	61.1%	100.0%
	% within Gender	14.7%	17.5%	16.3%
	% of Total	6.3%	10.0%	16.3%
35 - 44	Count	48	55	103
	% within Age	46.6%	53.4%	100.0%

	% within Gender	50.5%	43.7%	46.6%
	% of Total	21.7%	24.9%	46.6%
45+	Count	33	49	82
	% within Age	40.2%	59.8%	100.0%
	% within Gender	34.7%	38.9%	37.1%
	% of Total	14.9%	22.2%	37.1%
Total	Count	95	126	221
	% within Age	43.0%	57.0%	100.0%
	% within Gender	100.0%	100.0%	100.0%
	% of Total	43.0%	57.0%	100.0%

Overall, the ratio of males to females is approximately 2:3 (43.0%: 57.0%) ($p = 0.037$). This is a proportional representation of the target population.

In the table above, categorisation is divided into three different sections, such as 25 to 34 years, 35 to 44 years as well as 45 and above. The age group of 25 to 34 represented 16.3 per cent of the total respondents; the age group of 35 to 44 years represented 46.6 per cent and the age group of 45 years and above represented 37.1 per cent. This means that the majority of the respondents were between the ages of 35 to 44 years.

The breakdown indicates that in the age category of 25 to 35 years, 38.9 per cent were males, and within this category, 14.7 per cent were males only and males only were an overall 6.3 per cent of the total sample. Likewise, females in this age cluster were 61.1 per cent, 17.5 per cent were females only and the total representation of females in this cluster was 10.0 per cent of the total sample.

Although this age cluster is smaller in percentage, it follows the proportion of the sample population.

Within the age category of 35 to 44 years, 46.6 per cent were male. Within the category of males (only), 50.5 per cent were between the ages of 35 to 44 years. This category of males between the ages of 35 to 44 years formed 21.7 per cent of the total sample.

In the 45 and above group, 40.2 per cent were males, and within this category, 34.7 per cent were males only and males only were an overall 14.9 per cent of the total sample. Likewise, females in this age cluster were 59.8 per cent, 38.9 per cent were females only and the total representation of females in this cluster was 22.2 per cent of the total sample.

The age distributions are not similar as there are more respondents in the older groups (older than 35 years) compared to the younger group ($p < 0.001$).

The findings suggest that the majority of the employees were between the ages 35 to 45+ and there were more females than males.

The figure below indicates the education levels of the respondents.

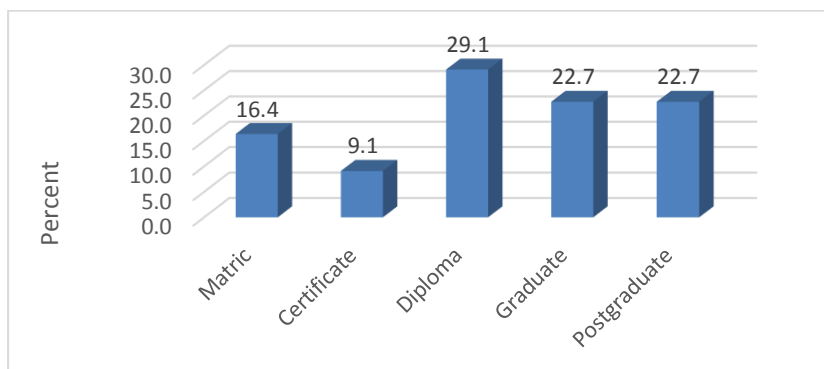


Figure 8.1: Highest Qualification

The majority of respondents (83.6%) had a post-school qualification. A little more than one-fifth of the respondents (22.7%) had a post-graduate degree. Only 16.4 per cent had matric only. The evidence presented herewith indicates a high literacy level. This is useful statistical information which indicates that the responses gathered would have been from an informed (learned) source.

The figure below indicates the grades that respondents held.

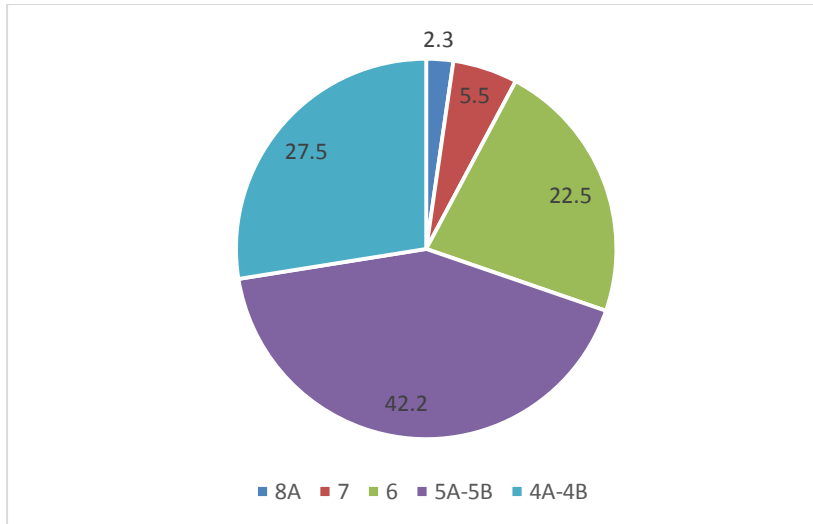


Figure 8.2: Grade Distribution

Most respondents were in grade 5A- 5B (42.2%), with comparative numbers in grades 4A-4B (27.5%) and 6 (22.5%). There were smaller numbers in the remaining groups ($< 8\%$) ($p < 0.001$). These numbers were a reflection of the target population, wherein the majority of the population was highly concentrated in the 5A-5B and 4A-4B groups.

The figure below illustrates the distribution of the respondents by their respective occupational levels. The evidence presented suggested that there were significantly more non-managers in the sample ($p < 0.001$).

Table 8.6: Level of Management

	Frequency	Percent
Managerial	45	20.4
Non-Managerial	176	79.6
Total	221	100.0

The non-managerial level comprised of about 79.6 per cent whilst the management level was 20.4 per cent. This meant that the majority of respondents were not managers.

8.2.6 Length of service

As part of data inquisition, length of service was also important to understand because it gave a better indication of the experience of the participants. The figure below indicates the length of service of the respondents.

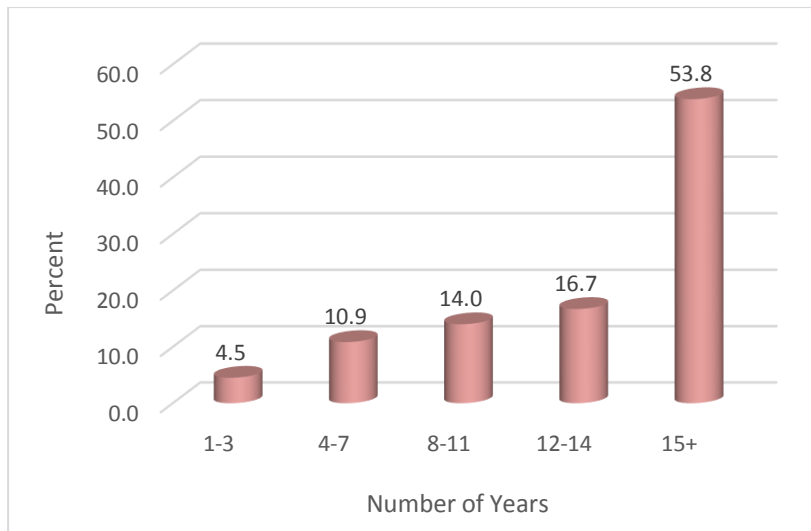


Figure 8.3: Length of Service

More than half of the respondents (53.8%) had been employed for more than 15 years, with a cumulative figure of approximately 95 per cent of the respondents having at least four years' experience ($p < 0.001$). This implied that respondents had been employed for a while and this was a useful fact, as it indicated the responses from experienced workers. A relatively small number of respondents (4.5%) were employed for less than four years.

8.2.7 Section Analysis

This section analyses the scoring patterns of the respondents, per variable, per section. The analysis section is where the writer describes what was done with the results of the data analysis. The statement construction was orientated to measure the effect on employee engagement by the stated factors. The results are first presented using summarised percentages for the variables that constitute each section. Results are then further analysed according to the importance of the statements.

Section B1 : Idealised Influence

This section examined the impact of influence of idealised influence on employee engagement. Idealised influence means that the followers identify with their leaders and they respect and trust them. These leaders provide role models for high ethical behaviour, instil pride and gain respect and trust. These leaders provide meaning and a sense of purpose.

The table below summarises the scoring patterns.

Table 8.7: Idealised influence Scoring Patterns

		Strongly Disagree		Disagree		Agree		Strongly Agree		Chi Square p-value
		Cou nt	Row N %	Cou nt	Row N %	Cou nt	Row N %	Cou nt	Row N %	
A leader who talks to me about their most important values and beliefs influences employee engagement	B1.1	9	4.1 %	28	12.7 %	125	56.8 %	58	26.4 %	0.000
A leader who specifies the importance of having a strong purpose influences employee engagement	B1.2	6	2.7 %	15	6.8 %	133	60.7 %	65	29.7 %	0.000
A leader who considers the moral and ethical consequences of decisions influences employee engagement	B1.3	5	2.3 %	10	4.5 %	118	53.4 %	88	39.8 %	0.000
A leader who emphasises the importance of having a collective sense of mission influences employee engagement	B1.4	5	2.3 %	14	6.4 %	115	52.3 %	86	39.1 %	0.000

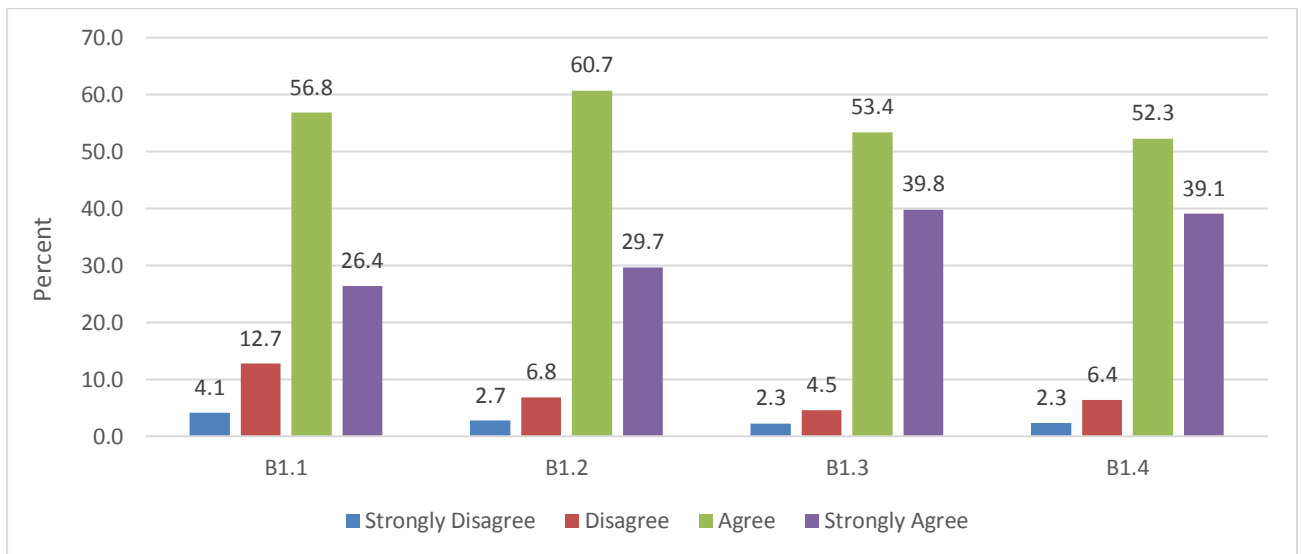


Figure 8.4: Graph Summarising idealised influence Scoring Patterns

Based on the figures above, it was evident that all of the statements showed (significantly) higher levels of agreement, whilst other levels of agreement were lower (but still greater than the levels of disagreement). There were no statements with higher levels of disagreement, and the significance of the differences was tested and is shown in the table.

Although the participants significantly agreed with all statements presented in this theme, it was interesting to observe that there was one statement that appeared to be the highest ranked. Factor analysis showed that the last three statements belonged to the same subtheme of *leadership character*.

It was observed that a leader who considered the moral and ethical consequences of decisions influenced employee engagement. There was a significantly higher number of respondents (93.2%) who agreed with this statement. It is also found that a leader who emphasised the collective sense of mission influenced employee engagement. A total of 91.4 per cent of the respondents agreed with the statement.

In the two remaining statements, the respondents also showed higher levels of agreement and the number of respondents who disagreed was 16.8 per cent and 8.7 per cent respectively. As a result of the higher number of agreements with the statements in this theme, which is idealised influence, the results confirmed that idealised influence influenced employee engagement.

To determine whether the scoring patterns per statement were significantly different per option, a chi-square test was done. A single sample Chi-Square Test was done to determine whether the scoring patterns within the statement were significantly different.

The null hypothesis claims that similar numbers of respondents scored across each option for each statement (one statement at a time). The alternate hypothesis states that there is a significant difference between the levels of agreement and disagreement. The sig. values (p-values) for the chi-square statistic were $p < 0.001$, which was less than 0.05 (the level of significance). It implied that the distributions were not similar. That is, the differences between the way respondents scored (agree; uncertain; disagree) were significant.

Section B2 : Intellectual stimulation

This section examined the impact of influence of intellectual stimulation on employee engagement. Intellectual stimulation refers to those transformational leaders who stimulate their followers to question old paradigms, encourage their innovation, reframe problems and approach old situations in new ways. The scoring patterns are indicated below:

Table 8.8: Intellectual stimulation Scoring Patterns

		Strongly Disagree		Disagree		Agree		Strongly Agree		Chi Square p-value
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	
A leader who re-examines the appropriateness of critical assumptions to question influences employee engagement	B2.1	6	2.7 %	26	11.9 %	136	62.1 %	51	23.3 %	0.000
A leader who seeks differing perspectives when solving problems influences employee engagement	B2.2	2	0.9 %	21	9.5 %	113	51.1 %	85	38.5 %	0.000

A leader who gets me to look at the problem from different angles	B2.3	4	1.8 %	20	9.0 %	101	45.7 %	96	43.4 %	0.00
A leader who suggests new ways of looking at how to complete our assignments or do our jobs	B2.4	3	1.4 %	16	7.3 %	99	45.2 %	101	46.1 %	0.00

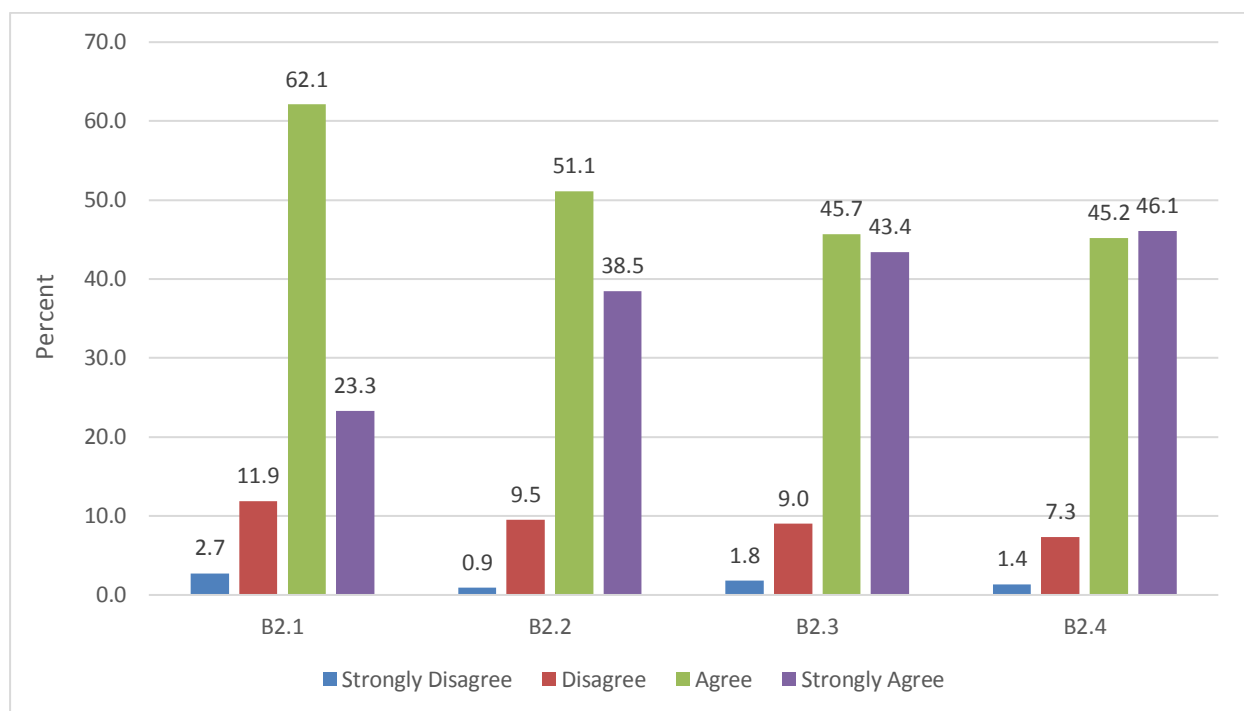


Figure 8.5: Graph Summarising Intellectual Stimulation scoring Patterns

This section presented a higher number of agreements with the statements compared to the disagreements. About 91.3 per cent of the respondents agreed with the statement that a leader who suggests new ways of looking at how to complete assignments influences employee engagement.

Respondents agreed that a leader who seeks differing perspectives when solving problems influences employee engagement. Of this, 89.6 per cent agreed with the statement and another 89.10 per cent of the respondents were in total agreement that a leader who gets them to look at the problem from different angles influences employee engagement. Employees feel valued, trusted and appreciated when they are allowed to contribute to the organisational success.

The remaining two statements also presented a higher number of agreements than disagreements. The results confirm that the participants agreed with all the statements of intellectual stimulation themes and from these results, it can be confirmed that intellectual stimulation influences employee engagement.

Section B3: Inspirational motivation

This section examined the impact of Inspirational Motivation and its influence on employee engagement. Inspirational motivation “is the extent to which the leaders are extraordinarily effective in articulating their mission, beliefs and vision thus inspiring followers. Inspirational leaders challenge their employees by setting high standards, communicating about the future goals and giving the meaning to the job at hand. Results of the scoring patterns are indicated below.

Table 8.9: Inspirational motivation Scoring Patterns

		Strongly Disagree		Disagree		Agree		Strongly Agree		Chi Squ are
		Co unt	Ro w N %	Co unt	Ro w N %	Co unt	Ro w N %	Co unt	Ro w N %	p- valu e
A leader who talks optimistically about the future, influences employee engagement	B3 .1	9	4.1 %	24	10.9 %	109	49.3 %	79	35.7 %	0.000
A leader who talks enthusiastically about what needs to be accomplished influences employee engagement	B3 .2	6	2.7 %	28	12.7 %	106	48.2 %	80	36.4 %	0.000
A leader who articulates a compelling vision of the	B3 .3	4	1.8 %	30	13.6 %	113	51.1 %	74	33.5 %	0.000

future, influences employee engagement										
A leader who expresses confidence that goals will be achieved influences employee engagement	B3.4	7	3.2 %	19	8.6 %	110	49.8 %	85	38.5 %	0.00 0

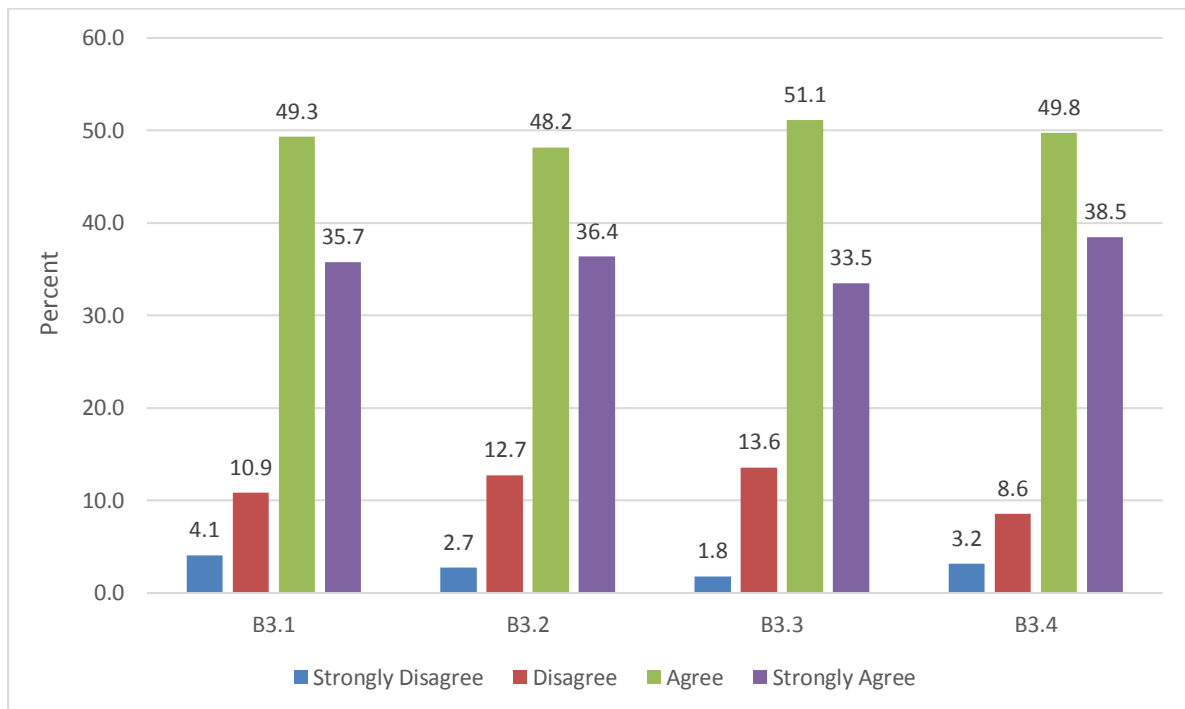


Figure 8.6: Graph summarising Inspirational motivation Scoring Patterns

The table above indicates that there was a higher number of respondents who agreed with the statements. About 88.3 per cent of the respondents agreed that a leader who expresses confidence that goals will be achieved influences employee engagement, and 85 per cent agreed that a leader who talks optimistically about the future, influences employee engagement. The pattern was similar for the remaining statements in the theme of inspirational motivation. There was a smaller percentage of respondents who disagreed with the inspirational motivation statements and these percentages ranged from 1.8 per cent to 4.1 per cent. Therefore, based on the higher proportion of respondents that agreed, it can thus be deduced that inspirational motivation influences employee engagement.

Section B4: Individualised consideration

This section examined the impact of influence of individualised consideration on employee engagement. Individualised consideration means transformational leaders pay special attention to each individual follower's needs for achievement and growth by acting as a coach or mentor. The leader pays attention to each individual's needs, expectations and wants, offers support and empathy, ensures transparent communication and places challenges before the followers. The results are tabulated below:

Table 8.10: Individualised consideration Scoring Patterns

		Strongly Disagree		Disagree		Agree		Strongly Agree		Chi Square p-value
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	
A leader who spends time teaching and coaching subordinates, influences employee engagement	B4.1	8	3.6 %	24	10.9 %	93	42.1 %	96	43.4 %	0.000
A leader who treats me as an individual rather than just a member of a group influences employee engagement	B4.2	9	4.1 %	20	9.0 %	89	40.3 %	103	46.6 %	0.000
A leader who helps me develop my strengths influences employee engagement	B4.3	8	3.6 %	12	5.4 %	89	40.3 %	112	50.7 %	0.000
A leader who considers me as having different needs, abilities and aspirations from others influences employee engagement	B4.4	6	2.7 %	20	9.0 %	88	39.8 %	107	48.4 %	0.000

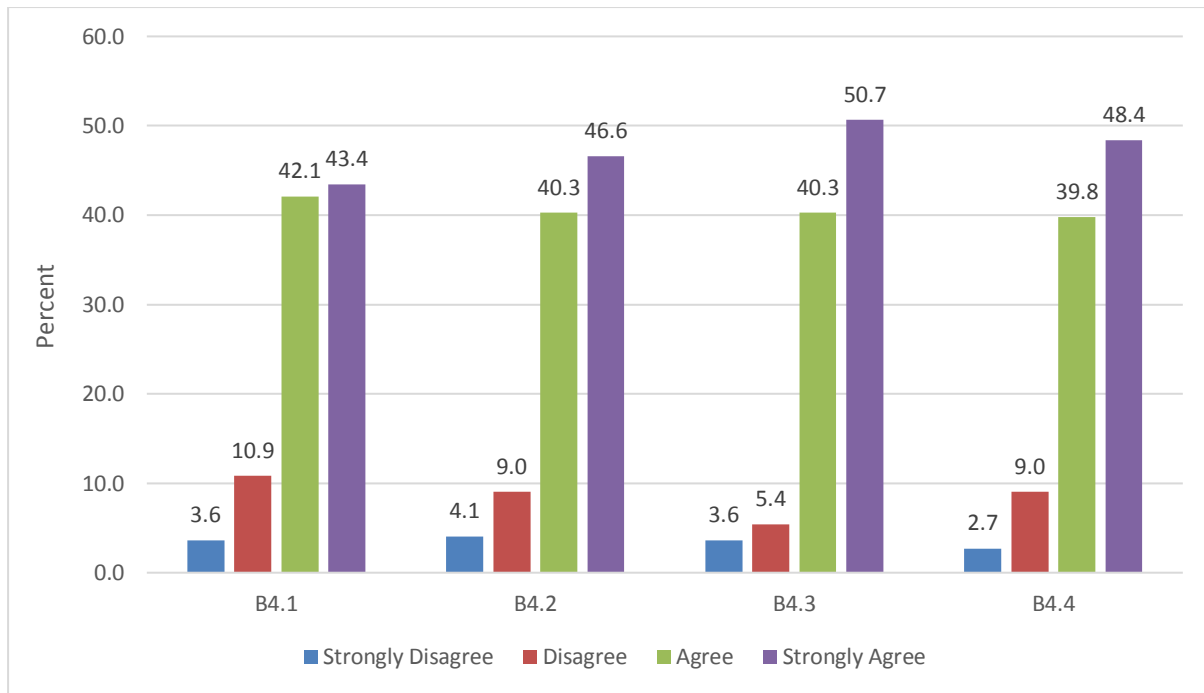


Figure 8.7: Graph Summarising Individualised consideration Scoring Patterns

The last section of this analysis suggests a strong agreement with the statements in this theme. About 91 per cent of the respondents agreed that a leader who helps the followers develop their strengths influences employee engagement. All the statements in this theme had lower levels of disagreements compared to agreements. The results suggest that individual consideration influences employee engagement.

8.2.8 Cross tabulations

“The traditional approach to reporting a result requires a statement of statistical significance (Watson, 2019). A **p-value** is generated from a **test statistic**. A significant result is indicated with $p < 0.05$. A second Chi-square test was performed to determine whether there was a statistically significant relationship between the variables (rows vs columns). The null hypothesis states that there is no association between the two (Watson, 2019). The alternate hypothesis indicates that there is an association. The table below summarises the results of the chi-square tests.

Table 8.11: Table of Significance

Pearson Chi-Square Tests							
		Gender	Age	Highest Qualification	Current Grade	Level of work	Number of years working for
A leader who talks to me about their most important values and beliefs influences employee engagement	Sig.	0.344	0.46	0.321	0.053	.028*	0.209
A leader who specifies the importance of having a strong purpose influences employee engagement	Sig.	0.181	0.216	0.197	0.649	.021*	0.268
A leader who considers the moral and ethical consequences of decisions influences employee engagement	Sig.	.004*	0.358	0.753	0.076	.000*	0.284
A leader who emphasises the importance of having a collective sense of mission influences employee engagement	Sig.	0.091	0.233	0.727	0.565	.012*	0.827
A leader who re-examines the appropriateness of critical assumptions to question influences employee engagement	Sig.	0.353	0.131	0.997	0.484	.015*	0.074
A leader who seeks differing perspective when solving problem influences employee engagement	Sig.	0.234	0.204	0.532	0.136	.003*	0.987
A leader who gets me to look at the problem from different angles	Sig.	0.085	.020*	0.914	0.093	.004*	0.552
A leader who suggest new ways of looking at how to complete our assignments or do our jobs	Sig.	.021*	0.194	0.587	0.299	.034*	0.976
A leader who talks optimistically about the future influences employee engagement	Sig.	0.056	0.65	0.41	.033*	.002*	0.802
A leader who talks enthusiastically about what needs to be accomplished influences employee engagement	Sig.	0.059	0.468	0.795	0.194	.002*	0.478
A leader who articulates a compelling vision of the future influences employee engagement	Sig.	0.291	0.91	0.703	0.241	0.057	0.659
A leader who expresses confidence that goals will be achieved influences employee engagement	Sig.	0.127	0.239	0.745	.001*	.000*	0.627
A leader who spends time teaching and coaching subordinates influences employee engagement	Sig.	0.356	0.207	0.674	0.129	0.141	0.744
A leader who treats me as an individual rather than just a member of a group influences employee engagement	Sig.	0.149	0.29	0.411	.020*	.007*	0.19
A leader who helps me develop my strengths influences employee engagement	Sig.	0.621	0.49	0.643	0.335	0.067	0.372
A leader who considers me as having different needs, abilities and aspirations from others influences employee engagement	Sig.	0.581	0.804	0.663	0.921	0.496	0.193

The above table of significance suggests that the level of work variable played a significant role in terms of how the participants responded to the questions ($p < 0.05$). SARS uses a level of work methodology to segregate work functions and the level of accountability within the organisation. Hence, the level of work did significantly affect the manner of the response to most statements.

It was quite interesting to observe that three of the sixteen items were significantly related to ***both the current grade and level of work***. The grade distribution indicates the level of the job relative to other jobs in the organisation. This implies that the level of work and grade has a significant relationship with the statements such as ‘a leader who talks optimistically about the future influences employee engagement’ (p-value of 0.33 for the current grade and .002 for the

level of work). Furthermore, the statements such as ‘a leader who expresses confidence that goals will be achieved influences employee engagement’ also showed significant levels ($p = .001$) for the current grade and ($p = .000$) level of work. The last statement that also showed the level of significance for both the grade and level of work was ‘a leader who treats me as an individual rather than just a member of a group influences employee engagement’ as indicated by the ‘p value’ of .020 for the current grade and .007 for the level of work.

It was also interesting to observe that there was no level of significance for variables such as gender, age, highest qualification and number of years working for the organisation because all but three of the p-values were more than 0.05.

8.2.9 Correlations

Bivariate correlation was also performed on the (ordinal) data. The results are found in the appendix.

Table 8.12: Table of Correlations

Correlations																		
			A leader who talks to me about their most important values and beliefs influences employee engagement	A leader who specifies the importance of having a strong purpose influences employee engagement	A leader who considers the moral and ethical consequences of decisions influences employee engagement	A leader who emphasises the importance of having a collective sense of mission influences employee engagement	A leader who re-examines the appropriateness of critical assumptions to question influences employee engagement	A leader who seeks differing perspective when solving problem influences employee engagement	A leader who gets me to look at the problem from different angles	A leader who suggest new ways of looking at how to complete our assignments or do our jobs	A leader who talks optimistically about the future influences employee engagement	A leader who talks enthusiastically about what needs to be accomplished influences employee engagement	A leader who articulates a compelling vision of the future influences employee engagement	A leader who expresses confidence that goals will be achieved influences employee engagement	A leader who spends time teaching and coaching subordinates influences employee engagement	A leader who treats me as an individual rather than just a member of a group influences employee engagement	A leader who helps me develop my strengths influences employee engagement	A leader who considers me as having different needs, abilities and aspirations from others influences employee engagement
Spearman's rho	A leader who talks to me about their most important values and beliefs influences employee engagement	Correlation Coefficient	1.000															
		Sig. (2-tailed)																
		N	220															
	A leader who specifies the importance of having a strong purpose influences employee engagement	Correlation Coefficient	.629 ^{**}	1.000														
		Sig. (2-tailed)	0.000															
		N	219	219														
	A leader who considers the moral and ethical consequences of decisions influences employee engagement	Correlation Coefficient	.496 ^{**}	.642 ^{**}	1.000													
		Sig. (2-tailed)	0.000	0.000														
		N	220	219	221													
	A leader who emphasises the importance of having a collective sense of mission influences employee engagement	Correlation Coefficient	.469 ^{**}	.655 ^{**}	.674 ^{**}	1.000												
		Sig. (2-tailed)	0.000	0.000	0.000													
		N	220	219	220	220												
	A leader who re-examines the appropriateness of critical assumptions to question influences employee engagement	Correlation Coefficient	.566 ^{**}	.545 ^{**}	.428 ^{**}	.387 ^{**}	1.000											
		Sig. (2-tailed)	0.000	0.000	0.000	0.000												
		N	218	217	219	218	219											
	A leader who seeks differing perspective when solving problem influences employee engagement	Correlation Coefficient	.463 ^{**}	.487 ^{**}	.436 ^{**}	.331 ^{**}	.597 ^{**}	1.000										
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000											
		N	220	219	221	220	219	221										
	A leader who gets me to look at the problem from different angles	Correlation Coefficient	.430 ^{**}	.483 ^{**}	.476 ^{**}	.518 ^{**}	.595 ^{**}	.646 ^{**}	1.000									
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000										
		N	220	219	221	220	219	221	221									
	A leader who suggest new ways of looking at how to complete our assignments or do our jobs	Correlation Coefficient	.391 ^{**}	.431 ^{**}	.488 ^{**}	.448 ^{**}	.514 ^{**}	.563 ^{**}	.754 ^{**}	1.000								
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000									
		N	218	217	219	218	217	219	219	219								
	A leader who talks optimistically about the future influences employee engagement	Correlation Coefficient	.473 ^{**}	.543 ^{**}	.448 ^{**}	.535 ^{**}	.500 ^{**}	.529 ^{**}	.529 ^{**}	.459 ^{**}	1.000							
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000								
		N	220	219	221	220	219	221	221	219	221							
	A leader who talks enthusiastically about what needs to be accomplished influences employee engagement	Correlation Coefficient	.494 ^{**}	.550 ^{**}	.474 ^{**}	.520 ^{**}	.488 ^{**}	.482 ^{**}	.494 ^{**}	.428 ^{**}	.784 ^{**}	1.000						
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000							
		N	219	218	220	219	218	220	220	218	220	220						
	A leader who articulates a compelling vision of the future influences employee engagement	Correlation Coefficient	.495 ^{**}	.573 ^{**}	.473 ^{**}	.572 ^{**}	.496 ^{**}	.468 ^{**}	.565 ^{**}	.471 ^{**}	.738 ^{**}	.765 ^{**}	1.000					
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000						
		N	220	219	221	220	219	221	221	219	221	220	221					
	A leader who expresses confidence that goals will be achieved influences employee engagement	Correlation Coefficient	.373 ^{**}	.500 ^{**}	.449 ^{**}	.542 ^{**}	.425 ^{**}	.424 ^{**}	.586 ^{**}	.495 ^{**}	.699 ^{**}	.647 ^{**}	.735 ^{**}	1.000				
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000					
		N	220	219	221	220	219	221	221	219	221	220	221	221				
	A leader who spends time teaching and coaching subordinates influences employee engagement	Correlation Coefficient	.357 ^{**}	.422 ^{**}	.473 ^{**}	.457 ^{**}	.418 ^{**}	.432 ^{**}	.484 ^{**}	.464 ^{**}	.567 ^{**}	.592 ^{**}	.554 ^{**}	.583 ^{**}	1.000			
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000				
		N	220	219	221	220	219	221	221	219	221	220	221	221	221			
	A leader who treats me as an individual rather than just a member of a group influences employee engagement	Correlation Coefficient	.402 ^{**}	.429 ^{**}	.517 ^{**}	.379 ^{**}	.393 ^{**}	.486 ^{**}	.429 ^{**}	.474 ^{**}	.475 ^{**}	.457 ^{**}	.467 ^{**}	.482 ^{**}	.666 ^{**}	1.000		
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			
		N	220	219	221	220	219	221	221	219	221	220	221	221	221	221		
	A leader who helps me develop my strengths influences employee engagement	Correlation Coefficient	.352 ^{**}	.436 ^{**}	.456 ^{**}	.414 ^{**}	.399 ^{**}	.486 ^{**}	.518 ^{**}	.554 ^{**}	.558 ^{**}	.552 ^{**}	.552 ^{**}	.620 ^{**}	.694 ^{**}	.695 ^{**}	1.000	
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
		N	220	219	221	220	219	221	221	219	221	220	221	221	221	221	221	
	A leader who considers me as having different needs, abilities and aspirations from others influences employee engagement	Correlation Coefficient	.330 ^{**}	.386 ^{**}	.424 ^{**}	.403 ^{**}	.434 ^{**}	.476 ^{**}	.512 ^{**}	.497 ^{**}	.533 ^{**}	.560 ^{**}	.553 ^{**}	.567 ^{**}	.606 ^{**}	.661 ^{**}	.763 ^{**}	1.000
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
		N	220	219	221	220	219	221	221	219	221	220	221	221	221	221	221	221

In the table above, the results indicate that positive values indicate a direct proportional relationship between the variables and a negative value indicates an inverse relationship. All significant relationships are indicated by a * or **. For example, the correlation value between ‘A leader who talks to me about their most important values and beliefs influences employee engagement’ and ‘A leader who re-examines the appropriateness of critical assumptions to question influences employee engagement’ is 0.566. This is a directly related proportionality. Respondents indicated that the more a leader talks about their belief systems regarding engagement, the more likely they would be able to look at the critical assumptions relating to employee engagement, and vice versa.

Furthermore, the results also support a leader who seeks differing perspectives when solving problems. The statements revealed the below correlations:

- A leader that talks to their followers about their ‘most important values and beliefs’ influences employee engagement (.463)
- A leader who specifies the ‘importance of having a strong purpose’ influences employee engagement (.487)
- A leader who considers the ‘moral and ethical consequences of decisions’ influences employee engagement (.436)
- A leader who emphasises the ‘importance of having a collective sense of mission’ influences employee engagement (.331)
- A leader who ‘re-examines the appropriateness of critical assumptions’ to questions influences employee engagement (.597)

The interaction of the variables is further analysed by looking at theme grouping. Seen below:

- The theme of the *Intellectual Stimulation* leadership style has a strong correlation to the theme of the *Idealised leadership style*. Results suggest that a leader who re-examines the appropriateness of critical assumptions to questions; who seeks differing perspectives when solving problems; who gets employees to look at problems from different angles and who suggests new ways of looking at problems influences employee engagement. Results indicate a strong direct correlation to a leader who talks about their most important values and beliefs; who specifies the importance of having a strong purpose; who considers the

moral and ethical consequences of decisions and who emphasises the collective sense of purpose.

- Similarly, it is also observed that the *Inspirational Motivational* leadership style has a direct correlation to the *Intellectual Stimulation* leadership style. Furthermore, the *Inspirational motivation* leadership style directly correlates with the *individualised consideration* leadership style which in turn correlates with idealised influence leadership, all of which have a positive influence on employee engagement.

Overall, the results from different data analysis techniques show that transformational leadership influences employee engagement.

8.2.10 Structural Equation model output

The structural equation model is covered below. The figure below indicates the path diagram for the interactions between the various latent variables in the experiment.

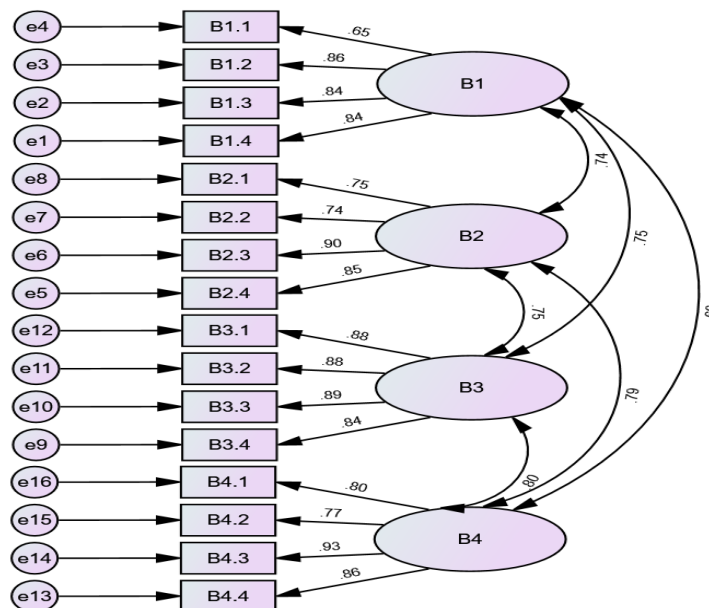


Figure 8.8: Structural Equation Model Output

Model Fit Summary

Chi-square = 230.569

Degrees of freedom = 98

Probability level = .000

This Chi-square tests the null hypothesis that the over identified (reduced) model fits the data as well as does a just-identified (full, saturated) model. In a just-identified model, there is a direct path (not through an intervening variable) from each variable to each other variable. In such a model, the Chi-square will always have a value of zero, since the fit will always be perfect. The probability should **not** be significant. In this model, the chi square p-value is < 0.001.

It is, however, worth noting that even though, technically, the Chi-Square should be non-significant in model testing, this is very hard to achieve due to the usually large sample required for it. Hence, if it is in fact significant, that is not a problem so long as the RMSEA, CFI and other indicators of fit are appropriate.

Maximum likelihood estimates

Table 8.13: Standardised Regression Weights

	Estimate
B1.4 <--- F1	.837
B1.3 <--- F1	.837
B1.2 <--- F1	.856
B1.1 <--- F1	.651
B2.4 <--- F2	.849
B2.3 <--- F2	.896
B2.2 <--- F2	.745
B2.1 <--- F2	.752
B3.4 <--- F3	.840
B3.3 <--- F3	.891
B3.2 <--- F3	.880

			Estimate
B3.1	<---	F3	.881
B4.4	<---	F4	.862
B4.3	<---	F4	.927
B4.2	<---	F4	.774
B4.1	<---	F4	.801

The parameters are estimated by maximum likelihood (ML) methods, which is an iterative procedure that attempts to maximise the likelihood that the obtained values of the criterion variable will be correctly predicted. The observed values are high.

Table 8.14: Standardised Direct Effects (Group Number 1 - Default Model)

	F3	F2	F1	F4
B4.1	.000	.000	.000	.801
B4.2	.000	.000	.000	.774
B4.3	.000	.000	.000	.927
B4.4	.000	.000	.000	.862
B3.1	.881	.000	.000	.000
B3.2	.880	.000	.000	.000
B3.3	.891	.000	.000	.000
B3.4	.840	.000	.000	.000
B2.1	.000	.752	.000	.000
B2.2	.000	.745	.000	.000
B2.3	.000	.896	.000	.000
B2.4	.000	.849	.000	.000
B1.1	.000	.000	.651	.000
B1.2	.000	.000	.856	.000
B1.3	.000	.000	.837	.000
B1.4	.000	.000	.837	.000

Model fit summary

The suggested acceptable value for the relative chi-square and CMIN/DF should be as high as five which is used to reduce the dependency on sample size. However, the cut-off points for TLI, CFI, NFI and IFI are between zero to one. A good model is indicated by the RMSEA value of less than or equal to 0.05 (Schumacker & Lomax, 2004).

Table 8.15: CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	54	230.569	98	.000	2.353
Saturated model	152	.000	0		
Independence model	16	2976.725	136	.000	21.888

CMIN is a Chi-square statistic comparing the tested model and the independence model to the saturated model. The ratio, CMIN/DF and relative chi-square are an index of how much the fit of the data to the model has been reduced by dropping one or more paths. The CMIN/DF is lower than the acceptable value of five.

Table 8.16: Baseline Comparisons

Model	NFI	RFI	IFI	TLI	CFI
	Delta1	rho1	Delta2	rho2	
Default model	.923	.893	.954	.935	.953
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

These indices compare the model to the independence model rather than to the saturated model. The Normed Fit Index (NFI) is simply the difference between the two models' chi-squares divided by the chi-square for the independence model. For this data, the NFI is 0.923. Values of .9 or higher indicate a good fit. The Comparative Fit Index (CFI) uses a similar approach (with a non-central chi-square) and is said to be a good index for use even with small samples. It ranges from 0 to 1, like the NFI, and 0.95 (or 0.9 or higher) indicates good fit. The CFI value is 0.953.

Table 8.17: Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	.721	.665	.687
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

PRATIO is the ratio of how many paths are dropped to how many that could have been dropped (all of them). The Parsimony Normed Fit Index (PNFI) is the product of NFI and PRATIO, and PCFI is the product of the CFI and PRATIO. The PNFI and PCFI are intended to reward those whose models that are parsimonious (contain few paths). A value greater than 0.900 is considered acceptable. This model has a marginally lower value.

Table 8.18: RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.078	.065	.092	.000
Independence model	.308	.299	.318	.000

The Root Mean Square Error of Approximation (RMSEA) estimates the lack of fit compared to the saturated model. A RMSEA of .05 or less indicates a good fit. A value of .08 or less indicates an adequate fit. LO 90 and HI 90 are the lower and upper ends of a 90 per cent confidence interval on this estimate. Even though the model is adequate, the PCLOSE ‘p value’ that tests the null that RMSEA is no greater than .05, is significant. The RMSEA value is 0.078.

Summary

The fit indices of the model do meet the required cut-off values, or approximate it, indicating that, for this set of data, the model is a reasonable fit. The regression weights for each of the sub-sections, however, are fairly high. The path coefficients are reflected in the table below.

Table 8.19: Path Coefficients

	Estimate
F1 <--> F2	.738
F1 <--> F3	.755
F4 <--> F1	.663
F2 <--> F3	.754
F4 <--> F2	.789
F4 <--> F3	.796

The following section provides the qualitative data analysis, which was mainly used to supplement the quantitative data. This was a very critical process because it allowed the participants to provide an elaborative view of the important concepts of the study, thereby allowing the researcher to have a better insight of the problem being investigated. A possible limitation of the model is the smaller result than the required sample size ($n > 300$).

8.3 Qualitative Data Analysis

In this section, numerous techniques were implored in order to understand the key themes of the study. NVIVO qualitative data analysis was used. The following techniques were utilised.

Word clouds

Word clouds are used in various contexts as a means to provide an overview by distilling text down to those words that appear with the highest frequency. Typically, this is done in a static way as pure text summarisation, where the larger font implies that the word was used more. This helps to identify key areas/themes and acts as a starting point for a deeper analysis (Heimerl, Lohmann, Lange & Ertl, 2014).



Figure 8.9: Word Cloud showing frequency of words used

Cluster analysis is a statistical method which aims to classify several objects into some groups (clusters) according to similarities between them (Palmer, 1991). For this purpose bubble diagrams were used. These diagrams illustrate the data (key words) in the form of ‘bubbles’. A larger bubble indicates the higher frequency of words/references. Furthermore, the colours of the bubbles show that those words were related. The closeness of the bubbles shows that there was a relationship between those words (Palmer, 1991).

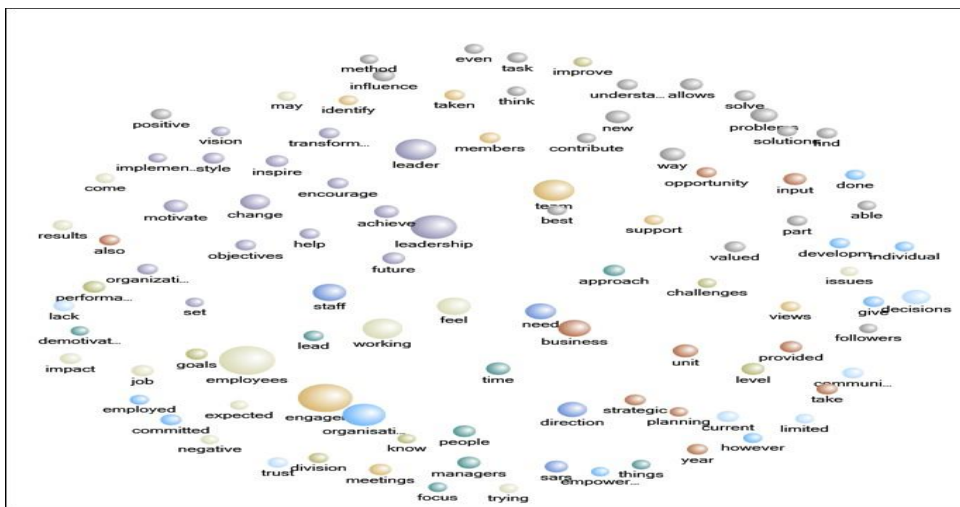


Figure 8.10: Bubble Diagram Cluster Analysis showing classification of several word groupings

Tree Maps show the data (frequently used words) in terms of the size of blocks. Hence, the larger blocks reflect those words mainly used. The entire map gives a holistic view of how the data is placed in terms of the size of reference.

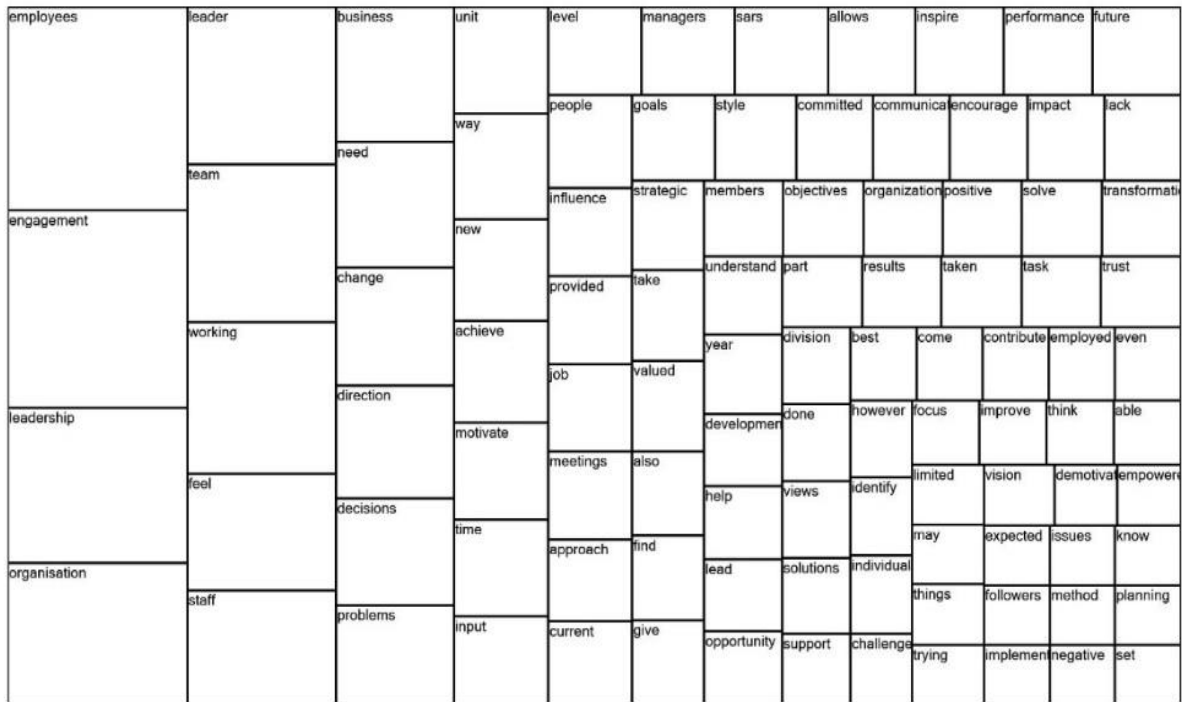


Figure 8.11: Tree Map showing the frequency of words used

Word trees

Word trees are used to depict key words and the words/sentences connected to that word. It allows you to see how these words connect to other words and sentences/views (Gold, Doniec & Scassellati, 2007).

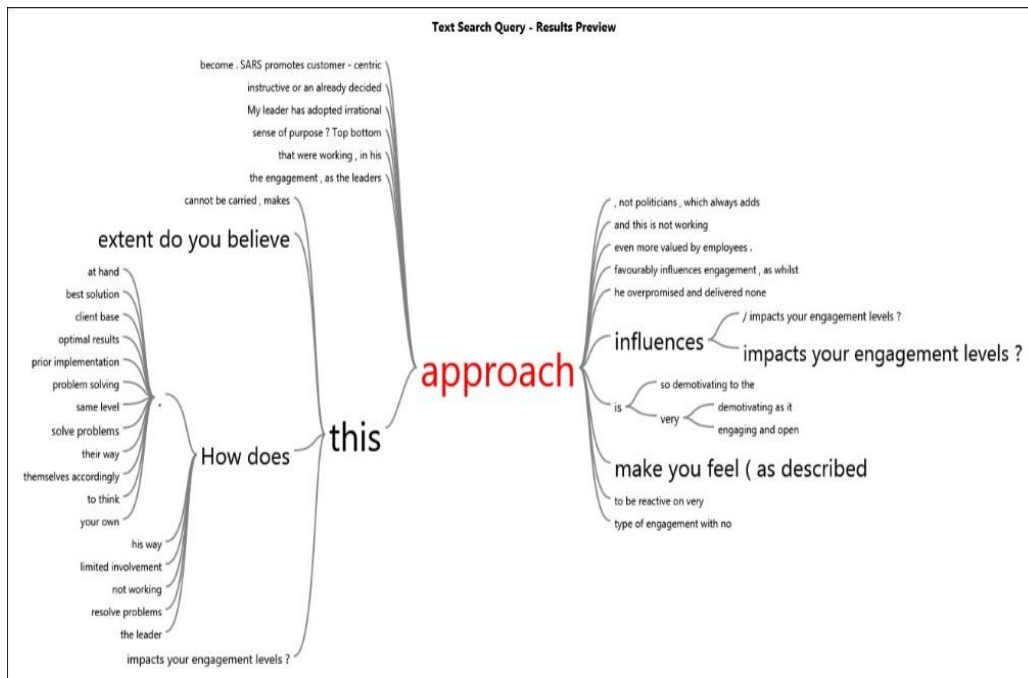


Figure 8.12: Word Tree depicting connected words

Hierarchy charts

Hierarchy charts are used to visualise the hierarchical structure, which reflects the size of the nodes. They compare nodes and sub nodes at various depths and help to recognise patterns and expected results. Data sets are categorised into different categories, subcategories and so on. Each data object or item in the data set is represented by a rectangle. The triangles have different sizes which record user defined attributes or user defined properties. The larger the size implies the greater volume/concentration of the responses in that area. The colour of each rectangle reflects the intensity of the defined attribute (Khan & Khan, 2011).

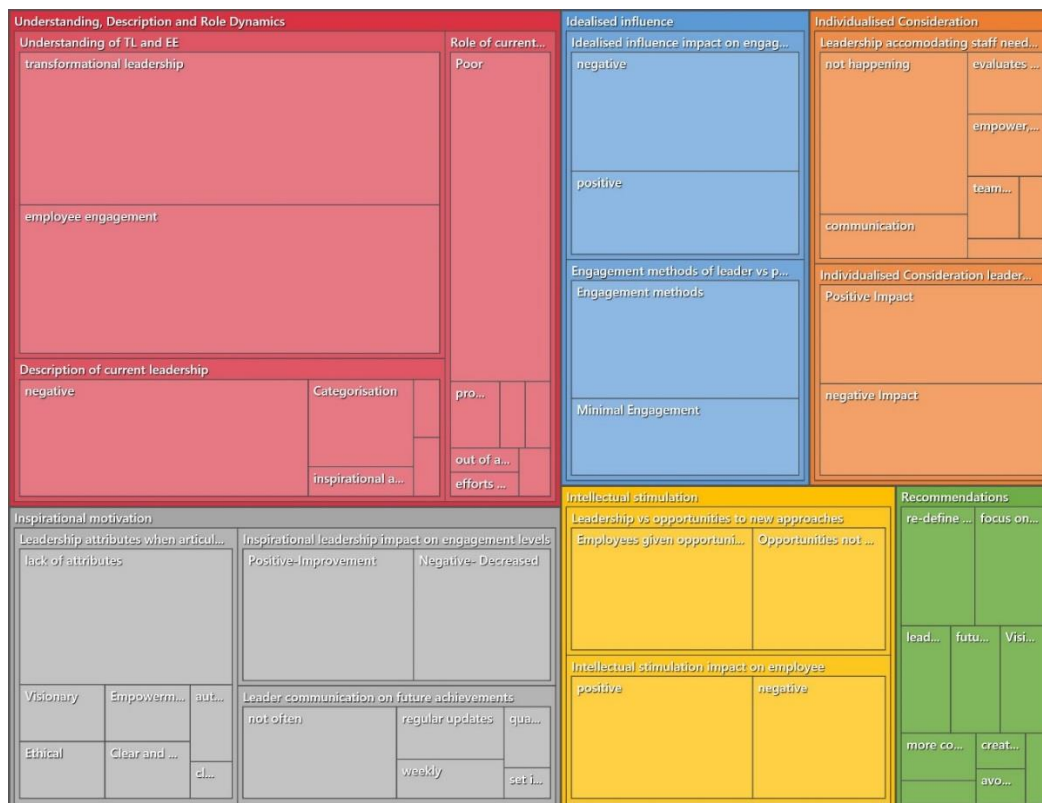


Figure 8.13: Hierarchy Chart reflecting the size of nodes

All the above techniques were used to create meaning of the data that was collected through the interviews. The section below describes the outcome of the data that was analysed using the above-mentioned techniques.

8.4 Data Analysis

Transformational leadership was tested using the four pillars that make up transformational leadership. However, it can be established that in the current organisation, it is leaning more into the negative due to the poor leadership culture. There are various recommendations made by the respondents.

In this study, six key themes were generated. They are as follows:

- Understanding, description and role dynamics
- Idealised influence
- Inspirational motivation
- Individualised consideration

- Intellectual stimulation
- Recommendations

Each them will be unpacked in the sections to follow. The coding system for the participants was represented by the alphabets and “< >” symbol, this was followed by statistical information indicating coverage - in this case, covering represents the weighting of each theme. Lastly, directs extracts from the participant’s conversations are recorded in the various sections

8.5 Understanding transformational leadership and employee engagement

Using qualitative research, this section sought to establish the level of understanding of transformational leadership in order to gauge if there was any understanding of the topic under study. This was the largest theme, as it was important to first encapsulate employees' understanding of transformation leadership and provide a description and role of such at the organisation. The image of the word cloud below provides words that have been frequently used to give an understanding of what transformational leadership is. Typically, this is done in a static way as pure text summarisation where the larger font implies the greater use of the word.



Figure 8.14. Understanding of TL and EE

8.5.1 Transformational leadership

There was a plethora of definitions that were derived from the respondents' understanding of transformational leadership. In their responses, they provided the following:

Change (most highly loaded)

This was the most highly loaded subtheme; hence many respondents concurred that transformational leadership was all about change. This was further broken down into the factors listed below. These are listed in hierarchical order.

Inspire to create positive change

This was the highest ranked factor based on the responses. It indicated that a transformation leader would create a change deemed positive for employees and the organisation collectively. This includes being inspirational and motivational towards staff which can encourage change without force. The results are presented below as follows:

As per the respondents:

< Des> - § 1 reference coded [3,74% Coverage]

Transformational leadership is a leadership style in which leaders encourage, inspire and motivate employees to innovate and create change that will help grow and shape the future success of the company.

< Snz> - § 1 reference coded [2,82% Coverage]

It is the leadership style that the leaders used to encourage, inspire and motivate staff to innovate and create change that will help grow and shape the future success of the business.

< Ver> - § 1 reference coded [1,18% Coverage]

It is the leadership style that aims to motivate employees to change.

Teamwork towards change

This was the second most highly ranked factor. Change could not be done without teamwork. Hence, a transformational leader would capitalise on teamwork to identify and promote change. The results are presented below as follows: Statistical information is stated, followed by an explanation of what the statistic means.

< -Khmn> - § 1 reference coded [1,51% Coverage]

It's about leadership working with teams with the aim of identifying needed change.

< Ntbko> - § 1 reference coded [1,79% Coverage]

It is leadership where a leader and a team work together to identify needed change.

< -Snz> - § 1 reference coded [4,38% Coverage]

The transformational leadership style in my experience encourages the staff to be engaged at work. This is achieved as the staff feels that their views and opinions are considered and feel that they are making a meaningful contribution in achieving the objectives of the business.

< -Ver> - § 1 reference coded [1,61% Coverage]

... and to assist with the change of the entire team and eventually the entire organisation.

Drivers of change

Transformation leaders are drivers of change by continuously researching and generating updated information to ease staff into change and transformation as well creating methods for proper change to occur. The results are presented below show statistical information, which is followed by an explanation of what the statistic means.

< Bngs> - § 1 reference coded [3,70% Coverage]

Keeps abreast with change, the leader will research and gather the necessary information and then pass it onto her staff in order to ensure that they transform and keep up with the changing times in the work environment.

< -Bsi> - § 1 reference coded [2,71% Coverage]

It is the theory where leadership identifies change and then creates methods to guide the implementation of such changes.

Nurturing future leaders

Transformational leaders also nurture and train future leaders and followers because both parties are concerned about the future of the organisation.

< DVN> - § 1 reference coded [4,13% Coverage]

When change is required in an organisation, leadership steers it in the direction to reach its organisational objectives. During this process, current leadership nurtures future leadership to take the organisation's reigns.

< Nthi> - § 1 reference coded [1,10% Coverage]

At its best, the followers are so inspired that they become leaders.

Other participants provided a different view and said transformational leadership is all about **new dispensation**. This statement suggest that transformational leadership is concerned about leaders adaptation a new dispensation, such as the new world of work which is characterised by many disrupting factors like technology, uncertainty, complexity and economic factors, to mention the few. Other participants suggested a different understanding and said transformational leadership inspire the followers towards the achievement of organisations vision and future objectives. Seven respondents supported this assertion. This statement was a highly ranked factor whereby transformation leaders encourage employees to identify/create and realise the organisational vision, goals and objectives and then get them to work collectively towards the achievement of the same. The results are provided in the below statistical presentation,

< Pnny> - § 1 reference coded [2,87% Coverage]

Transformational leadership is a leader that is able to inspire others to see the vision and work towards achieving that vision,

< Khmn> - § 1 reference coded [1,33% Coverage]

Creating a vision to facilitate change through inspiration and motivation.

< Mbo> - § 1 reference coded [3,87% Coverage]

It is a form of leadership whereby a leader through his actions influences those he leads to see the other side of the coin/anticipated future in order to achieve the set objectives.

<Siy> - § 1 reference coded [3,20% Coverage]

Organisations led by these types of leaders encourage staff to always seek new ways or to always be thinking about best practices that can be shared and implemented in order to achieve the organisation's vision.

Innovation and performance

Transformational leadership promotes innovation and performance. It encourages people to think innovatively which can then increase performance and productivity. This ensures the appreciation of individual contributions from staff.

< Snz> - § 1 reference coded [2,85% Coverage]

Transformational leadership inspires the staff in general to come up with new ways in innovating the way the business is done and that helps to increase the performance of the business.

< Siy> - § 1 reference coded [2,97% Coverage]

My understanding of transformational leadership is that it is a leadership style that inspires followers to think outside the box. A transformational leader can be classified as inspirational.

<Snz> - § 2 references coded [4,86% Coverage]

Transformational leadership inspires the staff in general to come up with new ways in innovating the way the business is done and that helps to increase the performance of the business. It allows new ideas from every staff member who is actually doing the work that in turn makes the staff feel great about their contribution.

Inclusion and relations

A transformational leader further ensures that staff are included through their views and input which in turn promotes engagement. They purport employee relationships to promote an effective and efficient work culture. A transformational leader believes in equal opportunities and fights inequality.

<Snz> - § 1 reference coded [4,38% Coverage]

The transformational leadership style, in my experience, encourages the staff to be engaged at work. This is achieved, as the staff feel that their views and opinions are taken into account and feel that they are making meaningful contribution in achieving the objectives of the business.

< Siy> - § 1 reference coded [3,45% Coverage]

These types of leaders are proactive, and they establish relationships with their subordinates so that opportunities of working smarter are identified and innovative ideas are discussed in order to be more effective and efficient.

Trust and autonomy

Transformational leaders entrust their employees to deliver on the set objectives. They create an autonomous platform that allows staff to work and be creative independently.

<-Sb> - § 2 references coded [2,45% Coverage]

Transformational leaders inspire and motivate their workforce without micromanaging. There is a sense of trust for their employees to take authority over decision-making. It is designed to give employees more room to be creative and find new solutions to old problems.

Leaders by example – doers

Transformational leaders model the way, they focus more on ‘showing/doing’ the work rather than ‘talking’. They lead by example.

< Lni> - § 1 reference coded [2,35% Coverage]

Transformational leaders are sometimes called “quiet” leaders because they do not need their voices to give direction but rather show how things should be done and lead by example.

The above statements indicated that employees see and view transformational leadership in different ways.

8.5.2 Employee engagement (EE)

Employee engagement was unpacked and fitted into the following (listed in hierarchical order):

Commitment

This was the most highly ranked factor supporting employee engagement. It was supported by 11 respondents whereby who suggested that employee engagement as a reflection of how committed employees were to their jobs and employer/organisation.

< Pnny> - § 1 reference coded [1,64% Coverage]

Employee engagement is when employees are fully committed to their job.

< Bsi> - § 1 reference coded [1,03% Coverage]

...and how they are committed to the employer.

< Des> - § 1 reference coded [0,64% Coverage]

...are committed to the organisation.

< - Lni> - § 1 reference coded [0,66% Coverage]

...and how committed they are to the organisation and...

< - Snz> - § 1 reference coded [1,02% Coverage]

commitment to the business and the effort they put into their work.

< Nthi> - § 1 reference coded [1,94% Coverage]

It is the extent to which the employees are loyal and committed to the organisation or business that they are employed by.

Enjoyment, passion and effort towards job

Relating to the above, the second most highly ranked factor included the passion felt and effort made by the employees in their jobs and workplace. It was further suggested that employee engagement was the extent to which employees enjoy their work.

< Pnny> - § 1 reference coded [1,73% Coverage]

They enjoy what they do and are willing to put all their effort into their work.

< - Bsi> - § 1 reference coded [1,54% Coverage]

It is the extent to which employees feel passionate about their job.

< Des> - § 2 references coded [2,43% Coverage]

Employee engagement is the extent to which employees feel passionate about their jobs, and put discretionary effort into their work.

< -Khmn> - § 1 reference coded [1,51% Coverage]

Employee engagement talks to whether the employees are passionate about their jobs.

< Lni> - § 3 references coded [2,29% Coverage]

How passionate employees feel about their jobs, the effort they put into their work to reach the goals set before them and enjoying their work as they go along in their daily tasks.

Evaluation

Employee engagement was also about evaluating an employee's attitude toward their job/employer, which informs levels of commitment to the organisation. It was also a way to gain insight into what is or is not working in the organisation, according to the employees.

< Siy> - § 1 reference coded [2,92% Coverage]

Employment engagement is a barometer that measures how engaged the employees are in an organisation. This helps the employer to determine where the level of engagement is with the employees.

< Ver> - § 1 reference coded [2,47% Coverage]

It is a study of some sort to determine whether or not an employee likes or hates his job and supervisor as well as the organisation.

< DVN> - § 1 reference coded [1,58% Coverage]

To gain insight of an organisation through constructive communication with employees.

Expression and participation

Employee engagement allows employees to be free to express their satisfaction/dissatisfaction/opinions without being prejudiced and also allows employee participating in decision-making.

< G> - § 2 references coded [3,38% Coverage]

It is a when employees are able to express their gratitude and dissatisfaction without being victimised and where they can also participate in the decision-making within the organisation.

< Mbo> - § 1 reference coded [2,22% Coverage]

It entails involving employees in making decisions that impact/affect them directly or indirectly.

Growth, empowerment and a conducive environment

An important part of employee engagement is also about how employers empowered their employees by providing them with new methods and innovative solutions that can positively influence employees' work. This included developing employees in other roles, providing systems and tools and providing a conducive environment for growth.

< Siy> - § 2 references coded [6,57% Coverage]

Engaged employees feel empowered to make decisions and give their best in terms of performance. An employer encourages the employees to be empowered by introducing innovation in the way that the employees work, adapting to new systems and technology, seconding or deploying employees to a different role or division to encourage growth and new thinking as well as providing the right set of tools for the employees to work in a conducive environment.

Correlation to sick leave : employee disengagement correlates to absenteeism. If employees are not happy at work, they withhold their services from the employer and opt to stay away from work.

< Lni> - § 1 reference coded [2,64% Coverage]

High sick leave records are directly correlated to Employee Engagement and have a direct impact if employee engagement is lacking in the organisation (i.e. staff not wanting to come to work to do their work).

Other participants suggested that employee engagement was related to how employees support their employer to achieve its vision.

8.5.3 Role of current leadership in influencing employee engagement

This primary subtheme examines the role that current leadership plays in influencing employee engagement. The data collected and analysed suggested a poor/negative role, as made clear by many respondents 19 response factors, ranked in the hierarchical order. Respondents suggested as follows:

Limited communication, understanding and trust

This seems to be the most highly ranked factor. There needed to be more trust from leadership, as trust is the central core of any team. Furthermore, senior management does not understand what is happening at the shop floor level and they do not understand the frustrations of employees thereof. Limited communication leads to a lack of trust and employee disengagement.

< - Lni> - § 1 reference coded [0.72% Coverage]

Limited communication that leads to a lack of trust.

< Phln> - § 1 reference coded [5.21% Coverage]

The current leadership does not play much of a role due to a lack of understanding of what is happening on the ground and the frustrations that are faced by the people on the ground regarding what is expected of them to achieve.

< Ver> - § 1 reference coded [3.68% Coverage]

I need to go as far as to say that the Commissioner will need to make hard decisions; to trust that we are a professional team and are capable of making sound decisions and offering sound advice.

Lack of direction

The lack of direction seems to also be a key factor that negatively affects staff and this stems from the leadership level. Without senior direction, staff will not know what is expected and this leads to more disengagement.

< Lni> - § 1 reference coded [1.36% Coverage]

I think employee engagement in SARS is the lowest of what it has ever been because there is no direction.

< Resh> - § 1 reference coded [0.56% Coverage]

There is a lack of direction.

< Sb> - § 1 reference coded [1.04% Coverage]

They should adapt to changes and align to the organisational strategic goals to achieve the objective of the organisation.

Need to engage with the right people

There seems to be a clear need for leadership to engage with key people who are actually doing the work. This will allow them to know what is happening at the ground level. Furthermore, leadership must also engage with managers and determine if these managers are aligning themselves to the organisation.

< G> - § 1 reference coded [3.80% Coverage]

The worrying factor is that they listen to whole lot of people who are not in our current operation and unfortunately, they do not engage people who are doing the actual work, and this causes defaults along the way.

< Sb> - § 1 reference coded [2.11% Coverage]

The Senior Leadership should be bold enough to have a decent discussion for those managers like my boss who is not towing the line. If they are not aligning themselves, they should leave the organisation and pursue their employment interests elsewhere.

Failure at top leadership

There seems to be failure occurring at the senior management level, whereby goals are set by them, but they never achieve them and they also do not play any supporting role either.

Disruptive and polarising

Sometimes leaders are disruptive, as they try to undo things that are/were working. They promise more than they deliver and negatively affected staff morale. Furthermore, certain managers negatively polarise the entire department/team. Currently the staff morale has

dropped, and employees are not prepared to go the extra mile. This is related to poor leadership. Participants also suggested that the current leadership either does not engage or engage very little with employees and they have created classism of ‘us and them’.

< Sb> - § 1 reference coded [1.61% Coverage]

SARS is an organisation of choice, only few individuals or managers are polarising the organisation that need to either join the winning team or depart if they are not committed to the organisation.

< DVN> - § 1 reference coded [1.90% Coverage]

Leadership often creates classism amongst staff where it is “Us and Them.” This should change to “We”.

< Resh> - § 1 reference coded [1.30% Coverage]

Very little due to the fact that there is no engagement at all.

Need to define the culture and tone

Leadership needs to set the culture and tone of the organisation. They cannot be indecisive or lack direction. They need to promote communication as part of organisational culture. This can then allow employees to engage better.

< Siy> - § 1 reference coded [5.08% Coverage]

Because the leadership should set the tone and culture in an organisation of how people should aspire to the organisational values, it makes it difficult to live up to them if they are indecisive, lack communication and uninspiring. This has an effect on the employee engagement of the overall well-being of the of the organisation.

Tight control

Due to the nature of the organisation, some departments are always closely monitored, and are under very strict control and this negatively influences engagement levels because it shows lack of trust. The above statements clearly show that the current leadership does not play a significant role in influencing employee engagement. Instead, too many factors are indicative of disengagement and confusion among employees.

Apart from the negative insights shared, two respondents felt that staff were included in decision-making, especially when it came to the things that affected them.

< Pnny> - § 1 reference coded [3.79% Coverage]

In our team, if there are decisions that will affect how we do our work, our leadership will ensure that we are part of the brainstorming session to reach a consensus.

< Ntbko> - § 1 reference coded [3.01% Coverage]

They play an important role in influencing employee engagement, as they make most of the decisions that have an impact on our daily basis.

Relationship dynamics

Another respondent asserted that the impact of employee engagement can improve the quality of relationships holistically in terms of colleagues and peers, line management, internally within the organisation and with people outside the organisation.

Recognition

For some respondents, their leadership/manager played a strong role in recognising the high performers in the team and sent personal messages of acknowledgment to staff that performed very well. This promoted engagement.

Dictator vs open leadership

One respondent made a neutral comment whereby leaders at the organisation must differentiate between being a dictator and practicing open leadership. Open leadership promotes employee engagement.

< Bngs> - § 1 reference coded [6.85% Coverage]

The leader might not do anything much to influence employee engagement but she can influence the type of attributes that she poses that play a big role. If the leader's attributes are that of a dictator then it is unlikely that she will have a positive influence on employee engagement but if the leader displays openness and allows staff to be involved then she influences engagements in a positive way.

Efforts vs measurement

One respondent believed that considerable efforts were made by leadership to positively influence employee engagement, however it was not acknowledged in survey results.

Out of ambit

A point was made by one respondent who said that some issues that employees feel are important and/or close to their hearts, but these are out of the ambit of the department or organisation.

< Nthi> - § 1 reference coded [4.66% Coverage]

Another factor to EE results being less than desired is that some of the issues that employees hold close to their hearts fall outside the ambits of the division rather those of the organisation (e.g. Employment Equity, Career Progression, Grading, Recognition of Study Qualifications).

8.5.4 Description of Current Leadership

In this theme, participants were asked to describe the current leadership in the various Business Units. The picture painted by the participants was a more negative image of current leadership. Various reason / factors influenced the main subtheme of negative description of current leadership. These are ranked in hierarchical order and in this sense, are provided below.

Lack of Direction and Alignment

This was the highest ranked factor. Leadership per se does not seem to have proper direction. If there is a lack of direction in leadership, then this will affect the organisational goals and employee trajectory. It can also lead to disengagement and frustration.

< G> - § 1 reference coded [1.40% Coverage]

They are many who are confused and lack direction – there is not vision at all.

< Khmn> - § 1 reference coded [0.58% Coverage]

There is no strategic alignment.

< Mbo> - § 1 reference coded [2.13% Coverage]

My current leadership in my Business Unit does not seem to be pulling towards the same direction.

< Sb> - § 1 reference coded [1.69% Coverage]

Current leadership has lost focus on certain crucial operational issues that have contributed immensely to a certain degree of uncertainties brought about by changes at a leadership level of the organisation.

Little to No Engagement and Communication

This was the second highest ranked factor. Limited and ineffective communication hinders staff and organisations from achieving their goals. There is a disconnect between leadership and staff at a ground level and this must be addressed.

< Khmn> - § 3 references coded [5.12% Coverage]

Currently things are not going right. There is no engagement of employees at all levels, particularly in my business unit. Communication can be there, but it is not effective and has no resolution to the problems currently faced. Leadership would fail to achieve its goals.

< Lni> - § 2 references coded [4.22% Coverage]

In SARS, the leadership is non-existent in that all decisions are made at the top level and no or very limited input are requested from the lower levels. Communication on the way forward is only provided to a limited few and the staff on the floor that actually do the work and collect the taxes are mere numbers.

< Siy> - § 1 reference coded [4.49% Coverage]

There is a total disconnect with the senior current leadership and the people on the ground. It is like they operate on a different level and they do not take heed of the issues that are being raised on the shop floor and the challenges that the employees encounter when they go about doing their work.

Not Open to New Methods/ ideas

Leadership and management seem to be autocratic and senior leadership does not seem open to new methods and is not transformational. Furthermore, leadership demotivate staff by

excluding them from meetings and not hearing their views. Staff also become frustrated and leave the organisation.

< Mnj> - § 1 reference coded [3.34% Coverage]

My team of managers have requested that I do not invite our senior leader for our quarterly staff meeting because he demotivates people when he speaks in formal meetings.

< Sb> - § 1 reference coded [2.01% Coverage]

As a result, the crucial management skills are lost to other organisations and SARS does not appoint as well due to financial constraints, as the whole public service is dwindling financially, and cannot keep the entire organisation afloat.

Politics

There seems to be political interference and agendas, which negatively influence key organisational processes. There is also poor decision making from the current leadership.

< Sb> - § 1 reference coded [1.06% Coverage]

The politics taking centre stage and tax collection as the primary deliverable have been compromised and targets are not met.

< Snz> - § 1 reference coded [2.86% Coverage]

It is my view that, at the moment, in the SARS enterprise, there is a distrust, as there is a perception that the senior leadership is purging senior staff who served the previous Commissioner.

Other participants suggested that leaders seem to be interested in productivity only and they disregard employee welfare. However, some respondents had different views of leadership and indicated that leadership in the organisation is transactional. It was suggested that it is promoting compliance via rewards and punishment to staff. The concept of ‘reward and punishment’ does keep staff motivated but only for a short time.

< Des> - § 2 references coded [2.21% Coverage]

Through a rewards and punishments system, transactional leaders are able to keep followers motivated for the short-term.

The other respondent asserted that the current leadership was situational

< Nthi> - § 1 reference coded [3.10% Coverage]

They generally apply Situational Leadership principles, however, strongly understand the impact and importance of employee engagement to the attainment of any business objectives that they may have.

Another respondent saw current leadership as instructional, it is their way or highway

< Mnj> - § 1 reference coded [1.51% Coverage]

In my business unit, our leader practises an instructional leadership style.

An interesting point was made by another respondent who asserted that current leadership was a combination of transformational, democratic and situational leadership, and trying to strike a balance between them.

< Snz> - § 1 reference coded [3.11% Coverage]

The current leadership in my business unit appears to be trying to strike a balance between transformational leadership and democratic leadership, depending on the situation that is on hand at that time.

Apart from the negative insights shared by respondents, some conveyed that current leadership was inspirational and was leading by example, two respondents supported this view . One respondent felt that the current leadership was knowledgeable about the Business Unit and Organisation and open to other views.

< Pnny> - § 1 reference coded [2.01% Coverage]

They inspire the team to achieve its goal, even though the situation may deem otherwise.

< Bngs> - § 1 reference coded [0.64% Coverage]

They lead by example for the followers.

8.6 Idealised Influence

This theme examined idealised influence. Respondents were asked to describe the approach followed by their leaders in order to develop a strong sense of purpose and the effect that approach had on employee engagement. The outcome was informed by the following two primary subthemes (5.5.1 and 5.5.2).



Figure 8.15. Idealised Influence

8.6.2 Engagement Methods of Leaders

This primary subtheme focuses on the engagement methods of leaders on employees towards developing a sense of purpose. It was made up of two subthemes outlined below.

Respondents suggested that there was there was minimal engagement occurring when it came to idealised influence. This was for the because the meetings held are ineffective and not much detail is shared, thus lack of engagement

< - G> - § 1 reference coded [2,09% Coverage]

We engage in monthly meetings but in our engagements nothing or very little of what we say is taken into account.

< Ntbko> - § 1 reference coded [4,47% Coverage]

They hold quarterly meetings in order to engage with all the staff members in the Division; there is no one-on-one engagement that happens. These meetings are not effective, as they are not held regularly.

<Internals\\Qualitative data collection Philani> - § 1 reference coded [0,89% Coverage]

Very limited engagement – via meetings.

The is also lack of opportunity to provide any input due to the top-bottom approach, so there engagement is limited. As asserted by one respondent, employees are not involved in decision-making and even when they are, they get over-ruled by management.

< Bsi> - § 1 reference coded [1,75% Coverage]

Top-bottom approach type of engagement with no opportunity to provide input.

< Ver> - § 1 reference coded [0,91% Coverage]

At this stage there is limited engagement.

No Direction and Feedback

Despite issues being raised to leaders, there is minimal feedback and dire lack of direction from them.

< Siy> - § 2 references coded [3,77% Coverage]

There seems to be a lack of direction, guidance and decisiveness on escalations raised with the leader. There are many escalations that have been raised. They go into this black hole, and nothing ever seems to come back. No feedback is ever given.

Unstructured

Engagement is scarce and happens in an unstructured manner. This makes it hard even for new employees to adapt, whereas another respondent indicated that engagement happens only when there is a need

Purpose Already Known

One respondent however conveyed that there was minimal engagement because their purpose was known, and this was filtered to the team. Hence, little engagement with leadership was needed.

< DVN> - § 1 reference coded [5,82% Coverage]

I do not need my leader to engage with me or my team regarding purpose. I know my purpose and so does my team. First and foremost, before any title we assume in this organisation, we are Public Servants. We are here to serve South Africa and its people to ensure we contribute to a better and more equal Society.

Reactive and Instructional

Two respondents asserted that engagement was mainly on a reactive approach whilst one felt that their manager was very instructional.

< Pnny> - § 1 reference coded [1,03% Coverage]

They provide support whenever I require it.

< Mnj> - § 1 reference coded [1,20% Coverage]

He just gives instructions; he is very instructional.

< Sb> - § 1 reference coded [0,79% Coverage]

My leader has adopted an irrational approach to be reactive on very pertinent and crucial issues.

Physical, Verbal and Written

Engagement was mainly done via email, verbally or during physical meetings.

< DVN> - § 2 references coded [0,28% Coverage]

Email.

Reference 2 - 0,17% Coverage

Verbally.

< Khmn> - § 1 reference coded [1,24% Coverage]

Engagement is through verbal communication via meetings and emails.

< Nthi> - § 1 reference coded [2,58% Coverage]

Leadership makes use of meetings and various other communication channels that we have in our environment, to ensure a prompt and continuous flow of information.

Manager Limited to Information

Some managers themselves were limited to the information that they received. Hence, a manager could only act or motivate staff based on what they had received or had on-hand.

< Lni> - § 1 reference coded [4,30% Coverage]

A sense of purpose (meaning) is needed to motivate and drive employees towards reaching the set goals and to drive the employee to a satisfying future but management can only act on the limited information given and what they have at their disposal. With our direct manager she tries her best to motivate and assist where needed.

Via Other Departments

Sometime engagement happened through other departments such as HR.

< Des> - § 1 reference coded [1,79% Coverage]

Through staff engagement mostly facilitated by the Human Resources Department and Wellness Division.

Other respondents suggested that their leaders engage them as follows:

Allow Input on Tasks

Three respondents asserted that they were allowed input on tasks by their managers. Some employees give input at a strategic level and contribute to changes. Some employee input is not accepted at that concept level.

< Bngs> - § 1 reference coded [1,41% Coverage]

Allows for our input in the method of executing and completion of a particular task.

< Snz> - § 1 reference coded [2,06% Coverage]

I am asked to give input on any strategical direction that the business unit takes and feel that my input is indeed taken into account.

< Nthi> - § 1 reference coded [4,80% Coverage]

Over and above keeping the labour force abreast of changes, sourcing feedback and providing clarity where required – employees are also afforded an opportunity to offer suggestions that

may amend or influence the anticipated changes. Employee input or involvement is generally sourced at a concept level.

Autonomous-Belief in Capabilities

Some respondent worked autonomously, as they conveyed that their managers believed in their capabilities to work without continual direction.

< Pnny> - § 1 reference coded [1,73% Coverage]

They believe in my capabilities. I have been given autonomy in doing my job.

< Snz> - § 1 reference coded [4,61% Coverage]

I engage with my boss very well. I am encouraged with the room that he provides for me to be able to make decisions on my own and the support thereof that he provides. I am asked to give input on any strategical direction that the business unit takes and feel that my input is indeed taken into account.

Workshops and Trainings

Some respondents said that workshops and trainings were also platforms for engagement.

Sets Out Clear Objectives of Tasks

One employee conveyed that their leader simplified tasks and set out a clear objective/s for each task.

8.6.3 Idealised Influence Impact on Engagement Levels

This subtheme examined the impact of idealised influence on employee engagement levels. Results varied between negative and positive. This is influenced by whether there is a presence or absence of the idealised influence leadership style. Results show a negative trend where there was an absence of the idealised influence leadership style, whereas positive responses were reported where there was a presence of the idealised leadership style.

Results show disengagement where there was an absence of the idealised influence leadership style and it was for the following reasons:

Dissatisfaction and Demotivation

This was conveyed by five respondents. The biggest impact was the demotivation and dissatisfaction of staff. Staff felt undervalued and morale was low. Staff could not perform well when there was a poor idealised leadership style. This had led to a decrease in employee engagement. Respondents said the following:

< Bsi> - § 1 reference coded [1,36% Coverage]

Very badly such that at times one decides to just shut off.

< G> - § 1 reference coded [1,84% Coverage]

We are currently disgruntled, we feel like glorified administrators, and we have technically checked out.

< Lni> - § 1 reference coded [2,23% Coverage]

People are also trying to be nice to each other but with the low morale of the staff, they tend to withdraw from any social interaction with others and become very negative.

< - Mnj> - § 1 reference coded [1,32% Coverage]

This approach is so demotivating to the team and the division.

< Siy> - § 1 reference coded [3,83% Coverage]

This approach is very demotivating, as it leads to dissatisfaction which then results in disengagement. This has a direct impact of poor or non-performance and an increase in unplanned leave. Employee morale and motivation is ultimately at an all-time low.

Due to the absence of the idealised influence leadership style, some departments are losing credibility with clients. Departments that are supposed to be proactive have turned to be reactive.

< -Sb> - § 1 reference coded [1,81% Coverage]

My section has lost credibility to our clients, as we are seen as chasing fires rather than circumventing situations before they surface, and I found myself on the receiving end of our client base as not acting proactively,

Furthermore, other issues that surfaced was poor time management, due to the lack of the idealised leadership style and this affected employees directly in terms of their performance and quality.

< -Sb> - § 1 reference coded [1,83% Coverage]

She will not cascade resolution on time to allow us time to compile our individual recruitment needs. After the period has expired, she would be requesting them to reach her office asap, compromising on quality as well.

Poor time management also leads to labour disputes as well as reputational damage because some items are done after the action period has expired.

< -Sb> - § 1 reference coded [3,22% Coverage]

...and this contributes to the number of labour disputes and has diminished our reputation immensely so to the line of paralysis (i.e. vacancy request submissions were done after the window period had passed), as she has a seat in MANCO where decisions are taken to submit such a request, and she will not cascade resolutions on time to allow us time to compile our individual recruitment needs.

Staff do not understand what is expected of them and they lose focus which leads to disengagement. There seems to be no vision, direction and drive within departments.

< -Ntbko> - § 1 reference coded [0,81% Coverage]

This keeps me wondering and confused.

< Phln> - § 1 reference coded [2,58% Coverage]

It has a negative influence on my engagement levels because we don't get to understand what is required of us.

Disengagement leads to departments not meeting goals and deliverable quantities and timelines. All of this leads to non-performance.

< -Sb> - § 1 reference coded [2,78% Coverage]

It affects our deliverables negatively, as we are failing the business dismally in fulfilling its mandate on revenue collection, as HR cannot meet targets in supplying the good quality resources within a reasonable time. Sometimes if we miss deadlines, the budget allocation is taken away and re-allocated to other prioritised projects.

< Siy> - § 1 reference coded [2,39% Coverage]

This approach is very demotivating, as it leads to dissatisfaction which then results in disengagement. This has a direct impact of poor or non-performance,

On a positive note, where there was a presence of the idealised leadership style, positive outcomes were reported. Respondents indicated positive engagement levels for the following reasons:

Valued

Feeling valued was supported by four employees. By feeling valued, employees felt part of the team and able to contribute to decision-making and the organisation's direction.

< - Bngs> - § 1 reference coded [0,99% Coverage]

It allows us as subordinates to feel part of the team.

< Snz> - § 1 reference coded [2,21% Coverage]

I feel part of the team and I am fully engaged in this regard, as I believe that I am making a meaningful contribution to the business unit.

< - Nthi> - § 1 reference coded [5,98% Coverage]

This approach favourably influences engagement, as whilst employees understand that not all suggestions offered to leadership will be supported and implemented, being afforded an opportunity to contribute or influence intended decisions is strongly valued. The provision of feedback for instances where input cannot be carried, makes this approach even more valued by employees.

Trust

It promotes trust which is appreciated by employees. When employees are trusted, their levels of engagement improve.

< DVN> - § 1 reference coded [1,19% Coverage]

This makes us very positive because we have trust in each other.

< Pnny> - § 1 reference coded [0,78% Coverage]

...and I also feel that she trusts me.

< Des> - § 1 reference coded [0,20% Coverage] ...and trust.

Allows for Input Rather than Enforcement

For one respondent, they felt that it positively influenced them because the leader allowed for their input on methods to complete tasks rather than enforcing completion upon them.

< Bngs> - § 1 reference coded [2,98% Coverage]

It influences positively, as the leader does not enforce the completion of a task but allows us to give input in terms of what we think will be the best method of completing the task.

Job Satisfaction

One respondent felt that idealised influence promotes job satisfaction. One respondent asserted that the idealised influence leadership style allows for the following:

- **Learning** - It allowed for the ability to learn.
- **Decision-making** - It allowed for employees to make decisions.
- **Ethics and fairness** - It gave a sense of ethics and fairness.

8.7 Inspirational motivation

This theme examined the construct of inspirational motivation. Respondents were asked about the frequency through which their leaders talk to them about the future of their Business Unit and what needs to be accomplished. Within this theme, they are further asked about the types of leadership attributes that their leaders displayed when they were articulating about the future of their department and the effect that this had on their engagement levels. Results were articulated in the following three primary subthemes (5.6.1, 5.6.2 and 6.5.3).

We have had the same strategy for years. The future of HR has only recently been discussed in a form of a change road show to inform us that we are going to function as a call centre. The presentation consisted of slides that were discussed but the way forward with more detail was again not given and we were in the dark of how this call centre was going to operate. Very limited direction has been provided.

< Resh> - § 1 reference coded [0.21% Coverage]

Not at all.

< Siy> - § 1 reference coded [2.14% Coverage]

Once a year there is a discussion that takes places. It is guided and again action plans are put in place but there is never a follow through.

< Ver> - § 1 reference coded [1.09% Coverage]

Not often, at this stage the conversation is doom and gloom.

< Bsi> - § 1 reference coded [1.15% Coverage]

Almost never, or only when the leadership changes.

Regular Updates

However, four respondents asserted that communication was done regularly, whenever updates were available and done via various communication channels.

< Bngs> - § 1 reference coded [2.81% Coverage]

The leader talks about this regularly each and every time there is an update on possible future changes that our Business Unit/Organisation is about to implement.

< Snz> - § 1 reference coded [3.20% Coverage]

He shares the information with the rest of the team on a regular basis with a clear indication of what needs to be achieved. As a division, we report on a regular basis on our operational plan performance.

< Nthi> - § 1 reference coded [2.80% Coverage]

At BAU level – various communication channels are used as frequently as possible or at least as deemed necessary to discuss divisional future plans, aspirations and challenges.

Quarterly

Two respondents conveyed that it happened on a quarterly basis after the strategic session at the onset of the year and three suggested that it communication happen on a weekly basis, while one says it happens once monthly.

< Mbo> - § 1 reference coded [4.71% Coverage]

This normally happens during our strategic sessions at the beginning of each financial year and are reviewed quarterly during the year. This, I must say, is done because the organisation requires it to happen.

< Ntbko> - § 1 reference coded [0.39% Coverage]

Once every quarter.

8.7.2 Leadership Attributes when Articulating about the Future

This subtheme examines the leadership attributes exercised when leaders express themselves about the future of the Department/Organisation. Results clearly indicate that there is a lack of attributes. Results indicate (from most respondents) a lack of leadership attributes which was informed by the following factors (in hierarchical order):

No Strategy or Direction

This was the most highly ranked factor whereby there was a clear lack of strategy and direction by leadership as asserted by five respondents. If leadership has no direction or strategy, then this will affect staff equally. This affects day-to-day activities and middle managers look incompetent to their subordinates as well.

< G> - § 2 references coded [3.52% Coverage]

He has no clue of what he is doing.

Reference 2 - 2.86% Coverage

There is no strategic alignment, and this gives us a challenge when executing on a day-to-day basis. We look like a bunch of fools in the eyes of our subordinates.

< Khmn> - § 1 reference coded [0.46% Coverage]

Due to lack of direction.

< Lni> - § 1 reference coded [1.98% Coverage]

A leader will keep his/her staff going in the same direction as where they need to go but with SARS there is absolutely no direction given to the staff.

< Resh> - § 1 reference coded [0.60% Coverage]

None - no leadership at all.

< Sb> - § 1 reference coded [3.39% Coverage]

The future strategic objectives of the organisation need to be stratified and crafted by the start of the financial year which will chart the trajectory of the organisational programmes and initiatives for the whole year. However, my business unit is only lagging behind and piggybacking on other Business Units on their strategic planning which invariably does not talk to our own business unit at all.

Inconsistent and Unclear

There was an unclear vision coupled with the inconsistency of information flow and lack of clarity within the team.

Lack of Communication and Understanding

Two respondents felt that their leadership was not good at communicating and showed a lack of understanding organisational priorities and strategies.

< Sb> - § 1 reference coded [2.94% Coverage]

She has minimal understanding of the organisational priorities and which is the gist for each Manager to be able to articulate future planning of the business unit. She is not new in the organisation to make inference that she is still finding her feet, however, it is her individual choices that someone has to articulate strategic planning for her own area.

< Siy> - § 1 reference coded [0.38% Coverage]

Not a good communicator.

There seems to be a lack of motivation and empowerment from leadership. There is also lack of decision-making on issues raised. Due to lack of facts provided by leadership, this emanates

lots of passage gossip which staff end up adding their fears to. One respondent made an interesting point whereby they felt that their leadership's confidence actually boarded on arrogance.

Own Core Values

One respondent followed their own values in order to remain committed.

< Ver> - § 1 reference coded [2.03% Coverage]

Sometimes, I have to dig deep to remain committed, however, as mentioned before, my core values assist me in this.

Apart from the lack of leadership attributes discussed above, some respondents felt that their leadership did display strong leadership attributes when it came to future plans. They reported as follows:

Empowerment and Motivation

Some respondents felt that leadership was empowering and motivating to them. They motivated teams to achieve their goals and to work towards their initiatives.

< Des> - § 1 reference coded [0.50% Coverage]

Delegation and Empowerment.

< Ntbko> - § 1 reference coded [1.26% Coverage]

They try to inspire team members to achieve their targets.

< Sb> - § 1 reference coded [1.59% Coverage]

Contrary to her ignorance, it has given us the direct reports to a certain degree of exposure and has empowered the team to be independent and take ownership of the entire initiative.

Ethical

Some respondents felt that their leadership exercised ethical attributes such as honesty and integrity.

< Des> - § 1 reference coded [0.72% Coverage]

Accountability, Honesty and Integrity.

< Mnj> - § 1 reference coded [1.35% Coverage]

He displays honesty integrity and he appears to be very honest.

< Ntbko> - § 1 reference coded [0.61% Coverage]

Truthful and straightforward.

Visionary

Some leaders were visionaries despite external pressures and factors. They find new ways and methods of working.

Clear and Strong Communication

Some believed that their leadership was communicating well to them and getting their buy-in on ideas whilst making things understandable as well.

< Bngs> - § 1 reference coded [3.03% Coverage]

She displays strong and positive character when articulating the future of the Business Unit/Organisation which ensures that everything that that you need to understand is clear.

< Des> - § 1 reference coded [0.35% Coverage]

Good Communicator.

< Snz> - § 1 reference coded [2.80% Coverage]

The main attribute that he possesses is to first solicit the views of others in any situation, i.e. to get a buy in, so that he can eliminate any resistance to achieve the goal in hand.

Autocratic and Democratic

Some felt that their leadership knew how to balance democratic and autocratic attributes. They were democratic to staff needs and opportunities but also autocratic during times of urgency and when productivity was needed.

< Snz> - § 1 reference coded [2.80% Coverage]

He also has the ability to balance the democratic style of leadership with a transformational as well as autocratic style of leadership depending on the urgency of the task at hand.

< Nthi> - § 1 reference coded [6.30% Coverage]

An infusion of the Autocratic and Democratic Leadership styles is adopted. In its nature, the environment is compliance-heavy to strict guidelines and good results are dependent on closely managed productivity and efficiencies. Employees buy-in which works hand-in-hand with their being afforded an opportunity to input to decisions being made, is critical to the attainment of the set objectives.

8.7.3 Inspirational Leadership Impact on Engagement Levels

This subtheme examined the impact of inspirational leadership on EE levels. Results show that it has more of a 50/50 balance of both positive and negative impacts which depended on the presence or absence of the inspirational leadership style. Where there was an absence of the inspirational leadership style, respondents reported a **negative decrease** in employee engagement for the following reasons (in hierarchical order):

Poor Performance and Morale

There is low morale which affects performance. Staff only do what is needed to be done.

As a result of poor or lack of inspirational motivating leaders, innovation and idea generation lag behind and this affects the organisational performance.

<Khmn> - § 1 reference coded [1.40% Coverage]

It leads to frustration and results in poor performance as well as low morale.

<Lni> - § 1 reference coded [1.27% Coverage]

Some of them are still loyal and go the extra mile but most of them only do what they need to do.

<Pln> - § 1 reference coded [1.24% Coverage]

It does not give me hope to achieve the expected goals.

<Siy> - § 1 reference coded [1.61% Coverage]

Demotivating, uninspiring to even go the extra mile and it exacerbates the feeling of being disillusioned.

Lack of Teamwork and Direction

This also leads to a lack of teamwork and people are not unified. Furthermore, there seems to be a clear lack of direction and staff tend to work in their own way and direction.

< Lni> - § 1 reference coded [8,35% Coverage]

My view is that the current staff is doing the best with what they have at the moment. With no direction from the top people we are lost and it seems that each business unit is pulling in their own direction, as there is no synergy between staff, teams, units and in SARS as a whole. Some of the older and long serving employees with 25 and more years have checked out and they have placed themselves in the stuck box, as they have to sit this out because there is no work outside for them to apply for, so they have to remain in SARS until their retirement. Some of them are still loyal and go the extra mile but most of them only do what they need to do.

< Resh> - § 1 reference coded [0,43% Coverage]

Teamwork is not evident.

Micro-Management

Micro-management makes staff feel undermined and diminishes their motivation. Micromanagement happens more along the lines of staff attendance but there is no supervision of work quality and this has a negative influence on employee engagement. People do not give input because it tends not to be valued.

<Internals\\Qualitative data collection -Sb> - § 1 reference coded [3,86% Coverage]

It becomes a ticking box to improve compliance levels, as the organisational expectancy and fulfilment, other than the development and retainment of high performing culture and talent, lie in our hands of the direct reports. We strive to motivate our workforce using our intuition developed over the years with the organisation. Yet, there is micromanaging of her direct reports in terms of work attendance, however, it is not supervising the quality of work output.

Self-Driven and not Dependant

One respondent asserted that they did not wait or depend on their seniors for leadership to shape their engagement level with staff, as they made the initiative themselves and were self-driven.

On the positive scale and where there was a presence of inspirationally motivating leaders, respondents reported some improvements in employee engagement and suggested as follows:

Participation, Inclusion and Motivation

There were five respondents that asserted that they were included and motivated by their leadership. They felt involved in decisions and processes and their input was valued.

< Bngs> - § 1 reference coded [2,45% Coverage]

It shapes the engagement, as the leaders' approach is very engaging and open which allows all team members to participate. Everyone feels involved.

< Mnj> - § 1 reference coded [1,72% Coverage]

These also motivate me to be honest and open with my teams.

< Senzo> - § 1 reference coded [1,47% Coverage]

I am a fully engaged, as I feel part of the team who value my input and participation.

< Nthi> - § 1 reference coded [3,52% Coverage]

There is a favourable effect on employee engagement, as employees are of the impression that they get consulted before final decisions are made, and hence enjoy the opportunity to potentially influence some of the decisions.

Finding Solutions and Direction

Some leaderships help their staff to find solutions and direction when there are problems.

< Pnny> - § 1 reference coded [1,39% Coverage]

...and find solutions to any challenges that we might be facing,

< Des> - § 1 reference coded [0,40% Coverage]

Provide direction.

< Ntbko> - § 1 reference coded [3,94% Coverage]

It improves my engagement levels because even if there are problems, they are honest about what they are doing to solve that problem, even if we do not get the results that we want.

Easier Engagement and Feedback

Some leaders do make it easier for engagement by listening to staff views and taking their views into consideration whilst also providing feedback on issues raised.

< - Pnny> - § 1 reference coded [1,98% Coverage]

As she is open to listen to my views, it makes it easier to engage with her.

< Snz> - § 1 reference coded [1,47% Coverage]

I am a fully engaged, as I feel part of the team who value my input and participation.

< Nthi> - § 1 reference coded [1,62% Coverage]

They also appreciate the fact that some feedback is provided where their views could not be supported.

Enjoyment

Staff enjoyed the work they did and performance improved, especially when there was engagement with their managers and leadership.

< Pnny> - § 2 references coded [5,54% Coverage]

She is open to listen to my views, so it makes it easier to engage with her and find solutions to any challenges that we might be facing. By doing so, it allows me to enjoy the work that I do and the level of my engagement improves.

8.8 Individualised Consideration

This theme examined individualised consideration. Respondents were asked how their leaders accommodated their varying needs, abilities and aspirations in their respective departments and

the extent to which it impacted their engagement levels. The responses were recorded in the following two primary subthemes (5.7.1 and 5.7.2).



Figure 8.17. Individualised Consideration

8.8.1 Leadership Accommodating Staff Needs, Abilities and Aspirations

This primary subtheme focuses on how leadership is accommodating to staff needs, abilities and aspirations. The majority of responses (15) indicated that it was ‘not happening’.

Not Happening

Respondents asserted that leadership was not accommodating of their needs, abilities and aspirations.

< Bsi> - § 2 references coded [2,55% Coverage]

Autocratic. This almost never happens. Once a decision is made, it is final. (Please refer to answer three above).

< Ntbko> - § 1 reference coded [0,54% Coverage]

There is no consideration.

< Siy> - § 1 reference coded [2,21% Coverage]

My leader does not engage me in trying to understand my strengths and weaknesses and does not empower me to grow as a person and within the organisation.

< Ver> - § 1 reference coded [1,09% Coverage]

At this stage, this is not being considered by my supervisor.

Some respondents highlighted factors which are outlined below.

Not Flexible to Needs

Some leaders were not flexible and wanted things done their way incognisant of staff needs and abilities. They were also indecisive and required guidance from senior leadership.

< Mnj> - § 1 reference coded [3,51% Coverage]

My leader is not flexible in this regard. Recently, I wanted to move people around according to what their needs were and where they best fit in terms of skills. He refused.

< - Resh> - § 1 reference coded [3,91% Coverage]

Leaders do the minimum to accommodate needs, abilities and aspirations. The minimum done is to send an email to the executive and await directions. The leader is not decisive.

Creating Own Platforms

Staff used their initiative to create platforms for engagement to identify their needs, abilities and aspirations, whilst also trying to attend trainings and courses to empower themselves.

< Sb> - § 1 reference coded [0,89% Coverage]

We have created our platforms to identify our uniqueness that has varying needs, abilities and aspirations.

<Internals\\Qualitative data collection Siy> - § 1 reference coded [2,10% Coverage]

I have taken it upon myself to empower and upskill myself by attending training interventions and courses outside the organisation.

Does Not Understand Capabilities

One respondent felt that their leader never enquired about their aspirations and did not even understand their abilities and capabilities due to their lack of engagement. Some employees experienced discordant leadership for some employees, which resulted in a lack of direction and inspiration, as well as a lack of care and concern for team members.

Lack of Professionalism

Some leaders lacked professionalism whereby they had their favourites in the team. Furthermore, they reported immature name calling to staff when challenged.

< Sb> - § 2 references coded [1,45% Coverage]

Our manager has her own favourites in the team. We have made peace with this attitude, as when we try to address it, we are called names, as she lacks professionalism at best.

Interrogation

Staff are interrogated when doing things within their rights such as applying for leave; to an extent that they had to explain their reasons for requesting leave. This make staff feel untrusted and leads to unhappiness and demotivation.

Diminish Achievement

Unhappy employees will not perform as expected and this will in turn diminish their sense of achievement in the workplace.

< Sb> - § 1 reference coded [2,89% Coverage]

You need to understand as well that unhappy employees tend to be highly focused on their status and personal underachievement in their job role. They worry about their performance, and sometimes feel like a scapegoat when things go wrong, and quite often miss out on this development cycle and hurt the culture of achievement within the workplace.

However, some respondents did feel that their leaders were cognisant of their abilities, needs and aspirations which improved EE. This was based on the following factors:

Evaluates Capacity, Strengths and Weaknesses

Some respondents felt that their leaders were aware of their strengths and weaknesses, and other related capacities, and these were considered in relation to new tasks.

< Bngs> - § 1 reference coded [2,38% Coverage]

The leader notices and ensures she is aware of my strengths but more importantly, she guides and develops me, as she identifies my weaknesses.

< Des> - § 1 reference coded [4,44% Coverage]

This personal attention to each team member, based on capacity, experience and diversity, forms part of leaders' consideration and is a key element in bringing out their very best efforts, and in developing team members' potential.

< Nthi> - § 1 reference coded [2,40% Coverage]

My leader has taken time to understand my individual traits, strengths and interests. Whenever new tasks or projects are assigned these are considered.

Empower, Develop and Inspire

A few respondents also felt that their managers empowered and developed them to achieve their goals.

< DVN> - § 1 reference coded [3,01% Coverage]

In SARS we have these type of leaders who will put you down, but my manager does the coaching. He is the type of a person who will pick you up and develop you.

< Pnny> - § 1 reference coded [3,47% Coverage]

She gives us opportunities to empower ourselves, even if it means your needs are outside the scope of your work. She will support you in pursuing your goals

< Snz> - § 1 reference coded [2,04% Coverage]

He is a very caring individual who likes to know how you are feeling and tries to help you go through any challenge that you may have.

Communication

Communication was occurring between some respondents and their managers/leaders. This was the key to improving employee engagement. Communication ensured that staff could convey their issues, and these would be received and addressed.

< DVN> - § 1 reference coded [1,79% Coverage]

We have conversations with my manager and we often see things the same and we focus on planning. He hears my view, and we table any disagreements.

< Lni> - § 1 reference coded [1,28% Coverage]

I know that I can ask if I need help or support but not all the members in our team feel the same.

< Mbo> - § 1 reference coded [1,83% Coverage]

Individual attention is given, where one's views are listened to and taken note of.

Teamwork

Teamwork was encouraged in some departments by the managers/leaders and this boosted employee engagement.

< DVN> - § 1 reference coded [1,88% Coverage]

We work as team to arrange workshops as instructed by leadership, so we can deal with the issues as a team.

< Phln> - § 1 reference coded [3,57% Coverage]

Team engagements are conducted to make people understand that each person is different in nature and that we all have to accommodate each other.

Empathetic

Some leaders were empathic and took time to help their staff through issues and problems, and this helped in promoting staff motivation and performance.

< Snz> - § 1 reference coded [5,93% Coverage]

He is a very caring individual who likes to know how you are feeling and tries to help you go through any challenge that you may have. He is the first one to say that you should take time to sort out any issue that you may have because he believes that if you have sorted out your issue, you will be able to concentrate at work and get better results that help the division to perform at an optimal level.

Needs Analysis through Workshops

Some departments utilised platforms such as workshops to identify departmental needs and find ways to achieve them.

8.8.2 Individualised Consideration Leadership Impact on Engagement Levels

This subtheme examined the impact of individualised consideration on engagement levels. It was made up of two subthemes outlined below. The responses were either negative or positive depending on whether there was a presence or absence of individualised consideration.

There were 13 responses that indicated that due to the lack of individualised consideration leadership style employee engagement was negatively affected and this was informed by the following factors, in hierarchical order.

Demotivation

Staff became demotivated and this caused them to stick to doing strictly only what was required of them, without them going the extra mile.

< Mnj> - § 1 reference coded [0,63% Coverage]

...and it got people demotivated.

< Resh> - § 1 reference coded [0,97% Coverage]

This impacts us negatively and is demotivating.

< Sb> - § 1 reference coded [0,86% Coverage]

We tend to forget that it is also important for employees to be enthusiastic about what they are doing.

< Siy> - § 1 reference coded [3,19% Coverage]

I come to work and do my job and go home. Nothing inspires me to be motivated about my job or the organisation. I can say that I do the minimum and do not stretch myself to greater heights when it comes to my work.

Disengagement

Relating to demotivation, disengagement also occurred and employee engagement dropped, thereby causing a decrease in organisational productivity.

< Bsi> - § 1 reference coded [0,99% Coverage]

To an extent of being disengaged completely.

< Mnj> - § 1 reference coded [0,97% Coverage]

It lowers the employee engagement with people.

< Sb> - § 1 reference coded [2,00% Coverage]

We tend to forget that it is also important for employees to be enthusiastic about what they are doing. One important advantage is that one engaged employee can contribute a lot more to organisational productivity than ten disengaged employees

No Focus on Employee Engagement/ employee wellbeing

There seemed to be a lack of focus on employee engagement as the department/organisation was more focused on deadlines than employee engagement. This left employees feeling disgruntled. It is also suggested that staff needs were neglected, and this negatively impacted their engagement levels.

< Sb> - § 2 references coded [2,91% Coverage]

Team members are disgruntled to the highest level and the funny part is that we are custodians to Employee Engagement in the workplace which requires us to show positive attitude yet does not exist. Most of us miss the point to focus more on deadlines and getting work done instead of focusing on the level of employee engagement in the organisation.

Lack of Trust Affects Performance

An interesting point was made that when there was a lack of trust towards employees, this adversely affected their performance.

< - Khmn> - § 1 reference coded [3,37% Coverage]

It is understood that change comes with pain, but this time it is more than just the pain itself but the lack of trust, as it has affected the measurement in the performance indicators.

There were 14 responses that indicated positive impact of the application of individualised consideration leadership style and its effects on employee engagement, and this was based on the following, in hierarchical order:

Continuous Engagement for Better Relations

Individualised consideration promoted more employee engagement, which built better relations between employees and leadership, as it allowed for employees to feel engaged and motivated.

< Bngs> - § 1 reference coded [2,43% Coverage]

It shows that the working relationship between myself and the leader is getting stronger and I can always engage with her about my shortcomings.

< - Lni> - § 1 reference coded [1,16% Coverage]

I feel engaged at all times and try to motivate others to see that things are not so bad.

< - Snz> - § 1 reference coded [0,67% Coverage]

In a positive way, you feel you are engaged.

Performance and Productivity

Performance and productivity could increase if individual consideration was given.

< Des> - § 2 references coded [1,20% Coverage]

It is a critical element which promotes performance.

Reference 2 - 0,24% Coverage

Productivity.

< Lni> - § 1 reference coded [2,15% Coverage]

I make sure I make my work meaningful, as we cannot wait for SARS to make our work enjoyable. I come to SARS to do my work and the best I can and exceed if I can.

Confidence and Aspirations

Individualised consideration could make employees feel confident in what they did, and this positively influenced engagement levels of employees.

< Phl> - § 1 reference coded [1,15% Coverage]

It helps enormously, to make you feel confident.

< Nthi> - § 1 reference coded [1,50% Coverage]

Employee Engagement is favourably impacted, as my interests and aspirations are taken seriously

Relevance-Builds Strong Employee

Staff felt stronger as employees when they were doing what they were employed to do. They also appreciated being treated as valuable employees as opposed to being numbers.

8.9 Intellectual Stimulation

This theme examined intellectual stimulation. Respondents were asked whether their leaders afforded them opportunities of looking at new ways or approaches to solving problems and job assignments, or if they (leaders) preferred to solve problems individually. They were further asked to indicate the extent to which such an approach influenced their engagement levels. The outcome was informed by the following two primary subthemes (5.8.1 and 5.8.2).

Yes, he does. He normally pushes back on problem-solving unless it is something that he wants to be done his way.

< Snz> - § 1 reference coded [2,17% Coverage]

Certainly, he does allow each member of the team to come up with the solution in resolving any issue that is critical for the business unit.

< Nthi> - § 1 reference coded [1,56% Coverage]

My leader affords me freedom to devise solutions that address problems that I identify in my teams.

Contribution and Communication

Some managers allowed for employees to give input and contribute to solving a problem and looking at new methods. Communication was important, as each department had their own unique needs and issues, and communication was key to understanding them.

< DVN> - § 1 reference coded [1,17% Coverage]

He definitely allows me to look at new ways to solve problems.

< Bngs> - § 1 reference coded [1,81% Coverage]

Yes, she definitely allows me to provide input and contribute to the method of solving a particular problem at hand.

< Lni> - § 1 reference coded [3,03% Coverage]

Communication is crucial in solving any problem. We work with different business units and the problems might be different in each one and may need a specific method to deal with it, but we make sure that if it is a group task, we participate.

Innovation and Creativity

Some leaders made innovation and creativity a key priority in their departments. Some employees were empowered to make decisions on their own but sometimes managers insisted that certain decisions be approved by them first before implementation.

Guidance Given

Two respondents did convey that their managers availed themselves for consultation and guidance for solutions to identified problems, and provided critical thinking as well.

< Des> - § 1 reference coded [0,59% Coverage]

...as well as critical thinking and...

< Nthi> - § 1 reference coded [1,96% Coverage]

He avails himself for consultation and the provision of guidance whilst solutions to identified problems are being formulated.

8.9.2 Opportunities Not Provided

However, a high number of respondents did not feel that they were given opportunities by leadership. These were for the following reasons.

Compelled

Due to lack of guidance and opportunities provided by leadership, some employees were ‘compelled’ to do things on their own. Employees found themselves forced to find solutions themselves due to this lack of direction from leadership.

< Phl> - § 2 references coded [5,19% Coverage]

Not that the opportunity is afforded, our leader does not get involved in anything and we are compelled to find ways of solving problems. There is no direction, and this forces you as an employee to solve problems on your own.

Technical Skills

Some leaders had no technical or hands-on abilities and therefore employees had to address problems on their own.

< Bsi> - § 1 reference coded [1,98% Coverage]

In some cases, due to technical skills, one is allowed to solve problems by themselves.

< Siy> - § 1 reference coded [2,59% Coverage]

Basically, my leader is not hands-on, so if there are problems, I engage my team and stakeholders directly and we find new approaches or “work-arounds” to resolve problems.

Leaders Want it Done Their Way

A few respondents were quite clear that their leadership always wanted things done their way and were very instructive, hence employees had no say in matters.

< Bsi> - § 1 reference coded [1,33% Coverage]

...but sometimes the leadership likes things done their way.

< Khmn> - § 1 reference coded [4,56% Coverage]

No, not provided an opportunity to provide an input (e.g. we have task teams that were formed but still they add no value because they (leadership) send information directly in an instructive or an already decided approach and this is not working).

< Resh> - § 1 reference coded [1,95% Coverage]

All problems are escalated to executive and the solution is decided and released by the leader.

Lack of Guidance

Problems are delegated to employees and employees sometimes attempt things on a trial and error basis due to a lack of guidance from their leadership. For one respondent, their supervisor had very limited involvement in idea sharing.

< -Sb> - § 1 reference coded [1,31% Coverage]

Often find them to be on trial and error, as we lack guidance and mentorship. Instead, she pushes it down to us to solve problems of her own office and client base.

No Feedback

There seems to be a lack of feedback regarding input given by staff. Feedback is important for staff understanding and alignment. Even when staff gives input, it is not taken seriously or into consideration.

< G> - § 1 reference coded [3,75% Coverage]

There is no feedback even on the input that we give because it happened that one is thinking in an old-fashioned way. Feedback about the input is important, so that one can align themselves accordingly.

8.9.3 Intellectual Stimulation Impact on Employee Engagement

This primary subtheme establishes how intellectual stimulation impacts on employee engagement. There are both positive and negative impacts which are influenced by the presence or absence of the intellectual stimulation leadership style.

These were the negative impacts derived from the responses, especially from those that reported a lack of intellectual stimulation.

Disengaged and Demotivated

This was the highest-ranking negative factor. There are feelings of disengagement and demotivation among many staff due to lack of intellectual stimulating leadership style.

< - G> - § 1 reference coded [0,58% Coverage]

...and I am completely disengaged.

< Khmn> - § 1 reference coded [0,20% Coverage]

Disengaged.

< Resh> - § 1 reference coded [0,25% Coverage]

Demotivated.

< Ver> - § 1 reference coded [0,62% Coverage]

At times, it makes me demotivated.

Compelled but Confident

Staff felt that there was a lack of opportunities provided by leadership for solving problems and new methods of doing things. Hence, they felt compelled to work on their own. Even

though this was not ideal. It gave them confidence to know that they could do it on their own, hence they turned a negative situation into a positive one.

< Phl> - § 1 reference coded [2,63% Coverage]

Personally, it gives confidence which is achieved by default at the end because it makes me work independently.

<Sb> - § 1 reference coded [3,34% Coverage]

In my own opinion, it has developed us to the highest peak but the methods of development are not tested as yet, as I have alluded that sometimes they are in direct conflict of the organisational tools provided for us to usurp. However, they have made us to stand the test of time and we have developed strengths that could take us leaps and bounds. Whether to the benefit of the organisation, I doubt.

< Siy> - § 1 reference coded [2,65% Coverage]

Because I have done it for so long, it makes me feel empowered to be decisive and make the working environment as conducive as possible for myself and those that report to me.

Not unified and untrusted

Leadership was not working towards the same goals and this leads to frustration to employees. Employees felt that they were not trusted and this negatively influenced them, they also feel unwanted and excluded.

For those that were in an intellectually stimulating leadership approach, there was positive results, which manifested in the following ways:

Valued and Appreciated

This was the highest-ranking positive factor. Employees felt valued and appreciated to be able to contribute and give input to solving problems and finding new ways of improvement.

< Pnny> - § 1 reference coded [0,46% Coverage]

Valued and appreciated.

< Bngs> - § 1 reference coded [2,13% Coverage]

It makes me feel that I am an important part of the team, as I am allowed to contribute to a solution to resolving the problem.

< Mbo> - § 1 reference coded [1,69% Coverage]

This makes one feel valued and seen as a contributor to the bigger picture.

< Nthi> - § 1 reference coded [0,54% Coverage]

...valued for being capable and able.

Inclusion and Participation

Employees felt included through their participation and ultimately part of the team.

< Des> - § 1 reference coded [0,68% Coverage]

Sense of belonging and participation.

< Ntbko> - § 1 reference coded [1,39% Coverage]

It makes me feel like I am a part of the team, as my voice counts.

< Senzo> - § 1 reference coded [1,75% Coverage]

It makes it easier to share with the rest of my staff and I am able to respond to any question that my team may have.

Liberated and Respected

Staff felt respected for being able to carry out their duties and tasks, as well as liberated to try new things.

< Mnj> - § 1 reference coded [1,75% Coverage]

It is liberating but it does not mean that what you come up with will be implemented.

< Nthi> - § 1 reference coded [1,27% Coverage]

...and respected enough to be afforded space to manage my environment as I deem fit.

Trust and creativity

Some managers instilled trust in employee's abilities and decision-making. It encouraged employee creativity.

< DVN> - § 1 reference coded [1,12% Coverage]

The fact that he has trust in my ability, gives me a drive.

< Nthi> - § 1 reference coded [0,72% Coverage]

Trusted to make the right business decisions.

Individual Independence

It gave some employees independence to be able to find and develop new ways of doing things, but these were susceptible to conflict at times.

< Sb> - § 1 reference coded [3,13% Coverage]

We have developed a sense of individual independence to our team that has granted us confidence to solve problems within the team and our client base. We have developed new ways of approaching them that could be either within the SARS framework or outside of the organisation. The snag is that these approaches are not interwoven and always lead to conflicts at the end of the day.

Lead and Encourage

One employee took the lead and encouraged other staff members' participation.

8.10 Conclusion

From the quantitative data analysis presented, the results strongly confirm that the individual elements of transformational leadership such as idealised influence, inspirational motivation, intellectual stimulation influences and individualised consideration have significant influence on employee engagement in the SARS KZN Region. Likewise, the qualitative data analysis also confirms that the presence of the individual elements of transformational leadership have strong influence on employee engagement and this ultimately improves the organisational performance whereas where these elements are not present or are poor, disengagement will result.

CHAPTER NINE

DISCUSSIONS AND INTERPRETATION OF FINDINGS

9.1 Introduction

This chapter will present the discussion and interpretation of results collected through the mixed-methods approach. It will also provide, integrate and compare results obtained from these two data collection methods as well as research findings presented from the review of literature. The study was undertaken to understand the influence of transformational leadership on employee engagement in the South African Revenue Services KwaZulu-Natal Region. The constructs of transformational leadership such as Idealised Influence (II), Intellectual Stimulation (IS), Inspirational Motivation (IM) and Individualised Consideration (IC) were used in order to establish if they have any influence on employee engagement.

Discussions will follow an integrative sequential order, wherein the discussion of results from each theme will be grouped together followed by the next theme until all four themes of transformational leadership are discussed.

The objectives of the study were to understand the influence of transformational leadership on employee engagement, under the following subheadings:

- To understand the extent to which ‘idealised influence impacts employee engagement’ in the South African Revenue Services KwaZulu-Natal Region.
- To evaluate the influence of ‘inspirational motivation on employee engagement’ in the South African Revenue Services KwaZulu-Natal Region.
- To analyse the influence of ‘intellectual stimulation on employee engagement’ in South the African Revenue Services KwaZulu-Natal Region.
- To assess the ‘impact that individualised consideration has on employee engagement’ in the South African Revenue Services KwaZulu-Natal Region.

From the quantitative data analysis aspect, two hundred and thirty-one (231) questionnaires were despatched to the personnel in various departments of the South African Revenue

Services KwaZulu-Natal Region. Two hundred and twenty-one (221) questionnaires were returned and this gave a 96 per cent response rate.

The two most important aspects of precision, which are reliability and validity, were tested through Cronbach's Alpha. The reliability scores for all sections exceeded the recommended Cronbach's alpha value of 0.70. This indicates a degree of acceptable, consistent scoring for these sections of the research.

From the qualitative data analysis aspect, data was collected from eighteen (18) participants who were purposefully selected. These participants were interviewed with the intention of understanding the influence of transformational leadership on employee engagement within the South African Revenue Services. It was also important to gauge whether there was a common understanding on the general concept of transformational leadership and employee engagement. From the qualitative data viewpoint, the following discussion points became prevalent.

9.2 Understanding Transformational Leadership

There was a plethora of definitions that were derived from the respondent's understanding. Many respondents concurred that transformational leadership was all about change. It was provided that a transformation leader would create change that was deemed positive for the employees and organisation collectively. This includes being inspirational and motivational to staff which can encourage change without force.

Other participants suggested that transformational leadership was about teamwork towards change because transformational leader would capitalise on teamwork to identify and promote change. Transformation leaders were viewed as drivers of change. They were continuously researching and generating updated information to ease staff into change and transformation as well creating methods for proper change to occur. Transformational leaders would also nurture and train future leaders and followers, as the future of the organisation would be the main priority.

Transformational leadership was also described as the type of leadership that is about adapting to new dispensation. Transformation leaders channel the staff to identify/create, see and realise the organisational vision, goals and objectives and then get them to work collectively towards

employing the collective methods. It encourages people to think innovatively which improves organisational performance and productivity. Transformational leaders encourage the culture of inclusion, allowing equitable participation opportunities for all members of the group.

9.3 Understanding Employee Engagement

Participants described employee engagement as a reflection of how committed employees were to their jobs and employer/organisation. Other participants saw employee engagement as the passion felt and effort made by the employee in their jobs and workplace, which was coupled by the enjoyment of their work. An important part of employee engagement was also about how employers themselves empowered employees by providing innovation and new methods that could positively influence employees' work.

9.4 Role of Leadership in Influencing Employee Engagement

It was conceded that the correct leadership leads to higher levels of employee engagement and this in turn drives organisational performance. Previous studies showed a consistent relationship between leadership and construction argued by some to be part of the engagement, such as motivation, job satisfaction, organisational commitment, proactive behaviour and organisational citizenship behaviour (OCB) (Ariani, 2014).

The current study revealed that poor leadership has negative consequences regarding employee engagement. The following examples were cited:

- **Limited communication, understanding and trust:** There is a need for the restoration of trust from leadership because trust is the central core of any team. Furthermore, there is a disconnect between senior leadership and what is generally happening on the ground and this leads to the frustration of the employees thereof. Limited communication leads to a lack of trust and employee disengagement.
- **Lack of direction:** It was said that a lack of direction seems to be a key factor that negatively affects staff and this stems from a leadership level. Without senior direction, staff will not know what is expected of them and this leads to more disengagement.
- **Engage the right people:** It is very important for leadership to engage with key people who are actually doing the work. This gives leadership the opportunity of knowing and

understanding what is happening at a ground level. When issues tend to be sugar-coated and exaggerated, they do not get the actual attention that they deserve and this causes disengagement. It is also important that senior leadership engages with managers and determines if these managers are aligning themselves with the organisation.

- **Failure at top leadership:** Failure occurring at senior management affects the achievement of goals causing disengagement.
- **Disruptive and polarising leadership:** Leaders that are disruptive as they try to undo things that are/were working, negatively affect employee engagement. They promise more than they can deliver and this hinders staff morale. Furthermore, certain managers negatively polarise the entire department/team and this disrupts the achievement of departmental goals.
- **Low staff morale:** Poor leadership also leads to low staff morale and employees are not prepared to go the extra mile.
- **No engagement – Classism:** Leadership that is driving the ‘us and them’ mentality creates Classism. The lack of engagement is what has been observed to be the main driver of classism and this has a negative effect on employee engagement.
- **Define the culture and tone:** Leadership needs to set the culture and tone of the organisation. Leadership cannot be indecisive or lack direction. Communication as part of the organisational culture must be promoted. This allows employees to engage better.
- **Tight controls:** Due to the nature of the organisation, some departments are always closely monitored and are under very strict control. This negatively influences employee engagement because this element also borders on employee engagement levels.

Apart from the negative insights shared and as a matter of emphasis on transformational leadership and its influence on employee engagement, the current study showed that the manifestation of transformational leadership attributes has a positive influence on employee engagement. To support this argument, the following examples were conveyed.

- **Promoting inclusion in decision-making:** The inclusion of staff in decision-making, especially things that affect them, improves the engagement levels.
- **Relationship dynamics:** It was asserted that the impact of employee engagement could improve the quality of relationships holistically in terms of colleagues and peers, line management, internally within the organisation and with people outside the organisation. This is supported by employee engagement studies that show that an engaged employee consistently demonstrates three general behaviours which improve organisational performance. These are:
 - ✓ “Say – the employee advocates for the organisation to co-workers, and refers potential employees and customers”
 - ✓ “Stay – the employee has an intense desire to be a member of the organisation despite opportunities to work elsewhere”
 - ✓ “Strive – the employee exerts extra time, effort and initiative to contribute to the success of the business” (Markos and Sridevi, 2010, p.89)
- **Recognition:** A leader/manager who played a strong role in recognising the high performers in the team and sent personal messages of acknowledgment to staff that performed very well, positively influenced employee engagement.

The above statements clearly show the importance of the role of transformational leadership and how it influences employee engagement.

9.5 Transformational leadership themes

The following section provides the key discussion points that were picked up in each theme of transformational leadership.

9.5.1 Idealised influence leadership on employee engagement

Based on the data that was collected and analysed, it was confirmed that Idealised Influence has a positive impact on employee engagement. Idealised influence means that the followers identify with their leaders and they respect and trust them. These leaders provide role models for high ethical behaviour, instil pride and gain respect and trust. These leaders provide meaning and a sense of purpose.

All statements within this theme showed significantly higher levels of agreement. There were no statements with higher levels of disagreement. Although the participants significantly agreed with all the statements presented in this theme, it was interesting to observe that there was one statement that appeared to be the highest ranked. Factor analysis showed that a leader who considers the moral and ethical consequences of decisions influences employee engagement. There was a significantly higher number of respondents (93.2%) who agreed with this statement.

This tied in well with the literature which showed that transformational leaders who have a great deal of idealised influence are consistent rather than arbitrary and are willing to take risks (Yasin Ghadi et al., 2013). They display convictions and behave in admirable ways (Odumeru & Ogbonna, 2013). They demonstrate high standards of ethical and moral conduct and do the right thing (Yasin Ghadi et al., 2013). Followers associate themselves with and desire to imitate their leaders. Leaders are bestowed by the followers as having exceptional capabilities, determination and persistence.

Furthermore, it was also found that a leader who emphasises the collective sense of mission influences employee engagement. A total of 91.4 per cent of the respondents agreed with the statement. This implies that a leader who has a strong sense of purpose is very important to the followers. Such an attribute has a positive influence on employee engagement. This is supported by Burns (1978) who provided that when transformational leaders express their standards, they could unite followers while changing followers' goals and beliefs. This statement is closely linked to organisational citizenship behaviours of employee engagement. Furthermore, the followers associate themselves with their leader and they desire to imitate their leader (Yasin Ghadi et al., 2013). It makes sense that the strong sense of purpose of a leader unites the followers and where there is unity, there is a strong collective sense of purpose. This positively shapes the behaviour of the followers, thus leading to what is called organisational citizenship behaviours (OCB) which are an attribute of employee engagement.

Because of the higher number of agreements with the statements in this theme, which is idealised influence, the results confirm that idealised influence influences employee engagement. The **qualitative data collected** and analysed also confirmed the same results as indicated above. It confirmed that the engagement methods of a leader were critical in positively shaping employee engagement. Furthermore, where there was a minimal

engagement from the leadership, disengagement would result. The results suggested that those ineffective meetings are characterised by a lack of opportunity to give input, where there is no direction and a limited flow of information creates confusion and ultimately disengagement. Conversely, where opportunity to give input is encouraged and where autonomy is granted, engagement levels will improve.

Furthermore, results showed a negative trend where there was an absence of the idealised influence leadership style, whereas positive responses were reported where there was a presence of the idealised leadership style. The lack of idealised influence leads to dissatisfaction and demotivation among the employees. Employees reported that they felt undervalued and low morale was a consequent effect, which ultimately negatively affects employee engagement. This often leads to poor time management which results in the poor quality of work which has a significant influence on the organisation's performance. Performance and its deliverables are severely impacted.

On the other hand, results suggest a positive outcome on employee engagement where there was a presence of the idealised leadership style. The idealised influence leadership style makes employees feel valued and feeling valued makes them part of the team and they are able to contribute meaningfully to decision-making and direction. Idealised influence promotes trust and when employees are trusted, their levels of engagement improve. It also promotes job satisfaction.

Other studies have also shown that whenever the leader provides his/her followers with creative freedom, the followers are more self-assured of their competence. The followers feel confident of their ability to accomplish a task and this gives them assurance of their competence, hence the higher perceived happiness levels (Pai & Krishnan, 2015).

9.5.2 Inspirational motivation on employee engagement

In the section that examined Inspirational Motivation and its influence on employee engagement, the data collected and analysed confirmed that this leadership style influences employee engagement positively. Inspirational motivation is the extent to which the leaders are extraordinarily effective in articulating their mission, beliefs and vision thus inspiring followers. Inspirational leaders challenge their employees by setting high standards, communicating about the future goals and giving meaning to the job at hand.

The higher number of respondents who agreed with the statements confirmed that inspirational motivation influences employee engagement. About 88.3 per cent of the respondents agree that a leader who 'expresses confidence that goals will be achieved influences employee engagement', and 85 per cent agreed that a leader who talks optimistically about the future, influences employee engagement. The pattern was similar for the other statements within the theme of inspirational motivation. This confirms that inspirational motivation influences employee engagement.

The qualitative data that was collected and analysed provided that leader communication was a very important aspect in the inspirational motivation leadership style because it gives a better view on the future of the business unit/organisation in terms of what needs to be accomplished.

Analysed data also indicated minimal or haphazard communication in organisations regarding the detrimental effects on employee engagement. Communication skills support the visionary aspects of leadership that make the vision understandable and precise, powerful and engaging (Bass & Riggio, 2006). Leaders raise the consciousness of their followers about the organisation's vision and mission and encourage others in committing to and understanding the vision (Sarros & Santora, 2001). All this happens through the process of communication. There was an indication that a lack of strategic engagement has a negative effect on the business unit achieving its objectives. If leadership has no direction or strategy, then this will affect staff equally. This affects the day-to-day activities and middle managers look incompetent in their subordinates' eyes. Leadership attributes when articulating the vision of the organisation are very important in inspiring the confidence of the followers. Characteristics such as a lack of motivation, indecisiveness/poor decision-making, gossip and arrogance largely affect engagement levels. When this happens, followers who want to remain committed to the cause tap into their own core values. As suggested by Breevaart et al. (2016), transformational leaders may fluctuate depending on the circumstances they are confronted with. For instance, when they experience a bad day, their willingness to assist employees may be compromised and it is in such circumstances that the followers may need to tap into their self-leadership attributes to resolve the challenges of that day. Transformational leadership recognises the importance of bottom-up leadership called employee self-leadership (Breevaart et al., 2016). This is the type of leadership that assists in such cases.

Strong inspirational motivation leadership characteristics promote empowerment and motivation. Evidence suggests that inspirational motivation leadership styles encourage ethical attributes such as honesty and integrity. From the data presented, it can be concluded that the lack of the inspirational motivation leadership style negatively influences employee engagement. This can be seen by the high levels of poor performance and low staff morale, lack of teamwork and direction and decreased innovativeness and new ideas. Furthermore, the consequence of the lack of this leadership style encourages micro-management, which leads to a feeling of being undermined, undervalued and not being trusted. The presence of an inspirational leadership style positively encourages followers to be self-driven and not dependant. It also encourages participation, inclusion and motivation. Employees (followers) are motivated to find solutions when they encounter challenging tasks. They experience enjoyment in their work and performance levels improve. These behaviours are associated with organisational citizenship behaviours. Individuals who are intrinsically motivated to fulfil a shared vision tend to contribute to achieving the goal of work together (Hackett, Wang, Chen, Cheng & Farh, 2018). Organisational citizenship behaviours improve organisational effectiveness and efficiency as well as the overall performance of the organisation using the organisation's social engine lubricant, reducing friction and improving efficiency (Ariani, 2014).

9.5.3 Intellectual stimulation on employee engagement

In the section that examined the influence of Intellectual Stimulation and its influence on employee engagement, the data collected and analysed suggested that intellectually stimulating leadership positively influences employee engagement. Intellectual stimulation refers to those transformational leaders who stimulate their followers to question old paradigms, encourage their innovation, reframe problems and approach old situations in new ways.

The quantitative data collected and analysed presented a higher number of agreements with the statements compared to disagreements. About 91.3 per cent of the respondents agreed with the statement that a leader who suggests new ways of looking at how to complete assignments influences employee engagement. The respondents agreed that a leader who seeks differing perspectives when solving problems influences employee engagement, 89.6 per cent agreed with the statement and another 89.10 per cent were in total agreement that a leader who gets

their subordinates (followers) to look at the problem from different angles influences employee engagement. Employees feel valued, trusted and appreciated when they are allowed to contribute to the organisational success. In addition, the remaining two statements within this theme also presented a higher number of agreements than disagreements. Therefore, the results confirmed that the participants agreed with all the statements of the intellectual stimulation theme and from these results, it could be confirmed that intellectual stimulation influences employee engagement.

The qualitative data that was collected and analysed confirmed the above. Data confirmed that employees are encouraged by leadership that affords them the opportunities of looking at new approaches to solving problems and job assignments. Employee contribution was more important in positively influencing engagement. This encouraged innovation and creativity. As much as the employees prefer to be given the platform to approach problems in their creative ways, the availability of leaders to give guidance or to be consulted was found to be an important factor. The intellectual stimulation leadership style enabled the employees to be empowered to make decisions on their own. Intellectually stimulating managers produce a supportive organisational climate (Avolio & Bass, 2004) which can play a role in the development of employees' feelings of work engagement. By creating a supportive atmosphere where leaders encourage dialogue with followers and where the leaders act as coaches or mentors, team creativity and innovation is enhanced and this increases the level of worker engagement (Hoon Song et al., 2012). Trustful and supportive leadership may aid in yielding improved levels of work engagement of employees and a subsequent improved organisational performance may be realised (Hoon Song, et al., 2012).

This section also showed that a lack of guidance and not giving problem solving opportunities to employees could be attributed to a lack of technical skills from leadership. This negatively affected employee engagement because employees were 'compelled' to do things on their own and were forced to find solutions themselves due to no direction from leadership.

The flow of information is very important in stimulating employees, therefore where feedback is not provided, they feel demoralised and not taken seriously. The intellectual stimulation leadership style had both a positive and negative impact on employee engagement, depending the presence or lack thereof. The lack of the inspirational leadership style leads to disengaged and demotivated staff. It leads to incoherent goals and frustration. Employees feel untrusted

and excluded. On a positive note, employees feel valued and appreciated when there is such a style. There is a feeling of inclusion, participation and a sense of belonging.

The intellectual stimulation leadership style encourages liberated minds where employees can try new things and promotes respect. Intellectually stimulating employees instils trust in employee's abilities and decision-making capabilities. It also gives employees their individual independence, a sense of self-actualisation according to the German psychologist, Abraham Maslow.

9.5.4 Individualised consideration on employee engagement

Individualised consideration means that transformational leaders pay special attention to each individual follower's needs for achievement and growth by acting as a coach or mentor (Odumeru & Ogbonna, 2013). The leader pays attention to each individual's needs, expectations and wants, offers support and empathy, ensures transparent communication and places challenges before the followers.

This section analysed the influence of individualised consideration on employee engagement and the results indicated that 91 per cent of the respondents agreed that a leader who helps the followers develop their strengths influences employee engagement. All the statements in this theme had lower levels of disagreements compared to agreements. This confirmed that individual consideration influences employee engagement. The supplementary data collected qualitatively also confirmed that individualised consideration has an influence on employee engagement.

From the analysis that was provided, respondents asserted that leadership that was not accommodating their needs, abilities and aspirations had a negative influence on their engagement levels. Leaders who were not flexible and who wanted things done their way incognisant of staff needs and abilities had a negative effect on employee engagement.

When leaders failed to engage their follower's aspirations, they missed an opportunity of understanding or knowing the potential that lay in their followers. Not knowing the abilities of their subordinates makes coaching impractical. This has a detrimental effect on organisational performance because failure to give individualised consideration leads to the inability of

leadership to effectively deploy resources. The individualised consideration leadership style gives leaders the opportunity to propel greater achievement and growth in the organisation (Ndlovu, Ngirande, Setati & Zhuwao, 2018). Because we are currently operating in an environment characterised by chaos, trends such as competition and deregulation and the pressure to deliver numbers, leaders are being forced to strive for alternative ways of working and more so on knowing their people. This is requiring strong and effective leadership whose role will be to know the abilities and capabilities of subordinates in order to lead and guide them in times of uncertainties and make effective changes where required to properly channel the organisation to deliver positive outcomes (Yukl, 2008). Individualised consideration leadership improved employee engagement when employees felt that their leaders were cognisant of their abilities, needs and aspirations. It is stated that when this happens, leaders can evaluate the capacity, strengths and weaknesses of their respective units, and they are able to empower, develop and inspire. The result of individualised consideration between a leader and a follower lies in the effective communication and this was key in improving employee engagement. Teamwork was also the outcome of the individualised consideration leadership style and this boosted employee engagement. Empathy was another important attribute that was noted in this leadership style because it promoted staff motivation and performance.

It was further confirmed that a lack of the individualised consideration leadership style had a negative effect on employee engagement in that employees became demotivated. This consequently affects their discretionary effort (willingness to go above minimal job responsibilities) in that they become behaviourally disengaged. This means that they show unwillingness to invest personal resources and they do not bring their full range of senses to inform their work (Kahn, 2010). Some researchers have linked what we see employees do to extra effort, as in-role performance, organisational citizenship behaviours and an intent to stay versus an intent to turnover (Macey and Schneider, 2008). This in turn causes a decrease in organisational productivity.

Individualised consideration leadership has a positive impact on employee engagement because continuous engagement is an ingredient for better relations. Performance and productivity improve when individualised consideration is applied. Due to continuous engagements, staff confidence improves, and their aspirations are elevated. With such positive attitudes, they tend to contribute more, and positive organisation outcomes are envisaged

because they feel that they are relevant. Staff feel happier when they can do what they were employed to do. Thus, they feel valued and appreciated because they are not just a number.

9.6 Conclusion

From the quantitative data analysis presented, the results strongly confirm that the individual elements of transformational leadership such as idealised influence, inspirational motivation, intellectual stimulation influences and individualised consideration have significant influence on employee engagement in the South African Revenue Services KwaZulu-Natal Region. Likewise, the qualitative data analysis also confirms that the presence of the individual elements of transformational leadership has a strong influence on employee engagement. This ultimately improves the organisational performance whereas where these elements are not present or are poor, disengagement will result.

9.7 Contribution

Looking at the history of South Africa, which was regulated by apartheid laws where white supremacy dominated, this perpetuated inferiority of other race groups leading to autocratic leadership style. With large conglomerates entering the South African market with Western value systems, leadership culture was Eurocentric. This presented problems in the highly a diverse South African country.

Moreover, South African public sector also faced leadership challenges and there has been a lack harmonious cooperation and coordination within the organisations. Power relations have become a common feature in our public sector where there are battles over resources between politicians and administration. These factors cause a disconnect between leaders, managers and employees which leads to mistrust as employees feel alienated. These factors also affect the morale of the staff, leading to non-performance, which impact service delivery.

The world of work has changed, it has introduced complexities that require effective leadership approach. The new world of work is characterised by VUCA, fourth industrial revolution dynamics and demographical changes. These changes require disbandment of conventional leadership approaches and adoption of approaches that advocate strong synergies between leaders and followers.

The study has shown that transformational leadership approach is able to remedy the abovementioned leadership challenges. The added contribution of the study is that it examined

transformational leadership using both qualitative and quantitative research methodologies, offering richness in data. Transformational leadership emphasises on the African philosophy of Ubuntu, which is an important contributor of ethics in leadership. Transformational leadership gives rise to a collective sense of identity among members of the organisation. It enhances cohesiveness in the attainment of organisational objectives. Members of the organisation are inspired to commit to a shared vision; they are encouraged by being given opportunities of using their intellectual capacity to be creative problem solvers. Positive results of transformational leadership is high levels of staff engagement. Research has indicated that when employees are engaged, they contribute more to the organisation, they give their discretionary effort to the organisation, they dedicate themselves to excel, and they go beyond the call of duty to serve. This leads to improved performance, improved organisational effectiveness and improved service delivery.

The study will contribute to the field of human resources at local and national level within the organisation. Furthermore, the study will contribute to the other South African public institutions because it has been argued that employee engagement improves if the organisation instils leadership behaviours that are associated with the four pillars of transformational leadership such as idealised influence, inspirational leadership, intellectual stimulation and individual consideration leadership behaviours. This insight provides an influential debate on the generation of organisation's leadership philosophy. This is also tabulated in the model output below which depicts the interconnection of all four elements of transformational leadership.

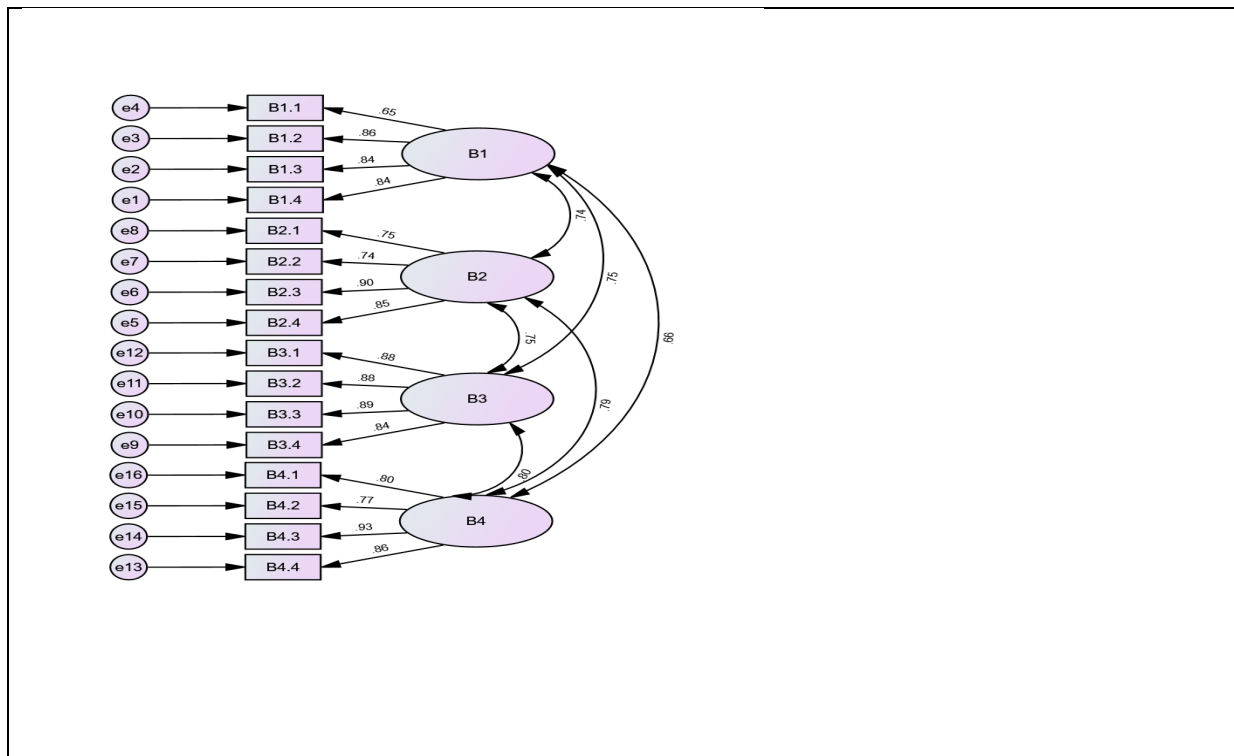


Figure : 9.1 Model interpretation of transformational leadership : Researcher (2020)

This model suggests that all the variables of B1 (idealised influence), B2 (intellectual stimulation), B3 (Inspirational motivation) and B4 (Individualised consideration), have significant positive influence on employee engagement. It also shows direct proportional relationships between variables. It also suggest the interaction of variables, for example *idealised influence* leadership style has correlates with *intellectual stimulation*, and vice versa, *intellectual stimulation* leadership style has a direct correlation with *inspirational motivation* leadership style and vice versa. *Inspirational motivation* leadership style has a direct relationship with *individualised consideration* leadership styles which also correlates with the theme of *idealised influence* leadership style.

CHAPTER TEN

CONCLUSIONS AND RECOMMENDATIONS

10.1 Introduction

The purpose of this chapter is to provide conclusions, recommendations and limitations that can be drawn from the study based on the analysis of results and discussions presented in the previous chapter. This chapter also covers the research objectives underpinning the current study as outlined in Chapter One. The study desired to understand the influence of transformational leadership on employee engagement within the South African Revenue Services KwaZulu-Natal area. In a quest to understand such influence on employee engagement, the study utilised the main pillars of transformational leadership such as idealised influence, inspirational motivation, intellectual stimulation and individualised consideration. The results of the study are intended to contribute to the body of knowledge as well as to provide tactical insights that can succour leaders to improve their organisational objectives through improving employee engagement. Literature has provided that an engaged workforce improves organisational performance and organisational leaders are given this responsibility.

The literature review focused on general leadership in the South African context, the full range leadership theory where transformational leadership originates from, models of transformational leadership and employee engagement in general.

The study utilised mixed-methods to collect data. This means that both quantitative and qualitative data collection methodology were utilised. From the quantitative data analysis aspect, 231 copies of questionnaire were despatched to the personnel in various departments of the South African Revenue Services KwaZulu-Natal Region. Two hundred and twenty-one questionnaires were returned. This gave a 96 per cent response rate. Eighteen interviews were conducted. This data was analysed using the tools covered in the previous chapters.

The recommendations to the organisation and for future studies as well as the conclusion are presented. Conclusions are based on the findings from the organisation and the recommendations are informed by the main findings.

10.2 Aim and Research Objectives

The main aim of the study was to understand the influence of transformational leadership on employee engagement in the South African Revenue Services KwaZulu-Natal Region.

The objectives of the study flowing from the main aim were:

- To understand the extent to which ‘idealised influence impacts employee engagement’ in the South African Revenue Services KwaZulu-Natal Region.
- To evaluate the influence of ‘inspirational motivation’ on employee engagement in the South African Revenue Services KwaZulu-Natal Region.
- To analyse the influence of ‘intellectual stimulation’ on employee engagement in the South African Revenue Services KwaZulu-Natal Region.
- To assess the impact that ‘individualised consideration’ has on employee engagement in the South African Revenue Services KwaZulu-Natal Region.

10.3 Research Questions

The main question of the study was to understand how transformational leadership influences employee engagement in the South African Revenue Services KwaZulu-Natal Region. The study used the constructs of transformational leadership to answer the following research questions:

- To what extent does ‘idealised influence’ impact employee engagement in the South African Revenue Services KwaZulu-Natal Region?
- How does ‘inspirational motivation’ influence employee engagement in the South African Revenue Services KwaZulu-Natal Region?
- Does ‘intellectual stimulation’ influence employee engagement in the South African Revenue Services KwaZulu-Natal Region?
- What impact does ‘individualised consideration’ have on ‘employee engagement’ in the South African Revenue Services KwaZulu-Natal Region?

10.4 Conclusions based on Findings

It can be concluded that there is no distinct definition of transformational leadership. This was based on the number of different definitions and understanding provided by the participants. However, what was common among the participants was that transformational leadership was about being inspirational and motivational to staff which can encourage change without force.

It can also be concluded that a transformation leader channels the staff to identify/create, see and realise the organisational vision, goals and objectives and then get them to work collectively towards it, employing the collective methods.

Concerning employee engagement, it was observed that the construct of employee engagement did not offer a unique definition. From the views presented, it was common that participants saw employee engagement as the passion felt and effort made by employees in their jobs and their workplace, which was coupled by the enjoyment of their work. Employee engagement was viewed as concerning the level through which employers empowered employees by providing innovation and new methods which could positively influence employees' work.

It was conceded that the right leadership, in this case transformational leadership, leads to higher levels of employee engagement. This then drives organisational performance, whereas poor leadership has negative consequences regarding employee engagement. Poor leadership characterised by limited communication, leads to a lack of trust and employee disengagement. Lack of direction due to poor leadership negatively affects employees and this leads to more disengagement. Disruptive and polarising leadership, which are the characteristics of poor leadership, negatively affects employee engagement because it disrupts the achievement of departmental goals. Poor leadership leads to low staff morale and employees become reluctant to go the extra mile. The 'us and them' mentality creates "classism" which has a negative effect on employee engagement. A leadership culture that is characterised by indecisiveness or lacks direction leads to disengagement.

The inclusion of staff in decision-making improves the engagement levels. It was asserted that the impact of employee engagement could improve the quality of relationships holistically in terms of colleagues and peers, line management, internally within the organisation and with people outside the organisation. A leader/manager who played a strong role in recognising the high performers in the team and sent personal messages of acknowledgment to staff that performed very well, positively influenced employee engagement.

Furthermore, when looking at the specific pillars of transformational leadership, the following conclusions can be drawn:

Idealised influence leadership on employee engagement: Factor analysis has shown the level of significance regarding the statements within the idealised influence theme. This confirms that idealised influence has a positive impact on employee engagement. The engagement methods of a leader are critical in shaping employee engagement positively. Communication is the fundamental key to engagement. Minimal engagement from leadership leads to disengagement. The lack of the idealised influence leadership style leads to dissatisfaction and demotivation and employees feel undervalued. The consequent effect is low morale and an intention to quit. When employees are given the opportunity to give input or where input is encouraged and where autonomy is granted, engagement levels will improve. The idealised influence leadership style makes employees feel valued and they are able to contribute meaningfully to decision-making and direction. Idealised influence promotes trust and when employees are trusted, their levels of engagement improve.

Inspirational motivation on employee engagement: The higher number of respondents (88.3%) who agreed with the statements confirmed that inspirational motivation influences employee engagement. Leader communication is very important in the inspirational motivation leadership style because it gives a better view on the future of the organisation in terms of what needs to be accomplished. Minimal or haphazard communication about an organisation has detrimental effects on employee engagement. The lack of strategic engagement with employees has a negative effect on business units achieving their objectives, and consequently on the engagement levels of employees. Inspiring such confidence in followers improves the engagement levels of employees. A lack of motivation, indecisiveness/poor decision-making, gossip and arrogance negatively affect engagement levels of the employees. Strong inspirational motivation leadership characteristics promote empowerment and motivation. The inspirational leadership style positively encourages followers to be self-driven and not dependant. It encourages participation, inclusion and motivation. It makes employees enjoy their work and performance levels improve.

Intellectual stimulation on employee engagement: About 91.3 per cent of the respondents agreed with the statement that a leader who suggests new ways of looking at how to complete assignments influences employee engagement.

In the inspirational motivation leadership style, employees are encouraged by leadership that affords them opportunities of looking at new approaches to solving problems and job assignments. Inspirational motivation leadership encourages innovation and creativity. These are the most important attributes that positively influence engagement. The intellectual stimulation leadership style encourages liberated minds. Intellectually stimulating employees instils trust in employee's abilities and decision-making capabilities and gives employees their individual independence, a sense of self-actualisation.

Individualised consideration on employee engagement: 91 per cent of the respondents agreed that a leader who helps the followers develop their strengths influences employee engagement. When employees feel that their leaders were cognisant of their abilities, needs and aspirations through individualised consideration leadership, their engagement levels improve. Individualised consideration leadership evaluates the capacity, strengths and weaknesses of their respective business unit and by so doing, they can empower, develop and inspire their respective subordinates. Teamwork is another outcome of the individualised consideration leadership style and this improves employee engagement. Productivity improves when the individualised consideration leadership style is applied.

10.5 Recommendations of the Study

Various recommendations were provided which will aid in improving transformational leadership in relation to employee engagement. These are listed as follows:

- **Focus on people, happiness and satisfaction:** This was naturally the highest ranked recommendation. An organisation cannot function without its people. Hence, the organisation should make concerted efforts to become employee-centred and promote more employee engagement. If employees are happy and engaged, then they will feel motivated and this can increase their performance, which will inevitably improve organisational performance. Employees will also be more loyal. It was further stated leaders can model healthy relationships and encourage staff to get to know each other by making time to socialise inside and outside of work.
- **Vision and alignment:** Leadership and staff must know the vision of the organisation and align to it. This can promote a common goal and engagement thereof. The organisation must also align performance to organisational goals in order to improve performance.

- **Leadership commitment and coaching:** Leaders are encouraged to show more commitment towards the organisation to promote employee engagement and drive the completion of tasks. Leadership coaching should also be considered in order to improve engagement levels. The leadership of the organisation should consider drafting their own leadership promise to the employees that they lead. A “leadership promise” is a set of obligatory promises that leaders create that they will abide by for the sake of the people that they lead. These serve as an accountability measure to improve employee engagement.

Statements that may be included are:

- ✓ I promise to provide clear instructions about what I expect and what constitutes good performance.
 - ✓ I promise to provide training and resources and the encouragement that you need to achieve good performance.
 - ✓ I promise to cultivate a culture of connection where colleagues respect, encourage and support one another so that everyone can do their best.
 - ✓ I promise to get to know you including your career aspirations and when possible, place you in a role and give you opportunities to learn and grow in ways that will help you advance toward your career aspirations.
 - ✓ I promise I will keep you informed about matters that affect you or matters that are important to you, including matters that affect your performance, and that I will seek and consider your ideas and opinions where possible.
- **Define the culture and tone of leadership:** Leadership needs to set the culture and tone of the organisation. They cannot be indecisive or lack direction. They need to promote communication as part of organisational culture which allows employees to engage better.
 - **Requirement of agile leaders who can stand challenges and endurance:** Future leaders should be strong and not change based on situations that they face. This means that the organisation needs a strong leadership succession with potential who also have the ability to dream big and not be afraid of challenges. There is a need to have leaders who are driven by ethical principles and a strong morality, who will stand firm and not change. There is a strong requirement to have leaders who will not be afraid to tackle new challenges.

- **More communication needed:** Communication is the lifeblood of any institution. Leaders should be better communicators, and the organisation should communicate with staff to ensure that they are given direction and uplifting morale.
- **Re-define capability:** The concept of capability should be redefined and refocused. It should encompass the aspects of ability, motivation, capacity and leadership. It has been noted that people tend to use the word ‘capability’ loosely without any understanding. This should encompass the following:
 - ✓ Ability – One’s technical ability to get a task done.
 - ✓ Motivation – An individual must be motivated to get a task done efficiently.
 - ✓ Capacity – One must have adequate staff to achieve objectives.
 - ✓ Leadership – Leadership must support staff in reaching their objectives.
- **Creativity and positivity:** Leadership should promote a more creative and positive attitude within their respective business units. People are good thinkers and they are full of energy. Employees should be given job assignments or projects that will encourage creative thinking rather than routine and mundane task-driven assignments. The organisation has an educated workforce that can provide solutions to organisational problems.
- **Measurement of engagement:** There must be a measurement or evaluation of employee engagement done by leadership. This will allow them to see what is currently going on when it comes to employee engagement. The organisation must have a barometer mechanism that will gauge the impact of employee engagement, not only regarding ordinary team members, but senior or middle management as well to ensure balance.
- **Avoid political interference:** There should be no political interference at any level and the organisation should focus on their core purpose only. Leadership of the organisation should focus on revenue collection and avoid any political interference. The current state dictates that the more we focus on politics, the worse the public purse will become.

10.6 Future Research

The study hinted the possibility of gender differences in transformational leadership and this could be further investigated. Further research could be done on whether the age factor in transformational leadership influences employee engagement. Further research could be done on the extent of the differences between long and short tenures, whether transformational

leadership influences the level of engagement. One could investigate whether there is a preferred leadership style between the different types of transformational leadership and whether there is any correlation to gender, age or qualification. The same study could also be conducted on a large scale within different government entities or the private sector in order to come up with a conclusive generalisation of the South African public and private sector.

10.7 Conclusion

The study found that idealised influence, inspirational motivation, intellectual stimulation and individual consideration influence employee engagement. It was confirmed that the presence of the leadership types improves employee engagement. The converse was where these leadership styles were lacking. Employees prefer leaders who inspire them so they can take him/her as their role model. They prefer leaders who create values that inspire, establish sense, and engender a sense of purpose amongst people.

They also prefer leaders who develop the consciousness of followers, who align them with the organisational mission and vision and motivate them in understanding and pledging to the vision. Furthermore, employee engagement will improve if their leaders are intellectually stimulating them as followers and if they engender creativity and accept challenges as part of their job. It was also confirmed that individualised consideration leadership improves employee engagement if leaders regard individuals as fundamental contributors to the workplace and when these leaders display concern for their workers' needs, and are equipped to boost and coach the development of the desired workplace behaviour. All of these stated facts are confirming that transformational leadership influences employee engagement.

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