



**The art of Leadership for Improved Team Performance beyond
expectations in Umgungundlovu Social Development**

Department

by

Joyful Cole

201508463

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Supervisor: Dr MACDONALD KANYANGALE

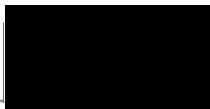
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DEDICATION

This work pays tribute to my late grandfather Bongani Lawrence Madlala, who always encouraged and inspired me to study and led by example that “imfuno ayikhulelwa”, but to press on towards the goal regardless of any hitches.

ABSTRACT

Public sector leadership is crucial in the social services sector that is concerned with citizens' well-being. Lack of effective leadership could result in organisations that operate in this sector becoming stagnant, advancing slowly and losing their sense of direction. Leaders in the public sector need to embrace contemporary leadership strategies and techniques that enable them to meet the ever changing and complex demands of the citizens, whilst accomplishing government objectives. The objective of the study was to understand how leadership strategies foster improved team performance in the uMgungundlovu Department of Social Development, KwaZulu-Natal. This study adopted a pragmatic research paradigm that takes the view that the best research methods are those that help to most effectively answer the research question. A total of 140 junior and middle level leaders and non-managerial employees who participated in this study were selected using simple random sampling technique for the quantitative part while 20 managers were selected using purposive sampling for the qualitative part. A mixed method was adopted, with a quantitative survey study design and qualitative investigative approach. Data were gathered by means of a semi-structured questionnaire, as well as interviews with managers, middle and junior level leaders. Quantitative data were analysed using descriptive and inferential statistics while qualitative data were analysed using thematic analysis. The findings revealed that whilst the transactional leadership style had a positive outcome on performance, transformational leadership had a remarkable influence in enhancing team performance. The study thus concludes that a transformational leadership strategy could be the most appropriate approach to improve team performance in the Department of Social Development.

ABBREVIATIONS

AD	Age Diversity
CDS	Community Development Supervisor
CSA	Corporate Support Administrator
DD	Deputy Director
DSD	Department of Social Development
ED	Educational Diversity
GD	Gender Diversity
KZN	KwaZulu-Natal
NPOs	Non-profit Organisations
SAQ	Self-administered questionnaire
STL	Situational Leadership
SWS	Social Work Supervisor
TFL	Transformational Leadership
TP	Team Performance
TSL	Transactional Leadership
uMDSD	uMgungundlovu Department of Social Development
VUCA	Volatile, Uncertain, Complex and Ambiguous
WED	Work Experience Diversity

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

Leadership is a critical component of public service delivery in South Africa. As the world is experiencing a volatile, uncertain, complex and ambiguous environment, public sector organisations are facing the increasing need for effective leadership to deliver efficient and effective public services to the citizens. For a long time, leadership in the public sector has been characterised as a command and control, but now public servants as followers as well as citizens are changing. Increasingly, more employees are resisting public sector leaders who adopt command and control type of vertical leadership. Concisely, employees want to be engaged, valued and respected by their public sector leaders. This signals a need for change and stop planning and action being dictated from the top of the organisation down through the reporting lines, ultimately reaching the most junior employees in the public sector organisation. Similarly, the contemporary citizens do not hesitate to voice their concerns or engage in civil protests to express their dissatisfaction with service delivery (Lewis, 2017). In the contemporary environment, the general public is increasingly holding public sector leadership accountable by expressing their disapproval and intolerance for mistakes, corruption by leaders, and structural problems openly through the internet, the media and public awareness. Citizens are raising questions about how the public sector as whole creates value and how it encourages collaboration (Lewis, 2017). The DSD in the KZN province is very important to address a variety of challenges faced by citizens. According to the MEC of KZN DSD (2014), there is a growing need for child care and protection, and efforts to address the unacceptable levels of gender-based violence in KwaZulu-Natal province. The report by the MEC of KZN is further explicit on the need to also address a variety of issues concerning youth and women's development, people who have disabilities, poverty, food insecurity, and inequality.

It is equally important to note that within the DSD, there is leadership “of” the entire department at National and provincial levels, but also leadership “within” the various sections. Leadership of others in teams has a direct influence not only on employees of the department, but also how social services are provided to various citizens. In the contemporary public sector environment, leading public institutions demands excellent

people skills, and not just experts in their technical field. Leaders need to shift their mindset from ordering to asking, trusting, innovating, and collaborating. As governments in many countries including South Africa are struggling to get resources and meet the ever-growing needs of their citizens, leadership is at the centre of efficient and effective public services. For example, the DSD in South Africa require effective leadership in order to meet the mission of enabling the poor, the vulnerable and the excluded within South African society to secure a better life for themselves, but also supported by all those who are committed to building a caring society. Amofa, Okronipa and Boateng (2016:136) suggest that leaders should adopt styles aligned with the current situation and organisational needs. It is believed that employee performance depends on the leadership team's style of leading self and others in an organisation.

A number of recent studies concentrate on the transformational and transactional leadership styles. As stated by Odumeru and Ifeanyi (2013:356), transformational leaders inspire their followers by instilling belief in and heartening them to adopt contemporary concepts and performances in their duties. In contrast, transactional leaders inspire their supporters using incentives and tributes, penalties and reprimands. Al-Mahayreh, Kilani and Harahsheh (2016) thus emphasise the need for a leader to find his/her leadership style. This is true of public sector leaders, especially those who operate in the social services sector that significantly impacts citizens' well-being. The current study focuses on how leadership strategies foster improved team performance in the uMgungundlovu DSD, KwaZulu-Natal. The question of leading teams in the DSD in KwaZulu-Natal is very important as it affects how team members serve the citizens. The need for effective social development services in the province of KwaZulu-Natal needs no overemphasis as this province is not only among poor, but also faces a variety of social challenges in South Africa. STATSSA (2018) indicate that KwaZulu-Natal (60,7%) is among the provinces where significantly more than half of their population live in poverty in South Africa.

1.2 Background to the study

Government and public services have changed substantially in the past decade and so have the demands on public sector leaders in many countries including South Africa. It is common these days that leaders in public sector are being asked to function with fewer resources and continually find new ways to tackle challenges (Holbeche, 2015:35). Leadership is critical to good public governance, including good planning, efficiency, transparency, and

accountability. Leaders in the public sector also encounter different challenges than in the private sector, and perhaps call on different competencies. For example, public sector leaders have to account to multiple stakeholders (e.g. citizens, regulatory bodies, politicians) which is not the case with their counterparts in the private sector. The core mission of the public sector is responding to and satisfying the citizens' needs and shaping the quality of life of the collective. Thus, public sector senior leaders are typically likely to abide by and observe rules and processes and give clear directions about the way things need to be done. Without many of the incentives available, it can be a challenge for public sector senior leaders to motivate their employees (Hoxha, 2019:48). Leaders in the public sector may struggle with how to create a positive working atmosphere that inspires people to deliver good public services.

The government in South Africa is expected to provide satisfactory social services to the citizens as required by the constitution. The quest for effective and efficient provision of social services to the citizens in South Africa cascades to leaders at provincial levels and also leaders of teams within the various functions of the National DSD (Seekings & Natrass, 2015). Public sector leadership is the process of providing the results required by authorized processes in an efficient, effective and legal manner, developing and supporting followers who provide those results, and aligning the organization with its environment (Wabba, 2016). In South Africa, the Constitution of the Republic of provides for the right of access to appropriate social assistance to those who are unable to support themselves (e.g. the old persons, persons with disabilities). DSD provides social protection services and leads government's efforts to forge partnerships through which vulnerable individuals, groups and communities become capable and active participants in the development of their societies (Xaba, 2015:9).

The National Development Plan acknowledges that it is necessary to address the critical challenges of poverty, unemployment and inequality to enhance the short-term and long-term prospects of present and future generations. Without effective leadership of the department, and teams within DSD, many people would suffer in South Africa (Xaba, 2015). As leadership in the DSD occurs at various levels, it is very important to emphasise that this study focuses on the leadership of teams within uMgungundlovu District Department of Social Development in KwaZulu-Natal. In the light of this, the geographical context of the study is uMgungundlovu District which is a Category C municipality in KwaZulu-Natal

while the theoretical focus is on team leadership. Teams are the engine of organizations particularly when they have effective leadership which provides or shapes strong direction, alignment, and commitment (DAC) grounded in trusting relationships for the purpose of attaining a key result or group of aligned outcomes. Within the district, service delivery sectors are organised into four categories: 1) child and youth care centres, 2) service offices, 3) one-stop centres, and 4) youth development centres, each with distinct tasks and duties. They help locals of UMgungundlovu with social welfare, poverty alleviation, and organisational support. Leading all these four categories of services, or one of them or small section within each of these may entail leading self but also leading others to deliver social services in the DSD. Tabassi, Roufechaei, Bakar and Yusof (2017) are cognizant that teams as the backbone of many organizations are able to produce more and better solutions to problems than individuals can.

1.2.1 Leading others in a team to perform

To understand what it means to lead others in a team, it is initially important to understand the meaning of a team. Two basic issues are necessary in understanding what is a team. First, it is important to highlight that not every group of individuals constitute a team. Similarly, the fact that a group of people meet often is not enough to qualify them as a team. Katzenbach & Smith (2005) characterise a team as a numeral of people with complementary aptitudes who are committed to a collective purpose, performance objectives, and approach for which they hold themselves mutually accountable. Professor Leigh Thompson (2008) of the Kellogg School of Management suggest that a group of people in a team are interdependent with respect to information, resources, knowledge and skills and also seek to combine their efforts to achieve a common goal. As team members have a common goal, they need to learn how to help one another, help other team members realize their true potential, and create an environment that allows everyone to go beyond their limitations (Katzenbach & Smith, 2005). The second issue is that the team approach to leadership consider a team as a type of organizational group of people who are dependent on each other, work towards common achievements, and share common attainments. A team functions as a whole together to accomplish particular things. Behind every great team leader – male or female – is another great team leader. Traditionally, a team is located in the same setting as it is normally connected to a kind of organization, company, or community. However, technology has led to the development of virtual teams which comprise members from different geographical

locations. Teams can meet in-person (directly face-to-face) or virtually when practicing their values and activities or duties.

Organizations who want to receive the benefits afforded by teams need to carefully consider how teams are built and implemented (Hoxha, 2019). Often, teams are created without providing members any training to develop the skills necessary to perform well in a team setting. This is critical, because teamwork can be cognitively and interpersonally demanding. Even when a team consists of talented individuals, these individuals must learn to coordinate their actions and develop functional interpersonal interactions. Developing effective teams is one of the primary responsibilities of every team leader. This study focuses on leadership uMgungundlovu DSD, KwaZulu-Natal regarding the leading of various teams, namely Social Work team, Corporate Support team, Auxiliary Services team, Development and Research team. Effectiveness of the teams comprises of two overarching dimensions: team performance and team development. According to Orazi, Turrini and Valotti (2013), the optimum public sector leadership style integrates transformational leadership behaviours which moderately leverage on transactional relationships with their followers while emphasizing the importance of preserving integrity and ethics in the fulfilment of tasks.

A public sector leader achieves results through the performance of team members. Team performance refers to whether and how well team tasks were accomplished, and team development refers to how well the team was maintained in accomplishing the team's tasks. In the old, but insightful work by Larson and LaFasto (1989), there is sufficient clarity and guidance on how to gauge team performance. In a three-year study conducted with a wide variety of teams, Larson and LaFasto (1989) identified eight characteristics of effective teams which include clear, elevating goal; results-driven structure; competent team members; unified commitment; collaborative climate; standards of excellence; and external support.

With this in mind, Larson and LaFasto (1989) proposed a criteria of team effectiveness which is useful till to date. In a nutshell, this criterion may be presented in the form of questions as follows:

- Are the goals of the team clearly articulated, specific and attainable?
- Is the structure of the team results-oriented?
- Are members of the team capable?

- Is there unity with respect to commitment to the team's goals?
- Is there a collaborative climate among team members?
- Are there standards of excellence to guide the team?
- Does the team have external patronage and recognition?
- Is leadership of the team effective?

In the light of the above criteria, it is very important that public sector leaders find formal and informal ways of examining themselves and their team against these criteria. Finally, leaders of teams must be willing to act to rectify weaknesses on any of these criteria.

Performance expectancies are the standards required of a staff member as an individual or member of a team in relation to anticipated outcomes, behaviour and action. Paoluccia, Dimas, Zappalà, Lourenço and Rebelo (2018) note that the emotional insightful philosophy posits that employees with the sense of empowerment tend to adopt an active approach to their jobs and perform their tasks above and beyond their own expectations and that of others. Exceptional performance is founded on inner rather than outer inspiration. Wang, Courtright and Colbert (2011) affirms that change leaders inspire employees (despite obstacles such as low levels of finance, inadequate resources or challenging conditions) by serving as agents of change who are prepared to relinquish their egocentricities to benefit a group and create a sense of being relevant to a cohesive team. Wabba (2016) concludes that such leaders stimulate followers to contribute to better productivity beyond contractual deals by metamorphosing their philosophies instead of complying with requirements.

Although the current study focuses on the leadership of ordinary teams in the DSD, it is important to have an insight into what are called high-performance teams. According to Bard (2015), the phenomenon of high-performance team within organization growth is about teams, organizations, or virtual groups that are highly focused on their goals and achieve superior business results. High-performance teams outperform all other similar teams and they outperform expectations given their composition (Bard, 2015). Focused goals, being tight-knit, and supportive processes to enable any member of the team to overcome any barriers in attaining the goals of the team are critical for high-performance teams (Bard, 2015).

It is also important to highlight that high-performance teams are unique as they comprise highly skilled people who are able to interchange their roles. Another unique feature of high-performance teams is that leadership within the team is not vested in a single person. Instead the role of leadership is taken up by various team members, according to the need at that moment in time (Bard, 2015). This may not be the case in many ordinary public sector teams where team leadership is a position which rarely changes even when needs evolve. Robust approaches of resolving conflict efficiently, sense of clear focus and intense energy are all characteristics of a high-performance team. Furthermore, a high-performance team has its own consciousness, shared norms and values within the team and a strong sense of accountability for achieving their goals (Bard, 2015). For any team to succeed, high levels of mutual trust among the team members is vital. Leaders are key in creating a team environment where trust can flourish. This study specifically seeks to understand how leadership strategies foster improved team performance in the uMgungundlovu Department of Social Development in KwaZulu-Natal province in South Africa.

1.3 Motivation for the Study

The uMgungundlovu DSD (uMDSD) particularly the Pietermaritzburg office within the district has experienced high leadership turnover over the past six years. The DSD has had six different managers since 2013 which reflects lack of leadership stability and employee exposure to different leadership behaviours and styles. This is rather difficult for teams and team members within DSD in this municipality where there has been frequent leadership changes. When a leader focuses on something, develop relationships with teams and team members and is ready to implement, he or she has left and another leader takes over and focuses on something else using a different leadership style. It is very important to highlight that the quality and nature of the performance by the various teams and their members in addressing the social problems affecting people in uMgungundlovu District in KwaZulu-Natal is a reflection of leadership within the DSD. The quality of leadership affects every level of any organization (Zhao, Seibert, Taylor, Lee & Lam, 2016). Bad team leadership demotivate employees, fuel confusion about roles and responsibilities and results in organisational poor performance. On the other hand, good leadership can cause quite the opposite (Zhao et al., 2016). But what leadership is manifest within DSD in uMgungundlovu District in Kwazulu-Natal? There is a need to understand how leadership influence the delivery of services through others who are at the coalface or frontline. Ngcamu (2019) is explicit that frequently violent service delivery protests at a municipal level are due to bad

service delivery, low output, ineffective communication, destitution and redundancy, poor participation of communities in decision-making processes and lack of access to information, which has fuelled rumours of preferentialism, corruption and maladministration by officials. This invokes the question of how the public sector leaders are influencing their followers in teams or as individuals in the delivery of services by departments such as DSD. In Talat, Sana, Samra and Abeeera (2015) identified leadership as very influential and dynamic in influencing organisational outcomes. Al-Khajeh (2018) concludes that, while many studies postulate that leadership plays a significant role in enhancing organisational performance, there is a lack of recent empirical evidence especially in the municipal setting in South Africa which link leadership to team performance.

The current investigation which focuses on leadership of teams aims to add to the body of knowledge by exploring the dominant leadership styles and their influence on team performance in the provision of social services. In addition, this investigation offers insights from practitioners on what leadership styles exist within DSD and their effect on how teams perform in their activities of providing social services by DSD in uMgungundlovu District in KwaZulu-Natal. No study has been conducted at the DSD in uMgungundlovu District in KwaZulu-Natal to inform leadership on how their leadership behaviours and styles matter when it comes to team performance and ultimately what the citizens receive as social services. It is very important to understand the influence of leadership on team performance within DSD in uMgungundlovu District in KwaZulu mindful that the effects of various leadership approaches depend more on contextual factors such as the cultural and social environment in which the public sector organization operates.

1.4 Focus for the Study

As alluded to earlier on this is a study of public sector leadership primarily in the domain of team leadership in influencing team performance in the provision of social services to citizens living in uMgungundlovu District in KwaZulu-Natal. As teams are the backbone of any organisation, identifying how leaders lead themselves and others is central to organisational development (Zhao, Seibert, Taylor, Lee & Lam, 2016). This is of particular importance in the social services sector that has implications on citizens' well-being. While there seems consensus that leadership styles (e.g. transactional, transformational, charismatic) matter in enhancing the performance of public sector organizations, it remains unclear what leadership has influenced the performance of teams within DSD in uMgungundlovu District in

KwaZulu-Natal. It is noteworthy that researchers and practitioners have more recently shifted their focus toward integrated leadership which combines a variety of leadership conducts by ensuring the unambiguousness of desired results, increasing followers' intrinsic motivation, acknowledging accomplishments, rewarding extraordinary performance, and simultaneously adopting changing degrees of transactional interactions with subordinates.

Orazi et al. (2013) is mindful that public sector leaders are combining (1) task-oriented leadership (i.e. setting and communicating goals, planning, coordinating subordinates' activities, providing feedback); (2) relations-oriented leadership (i.e. treating subordinates as equals, showing concern for their well-being, appreciating their work, involving them in the decision-making process); (3) change-oriented leadership (i.e. making organizations more adaptive and responsive to the external environment, identifying the most promising strategic initiatives for the organization, encouraging employees to search for creative solutions to problems facing the organization); (4) diversity-oriented leadership (i.e. taking advantage of different points of view to ensure increasing quality in decision-making, a larger number of ideas and decision consensus); and (5) integrity-oriented leadership (i.e. leveraging legality, fairness, and equitable treatment of employees and service recipients).

1.5 Problem Statement

Organisations in public sector require leaders who can instantaneously respond to the environment while meeting the requests of different stakeholders (Bumgarner, 2016). As leadership is essentially about influencing others and making things happen, it is unclear how leaders at the DSD in uMgungundlovu District in KwaZulu-Natal are shaping the behaviours of team members to deliver social services. The DSD is expected to provide satisfactory social services to internal and external stakeholders, such that effective team leadership is very key to satisfy the social needs of the citizens, especially the vulnerable and poor. Zegeye (2017) cites Kotter (2011:6), who observes that strong and effective leadership are the cornerstones of effective team leadership in the delivery of public services to the citizens of any country (Fatile, 2014; Conteh & Huque, 2014).

The extant studies on public sector leadership in South Africa has focused on a variety of issues such as ethical leadership, perceptions of leadership impact on service delivery, and leadership style in. For example, a case Dube (2013:145) focused on public sector leadership style in eThekweni municipality to conclude that leaders at eThekweni Municipality use

integrated styles where transformational leadership approach is more prevailing and also persuasive in their work. Another study by Gqaji, Proches and Green (2016) focused on perceived influence of public sector leadership on road infrastructure service delivery and concluded that public sector leadership was ineffective in driving road infrastructure development, lacked accountability and corruption hindered the delivery of infrastructure. Clearly, the notion of team leadership and team performance is missing yet service provision require collective effort (Kim, 2015). Nonetheless, the extant studies are clear that without ethical leadership which lead by example (e.g. model ethical behaviours in all the dealings with all the stakeholders), set ethical standards and make the ethical values clear to all public officials); and compliance with the ethical standards, the delivery of public services which include those offered by DSD will be compromised. Public sector leadership and culture that is not people friendly and lacks the skills and attitudes to meet the developmental challenges of South Africa is not helpful for public service (Kim, 2015). Instead, there is need for public service leadership that serves citizens properly, develops and ensures that all personnel work to their full capacity and treat state resources with respect. In this regard, leadership of teams and their members working in the public service is very crucial in the delivery of public services. The effectiveness of team work in the provision of social services to citizens is vital as it is these team that execute clearly defined goals, duties, meet deadlines and ensure efficiency in performing tasks. Despite the variety of social challenges and ever-growing need for social services in South Africa as the most unequal society in the world but also specifically the unacceptable levels of gender-based violence in KZN province, no study has been conducted on the impact of leadership styles on team performance on the delivery of social service by DSD in uMgungundlovu District in KwaZulu-Natal.

1.6 Significance of the research study

As social services are very critical to most people in an unequal society such as South Africa, the current study is valuable not only to leaders as practitioners in the DSD, but also scholars of public sector leadership. First, the study underscores that leadership in public sector is not merely about a position of issuing out commands and control regarding task performance, but rather an on-going effort of integrating various degrees of transactional interactions with subordinates, relations-oriented activities and diversity-oriented aspects of leadership which reinforce ethics, impartiality, and equitable treatment of employees and service recipients.

As leadership is not a one-size-fits-all phenomenon, it is very important for leaders of DSD to adopt a leadership style which fit the organisation, the particular situations that arise during its work, teams, and individuals. The study offers a basis for public sector leaders to re-examine their own leadership style in order to ensure that this improves rather than impedes team performance in the delivery of social services and development by the DSD in uMgungundlovu District in KwaZulu-Natal. It is important to underscore that this study is not an attempt to suggest an effective leadership style mindful that leadership is a situated phenomenon which varies due to contextual factors.

Second, the study is valuable to scholars of public sector leadership in the domain of social services as it underscores the need for an integrated leadership which draws from a variety of aspects in the existing theories of leadership. While the study is at the dyadic level of supervisor-supervisee, it gives insights into how interactions at this level have collective influence at the team level performance. This ignites scholarly interest to explore how integrated public sector leadership influences team level performance in the delivery of social services.

1.7 Study Objectives

The study's main objective was to understand how leadership strategies foster improved team performance in the uMgungundlovu Department of Social Development in KwaZulu-Natal province in South Africa.

Based on the forgoing research purpose, following are subsidiary objectives that must be met to realise the primary objective:

i. Theoretical objectives

- To review literature on the leadership concept and its evolution
- To survey literature on the nature of leadership and performances in the South African scenario in Social Development at uMgungundlovu
- To appraisal literature on the Additive Effect of the Transformational Leadership model

ii. Empirical objectives

- To investigate the prevalent leadership style used by the leaders in the Department of Social Development at uMgungundlovu in KwaZulu-Natal province in South Africa
- To assess the degree to which transformational and transactional leadership approaches contribute to team performance in the department of in KwaZulu-Natal province in South Africa
- To explore the aspects of diversity that may encourage specific conduct affecting the efficacy of leadership approaches and individual's execution of a specific assignment in a group in the Department of Social Development at uMgungundlovu in KwaZulu-Natal province in South Africa

1.8 Investigation Questions

The investigation sought to answer the subsequent study questions:

1. What is the prevalent style of leadership style used by leaders in the Department of Social Development at uMgungundlovu in KwaZulu-Natal province in South Africa.?
2. To what degree do transactional and transformational leadership approaches contribute to performance of the team in the department of Social Development at uMgungundlovu in KwaZulu-Natal province in South Africa?
3. What are the diversity determinants that may encourage specific conduct affecting the efficacy of leadership approaches and individual's execution of a specific assignment in a group in the department of Social Development at uMgungundlovu in KwaZulu-Natal province in South Africa?

1.9 Study Assumptions

This study is based a variety of key assumptions which are:

- There are leaders at the DSD who do not only lead themselves but also others, such that they have influence on how service is delivered to citizens.
- There are different teams which are involved in the day-to-day delivery of social services and team members interact with their leaders regularly as they seek to achieve a common goal
- The researcher assumed that the leaders are willing, free and able to reflect on their leadership practices and behaviours key to reveal their leadership style.

1.10 Methodology

In terms of research paradigm, this study adopted pragmatism which has its research philosophy regarding ontology, epistemology and methodology. Attention has grown in mixed-method research due to overall discontent with the information presented by only quantitative or qualitative techniques (Kumar, 2014:22). The intention was not to supplement the outcomes for complementary intentions, but to reinforce the results by amalgamating quantitative and qualitative techniques in one study.

The selected study methodology aimed to monologue the intricate disposition of leadership on to the social services sector in uMgungundlovu for the following specific reasons:

- To present a profound insight of the phenomenon of successful leadership approaches in Social Development at uMgungundlovu.
- To strengthen the efficiency of the leadership approach from the perspective of leaders and followers in uMDSD.
- To provide credible replies to the investigation questions posed in the study of leadership at uMDSD.

The following Table present the research approach and techniques used to collect data in this study.

Table 1.1: Research Design and Methodology

Primary Research	Secondary Research
<ul style="list-style-type: none">• Multifactor Leadership Questionnaire (MLQ) was distributed to leaders• Questionnaires were distributed to the employees• Interviewing (conversational) was conducted on a one on one basis with the office management team, that is, deputy directors and business unit supervisors	<ul style="list-style-type: none">• Intensive searches of Library databases and the Internet• Review of studies conducted at organisations on leadership

1.11 Key concepts of the study

This study subscribes to the notion of leadership as expounded by Northouse (2018). It thus takes cognisance of leadership within the context of social development as the behaviours of leaders to add value to the purpose of the organisation.

- The fundamental notion in this dissertation was the leadership concept in the transformational leadership theory.
- Another critical concept in this study was transformational leadership style compared with transactional leadership style as effectual leadership approaches based on earlier studies, even though neither has been directly identified in the DSD in uMgungundlovu District.
- The ultimate fundamental notion was performance surpassing expectations, which ascribes to instances where a team member has significantly outperformed the success criteria and/or performance standard expectations.

1.12 Limitations of the investigation

The following drawbacks affected the procedure of information gathering, thus may have an undesirable impact on the generalisability of the outcomes:

- Due to time constraints and the geographic dispersal of the offices within the Pietermaritzburg Cluster, some offices were excluded from the study.
- Geographically, the study was carried out in Pietermaritzburg in uMgungundlovu District, and the Social Development Service Offices. As alluded to earlier on, this office has experienced many leadership changes within six years. Six different managers were in charge of the office since 2013. Each leader has his or her own leadership styles as such it is important to understand how the frequent leaders changes and changes in leadership styles affect team performance. It is on the basis of frequent leadership changes and lack of leadership stability that this office was chosen for the purpose of this study.
- Within the DSD at Pietermaritzburg, the study focused on middle-level management and junior level management and employees who are not members of the management of DSD at uMgungundlovu District.
- The results are from one district municipality as such they cannot be generalised to the entire DSD.

1.13 Alignment of the investigation

A brief synopsis of this study follows hereunder:

Chapter 1 - Introduction

A concise contextual on the DSD will be presented and the challenges confronting it. The transformative leadership approach is introduced as benefiting the issues. The chapter also explains the study's objectives, the research questions and assumptions, and a brief outline of the methodology employed. It concludes with a discussion on the critical concepts used and the study's limitations.

Chapter 2 - Literature Review

This chapter provides a review of relevant literature on the leadership concept and its evolution. It articulates the nature of leadership and performances in the South African scenario in Social Development at uMgungundlovu. A discussion on The Additive Effect of the Transformational Leadership model closes the chapter.

Chapter 3 - Investigation Methodology

The chapter discusses the methodology employed to execute this study, including the study paradigm, sample and sampling, data collection and analysis, research quality issues and research ethics in this study.

Chapter 4 – Findings, Interpretations, Discussion and Reductions

Chapter 4 presents and analyses the data garnered using the self-perception questionnaire and one-to-one interviews. The hypotheses are tested, and the demographic variables are explored and tested. Correlations are drawn to determine the association among the variables. The results are gaged in contradiction of the model set out in Chapter 2, enabling the identification of tendencies.

Chapter 5 – Conclusion and Recommendation

This chapter presents the overall inferences of the study's results, focusing on the effectiveness of the transformational leadership approach at uMDSD. It also offers recommendations resulting from the findings and suggestions for further research.

1.14 Summary

In South Africa, the government is expected to deliver satisfactory social services to the citizens. Background information on the Department of Social Development in South Africa is presented, introducing the investigation topic. The transformational approach to leadership is chosen as an efficient leadership approach for above-average team achievements. The

investigation matter aided in delineating the problem declaration and the related study question. The chapter culminates with a silhouette of the notion report. In chapter two, a concise analysis of literary text on Leadership notion and its development will be executed.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The main aim of this chapter is to review literature on the key concepts of this study which are leadership and team effectiveness in a public sector context. Public sector service delivery is influenced by the leadership style used and its impact on team performance. This chapter presents an overview of the status of the public sector in South Africa as a whole. This is pursued by an overview of the uMgungundlovu District Department of Social Development (uMDSD), and a review of various theories of leadership in general and leadership styles. Thereafter, the chapters discuss team performance as a concept and in the context of team leadership before presenting the conceptual framework which has guided this study.

2.2 The South African context

In South Africa, the public sector is as important as the private sector, if not more so (Xaba, 2015). This is because of the country's economic model, which is a mixed economy. The country's current issues and difficulties are inextricably linked to the larger global environment. In the 1990s, Bumgarner (2016) agrees with Hood (1995) that high levels of bureaucracy marked central governments. Following that, a revolutionary shift occurred to devolve decision-making and bureaucratic authority to the state and municipal levels (Bumgarner, 2016).

The architecture and practices of the public sector were initially hierarchical and bureaucratic. In contrast to the traditional top-down decision-making process, public sector leaders have delegated responsibility to staff, causing leadership transformation in the public sector (Van Wart, 2013). Changes in the non-government and government welfare sectors' structural contexts thus had a significant impact on social work (Gray & Lombard, 2008:132). The more power transferred to the states, the more responsibilities state governments were given.

Social work became a legitimate profession in South Africa as the primary supplier of social welfare services, as it did in most other countries of the Western world (Gray & Lombard,

2008:132). The main focus of the Department of Social Development (DSD) is service delivery. Its future depends on its ability to provide services, which necessitates the use of social workers. As a result, social work is an excellent choice for maintaining and improving the department's effectiveness (Xaba, 2015).

Since the beginning of democratic governance in South Africa, the public sector has seen numerous transformations, with public service organisations changing and improving their service delivery capacity over time (van der Voet, 2016). These developments have caused structural changes and management style in the public sector (Conteh & Huque, 2014; Fatile, 2014). The results of some of these changes are seen in the creation of the uMDSD, which is discussed in the following section.

2.3 uMgungundlovu District Department of Social Development

According to the South African Constitution, the municipality of uMgungundlovu District is a Category C municipality. It is situated in the province of KwaZulu-Natal (KZN). Pietermaritzburg, the capital of KZN, is located in the District and is renowned as the “City of Choice.” The uMgungundlovu District covers roughly 9.602 km², with a population of about 1 million as of 2016 (STATSSA, 2018). The district consists of seven local municipalities, each of which is based on a nearby town:

- Impendle Local Municipality - Impendle
- Mkhambathi Local Municipality - Camperdown
- Mpofana Local Municipality - Mooi River
- Msunduzi Local Municipality - Pietermaritzburg
- Richmond Local Municipality - Richmond
- uMngeni Local Municipality - Howick
- uMshwathi Local Municipality - New Hanover/ Wartburg



Diagram 2.1: The uMgungundlovu District Map

Source: uMgungundlovu Municipalities

Poverty and dependence are two of the main issues and concerns faced, not just in the district but also in the province (Seekings & Nattrass, 2015). This has much weight behind it. As a result, the department's ultimate aim is to improve people's quality of life by providing an integrated social development services systems. The services provided cover victims of child abuse, domestic violence and substance abuse. The department also offers foster care services and alternative care, and social treatment of distress. All of these are important and necessary for a caring and self-reliant community (Lewis, 2017).

Significant progress has been made in addressing the country's socioeconomic issues. Despite this significant progress, the uMDSD continues to confront the current issues caused by a range of pathologies as the local municipality (Lewis, 2017). This indicates a need for greater performance within uMDSD, which is a gap that this study will fill.

2.3.1 Environment for Service Delivery Performance

Although South Africa has transitioned from apartheid to democracy, issues to do with race, gender, income, class, violence, and poverty-related concerns continue to threaten the country's social fabric (Seekings & Nattrass, 2015). Many families in KZN experience several obstacles, according to the Minister of the DSD in KwaZulu-Natal (KZNDS, 2018). These issues have a detrimental influence on their ability to sustain themselves and care for their family members. A variety of factors causes these difficulties.

Within the district, service delivery sectors are organised into four categories: 1) child and youth care centres, 2) service offices, 3) one-stop centres, and 4) youth development centres, each with distinct tasks and duties. They help locals of UMgungundlovu with social welfare, poverty alleviation, and organisational support. The offices of the uMDSD are located in each of the seven municipalities, making them strategically positioned to provide their services to the people.

The following are some of the difficulties and issues that the KZN province faces, according to the MEC of KZN DSD (2014):

- Concerns about child care and protection
- Gender-based violence is prevalent;
- Issues concerning youth and women's development;

- People who have disabilities;
- Poverty and food security issues;

The DSD's key values are listed in the department's most recent Annual Report (2017) as follows:

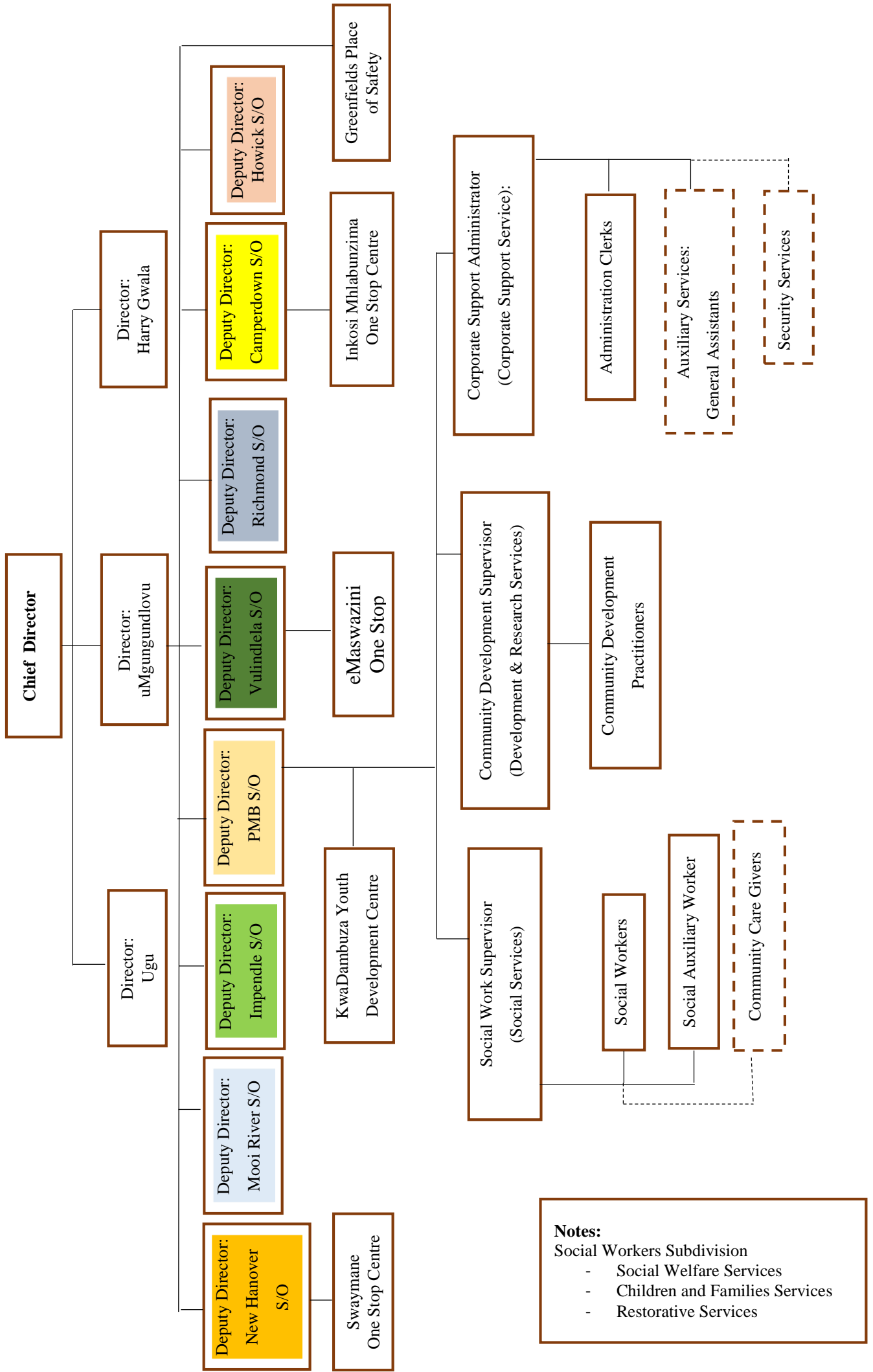
- “Human Dignity is a fundamental human right that must be maintained in accordance with the South African Constitution, which guarantees freedom, justice, and peace.”
- “Integrity is adhering to our beliefs, ideas, behaviours, and measures to build trust among ourselves and our stakeholders.”
- “Respect for others, demonstrating concern for one another and the people we serve is a critical virtue for achieving development goals.”
- “Accountability for our actions includes the requirement to account for our actions, accept responsibility for them, and make the results clear.”
- “Business dealings should be transparent.”

2.3.2 uMDSO Leadership Structure

The Chief Director (CD) occupies the highest office in the regional hierarchy (Figure 2.2). CD is followed by the Director (D) and the Deputy Director (DD). There are nine DDs of the centres responsible for overseeing a fully integrated social development services provision plan in the local municipalities in the district. They report directly to the Director. The division/component heads report to the DD. The Service Office's Management Team includes a DD, a Corporate Support Administrator (CSA), a Social Work Supervisor (SWS), and a Community Development Supervisor (CDS).

The broken lines in Figure 2.2 show contractual, administrative arrangements, with Community Care Givers (CCG) reporting to the area Social Worker (SW) whereas General Assistants (Cleaners) report to the Corporate Services Administrator (CSA). Cleaning services are provided by the Extended Public Work Programme (EPWP), whilst security services are outsourced.

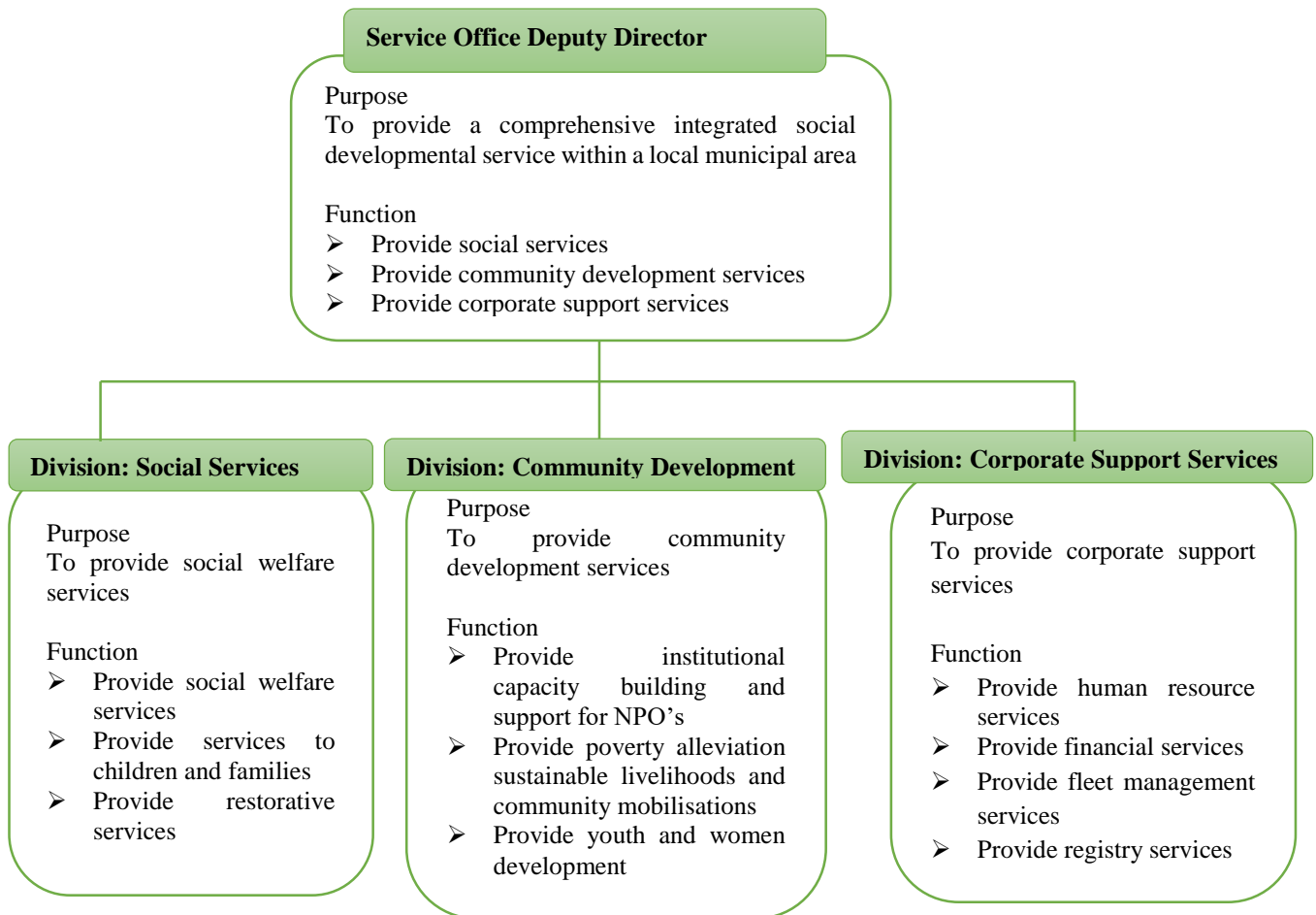
Diagram 2.2 Organisational Structure



Notes:
 Social Workers Subdivision
 - Social Welfare Services
 - Children and Families Services
 - Restorative Services

The organisational structure of uMDS D demonstrates how the department's leadership is in charge and control of key positions. This subsequently brings to light how their effectiveness has a major impact on the operations, results, and overall performance of individuals, teams, and the department as a whole. The following diagram illustrates the core functions of each component.

Diagram 2.3: Structure with component purpose and functions



The following section discusses leadership, its significance, as well as leadership styles and theories.

2.4 Conceptualising Leadership: A Theoretical Perspective

As developments in life vary due to dynamic variables, context, and technologies, leadership concepts have developed dramatically over the decades from domination to influencing power (Asrar-ul-Haq & Anwar, 2018). These variables vary from state-to-state transactions and international politics to the disciplinary view on leadership. Leadership as a field is defined by various theories of varying degrees of complexity, making it difficult to understand and apply leadership theory in meaningful, constructive, and significant ways (Zakeer, Allah & Irfan, 2016). It was not until the 1990s that the interaction between leaders and colleagues received more attention, propelling a relationship-oriented leadership to the fore.

The dynamics and organisational behaviours in the agile corporate environment have resulted in a noteworthy trend in the leadership literature towards embracing connections and resource-based leadership perspectives. It was mainly examined as a hierarchical phenomenon in the early stages (Zakeer, Allah & Irfan, 2016). Some research studies examine leadership in terms of influence and relationships in the context of group dynamics (Northouse, 2018). Northouse's (2018) formulation represents a convergence of theoretical ideas, notwithstanding the perceived contradiction among researchers on the topic of leadership.

Northouse (2018) agrees with Rost (1991) when he defines leadership as "an influence connection among leaders and collaborators who desire major changes that reflect their joint goals." Ispas (2012:339) implies that leadership is linked to change management, according to Dube (2013:22). When leaders create a vision for the future, they respond to change by establishing a path and direction for the organisation. They then bring people together by discussing their ideas and inspiring them to overcome obstacles. Bhatti et al. (2012) defined leadership as a method of exercising influence. "Leadership is about emotion," Megan (2013) writes, "and the capacity to engage people in a way that surpasses the cerebral and rational is the mark of a great leader." Therefore, true leadership is the power to influence and motivate others in a productive, meaningful and goal-oriented way.

Many similar definitions of leadership are linked because they agree on essential elements like influence, process, groups, and shared goals (Northouse, 2016:6). According to Strachan et al. (2014:15), leadership consist of three elements - a leader(s) or leaders, followers, and a shared purpose. In light of the preceding, Northouse (2018:18) broadened the definition of leadership: “Leadership is a process through which an individual influences a group of persons to attain a shared goal.” As a result, leadership may be concluded to be a collaborative and reciprocal event where leaders play a vital role in today's organisation, which is subjected to a turbulent macro-environment.

Leadership may be characterised as a mutual system based on factors affecting the leaders and their followers, and/or circumstances (Sosik & Jung, 2010; Jamaludin, Rahman, Makhbul & Idris, 2011). This is seen in Figure 2.1.



Figure 2.1: The Ecosystem of Leadership

Adapted from Sosik & Jung (2010).

The leaders in this study are the management team (including DDs and Division Supervisors), the followers are the employees, and the context in the Service Office's success in uMDSD. The importance of leadership in general, as well as in public sector organisations such as UMDSD, is explored below.

Whether in the public or commercial sector, no organisation works in a vacuum. An organisation is a social environment with internal and external stakeholders influencing it (Wang, Li, & Qi, 2020). Leaders and followers collaborate to carry out the department's short- and long-term strategies and achieve particular goals. At every level, leadership is

critical to the change of the department's context. The importance of a leader in the modern period, specifically in government, is shown in their ability to coordinate and align with stakeholders' requirements while simultaneously adjusting to fast-changing organisation requirements. The spectrum of leadership abilities required to deliver complicated public services has grown (Ayeleke, Dunham, North & Wallis, 2018).

According to Ferguson, Ronayne, and Rybacki (2014), public sector leaders have a higher level of relevance due to the unique contextual conditions of public service. Annual budgeting procedures, for example, with looming cost cutbacks, add to the ambiguity; the public sector has a sizable 'Baby-Boomer' workforce, with a significant portion of employees near retirement age, while 'Gen Y' is joining the workforce. These considerations increase the relevance of leadership in the public sector.

According to Lin et al. (2019), today's corporate and social climate is believed to be information-efficient. Society has more access to platforms where they can watch and engage with the leaders in their community and their vision (Van Dooren et al., 2015). This is made feasible by the internet, the press, and massive public knowledge. As global corporate competitiveness intensifies, even among organisations within the public-sector, the range of leadership qualities required has expanded (Brown & Potoski, 2004). Skills in communicating and strategizing and confidence, buoyancy, and emotional intelligence are just a few examples.

It is essential to understand the evolution of leadership across time to comprehend leadership in today's unpredictable and tumultuous environment. Standards, attitudes, views, and behaviour patterns in government today result from various theories and techniques. The following section goes through these topics.

2.5 Theories of Leadership Evolution

Figure 2.2 depicts Daft (2018)'s framework for demonstrating the progression of leadership from early Great Man conceptions to current relational views. Each quadrant in the model represents a prevalent period of leadership but may be outdated in today's society. The evolution of the leadership model shows the age or setting of the organisation and society. It demonstrates that the business climate is no longer steady and that businesses now function in unstable situations (Lekhanya, 2015). For instance, team or lateral leadership connotes an

era of team leaders and change agents. In contrast, agile leadership – synonymous with the eras of digital, social media, and mobile – entails ceding traditional control to ensure an organisation's responsiveness and adaptability to rapid change (Phillips, 2017).

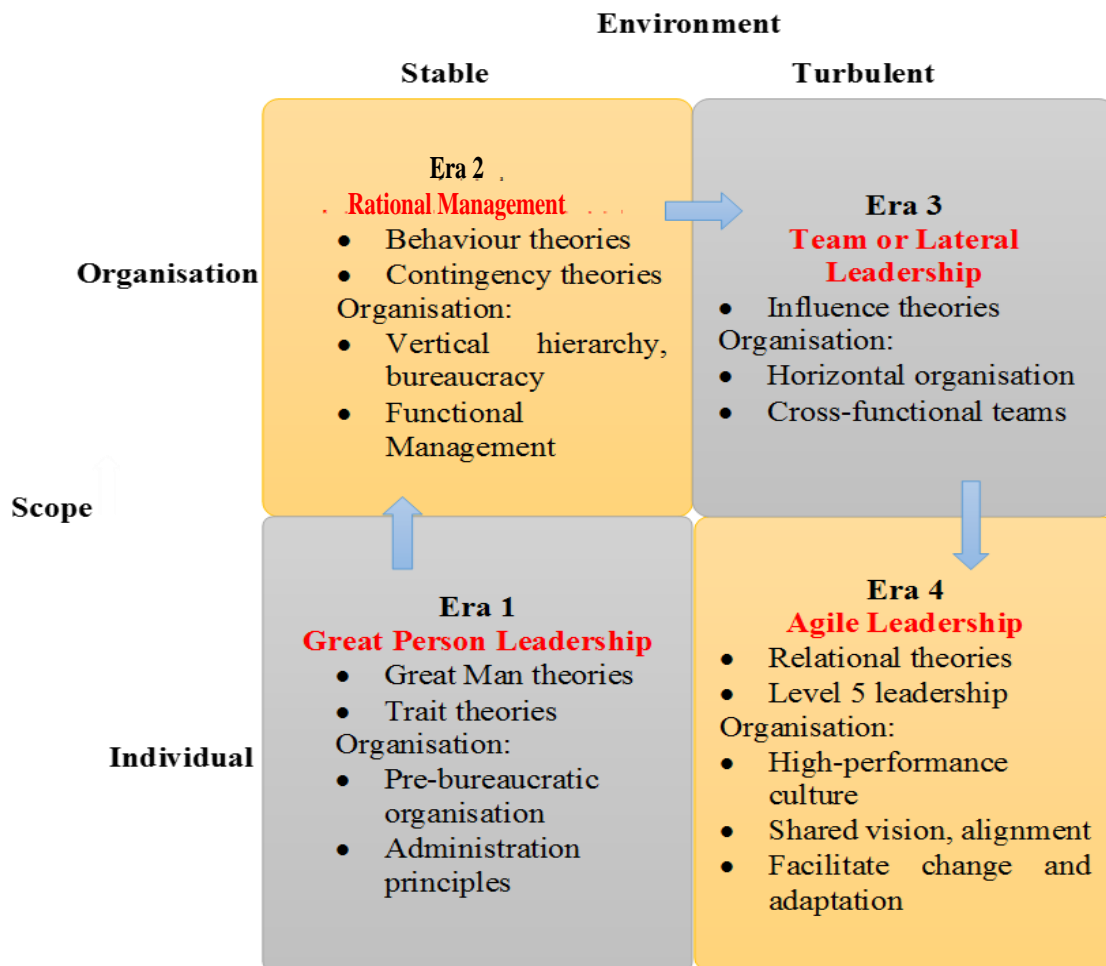


Figure 2.2: Evolution of Leadership Theories

Adapted from Daft (2018:19)

Diversity, team leadership, empowerment, and horizontal interactions, for example, are becoming increasingly crucial in Era 3. As a result, many leaders prepare for Era 4 by concentrating on change management and promoting a vision and standards that support high productivity, agility, and continual adaptability in an ever-changing globe (Northouse, 2018).

As a result, leadership varies through time as political, economic, social, technical, ecological, and legal elements change (Rosenbach, 2018). Numerous substantial developments confront leadership in the twenty-first century, imposing major expectations

on an unparalleled scale and intensity (Northouse, 2018). These shifts are intrinsically linked to increased diversity in the workplace, the speed with which environments and technology are changing, and the influence of changes on political borders. As these changes are becoming more prevalent, there are persistent gaps in knowledge, both at a research and practice level, on how these changes affect the effectiveness of leaders in both public and private organisations. As a result, the purpose of this study was to look at how diverse environmental, technical, and geopolitical developments affect leadership.

The following section looks at how leadership typologies are conceptualised, followed by the numerous leadership styles that have arisen due to time and motion research. In the uMDS, the full-range leadership theory illustration will explain the additive effect of transformational leadership as the best match to lead in an unpredictable environment.

2.6 Leadership Contextualization in a Previous Era

Leadership has always piqued the curiosity of many academics as a fascinating and contentious issue. According to Amanchukwu, Stanley, and Ololube (2015), current leadership theories play a significant role in the continued development of literature on leadership. Whether in agreement or disagreement, earlier approaches to the leadership notion or situation continue to inspire streams of thinking. Scholars have produced various models, theories, and methodologies to guide the study of leadership, which are grouped into three major groups for this research.

2.6.1 Leader-oriented theories

Leader-oriented theories attempt to describe leadership via the actions and qualities of the leaders. The following techniques were emphasised in early leadership conceptions:

- *Trait approaches*, Trait methods are sometimes known as "great man" theories since they are motivated by the characteristics and personalities of outstanding leaders in various fields (Northouse, 2018). The focus of the research was on finding personal characteristics that separated leaders from subordinates.
- *Skill approach*, the skill-based approach to leadership, focuses on developable and learnable traits and capacities that distinguish good leaders (Northouse, 2018).
- *Power approach*: according to the power perspective, the leader has coercive and legitimate power to impact and motivate others.

2.6.2 Contingency theories

Contingency theories suggest that circumstances influence the conduct of a leader. These are some of them:

- *Contingency theory*, theory dictates that a leader's style be either task- or relationship-oriented, with power levels serving as the informing factor of a leader's conduct. The efficiency of task-oriented and relationship-oriented leaders is proportional to the situation's demands (Landis, Hill & Harvey, 2014).
- *The situational leadership theory* suggests that a leader's efficacy and the style used are based on the followers' maturity level (Northouse, 2018).
- *Path-goal theory*, examines how circumstances affect leadership effectiveness. A leader utilises a follower's motivational needs as a basis for choosing the most suitable leadership style for a specific situation (Jyoti & Bhau, 2015). According to Al-Khajeh (2018), leaders can boost workers' commitment and passion for their employment by modelling behaviours that meet their expectations.

2.6.3 Theories of social dynamics

Leader-follower social dynamics of interactions in leadership performance affect social dynamic theories. This resulted in the creation of models such as:

- *Leader-member exchange*: accentuates the connection between leaders and followers, placing their sociologically significant connection at the centre of the leadership process (Northouse, 2018)
- *Team leadership*: focuses on the dynamics of leadership within the framework of the group. This idea is directly tied to relationship-oriented behaviours (Northouse, 2018). According to this approach, a leader's responsibility is to promote team performance by identifying when it is acceptable to intervene in the team's dynamics.
- *Transformational leadership theory*: The charismatic and successful leadership fundamentals are given more attention in transformational leadership theory. As a result, it is a part of the "New Leadership" concept (Northouse, 2018). Its distinguishing feature is the extent of a leader's ability to alter subordinates (Sashkin, 2004).

2.7. Different Leadership Styles

Caimir (2001), cited in Josi (2015), defined leadership style as "a pattern of emphases, indicated by the frequency or intensity of certain leadership behaviour or attitudes, that a leader focuses on the various role."; whereas Bhatti et al. (2012) defines it as the leader's

pattern of behaviour while dealing with staff. Leadership typologies, which are conceptually categorized into observable sorts of leadership styles, conceptualise these behaviour patterns.

2.7.1 Autocratic leadership

The term "autocratic leadership" can also refer to a directive or even forceful leadership style. An autocratic or authoritarian leader seeks to concentrate power and draw power from his or her position, controlling incentives and force (Daft, 2015). The leader makes the majority of organisational choices and provides directives without seeking opinions from others. According to Lewin's research, this caused the most significant dissatisfaction among employees (Al Khajeh, 2018). Employees also like leaders that value their opinions, suggestions, and engagement (Daft, 2018). It may be claimed that this method is suitable in some organisations or circumstances, like the military or emergency. Often successful in times of crunch, but struggles to win followers' "hearts and minds" in the organisation's day-to-day operations. The following authoritarian leaders were shown to be less creative (Lim, 2016). In today's world, innovation and originality are the norms, especially in social development, where strategic management requires much self-reliance.

2.7.2 Bureaucratic leadership

According to Amanchukwu, Stanley, and Ololube (2015), bureaucratic leaders are strict rule-followers who make sure that their subordinates follow policies and procedures to the letter. The term bureaucracy is derived from the French word "bureau," meaning desk or office, and the Greek phrase Kratos, which denotes rule or political authority. It means "ruling by the official." Simply stated, bureaucratic leadership follows the rules of the letter. According to the research, this style is most effective in high-risk work contexts, such as organisations that operate with poisonous chemicals, at perilous heights, or with machinery, even in industries that demand substantial financial investments. According to Ali-Bousbia, Ognjen, and Tomislav (2015), it is also most effective while performing regular operations. In contrast, its ineffectiveness is seen organisations that depend on flexibility, creativity, or innovation.

2.7.3 Democratic leadership

Also known as a participatory leadership style, it includes employees' opinion and feedback in the decision-making process (Ali-Bousbia, Ognjen & Tomislav, 2015). According to

Amofa, Okronipa, and Boateng (2016), this technique may be employed as a motivating method since employees typically prefer democratic decision-making since they feel in charge of their fate and are more driven to work hard for reasons other than financial benefits. However, because other people's perspectives are bolstered in the twenty-first century, decision-making may be time-consuming, chaotic, and conflict-prone. Surprisingly, studies suggest that followers are less productive, but their contributions are of more excellent quality.

2.7.4 Authentic leadership

The experience that followers share with their leader is referred to as authentic leadership. It is the belief that the leader is authentic, sincere, open, honest, and trustworthy. According to Werner and Bagram (2016), this leader is authentic and does not strive to be someone else. This leader does not claim to be a leader just because of his or her leadership position, nor does he or she engage in leadership activities for the sake of pride, honour, or another personal benefit. A genuine, trustworthy, and real leader is genuine, trustworthy, and accurate (Northouse, 2018). This method, on the other hand, is devoid of intervention research.

2.7.5 Servant leadership

Servant leaders are not concerned with power or personal gain. Instead, they demonstrate their leadership abilities by aiding others in realising their full potential and, as a result, achieving the organisation's objective. These leaders place a high priority on other people's involvement. Consequently, followers grow in wisdom, act independently and even convert to servant-leaders (Werner & Bagram, 2016).

2.7.6 Charismatic leadership

This leadership style energises and motivates subordinates to go an extra mile beyond the "call of duty." It has an emotional influence on individuals and motivates them to go above and beyond their customary responsibilities (Daft, 2015). The charismatic leadership impact, according to Daft (2018:18), is based on the leader's merits and captivating personality rather than the power granted by the organisation. Followers frequently respond to charismatic leadership with fear and subordination, and they comply out of adoration. Charismatic leaders typically engage sentiments in their everyday professional lives, making them bright,

ablaze, and enticing. It is used in transformational leadership, especially in the idealised influence component, examined later in this research.

2.7.7 Laissez-faire leadership

The French expression *laissez-faire* translates to “hands-off, let things ride”. A *laissez-faire* leadership approach is defined as the lack or non-existence of leadership (Northouse, 2018). Bhattie et al. (2012) defined it as incorporating a non-interference policy, allowing total freedom to all personnel, and having no specific method of achieving goals. Cunningham, Salomone, and Wielgus (2015) go on to say that *laissez-faire* leaders do not provide their teams with any guidance or make any decisions for them, which makes the manager appear indifferent and uninvolved.

This was classified as an avoidant leadership style by researchers, which resulted in subpar staff performance (Giltinane, 2013; Obasan Kehinde & Hassan Banjo, 2014; Cunningham et al., 2015). As a result, this non-authoritarian leadership style frequently allows for various supervisory errors, leading to irrational decision-making. Even though contingency theory holds that the most effective leadership style depends on giving employees some degree of autonomy in implementing any leadership style (NUHU, 2010), Cunningham et al. (2015) discovered that the *laissez-faire* approach could work in some situations and might improve performance. In contrast, *laissez-faire* was inversely associated with employee performance in research by Salman, Riaz, Saifullah, and Rashid (2011). Given how important staff performance is to public service delivery, a *laissez-faire* leadership style is unrealistic, unworkable, and unimportant.

2.8. Common Leadership Styles in Social Development

Several theories have been created and empirically evaluated (Rodrigues & Ferreira, 2015). On the other hand, this section focuses on three key leadership styles that are often used in government organisations: situational, transactional, and transformational leadership (Fairtlough, 2016). The two primary forms of relational leadership styles generally acknowledged and thoroughly researched: transformational vs. transactional leadership, followed by situational theory, which has been flexible and adaptable (Rodrigues et al., 2015). For decades, transformational leadership has gotten the most excellent attention from scholars (Dihn, Lord, Gardner, Meuser, Liden & Hu, 2014).

2.8.1 Situational Theory

This theory is often utilised in organisations such as the DSD to train leaders (Phillips Jr, 2017). According to Fiedler's Situational Leadership Theory, a person would be suited for specific scenarios that a group may find itself in, which was later modified by Blanchard (1985) to simply Situational Leadership. This idea posits that the leader chooses the optimal course of action depending on the many aspects in the specific setting (Daft, 2018). As a result, multiple leadership styles may be used for different forms of decision-making, which makes this style of leadership fit in the context of social development, which is marked by dynamic situations (Thompson & Glaso, 2015).

As presented by theorists Hersey and Blanchard, there is a taxonomy spanning from directing to delegating. Landis et al. (2014) pointed out that the importance of the situational theory revealed that situational circumstances had a significant impact on leadership. One of the virtues of this leadership style, according to Northouse (2018), is that it recognises that there is no one most appropriate form of leadership; rather, leaders must be adaptive and alter their style to meet the specific condition. Given the flexibility of situational leadership, Giltinane (2013) believes that leaders can use as many distinct leadership approaches and philosophies as they need. Furthermore, Hough, Thompson JR, Strickford III, and Gamble (2011) argue that situational leadership entails modifying one's approach in response to the circumstances, as seen in Figure 2.3's situational leadership curve.

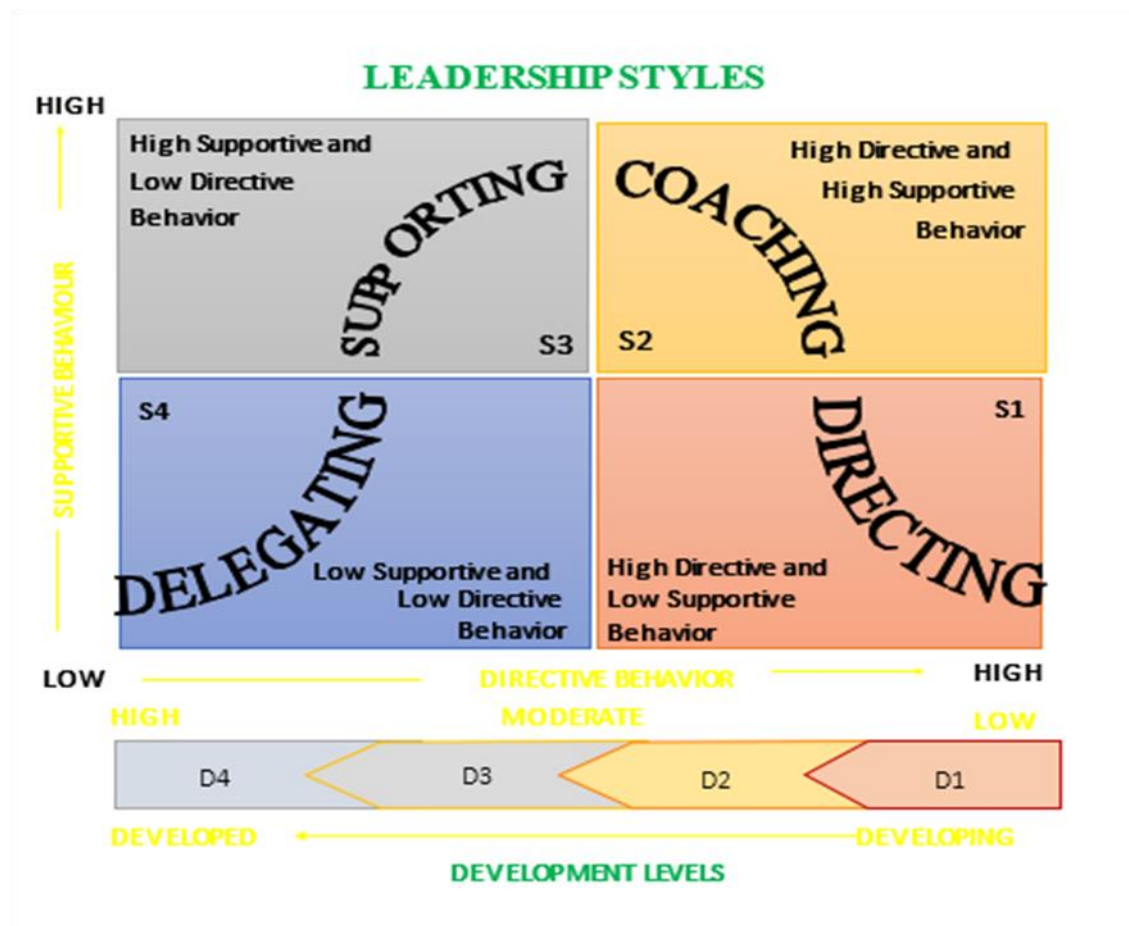


Figure 2.3: Situational Leadership

Adapted from Northouse (2018: 95)

Hough et al. (2011) echoed that the model shows no one-size-fits-all approach to influencing others, but that diverse leadership styles may be used to manage various scenarios. Hough et al. (2011) support Allen's (1998) interpretation of the Hersey-Blanchard situational theory of leadership, which is based on the interaction between a leader's amount of task and guidance (task behaviour), the amount of socio-emotional support (relationship behaviour), and the level of task performance maturity displayed by followers. The appropriate type of leadership necessary is decided by the follower's readiness to complete the tasks at hand. The quantity of leader directive and supporting behaviour should alter to match follower preparedness as the degree of follower ability and willingness varies (Thompson & Glas, 2015). According to Tortorella and Fogliatto (2017), there may be the most outstanding leadership attitudes but no best leadership style. In other words, all managers should be concerned about the impact of their services on people, but this care may be communicated in various leadership styles depending on the scenario.

Meier (2016) echoed that the primary flaw with situational leadership is that it ignores the diversity of personality traits among those being led and the degree of dynamic in situations. People do not have to have a set personality, and the circumstance does not have to be static. For example, assessments of the effectiveness of leaders may label influential leaders as unsuccessful if they consistently apply the same leadership style in different contexts (Tortorella & Fogliatto, 2017). Commentators of the situational method claim that the necessary equilibrium of care for people (relationships) and care for production (task) behaviour is no longer acceptable when tackling today's 'reality of perpetual change' (Al-Mahayreh, Kilani & Harahsheh, 2016). Furthermore, when there is an incompatibility between the leader and the circumstance in the workplace, the situational leadership style fails to communicate what action should be performed adequately (Al-Mahayreh, Kilani & Harahsheh, 2016).

Because of the evidence supplied on this leadership style, which demonstrated that it is more situation-oriented than people-oriented, it was not considered for this study owing to its flaws. For the goals of this study, a transformational approach was considered in comparison to a transactional one. In the preceding subsections, we looked at transactional and transformational leadership styles.

2.8.2 Transactional leadership

The transactional leadership model has a pragmatic interaction between the leader and the follower. The idea behind this notion is that individuals would follow a leader to be rewarded, while they are penalised for not doing things as they are told (Deichmann & Stam, 2015). According to research by Martin (2015), transactional leadership entails the setting out of well-defined goals within the boundaries of particular performance criteria, which the leader monitors closely. According to Mihalcea (2014), transactional leadership is linked to the satisfaction of supervisees. The emphasis is on getting things done while maintaining the status quo. Morales, Barrionuevo, and Gutiérrez (2012) echoed that by establishing key result areas and monitoring and managing them, transactional leadership focuses on promoting the interests of both leaders and followers individually/separately and ensuring that both parties fulfil their contractual obligations.

While the transactional leadership approach has some value, expectations are a concern. There are questions about what happens when resources get depleted, or when there is no monetary incentive or reward if the motivation is receiving a reward (Rodrigues and Ferreira, 2015). For instance, as of the first quarter of 2019, South Africa's budget cuts and cost-cutting across ministries were widespread. Additionally, transactional leadership falls short in describing the inspiring quality that elevates leadership knowledge (Belmejdoub, 2015). It fails to account for instances where individuals move beyond contractual appeal and give-and-take commitments. In this aspect, the transformational theory of leadership, which is discussed next, outperforms transactional leadership. A description of the transactional leadership style's qualities may be found in Table 2.1.

Table 2.1: Transactional leadership

Characteristic	Description
Contingent reward	Contracts exchange of rewards for effort, promises rewards for good performance recognises accomplishments.
Management-by-exception (passive)	Intervenes only if standards are not met
Management-by-exception (active)	Watches and searches for deviations from rules and standards, takes corrective action

In this study, the features summarised in Table 2.1 were used to identify transactional leadership. The transformative leadership style is discussed in the next section.

2.8.3 Transformational Theory

Downton invented the phrase transformational leadership in 1973, and it was initially attributed to James MacGregor Burns in 1978 when he commenced his famous work on leadership. Transformational leadership, which Bass and Avolio further developed in 1994, is based on some leadership theories and is intended to react to the fast-paced, ever-changing world that necessitates various leadership styles. Transformational leadership appears to be a necessary characteristic to meet situations where change is frequent (Belmejdoub, 2015). While transactional leadership emphasises activity over change and focuses on people's inspirations, beliefs, and behaviours, transformational leadership focuses on people's inspirations, beliefs, and behaviours (Daft, 2018).

Burns proposed in 2003 that leaders motivate their followers to perform above and beyond expectations by instilling confidence in them and providing assistance for them to achieve high performance (Dube, 2013:22). By modifying followers' ideas, interests, morals, and values, transformational leadership motivates people to achieve their highest performance levels. According to Northouse (2018), transformational leadership entails a process that affects and changes people and organisations, and it frequently includes charismatic and visionary leadership. This argument asserts that transformative leadership appeals to followers based on intellectual inspiration and is defined by a leader's high ideas, beliefs, and morality (Prasad and Junni, 2016). It emphasises the importance of the collective and requires its upkeep throughout the leadership process, notably the concept of shared purpose among all organisation members (Bakarada et al., 2017). The attributes of transformative leadership are summarised in Table 2.2 below.

Table 2.2: Transformational leadership

Characteristic	Description
Charisma	Provides vision and sense of mission, instils pride, gains respect and trust
Inspiration	Communicates high expectations, uses symbols to focus efforts, expresses important purposes in simple ways
Intellectual stimulation	Promotes intelligence, rationality and careful problem solving
Individualised stimulation	Gives personal attention, treats each employee individually, coaches and advises.

In this study, the qualities listed in Table 2.2 were used to identify transformational and transactional leadership. Transformational leadership, in contrast to transactional leadership, focuses on forging coalitions. True leadership, rather than merely having an interchange process, involves engaging with followers (Khan, 2017). Employees in transformational leadership environments connect with their leaders more regularly, gaining their trust, support, and encouragement (Martinez-Córcoles & Stephanou, 2017). That is, moving beyond the transactional leadership model's social contract to develop a tighter connection with personnel, marked by minimal power distance and attention to personalised needs of team members (Xenikou, 2017). The leader in the transformational leadership paradigm challenges the existing state of affairs, articulates status quo of problems, and offers a compelling vision for change (Jensen et al., 2019). This is exactly opposed to the

transactional theory, which has leaders who are more concerned with sustaining the existing quo than changing the future.

According to the literature findings, there appears to be a paucity of the current study that examines the leadership styles used in South Africa's public sector. None of the few studies in the literature that look at leadership styles (Shokane et al., 2004; Naidoo and Xollie, 2011; Naidoo, 2011; Mokgolo et al., 2012; Kock and Burke, 2008; Garg and Ramjee, 2013) compares the implementation of transactional and transformational leadership styles. Furthermore, no study has been done on the applicability and prevalence of leadership styles in the South African public sector's social development arena, especially the uMDS. These are the research gaps that this study fills.

The Additive Influence Model champions this study to give a valuable tool for evaluating the effect of transformational leadership on employee performance at uMDS as influenced by their leaders. The rationale for rejecting the Full Range Leadership paradigm excludes laissez-faire leadership from the leadership continuum, which is essential because it looks at effective leadership styles in public sector organisations.

2.9 The Additive Effect of Transformational Leadership at Social Development

Transformational leadership is one of the current and modern approaches to leadership that has been the focus of considerable research since the early 1980s. It has a more significant impact than transactional leadership (Northouse, 2018), as seen in Figure 2.4.

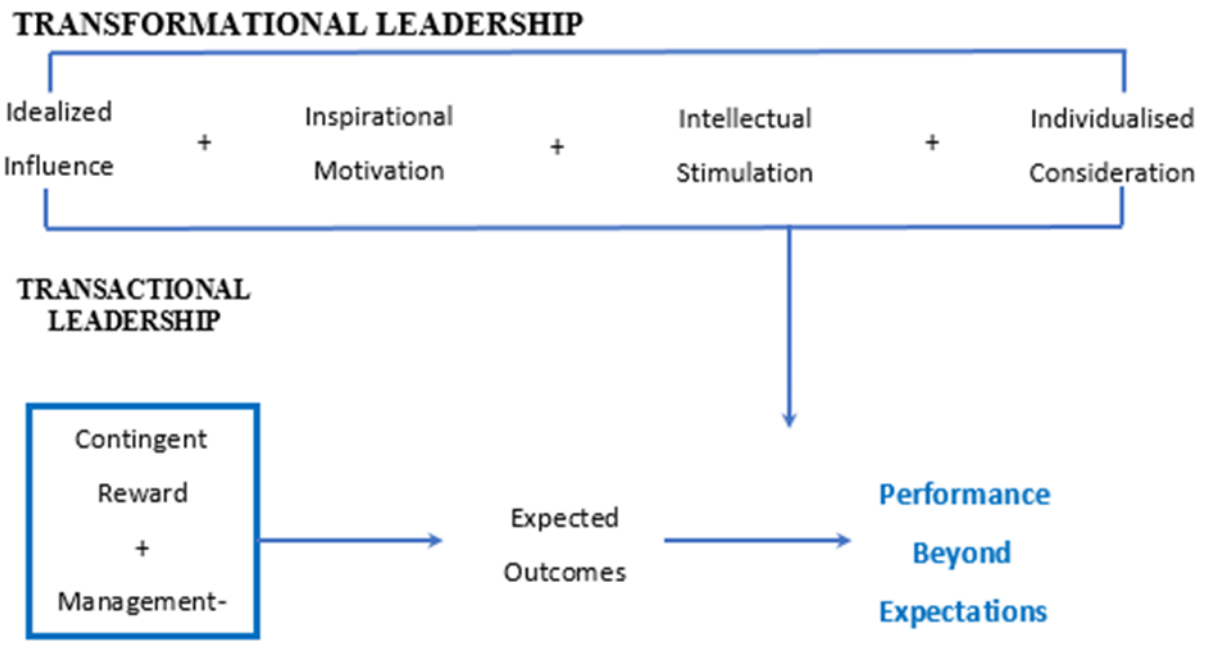


Figure 2.4: The Additive Effect of Transformational Leadership

Adapted from Northouse (2016:170)

In comparison to the transactional leadership style, Northouse (2018) revealed that the transformational leadership style was required to explain organisational success. According to Northouse (2018), Burns conceptualised two criteria that distinguish ‘ordinary’ leadership from “extraordinary” leadership. Transformational leadership is said to be "exceptional," whilst Transactional leadership is referred to as ‘ordinary’.

Transformational leadership is inspirational leadership in which a leader utilises motivation to inspire people to attain the defined vision (Mokgolo et al., 2012). Techniques like praising and awarding followers, providing feedback and motivating them are constantly used to lead them (Braun et al., 2013). The leader sets tasks and keeps touch with the people being led on what needs to be done to achieve major goals and rewards (Amofa et al., 2016). There is considerable agreement in the research that four behavioural components, sometimes known as the “four I’s,” characterise transformational leadership (Mhatre & Riggio, 2014):

- *Idealised influence*, often known as charisma, comprises creating expectations in accordance with employee ambitions and hopes. As role models, such leaders may be trusted and appreciated by their colleagues to make smart judgments for the department.

- *Inspirational motivation* to reach new heights is what inspirational motivation includes. Such leaders encourage others to strive for more and motivate them to believe in their value and contribution to the vision offered.
- *Intellectual stimulation* promotes learning and development. Such executives encourage critical thinking and problem solving in order to improve the organisation.
- *Individualised considerations* are an important aspect in guiding and inspiring followers to success. Transformational leaders are concerned with the well-being of their followers and provide individuals in the group with personalised attention.

On the other hand, transactional leadership is built on interactions between people in leadership positions and those who follow (Cha et al., 2015). de Oliveira, Rodrigues, and Ferreira (2015:5) pointed out that “transactional leaders drive their followers to accomplish defined objectives by explaining the duties and criteria of the activities, as well as by implementing reward or punishment, depending on whether the objectives are met or not.” Transactional leaders display constructive and remedial behaviours.

- Constructive acts imply contingent compensation, which occurs when the leader specifies what is required of the employee and the incentives associated with that task.
- Corrective aspects can be found in either active or passive management-by-exception leadership styles. A leader is active in the sense that he or she regularly and attentively oversees the task's progress.

Tims, Baker, and Xanthopoulou (2011) explored the relationship between transformative leadership and work engagement in light of these findings. A total of 42 workers and managers from two separate companies were surveyed in the Netherlands. Findings revealed that employee performance was improved through transformational leadership when leaders expressed optimism in them. These findings support the importance of a personal trait (in this case, optimism) in the transformative leadership performance process (Northouse, 2018). According to de Oliveira Rodrigues and Ferreira (2015), the primary attribute of transformational leadership is to boost subordinates' motivation and self-esteem, resulting in a good performance. Transformational leaders may also be thought of as change agents since they shape and transform their subordinates' attitudes and beliefs (Al-Mahayreh et al., 2016). In conclusion, the relevance of transformational leadership is seen in its enhancement of the development and innovation of individuals, groups, and organisations, rather than simply

achieving expected performance. It is, therefore, the most effective style of leadership to use for achieving positive results that go above and beyond expectations.

2.10 Criticism of seminal leadership styles at social development

The notion of situational leadership requires efficient leadership to grasp the situation rationally and respond adequately rather than be a charismatic leader with many loyal followers (McCleskey, 2014 citing Grint, 2011). However, as Nicholas (1985) pointed out in McCleskey (2014), the issue is assuring continuity, consistency, and conformity. Bass (2008) agreed with Nicholas (1985) to highlight a lack of internal coherence, conceptual conflict, and ambiguity. Glynn and DeJordy (2010) said that there is no universally effective leadership style, and behavioural theories are based on abstract, challenging leadership attributes.

Transformational leadership, represented by Burns in 1978 as one of two dichotomies of leadership, is connected to emotional intelligence, leader effectiveness, cross-cultural leadership, virtual teams, and leadership characteristics with its four dimensions integrated (Dabke, 2016). Even though empirical research supports the perception, that TL undoubtedly impacts the performance of workers and the organisation (Diaz-Saenz, 2011). Yukl (1999), cited in McCleskey (2014), referred to that the underpinning mechanism of the leader effect at work in TL was ambiguous and that there were few pragmatic findings on the outcomes of TL on work agencies groups. Different critics, along with Alatawi (2013, 2015), Lee (2014), and Northouse (2018), agree that the components of this fashion overlap and are not uniquely precise to transformational management; however, as an alternative correlates with the ones of transactional and laissez-faire leadership (Alatawi, 2017).

According to McCleskey (2014), Burns suggested transactional leadership leads employees to short-term trade relationships with their leader and the organisation. On the other hand, these relationships are superficial, transient, and frequently result in anger between the parties. Moreover, experts such as Yukl (2011); Yukl and Mahsud (2010) criticize transactional leadership for employing a universal, “one-size-fits-all” approach to leadership that ignores contextual and situational elements connected to corporate difficulties (McCleskey, 2014).

2.11 Team performance

Tabassi et al. (2017) define performance as “fulfilling an obligation or condition, completing something as promised or expected.” According to Sauer (2011), team effectiveness is derived from numerous essential features. These include teamwork, the ability to adapt to increasingly complex and dynamic contexts, and a team’s ability to lead themselves. Team leadership is seen as essential in aligning team members' work efforts around defined aims and objectives, yielding improved team results (Sauer, 2011).

Based on previous studies, it appears that there is no universally accepted metric for determining team performance (Salas et al., 2017). According to Rego et al. (2017), there are four critical processes integral to effective team performance. These are motivational, cognitive, coordination, and effectiveness. Leadership influences these processes, resulting in team effectiveness. Valls, González-Romá and Tomás (2016) identify team effectiveness as arising when team members believe they can attain team aims and objectives since they are more probable to be engaged in assignments effectively. According to Rego et al. (2017), efficacious teams are defined by aligning team members' personal goals with the team's and organisation's collective goals, resulting in a commitment to providing effective performance. Three criteria for figuring out team performance were identified by Hackman (1990): achievements in terms of output satisfaction, customer satisfaction, and quantity; implications of the team on its contributors, particularly in terms of pleasure with being a member of the team; and the ability as well as the progression of team individuals' ability to interrelate with others. Another critical element of team overall performance, as Salas et al. (2017) highlighted, is team cohesiveness, which is strongly associated with crew members' capacity to coordinate and align their dreams in addition to their efforts closer to the effective finishing touch of responsibilities efficaciously.

Tabassi et al. (2017) looked at team performance in the context of team management and concluded that it should be evaluated using the following criteria:

- How well do required collaboration standards are encountered.
- The extent to which the necessary steps are performed to meet the project's criteria.
- The extent to which the team came up with novel resolutions to difficulties.
- The extent to which the productivity of the team encounters the set of requirements.
- The extent to which the team made technically solid decisions.

- The extent to which the team's production satisfied the project's requirements.

The deficiency of proper metrics for measuring team performance creates a vacuum in literature. The criteria for performance measurement were established within the study environment, leading to a standard measurement of team performance within the uMDSD based on results, team coordination, staff alignment and team goals, Team cohesion, the satisfaction of team members, members' faith in the ability to achieve objectives, and team objectives.

2.12 Leadership and teamwork in the context of diversity

The modern workplace is growing increasingly diverse, and leaders are operating in increasingly different environments; nonetheless, the impact of diversity on leadership theories remains unexplored. This research fills a void in South Africa's social development context. Different authors agree that team leadership is a precursor to diversity in the work place (Schneid et al., 2016; Valls et al., 2016). As a result, Van Knippenberg and Mell (2016) claimed that leadership impacts shared awareness and diversity mindset correctness. According to Kollmann et al. (2017), the character of team leadership in heterogeneous teams is an essential driver of team performance.

Vision-based styles of leadership, such as transformational leadership, are good in fostering diversity, according to Mertens (2014), because vision is seen as a valuable commodity that can be leveraged through policies aimed at improving diversity. The development of positive diversity outcomes necessitates transformational leadership. Transformational leaders are seen as a source of strategic vision and goal achievement for their followers, pushing them to transform themselves by participating in reciprocated goals and overcoming their self-serving desires (Hoxha, 2019). Transformational leaders are also seen as “exemplary symbols of humanity” because they “realise special charisma that allows followers to identify themselves with leaders' visions and empowers them to realise true work identities.” Transformation leadership is dually influential, as reiterated by Mohammed and Nadkarni (2011), in terms of relations between functional diversity and cognitive heterogeneity, and functional diversity and affective conflict, on the one hand, as well as cognitive heterogeneity, and knowledge creation, on the other. “Transformational leadership boosts the effectiveness of heterogeneous teams through both interprofessional motivation and openness to diversity, dependant on negative affect tone, Mitchell et al. (2014) discovered.

Furthermore, Wang et al. (2013) established that when transformational leadership was high, diverse groups experienced higher innovation climates: overall, transformational leadership positively influenced innovation climates, which in turn predicted employee' creativity.

An investigation by Muchiri and Ayoko (2013) on the effects of demographic diversity characteristics on organisational citizenship behaviours (OCBs) found that transformational leadership regulated the association between organisational tenure and OCBs. Seong and Hong (2013) reported the moderating effect of transformational leadership on gender diversity and team commitment. However, the same authors found that transformational leadership did not reduce the negative outcomes of team diversity.

Laissez-faire and transactional leadership styles are two examples of leadership styles that are not particularly concerned with creating inclusivity. Leaders who use a laissez-faire leadership approach are aware that they are not pushing their followers to pursue work-related goals, which are dependent on the personal accomplishment of self-efficacious employees (Hoxha, 2019). This approach to leadership is inefficient in creating an inclusive environment and resolving conflicts caused by stereotypical depictions of diversity. Transactional leadership is defined as a leadership method in which the leader's primary purpose is to acquire the resources needed to complete tasks and achieve desired outcomes (Ali Bousbia, 2015). Transformational leadership was directly associated with applying diversity policies but had a similar effect primarily in CEOs' value orientations expressing respect for diversity (Ng & Sears, 2012). This leads to the conclusion that the traits present in a leader can result in positive outcomes in functionally homogenous teams.

The preceding literature review on team leadership and diversity showed that leaders have a significant effect on overall team performance and how they communicate.

2.13 Theoretical framework

Literature on styles of leadership and their impact on performance reveal the enthralling emergence of the supposed transformative period, marked by the most current, most researched, most promising period in the evolution of leadership theory. Transformational leadership is the ability of an inspirational leader to achieve high team performance by intellectually motivating colleagues and providing personalised patronage (Fonseca, 2012 as cited in Mackenzie, 2017). In general leadership and management study and, more recently

in public management, it has emerged as a prominent leadership theory (Northouse, 2018). The noteworthy difference between this era and previous periods is that transformational leadership is based on intrinsic momentum rather than extrinsic momentum (Ali Bousbia, 2015). Leaders must also be proactive rather than reactive in their thinking instead of the transactional era.

The critical consequence for leadership practice in a bureaucracy was associated with negative meanings such as “red tape,” “administrative routine,” and an “instrument of social subjugation.” Heywood (2007:382) pointed out that bureaucracy is organized along departmental lines of power, as dictated by applicable legislation and ideological framework. Weber (1947), referenced by Heywood (2007:382–383), defends the significance of bureaucratic leadership in modern civilizations as predictable, dependable, and efficient despite the demands of capitalism and democracy, using the rational-administrative paradigm. The core themes of Weber's (1947) bureaucratic model are standardization or formalization, hierarchy, performance rewards, and individual rights.

In a democracy, bureaucrats are chastised for lack of administrative and managerial capacity, accountability, a concern with rules and authority, and pursuing their own goals that are not at the top of the governmental hierarchy (Weber, 2007:361). The executives are seen as the state machinery and formal agents of the reform agenda regarding governance as a type of leadership. According to Heywood (2007:358–359), political executives are decision-makers and “commanding heights” who control and coordinate government policies while also lending themselves to political leadership and bureaucratic administration.

The Democrats are chastised in a lecture for their lack of creativity, innovation, and dyadic relationships. According to this theory, when followers see specific behaviours, they attribute heroic or remarkable skills to the leader. Conger and Kanungo (1987) conducted a study that found that transformational leaders have a robust personal commitment to their idealised goal, and are perceived as assertive, eccentric, and self-sufficient leaders. The study also found that these types of leaders are agents of radical change rather than the type who maintains the status. Transformational leadership has been criticised for being elitist and anti-democratic, among other things (Avolio, 1999 cited by Northouse 2018). Although Bass and Avolio in 1993 denied the charge of elitism, Avolio in 1999 argued that transformative leaders could be directive and participatory and democratic and authoritarian.

While team performance depends on individual goals, the role of the leaders is established to ensure this alignment with the team's goals as a whole (Barnett & Weidenfeller, 2016). As said before, teams are productive if members think they can achieve their goals, which can be readily done by inspirational and transformational leadership (Rao, 2015). Alatawi (2017) suggested that transformational leadership had no beneficial influence on the four I's. However, proponents of the model claimed a cumulative impact derived from four transformative leadership components that contribute to superior outcomes to the results of other leadership models. While transformational leadership produces results that exceed expectations, transactional leadership produces predictable results (van Knippenberg and Sitkin, 2013; Hamstra, Van Yperen, Wisse, and Sassenberg, 2014; Hall, Johnson, Wysocki, and Kepner, 2015; & Northouse, 2018). The present model's ideological premise is that transformational leadership outperforms transactional leadership in terms of results.

The case of Minas Gerais indicates that the transformative trend in public administration necessitates the discussion of new leadership, particularly on the relationship between team performance and leadership (Martins, 2014). There is a need to understand how leaders who practice the transformational style of leadership affect their followers and how they respond to followers' reactions. Burns argued that one of the fundamental problems in leadership studies today is understanding how transformational leaders affect followers (Northouse, 2018). The study's essential contribution is comparing leaders and followers' viewpoints in the same situation. However, there is more evidence on social work leadership in the literature available in the social services business, but it does not embrace the transformational paradigm in a holistic view across all units within the department. The interconnectedness may comprise corporate and financial, development and research, and social work divisions in a holistic view.

The purpose of this study is to determine how leadership styles in the public sector influence team performance by contrasting leaders' viewpoints with their teams' perceptions.

2.14 Gaps in the literature

Hesketh (2011) found that the transformational approach is the best leadership style (CMI, 2012:20). According to Snaebjornsson and Edvardsson (2013), leadership is a complex and

ongoing phenomenon; as a result, developing an effective leadership strategy can take time due to the variety of industries, organisations, and administrations.

- 1) The bulk of research on the social services sector focuses on social work leadership rather than providing a holistic view of the industry, according to the literature evaluation. No study has looked at the system as a whole after a government change. For example, after South Africa's democratic transition, province administrations were no longer autonomous. There has been no research on how administrators, community development practitioners, and auxiliary practitioners work together in a social work setting. In addition, literature is scarce on the leadership of social workers, probation officers, community development auxiliary practitioners, and administrators. This study intended to fill this vacuum by analysing leadership in uMDSO using the Additive Effect of Transformational Leadership Model and therefore contribute substantially to the expanding body of literature and knowledge in this field.
- 2) In any industry, middle and junior level leaders have an impact on other personnel. As a result, it is critical to comprehend their leadership approaches. Few studies, especially in the social services sector, have focused on this level of leadership. Middle-level managers are crucial because they direct the organisation's strategy and interact across departments and functions. The research focuses mainly on middle and junior-level leaders in the social services business to close this gap.
- 3) The literature review revealed significant differences in methodology used in leadership research. For the most part, data was collected via a survey instrument. Hiller, DeChurch, Murase, and Doty (2011) found comparable results in their literature evaluations on leadership, as did Snaebjornsson & Edvardsson (2013). Given the complexity of leadership, using a structured survey method or a quantitative methodology to acquire a thorough knowledge of the phenomena is complex. Instead, various data collection techniques are necessary, such as interviews and surveys, focus group discussions, observation, and document review. This study used a triangulation research design to investigate the leadership styles used by middle and junior-level leaders in the social services industry and get feedback from followers on leadership style and teamwork in general. A survey was used to collect quantitative data, while face-to-face interviews were used to acquire qualitative data.

2.15 Conceptual framework

The results of the literature review were used to create the study's conceptual framework. Leadership techniques, transformational style, teamwork, and diversity were identified as the study's independent variables. The study's dependent variable is team performance. As shown in Figure 2.5 below, the study's conceptual framework examined the effect of independent variables and the dependent variable on the overall outcomes.

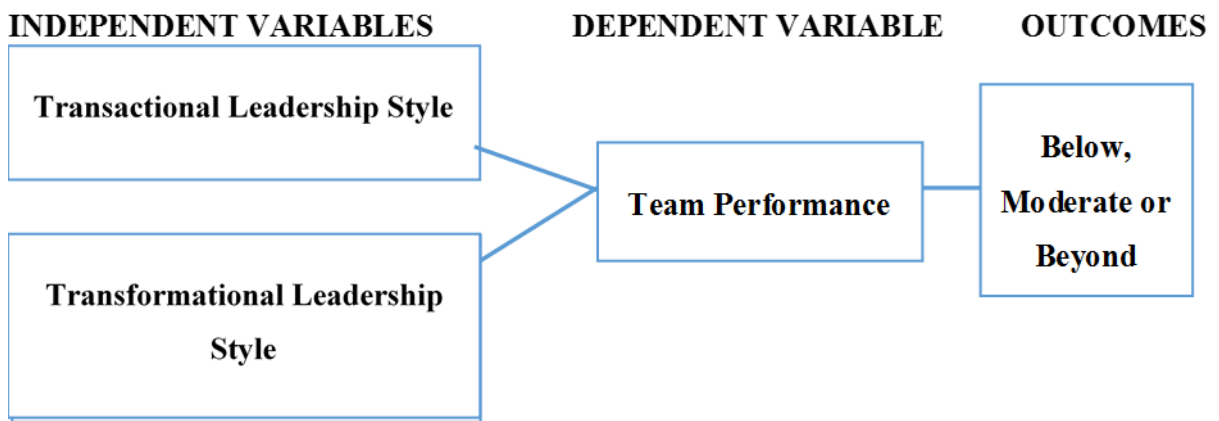


Figure 2.5: Conceptual framework

2.16 Chapter Summary

This chapter has discussed a variety of concepts and theories related to leadership and leadership styles. Additionally, the chapter has explored the meaning of team performance. A multitude of ideas and models have been proposed to investigate leadership. A theoretical framework for the research which links leadership styles to team performance is proposed. With this theoretical framework in mind, the next chapter seeks to present how the study was conducted using the research philosophy of pragmatism. The chapter also discusses the research design and process of how this study was conducted to meet the quality requirements of a concurrent mixed method research.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The aim of this chapter is to discuss the methodology used in this study to understand the leadership that is used at DSD which affects team performance. The chapter begins by reiterating aim of this study and the alignment between the research objective, research questions and data collection techniques before research paradigms and research design that informed the selection of methodology, and then concludes by defining the research strategy and setting. The remainder of the chapter is devoted to defining the data gathering procedures used and the measures required to ensure that the study generates trustworthy and valid results. The procedures used to mitigate any potential bias in the results are outlined in the concluding section of this chapter.

3.2 Aim of the study

The study's main objective was to understand how leadership strategies foster improved team performance in the uMgungundlovu Department of Social Development in KwaZulu-Natal province in South Africa. The alignment of the research objectives, research questions and data collection techniques which informed this study is shown in Table 3.1

Table 3.1: Alignment of Objectives, research questions, and data techniques

Research Objective	Research question	Data collection technique
Investigate the prevalent leadership style used by leaders in the Department of Social Development at uMgungundlovu in KwaZulu-Natal province in South Africa.?	What is the prevalent style of leadership style used by leaders in the Department of Social Development at uMgungundlovu in KwaZulu-Natal province in South Africa.? <i>Causal relationship</i>	<i>Mixed method</i> -Survey- data on team's perception of influence of leadership style on team performance Interview- perceptions of leaders regarding leadership style
Assess the degree to which transformational and transactional leadership approaches contribute to team performance in the	To what degree do transactional and transformational leadership approaches contribute to team performance in the department of	<i>Mixed method</i> Survey- data on team's perception of influence of leadership style on team performance

department in KwaZulu-Natal province in South Africa.	Social Development at uMgungundlovu in KwaZulu-Natal province in South Africa? <i>Comparative question</i>	Interview- perceptions of leaders regarding leadership style
Explore the aspects of diversity that may encourage specific conduct affecting the efficacy of leadership approaches and individual's execution of a specific assignment in a group in the Department of Social Development at uMgungundlovu in KwaZulu-Natal province in South Africa	What are the diversity determinants that may encourage specific conduct affecting the efficacy of leadership approaches and individual's execution of a specific assignment in a group in the department of Social Development at uMgungundlovu in KwaZulu-Natal province, South Africa? <i>Predictive question</i>	Survey- quantitative data on demographics

3.3 Research paradigm, Design and Methods

Research philosophy is defined as “a system of beliefs and assumptions about the development of knowledge and the nature of that knowledge in relation to research” (Saunders, Lewis and Thornhill, 2016: 726). The chosen research philosophy is a result of the researcher's assumptions and world view. These, in turn, impact the research strategy, research methods and interpretation of findings. In a different vein, research paradigm is a worldview is a framework of beliefs and ideas through which a person interprets the world and interacts with it (Saunders, Lewis and Thornhill, 2016: 723). Each researcher has a unique view of the world what makes up knowledge and truth. Indeed, Kuhn (1962) viewed a paradigm as the 'analytical lens' through which researchers view the world, and which in turn shapes the researchers' beliefs and assumptions, and frame their thinking about society and the world around them.

A paradigm is "a set of basic and taken for granted assumptions which underwrite the frame of reference, mode of theorising and ways of working in which a group operates" Saunders, Lewis and Thornhill (2016: 723) There are five elements which make up a paradigm, and these are (1) a theory or group of closely related theories; (2) an ontology; (3) a set of methods or techniques-epistemology; (4) a number of examples, striking applications, or typical problems linked to a theory and assumptions, and (5) a value orientation comprising of evaluations of what types of problems are significant and the criteria for acceptable

solutions (Kuhn, 1962). Sekaran and Bougie (2016), posit that ontology is concerned with what is the nature of reality and what can be known about that reality. Sekaran and Bougie (2016) suggests that reality can be separated into parts and examined individually such that the knower or researcher can be distanced from whom or what is being studied. Alternatively, reality can also be perceived as being socially constructed by actors acting together in a context, such that the researcher cannot be separated entirely from what is known. Saunders et al. (2016: 723). According Sekaran and Bougie (2016), epistemology is concerned with the relationship between the knower, the would-be knower and what can be known. Epistemology relates to the question: "what is the relationship between the researcher and knower?" (Saunders et al., 2016: 151). Epistemology is related to issues such as where does our knowledge come from and is it possible to 'know'? What kind of statements are we trying to make? Do we want to develop universal laws or provide meaningful descriptions of how social life is enacted?. Methodology as part of research paradigm is about how the research goes about finding reality (Saunders et al., 2016). In terms of methodology, the pragmatic paradigm allows the researcher to "freely" choose the methods, techniques and procedures that best meet the research needs to answer the research problem. Methodology seeks to answer the question of how are we to discover and validate what we think exists? What methods will we select to collect data? (Saunders et al., 2016). These aspects of research paradigm are key in revealing the research philosophy or belief systems guiding a particular study. These enable researchers to develop a research question and to set about addressing it using appropriate research tools to give the best possible fit between the question and the type of solution to offer.

Within the field of business, the main research philosophies are:

- *Positivism* - uses scientific evidence such as experiments and statistics, to produce lawlike generalisations.
- *Critical realism* - uses elements of both positivism and postmodernism to search for connection which aids researchers to understand social events and suggest recommendations to address social problems.
- *Interpretivism* - advocates that people are distinctive from the phenomena as they create significance for events.
- *Postmodernism* - accentuates the role of language and power relations that seek to question conventional thought patterns and give voice to alternative marginalised views.

- *Pragmatism* - focuses on actions and consequences rather than cause and effect. The approach is dynamic, and the researcher has the freedom to make changes as necessary as this approach supports that concepts are relevant where they support action.

This study adopts the paradigm of pragmatism. In line with pragmatism, this study upholds the ontology of leadership as social reality which is constantly renegotiated, debated, interpreted in the light of usefulness in new and predictable situations and interactions with others (Saunders et al., 2016). The paradigm of pragmatism adopts an epistemology which upholds that the best research methods are those that help to most effectively answer the research question (Saunders et al., 2016). In social science research, this often involves a mix of quantitative and qualitative methods used to evaluate different aspects of a research problem. Methodology as part of research paradigm is about how the research goes about finding reality (Saunders et al., 2016). In terms of methodology, the pragmatic paradigm allows the researcher to “freely” choose the methods, techniques and procedures that best meet the research needs to answer the research problem. This study adopted mixed method in line with the paradigm of pragmatism.

Research design is defined as a “framework for the collection and analysis of data to answer the research question and meet research objectives providing reasoned justification for choice of data sources, collection methods and analysis techniques” (Saunders et al. (2016: 726). Before building a house, an architect draws up a blueprint that will direct the construction efforts. Similarly, a research study is comparable to an architectural project in that a research plan is necessary for the initial stages to direct the collection, measurement and analysis of data.

According to Sekaran and Bougie (2016), a research design may be regarded as just a road map or strategy for gathering, measuring, and analysing data to arrive at an explanation or develop a response to the research question. There are several designs and approaches for data collecting. Research design reflects the purpose of the investigation, and Saunders et al. (2016) provides characteristics of specific designs as follows:

- *Exploratory* – addresses subjects where there is very little existing research on the subject matter. As such, the research design is flexible and unstructured.

- *Descriptive* – addresses subjects where accurate and valid representation of factors about the research question are required. As such, the research design is more structured than an exploratory study.
- *Explanatory* – aims to identify links between factors about the research problem and is highly structured in nature.

The current study is descriptive as it seeks to get accurate and valid representation of factors about the research questions from the participants. As such, the research design is more structured but focused on the perceptions of junior and middle managers regarding leadership styles and behaviours which affect team performance.

Methodological choice is a key aspect of research methodology as the research has to decide whether to use qualitative, quantitative or mixed methods to answer the research questions and why. The distinction between qualitative and quantitative research is that framed in terms of using words (qualitative) rather than numbers (quantitative), or using close-ended questions (quantitative hypothesis) rather than open-ended questions (qualitative interview questions). Saunders et al. (2016) asserts that quantitative research explains phenomena using numerical data, the analysis of which is carried out using mathematically based methods. Qualitative researchers aim to study phenomena in their everyday context, so objects are not reduced to a single variable and studied artificially. In terms of ontology, quantitative research seeks to investigate objective reality. On the other hand, qualitative reality seeks to gain an understanding of subjective reality. In terms of epistemology, qualitative research allows close interaction between the research participants and the researcher to discover and explore reality. The research process in a qualitative study is emergent and flexible as the researcher collects data. This is different from the epistemology in quantitative research where a distant, and arm-length relationship exists between the researcher and the research participants to understand objective reality.

This research followed a mixed research methodology as the researcher sought to gain an in-depth understanding of the perceptions of junior and middle level leaders and their objective views of leadership styles. The study's quantitative research approach was based on positivist philosophy and a logical methodology. A positivist paradigm uses a scientific approach to provide a causal explanation for the issue under investigation (Saunders, Lewis & Thornhill, 2016). Creswell (2014) reiterated that a quantitative research strategy is

typically used while employing a positivist approach. A design like this is beneficial when a researcher wants to uncover factors that impact a result, analyse an intervention, or find the best predictor. According to Sekaran & Bougie (2016), the paradigm is appropriate for researchers who wish to retain an objective posture. The characteristics of the positivist paradigm made it the best fit for this research, which sought to examine employee views of leadership style and their impact on team performance. Researchers using the positivist paradigm start with a model and collect evidence to either contradict or support the hypothesis.

It is important to understand that qualitative research methodology is used to generate meaning from the data obtained (Saunders et al., 2016). Table 3.2 below reflects a variety of research designs used in social sciences. As highlighted earlier on, pragmatism paradigm allows the combination of qualitative and quantitative methodologies as long as they offer a best way to answer a research problem. Table 3.2 below summarises commonly used research methodological choices and designs in business studies and the social sciences.

Table 3.2: Summary of research methodological choices and designs

Research methodological choices			
<i>Types</i>	<i>Definition</i>	<i>Strengths and Weaknesses</i>	<i>Use</i>
Quantitative	Are an empirical method to the study of social phenomena that comprises testing theory through the use of literature-based variables that are quantified and analysed statistically in order to explain postulated correlations (Yilmaz, 2013) Examines correlations between variables that are quantitatively quantified and analysed via the use of a variety of statistical and graphical approaches (Saunders, Lewis & Thornhill, 2016)	Provides an efficient method for gathering replies from a large sample of respondents before doing quantitative analysis (Saunders et al., 2016)	The purpose is to test hypotheses of predictive and/or cause-effect nature. The logic is deductive, and the design is appropriate for highly developed phenomena in terms of theory and idea.

Qualitative	Is a methodical inquiry process based on separate and methodical traditions of inquiry that investigates a social or human problem (Sekaran & Bougie, 2016)	Often criticized for their lack of representativeness, low reliability, and lack of standardization amongst researchers, they do have the important value of giving a large body of subjective data from which more research and theory building may be conducted (Saunders, Lewis & Thornhill, 2015)	Promotes the use of modest but highly effective sample size (Blaikie & Priest, 2017), which boosts the dependability of results compared to a large sample size with sparse data collecting (Boddy, 2016). Does not necessitate a complete frame for the population under investigation (Saunders & Lewis, 2012). The purpose is to amass knowledge about a relatively unknown (social) occurrence that begs for explanation. In this scenario, the reasoning is more inductive.
Mixed	Also referred to as triangulation, this is a synthesis or combination of the other two fundamental methodologies (qualitative and quantitative) that results in a different method to social scientific investigation (Koerber & McMichael, 2011).	The distinction between qualitative and quantitative methodologies is becoming increasingly blurred, implying that comprehensive research will include both and hence cannot be classified as quantitative or qualitative.) It increases the research's credibility when there is evidence of convergence of findings. (Archarya et al., 2013) emphasises the need of employing both qualitative and quantitative research methods at various phases of the study	Frequently enhances research in the sense that the aforementioned ways may be utilised to validate and enhance each approach's study findings (De Vos et al., 2005) When findings do not match, the researcher is prompted to re-examine and enhance the research in all of its facets. (2013) (Archarya et al.). When the researcher's quantitative and qualitative study findings coincide, the researcher can be confident in the work's trustworthiness.
Research Design			
<i>Types of study</i>	<i>Definition</i>	<i>Strengths and Weaknesses</i>	<i>Uses</i>

Descriptive design	A research study identifies the factors in a scenario that the researcher is interested in (Sekaran & Bougie, 2016).	Rigid design - to establish the objectives precisely enough to guarantee that the data obtained are relevant; to create enough provisions for bias protection, and maximize dependability while considering the cost of completing the research project. As a result, it should not be adaptable. If this step is not done carefully, the study may not yield the expected results (Kothari, 2004)	Defines a faction's or tester's characteristics. Descriptive studies are conducted to comprehend a group's characteristics that exhibit particular behaviours, think methodically about the many components of a given circumstance, and make specific judgments (Sekaran and Bougie, 2016).
Exploratory design	Additionally referred to as formulative research investigations, this type of study seeks innovative insights into phenomena, presents questions, and evaluates the phenomena in a new perspective (Saunders et al., 2016, Sekaran & Bougie, 2016, 2011).	Flexible design - Too broad; so, must be flexible enough to consider several facets of a topic under investigation. Flexibility is required because the research topic, which is first characterised generally, is changed into a more precise meaning during exploratory investigations, necessitating adjustments in the research technique for collecting relevant data (Kothari, 2004)	When there are insufficient or no prior studies accessible to cite how similar research difficulties were overcome, this method is used. It is concerned with obtaining insight and information in preparation for further inquiry. Such research place a premium on the development of new concepts and insights.
Experiment design	To investigate causal relationships; to determine whether a change in one independent variable results in a change in another dependent one (Saunders et al., 2016)	Generally criticised for making erroneous assumptions, designing ineffective studies, conducting ineffective studies, or making erroneous conclusions (Kothari, 2004) It can be informal designs, which often employ a less	The researcher examines causal links between variables and hypotheses. These investigations need approaches that minimise bias, promote reliability, and enable conclusions regarding causality.

		complex method of analysis based on magnitude differences, or formal experimental designs, which provide a higher degree of control and employ exact statistical processes for analysis.	
Explanatory design	Is one that focuses on the connections or ties between variables to explain such correlations (Saunders & Lewis, 2014).	Allows you to investigate and explain connections between variables, particularly those involving cause and effect (Saunders et al., 2016).	Used to justify the existence of connections (Saunders et al., 2016). Typically, deductive reasoning is used, with facts being used to test a thesis or set of hypotheses. This means that, in addition to addressing the challenges posed by descriptive research, you must establish the hypotheses you seek to test in terms of connections between variables.

A concurrent triangulation approach was employed in this study to acquire insight into the circumstance and its significance via a case study. A survey strategy was adopted utilising a questionnaire and interviews.

3.4 Research strategies

Saunders et al. (2016: 177) states that “a research strategy may be defined as a plan of how a researcher will go about answering her or his research question.” Strategies utilised by researchers are experiments, surveys, archival research, case study, ethnography, action research, grounded theory and narrative enquiry. Creswel (2009) suggest that qualitative researchers select from the approaches - narrative inquiry, phenomenology, ethnography, case study and grounded research. The research strategy is also closely linked to the research design, and what the researcher aims to achieve – namely explore, describe or explain. The current study is descriptive as it seeks to understand leadership which influences team performance in the delivery of public social services and development. Below is a brief discussion of only the relevant strategies for this study.

3.4.1 Case study method

According to Yin (2014), a case study research technique entails an in-depth investigation of specific current phenomena within its context of originality, utilising numerous sources of data. It is usually used to limit down an exceedingly broad range of inquiry into a single or a few researchable examples. A case study research method may also be used to determine if a given theory and paradigm apply to real-world occurrences (Richards, 2009). It seeks to appreciate the dynamics of the research topic in its context (Saunders et al., 2014). Studying a case in its true environment separates it from the experimental approach, in which the contextual variable is severely restricted since it is viewed as a possible danger to the study's validity. On the other hand, concentrating on one situation frequently leads to problems with generalization, mostly in theoretical comprehension.

3.4.2 Survey research method

According to Saunders et al. (2014), a survey research approach is one in which mixed data is acquired from a specific population through structured interviews, observations, or questionnaires. It can take the form of one-to-one interviews with participants in their homes, workplaces, or any other location suitable or comfortable for the interviewee. Questions can also be addressed to participants for them to respond to and send back. In the present era, surveys are frequently performed by email and phone (Saunders et al., 2014).

In this study, data was gathered using a questionnaire and an interview methodology. These enable severe statistical studies to validate experiential notions related to variable correlation and comprehensively analyse the comparative importance (Babbie, 2015). However, ensuring a representative sample, piloting the data collection tool, and ensuring a reasonable response rate all take time. Data analysis takes time and might be delayed since it relies on information from others.

The researcher thought the chosen strategy was appropriate for gathering information from participants who report directly or indirectly to component heads and for gathering data from principals in a real-life setting because it allowed the researcher to draw implications about the populace's opinions, attitudes, traits, and behaviours (Creswell, 2013). When paired with a case study methodology, a survey technique aids in evaluating the influence of the context, which is only limited by the number of variables on which data is obtained. Given the relatively large research population, the survey technique made data collecting more

manageable and representative of the community. As a result, the study provides a comprehensive perspective.

While survey research represents the more significant population, this population may be limited to a single case or a small number of instances. The population in this research was limited to workers in the District of uMgungundlovu compared to the Pietermaritzburg Cluster, which included the Harry Gwala District and UGu District.

3.5 Study Environment

The study was carried out in Pietermaritzburg Social Development Service Offices which are within the uMgungundlovu District. This office in the district was chosen for the study primarily because it experienced frequent leadership changes within six years. The Pietermaritzburg office has had six different managers since 2013 which reflects lack of leadership stability and employee exposure to different leadership behaviours and styles. This is rather difficult for teams and team members within DSD in this municipality where there has been frequent leadership changes. When a leader focuses on something, develop relationships with teams and team members and is ready to implement, he or she has left and another leader takes over and focuses on something else using a different style of leadership. According to the National Department of Social Development, strong, consistent and stable leadership is critical for enhanced social service delivery.

3.6 Population and sample of the study

Understanding the concepts stated in Figure 3.1 is critical in gathering representative data.

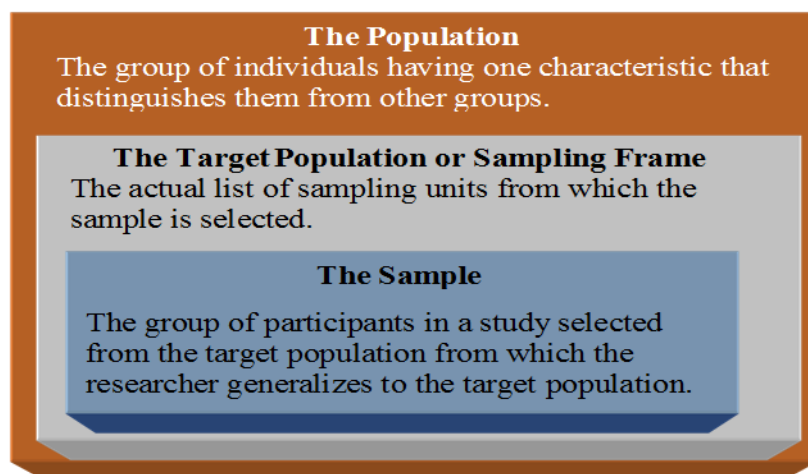


Figure 3.1: Population, target population, sample frame, and sample

Adapted from Creswell (2008).

Table 3.3 Sizes of sample for different target population sizes at 95 per cent confidence level

Target population	"Margin of error			
	5%	3%	2%	1%
50	44	48	49	50
100	79	91	96	99
150	108	132	141	148
200	132	168	185	196
250	151	203	226	244
300	168	234	267	291
400	196	291	343	384
500	217	340	414	475
750	254	440	571	696
1 000	278	516	706	906
2 000	322	696	1091	1655
5 000	357	879	1622	3288
10 000	370	964	1936	4899
100 000	383	1056	2345	8762
1 000 000	384	1066	2395	9513
10 000 000	384	1067	2400	9595"

Source: Adapted from Saunders et al. (2016:281)

First, the quantitative part of the study had issues regarding sample size and sampling of participants who responded to the questionnaire. The target population comprised all employees at uMgungundlovu District in the Pietermaritzburg Cluster office. At the time of this study, the total population was three hundred and thirteen (313).

Saunders has produced a chart to help researchers determine a suitable sample size for their study. The chart shown in Table 3.3 supplies a guide to minimum sample sizes required from different target population sizes given a 95 per cent level of confidence for different error margins.

Employees from various divisions at uMDSO service offices in different locations were chosen through random sampling. This group comprised of Social Workers, Community Development Practitioners, Social Auxiliary Workers, Administration Clerks, and the

Department's Security Guards. This group of employees whose grades ranges from Level 3 to Level 7 are subordinates, herein followers. Table 3.4 tabulated employees who were working for uMDS D at the time the study was conducted.

Guided by the chart produced by Saunders et al. (2016) this study used a minimum sample size of 132 participants with 5% margin of error when working with a target population of 200. The target population of this study is 224 which is slightly above 200 as shown in Table 3.3 above. Table 3.4 below shows all the staff in the DSD within the uMgungundlovu District.

Table 3.4: Staff of DSD within uMgungundlovu District as per DSD service office

UMGUNGUNDLOVU DISTRICT

<i>JOB TITLE</i>	<i>JOB LEVEL</i>	NAME OF CENTRES										
		<i>District Office</i>	Service Offices								CYC Centres	
			Richmond	390 Pmb	Vulindlela	Camperdown	Impendle	New Hanover	Howick	Mooi River	Pata	Greenfields
<i>Chief Director</i>	14	1										
<i>Director</i>	13	1										
<i>Personal Assistant</i>	7	2										
<i>Deputy Director</i>	12	3	1	1	1	1	1	1	1			1
<i>Assistant Director</i>	10	2										
<i>Assistant Director: HRM</i>	9	1										
<i>Social Work Manager</i>	10											
<i>Social Work Supervisor Grade 2</i>	10	3										
<i>Social Work Supervisor Grade 1</i>	9	8	3	3	3	2	2	3	3	2		
<i>Community Development Supervisor Grade 1</i>	9		1	1	1	1	1	1	2	1		
<i>Corporate Support Administrator</i>	8	1	1	1	1	1	1	1	1			1
<i>Community Development Practitioner Grade 1</i>	6		2	4	1	2		2	2	2		
<i>State Accountant</i>	7	4										
<i>Social Worker Grade 1</i>	7		19	31	14	10	11	15	12	11		1
<i>Social Worker Grade 2</i>	7									1		
<i>Administration Officer</i>	7	3										
<i>Senior Human Resource Officer</i>	7	1										
<i>Human Resource Officer</i>	6	2										
<i>IT Specialist</i>	8	3										
<i>Records Clerk</i>	7	1										
<i>Administration Clerk</i>	5	13	2	2	2	2	2	1	1	2		1

<i>Accounting Clerk</i>	5	1										
<i>Social Auxiliary Worker Grade 2</i>	6		2	5	6	2		3	2	3		
<i>Social Auxiliary Worker Grade 1</i>	5								1			
<i>Driver/Messenger</i>	4	3									1	1
<i>CYC Supervisor Grade 2</i>	7										1	1
<i>CYC Supervisor Grade 1</i>	6										5	2
<i>CYC Worker Grade 2</i>	5										3	1
<i>CYC Worker Grade 1</i>	4										5	4
<i>Professional Nurse Grade 3</i>	10											1
<i>Laundry Aid</i>	3											3
<i>Security Guard</i>	3			2								
<i>Cleaner</i>	3	3										
		56	31	50	29	21	18	27	25	23	16	17

Source: Own

3.6.1 Sampling technique

The sample selected is critical to the study, as it will impact on the generalisability of the research findings. According to Saunders et al. (2016) sampling techniques available to researchers can be split into probability sampling and non-probability sampling.

In probability sampling, the probability of a participant being selected is the same for all participants. The advantages of probability sampling as being the reduction of systematic errors and sampling biases, and inferences drawn from the sample are generalizable to the population. The disadvantage is that the technique requires a great deal of effort, is time-consuming and expensive.

In contrast, non-probability sampling provides a range of alternate techniques to select a sample where the probability of each participant being selected is unknown. Saunders et al. (2016) describes the techniques available to the researcher as quota, purposive, volunteer and haphazard. In this study, simple random sampling technique was used. In pursuing this sampling technique, it was important to be careful and select participants who had at least experienced leadership by some of the past leaders of Pietermaritzburg Social Development Service Offices which are within the uMgungundlovu District.

3.6.2 Criteria for inclusion

The subsequent criteria was applied to select research participants:

i. Currently employed with the Social Development Department

The study included employees working in the participant's Social Development Department to obtain exact and reliable information on their perceptions of the DSD's leadership style. Because these are the employees who work together daily with their leaders, their perspectives on their leaders were assessed.

i. Older than the age of 18

To work in South Africa, you must be at least 16 years old (BCEA, 1999). However, in order to meet moral requirements, participants had to be over the age of 18. According to Statistics South Africa (2017), most South Africans aged 16 are still learning and have not yet obtained their Matric Certificate, and thus are not employed in salaried occupations. According to Statistics South Africa (2017), most people over the age of 18 are pursuing a higher education degree, working, or are unemployed.

ii. Reporting to the component heads

Those who responded to the survey questionnaire had to be workers reporting indirectly or directly to the component heads. As a result, the targeted participants were non-management employees since they could supply relevant and accurate data on their superiors. As they were reporting to departmental heads, they are considered as middle and lower level leaders for the purpose of this study. Employees who were new and had only experienced the style of leadership by the current leaders at DSD were excluded as they had limited experience of various leadership styles.

Second, the qualitative part of the study also had issues regarding sample size and sampling of those who were interviewed using an interview guide. Employees from various sections at uMDSD service offices at different locations were selected through purposive sampling. These were intentionally selected participants with explicit knowledge and have experience with the key concept being explored. This group comprised of managers and supervisors. The specific inclusion criteria was that the participant was (1) a manager whose grades ranged from Level 8 to Level 12; and (2) is an experienced leader at a centre.

In this aspect of the mixed method study, the target population was 46 leaders. In order to avoid data duplication, participants in the qualitative group were not included in the quantitative phase's target population and vice versa.

Data saturation concept is an important notion in qualitative research. This is a point at which no further aspects, acumens or suggestions of issues are identified from interviews such that any extra interview do not yield anything new. As data collection progressed in the present study, saturation was reached by the 17th interview, but a stopping criterion was at the 20th interview to ensure that no new themes were yielded. Therefore, a total of 20 key informant participated in the present study. The demographic features of the participant leaders are tabulated below (Table 3.5):

Table 3.5: Leader’s demographic features who participated in the study

<i>Gender distribution of leaders</i>	Females	Males		
Value	17	3		
Percentage	85%	15%		
<i>Leaders’ age distribution</i>	21 - 30	31 - 40	41 - 50	51 - 60
Value	1	10	8	1
Percentage	5%	50%	40%	5%
<i>Leaders’ years of experience</i>	1 - 5	6 - 10	11 - 15	16 - 20
Value	8	7	4	1
Percentage	40%	35%	20%	5%

The study revealed that none of the participant leaders had less than three years of experience in leadership.

3.7 Data collection

In this study, quantitative and qualitative data were collected concurrently but analysed separated. While the study adopted a pragmatic research paradigm which relied on mixed methods, it is positivist thinking which dominated in guiding the research. In this case, the main primary source of data was collected using quantitative methods and a minimal qualitative component were collected using interviews to complement the main data in this study. This was essential to provide adequate answers to the research questions and/or comprehensive result interpretation.

3.7.1 Design of a Questionnaire and quantitative data collection

The deductive aspect of this study used structured questionnaire to collect data on leadership styles. A survey research approach was used to collect quantitative data. A survey

methodology generates standardized data from large samples and is particularly viable for data collection and analysis (Sekeran & Bougie, 2016). A self-administered questionnaire (SAQ) was utilised to evaluate the leadership styles of uMDS, with the Questionnaire on Multifactor Leadership (MLQ Form 5X-Short) guiding questions development. A SAQ enhances survey quality by removing the interviewer from the equation, resulting in minor survey errors. A questionnaire was created using a Likert Scale and based on the additive impact hypothesis (see Table 3.6 below). The survey questionnaire was divided into two portions. The questionnaire's construction was guided by the Additive Effect of Transformational Leadership components and teamwork characteristics. The leadership style segment studied the aspects of the transactional leadership approach (questions 1–6), followed by the aspects of the transformational leadership approach (questions 7-14). The remainder of the segment (questions 15–22) and the teamwork segment assessed team performance. Each segment included a set of statements related to the primary characteristics of the leadership style components that impact performance. Participants were asked to indicate whether or not they agreed with the statement. The scale responses were weighted as follows:

Table 3.6: Codification of Questionnaire Response Options

Option	Weighting
Strongly agree	4
Agree	3
Disagree	2
Strongly disagree	1

The option for a "neutral" response was purposefully excluded from making sure that respondents responded thoughtfully by picking either a positive or a negative response rather than a neutral one for convenience and time sake. Strongly concur and concur suggested a good answer, whilst disagree and strongly disagree suggested a negative answer. Weighing the responses facilitated statistical analysis. Appendix IV contains the structured questionnaire used to collect data for this inquiry.

As indicated by the Multifactor Leadership Questionnaire developed by Avolio and Bass (2002), positive reactions to the survey show consistency and negative reactions demonstrate

resistance; thus, in this investigation, the initiative style was regarded as powerful when the reactions to this segment were specific, and non-persuasive when the reactions were adverse.

3.7.2 Pilot study

According to Creswell (2008), a pilot testing or study is a test conducted on a small subset of the sample in which the researcher solicits written input on the survey questions and then revises the survey based on the written comments. No participants in this pilot study are included in the final sample of the research. Pilot testing is used to determine the viability of a research endeavour. Pilot testing was conducted on the researcher's team in this study. The team consisted of nine employees from the corporate and financial division. This department or division was chosen for the pilot test because the researcher had established relationships with both executives and staff. The corporate administrator was interviewed one-to-one, and the questionnaires were then distributed to her team. The final data gathering methodology did not include participants. Pilot testing was a critical component of this research because:

- i. The researcher had to determine the required time to conduct to finish the questionnaires and the interview.
- ii. The researcher had to ascertain if participants understood the questionnaire and its requirements.
- iii. The researcher had to ascertain if there were any critical mistakes.
- iv. The researcher had to gain an understanding of the validity of the questions examined.
- v. The researcher had to elicit responses to pertinent inquiries from a variety of individuals.
- vi. To provide limited test findings indicating the viability of the desired survey.

After the pilot study, the questionnaire was ready for use in this study. As part of data collection, each participant got an introductory letter outlining the study's purpose and aims and assuring them of their anonymity and confidentiality. The survey was presented in person to all participants to ensure that they were all members of the targeted group, i.e., employees who were not members of management or the leadership team. The researcher gathered the participants' completed questionnaires. The questionnaire took between three and six minutes to complete on average. A total of 120 completed questionnaires were collected in this study.

3.7.3 Interview guide and interviews

The inductive aspect of the study involved collection of interview data using interview questions. The research interview is an interpersonal encounter between the researcher and research participant, during which the researcher poses a series of prepared fundamental questions to the participant to gain their perceptions, attitudes, feelings and experiences (Sekaran and Bougie, 2016). Qualitative interviews were traditionally carried out face-to-face and later via the telephone. However, the rise of electronic networks and the internet has seen a rise in the use of computer-mediated tools, such as Skype to carry out research interviews. Face to face interviews are beneficial in that the social cues such as body language and voice intonation provide additional information to the researcher, while interviews via electronic communication methods mean that the researcher can interview people from across the world (Sekaran and Bougie, 2016).

Depending on the nature of the information that the researcher seeks to obtain, the researcher may interview individuals using an unstructured, structured or semi-structured interview guide, or the researcher may use a focus group interview (Saunders et al., 2016). First, the unstructured interview is a type of informal conversation between the researcher and the participant (Saunders et al., 2016). The researcher comes to the interview with no predefined theoretical framework and thus no hypotheses and questions about the social realities under investigation; rather, the researcher has conversations with interviewees and generates questions in response to the interviewees' narration. As a consequence, each unstructured interview might generate data with different structures and patterns (Saunders et al., 2016). An unstructured interview intends to expose the researcher to unanticipated themes and to help him or her to develop a better understanding of the interviewees' social reality from the interviewees' perspective (Sekaran and Bougie, 2016). This interview method necessitates detailed knowledge and intense preparation on the part of the researcher to gain comprehension into peoples' lives. The interview can yield rich data; however, the volume of data collected can be time-consuming to transcribe and analyse.

Second, the structured interview is where the researcher poses a standard set of predetermined questions to all participants, in the same way, and the same order (Sekaran and Bougie, 2016). The participants' responses are limited with minimal room for variation; thus, these generate consistent data that can be compared across all participants. Structured interviews are best suited to topics where the literature is highly developed, and there is no need to develop rapport between the researcher and the participant. The semi-structured interview is described as an informal conversation by Sekaran and Bougie (2016). It has characteristics of both structured and unstructured interviews, in that these contain both open-ended and closed questions. The researcher engages in these conversations in a conscious, systematic and partially structured manner. The researcher develops an interview guide which contains a set of predetermined questions to guide the interview (Saunders et al., 2016). However, as the interview is flexible, and as it progresses, the researcher may diverge from the guide to ask follow-up questions or probing questions to pursue topics that arise during the conversation. Semi-structured interviews may be face-to-face or carried out online using software such as Skype or FaceTime.

In this research study, a semi-structured interview method was followed. The researcher and participant engaged in a formal interview. The researcher developed an interview guide which comprised of a set of predetermined, open-ended questions. Also, the researcher prepared a list of possible prompts to enable the researcher to make the best use of the opportunity to explore specific themes or responses that arose during the conversation. The transformation leadership model's cumulative effects guided the questions presented in the face-to-face interviews which used an interview guide (see Appendix III). The interview schedule was divided into four portions. Leadership and leadership style constructions were assessed first, followed by team performance, team diversity, and other leadership characteristics. Personal interviews allow the researcher to connect with the subject, build rapport, and elicit more information (Saunders et al., 2016). The use of vocal acknowledgements frequently motivates the interviewee. Given the complexities of public sector leadership, these were all critical concerns. Notes were taken by hand. Simultaneously, the researcher interviewed management staff face to face. As the interview continued, handwritten field notes were taken with the cooperation of the participant. No more interviews were undertaken once data saturation was reached, indicating that no more insights could be gathered. With the seventeenth interview, data saturation was achieved. However, three extra interviews were done to ensure that no novel concepts emerged. The

interviews lasted between 35 and 45 minutes, with a couple lasting longer than an hour. As a result, the average duration of each interview was around 45 minutes. This ensured that sufficient time was spent gaining a thorough knowledge of each respondent's perspective without impeding service delivery.

3.8 Data analysis

Bless, Smith, and Sithole (2013) describe data analysis as a strategy for condensing and organising data to create conclusions that require an explanation from the researcher. Descriptive statistics (quantitative data) and theme analysis were used to analyse the data gathered (qualitative data). Thematic analysis proved advantageous for identifying and documenting trends in the statistics (Cresswell & Plano, 2011). The researcher provided precise questions to get the appropriate descriptive responses, which were then analysed relatively, without bias.

3.8.1 Descriptive Statistics

Gratton and Jones (2010) defined descriptive statistics as those that organise and summarise numerical data, and this data is displayed in charts, graphs, and tables. The Statistical Package for the Social Sciences version 25.0 was used to analyse descriptive quantitative data. After coding the data, several descriptive analyses were performed to characterise the study population and the mean replies. The average score was calculated for each question in order to conclude widespread attitudes on that subject. Four potential responses were weighted from 1 to 4 on the four-point Likert scale. As a result, the mean of all potential responses was 2.5. Answers that were less than the 2.5 average suggested that the participant had an average unfavourable experience with that item, and answers that were more than the mean of 2.5 showed a favourable experience with that item.

3.8.2 Inferential Statistics

Inferential Statistics were used to ascertain the relationships between various variables and the relationships between the demographic traits and the variable. SPSS was used to evaluate the significance of the associations using the Spearman Correlation Coefficient and the Multiple Regression Model. Statistical relevance was delineated expounded as a p-value less than 0.01. Additionally, analysis of variance (ANOVA) was used to establish the regression's overall centrality on performance. Statistical connotation was explained as a p-value less than 0.05

3.8.3 Thematic analysis

Thematic analysis is a method for identifying, analysing and reporting patterns (themes) within data. (Plooy-Cilliers, 2014). It is usually applied to a set of texts, such as interview transcripts. The researcher closely examines the data to identify common themes – topics, ideas and patterns of meaning that come up repeatedly. While thematic analysis involves reading through a data set (such as transcripts from in depth interviews or focus groups) to identifying dominant patterns in meaning across the data, it is also important that the researcher identify unique and nuanced views which may not be common in order to reflect diversity and richness of meaning from different perspectives. The recurrence of essential terms used by participants aided in creating an information cloud for each set of interviews examining a specific leadership style, its attributes, and its influence on performance. The data clouds reflected the participants' real phrases and contributed to the illustration of themes drawn from 'in vivo' codes. The data clouds represent the terms that leaders in uMDS use to describe their leadership styles. Thematic analysis aided the researcher in describing and answering the research questions in detail about the trends in the data.

The obtained data were validated for correctness by looking for errors or contradictions, analysing the response rate, and likening the responses to information from other sources.

3.9 Research quality in the study

As this study used mixed method, it is important to discuss both research quality regarding the quantitative and also the qualitative aspect of the study. First, the research quality on the quantitative side of the study include reliability and validity. To achieve high-quality results, the researcher ensured that the research was valid, trustworthy, and practicable. A proper measurement must pass the reliability, validity, and practicality requirements.

3.9.1 Reliability Test

According to Sekaran and Bougie (2016), reliability demonstrates the questionnaire's consistency, stability, and interviews. For this investigation, the study conducted the reliability tests as follows:

i. Consistency of the research instrument

Consistency is a significant sign of the validity of research methodologies since it indicates how well the items assessing a concept fit together as a set (Shneiderman & Plaisant, 2005).

ii. Triangulation

Triangulation is a term that refers to the utilisation of two or more data gathering methods in order to examine a specific event. The concept behind triangulation is that the researcher can have greater confidence in a result if it is obtained through the use of many methodologies or sources (Sekaran & Bougie, 2016). Triangulation necessitates that research is approached from various angles, and this is how it was done in this research.

Data triangulation uses many data sources, and this study included primary data collected through questionnaires and interviews. Triangulation in methodology refers to the simultaneous employment of qualitative and quantitative methodologies in the same investigation. The two research approaches have previously been discussed in depth in the earlier sections of this study. Theoretical triangulation entails the use of numerous theories, among which transactional and transformational theories were evaluated in this study.

Triangulation revealed new sources of significant information that could not be accessed only from a literature study. It mitigated the shortcomings of using a single source by utilising three data sources that supplemented and verified one another. It also provided richer and more comprehensive information in the sense that the researcher was able to draw information from various sources, including one-to-one interviews with leaders that provided first hand, lived experiences.

3.9.2 Validity test

Validity is defined by Saunders et al. (2016) as the suitability of the measure used, the accuracy with which the results are analysed, and the generalisability of the findings. Saunders et al. (2016) classified validity into construct validity, criterion validity, and content validity.

The term "content validity" means the degree to which the questionnaire's questions address the investigative issues (Creswell, 2014). The questionnaire was developed from a prior study whose conclusions were declared valid and reliable. The survey's Likert scale design

guaranteed that the findings accurately reflected participants' thoughts, feelings, and emotions on transactional-transformational leadership styles.

The term "criterion validity" refers to the link between scale scores and some quantifiable criterion (Creswell, 2014). The Cronbach's alpha reliability test was applied on the data to check for internal consistencies or inconsistencies, that is, how closely related or not a set of items are as a group. According to Sekaran and Bougie (2016) and Kothari (2011) for an instrument to be accepted as sufficient for the purposes of reliability in social sciences and business research, scores should be equalling or above 0.7. For this study, the research instrument was found to be reliable after producing an Alpha value of 0.867. The reliability statistics can be shown in Table 3.7 below.

Table 3.7: Reliability Analysis

Reliability Statistics	
Cronbach's Alpha	N of Items
.867	52

Construct validity refers to the degree to which the findings acquired via the usage of the measure conform to the ideals upon which the test was built (Saunders et al., 2016). This validity was obtained by designing the interview schedule and questionnaire in accordance with the literature findings, which included the MLQ Form 5X-Short aspects of transactional and transformational leadership. Other researchers' questions on the same subject were changed to fit the study's unique area of interest and the sample group, ranging from non-professionals to professionals.

3.9.3 Peer review

To confirm the data set's legitimacy and quality, an independent statistician assessed the outcome of the statistical data analysis. The data was then shown graphically, analysed, and debated (see Chapter 4). Triangulation was used to establish the data's validity and dependability (Wilson, 2014).

Second, it is important for a researcher using mixed method to indicate how research quality was adhered to on qualitative aspect of a study. This relates to how research quality issues

such as credibility, dependability, confirmability and transferability were addressed in the study. In this study, qualitative research quality was pursued by the researcher conforming to the quality research criteria prescribed by Tracy’s (2010) ‘big tent’.

3.10 Research quality

The research quality on the qualitative side of the study, as stipulated by Korstjens and Moser (2018), include credibility, transferability, dependability, and confirmability. Reflexivity is an integral part of ensuring the transparency and quality of qualitative research. Table 3.4.

These were used in concurrence with Tracy's (2010) “big-tent” criteria for quality. Through the fulfilment of these criterion research quality was to achieved as indicated in Table 3.8

Table 3.8: Eight “big-tent” criteria for excellent qualitative research

Criterion for quality (end goal)	Various means, practices and methods through which to achieve
Worthy topic	<p>“The topic of research is:</p> <ul style="list-style-type: none"> • Relevant • Timely • Significant • Interesting”
Rich rigour	<p>“The study uses sufficient, abundant, appropriate and complex</p> <ul style="list-style-type: none"> • Theoretical constructs • Data and time in the field • Sample(s) • Context(s) • Data collection and analysis processes”
Sincerity	<p>“The study is characterised by</p> <ul style="list-style-type: none"> • Self-reflexivity about subjective values, biases, and inclinations of the researcher • Transparency about the methods and challenges”
Credibility	<p>“The research is marked by</p> <ul style="list-style-type: none"> • Thick description, concrete details, explication of tacit (non-textual) knowledge and showing rather than telling • Triangulation or crystallization • Multivocality

	<ul style="list-style-type: none"> • Member reflections”
Resonance	<p>“The research influences affect or move particular readers or a variety of audiences through</p> <ul style="list-style-type: none"> • Aesthetic, evocative representation • Naturalistic generalisations • Transferable findings”
Significant contribution	<p>“The research provides a significant contribution</p> <ul style="list-style-type: none"> • Conceptually / theoretically • Practically • Morally • Methodologically • Heuristically”
Ethical	<p>“The research considers</p> <ul style="list-style-type: none"> • Procedural ethics (such as human subjects) • Situational and culturally specific ethics • Relational ethics • Exiting ethics (leaving the scene and sharing research)”
Meaningful coherence	<p>“The study</p> <ul style="list-style-type: none"> • Achieves what it purports to be about • Uses methods and procedures that fit its stated goals • Meaningfully interconnects literature, research questions/foci, findings and interpretations with each other.”

Source: Adapted from Tracy (2010: 840)

In compliance with the abovementioned criteria to the current study, the following was taken into cognisance:

- **Worthy topic** – the topic of this research study was valuable not only to leaders as practitioners in the DSD, but also scholars of public sector leadership and adds to the body of knowledge about followers of public sector leadership to understand how their behaviours in teams influence the style that a public sector leader adopts, which is a topic that is of relevance to anyone considering retirement in the future.
- **Rich rigour** – due diligence and care was exercised in ensuring that exertion was put into developing the contextual framework, adequate time was spent in the field, the sample size was suitable, and that the data was collected and analysed competently.

- Sincerity – honesty and transparency were a guiding principle exercised in the research process, the goals and biases affecting the present study and how these impacted the methods of the study.
- Resonance – the research report indicates the study's potential to reverberate and provide value to public sector leadership and to scholars considering leading in the public sector. The findings helped shed light about public sector leadership in South Africa.
- Significant contribution – the study aimed to gain deep insight and understanding into effective leadership styles that positively impact on team performance in the public sector. The knowledge gained is useful as it sheds light on effective leadership approaches that ultimately enable South African society by building a caring society and developing leaders for the betterment of all citizens.
- Ethical considerations – these are dealt with in paragraph 3.13 below.
- Meaningful coherence – the research design meaningfully connected the design to the data collection, and analysis with the conceptual framework.

3.11 Ethical considerations

Ethical behaviour was critical throughout the research method, and the researcher verified that no ethical violations occurred as the study progressed. Ethics in research refers to an anticipated societal standard of behaviour that drives investigators' norms of behaviour (Sekaran & Bougie, 2016). Ethical issues had to be anticipated in advance as there was a need to make sure that participants are protected, earn their trust, promote the study's integrity, and guard against data misuse that reflects poorly on the uMgungundlovu Department of Social Development.

The researcher adhered to the following fundamental components of ethical behaviour:

- maintaining the study data's quality and integrity, as well as the narrative outcomes;
- the maintenance of informed consent for all study participants;
- the confidential and anonymous management of respondents' information; the declaration that respondents were not compelled into participating in the research;

- that no damage or danger to an individual responder occurred throughout the study and that the entire process is fair, free, and impartial.

The researcher obtained a gate keepers' letter from the Department of Social Development in KwaZulu-Natal providing authorization to research the department's administration and staff were obtained (Appendix I). Ethics clearance was approved by the University of KwaZulu-Ethics Natal's Committee (Appendix VI). In accordance with the university's Research Ethics Policy, the overarching ethical problem in this study was that the research design should not cause shame or material detriment to the research population.

3.12 Limitations of the study

The research recognised the following limitations:

- Because the study relied only on the leader and follower employee views of leadership and style, it cannot be utilised as the primary indicator of a successful leadership style that results in increased team performance.
- The study's focus was confined to service offices in a single district rather than the numerous service offices and facilities located across the DSD.
- Strict time restrictions dictated the adoption of a cross-sectional design and a condensed version of the Multifactor Leadership Questionnaire. Longitudinal research would have been preferable in light of the research's design and setting. Due to the intricacy and manageability of data and information, the acquired data collection instrument included only open-ended and multiple-choice items; answer questions were confined to the qualitative data-gathering phase.

Finally, due to limited time available, the trip route, and geographic dispersion of the populace, the depth of the study and research results may only scratch the surface of the subject matter, necessitating more investigation.

3.13 Summary

This chapter detailed the actions used during the research process to address the study questions and accomplish the research objectives. Combining quantitative and qualitative research techniques was justified in terms of its relevance to the study topic. The data

triangulation technique was determined to be appropriate for addressing the complicated nature of leadership in the social services business. Finally, a presentation of the study's ethical implications and their relation to the various phases of the study was provided.

In the next chapter, a presentation of the statistical and thematic data analysis findings is given and establishes a connection between them and the theoretical literature.

CHAPTER FOUR

FINDINGS, INTERPRETATIONS, DISCUSSION AND REDUCTIONS

4.1 Introduction

The aim of this chapter is to present results of this study and also discuss them in relation with existing theories and previous studies on leadership and team performance. In this way, findings from this chapter are connected to ideas discussed in chapter two, and are developed and organized in accordance with the study objectives. To address the research questions, the chapter offers the combined results of quantitative and qualitative data collected and analysed for this study.

The chapter begins with Section 4.2 which displays results on response rate, demographics. Section 4.3 offers the qualitative study findings, which were analysed using content analysis and are displayed as expressions and word clouds. Section 4.4 contains a more in-depth examination and interpretation of the research findings. The numeric data were analysed using SPSS version 25, while the qualitative data was analysed using NVivo version 12.

4.2 Quantitative Research Findings

This section presents the study findings derived from data collected using questionnaires. The subsections that follow present the research findings regarding the survey response rate, and the independent factors highlighted in Chapter 3.

4.2.1 Responses rate

The researcher administered 132 questionnaires to uMDSO service office personnel. The survey began on 15-01-2019 to 24-01-2019 (A total of 10 days). After this period, 120 of the 132 questionnaires sent had been completed, resulting in a 95% response rate. Each questionnaire took an average of four minutes to complete. On page one of the questionnaire, respondents were asked to submit demographic information.

4.2.2 Respondents' demographic characteristics

The demographic features of the research participants are presented in this area. These demographics served as the foundation for assessing team diversity in the research

population. This column covers respondent demographics such as gender, age, race, education level, job experience, and the reporting structure of respondents.

4.2.2.1 Gender

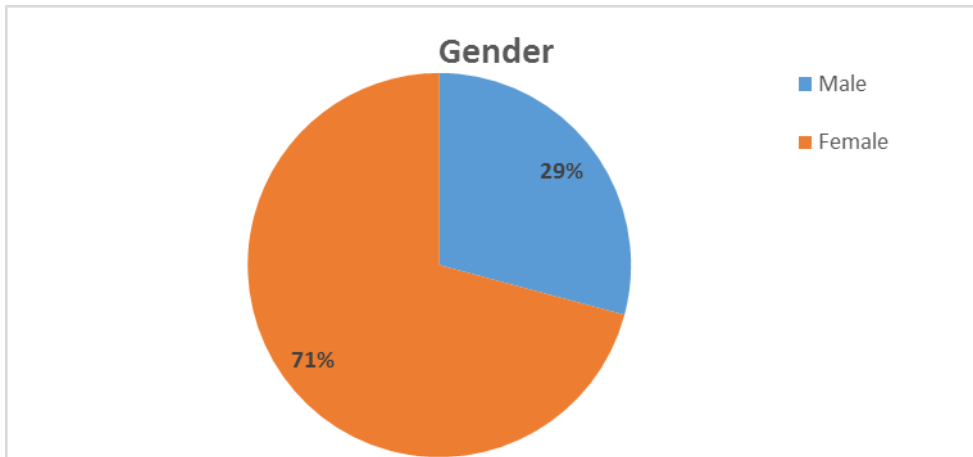


Figure 4.1: Gender of respondents

According to Figure 4.1, more females (71%) than males (29%) participated in the research. This might be because this governmental institution follows the affirmative action criteria of the Employment Equity Act No. 55 of 1998. This result shows that uMDS D meets the need for gender affirmative action, which gives it an edge to achieve growth in the end. Domination of the “previously disadvantaged” group under employment equality legislation (here, women of all races) is viewed as a method of redressing historical inequality between men and women.

According to literature as propounded by Petersen, Snartland, and Milgron (2006), female employees are recognised for their responsibility, stability, and commitment. The fact that women dominate the workforce could signal that the number of females in leadership positions will rise in the future. This may benefit the organisation regarding fresh leadership methods, alternative viewpoints, and diversity for performance improvement (Green et al., 2012).

4.2.2.2 Age

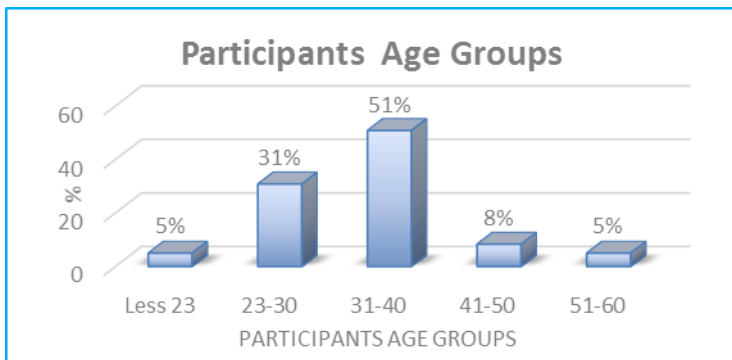


Figure 4.2: Age groups of participants

Figure 4.2 shows that the workforce at uMDS D is intergenerational and that the study population represents each age group. Age groupings 23-30 and 31-40 above represent relatively youthful participation of over 80% of respondents employed in the district and may imply that young people tend to resist adjusting to change, new procedures and systems if they are not informed, adequately explained, and inspired to do so by leaders. Approximately 64% of employees are above the age of 30, indicating that the department has a higher proportion of older and more experienced personnel. This works in tandem with the topic of tenure later in this chapter, which reveals that individuals who have been in the department for a more extended period understand the departmental culture, pace and policies better.

4.2.2.3 Race

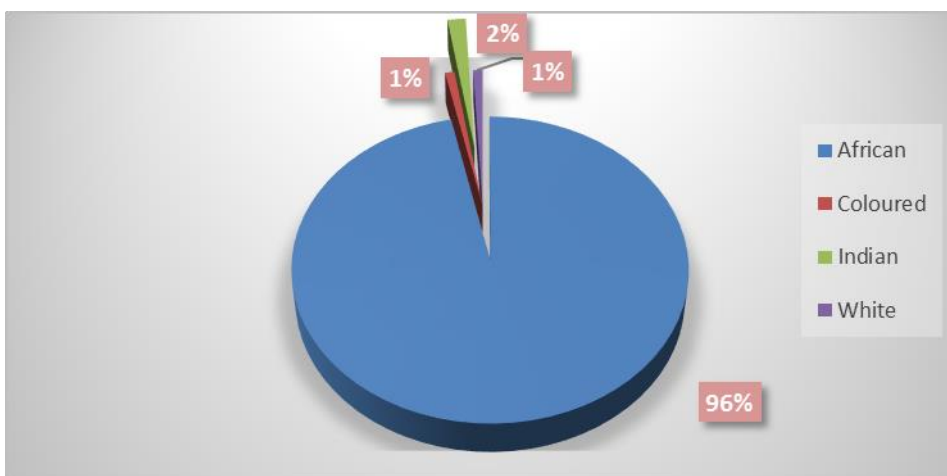


Figure 4.3: Racial demographics of participants

Figure 4.3 exhibits that the population of uMDS D is multicultural, even though the majority of employees (96%) are black Africans, 2% are Indians, and 1% are Whites and Coloreds, respectively.

4.2.2.4 Education Level

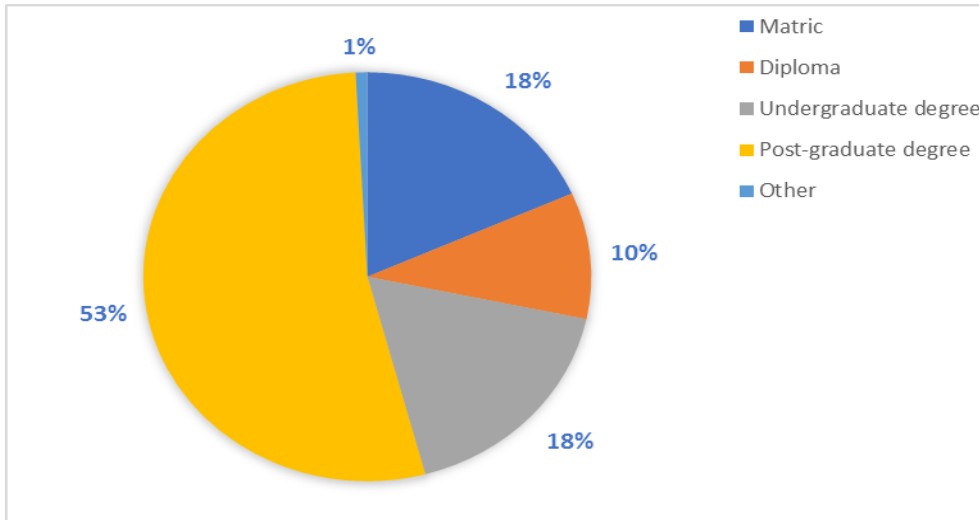


Figure 4.4: The highest level of education

According to Figure 4.4, the educational level among uMDS D personnel differs but generally high, with 53% having obtained a post-graduate degree, 18% have obtained an undergraduate degree and matric, respectively. Only 10% obtained a diploma certificate, and a minority of 1% have obtained other qualifications.

4.2.2.5 Work Experience

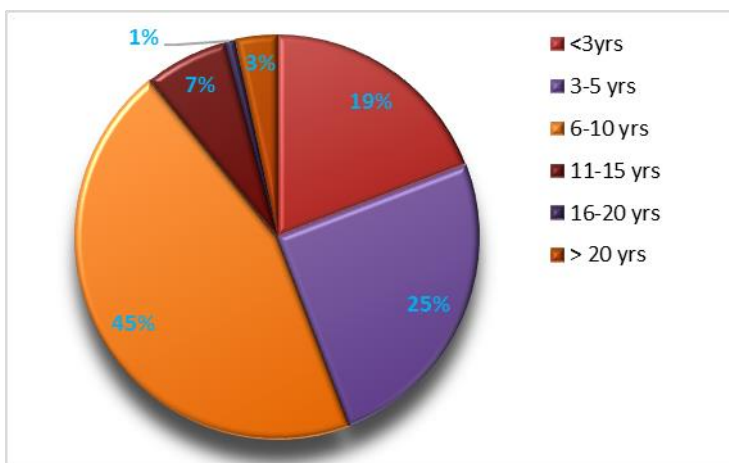


Figure 4.5: Participants' years of experience in current position

A total of 56% of the respondents have been employed at uMDS D for over five years, showing that the information offered in this study is mainly based on extensive and in-depth organisational knowledge and experience.

4.2.2.6 Participants' Protocol of Reporting

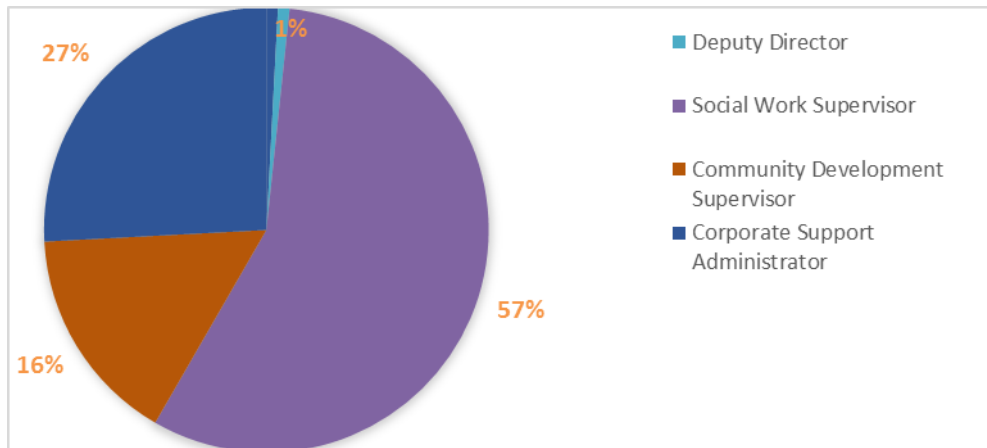


Figure 4.6: Whom participants report to at their workplace

According to Figure 4.6, most participants came from the social service department, followed by business support services and development and research services. According to the findings, 1% reported to the DD, 57% to the Social Work Supervisor, 16% to the Community Development Supervisor, and 27% to the Corporate Support Administrator. Since one supervisory position was vacant at the time of data collection, no management staff directly reported to the head office.

4.2.3 Presentation of Results

The effect of the independent factors on the dependent variables was assessed using a 4 point Likert Scale ranging from 1-4, with 1 being strongly disagreed, 2 – disagree, 3 – agree and 4 – strongly agree. The mean of all possible answers on this scale was 2.5. A mean less than 2.5 indicated that a participant, on average, had a negative view of that scale item, whilst an average score of more than 2.5 indicated that, on average, a person had a favourable opinion of that scale item. The average response on the four-point Likert Scale to each topic is shown in the table below.

Table 4.1: Average responses to each question

Transactional Leadership Style	N	Mean	Standard Deviation
My leader sets clear goals and targets for every task	120	2.95	0.80
My leader displays transactional leadership through rewarding good performance	120	3.49	0.71
My leader displays transactional leadership through disciplining bad performance	120	2.23	0.92
My leader specifies the rewards that will be earned when achieving set goals	120	3.45	0.71
My leader pays attention to the extent to which set performance standards are met	120	3.12	0.78
My leader takes no action until complaints are received	120	2.31	0.99
Transformational Leadership Style	N	Mean	Standard Deviation
My leader is a role model to subordinates	120	3.53	0.55
My leader inspires and reassures subordinates that obstacles will be overcome towards the achievement of optimal performance	120	3.40	0.57
My leader draws attention to the importance of having a shared sense of mission	120	3.36	0.72
My leader communicates an exciting vision of the future	120	3.38	0.77
My leader challenges me to think about old problems in new ways	120	2.24	0.73
My leader challenges others to think of old problems in new ways	120	2.18	0.62
My leader spends time to train and coach subordinates	120	2.96	0.82
My leader recognises mistakes before they occur and intervenes	120	2.97	0.79
Team Work	N	Mean	Standard Deviation
I am more productive in a team than I am individually	120	2.79	0.94
Teamwork within this organisation guarantees productivity	120	3.08	0.83
The members in my team effectively coordinate and collaborate when working towards a goal	120	3.26	0.74
There is adequate learning and knowledge sharing within my team	120	3.17	0.82
My personal goals are aligned to the goals of my team	120	2.63	0.85

(Mean: TSL = 17.55; TFL = 24.03; TW = 23.60)

The results of the study were divided into two categories: transactional leadership and transformational leadership. The highlighted results in this sub-section address both the first research objective related research question presented in the first chapter.

4.2.3.1 Transactional leadership

The transactional leadership style questions assessed the efficacy of this approach in terms of team performance at uMDS. Transactional leadership was assessed using six assertions, both active and passive, pertaining to management by exception and contingent reward. As per the findings, one of the essential areas that need attention is passive management by exception, with 58% of respondents disagreeing with the notion. The focus on rewarding for good performance was the most highly ranked component of transactional leadership, with 92% of respondents agreeing with this assertion. The answers to the following questions point to a good viewpoint on the organisation's active management except for team performance. Figures 13–18 depict the findings of this portion of the questionnaire.

i) Contingent reward

As highlighted in the graph below, the first question (My boss establishes clear goals and targets for every assignment) had a mean of 2.95 and 0.8 as standard deviation. According to Figure 4.7, 75% of employees believed that the leader establishes clear goals.

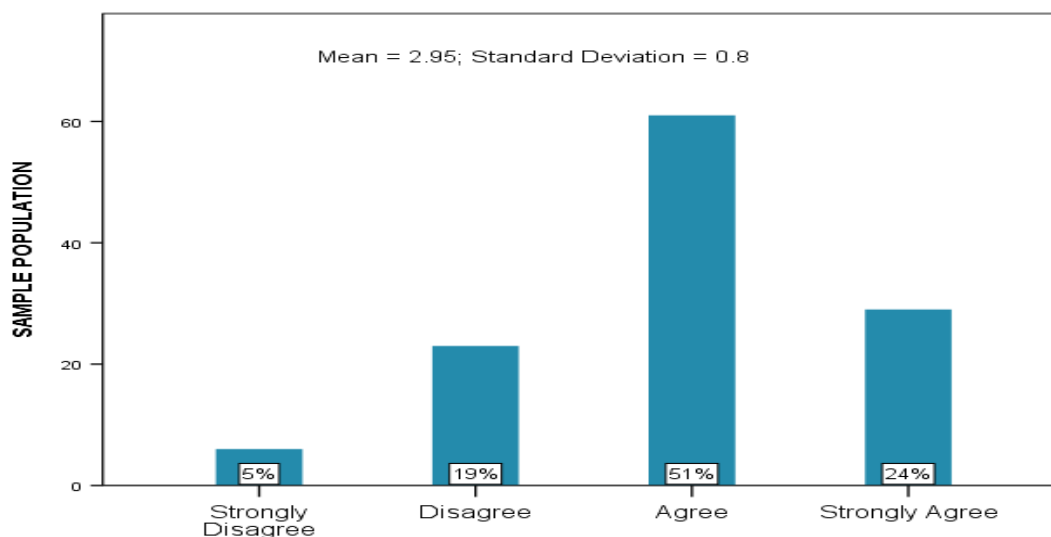


Figure 4.7: Leader sets clear goals

Transactional leadership entails establishing clear objectives within the boundaries of particular performance criteria, the attainment of which the leader places a high value (Martin, 2015). As a result, these findings show that the leaders at the uMDS D use transactional leadership to a larger level.

The participant’s response to the second question in Section B of the study questionnaire is depicted in Figure 4.8 below. (Question 2. “My leader displays transactional leadership through rewarding good performance”).

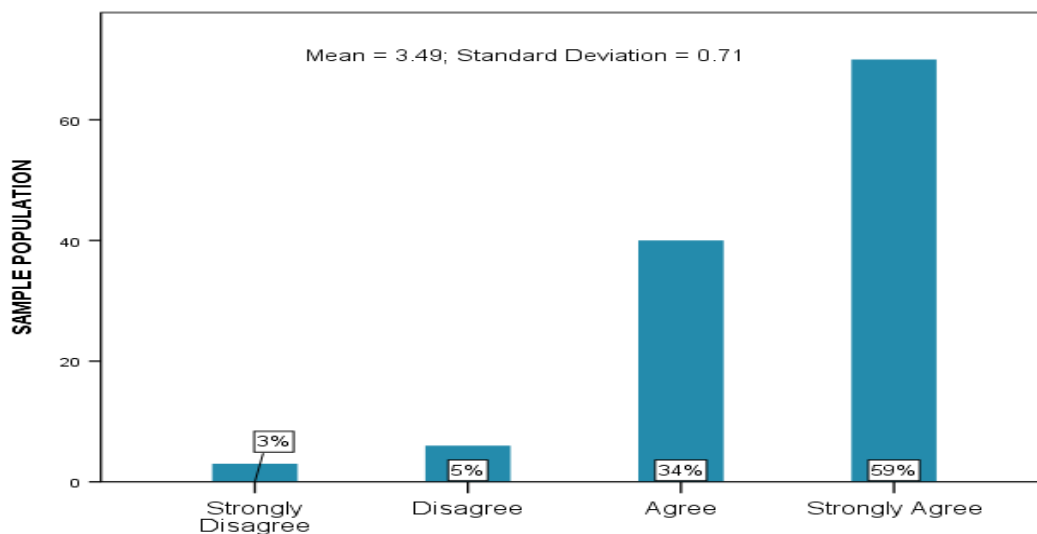


Figure 4.8: Reward and punishment

As seen in the above figure, 92% of the respondents positively responded, whilst 8% responded negatively. The results reveal that, to a larger extent, leaders in uMDS D demonstrate transactional leadership by rewarding strong performance, as shown by a mean score of 3.49 and a dispersion of opinions for the standard deviation of 0.71. Employees who follow a transactional leader believe that they will be rewarded or perhaps penalised if they do not accomplish things as anticipated (Deichmann & Stam, 201 5). As a result, these replies suggest that the uMDS D practice transactional leadership to a larger level.

The responses to question 3 of Section B of the study questionnaire are depicted in Figure 4.9 below (3. My leader displays transactional leadership through disciplining bad performance).

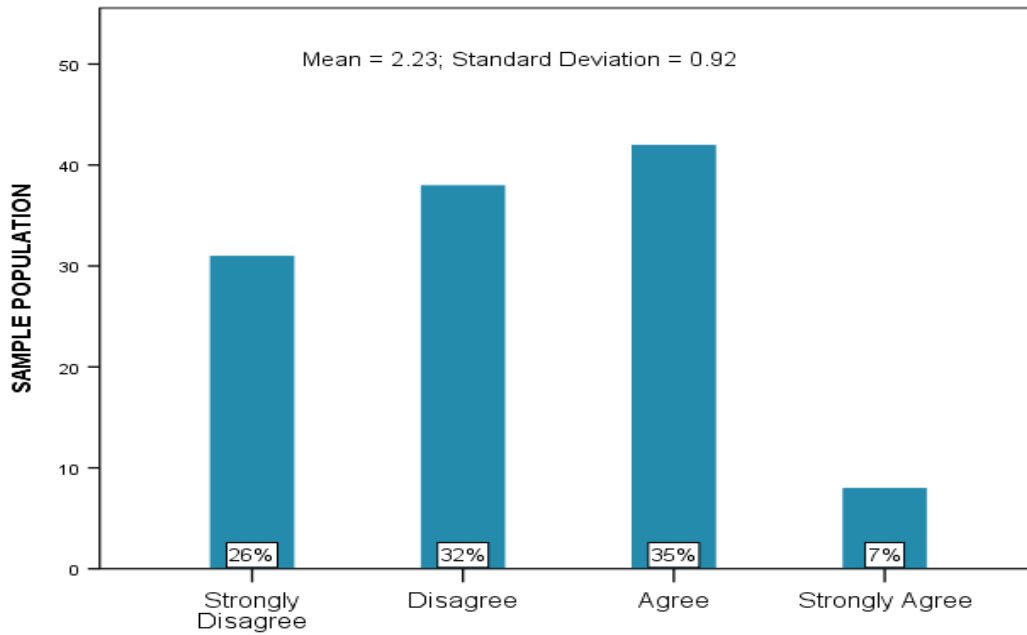


Figure 4.9: Disciplining poor performance

From the above figure, 58% of participants negatively responded, whilst 42% positively responded. With a standard deviation of 0.92 and a mean score of 2.23, the results imply that, to a greater extent, uMDS leaders do not demonstrate transactional leadership by penalising poor performance. Subordinates follow a leader under transactional leadership because they are paid or possibly penalised if they do not accomplish tasks as anticipated (Deichmann & Stam, 2015).

Figure 4.10 depicts the answers of 92% of participants to question 4 of Section B of the study questionnaire (Question 4. “My leader specifies the rewards that will be earned when achieving set goals”).

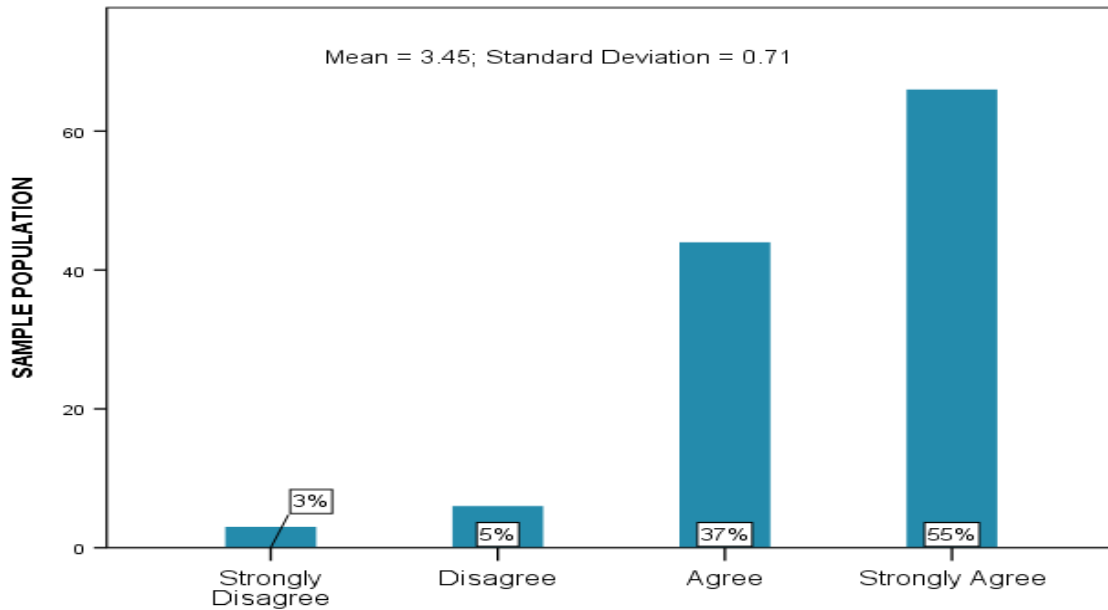


Figure 4.10: Rewards for good performance

The results above imply that, to a larger extent, uMDS D leaders set out the incentives that will be earned for meeting defined goals, as shown with a standard deviation of 0,71 and a mean score of 3,45. Transactional leadership entails promising and providing rewards for high performance (Braun et al., 2013). As a result, these findings show that the leaders at uMDS D use transactional leadership to a larger level.

ii) Active Management by exception

The management by exception component of transactional leadership, according to Ruggieri (2009), is monitoring the extent to which performance requirements are satisfied. The graph shows a mean of 3.12 for this element. According to Figure 18 below, 82% of participants concurred that uMDS D leaders have their attention on the degree of performance standards satisfaction. This shows that the leaders at the uMDS D use transactional leadership to a larger extent.

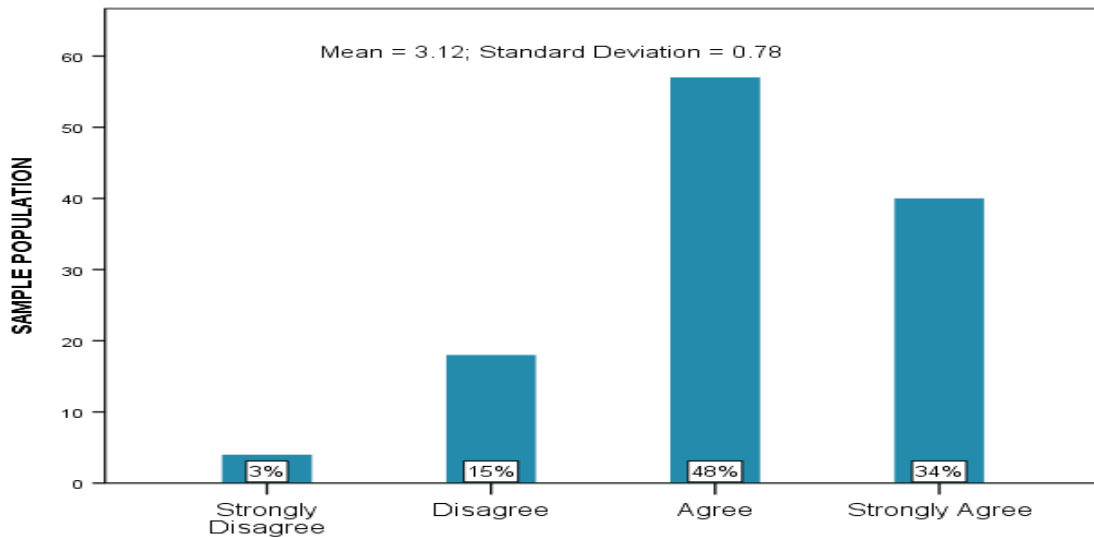


Figure 4.11: Attention to performance standards

iii) Passive Management by exception

According to the findings of the frequency and distribution study, the majority of partakers are lower than the average mean of 2.5 for this aspect. The average is 2.31, while the standard deviation is 0.99. As shown in Figure 18, 58% of participants disagreed that executives at uMDS D took no action before receiving grievances. According to Oliveira et al. (2015), transactional leadership comprises exception-based management, in which the leader intervenes when performance requirements are not fulfilled. As a result, these findings imply that, to a larger extent, transactional leadership is not practised by leaders at uMDS D.

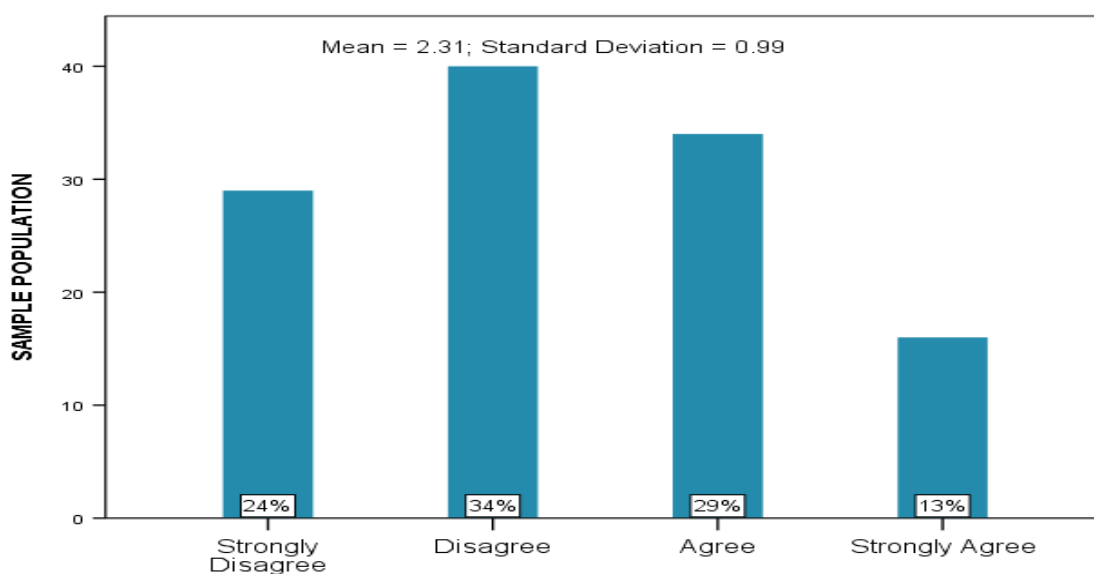


Figure 4.12: Acting before complaints are received

4.2.3.2 Transformational leadership

Leading in a turbulent, volatile climate necessitates being adaptable and imaginative. Leaders impact the organisation's performance and personnel and, hence, have a significant part in its total output. The study included eight questions to assess the effectiveness of transformative leadership. Employee opinions of transformative leadership were quite positive, as per survey results. More than 68% of participants believed that transformational leadership ideas had been adopted by leaders using adaptive, creative, and innovative ways. Leaders were charismatic, idealistic, and exceptional in leadership, according to 95% of respondents. This was the highest-ranked leadership competency in the organisation, followed by inspiring motivation and individual concern. The least ranked leadership competence intellectually inspired people to transition toward cognitive thinking and responsiveness to high organisational objectives and a cohesive future vision. Only 31% of those surveyed agreed with this statement as a whole. Figures 19–26 show the findings of this portion of the questionnaire.

i) Charisma or Idealised Influence

Transformational leaders are perceived as role models by their subordinates (Mhatre & Riggio, 2014). Figure 4.13 depicts the answers to the question of leaders serving as role models for subordinates. 97% of participants answered positively, with a standard deviation of 0.55 and a mean response score of 3.54. As a result, these findings show that the leaders at uMDS D practice transformational leadership to a greater extent.

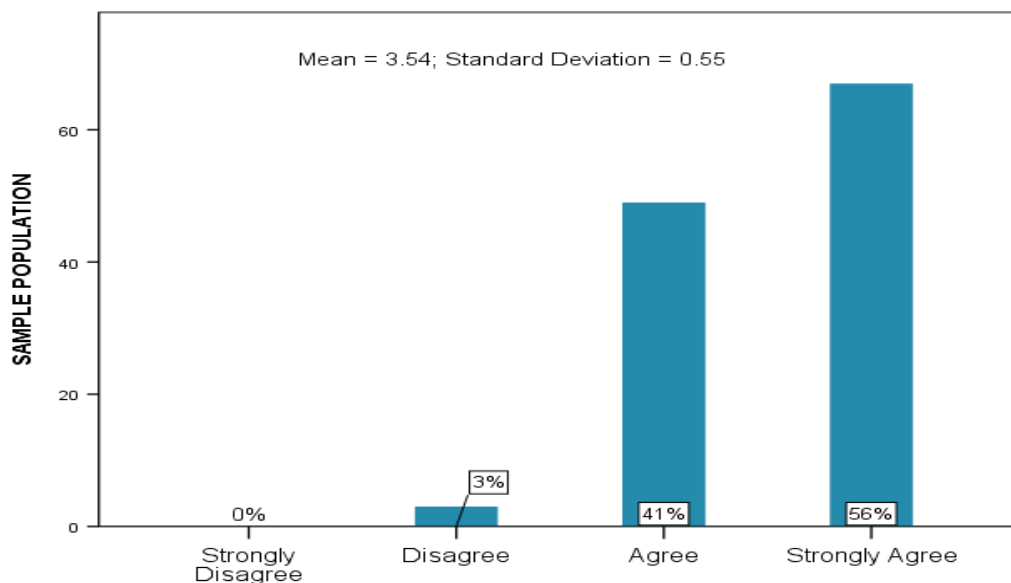


Figure 4.13: Leaders as role models

Figure 4.14 depicts the answers to Question 8 of Section B (Question 8. “My leader inspires and reassures subordinates that obstacles will be overcome”).

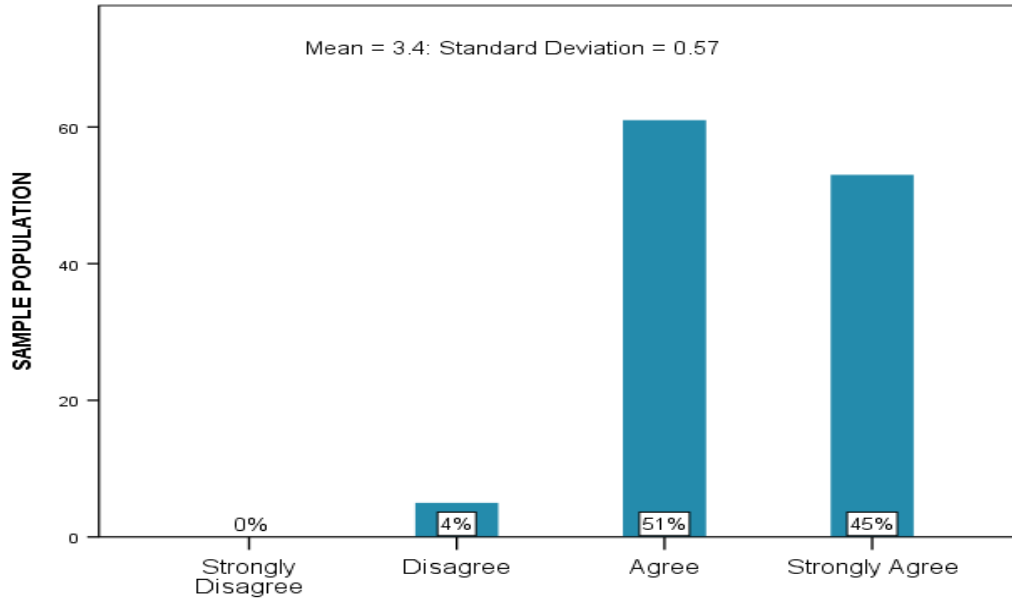


Figure 4.14: Leader reassurance

According to the above figure, 96% of respondents positively responded, while the minority (4%) replied negatively. This research result reveals that, to a larger extent, uMDS D leaders comfort subordinates that challenges would be overcome, with a standard deviation of 0,57 and a mean response score of 3,4. Charismatic leadership is a crucial ingredient of transformative leadership (Daft, 2018), and convincing subordinates that they will achieve their goals is an essential element of charisma. As a result, these findings imply, to a larger extent, that leaders practice transformational leadership at the uMDS D.

Figure 4.15 depicts the answers to question 9 of Section-B of the study questionnaire (9. My leader draws attention to the importance of having a shared sense of mission).

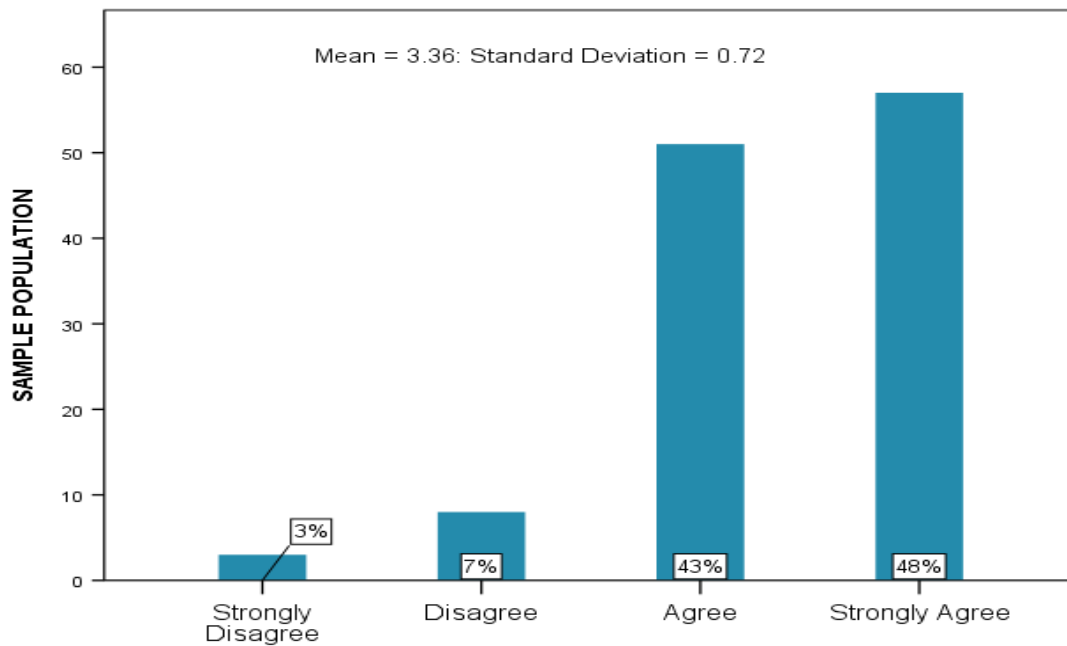


Figure 4.15: A shared sense of mission

The majority (90%) of respondents agreed with this statement, with a minority (10%) disagreeing. The study results show that, to a larger extent, uMDS D leaders call emphasis to the necessity of having a shared sense of mission, with a standard deviation of 0,72 and a mean response score of 3,36. One of the most crucial characteristics of transformative leadership is a shared goal (Joseph, 2008). This means that the leaders at the uMDS D practice transformational leadership to a greater extent.

ii) Inspiration

Question 10 gathered information on inspiration as a component of transitional leadership. Figure 4.16 depicts the replies to Question 10: “My leader communicates an exciting vision of the future”.

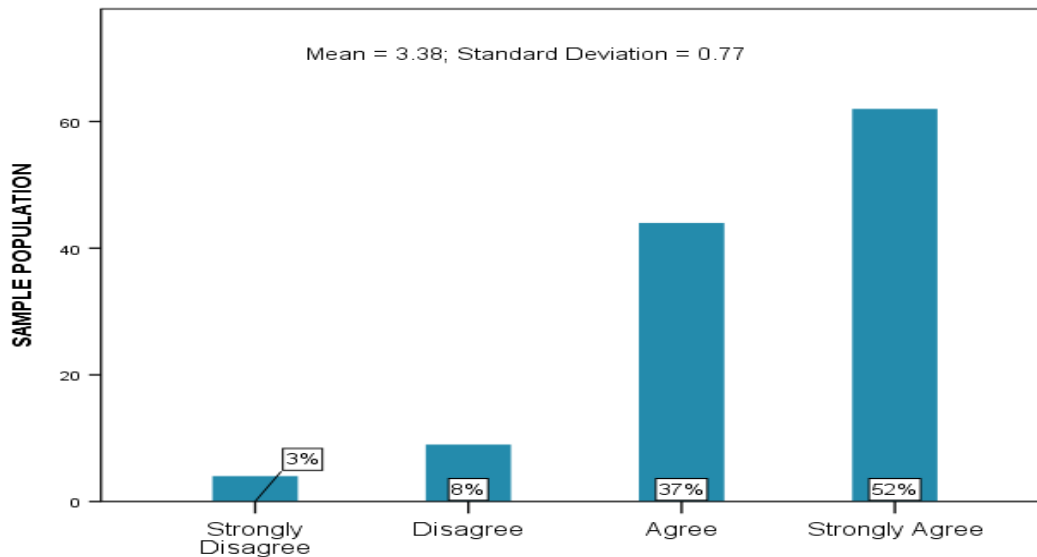


Figure 4.16: Leader communicating vision

As seen in Figure 4.16, 89% of respondents reacted positively, whilst the 11% minority replied negatively. With a standard deviation of 0.77 and a mean reaction score of 3.38, these research findings imply that UMDSD executives convey exciting future visions to a larger extent. According to Bakarada et al. (2017), transformational leadership entails inspiring subordinates by conveying high expectations, employing symbols to focus efforts, and expressing vital goals in simple ways. As a result, these findings show that the leaders at the uMDS D practice transformational leadership to a larger level.

iii) Intellectual stimulation

The study questionnaire's questions 11 and 12 gathered primary data on intellectual stimulation as a component of transformative leadership. The results are shown in Figures 4.17 and 4.18 below.

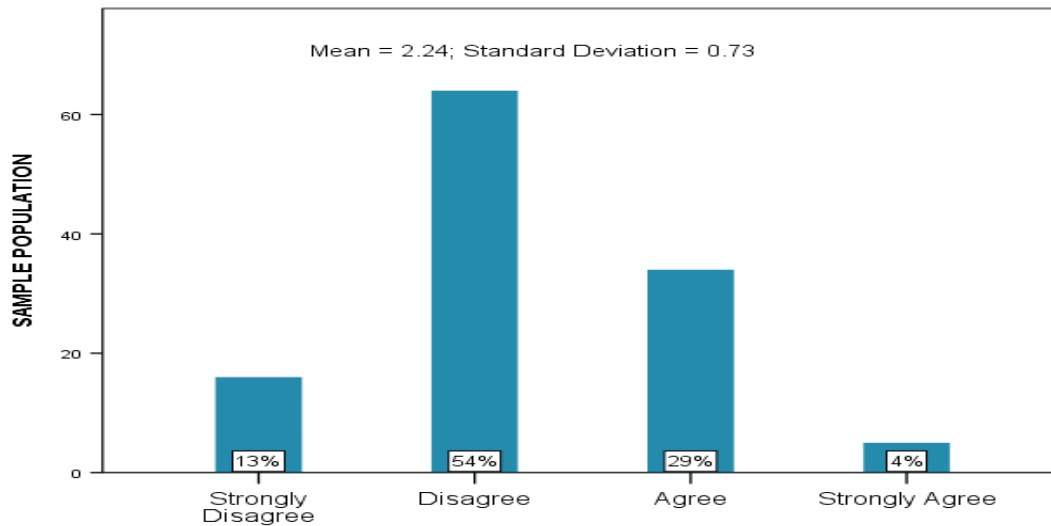


Figure 4.17: Intellectual stimulation of individuals

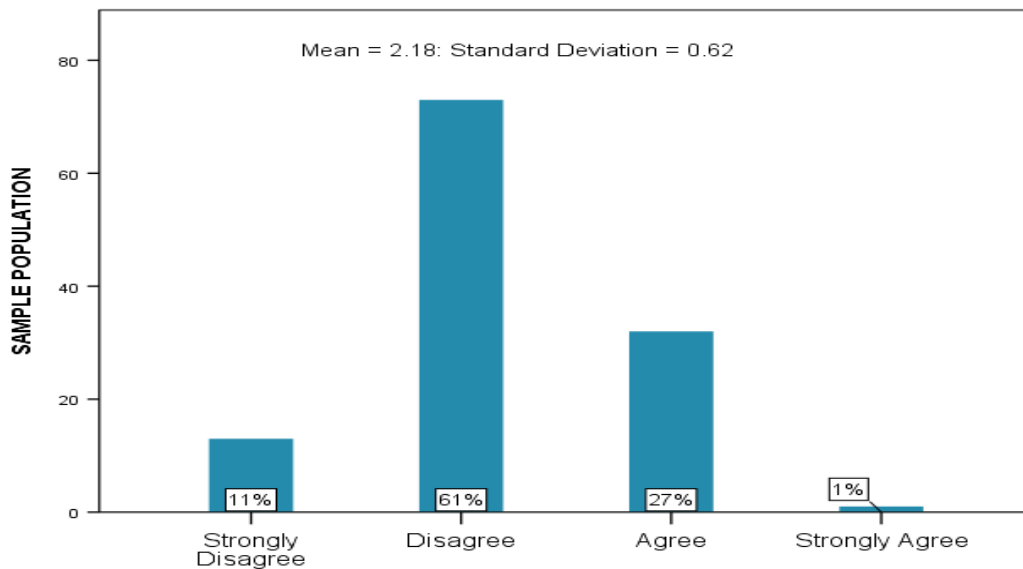


Figure 4.18: Intellectual stimulation of the entire workforce

As demonstrated in Figures 4.17 and 4.18, most participants (67% and 72%, respectively) responded adversely to both individual stimulation and overall workforce stimulation, while a minority responded favourably (33% at an individual level and 28% at an individual level workforce level). The study results suggest that, to a large extent, uMDS leaders do not motivate their employees to look at old problems in new and innovative ways. The mean response score was 2.24 and a standard deviation of 0.73 for individual intellectual stimulation, and the mean response score was 2.18, with a standard deviation of 0.62 for the intellectual stimulation of the entire workforce. Transformational leadership comprises the intellectual stimulation of subordinates that fosters critical thinking and problem solving to

propel the organisation to new heights (Mhatre & Riggio, 2014). As a result, our findings show that, to a large extent, uMDS D leaders do not conduct transformational leadership.

iv) Individual consideration

Individual consideration as a facet of transformative leadership was addressed in questions 13 and 14 of the study questionnaire. Figure 4.19 depicts the answers to Question 13: “My leader spends time training and coaching subordinates”.

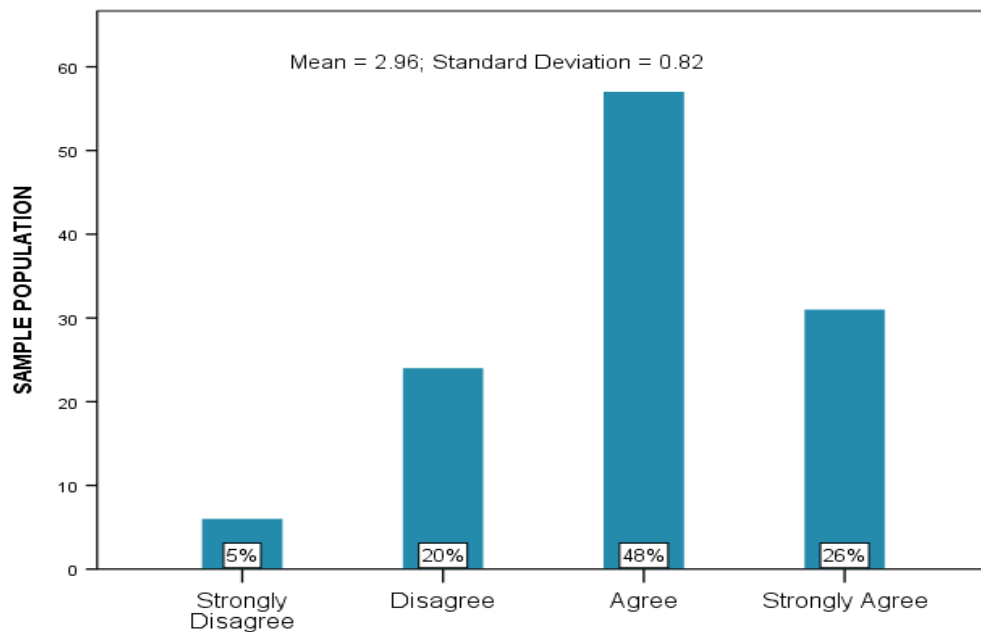


Figure 4.19: Training and coaching

As seen in the above figure, 75% of respondents reacted positively, while the 25%, being the minority, replied negatively. The results reveal that, to a greater extent, leaders uMDS D leaders spend time training and coaching subordinates, with a standard deviation of 0,82 and a mean response score of 2,96. Individualised concerns are included in subordinate training and coaching, an essential component of transformative leadership (Mhatre & Riggio, 2014). As a result, our findings show that UMDSD leaders practice transformational leadership to a larger level.

The replies to question 14 of Section-B of the study questionnaire are presented in Figure 4.20 below (14. My leader recognises mistakes before they occur and intervenes).

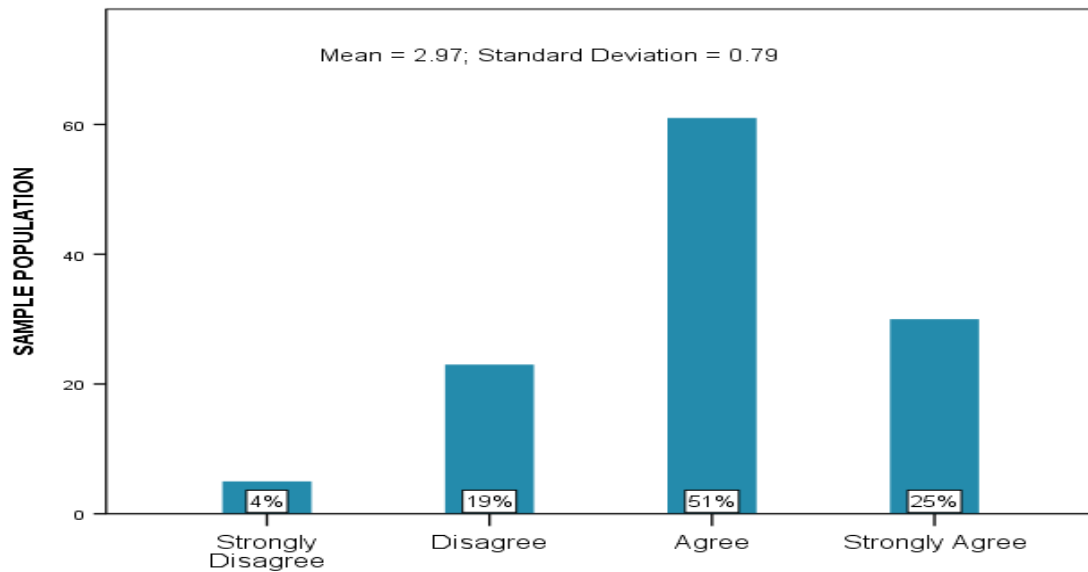


Figure 4.20: Recognition of mistakes and intervention

According to the above figure, 76% of respondents, being the majority reacted positively, while 24% being the minority, replied negatively. With a standard deviation of 0.79 and a mean response score of 2.97, these results imply that, to a larger extent, uMDS D leaders recognise and react before problems occur. A key component of transformational leadership is the individualised consideration of employees. This puts a leader in a position to identify and react before mistakes are made by subordinates (Bakarada et al., 2017). As a result, these findings show that the leaders at the uMDS D practice transformational leadership to a larger level.

4.2.3.3 Summary of the findings on leadership style

Data show that on average, uMDS D leadership is more transformative than transactional. Transactional leadership had an overall average score of 2.92 with a standard deviation of 0.42, while transformational leadership had an overall average score of 3 with a standard deviation of 0.43. The initial study goal was to determine the present leadership styles used at the Pietermaritzburg uMDS D. According to the research findings, the leadership of uMDS D utilises both transformational and transactional leadership styles to a greater or lesser level. Leadership styles fluctuate with time, as reiterated by Thompson and Glas (2015), de Oliveira Rodrigues and Ferreira (2015), Phillips (2017) and Northouse (2018), and there is no single leadership style that is appropriate for all situations. As a consequence, our findings are consistent with those found in the literature.

The section that follows gives a presentation, discussion, and interpretation of the findings of uMDS D team performance.

4.2.4 Team performance

This subsection presents the quantitative research findings on team performance within uMDS D, which were required to answer the investigation question, “To what extent do transactional and transformational leadership styles contribute to team performance in the department?” Questions 15 through 22 of the questionnaire mustered data on the participants’ perception of team performance in their work environment.

The results of Question 15 of the questionnaire are depicted in Figure 4.21 below (Question 15. “I am more productive in a team than I am as an individual”).

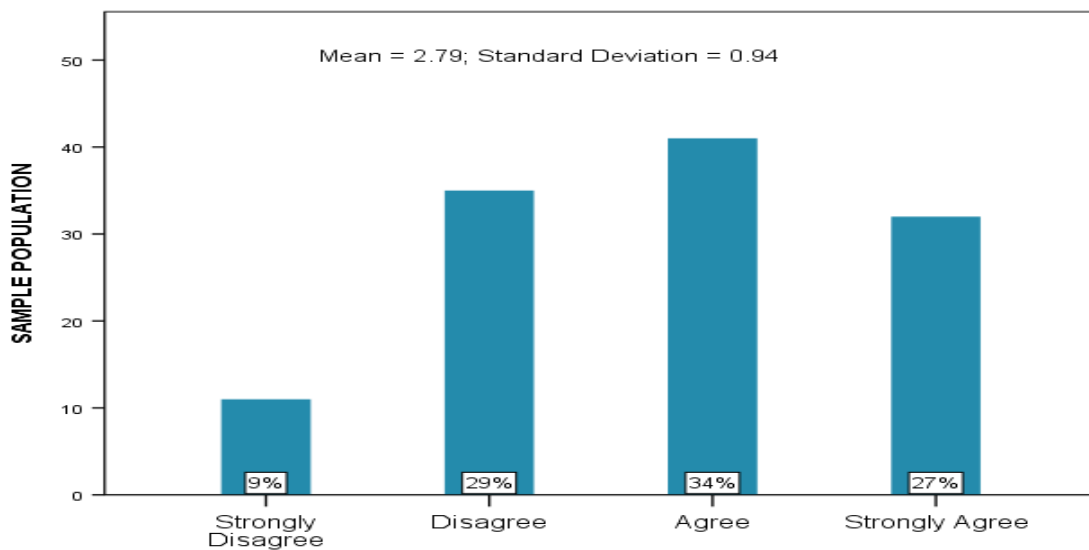


Figure 4.21: Individual productivity

As seen in the above figure, 62% of respondents reacted positively, while 38% of respondents, being the minority, replied negatively. This indicates the presence of transformative leadership, which encourages cooperation. The results imply that, to a larger extent, cooperation within uMDS D helps individuals to be more productive, with a standard deviation of 0.95 and a mean response score of 2.79. According to Rego et al. (2017) and Tabassi et al. (2017), collaboration is effective when employees are more productive than they are as individuals since teams have a synergistic influence on employee performance.

As a result of these findings, it appears that cooperation at the uMDS D resulted in above-average individual production.

The results to question 16 of Section B of the study questionnaire are depicted in Figure 4.22 below (16. Teamwork within this organisation guarantees productivity).

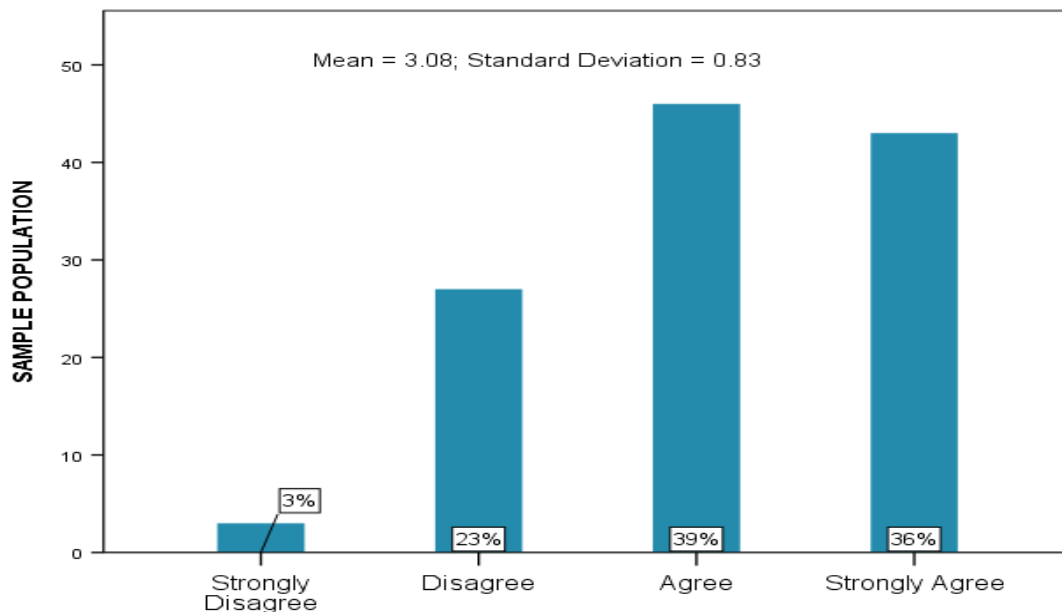


Figure 4.22: Productivity guarantee

As seen in Figure 28, the majority (75%) of research participants answered positively, whereas the minority (25%) replied negatively. The results imply that, to a larger extent, cooperation inside uMDS D assures production, with a standard deviation of 0.83 and a mean response score of 3.08. As Rego et al. (2017) and Tabassi et al. (2017) stated, the productivity of a team is an effective metric for determining team performance. In this respect, findings from this study indicate that an above-average score on teamwork at the uMDS D.

Figure 4.23 depicts the answers to Question 17: “When working toward a goal, my team members efficiently communicate and communicate”.

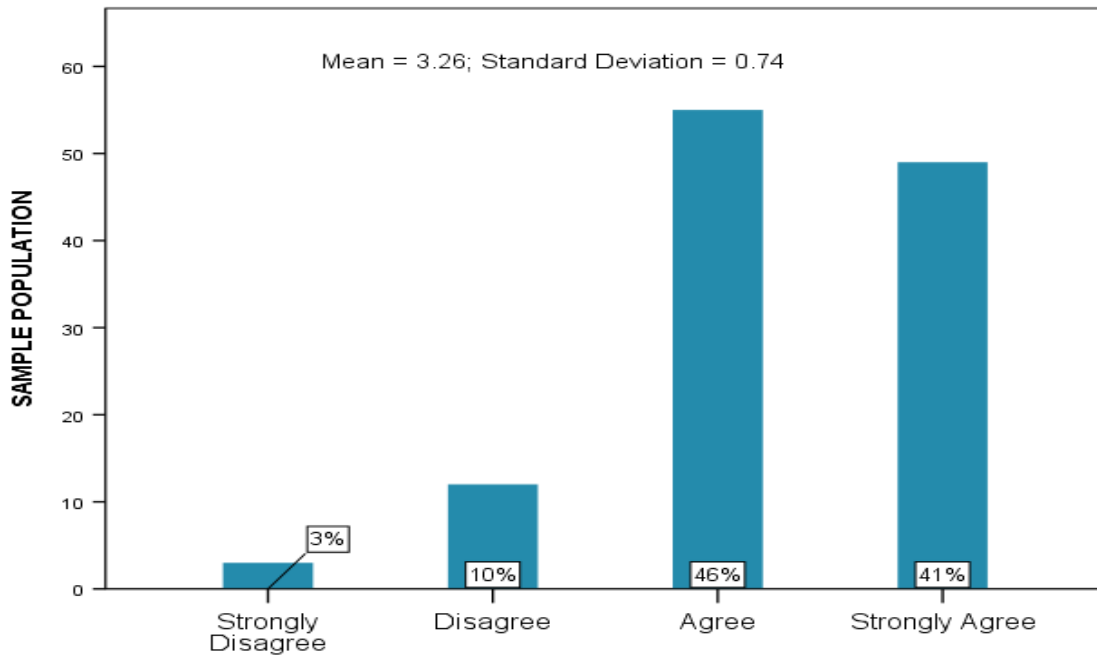


Figure 4.23: Collaboration and coordination

As demonstrated in Figure 4.23, most respondents (87%) replied positively, whilst a minority (13%) replied negatively. With a standard deviation of 0.74 and a mean response score of 3.26, the results indicate that team performance under uMDS is, to a more significant extent, optimal in terms of coordination and collaboration among teams. Tabassi et al. (2017) and Salas et al. (2017) adopted team cohesion as a standard measure of team performance. Team cohesiveness is strongly connected to team members' capacity to successfully coordinate and align their goals and work efforts toward completing tasks. Consequently, the study's findings indicate that the uMDS's team performance is above average in this respect.

Figure 4.24 below presents the responses to Question 18: “Adequate learning and knowledge is sharing within my team”.

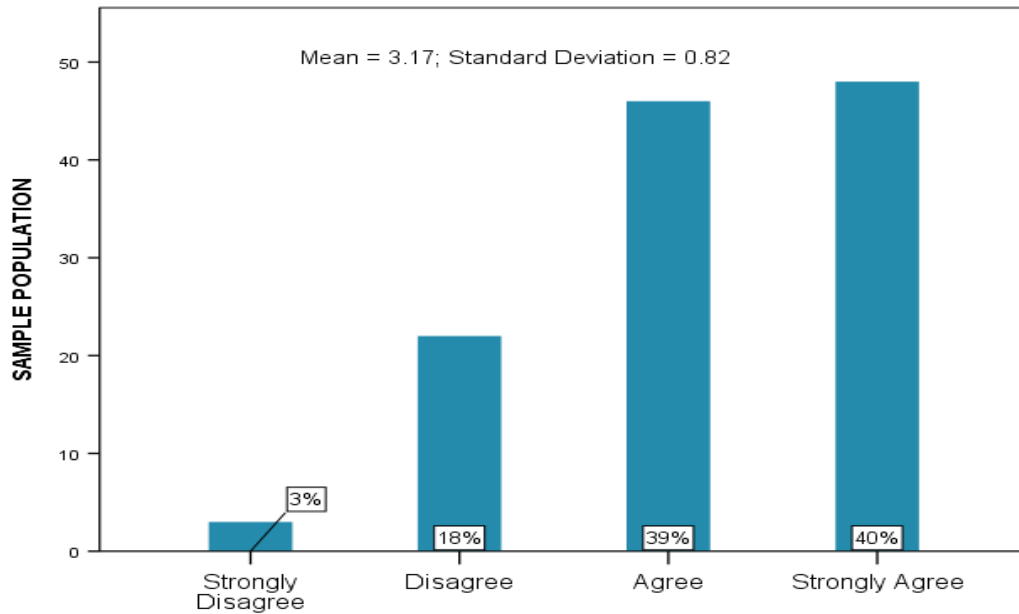


Figure 4.24: Learning and knowledge sharing

As seen in the above figure, 79% of the respondents, being the majority, replied positively, whilst 21% being the minority, replied negatively. With a standard deviation of 0.82 and a mean response score of 3.17, the results indicate that team performance inside uMDSD is, to a larger extent, optimal in terms of learning and information sharing. The level to which efficient information sharing and learning may occur is a well-established metric of team performance that is highly correlated with team cohesiveness. As a result of these findings, team performance at the uMDSD appears to be favourable and above average.

The replies to question 19 are depicted in Figure 4.25. (Question 19: “My personal goals are aligned with the goals of my team”).

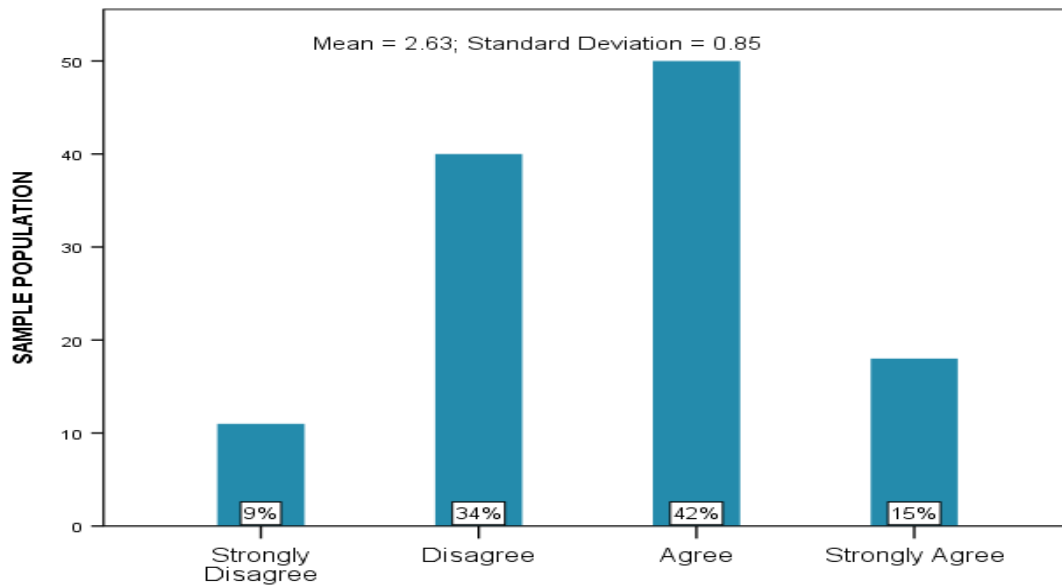


Figure 4.25: Personal goal alignment

As seen in Figure 4.25, most respondents (57%) replied positively, whilst 43% being the minority, replied negatively. With a standard deviation of 0.85 and a mean response score of 2.63, these research findings indicate that team performance under uMDS is, to a larger extent, optimal in terms of team members' goal alignment. Rego et al. (2017) defined successful teams as those in which individual team members' goals are aligned with the team and organisation's collective goals, resulting in a commitment to providing effective performance. As a result, the research findings indicate a favourable and above-average team performance.

Figure 4.26 show the replies to Question 20: "I am satisfied with being part of my team".

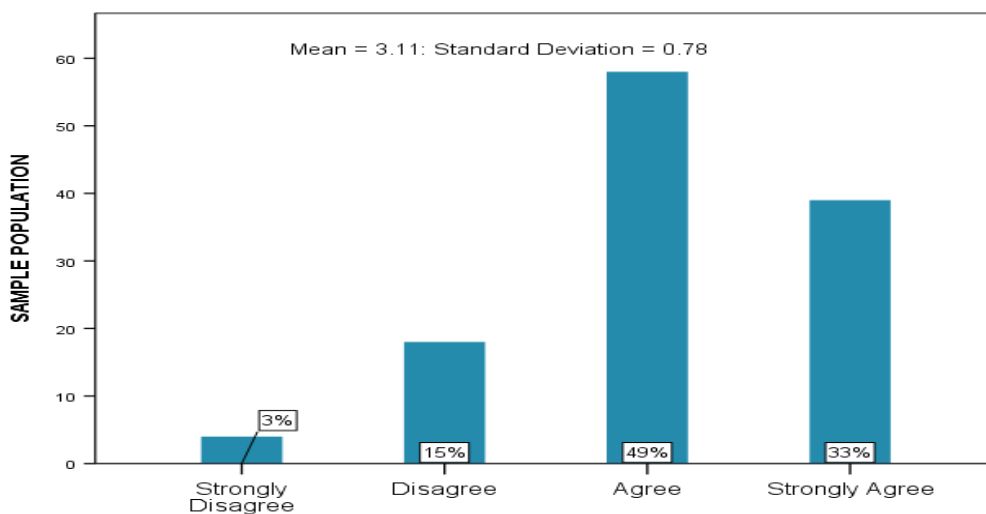


Figure 4.26: Member satisfaction

As seen in Figure 4.26, most respondents (82%) gave a positive response (Average score 3.11, standard deviation 0.78). These results indicate that team performance under uMDSD is, to a larger extent, optimal in terms of personal and team objectives alignment. Rego et al. (2017) define successful teams as those in which individual team members' goals are aligned with the team's and organisation's collective goals, resulting in a commitment to providing effective performance. As a result, the research findings indicate that good and above-average team performance is possible.

The replies to question 21 of the questionnaire are depicted in Figure 4.27. (Question 21: “I believe that my team could achieve its objectives”).

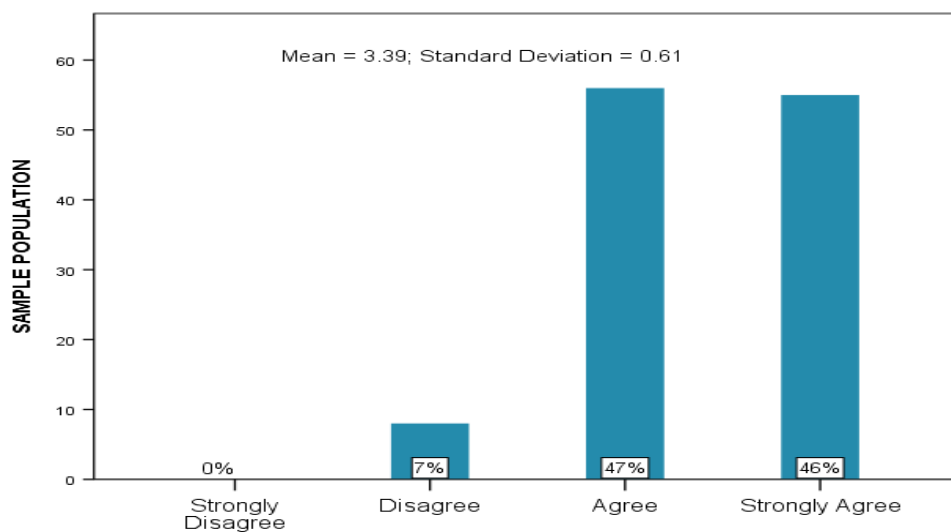


Figure 4.27: Goal achievement ability

As seen in figure 33, 93% of respondents being the majority reacted positively, whilst 7% being the minority, replied negatively. With a standard deviation of 0.61 and a mean answer score of 3.39, the research findings indicate that employees at uMDSD feel their teams can accomplish their objectives to a greater extent. A typical measure of team success is a team's capacity to accomplish its goals (Salas et al., 2017). Thus, the study's findings indicate that the performance teams in uMDSD were favourable and above average.

The replies to question 22 of the study questionnaire are depicted in Figure 4.28. (Question 22: “Teamwork achieves all its goals and objectives”).

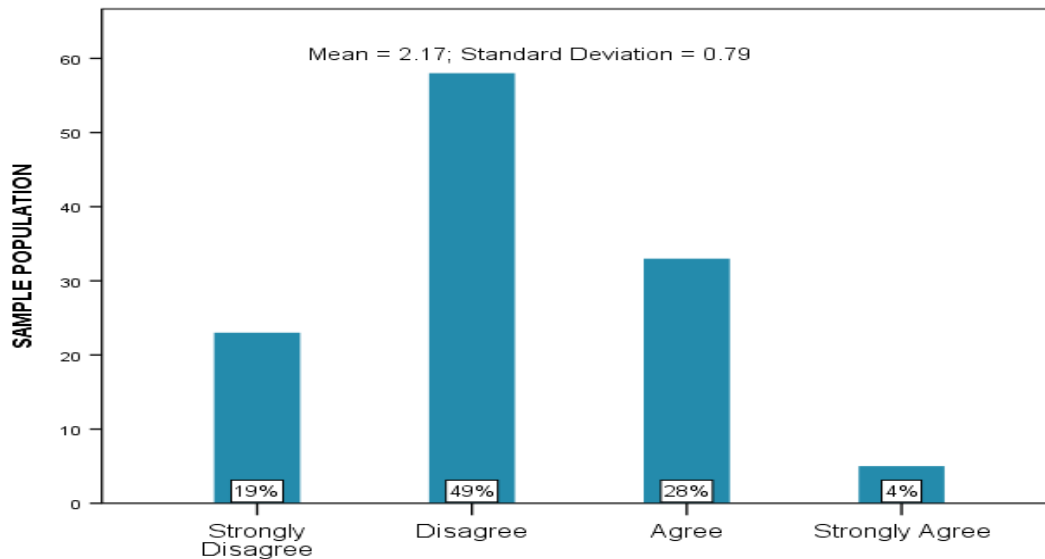


Figure 4.28: Achievement of goals and objectives

Figure 4.28 shows that the majority of the respondents (68%) gave a negative response. With a standard deviation of 0.79 and a mean response score of 2.17, the results indicate that team performance within uMDS D is, to a greater extent, unsatisfactory in terms of teams' capacity to accomplish their goals and aims. Salas et al. (2017) observe that the extent to which teams complete activities and accomplish their objectives is a commonly used metric for team performance. As a result of these findings, it appears that team performance inside the uMDS D is good and above average.

4.2.5 Correlation between leadership and performance

The study assessed the Additive Effect Leadership model's constructs. The link between transformational, transactional, and team performance components was determined using the Spearman Rho Correlation Coefficient. The Spearman Rho test indicates that there is a substantial connection between all of the constructs. Although there is a small positive association between transactional leadership and team effectiveness, there is one. Table 4.2 below summarises the findings of this statistical investigation.

Table 4.2: Correlation matrix of leadership style and team performance

	Transactional Leadership	Transformational Leadership	Team Performance
Transactional Leadership	-	0.441**	0.178
Transformational Leadership	0.441**	-	0.441**
Team Performance	0.178	0.441**	-

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

The following subsection addresses the final goal of this research study, namely, how diversity affect leadership style and individual performance towards effective team performance.

4.2.6 Diversity factors, leadership style and team performance

Using the Shannon Diversity Index Formula [$H = - \sum_{i=0}^n Pi(\ln Pi)$], the derived demographic diversity indices indicated a moderately diverse group with respect to gender, with Development and Research somewhat more diverse. In terms of age and job experience, Development and Research had the greatest diversity score, followed by Social Services in terms of education.

Table 4.3: Diversity indices across uMDS D business units

Diversity Factor	Diversity Index		
	Corporate Services	Social Services	Development and Research
Gender	0.5	0.609	0.693
Age	0.901	1.191	1.366
Education	0.708	1.231	1.168
Work Experience	0.901	1.095	1.366

The Spearman's Rho Correlation Test reveals that the only significant association is between transformational leadership and team performance. The correlations between diversity and team performance were minor, as were the correlations between leadership style and diversity. According to these findings, no significant association exists between diversity and leadership styles or team performance and diversity inside uMDS D. The following table summarises the findings:

Table 4.4: Correlation Matrix of diversity factors, leadership style and team performance

	TSL	TFL	TP	GD	AD	ED	WED
TSL	-	0.441**	0.178	0.056	0.056	0.901	0.056
TFL	0.441**	-	0.441**	-0.026	-0.026	-0.086	-0.026
TP	0.178	0.441**	-	0.033	0.033	-0.097	0.033
GD	0.056	-0.026	0.033	-	1**	0.56**	1**
AD	0.056	-0.026	0.033	1**	-	0.56**	1**
ED	0.051	-0.086	-0.097	0.56**	0.56**	-	0.56**
WED	0.056	-0.026	0.033	1**	1**	0.56**	-

** . Correlation is significant at the 0.01 level.

An additional study was performed to ascertain whether the two styles had a substantial effect on team performance. Only transformational leadership had a statistically significant effect on team performance at 0.235, implying that variation in transformational leadership accounts for 23.5% of the variance in team performance at uMDS D.

Table 4.5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.485 ^a	0.235	0.228	0.41656

a. Dependent Variable: TP

b. Predictors: (Constant), TFL

According to Table 4.5, transformational leadership styles account for 23.5% of the discrepancy in team performance, which means that 23.5% of observed vicissitudes in team performance result from participatory or transformational leadership.

Table 4.6: ANOVA test for Correlation between Transformational Leadership and Team Performance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.236	1	6.236	35.939	0.000 ^b
	Residual	20.302	117	0.174		
	Total	26.538	118			

a. Dependent Variable: Team performance (TP)

b. Predictor: Transformational leadership (TFL)

Table 4.6 shows that the proposed model relating the influence of transformational leadership on team performance is statistically significant ($p < .05$).

Table 4.7: Summary of Regression Coefficients

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.363	0.267		5.097	0.000
	TLF	0.528	0.088	0.485	5.995	0.000

According to the data in Table 4.7, transformational leadership is the only factor affecting team performance within uMDS, whereas transactional leadership and diversity do not affect it. These findings contradict those of Ng and Sears (2012), Seong and Hong (2013), Muchiri and Ayoko (2013), Mitchell et al. (2014), and Valls et al. (2016), who discovered that diversity characteristics had a significant influence on leadership style and team performance. The findings indicate that diversity does not affect the efficacy of leadership in influencing team performance within uMDS. Variations in team diversity have little effect on leaders' capacity to affect team performance within uMDS.

These findings imply that transformative leadership influences team performance at uMDS. The following segment analyses the qualitative results from the research.

4.3 Qualitative research findings

This section presents the research findings from the qualitative component of the primary research which was conducted through face-to-face interviews. The following subsections present, discuss and interpret these findings. The qualitative research component of the study was not intended to supplement the quantitative findings but rather to complement and to strengthen the quantitative findings on issues concerning leadership and leadership style; team performance; and team diversity within uMDSO. Thematic analysis was used to analyse the qualitative data.

Presentation of the results

Twenty interviews were conducted with six Service Office Heads, five Social Work Supervisors, four Community Development Practitioners and five Corporate Support Administrators. The qualitative results are presented hereunder beginning with an overview of the themes:

4.3.1 Overview of the Relevant Themes

The Diagram below presents an overview of the themes that emerged from the interviews as follows:

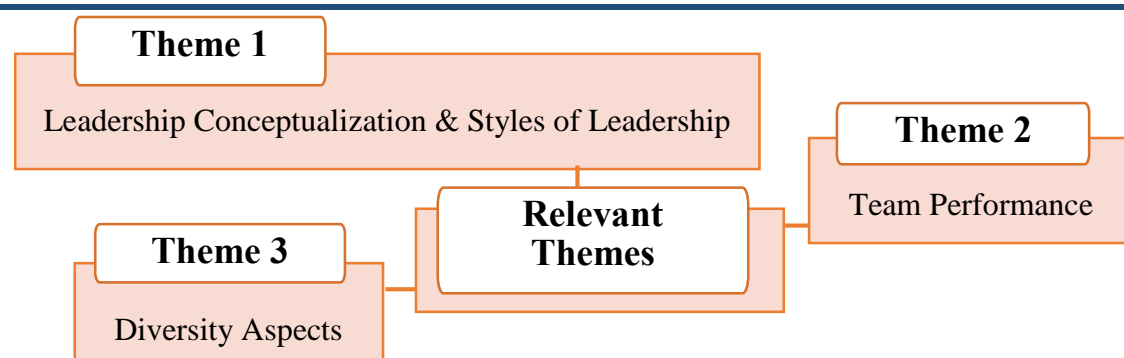


Diagram 4.1: Thematic analysis of the study

Theme 1: This section investigated the prevalent leadership styles employed by leaders in the Department and their understanding of leadership. This theme gave insight into the leaders conceptualisation of leadership and the approaches deemed befitting in leading their respective teams

Theme 2: This section assessed the extent to which transformational and transactional style contribute to team performance. This theme gave insight into the degree of additive effect of these two approaches contribute to performance

Theme 3: This section explored the aspects of diversity affecting leadership styles employed by leaders in the Department. This theme gave insight into probable diversity factors impacting on performance

The finding in each of the themes will now be presented and discussed below.

4.3.2 Leadership and leadership style

Understanding how the leaders of uMgungundlovu District Social Development conceptualize leadership is the first step in adding to the present body of knowledge. Findings from the interviews indicate that leaders had comparable views on leadership. Despite the multitude of ways in which these leaders have conceptualised leadership, what emanated as central to the phenomenon was the following components. It should be noted that, while the interview responses have been edited to enhance readability, care has been taken to preserve their original meaning



Figure 4.29: Leadership as conceptualized by leaders at uMDS

4.3.2.1 Motivation and Inspiration

Leadership according to Participant 1 (P1) [junior level] is an art of motivating a diverse group of people towards achieving a common goal, whereas P10 [middle level] in agreement defined leadership as both an art and a skill of motivating, capacitating and empowering a

group of people, herein employees, towards realising a common goal or vision – *“To me leadership is both an art and a skill. An art in the sense that as a leader you are to motivate and capacitate and empower a group of people towards a common goal or vision; and a skill in that it can be taught and be learnt, it can be trained and be developed”*. On the one hand, these leaders subscribe to Daft (2018: 228) definition of motivation who states that as a leader, your job is to channel employees motivation towards the accomplishment of the Department’s vision and goals; on the other hand support Northouse (2016: 6) definition of leadership which highlights leadership as a process, involves influence, occurs in a group and gives attention to common goals. Furthermore, P13 [junior level] accentuated leadership as owning the moment, where a leader is unfettered by rules and familiarities, rather carries out what needs to be done in the moment, but not act impulsively and added that *“...Owning the moment does not always mean actively taking charge, but rather meeting the challenge in the best possible approach. That is, recognizing when to take a back seat and leveraging the strengths of those around by letting someone else be a champion at dealing with the task at hand”*. Sharing leadership as a motivational factor is sharing some functions of leadership among some team members reinforces the perception that they are important within a team.

This finding aligns with the general claims made by mainstream leadership theorist. The use of motivation as a behaviour component in leading signifies transformational leadership. Transformational leadership has been found to have a positive direct effect on public service motivation (Van Wart, 2013:525). This concurs with the quantitative findings of Question 9 of Section B that the leaders at uMDS D motivate their subordinates to perform remarkably by inspiring them, offering intellectual challenges, paying attention to individual growth needs and ultimately leading them to rise above themselves for a shared purpose. Indeed, motivation is the key constituent of leadership

4.3.2.2 Contingent Reward

The literature noted that the transactional leader works through creating a clear structure whereby it is clear to what is required of the subordinates and the rewards the subordinates get for following order (Northouse, 2016 citing Burns, 1978). The contingent reward factor of transactional leadership is that the leader makes clear what is expected and communicates the rewards of meeting what is expected. On the contrary, P15 [middle level] noted that it is very hard for government institution leaders to structure rewards because in local

government everyone should be treated equally. P3 [middle level] affirmed that she does not mention any rewards for tasks completed, but rather endeavours to instil a sense of responsibility, drive and development. P10 shared that targets are set, however do not mention rewards when these targets are attained. P16 [junior level] expressed that, as a rite, employees should be awarded for performing tasks as expected. P20 [middle level] argues that employees are there to serve the public member of the community with humility and that alone should be fulfilling and rewarding in making a difference.

The premise of these leaders is to inspire and motivate rather than promise rewards as motivation to complete tasks. This denotes that the leaders do not subscribe to the contingent reward factor of transactional leadership. This finding slightly corresponds with Question 10 of the questionnaire which revealed that 48% of the sample populace recorded that their leaders do not reward them for completion of task.

The findings of this study indicate that leaders' perspective of effective leadership at uMDS is not augmented by contingent rewards. These findings are consistent with Puni et. al. (2018) results which revealed that contingent reward, a dimension of transaction leadership, enhances the positive effects of transformational leadership and not the other way round. This finding is also supported by Hoxha (2019: 55) who posited that transactional leadership dimensions did not significantly predict employee performance.

4.3.2.3 Charisma

Meslec, Cursue, Fodor and Kenda (2020) discovered that the effect of charisma on individual performance is channelled through the vision aspect of leadership. P20 convincingly emphasised the importance of strategic planning meetings where the vision is discussed. This leader agrees with Katene (2010: 12), cited in Chaplin-Chayne (2021: 171) who argues that the leader must be dedicated to social justice and there must be a "on the vision, rather than the leader". She expressed with concern that complacency created by bureaucracy has a negative effect on employee and performance. Hence, she Charisma or Idealized Influence, refers to conduct that elicits respect, admiration and trust from subordinates. Idealised leaders draw in on their charismatic behaviours that benefit them the assurance, trust and confidence of followers.

The researcher can conclude that the leaders successfully articulate the vision of the

department to the employees. Hence, these leaders do not portray any of the transactional leadership dimensions, rather an idealised influence factor of transformational leadership. This finding is parallel with Question 14 of the questionnaire that presented a combined 91% result recorded by the participants that their leaders emphasise the collective vision of the department.

P20 expressed that when negativity is prominent a leader should be strategic and address the character. P10 asserts that all leaders inspire the department staff to perform highly for change and work beyond self-interest for the benefit of the public member. P4 emphasized the importance of having an inspired team. These leaders attuned to the importance of inspiring their employees. This, in turn, displayed an inspirational motivation factor of transformational leadership. This outcome corresponds with the results from Question 27 of the questionnaire with 90% of the sample populace who recorded that their leaders inspire them to be the best they can be.

4.3.2.4 Coaching

Belegali (2016) emphasise that leaders must ensure that they positively reinforce favourable behaviour through coaching and mentorship to improve performance. Referencing to situational leadership style, coaching is for people with some competence and some commitment. Teams can be helped by coaching interventions that focus specifically on fostering process gains only for those aspects of team performance processes that are relatively unconstrained. The identified models of coaching employed by uMDSD are peer coaching, lower-level mentorship and hands-on learning. P9 [junior level] and P12 [junior level] mentioned that coaching build effective relations with subordinates and that it goes beyond imparting of skills and knowledge but communication lines are opened for advice and information giving.

P13 expressed that *“Our leaders to give support to fully implement policies and systems in place. To be capacitated and developed for better and effective operations. Years of service based promotion strategy for social workers to leadership positions is a good succession and retention plan, but these employees may lack in some aspects of leadership. I understand that leadership is learnt and or can be learnt. Thus, leadership training is indispensable.”*

Wahab, Rahmat, Yusof & Mohamed (2016) posited that academic leaders need to be taught leadership skills in order to decrease the unprofessional nature of the leadership in the ranks

of administrations. The finding of this study also concurs with the findings in a study by Call, Ownes and Vincent (2013).

A literature review by Peters and Carr in 2013, found that case studies highlight that coaching resulted in interpersonal and communication benefits while the empirical studies indicated improved team performance. Specifically, a study by Aldrin and Utama (2019:28) found that the use of coaching techniques in teams helps develop personal and interpersonal relationships as well as team dynamics. The results of this study are in line with previous studies conducted by several researchers.

4.3.2.5 Rules and Standards

Organizations highly transactional and transformational low in features, will be characterised by rules, regulations rigid structure explicit contracts and controls. By law, government is regulated by rules and regulations. They foster self-interest at the expense of co-operation and collaboration amongst teams. P13 stated that rules and standards “*allowed for the alignment of human capital resources and other resources for productive service delivery*”. P15 concurs with P13 and added that rules and procedures serve as a yardstick in performance management. P11 [junior level] reported that compliance to approved standards of operation and set rules guide ensure an unqualified report for the department.

Following are leadership styles emanating from interview data as used by leaders in the district of uMgungundlovu Social Development



Figure 4.30: Leadership styles emanating from the interview

Leaders at uMDS D employ a variety of approaches in leading their teams. The findings revealed that the very least used styles are laissez-faire and facilitating with 1 participant leader each; where the most employ transformational with 10 participant leaders in frequency, followed by transactional with 5 participant leader and 3 participant leaders employ democratic/participant style of leadership. Table 4.8 below exhibits frequencies of leadership style employed by leaders and their training on leadership.

Table 4.8: Leader’s styles and training on leadership

Frequencies of Leadership Styles and Training of Leaders							
Leadership Styles	Type	in value	in percentage	Leadership Training		in value	in percentage
	Democratic	3	15%		Yes	4	20%
	Transactional	5	25%		No	16	80%
	Facilitation	1	05%				
	Laissez-faire	1	05%				
	Transformational	10	50%				

Drawing from the table above, the top three styles of leadership used by uMDS D leaders, which are characterised by consultation and engagement behaviours exhibit that the leaders at uMgungundlovu Social Development interact with their subordinates and value employee engagement. The use of democratic leadership, also known as participative leadership style, is not a sign of strength that subordinates will respect (Akpoviro, Bolarinwa & Owotutu, 2018: 48) citing (Sinek, 2014) as the final decision remains with leadership. The use of laissez-faire leadership style raises a concern as it is characterised by non-existence or ‘hands-off’ style, which according to researches leads to low productivity.

The findings on leadership training of leaders indicate that 80% of leaders under study have not been trained on leadership. This raises the question if mainstream development activity would benefit leaders as leadership is vital in social context and in today’s fast-changing economy. Referencing to the leadership approaches currently employed by the leaders at uMDS D, it is unclear what informs their understanding of leadership. P20 articulated the organisational approach to leadership as a cocktail of all sorts of liquids depending on circumstances at the time and stakeholders’ needs and requirements: *“This organisation makes use of numerous leadership styles and I cannot say that a single leadership style is used. Usually, as leaders, we have to hit the ground running and have to adjust with the*

situation. In this regard, we employ numerous and differing styles of leadership we see fit”. P16 shared that he has no formal training on leadership, but hands-on experience knowledge and P11 stated that “...I have not been trained on leadership. All I know I have learnt streetwise and from my counterparts”. P3 agreeing with P11 highlighted that workplace coaching as a developmental activity is beneficial, but traditional or formal training would help acquire relevant knowledge, skills and attitudes. P19 [middle level] concurs with these leaders and added that it will be enlightening and elevating not only the leaders but also the aspiring leaders. Leveraging department knowledge, personal experiences and learning from formal training is important. The leaders under study pointed out to the lack of formal training on leadership in the department. The implications suggest creating a culture supportive of leadership education.

A study by Spence and Grant (2007) where a comparison was made between professional and peer life coaching found that professional coaching was more effective than peer coaching or no coaching for enhancing engagement in the coaching process, goal commitment and goal attainment. P20 expressed that bureaucracy makes one (employees) complacent. These findings suggest that the leaders subscribe to the characteristics of transformational leadership and are non-transactional in their leadership approach.

4.3.3 Teamwork

Teamwork was identified as another theme. Some of the responses from the study participants that addressed the issue of transformational leadership styles are presented below.



Figure 4.31: Team performance factors

Based on the responses from the study participants, the research findings show that team performance is of the utmost importance within uMDS and it is measured by the extent to which teams achieve their goals and objectives and deliver enhanced productivity.

4.3.3.1 Objectives and goals

To shape mission valence goal clarity is a lever that a transformational leader can use (Moynihan, Pandey & Wright, 2013: 93). As leaders clarify departmental goals, subordinates will likely have a better sense of which tasks are critical, and how they can be achieved. P14 [junior level] mentioned the Employee Performance Management and Development System (EPMDS) which provides a standardised framework for employee performance on salary levels 1 to 12 is used for individual performance management. Every identified goal requires a clear plan; hence employees sign personal development plans. Wright, Moynihan and Pandey (2018: 95) state that performance management processes, which seek to increase mission valence and performance information use, provide a vehicle for skilled leadership

4.3.3.2 Cooperation

Cooperation is a means of working together irrespective of variety of opinions. It allows departments to not only attain a mutual goal, but to show progression. Written by Sinek (2014: 165) *“Like any relationship, so. But in time me [people] will get along, and some won’t. But in time, cooperation will happen”*. P5 [junior level] pointed out that cooperation should be promoted to ensure effective service and commitment. This finding aligns with Russel and Taylor (2013) states that above emphasizing cooperation amongst employees, employee engagement is realised through teams, and that successful quality-oriented companies share a commitment to employee involvement through teamwork.

4.3.3.3 Collaboration

There is a need for a paradigm shift from silos approach to collaborative and integration approach for governance transformation. Diverse perspectives in an inclusive culture can promote cross-pollination of ideas, which may yield new and innovative insights that would otherwise not transpire. P2 [junior level] expressed that he emboldens and fosters innovation as the department is in part community development. P17 [junior level] unwaveringly believes in collaboration for betterment of team members and that it creates wealth of knowledge, skills and talent *“... Synergy is the key to increased productivity in team performance. This leads in an increased capacity to accomplish both goals and objectives”*.

She emphasised that when duty calls for innovation as guided by policies and procedures she encourages and supports it completely.

4.3.3.4 Productivity

It is determined that leadership behaviour continually plays an important role in team effectiveness and productivity (Amos and Klimoski, 2014).

P3 [middle level]: *“As leaders, nothing compromises the efforts of productivity as failing to provide resources. Leaders should create a platform to deliver and add value by providing the resources to be creative and to perform at optimal levels. There should be a balance between performance and resources. For example, we expect team members to meet set targets within prescribed timeframe, but limited fleet resources hinder performance. Leaders expect supervisees to be creative, but have given them an ammunition to entertain your resistance”.*

This is in line with the findings of Tabassi et al. (2017: 5) study that show the team condition, which is defined as the factors contribute to make a great team has significant direct and indirect impacts on team performance.

4.3.4 Team diversity

Diversification augments performance by providing in perspectives, skills and talents. It also facilitates friction that enhances deliberations and upends conformity (Gomez & Bernet, 2019: 389). The significance of team diversity was identified as another theme, where the following diversity factors at uMDS D emanated



Figure 4.32: Diversity dimensions at uMgungundlovu District

Given that gender diversity is mandated by the South African government, it is not surprising that it is high on the agenda of leaders at uMDSD.

4.3.4.1 Gender diversity

The gender diversity within the district leadership absolutely distributed with more females than males. This may be because public institutions rigorously adhere to the Employment Equity Act No. 55 of 1998, which specifies Affirmative Action. McKinsey & Company and Lean In in 2017 (cited by Dworkin & Schipani, 2018: 116) reported that an increasing number of companies are committing to gender equality. According to Johan Erasmus, Director – Deloitte Southern Africa (2014), the government proposal to institute a 50 percent quota for women on boards has elapsed in parliament. These findings reveal that uMDSD has other programs in place to encourage appointment of more women in leadership positions. However, a closer inspection of this data shows that some leadership teams are comprised women only. Women are adept at strategy crafting, improving good corporate governance and social responsibility This raises a concern of variety in perspectives and opinions if teams are not gender diverse..

The Department supports the argument by Zaichkowsky (2014: 91-113) that when there are one to three female members on a board, women tend to bring a more collaborative approach to leadership, which improves communication among board members and between the board and management. Similarly, a study by Valls et al. (2020) show that gender diverse boards are favourable sustainable behaviour of companies. Contrarily, Humphrey (2014: 25) conducted industry-level assessment of all Australia S&P 300 companies, presented that board gender diversity showed no significant impact on overall industry average returns.

4.3.4.2 Age diversity

A diversity management policy in the department reinforces neutralization of potential internal by a no “age-discrimination” and creating a positive work environment as well as supporting relevant policies implemented. Interestingly, majority age distribution shows middle age for both leaders and subordinates with 50% and 51% for 31-40 age subgroup, respectively. Following the arguments of the social identity theory, as study participants are positioned in the middle of the age-continuum imply that leaders are able to identify with both younger and older employees. Should identity difficulties arise for employees at the

extreme far ends of the continuum, the leaders are in a position to bridge the age gap. Also, as per data revealed, leaders and subordinates are able to identify with each other based on their age subgroup. This may mean that, these leaders can have a positive influence on their followers (subordinates).

This supports findings in Kunze, Boehm and Bruch (2013) study which concluded that age diversity was associated with greater group conflicts, but this effect disappear with diversity-friendly company climate and policies. It also aligns with the findings of Lorenzo et al. (2017) who posited that age diversity in backgrounds had no impact on performance. The results of a quantitative review by Schneid et al. (2016: 2) of synthesized literature on relationship between age diversity and team outcomes showed no significant overall relationships.

These findings contradict the conclusions of a similar study by Gomez and Bernet (2019:390) on diversity performance and outcomes, which concluded that age-range diversity is associated with higher employee productivity and retention as well as greater internal conflict.

It is important to acknowledge culture and leadership. It is noted that at uMgungundlovu DSD cultural diversity does not influence or that culture has no significance on team performance. It may be that DSD embraces cultural dimensions effectively through policies, practices and team building programmes, e.g. Commemoration of Heritage Day at the workplace. Today's organisations are characterised by culture of learning, innovation, idea-generation, research and the culture of no rigidity. As such, it requires transformational leadership.

Comparatively, age diversity and cultural diversity has no or negative significance impact on performance, where gender diversity has a positive significance impact on team performance. These findings positions leadership to capitalise on the strengths to further enhance team performance

4.3.4.3 Youth Diversity

The diversity of generational cohorts in the workplace brings a new set of challenges for organisations, particularly in a country as unequal and diverse as South Africa. Research

suggest that youths are likely to be the highest performing of all generations and adds more complexity to the work environment. Over 80% in teams and 55% in leadership represent a youthful generation of employees in the district. The youth diversity dimension in the district vary in skills, behaviours, talents and values making them unique and valuable human capital. P 13 [junior level] articulated the delay in keeping abreast and aligned with the dynamic environment “...we are not IR IV ready, but are lagging behind”. P19 shared that “I value work-life balance, where when on vocational leave, I’ll benefit my family and husband”. P18 [junior level] pointed out that “...working beyond scope of mandate and beyond normal official hours is somehow becoming a tradition or culture because we are here to serve”. P7 [junior level] and P8 [junior level] agree with P18, but noted that there was life before and after work. The expressions imply that the leaders know their subordinates and understanding the strength of teams helps leaders at uMDS D better leverage and collaborate teams for unhampered service, thus team performance.

The findings herein align with the analysis results of a study by Tsi and Li (2020) whose participants were predominantly young entrepreneurs between 20 and 40 years of age showed that the entrepreneurial team had a significant positive impact on social capital and business performance.

4.3.4.4 Ethics, Moral and Values

Diversity dimensions with respect to deeper, psychological variables such as values, morals and ethics also emerged. As stated by Hollenbeck et al. (2004: 357), “demographic diversity is actually less important to team performance than psychological diversity, especially over time”. The workforce at uMDS D consists of individuals from four generations each bringing different perspective and values at the workplace.

Opting to act often requires not only moral awareness, but the willingness to act according to moral principle to challenge the status quo. P19 highlighted that in leadership there is a leader and a follower, where a leader interacts and leads by example. P20 [middle level] agrees and emphasises that a leader leads from all walks of life. Meaning, leaders lead from values to knowledge, character to personality and from the walk a leader walks with integrity and sometimes with the employees as well. P1 and P20, both accentuated that “walk the talk” where P3 [middle level] further expressed that leading by example is “talk the walk” and also knowing how to follow. P6 [junior level] supports this view by pointing out that to

be a good leader, be a follower. These leaders subscribe to Daft (2016) explanation of a leader as a matter of how to be, not how to do. Furthermore, Hesselbein argues that “it is the quality and character of the leader that determines performance”, whereby P3 points out that lack of keenness by the employees to subscribe to organisational vision and expected goals and objectives leader performance and production tends to be doomed. On the other hand, P5 mentioned that when organizational values are congruent with the personal values of an employee, engagement and commitment is high. It is therefore important for leaders to know their subordinates and to align their behavioural system for high performance.

A study on how values influence team performance conducted by Schaubroeck, Lam and Cha (2007: 8) revealed that whether you are from the East or the West, team values moderate the effect of transformational leadership on team performance

4.3.4.5. Government Policy

A variety of legislation enacted by government pertaining to, amongst others, occupational health and safety, labour relations framework in the country, skills development act, basic conditions act, employment equity does not exempt Department of Social Development. According to the Labour Relations Unit in the district, the department has programmes, policies and practices implemented to ensure compliance with regulatory legislation. Employees of the department know or are expected to know the policies that regulate conduct, actions, service delivery, etc. That is, within the applicable legislative mandates, they are expected to differentiate between a right, a privilege and an interest. P1 stated that *“Policy is the bible at work. The fear of victimisation if mob behaviour and political affiliations influence or affect you, especially as a leader abide by policies and procedures. There won’t be enough change, even if there is. Limited resources may also impede leadership and performance. Not say that people don’t believe in leadership, but certain aspects or behaviours tend to influence or delay performance”*. P7 pointed out that *“People may disappoint you, systems may fail you, but adherence and compliance to policies is your shield in adversity”* Agreeing with P7, P16 stated that the Word of God is my fortress, so are policies in the workplace.

4.4 Discussion

The remainder of this chapter analyses the study objectives in light of the findings and the existing literature. As mentioned before in Chapter 3, the average score from this study is compared to an average score of 2.5.

The primary research found that, on average, uMDS D leadership practices transformational leadership rather than transactional leadership.

4.4.1 Transformational Leadership Style

The mean score for transformative leadership in the aggregate was 3, with a standard deviation of 0.43. As a result, most research participants rated this leadership style as successful and favourable to team performance beyond and beyond transactional expectations. While the overall grade was highly significant, there are parts of leadership that uMDS D can improve to succeed.

The Transformational Leadership Style's Strengths

The most highly regarded component or dimension of transformative leadership was idealised influence fuelled by trust and respect. All components received an average rating of 3.34. These findings are corroborated by Dvir, Eden, and Shamir (2015), who found that the respect, trust, and dedication generated among followers of transformational leaders contribute to employee motivation and inspiration to perform at their best. Additionally, Men (2014) discovered that successful transformative leadership increases both employee happiness and performance.

Turning to leaders as change agents at uMDS D, the study's participants recognised their outstanding behaviour as a strength. This question has an average rating of 3.54. This demonstrates that leaders at uMDS D set an example for their subordinates and serve as role models for them, which encourages people to emulate their leaders. As Kesting, Ulhi, Song, and Niu (2016) defined, charismatic leadership is the basis for transformative leadership that motivates and inspires people; hence, charismatic leaders are acceptable in unstable circumstances (Popovi, Vuurevi, Brkanli, & Oegovi, 2014). When such leaders adapt to their surroundings, they assist staff in developing innovative solutions to issues, therefore streamlining the troubleshooting process (Gorman & Gamble, 2016). Elkington, Van Der Steege, Glick-Smith, and Breen (2018) substantiate these findings by noting that VUCA is

concerned with adapting to a context in which strategic alternatives are not always obvious. Additionally, rapid adaptability to changing external situations need adaptable techniques that do not alter the tactical trajectory.

With an average rating of 3.4, most uMDSO workers who participated in the research believed that leaders reassure subordinates. Additionally, the majority stated that uMDSO places a premium on a common, community vision and goal, even if these are not universally owned. 3.36 was the mean score.

Given these findings, it is advised that leadership at uMDSO continue to place a premium on serving as role models and agents of revolutionary leadership. uMDSO's strength in leading by example, when harnessed, provides a competitive advantage and offers value to both external and internal stakeholders. While the study discovered that charismatic impact enhances lateral performance, some leadership abilities might be improved.

The Transformational Leadership Style's Development Competency Area

The study's findings indicate that employees' intellectual stimulation might be enhanced to foster fresh and inventive thinking and problem-solving methods. The overall reply to this component of transformative leadership was 2.24, which is less than the norm of 2.5. This conclusion was emphasised further by the responses of the whole workforce to questions on intellectual stimulation. The organisation had a mean score of 2.18 from participants, suggesting that most team members viewed the organisation as one that does not encourage employees to approach old problems creatively. According to Herman and Chiu (2014), transformational leaders inspire and empower their people to create unique methods and unique solutions to old and familiar challenges. Thus, the findings indicate that uMDSO's transformational leadership strategy is not entirely effective in increasing personnel. A learning organisation must foster creative and new methods and critical thinking and problem solving to grow and evolve.

It is advised that in a big organisation such as the DSD, the current approach to leadership is maintained and that leaders boost intrinsic motivation and intellectual stimulation among personnel.

4.4.2 Transactional Leadership Style

In comparison to transformational leadership, the transactional leadership style was deemed to be less critical, with a standard deviation of 0,42 and an aggregate mean score of 2,92. The findings reveal that, though uMDS D employs a transactional leadership style, several aspects might be improved. The following sections highlight the strengths and opportunities for improvement.

The Transactional Leadership Style's Strengths

The primary areas of performance and capabilities related to transactional leadership were a contingent reward, which received the highest rating, followed by exception management. These findings corroborate Braun et al. (2013) and Deichmann and Stam (2015), who discovered that rewards for superior performance were a significant factor in why employees followed a leader. Additionally, Mihalcea (2014), as quoted in Poser (2017), adds that contingent compensation and active management by exception are critical components of good leadership and are favourably and significantly associated with predicted performance. The primary concern for any organisation seeking receptive performance is to place a premium on change readiness and adaptation.

Given the present unpredictable and chaotic organisational climate, it is advised that uMDS D use these capabilities in order to sustain above-average team performance and continue to provide adequate social services. While the study demonstrated that uMDS D improves lateral performance by rewarding staff, certain areas needed more refinement.

The Transactional Leadership Style's Competency Development Area

The findings suggest that passive management by exception could be enhanced to permit an even more fast and adaptable response. The aggregate answer for this component of transactional leadership was 2.23, less than the norm of 2.5. The findings indicated that disparities in work experience influence management's active and passive behaviour.

The studied literature discusses the advantages and disadvantages of adopting disciplinary measures to manage workers' work performance (Cascio, 2018). It has been highlighted that this type of leadership style might demotivate staff and result in decreased creative production. As a result of Khan's (2017) findings, uMDS D should err on the side of transformational leadership rather than transactional leadership. The findings indicated that

transactional leadership was ineffective in increasing employee innovation, which might become detrimental in the long term.

4.5 Triangulation

The integration of quantitative research findings provides a comprehensive picture of leadership, leadership styles, team effectiveness, and diversity. This integration was accomplished by triangulating all study data. The quantitative analysis found that the uMDSO employs both transactional and transformational leadership styles to varying degrees. Indeed, the data indicate that these two approaches are used roughly equally. The results from qualitative research carried out in this study corroborated these findings, as the uMDSO's leaders verified the use of transformational and transactional leadership styles.

According to the quantitative research findings, transformational leadership positively affected team performance. Qualitative study results confirmed quantitative research results. These results indicated that leadership was critical inside the uMDSO because it promoted optimal staff performance. Transformational leadership was shown to account for 23.5% of the variation in team performance.

The quantitative analysis indicated that diversity considerations had a negligible effect on the efficacy of leadership styles and team performance. Qualitative research results verified quantitative findings and highlighted diverse elements as significant; nevertheless, what was recognised as more significant was the interaction between leaders and subordinates, which allows for alignment of their aims, beliefs, and morals. All of the study goals were met due to the triangulation of the findings.

Effective Leadership Styles in Social Development

Change is an unavoidable part of an organisation's life. As a result, a distinctive leadership style is necessary. It is necessary to understand the transactional obligations of one's management function in a transformative manner, all the more so in a volatile and dynamic social environment where information is readily available.

According to the research findings, the following is the current effective leadership technique for team performance in uMDSO:

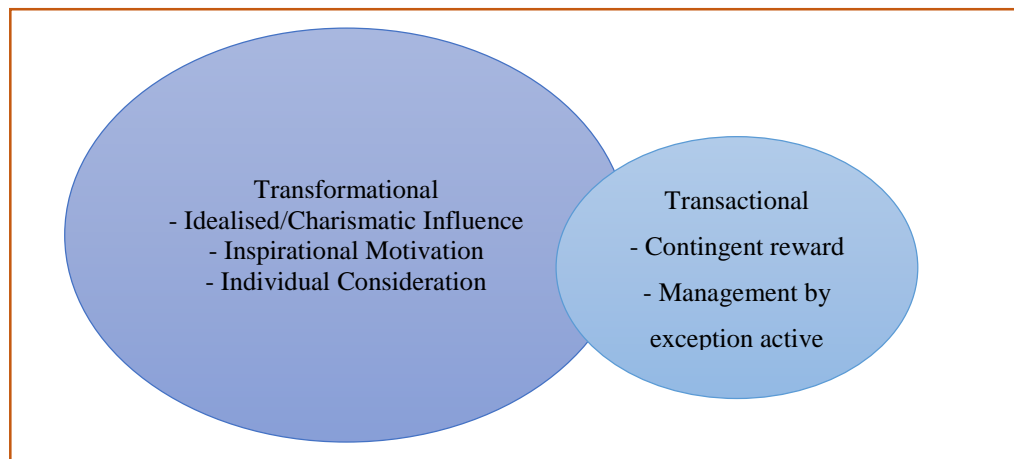


Diagram 4.2: Leadership in uMDSD

It is highlighted that these two main leadership styles and their associated impacts on team performance are relevant to various degrees in social services. The findings suggested that the heterogeneous character of uMDSD necessitates the occasional use of transactional leadership features. However, it has been demonstrated that the transformational method is the ideal technique.

4.6 Summary

This chapter presented, analysed, discussed, and interpreted the qualitative and quantitative research findings. The uMDSD use both transactional and transformational leadership styles, as evidenced by the triangulation of quantitative and qualitative study findings. Additionally, the research findings demonstrated that only transformational leadership styles had a favourable and substantial link with team performance, accounting for 23.5% of team performance variation. Team diversity was found to have a negligible effect on leadership, team performance, and leadership's capacity to affect team performance. The following chapter, Chapter 5, discusses the research findings and makes suggestions based on them.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The aim of this chapter is to provide a summary of the entire study and demonstrate how it actually met the research objectives and provide meaningful recommendations. This chapter begins with a summary of the study, Chapter makes profound interpretations of the sections for strengthening and sections of competence concerning strategic leadership efficacy. Hence, the study's inferences and advices are tendered based on the study objectives, literature analysis, and study discoveries. It also offers recommendations from the findings and suggestions for further studies to improve the leadership-performance relationship potentially.

5.2 Summary of the study and key findings

The main objective of this concurrent mixed method study was to understand how leadership strategies foster improved performance of the team in the uMgungundlovu Department of Social Development, KwaZulu-Natal province in South Africa.

The following subsidiary research objectives was to be met:

Theoretical objectives

- To review literature on the leadership concept and its evolution
- To survey literature on the nature of leadership and performances in the South African scenario in Social Development at uMgungundlovu
- To appraisal literature on the Additive Effect of the Transformational Leadership model

Empirical objectives

- To investigate the prevalent leadership style used by the leaders in the Department of Social Development at uMgungundlovu in KwaZulu-Natal province in South Africa
- To assess the degree to which transformational and transactional leadership approaches contribute to team performance in the department of in KwaZulu-Natal province in South Africa

- To explore the aspects of diversity that may encourage specific conduct affecting the efficacy of leadership approaches and individual's execution of a specific assignment in a group in the Department of Social Development at uMgungundlovu in KwaZulu-Natal province in South Africa

In terms of research paradigm, this study adopted pragmatism which has its research philosophy regarding ontology, epistemology and methodology. Pragmatism uphold the ontology that reality is continually renegotiated, debated, construed in the light of relevance in novel and predictable circumstances and interactions with others. In this study, the ontology was that leadership is conceived as social reality which is constantly renegotiated and interpreted in the social context of leader and followers as they interact. The epistemology in this paradigm is that the best research techniques are those that assist to most effectively reply the research question. This allows a mix of qualitative and quantitative techniques in a study to evaluate different aspects of a research problem. In terms of methodology, the pragmatic paradigm allows the researcher to “freely” select the approaches, techniques and processes that best meet the research requirements to answer the research problem. This study adopted mixed techniques of survey and interview which are acceptable within the worldview of pragmatism. In this study, there was a theoretical framework or prior assumptions which are being tested. For this study, an inductive approach was adopted as the study focused on gaining insight into the specific behaviours and strategies of leaders while deductive approach was used as there were prior assumptions which were informed by theory. As such, data collection used theory-informed existing questionnaire on leadership.

In this study, the results substantiated that the transactional approach has a favourable correlation with team performance compared to a non-transactional leader. The results showed that transactional leadership is employee task-oriented rather than team result oriented. Participants confirmed that their leaders embody all constituents of the transactional approach. Notably, management by exception stood out, depicting leaders' desire to be proactive to avoid problems and deviations from expectations. While these leaders serve within the austere systems of the rule of law, the style of transformational leadership can enhance team performance. Transformational leadership style was initially considered less effectual in the public sector than the private sector (Bass & Riggo, 2006). This study's results highlight the remarkable effects on performance of transformational

leadership in uMDSO, and transactional leadership results in satisfactory performance or average performance at best.

The findings of this study correspond with the study conducted by Iscan et al. (2014) that found that the positive effects of transformational leadership on the organisation's performance surpassed those of the transactional approach. Asrar-ul-Haq and Kuchinke (2016) and García-Morales et al.'s (2012) studies further support this conclusion. In addition, Cunningham et al. (2015) investigated the relations between leadership approaches, aftermaths and work achievements. The outcome of the correlational testing showed that transformational leadership yielded the best results with favourable connotations in work execution. Other investigations shared comparative results that such leadership is sturdily connected to personnel performance (Chamika & Gunasekara, 2016; Eisenbeiß & Boerner, 2013).

It is evident from the findings that the leadership at uMDSO in Pietermaritzburg is considerably transformational and marginally transactional. Consequently, transformational leadership is a leadership approach for enhanced execution surpassing standard expectancies

5.2.1 Key Determinants of team performance in uMDSO

The Linear Regression Analysis tested the dyadic transformational and transactional leadership styles and the diversity aspects to ascertain the key determinants that anticipate and supplement performance at uMDSO. It transpired that the transformational leadership approach is the only positive and conclusive concept adding to performance beyond expectations. These discoveries correspond with Bottomley et al. (2016), who identified transformational leadership as the sine-qua-non leadership concept to achieve past contractual expectations. The analysis conducted for this investigation explored employee perceptions of critical aspects of a transformational leader, where idealised influence, inspirational motivation and individualised consideration showed positive results.

Intellectual stimulation was found to impede remarkable performance in uMDSO. The literature notes that the transformational leadership approach positively inspires an emotional state of mind and respect among personnel (Kehr, Amann & Giessner, 2016; Mittal & Dhar, 2015), which this aspect is constructed. An astounding majority of the

respondents concurred that uMDSO needs to build intellectual stimulation and integrally inspire its people to resource to boost transformational growth.

5.2.2 Improving Leadership in uMDSO

The interview schedule provided suggestions or concerns on the part of leaders on how to turn around leadership in the organisation. Eight of the twenty key respondents made suggestions, most of which revolved around training and growth, teamwork and integration, interaction and empathy, and resources.

5.2.2.1 Coaching and Growth

Leadership in uMDSO has been mainly successful in terms of contingent positive reinforcement and charismatic leaders. Leaders should be capacitated and empowered on an on-going basis for effective receptivity and expeditious decision-making to improve leadership agility. Given the reality of succession planning in the organisation, it is suggested that a *'fail fast and learn quickly'* culture be promoted. Training and development would boost performance by determining 'what' the problem was rather than 'who'. Emotional intelligence (EI) was also cited as an essential competency that requires development in steering in a VUCA competitive environment and leading diverse groups with divergent upbringings, perspectives, and ideologies. Dartey-Baah (2015) asserts that EI is an essential attribute in leadership. Building employee emotional intelligence is a staple in the transformational leadership approach.

5.2.2.2 Collaboration and Integration

In the strive for exceptional achievement, collaboration and integration were pointed out as sections that could be further enhanced. Suggestions included creating a platform that embraces flexibility and informality to stimulate creativity, involvement, innovation, and greatest idea generation by forming an ad hoc task team through which quick thinking decision-making to problems could be taken. Such committees should be cross-sectional to assure that all components input to turnaround expeditiously and efficiently, resulting in cross-pollination based on a bottomless reservoir of know-how and understanding of the organisation's operations. In addition, the collaborative and integrated milieu engineered by the transformational leadership approach results collectively out to complications through

trust, respect and excellent communication and coordination among teams.

5.2.2.3 Communication and Empathy

Proposals to enhance performance also included improved communication and empathy. Effective communication and self-awareness creates a new sense of empathy for each other, ultimately enhances the ability to lead through unprecedented disorders and its aftermath. Understanding each other's background and upbringing, fears and underlying motivations, and behaviour patterns will build a strong leader-follower relationship and compassionate care that transforms everyone and the organisation inside out. Effective communication, emotional involvement and understanding are hallmarks of leader behaviour that achieves an organic boost of team loyalty, productivity and company growth.

5.2.2.4 Resources

Leaders at uMDS D accentuated that change could not occur without adequate resources. They pointed to the need for an equilibrium between performance and resources because inadequacy results in resistance among team members. For example, centralisation of procurement of daily consumables may impede teams from going the extra mile and slow down their performance in an agile environment. Finally, a healthy work-life balance was highlighted as an imperative competency among leaders.

5.3 Recommendations

- Leaders should be given the requisite skills to improve the morale of employees. Public sector leaders should have leading plans for maximising employee engagement to meet corporate targets.
- Public sector managers should learn the necessary leadership skills to increase employee performance by retaining workers with good performance through identification and cultivation of sort of talent congruent with the organisation. Some managers could be lacking leadership strategies for the performance agenda of the success of the organisation.
- The department's possible failure could be attributed to organisational leaders who are lacking leadership strategies to increase the performance of employees. The study

suggests that the leaders of uMDS D create consistent transformational leadership practices to improve employee efficiency.

- For the performance of a public sector organisation, employee engagement is critical. Because of the importance of communication to employees, corporate leaders should actively collaborate to increase employee efficiency.
- Good communication is a valuable technique that managers use to increase employee efficiency. Leaders of uMDS D leaders should consider their employees and use effective communication strategy to increase employee efficiency.
- In social services, the correlation between the leadership approach and team achievement is of utmost importance as successful outcomes are measured by the positive impact on citizens' well-being. The findings of this research shown that though the managerial leadership approach had expected positive results on performance, transformational leadership had a remarkable impact on enhanced team performance. It is thus recommended that transformational leadership is the best fit to improve team performance in uMDS D.

5.4 Recommendations for Future Studies

There are four key areas for future research:

- As this study has revealed that public sector leaders combine aspects of different leadership styles to improve performance, further research should develop an integrated model or framework of leadership based on the lived experiences of public sector leaders and followers.
- As this study was limited to DSD in in the District of uMgungundlovu, it is important that future study embrace other offices to enhance the explanatory power of the findings in this study. In extending the study to other geographical areas, it is important to increase the diversity of participants and also choose offices which are dissimilar so that the results can have relevance and application to different and wider settings.
- There is need for future researchers to focus on the followers of public sector leadership to understand how their behaviours in teams influence the style that a public sector leader adopts mindful that leadership may vary due to many contextual factors. This is important as team members are not passive in the interactions and

interrelationship between the public sector leader and the team members involved in the provision of social services to citizens.

- There is a need for policy transformation. The changing regulatory framework and the unprecedented environment challenges and changes necessitate the review, revision or creation of new policies to reflect real-time conditions in the department. Reviewing or crafting of new policies do not only ensure that each is current, but that are time-based, relevant and consistent to the environment in which they operate and ensure implementation thereof.

5.5 Conclusion

This concurrent mixed method study has focused on the leadership styles of public sector leadership on team performance. The objective of the study was to understand how leadership strategies foster improved performance of the team in the Department of Social Development at uMgungundlovu District, KwaZulu-Natal. The study assert that whilst the transactional approach to leadership had a positive outcome on performance, transformational leadership had a remarkable influence in enhancing performance of the team. This concludes that a transformational leadership strategy is the most appropriate approach to improve team performance in the Department of Social Development. It is important that the development of public sector leadership should seek to produce leaders who is not only able to integrate leadership styles, but more importantly use them in a way that promote team performance for public service delivery.

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APPENDIX I
GATEKEEPER'S LETTER



social development

Department
Social Development
PROVINCE OF KWAZULU-NATAL

FAX : 033 264 2075
Telephone/Ucingo/Telefoon: 033 264 2073
Enquiries/Imibuzo/Navree : Mr. VV Gumede
Email address : velaphi.gumede@kznsocdev.gov.za
Reference/ Inkomba/ Navree: S6/5/3

HUMAN RESOURCE DEVELOPMENT
174 Mayors Walk Road
Private Bag X9144
Pietermaritzburg
3200

Ms J Cole
P.O. Box 516
Edendale
3217

Contact No: 082 826 5826
Email: joy.cole@kznsocdev.gov.za

Dear Ms J Cole

**PERMISSION TO CONDUCT RESEARCH IN THE ART FOR TEAM
PERFORMANCE BEYOND EXPECTATIONS**

1. This matter has reference.
2. Kindly be informed that the permission has been granted by the Head of Department for you to conduct research in the department for you to fulfill the requirement of your Master's Degree in Business Administration.
3. The permission authorizes you to: -
 - (a) Approach and distribute your survey questionnaires to employees that are willing to participate in your research.
 - (b) Interview management at their consent deemed relevant to your research project and maintain high level of confidentiality; and
 - (c) Share your findings with the Department.

ur research project.

PRIME NGCINGO
CHIEF DIRECTOR: HUMAN RESOURCE MANAGEMENT

DATE: 16/05/2016

APPENDIX II
EDITOR'S LETTER

62 Ferguson Road
Glenwood
DURBAN 4001
Tel: 072 442 7896
Email: deanne.collins30@gmail.com
Income tax number: 0526066204

1 December 2019

This serves to confirm that I have edited the dissertation, "The Art of Leadership for Improved Team Performance Beyond Expectations in uMgungundlovu Social Development Department", by Joyful Cole.

DISCLAIMER: The editor cannot be held responsible for any errors introduced due to changes being made to the document after the editing is complete.

Yours sincerely,

A black rectangular box redacting the signature of Deanne Collins.

(Ms) Deanne Collins (MA)

APPENDIX III
INTERVIEW GUIDE

GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

Dear Respondent,

MBA Research Project

Researcher: Ms Joyful Cole 033 392 8621

Supervisor: Dr JM Ndlovu 031 260 7860

Research Office: Ms P Ximba 031 260 3587

I, **Joyful Cole** an MBA student, at the Graduate School of Business and Leadership, of the University of KwaZulu-Natal. You are invited to participate in a research project entitled **“The Art of Leadership for improved team performance beyond expectations in uMgungundlovu Social Development”**.

The aim of this study is to investigate effective leadership strategies in order to foster an improved team performance beyond expectations at the uMgungundlovu Social Development

Through your participation I hope to understand **the effective leadership approach on team performance**. The results of the focus group are intended to contribute to leadership **transformation**

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey/focus group. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN.

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above. The survey should take you about **15 – 20** minutes to complete. I hope you will take the time to complete this survey.

Sincerely,

J Cole

Date



GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

MBA Research Project

Researcher: Ms J Cole 033 392 8621

Supervisor: Dr. JM Ndlovu 031 260 7860

Research Office: Ms P Ximba 031 2603587

CONSENT

I _____ (full names of participant)
hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Signature of Participant

Date

INTERVIEW GUIDE

1. Leadership and Leadership style

- 1.1 How would you best describe the leadership and leadership styles within this organisation?
- 1.2 Do you think your leadership style has changed over the years? If yes, how?
- 1.3 Were you ever trained and developed on leadership?
- 1.4 In your opinion, what is the best leadership style for leading teams within the organisation?
- 1.5 What is the importance of leadership in achieving optimum team performance within the organisation?

2. Team Performance

- 2.1 What do you understand by teamwork?
- 2.2 What is the importance of teamwork to your organisation?
- 2.3 How do you determine team performance and would you identify the performance of teams within this organisation as optimal?

3. Team Diversity

- 3.1 What are the most significant diversity factors in your team and how do they affect your leadership?
- 3.2 Do your team behaviours support your values, ethics and morals?
- 3.3 How does team diversity influence the performance of teams within the organisation?

- 4. Is there any other aspect of leading a social services department that you would like to discuss?

APPENDIX IV
RESEARCH QUESTIONNAIRE

GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

Dear Respondent,

MBA Research Project

Researcher: Ms Joyful Cole 033 392 8621

Supervisor: Dr JM Ndlovu 031 260 7860

Research Office: Ms P Ximba 031 260 3587

I, **Joyful Cole** an MBA student, at the Graduate School of Business and Leadership, of the University of KwaZulu-Natal. You are invited to participate in a research project entitled **“The Art of Leadership for improved team performance beyond expectations in uMgungundlovu Social Development”**.

The aim of this study is to **investigate effective leadership strategies in order to foster an improved team performance beyond expectations at the uMgungundlovu Social Development**

Through your participation I hope to understand **the effective leadership approach on team performance**. The results of the focus group are intended to contribute to leadership **transformation**

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey/focus group. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and

Leadership, UKZN.

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above.

The survey should take you about **15 – 20** minutes to complete. I hope you will take the time to complete this survey.

Sincerely,

J Cole

Date



GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

MBA Research Project

Researcher: Ms J Cole 033 392 8621

Supervisor: Dr. JM Ndlovu 031 260 7860

Research Office: Ms P Ximba 031 2603587

CONSENT

I _____ (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Signature of Participant

Date

RESEARCH QUESTIONNAIRE

“Can transformational leadership be an effective strategy for improved team performance beyond expectations in the uMgungundlovu Social Development Department”

Business Unit:
Designation:
Date of Appointment:

1. Please indicate your gender

1. Male	2. Female

2. Please indicate your age

1. < 23	2. 23 - 30	3. 31 – 40	4. 41-50	5. 51 - 60	6. > 60

3. Please indicate your race

1. African	2. Coloured	3. Indian	4. White

4. Please indicate your highest level of education

1. Did not attend school	2. Matric	3. Diploma	4. Undergraduate degree	5. Post graduate degree	6. Other (Please specify)

5. Please indicate your years of experience in your current position

1. Less than 3 yrs	2. 3 - 5 yrs	3. 6 -10 yrs	4. 11-15 yrs	5. 16 - 20 yrs	6. Greater than 20 yrs

6. Who do you report to?

1. Deputy Director	2. Social Work Supervisor	3. Community Development Supervisor	4. Corporate Support Administrator

SECTION B

Please indicate your level of agreement, with the following statements:

LEADERSHIP STYLE				
Agreement statements	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
1. My leader sets clear goals and targets for every task				
2. My leader displays transactional leadership through rewarding good performance				
3. My leader displays transactional leadership through disciplining bad performance				
4. My leader specifies the rewards that will be earned when achieving set goals				
5. My leader pays attention to the extent to which set performance standards are met				
6. My leader takes no action until complaints are received				
7. My leader is a role model to subordinates				
8. My leader inspires and reassures subordinates that obstacles will be overcome towards the achievement of optimal performance				
9. My leader draws attention to the importance of having a shared sense of mission				
10. My leader communicates an exciting vision of the future				
11. My leader challenges me to think about old problems in new ways				
12. My leader challenges others to think of old problems in new ways				
13. My leader spends time to train and coach subordinates				
14. My leader recognises mistakes before they occur and intervenes				

TEAM WORK				
Agreement statements	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
15. I am more productive in a team than I am individually				
16. Teamwork within this organisation guarantees productivity				
17. The members in my team effectively coordinate and collaborate when working towards a goal				
18. There is adequate learning and knowledge sharing within my team				
19. My personal goals are aligned the goals of my team				
20. I am satisfied with being part of my team				
21. I believe that my team has the ability to achieve its objectives				
22. Teamwork within the organisation achieves its goals and objectives				

Thank you very much for taking the time to complete this questionnaire.

APPENDIX V
TURNITIN ORIGINALITY REPORT

the Art of Leadership

ORIGINALITY REPORT

10% SIMILARITY INDEX	7% INTERNET SOURCES	2% PUBLICATIONS	8% STUDENT PAPERS
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PRIMARY SOURCES

1	Submitted to University of KwaZulu-Natal Student Paper	4%
2	journals.sagepub.com Internet Source	1%
3	researchspace.ukzn.ac.za Internet Source	<1%
4	Submitted to Mancosa Student Paper	<1%
5	wikimili.com Internet Source	<1%
6	epdf.pub Internet Source	<1%
7	orca.cf.ac.uk Internet Source	<1%
8	ir-library.ku.ac.ke Internet Source	<1%
9	es.scribd.com Internet Source	<1%

APPENDIX VI
ETHICAL CLEARANCE



26 September 2018

Ms Joyful Cole (201508463)
Graduate School of Business & Leadership
Westville Campus

Dear Ms Cole,

Protocol reference number: HSS/1292/018M

Project title: The art of Leadership for improved Team Performance beyond expectations in Umgungundlovu Social Development Department

Approval Notification – Expedited Application

In response to your application received 27 August 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

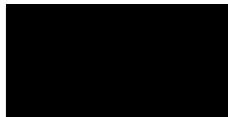
Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully



Dr Ronnica Moolali (Deputy Chair)

/ms

Cc Supervisor: Dr JM Ndlovu
Cc Academic Leader Research: Professor Muhammad Hoque
Cc School Administrator: Ms Zarina Bullyraj

Humanities & Social Sciences Research Ethics Committee

Professor Shanuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: P-ville Bldg X54001, Durban 4000

Telephone: +27 (0) 31 260 0500/053804557 Facsimile: +27 (0) 31 260 4639 Email: ethics@ukzn.ac.za / zoyamemo@ukzn.ac.za / mahungubokor@ukzn.ac.za

Website: www.ukzn.ac.za



Founding Campuses: Edgewood Howard College Natal School Pietermaritzburg Westville