

**A SURVEY OF THE LEADERSHIP STYLE IN THE PUBLIC SECTOR:
A CASE STUDY OF ETHEKWINI MUNICIPALITY**

by

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DECLARATION

I, Christine Kwanele Dube, declare that:

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- (ii) This dissertation has not been submitted for any degree or examination at another university.
- (iii) This dissertation does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other researchers.
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DEDICATION

This work is dedicated to my parents Alfred and Norah Dube,
who have inspired me to excel and always achieve the best.

Thank you for your love and support.

ABSTRACT

The fluctuating rate of change in the external environment drives public sector organisations to constantly search for new ways to adapt to the changes and improve public service delivery. Public sector organisations need leaders who can simultaneously respond to the turbulent environment while meeting the requests of different stakeholders. They must adopt effective contemporary leadership styles and techniques that will enable them to be proactive to the prevailing pressures in the business environment, whilst attaining the organisational objectives.

The demand for public sector services increases as the economy attempts to recover from the global recession. This demand also arises from the communities which have been promised a better life by the new democratic government of South Africa. The significance of public sector leadership becomes apparent in the light of the important role of the public sector in providing services to the society at large. It is the leadership of an organisation that is vital in planning and implementing the processes and operations of the organisation.

The full range leadership theory, in particular transactional and transformational leadership styles, were used to survey the management in the municipality. The study adopted a combination of both qualitative and quantitative methodologies, in which both the management and employees of the municipality participated in the study. A purposive sampling technique was used in sampling the leaders, which yielded a sample size of three Unit Heads. To select the sample from the employees, stratified random sampling was used which yielded a sample size of 201 respondents. A descriptive research design was adopted for the qualitative aspect of the study and an exploratory design was adopted for the quantitative aspect of the study. The quantitative data was analysed using inferential and descriptive statistics and the qualitative data was analysed using the interpretative analysis method.

The key findings revealed that the surveyed leaders at eThekweni Municipality are transformational to a greater extent and transactional to a lesser extent. The transformational leadership style is more dominant and also influential in the units under study. It was concluded that the leaders share the organisational vision with the employees, motivate the employees to realise the vision, encourage innovative ways of thinking and show a personal interest in employees and their development.

ABBREVIATIONS

CBD	Cental Business District
IDP	Integrated Development Plan
iTrump	Inner City Thekwini Regeneration and Urban Management Programme
DCM	Deputy City Manager
GCR	Global Credit Rating
GIPO	Geographic Information and Policy Office
SOPS	State of the Public Service Report
N	Population
S	Sample size

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CHAPTER 1

INTRODUCTION

1.1 Introduction

The instability of the global business environment has added complexity to the organisational landscape. Corporate leaders have found themselves in a turbulent business environment that challenges them to respond quickly and positively. They must rapidly shift away from the ancient management techniques and adopt contemporary leadership styles, which according to Burns' (2003) multifactor leadership theory and Avolio and Bass' (2002) full range leadership theory would be either laissez-fair, transactional or transformational. The leadership style within an organisation is a significant determinant of the attainment of goals and objectives, as well as the day-to-day operations of the corporation. It is for this reason that this study aims to explore leadership in the public sector.

In South Africa's mixed economic model, the public sector is equally, if not more, significant than the private sector. The focus is on public interest and economic stability as opposed to self-interest and profit maximisation in the private sector. The demand for public sector services increases as the economy attempts to recover from the global recession. This demand also arises from the communities which have been promised a better life by the new democratic government of South Africa. In the prevailing, unstable global economic environment, the success of public sector organisations lies in the leadership's ability to execute strategic initiatives and attain the organisational objectives.

This study applies the full range leadership theory as articulated by Avolio and Bass (2002). The research set out to survey and analyse the leadership styles in the public sector and examine approaches pertaining to transactional and transformational leadership. The study also sought to ascertain which style is widely adopted and most effective. The research was conducted in Durban, eThekwin Municipality, the third largest metropolitan area of South Africa.

1.2 The research problem

Pressures from the unstable global-economic environment and the complexity in the organisational landscape pose severe challenges for corporate leaders. On the one hand leaders are expected to deliver on their promise of profit making to the shareholders, and on the other they must respond to increasing customer and societal demands. At the micro level, employees are putting forward considerable demands which are powered by their collective bargaining ability. At the macro level, organisations are required to operate within the stringent framework of the rule of law. Never before has leadership been required to be this flexible and open-minded.

Krishnan (2008) pointed out that it is the leadership of an organisation that plays a major role in ensuring the attainment of organisational objectives and making sure the corporation reacts positively to the changes in the global environment. It is the leadership of an organisation that is vital in planning and implementing the processes and operations of the organisation, as Boga and Ensari (2009) have also observed. Chung-Kai and Chia-Hung (2009) further stated that leadership has a crucial responsibility to evaluate the performance of subordinates and the organisation as a whole, thus significantly influencing organisational citizenship behaviour (Paarlberg and Lavigna (2010).

During the global economic downturn the private sector quickly cut costs by downsizing and outsourcing. This resulted in numerous job losses, raising the levels of unemployment and overall economic instability. In order to survive in these difficult times, the economy extensively relies on the public sector to create employment and provide basic services. For public organisations to survive in today's unstable environment, Mokgolo, Mokgolo and Modiba (2012) stated that they need to address leadership. Naidoo and Xollie (2011) argued that for the public sector to be successful, it requires a consideration of local narratives, local issues and an integrated leadership approach. The authors further advised that public organisations need leaders who, whilst operating within the stringent framework of the rule of law, also have the ability to apply effective leadership skills when tackling difficult challenges.

External factors have certainly played a role in the present challenges as indicated earlier, however they are not the sole cause. The lack of sustainable strategies for long-term growth and stability are also contributing factors, as Ispas (2012) observed. The emphasis now shifts

to just how important leadership and management are in the attainment of such strategies and to the continued success of public institutions. However experience has proven that no matter how well a strategy is plotted, the real challenge resides in the actual execution of the strategic initiatives (Avolio and Bass, 2002). This is where leadership plays a crucial role. The responsibility for the execution of strategy lies directly with the leadership and management team.

Of the three leadership styles that were mentioned earlier, laissez-fair has not been widely adopted in business, if at all. Laissez-fair has been deemed to allow subordinates too much free-reign and authority (Pedraja-Rejas, Rodríguez-Ponce, Delgado-Almonte and Rodriguez-Ponce, 2006). This non-authoritarian leadership style often allows for numerous mistakes on the part of the subordinates, which can lead to irrational decision making. The result, according to Barroso, Villegas and Casillas (2008), delays the attainment of organisational goals and objectives. Zohar and Gazit (2008) argued that the two words 'laissez-fair' and 'leadership' are absolute direct opposites, which Barroso et al. (2008) added can only lead to anarchy and inefficiency. Pedraja-Rejas et al. (2006) maintained that the overall effect of laissez-fair leadership seems to be negative. In the public sector, the organisational structures are more bureaucratic, hence laissez-fair is irrelevant and unrealistic.

Barroso et al. (2008) point out that the laissez-fair leader lets group members make all decisions. Zohar and Gazit (2008) concur with Barroso et al. (2008) and stated that the laissez-faire style minimizes the leader's involvement in decision-making; leaving room for irrational decisions to be made. Pedraja-Rejas et al. (2006) highlighted that the laissez-fair leader has a low emphasis on employees' performance and assumes that people are unpredictable and uncontrollable and that a leader's role is to do enough to get by, keep a low profile, stay out of trouble, and leave people alone as much as possible. In a study by Salman, Riaz, Saifullah and Rashid (2011) laissez-faire was inversely associated with employees' performance. This is unrealistic in the light of the public sector whereby employees' performance is key to service delivery as Fraser-Moleketi (2007) observed. Roux and Naudé (2011) asserted that in the public sector, active leadership is required to ensure that organisational goals and targets are achieved. Naidoo and Xollie (2011) stressed the critical need for effective leadership to improve South African public service delivery.

Two key leadership styles from the full range theory of leadership were identified as being relevant to this study. These are transactional leadership and transformational leadership. These two leadership styles were selected primarily because they acknowledge the important role played by the leader in employees' performance and in the attainment of organisational objectives simultaneously. Hsin-Kuang, Chun-Hsiung and Dorjgotov (2012) pointed out that both transformational and transactional leadership have been described as having a direct effect on individual and organisational outcomes. Daft (2008) articulated that transformational leadership is characterised by setting clear objectives and monitoring the employees closely in order to control their performance outcomes. McMahon (2010) adds that there is a clear distinction of authority in transformational leadership whereby the leader ensures that organisational objectives are attained. Likewise, a transformational leader ensures organisational goals are achieved by defining a compelling vision of the future which elevates the performance of employees (Bass and Riggio, 2006). Empirical research has seen these two leadership styles being widely adopted as contemporary organisational leadership techniques (Pedraja-Rejas et al., 2006, Bass and Riggio, 2006, McMahon, 2010, Salman et al., 2011, Hsin-Kuang et al., 2012). For the purpose of this study, these two contemporary styles were used to survey the leadership in eThekweni Municipality.

1.3 Background of the problem

In his study of political leadership, Burns (1978) first introduced the concepts of transformational and transactional leadership. Burns conceptualised the multifactor leadership theory and Bass (1985) later extended it to the full range leadership theory. Building on this work, Avolio and Bass (1991) subsequently applied contemporary leadership concepts to the study of formal organisations and began exploring the psychological mechanisms underlying both transformational and transactional leadership. The scholars further developed the theories of transactional and transformational leadership over the years (Bass, 1997, Avolio and Bass, 2002, Bass and Riggio, 2006).

Organisational leadership has been an extensive subject of scholarly enquiry. This enquiry has evolved from the trait approach by Burns (1978) and Bass (1985) to the behavioural approach by Bono and Anderson (2005) and Miller (2007), and the contingency approach by (Bromley and Kirschner, 2007) and Singh (2008). Warrick (2011) and Gandolfi (2012) approached leadership from a neo-charismatic perspective. Many scholars continue to

incorporate leadership into their studies; leadership has been and continues to be a critical subject of scholarly enquiry.

Public sector organisations are operating in a turbulent environment which is primarily the result of the unstable rate of change in the external environment. This increases the need for effective leaders who will steer public sector organisations to be proactive to the fluctuating rate of change. The recovery phase of global economic recession has increased the demand for public services. Therefore public service providers such as municipalities face the challenge of delivering quality services with limited resources (Roux and Naudé, 2011).

The importance of public sector leadership is perceptible in the light of the significant role municipalities play in providing public services to the South African society. Leadership is vital in the planning and implementation processes as well as in the attainment of organisational objectives. Barroso et al. (2008) emphasised the importance of leadership for organisational success. Paarlberg and Lavigna (2010) concurred with Barroso et al. (2008), and added that effective leadership is the most important means of developing public organisations. In today's knowledge economy, many organisations are shifting away from traditional models of management originally developed for product-oriented firms, and now require a broader range of leadership skills and styles that are adaptive to the turbulent changes in the work environment (Eliyana, 2010). As the leadership techniques have evolved over the years, transactional leadership has been considered to be the most appropriate and realistic style, while transformational leadership has been deemed to be a more challenging leadership style (Warrick, 2011). Transactional leadership has been associated with consistency in individual and organisational performance, where there is little or no room for change and flexibility. On the contrary, transformational leadership becomes apparent in the light of organisational change, where employees and their leaders need to find innovative ways to adapt to the changes (Grant, 2012).

1.4 Main aim of the study

The central aim of this research was assessing the leadership styles at eThekweni Municipality's Economic Development, Engineering, and International and Governance Units. The full range leadership theory was used to guide the leadership survey in the municipality using the transactional and transformational leadership styles. These leadership styles were used to assess the existing leadership practises in the municipality. The study

primarily sought to assess the degree of transactional and transformational leadership in the municipality according to the dimensions of these two leadership styles. The final purpose of the study was to ascertain which of the leadership styles mentioned above is more dominant and influential in the municipality.

1.5 Rationale of the study

Leadership style refers to the patterns and behaviours an individual leader uses across a full range of managerial and leadership situations (Bass and Riggio, 2006). Although leaders face an unlimited range of leadership situations, empirical research has shown that there are two basic styles that leaders apply to the situations they encounter; these are transactional leadership and transformational leadership. Burns (1978), being one of the key researchers on transactional and transformational leadership, pointed out that the distinction between these styles lies in the leader's behavioural and personality differences. According to Burns (1978:4), "transactional leadership occurs when the leader takes initiative in making contact with the follower for the exchange of something valued". Ruggieri (2009) suggested that transactional leadership is linked with the attainment of organisational objectives based on two factors; contingent reward and management by exception. Avolio and Bass (2002) stated that the prime concerns of transactional leaders are to maintain and improve the quantity of performance, while reducing resistance to particular actions and implementing effective decision making. Transactional leaders use rewards as positive reinforcement when standards and objectives are reached, and punishment and negative feedback if problems occur (Gandolfi, 2012).

Transformational leadership, in contrast, is based on more than just exchange; it involves shifts in the values, needs and beliefs of followers. Bass and Riggio (2006) posited that transformational leadership results in a relationship of mutual elevation. Transformational leaders, in Miller's (2007) view, focus on improving the quality of performance, while raising followers' awareness about the consequences of their actions and articulating a compelling vision of the future. Krishnan (2008) asserted that transformational leadership is deemed to be the best for transforming the employees' individual needs into organisational goals, thereby assisting the employees to achieve self-actualisation. This will inevitably benefit the organisation and the community at large when satisfied and highly motivated employees perform their tasks to the best of their ability. Eliyana (2010) added that transformational leadership has been portrayed to achieve organisational goals through its clear link between

shared vision and organisational values. Transformational leaders therefore have the ability to deeply influence their followers to surpass self-interest and release their full potential of performance toward achieving organisational goals (Bass, 1997 cited in Gandolfi, 2012).

1.6 Significance of the study

The literature reviewed has shown the importance of leadership for the success of any organisation. The public sector is a vital part of the South African economy as indicated earlier, and it has a significant effect on economic wellbeing and society at large. The significance of this study is drawn from the important role leadership plays in any organisation, particularly in the public sector. This study will contribute to public sector management, particularly in eThekweni Municipality. The large amounts of research done on the municipality have been restricted to societal aspects such as local economic development, unemployment and healthcare, and little, if any, has directly focused on the municipal leadership (Vyas, 2004, Fraser-Moleketi, 2007, Wenzel, 2007, Roux and Naudé, 2011, Mubangizi and Gray, 2011).

This research also becomes relevant in the light of the limitations of previous studies. This study will use contemporary leadership styles from the full range leadership theory as primary leadership reference. The theoretical framework below articulates the two contemporary leadership styles in this study.

1.7 Research questions

- 1.7.1 Do the municipal leaders display contingent reward, active and passive management by exception?
- 1.7.2 Do the municipal leaders display idealised influence, inspirational motivation, intellectual stimulation and individual consideration?
- 1.7.3 Which leadership style is dominant and influential in the municipality?

1.8 Research objectives

To answer the foregoing research questions and to survey the leadership styles in eThekweni Municipality, the following objectives were formulated:

- 1.8.1 To determine the extent to which the leadership style in the municipality is transactional.

- 1.8.2 To determine the extent to which the leadership style in the municipality is transformational.
- 1.8.3 To establish which leadership style is widely adopted and influential within the organisation.

1.9 Assumptions and limitations of the study

The first assumption in this study was that transactional and transformational leadership are effective leadership styles based on previous studies, even though none have been directly related to eThekweni Municipality

A second assumption was that the heads of units are the leaders and the employees reporting directly or indirectly to them are the followers.

The third and final assumption was that the leaders and followers truthfully answered the interview questions and questionnaires respectively. Although this may not have been the case in other studies, the researcher was conscious of this and ensured that steps were taken to minimise any influences from occurring. This is explained in detail under ethical considerations in the methodology chapter.

One limitation was the difficulty the researcher experienced when attempting to get access to employee records from the Human Resources Department. In order to select an appropriate sample the researcher needed information on the number of employees in the units and particularly the number of employees reporting to the head of unit. Employees reporting to supervisors and managers were not targeted by this study.

The second and final limitation was the relatively long timeframe of data collection as it delayed the data analysis process.

1.10 Structure of the study

This thesis comprises of six chapters, as follows:

Chapter 1 introduces the study and background to transactional and transformational leadership, with an explanation of the research problem to be investigated as defined in the problem statement. The chapter then summarises the literature review and theoretical framework guiding the study. The chapter concludes with an overview of the research methods of the study.

Chapter 2 provides a literature review on leadership. A discussion of the South African public sector is followed by a review of the eThekweni Municipality and their Integrated Development eight point plan is outlined. The municipality's service delivery performance and the leadership structure are articulated. An in-depth discussion of leadership and evolving leadership theories concludes the chapter.

Chapter 3 presents the theoretical framework on the full range leadership theory, particularly transactional and transformational leadership. The characteristics and dimensions of both transactional and transformational leaders are outlined. The limitations of both leadership styles are also deliberated.

Chapter 4 comprises the research methods of the study, which are a combination of qualitative and quantitative research design. The research instruments are identified and the sampling procedure is explained. This is followed by an outline of the data analysis process, ethical considerations and reliability and validity conclude the chapter.

Chapter 5 covers the presentation and interpretation of the study's results. The research findings are graphically presented and the results are interpreted and discussed with reference to the theoretical framework.

The sixth and final chapter provides a summary, overview of the study and concluding remarks of the treatise. The chapter also provides some recommendations for future research.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Contextual analysis assists public sector leaders to understand their environment and cope with the external and internal challenges facing public leadership. Leadership literature provides insights into the development of contemporary leadership as well as the historical background of leadership perspectives. Leadership has been described according to approaches, theories and styles. Against this background the leadership style becomes significant in public sector leadership. It is important that public sector leaders take into account their influence on employees and the organisation. Organisational leaders are a contributing determinant of organisational success. In support of successful public sector service provision, it is vital that public sector leaders acknowledge the responsibility to address the needs of their employees, who in turn address the needs of the civilians.

The second chapter begins with an outline of the South African public sector, followed by an overview of the eThekweni Municipality. The public sector is described using reports from the Public Service Commission, the Department of Public Service and Administration and the State of the Public Service Report (SOPS). The description of the public sector then narrows down to an overview of eThekweni Municipality. The municipality's vision is outlined and the Integrated Development Plan (IDP) summarised. A description of the municipal leadership structure is succeeded by a detailed discussion of leadership. Some definitions of leadership are summarised according to influence, power, behaviours and traits. The next section then highlights the significance of leadership in any organisation and particularly in the public sector, as public sector leaders have an obligation to report to the government and to ensure the delivery of public services to local communities. This is followed by the foundations and historical perspectives of leadership theories and how they have evolved over the years.

2.2 The South African public sector

The South African public sector is characterised by the democratic government, social services, community development, infrastructure development, sports and recreation, health care, education and the national defence force, amongst many other government bodies, with

the municipality being the focal point of this study. According to the Department of Public Service and Administration (2012), by the end of 2011 the public service sector had nearly 1.3 million employees, of which 21 000 were employed by the eThekweni Municipality. Naidoo and Xollie (2011) affirmed that the South African government recognises that its public sector requires effective leadership. It is the leaders in the various departments of the public sector that are responsible for the attainment of the respective organisational and departmental objectives. The chairperson of the Public Service Commission, Dr R.R. Mgijima, stated in the 2009 Public Service Leadership report that public service leadership plays a central role in ensuring that government's promises to society are translated into tangible programmes (Public Service Commission, 2009). In his 2013 State of the Nation address, President Jacob Zuma also underlined the importance of leadership in the public service sector in building the South African economy and society.

Research conducted by Naidoo during 2004, 2006 and 2010 found that many managers in the South African public service have been trained in some elements of managerial leadership (Naidoo and Xollie, 2011). This is essential as the management of this vital part of the South African economy has a significant role to play in the growth and development of the country. The leaders of the public sector organisations directly influence the employees in the public sector. These employees relate with the citizens on a daily basis and thus one can conclude that the leadership of public sector organisations has a significant impact on the South African society through their influence on employees. In 2007 the Department of Public Service and Administration developed a 'Leadership Development Management Strategic Framework', which defined the policies and performance mandates for public service leadership and management. At the Senior Management Service Conference in Cape Town in 2007, the Public Service and Administration Minister, Geraldine Fraser-Moleketi, pointed out that the above mentioned framework highlights the importance of leadership development to ensure that the objectives of the developmental state are achieved by public sector leaders (Fraser-Moleketi, 2007). There is a need for public service leadership to ensure effective coordination and collaboration of activities by providing the necessary strategic direction and technical support for the achievement of set objectives (Public Service Commission, 2009).

The South African public sector is not without its problems and challenges. President Jacob Zuma has highlighted that public service managers are currently under more pressure than in the past, including from advanced technology, legislation, diversity and a shortage of skilled

personnel (Naidoo and Xollie, 2011). The democratic government that inherited power in 1994 also inherited a contradictory legacy with a developed economy on the one hand and massive socio-economic inequalities on the other. In an attempt to eradicate these inequalities the government implemented public service reforms.

The South Africa public sector has undergone various transformation processes since the advent of democratic rule in 1994. Ten years after democratic rule, the 2004 edition of the SOPS focused on the progress achieved in broad terms in the first decade of democracy (Public Service Commission, 2008). While acknowledging the progress attained, the 2004 report also observed that it was important to shift perspective and focus on the good features of the South African public sector that consolidate and build upon the areas of education and healthcare that needed attention. The SOPS 2004 looked back at a decade of public service transformation, thus creating a meaningful base from which to carefully consider corrective measures in the next decade. Overall, the report indicated that the key challenges in the public sector were centred on improving the efficiency of the public service and making its various components work together more efficiently (SOPS, 2004 cited in Public Service Commission, 2008)

Following the above reflective report, in 2005 the Public Service Commission released an edition of SOPS which focused on the future of the South African public sector (SOPS, 2005 cited in Public Service Commission, 2008). The report identified key challenges for the second decade of democracy and proposed guidelines for solution implementation. The report concluded that a coherent policy and institutional base had been created and that authentic efforts had been made to ensure implementation. However the report also noted that there was a need to consolidate and improve the implementation of the public management frameworks. The challenges identified in 2005 highlighted the importance for the Public Service Commission to acquire and demonstrate the necessary capacity. While recognising the multi-faceted nature of capacity, the report emphasised the critical role of human resource capacity and how it can be optimally used to improve the public sector performance. The report also noted that significant progress had been made with regards to the legislative, normative and regulatory frameworks (SOPS, 2006 cited in Public Service Commission, 2008). The challenge in 2006 was to ensure that the public sector enhanced its capacity to effectively implement these frameworks, particularly on a sustainable basis.

The promotion of growth and development has been a priority for the South African government since the inception of the new democracy. In this regard, efforts to build public sector capacity were guided by the priorities which government intended to deliver on. Guided by this priority, the 2007 SOPS report focused on promoting growth and development through effective public service. The report noted that significant milestones had been achieved in areas such as economic growth, improving international competitiveness, lowering the inflation rate and improving the governance ratings of the country. However the report also pointed out that the public sector needed to deepen its implementation programmes such that they could have a positive impact on the wellbeing of the citizens. Consequently the Leadership Development Management Strategic Framework which was mentioned earlier was then implemented in 2007. The public sector has experienced numerous transformations since the beginning of democratic rule, with public sector organisations having developed and enhanced their capacity for service delivery over the years. Among these organisations is the eThekweni Municipality which is highly relevant to this study. The municipality is described in detail hereunder:

2.3 eThekweni Municipality

eThekweni Municipality is a category A municipality located in the province of KwaZulu-Natal, South Africa. Durban is the largest city in the province and eThekweni Municipality is the third largest metropolitan in the country (eThekweni Municipality, 2013a). The municipality spans an area of approximately 1 197km² and has a population of 3.5 million people (Statistics South Africa, 2013). The city's service delivery sectors are divided into seven clusters, each with focused and clear roles and responsibilities. They provide infrastructure and organisational support services to residents across eThekweni. According to eThekweni Municipality (2012b) IDP, the organisational vision is as follows:

“By 2030 eThekweni Municipality will enjoy the reputation of being Africa's most caring and liveable city, where all citizens live in harmony”.

The IDP addresses the key strategic issues in the national development strategy. In the 2013/14 IDP review, the mayor, Councillor James Nxumalo, highlighted that the IDP affirms the municipality's commitment to service delivery and good governance. To ensure the delivery of services in a more effective and efficient manner, the municipality has adapted its strategies, technologies and methodologies on a continuous basis using the IDP. The purpose statement, according to eThekweni Municipality (2013a), is stated hereunder:

“The purpose of the eThekweni Municipality is to facilitate and ensure the provision of infrastructure, services and support, thereby creating an enabling environment for all citizens to utilise their full potential and access opportunities, which enable them to contribute towards a vibrant and sustainable economy with full employment, and thus create a better quality of life for all.”

Significant strides have been made to address the socio-economic challenges in the country as a whole. While significant progress has been made in some areas, as local government, the eThekweni municipality is currently attempting to address the prevailing challenges. According to the IDP Review (2013) the pressures and challenges that affect the eThekweni Municipality include:

- High rates of unemployment and low economic growth;
- High levels of poverty;
- Low levels of skills development and literacy;
- Limited access to basic household and community services;
- Increased incidents of HIV/AIDS and communicable diseases;
- Loss of natural capital;
- Unsustainable developmental practices;
- High levels of crime and risk;
- Ensuring adequate energy and water supply;
- Ensuring food security;
- Infrastructure degradation;
- Climate change;
- Ensuring financial sustainability;
- Ineffectiveness and inefficiency of inward-looking local government still prevalent in the municipality.

2.3.1 Eight point plan

To address the challenges listed above, the IDP presented a delivery plan that is organised into eight separate but closely related plans. These plans are interrelated and supportive of each other in order to ensure greater impact in service delivery and the goals and outcomes of the municipality. The eight point plan is outlined as follows:

Plan 1: Develop and sustain our spatial, natural and built environment

The goal of this plan is to direct and manage the use of the built and natural environment to ensure sustainable and integrated growth and development of the municipality (IDP Review, 2013/14). The desired outcome is that citizens will be able to access and use resources to meet their needs without compromising the amenity for others and the resource base of the municipality in the present and in the future. The eThekweni Municipality Organisational Performance Scorecard Report (2011/12) indicated that the annual target as at 30 June 2012 for basic service delivery was reached with regards to Plan 1.

Plan 2: Developing a prosperous, diverse economy and employment creation

The goal of the second plan is to develop the economic wealth of the eThekweni region for the material well-being of all its citizens. The desired outcomes include strong economic growth, sustainable job creation and poverty alleviation (IDP Review, 2013/14). The scorecard indicated that the annual target for implementing a strategic economic framework for the municipality was 100% and the actual achievement as at 30 June 2012 was 96% (eThekweni Municipality Organisational Performance Scorecard Report, 2011/12). The reason for not achieving the target was that there were delays in finalising the economic review.

Plan 3: Creating a quality living environment

The third plan aimed to promote access to equitable, appropriate and sustainable levels of household infrastructure and community services, and facilitate access to housing. The desired outcome is to achieve and maintain appropriately serviced and well maintained, quality living environments (IDP Review, 2013/14). The scorecard indicates that the annual target for households with access to basic level of electricity was 65.3% and the actual achieved as at 30 June 2012 was 66.4% (eThekweni Municipality Organisational Performance Scorecard Report, 2011/12), i.e. the municipality exceeded its target in this section of the plan. The annual target for households with access to at least the basic level of solid waste was 100% and the municipality achieved this target. The percentage of households to at least the basic level of water was annually targeted at 92.2% and the actual achievement as at 30 June 2012 was 92.23% (eThekweni Municipality Organisational Performance Scorecard Report, 2011/12)

Plan 4: Fostering a socially equitable environment

The goal in this plan is to promote and create a safe, healthy and secure environment. (IDP Review, 2013/14). The scorecard report indicated that the municipality attained its annual target to deliver HIV/AIDS treatment, improve facilities, and ensure that citizens in the eThekweni area are able to reach emergency services when life and property are threatened by an emergency related to disaster (eThekweni Municipality Organisational Performance Scorecard Report, 2011/12).

Plan 5: Creating a platform for growth, empowerment and skills development

The goal is to establish eThekweni as a learning city which uses knowledge management techniques and processes to enhance the skills base of the eThekweni community as well as share good practice with other municipalities (IDP Review, 2013/14). The desired outcomes include being a skilled and capable community within the eThekweni Municipal Area, that shares in and contributes to the economic expansion and growth of the region; a skilled work force that delivers effective and quality services to the citizens of eThekweni Municipality; and a learning city. The scorecard report indicated that the implementation of initiatives identified in multi-year plan to address skills gap in the eThekweni Municipal area was annually targeted at 30% and the target was achieved as at 30 June 2012. The percentage of students placed in the cooperative education programme as per request from units was annually targeted at 50% and 150% was reached as at 30 June 2012 (eThekweni Municipality Organisational Performance Scorecard Report, 2011/12). The municipality exceeded its target in this section of the plan.

Plan 6: Embracing cultural diversity, arts and heritage

This plan aims to create an enabling environment for social cohesion and economic development through arts, culture, sports, recreation and heritage. The desired outcome is to be a municipality that embraces arts, culture, sports, recreation and heritage as a catalyst for social cohesion and economic development (eThekweni Municipality IDP Review, 2013/14). The scorecard report indicates that there was a 100% annual target of encouraging access and developing new audiences in arts, culture and heritage. As at 30 June 2012, the municipality had achieved 100% of three sub-projects as per the Service Delivery and Budget Implementation Plan (eThekweni Municipality Organisational Performance Scorecard Report, 2011/12).

Plan 7: Good governance and responsive local government

The goal is to ensure a strong, caring and democratic institution to promote and support a consultative and participatory local government. This enables all citizens to embrace, practise and benefit from the concepts of good governance (IDP Review, 2013/14). The desired outcomes include a stronger, more efficient public service which is capable of developing and implementing policy and delivering better services to all people at all levels; more transparent public management; more participative and responsive municipality, particularly at all levels; a municipality which prevents and fights corruption and waste at all levels; and a municipality where all inequalities of the past are eradicated. The scorecard report indicates the annual target was 70% of stakeholders which was achieved as at 30 June 2013 (eThekweni Municipality Organisational Performance Scorecard Report, 2011/12).

Plan 8: Financially accountable and sustainable city

The final plan set out to maximise the municipality's financial resources to ensure long-term financial viability and sustainability (IDP Review, 2013/14). The desired outcomes include gaining the confidence of all internal and external stakeholders in municipal financial management; excellence in the service delivery of municipal financial services; and compliance with prevailing municipal financial legislation. The scorecard indicates that in the key performance area the percentage of a municipality's capital budget actually spent on capital projects identified for a particular financial year in terms of the municipality's integrated development plan was targeted at 90%. As at 30 June 2012, 89.9% was achieved (eThekweni Municipality Organisational Performance Scorecard Report, 2011/12). The target was not fully achieved owing to project delays as a result of regularisation of irregular appointment of service providers, legal challenges, tender process delays, national supply problems, lower project costs than anticipated, and land disputes. In order to improve the performance, procurement scheduling has been put in place to ensure better planning.

2.3.2 Service delivery performance

According to eThekweni Municipality (2013a), the municipality's core values include:

- Stability
- Economically successful city
- Caring city
- Smart city

- Poverty reduction
- Democratic and equal city.

The municipality's 2012/13 IDP reported that 28.6% of the population were slightly satisfied with municipal service delivery, while 33.8% were satisfied and 4.3% were very satisfied. Conversely 24.8% were dissatisfied and 8.5% were very dissatisfied (eThekweni Municipality, 2012b). Regarding overall satisfaction with municipal services, 66.7% of the population were satisfied and 33.3% were not satisfied. The eThekweni Municipality IDP 2012/13 highlighted that the main reasons for satisfaction among residents was that the services provided were reliable and the residents generally had no complaints. Reasons for dissatisfaction with services included undeveloped infrastructure, and some services were not reliable or maintained.

In the IDP 2012/13 residents were also asked to rate eThekweni Municipality in terms of the Five Key Performance Areas, with either a good or poor rating. The highest rating went to Institutional Development and Transformation at 73%, while Basic Service Development was second with a good rating of 72%. Municipal Financial Viability and Management was rated third with 67% and Good Governance and Public Participation was fourth with a good rating of 66.5%. Local Economic Development had the lowest score with a good rating of 63%. Despite the challenges faced by local government, eThekweni Municipality has contributed to the achievement of a number of environmental, economic and social development advances since the ushering in of the new democratic municipal dispensation in December 2000 (eThekweni Municipality, 2012b).

eThekweni Municipality's Annual Report pointed out that the municipality is committed to good governance (eThekweni Municipality, 2012a). Good governance is a term used in international development literature to describe how public institutions conduct public affairs and manage public resources (Mubangizi and Gray, 2011:217). Governance is the process of decision making and ensuring that the decisions are implemented and that all the constituents follow the established policies and procedures (Wenzel, 2007:49). According to the municipal's annual report, the organisation is structured in such a way to ensure that the eight major characteristics required for good governance are enriched in its operations. These characteristics are as follows:

- i. Participatory

- ii. Consensus oriented
- iii. Accountable
- iv. Transparent
- v. Responsive
- vi. Effective and efficient
- vii. Equitable and inclusive
- viii. Follows the rule of law.

The views of minorities are taken into account and the voices of the vulnerable in society are heard and considered in decision making. The municipality is reported to be responsive to the present and future needs of society. Above all, the commitment of administrative leadership is essential to the maintenance of good governance (eThekweni Municipality, 2012b).

In the eThekweni Municipality's 2011/12 annual report, Councillor James Nxumalo pointed out that the success of any organisation is dependent on the cohesion of different role players whilst pursuing their objectives. In this regard, the Mayor stated that there is an ample evidence that eThekweni Municipality is a mature organisation both politically and administratively (eThekweni Municipality, 2012a). In the financial year 2011/12, eThekweni Municipality recorded a collection rate of 97.5% despite the severe economic recession. In the same annual report, the city manager, Mr Sibusiso Sithole, asserted that public leadership creates the foundation on which to build strong corporate governance principles and motivate the organisation (eThekweni Municipality, 2012a). He added that public leaders also subscribe to the values of integrity, humility, trust and delivering results. According to GCR, a global credit rating company (2011) cited in the 2013 Service Delivery and Budget Implementation Plan, the municipality maintained its credit rating of AA- and A1+ in the short term, which is the best in the municipal sector in South Africa. These credit ratings are indicative of very strong capacity to meet financial commitments. The city manager believes this is testimony to the calibre of people managing eThekweni Municipality (eThekweni Municipality, 2013c).

At the 2012 National Govan Mbeki Human Settlements Award, eThekweni Municipality earned the accolade of being named the Best Service Delivery Metro in South Africa for the provision of basic services and housing (eThekweni Municipality, 2012a). The annual report 2011/12 highlighted that the municipality intended to reduce backlogs and improve the quality of life for its citizens. A notable innovation to tackle the problem of service delivery

backlogs was the implementation of the Interim Service Policy by eThekweni Municipality in 2010. The programme is in the inception stage and a sustainable livelihoods intervention programme is anticipated to complement the delivery of interim services through a social participative process.

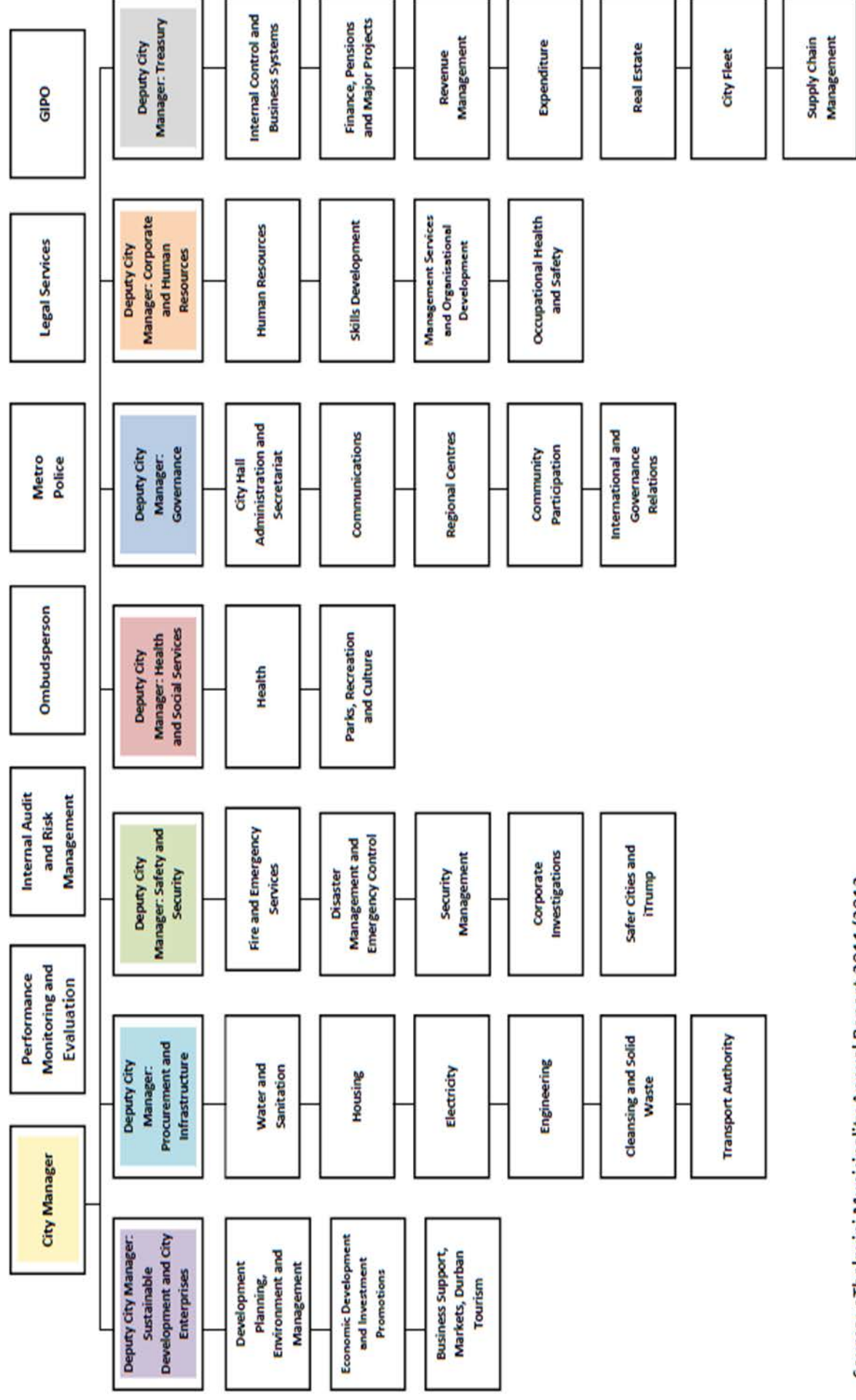
2.3.3 Municipal leadership structure

The City Manager is at the top of the municipal hierarchy in terms of chain of command and span of control and is responsible for the day-to-day administrative operations of the municipality. The manager has the responsibility of being the accounting officer of the municipality, thereby providing guidance to all the officials of the municipality and the entities which are under the sole control of the municipality. The City administration is led by the City Manager, supported by an Executive Management Team. Figure 2.1 reflects the organisational structure in the municipality in the form of an organogram. The City Manager, as illustrated in Figure 2.1, is also responsible for Performance Monitoring and Evaluation, Internal Auditing and Risk Management, the Ombudsperson, the Metro Police, Legal Services and the Geographic Information and Policy Office (GIPO).

The first three levels of organisational structure, as set out in figure 2.1, are the City Manager, Deputy City Managers (DCMs) and Heads of Units. The seven DCMs report directly to the City Manager, are responsible for a cluster and have Departmental Heads reporting to them. In addition to the DCMs the Unit Heads report directly to the City Manager. The study targeted the Unit Heads.

As illustrated in figure 2.1, the DCM for Sustainable Development and City Enterprises is responsible for Development Planning; Environment and Management; Economic Development and Investment Promotions; as well as Business Support, Markets, and Durban Tourism. The DCM for Procurement and Infrastructure is responsible for Water and Sanitation; Housing; Electricity; Engineering; Cleansing and Solid Waste; and Transport Authority.

Figure 2.1 eThekweni Municipality Organisational Structure



Source: eThekweni Municipality Annual Report 2011/2012

The DCM for Safety and Security is responsible for Fire and Emergency Services; Disaster Management and Emergency Control; Security Management; Corporate Investigations and safer Cities, as well as the Inner City Thekwini Regeneration and Urban Management Programme (iTrump). The DCM for Health and Social Services is responsible for Health and Parks, Recreation and Culture. The DCM for Governance is responsible for City Hall Administration and Secretariat; Communication; Regional Centres; Community Participation; and International Governance and Relations. The DCM for Corporate and Human Resources is responsible for Human Resources; Skills Development; Management Services and Organisational Development; and Occupational Health and Safety. The final DCM is for Treasury and is responsible for Internal Control and Business Systems; Finance, Pensions and Major Projects; Revenue Management; Expenditure; Real Estate; City Fleet and Supply Chain Management.

The next section presents leadership and leadership theories.

2.4 Leadership

Leadership is a fascinating and controversial topic about which much is known but much remains to be learned. Leadership has long captured the attention of writers, scholars and the public. It is for this reason that a number of journals are devoted to the topic of leadership, such as the Leadership and Organisational Development Journal; the Journal of Leadership, Accountability and Ethics; the Global Leadership Review and the Leadership Quarterly. Nevertheless some questions remain unsolved and this chapter sets out to answer the research questions guiding the study by reviewing scholarly papers, articles and cases on leadership. In answering these questions, the section provides a review of what is known and what remains to be understood about leadership.

Bass and Riggio (2006:12) stated that leadership can be defined as the principal dynamic force that motivates and coordinates the organisation in the accomplishment of its objectives. Grant (2012:158) described leadership as interpersonal influence run in a series of situations and directed in communication in order to achieve one or several goals. Dubrin (2007:135) saw leadership as the ability to inspire confidence and support among the people who are needed to achieve organisational goals. In Daft's (2008:18) view, leadership is an influential relationship among leaders and followers which yields real challenges and outcomes that reflect their shared purpose. Ispas (2012:339) suggested that leadership is about coping with change; leaders react to change when they establish direction for the organisation by

developing a vision of the future, then the leaders align people by communicating this vision and inspiring them to overcome challenges.

There have been numerous definitions of leadership over the years. One can note that the different yet similar definitions of leadership are in some way interrelated in that they describe leaders' characteristics and behaviours. Thus far the focus has exclusively been on leadership and leaders, however it is important to note that any act of leadership requires the committed involvement of followers. In order to fully understand the dynamics of leadership, the role of followers should not be overlooked. One of the main reasons why followers look to their leaders is the power they have over their followers. French and Raven (1960), cited in Van Zyl and Dalglish (2009:285), suggested that there are five sources of power. These sources are described hereunder:

i. Legitimate power

Legitimate power is also known as positional power. This form of power comes solely from the position of authority the leader holds in the organisation (Daft, 2008). Due to organisational protocol the subordinates are inclined to follow the leader's instructions regardless of whether or not they support the decisions (McMahon, 2010). For example, in the eThekweni Municipality, job descriptions require junior employees to report to supervisors and this gives the supervisors the power to assign duty to their juniors.

ii. Reward power

Reward power arises from the ability of the leader to influence the allocation of incentives and rewards in an organisation (Dubrin, 2007). This form of power comes by means of promotion, salary increases, interesting assignments and positive appraisals. Leaders who exercise reward power in their organisations tend to influence their followers' actions and performances (Northouse, 2004). Reward power has the ability to greatly motivate followers when used well, but conversely greatly demoralise followers when abused (Bryman, 2011).

iii. Expert power

Philanthropists often say that knowledge is power (Salman, Riaz, Saifullah and Rashid, 2011), and expert power comes from the leader possessing superior

knowledge in a particular area (Dubrin, 2007). This form of power results from the expertise a leader gains through training and experience. The followers of a leader who possesses expert power believe that the leader will guide them accurately due to his or her vast expertise (McMahon, 2010). For example, in eThekweni Municipality's Engineering Unit, the leader who heads the land and surveying projects has the most experience and expertise in the field.

iv. Referent power

Referent power is derived from the interpersonal relationships between the leader and his followers (Rowe and Guerrero, 2011). The power comes from the fact that followers respect and identify with their leader. Referent power arises from charisma, as a charismatic leader is able to influence followers through gaining respect and trust (Dubrin, 2007). This power is gained as a result of being admired by followers in the organisation, and leaders often gain referent power by delegation of responsibilities

v. Coercive power

Coercive power arises from forced actions and fear of potential punishment (Bryman, 2011). The power is derived from the leader's ability to influence followers by means of threats, negative reinforcements and punishment (Northouse, 2004). In its most primitive form, coercive power is the leader's ability to punish, reprimand or fire followers, therefore followers often avoid disciplinary action from their leaders.

Leadership comprises of power, traits and behaviours which influence followers and the organisation as a whole. Leaders influence employees' behaviour, performance, attitude and motivation. In turn, this has a direct influence on how the organisation as a whole performs. The influence of a leader's style reaches greater proportions as the effects on the employees begin to have a cumulative effect on group performance. Leaders play a significant role in the contemporary organisation that is subject to the unstable external environment by their ability to positively influence the employees. The significance of leadership is discussed further hereunder.

2.4.1 The importance of leadership

The pace of change confronting organisations today has added complexity to the organisational landscape and now calls for more flexible and adaptive leadership. Adaptive leaders are able to work more effectively in the unstable global business environment (Rowe and Guerrero, 2011) and are also able to adopt a proactive approach in order to keep abreast of the increasing pressures from internal and external stakeholders. Leaders work together with their followers to realise the short and long-term plans of the organisation and to achieve specific objectives. An organisation does not operate in a vacuum; it is influenced by both internal and external stakeholders (Bryman, 2011). Leadership is central to the transformation of the business environment at all levels. It is the leadership of an organisation that is responsible for ensuring that the needs of all groups of stakeholders are met. The significance of managerial leaders in the contemporary public sector organisations becomes apparent in their ability to co-ordinate and meet the need of all the groups of stakeholders while simultaneously responding to the rapid pressures in the business environment. It is clear that sustainable and successful performance in any organisation is linked to effective leadership (Naidoo and Xollie, 2011).

Effective leadership provides a higher quality of performance and efficient delivery of public services (Wenzel, 2007). In the public sector, leadership provides direction and vision to the employees and the communities. Public sector leadership has made provision for an alignment with the environment and a resource for embracing organisational culture (Paarlberg and Lavigna, 2010). The public now has greater access to view, interact and understand the decisions and direction of public sector leaders, which is made possible by media, the internet and greater levels of awareness in the public. Furthermore, there is evidence that as competition increases in the global business environment, even among public sector organisations, the range of skills necessary for leadership have also grown (Brown and Potoski, 2004).

Leaders have a significant role to play in the process of managing organisational knowledge (Bryant, 2003). It is leadership that ensures that the organisation's innovations and competencies are safely guarded and constantly improved, and it is the responsibility of managerial leadership to safeguard an organisation's intellectual property by addressing the required copyright laws (Hsin-Kuang et al., 2012). Managing knowledge requires a conscious effort on the part of leadership; they provide motivation, visions, systems and structures in all

levels of the organisation, which facilitates the conversion of knowledge into competitive advantages (Zagrosek, Dimovski and Skerlavaj, 2009). Leaders also have to manage how they create, share and exploit organisational knowledge with the relevant groups of stakeholders.

To understand leadership as it is viewed and practised today, it is important to recognise that the concept of leadership has changed over time. Leadership typically reflects the theories and practises that have evolved into the norms, attitudes and understandings in the organisation today. These leadership theories have been the subject of scholarly enquiry over the years and the historical perspectives of leadership theory are explained in the succeeding section.

2.5 Evolving theories of leadership

Leadership has been a topic for scholarly debate for centuries and the subject of theoretical and empirical research since the twentieth century. The development of leadership theory dates back to the late 1800s when Fredrick Taylor developed Scientific Management, also referred to as Taylorism, under the Scientific School of Thought (Ispas, 2012). A series of investigations and research were based on time and motion studies of productivity. Scientific Management was succeeded by Max Weber's writing on bureaucracy in the early 1920s (Bryman, 2011). Weber's Bureaucracy Theory suggested that a leader proposed power by virtue of his position. This was in line with Van Zyl and Dalglish's (2009:285) description of legitimate power which was mentioned earlier.

Over the last hundred years leadership has evolved from the great man theory, trait approach, behavioural approach, participative leadership, situational leadership and contingency approach, to transactional and transformational leadership under the full range theory. The interest in leadership increased during the early part of the twentieth century, and in the past 70 years there have been as many as 85 different classification systems developed to define the dimensions of leadership (Reuvers, van Engen, Vinkenbure and Wilson-Evered 2008). One such classification system directly related to this study is the model proposed by Bass and Riggio (2006:11-20) - the full range leadership theory. The full range leadership theory was the prime model of reference in this research, in an attempt to survey the leadership style at eThekweni Municipality. Although many past ideas of leadership have fallen from popular

favour, the evolution of leadership perspectives is crucial to the understanding of the leadership theories today. This evolution of leadership theories is described as follows:

2.5.1 Great man theory

The great man theory was a popular 19th century leadership perspective based on the belief that leaders are exceptional people, who are destined to lead and are born with distinctive qualities (Northouse, 2004). McMahon (2010) clarified that the term 'Great Man' was used because leadership at that time was primarily deemed to be a male quality. The great man theory became popular during the mid-19th century, especially in terms of military leadership. The theory was popularised by Thomas Carlyle in the late 1840s who argued that the history of the world is a biography of great men (Rowe and Guerrero, 2011). The great man theory suggests that the leader is different from the average individual in terms of ambition, intelligence and perseverance. In line with this writers often quote the saying that "great man are born and not made" (Daft, 2008; Van Zyl and Dalglish, 2009; Rowe, 2011).

Daft (2008) and Bryman (2011) highlighted the following assumptions that underlie the great man theory:

- i. Leaders are born with inherent traits
- ii. These traits are particularly suited for leadership
- iii. People who make good leaders have the right combination of inborn traits

In the late 1960s Bryman (2011:83) identified one of the most forceful critics of the great man theory, sociologist Herbert Spencer, who argued that the leaders Carlyle referred to as 'great' were products of their social environment. A similar yet slightly narrower theory developed after the great man theory which is discussed below.

2.5.2 Trait approach

Empirical research indicates that many studies have focused on leadership as a trait (Avolio and Bass, 2002; Burns, 2003; Rubin, Munz and Bommer, 2005; Daft, 2008). Of interest to scholars throughout the twentieth century, the trait approach was one of the first systematic attempts to study leadership in the early 1930s (Biswas, 2012). In the early part of the twentieth century, leadership characteristics were studied to determine what made certain people great leaders (Rubin et al., 2005). The search for traits or characteristics underlying

effective leadership has been on-going since then. Figure 2.2 below illustrate the traits that were believed to be leadership traits.

Figure 2.2: Stodgill's 1974 traits and skills

Stodgill's (1974) Traits and Skills	
Traits	Skills
<ul style="list-style-type: none"> •Adaptable to situations •Alert to social environment •Ambitious and achievement-orientated •Assertive •Cooperative •Decisive •Dependable •Dominant (desire to influence others) •Energetic (high activity level) •Persistent •Self-confident •Tolerant of stress •Willing to assume responsibility 	<ul style="list-style-type: none"> •Clever (intelligent) •Conceptually skilled •Creative •Diplomatic and tactful •Fluent in speaking •Knowledgeable about group task •Organized (administrative ability) •Persuasive •Socially skilled

Source: Stodgill (1974) <http://www.sciencedirect.com/science/article/pii/S0002822303017954>

Underlying the search for traits was the premise that leadership is rooted in traits or characteristics possessed by certain individuals (Avolio and Bass, 2002). The research during this time concentrated on determining the specific traits that clearly defined leaders from followers (Daft, 2008). This trait perspective suggests that certain people have special inborn qualities that make them leaders. In addition to Stodgill's traits, significant leadership traits which have been identified by the empirical research over the years include self-efficacy, determination, intelligence, consciousness, integrity and extroversion (Avolio, 1999, Avolio and Bass, 2002, Rubin et al., 2005, Reuvers et al., 2008, Paarlberg and Lavigna, 2010).

In the mid twentieth century, the trait approach was challenged by research that questioned the generalisability and universality of leadership traits. A study by Stodgill (1974) cited in Paarlberg and Lavigna (2010) suggested that no consistent set of traits differentiated leaders from followers across a variety of situations. Reuvers et al. (2008) highlighted that an individual with leadership traits in one situation may not necessarily be a leader in a different situation. Critics of the trait approach argue that it is difficult to isolate a set of leadership characteristics without incorporating situational effects into the equation. The prime argument is that traits do not ensure leadership success, however some traits are able to

distinguish effective leaders. The failure of the trait approach to take situations into account brought about the need for the following leadership approach.

2.5.3 Behavioural approach

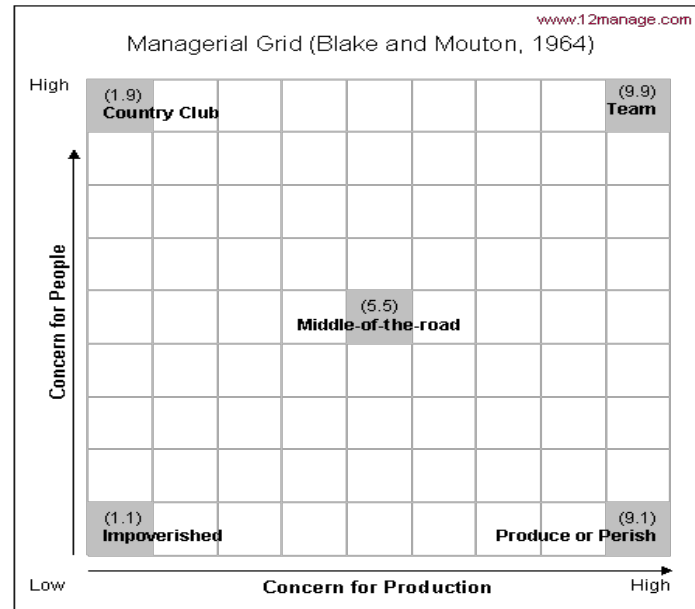
The failure to identify a universal set of leadership traits led researchers in the early 1950s to begin looking at what a leader does, rather than who he or she is (Rowe and Gurrero, 2011). The behavioural approach to leadership focuses on the behaviour of the leader, which distinguishes it from the trait approach which emphasises the characteristics of a leader. This theory endorses the value of leadership styles, with an emphasis on concern for employees as well as collaboration within the organisation. The behavioural approach focuses exclusively on what leaders do and how they act (Northouse, 2004), and considers observable actions and reactions of leaders and followers in a particular situation. The behavioural approach concentrates on what leaders actually do rather than on their qualities and characteristics (McMahon, 2010). In shifting the study to leadership behaviours, this approach expanded the study of leadership to include actions of leaders towards followers in various contexts (Dubrin, 2007).

Empirical research on the behavioural approach identified two general types of leaders' behaviours (Yulk, 1998, Pedraja-Rejas et al., 2006, Northouse, 2004) - task and relationship behaviours. According to Northouse (2004), task behaviours enable goal accomplishment by helping employees achieve their objectives, while relationship behaviours assist employees to build their self-esteem, be comfortable with each other and come to terms with the prevailing situation. The behavioural approach emphasises that leaders' actions towards their subordinates occur on both a task and relationship level (Pedraja-Rejas et al., 2006). In some situations leaders will be required to be more task oriented, whereas in other situations they will need to be more relationship oriented. The Managerial Grid and Theory X and Theory Y fall under Behavioural Theories of leadership.

i. The managerial grid

Figure 2.3 below illustrates the managerial grid:

Figure 2.3: The managerial grid



The managerial grid shows two general types of behaviour exhibited by leaders, namely concern for people and concern for production (Van Zyl and Dalglish, 2009). The concept distinguishes five different styles of behavioural leadership based on these concerns:

1.1 Impoverished style

This style represents low concern for production and people (Van Zyl and Dalglish, 2009). The leader often assigns tasks, delegates and disappears, leaving the employees to do all the work without supervision (Bryman, 2011) and showing little concern for both the employees and production. The leader's main concern is to avoid trouble and the blame in the event that mistakes occur. This style often results in disorganisation and dissatisfaction due to the absence of effective leadership (Van Zyl and Dalglish, 2009).

1.9 Country club style

This style represents low concern for production and high concern for people. The leader tends to be one sided and thoughtful, paying a high degree of attention to the needs of employees (Dubrin, 2007). This style is relationship-oriented and the leader is primarily concerned with the security and comfort of employees, and by so doing production is

overlooked (Rowe and Guerrero, 2011). The leader does not employ the legitimate and coercive powers discussed earlier but rather focuses all his attention on the employees, hoping that this will improve performance. This style results in a friendly working environment, but not necessarily a productive one (Van Zyl and Dalglish, 2009).

9.1 Produce or perish style

This style represents high concern for production and low concern for people. The leader is typically authoritarian and concerned with compliance. This style is task-oriented and the leader's prime focus is on production, therefore he/she uses the needs of employees as a means to an end (McMahon, 2010). The leader believes the employees' needs are unimportant and pressurising the employees by threats of punishment is how he achieves organisational goals. This style may result in high productivity in the short run, however high employee turnover can also be anticipated (Van Zyl and Dalglish, 2009).

5.5 Middle of the road style

This style represents medium concern for production and medium concern for people. The leader attempts to balance the competing organisational goals and the pressures from the employees (Bryman, 2011). The manager distributes his concerns evenly between both production and employee needs and hopes to achieve satisfactory performance, however this style results in compromises in which neither the organisational goals nor the employees' needs are fully met (Van Zyl and Dalglish, 2009).

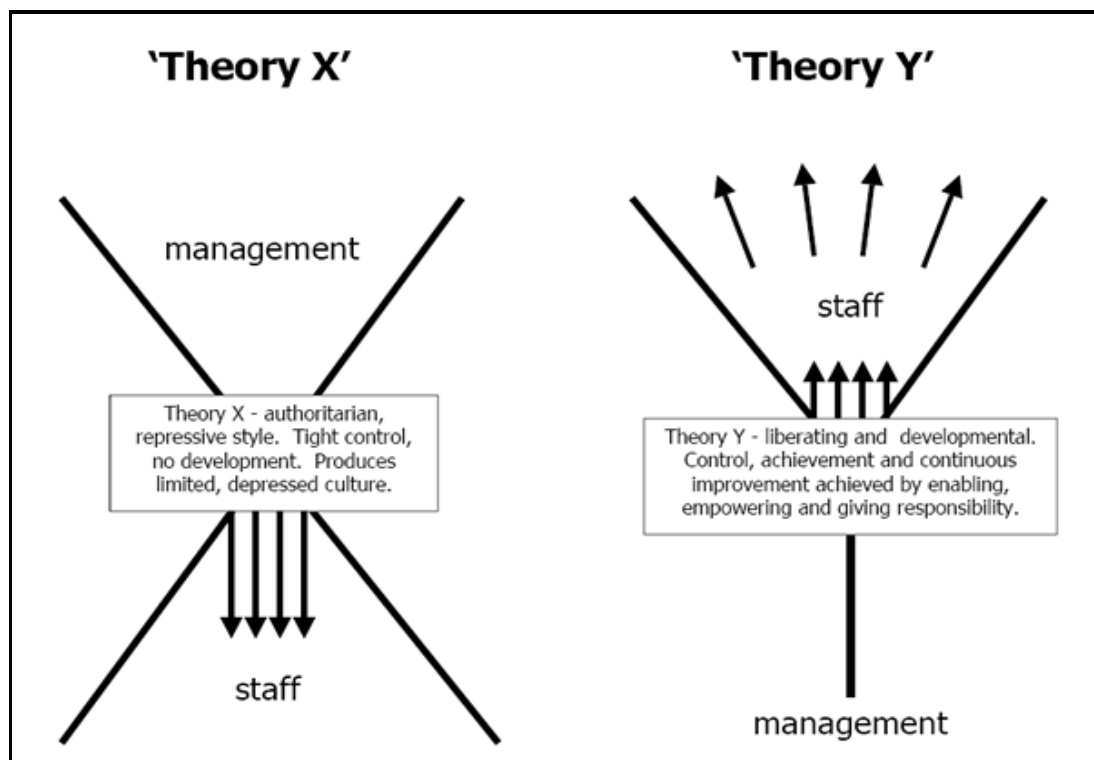
9.9 Team style

This style represents high concern for production and for people. The leader encourages team work and commitment among employees, which involves making the employees feel like a part of the organisation and ensuring that they understand the organisational purpose (Northouse, 2004). The production targets are also emphasised, however, and the employees understand the importance of achieving the targets and organisational goals. This ultimately results in high motivation within the organisation and team work based on respect and trust. This leads to high employee satisfaction and high production (Van Zyl and Dalglish, 2009).

ii. Theory X and Theory Y

Douglas McGregor developed the Theory X and Theory Y leadership in the 1960s (Rowe, 2011), which is a behavioural leadership theory that assumes there are two groups of employees in an organisation, those who generally dislike their work and will avoid it, and those who generally like their work and look forward to completing tasks (Bryman, 2011). These groups of employees are Theory X and Theory Y respectively. Figure 2.4 illustrates Theory X and Theory Y.

Figure 2.4: McGregor's Theory X and Theory Y



Source: <http://research-methodology.net/theory-x-and-theory-y/>

The underlying Theory X assumptions are as follows:

- i. Employees inherently dislike work and will avoid it to the greatest extent possible.
- ii. Because they dislike work, they must be continuously coerced, controlled and threatened with punishment in order to get the work done.
- iii. Employees will avoid responsibilities and seek formal direction whenever possible.
- iv. Most employees place security above all other factors associated with work and will display little ambition.

The assumptions underlying Theory Y are as follows:

- i. Employees view work as being as natural as rest or play.
- ii. Employees will exercise self-direction and self-control if they are committed to the objectives.
- iii. The average person can learn to respect and even seek responsibility.
- iv. Employees' full potential is not trapped.

One can be concluded that leaders who perceive their employees to be Theory X workers are similar to the Produce or Perish style leaders, whereas leaders who perceive their employees to be Theory Y are similar to Team style leaders in the managerial grid discussed earlier. As illustrated in figure 2.4, Theory X exhibits an authoritarian style whereby the leaders are on top with all the power and decision making, whereas Theory Y shows the delegation of authority and responsibility, with the employees on top being liberated to make decisions.

Critics of the behavioural approach argue that the research on leaders' behaviour has not adequately demonstrated how these behaviours are related to performance outcomes (Wenzel, 2007). Researchers of the behavioural approach have been unable to establish a consistent link between task and relationship behaviours and outcomes such as productivity and job satisfaction (Van Eeded, Cilliers and Van Deventer, 2008), therefore participative leadership emerged and addressed the gaps in behavioural leadership.

2.5.4 Participative leadership

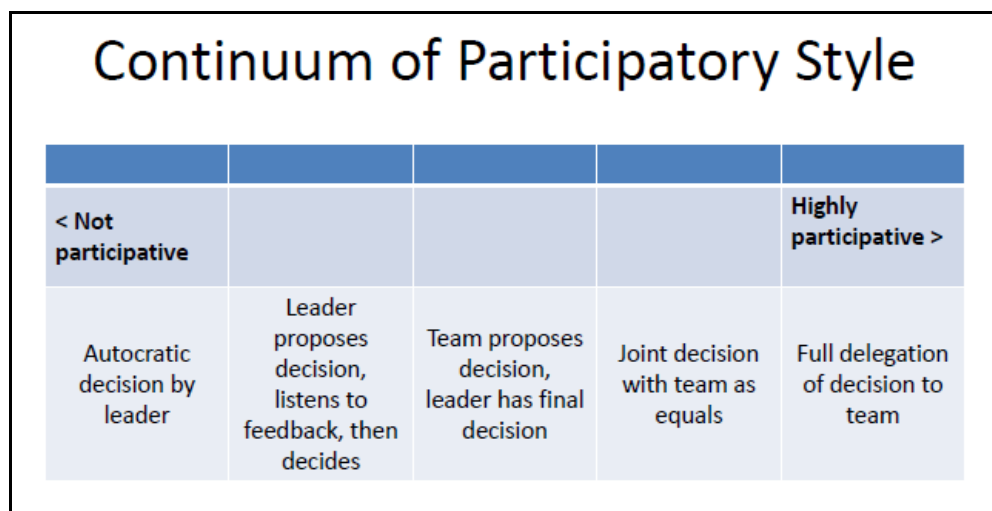
Participative leadership involves all members of a team in identifying goals and developing strategies to achieve those goals (Rowe and Guerrero, 2011). It is a leadership style in which subordinate employees in an organisation are considered to be part of the decision making team (Daft, 2008). Rather than taking autocratic decisions, a participative leader involves his employees in the process and seeks their input and ideas. According to Rowe and Guerrero (2011:231), the assumptions underlying participative leadership are as follows:

- i. Several people deciding together make better decisions than one person deciding alone.
- ii. The subordinates' involvement in decision making improves the understanding of the organisational purpose and objectives.
- iii. Employees are more committed to actions when they are involved in the relevant decision making.

- iv. Employees are more collaborative and less competitive when they are working on joint goals.

Figure 2.5 illustrates the Participative Leadership Continuum.

Figure 2.5: The participative leadership continuum



Source: http://www.valuebasedmanagement.net/methods_tannebaum_leadership_continuum.html

As illustrated in figure 2.5, Participative Leadership can be measured using the continuum of participatory styles which range from non-participative to highly participative. Autocratic decisions by leaders represent non-participative leadership, which gradually shift towards participative when the leader begins to propose decisions to the employees and considers their feedback when making decisions. The next phase is when the employees are able to propose decisions to the leader and the leader considers their proposal before making a final decision. Participative leadership is evident when leaders make joint decisions with their employees as equals; the highest level of participative leadership occurs when the leader fully delegates decision making authority to his subordinates. Daft (2008) argued that most participative activity is within the immediate team and is most effective in group work.

Kurt Lewin expanded on participatory leadership styles in the early 1930s from the results of three leadership's decisions experiments (McMahon, 2010). In his study, Lewin recognised that one of the factors that determine a leader's choice of leadership is the need to make decisions. Lewin and his colleagues identified three participatory leadership styles, namely autocratic, democratic and laissez-faire (Bryman, 2011).

i. Autocratic leadership

In the autocratic style, the leader makes decisions without consulting the employees as in the first phase of the Continuum of Participatory Style (Rowe and Guerrero, 2011). There is minimal employee participation in decision making, if at all. In his experiments Lewin found that this caused the greatest discontent among employees (McMahon, 2010). In order for the autocratic style to be effective there should not be a need for employees' input in decision making; the decisions made should not change as a result of employee input and employees' performance should not be affected by their ability to participate.

ii. Democratic leadership

In the democratic style, the leader involves the employees in decision making and considers their input before making the final decision (Bryman, 2011). The employees suggest their ideas to the leader and the process for the final decision making varies from the leader having the final say to the employees facilitating consensus. Democratic decision making is usually appreciated by the employees and can be used as a motivational process (Rowe and Guerrero, 2011). This is similar to the third phase in the Continuum of Participatory Style.

iii. Laissez-faire leadership

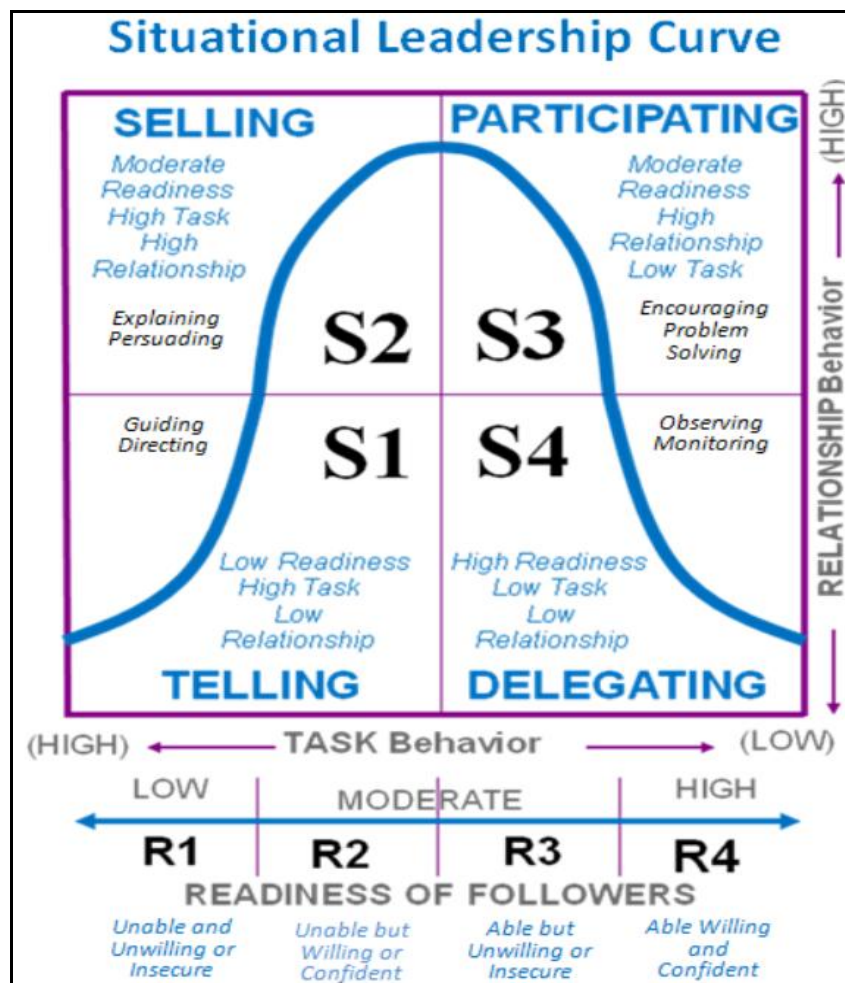
The laissez-faire style minimises the leader's involvement in decision making (Dubrin, 2007). The leader gives his employees free reign by delegating decision making authority; employees are at liberty to change processes and implement strategy. Laissez-faire leadership works best when the employees are motivated and make effective decisions (Rowe and Guerrero, 2011). This is similar to the Theory Y and a highly participative phase on the Continuum of Participatory Style.

2.5.5 Situational leadership

Situational leadership is based on the assumption that effective leadership depends on the situation at hand (Daft, 2008). This approach sees leadership as being subjected to the specific situation in which it is being exercised, for example there may be different leadership styles required at different levels of the organisation. The situational approach also suggests that leaders must first identify their most important tasks and priorities (Salman et al., 2011).

Second, the leaders must consider the followers' readiness by analysing their willingness and abilities. The situational leadership model provides four leadership styles according to relationship behaviour and task behaviour (Bryman, 2011). The styles are denoted diagrammatically in the situational leadership curve in Figure 2.6 below:

Figure 2.6: Situational leadership model



Source: <http://www.mlm-leadership-now.com/mlm-leadership-administration-situational-leadership/>

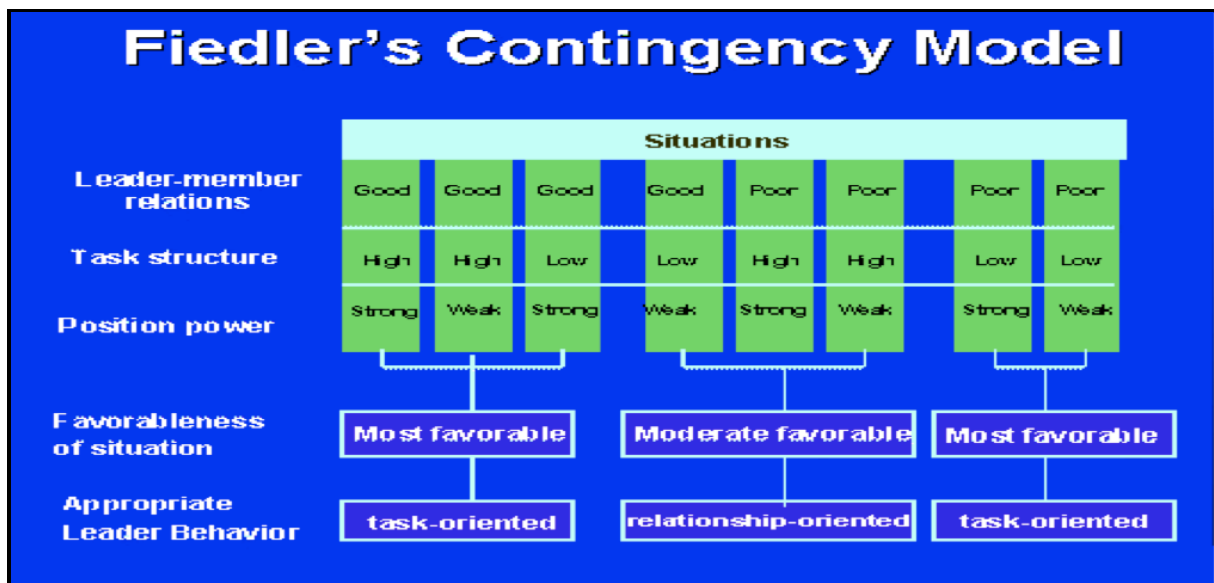
As illustrated in figure 2.6, the situational leadership model has four situations labelled S1 to S4. The two variable behaviours - relationship and task - are deemed to be supportive and directive respectively. Task behaviour is the extent to which the leader engages in one-way communication (Van Zyl and Dalglish, 2009), which involves explaining what each follower is to do by spelling out when and how a task should be completed. Relationship behaviour is the extent to which the leader engages in two-way communication (McMahon, 2010), which involves providing the followers with support and encouragement. S1 represents high task behaviour and low relationship behaviour. This is indicative of low readiness of the

employees and is called 'telling'. A telling style is appropriate in an emergency whereby the organisation is challenged by the pressures of change. S2 represents high task behaviour, high relationship behaviour and moderate readiness of the employees. This style is called 'selling' (Rowe and Guerrero, 2011). The selling style would tend to be appropriate in situations where the leader possesses all vital organisational information. The style also requires a very high level of commitment from the followers in order for the task to be successfully completed. S3 is the consulting style which represents a low task behaviour and high relationship behaviour. The employees are moderately ready to take on the full responsibility of decision making. The consulting style is deemed to be appropriate when there is time for discussion and employee input before the decision about the task is concluded. S4 is the joining style, which represents low task behaviour and low relationship behaviour. The employees are not ready to take part in important decision making, therefore they share the decision making responsibility with their leader. The situational leadership approach has been criticised of being too narrow because the leader uses the readiness of the followers to choose a specific leadership style.

2.5.6 Contingency approach

This approach is an extension of the situational leadership theory. As a result of the limitations of the behavioural approach, scholars began to consider the contextual and situational variables influencing effective leadership behaviours. In the early 1960s, Fred Fielder put forward the contingency theory of leadership effectiveness. This approach assumes that different situations call for different leadership characteristics. The contingency approach represents a shift in leadership research from focusing on only the leader, to looking at the leader in conjunction with the prevailing situation (Rowe and Guerrero, 2011). The theory attempts to match leaders to appropriate situations and is named contingency because it proposes that a leader's effectiveness is dependent on how well the leader's style fits the context. Northouse (2004) added that effective leadership is contingent on matching a leader's style to the right setting. The contingency approach suggests that the success of the leader is a function of two contingencies; styles and situations. The leadership styles, as discussed before, have been described as task oriented or relationship oriented. The situational variables can be assessed by the leader-follower relations, task structure and position power. The situational aspects of the contingency perspective posit that the effectiveness of a leader is contingent upon the prevailing pressures of a situation. Figure 2.7 illustrates Fiedler's contingency model.

Figure 2.7: Contingency model



Source: <http://culckhandelwalneha.wordpress.com/firldercontingencymodel/2012/06/27/hello-world/>

As illustrated in Figure 2.7, Fiedler developed a contingency model in the 1970s which postulated that there are three important situational dimensions that influence a leader's effectiveness. These are:

i. Leader-member relations

This represents the level of confidence and trust that the followers have in their leader and also includes the loyalty shown by the leader to his subordinates; a leader who is more trusted has more influence on his followers. This puts the leader in a more favourable situation as his followers are more likely to admire and respect him. A leader who has good relations with his employees gains referent power, as described earlier.

ii. Task structure

This refers to the types of tasks assigned to employees; whether the tasks are clear or vague and structured or unstructured. It also represents the degree to which the followers' tasks are routine as opposed to non-routine. Unstructured tasks are viewed unfavourably in a strict production environment but are deemed to be appropriate in a flexible and innovative environment.

iii. Position power

The final dimension refers to the amount of power a leader has to direct his employees. Position power involves the provision of rewards or punishment and is concerned with the inherent power in the leadership position and the leader's formal authority according to the organisational hierarchy. Position power is similar to legitimate power which was discussed earlier.

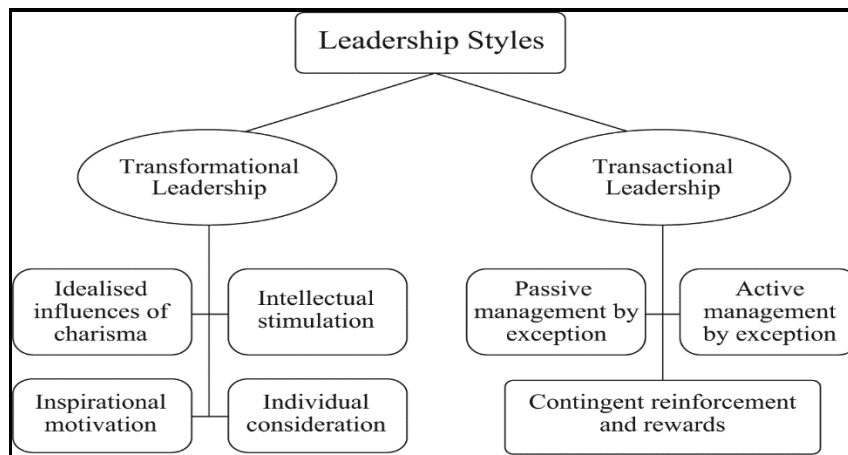
Although many researchers underscore the contingency approach, it has also received criticism in the research literature for failing to explain fully why individuals with certain leadership styles are more effective in some situations than in others (Krishnan, 2008). Critics also argued that the contingency approach is difficult to use in practical situations (Salman et al., 2011). The main and final criticism of this approach is that it fails to adequately explain what should be done when there is a mismatch between the leader and the situation in the workplace (Rafferty and Griffin, 2004).

2.5.7 Full range leadership theory

One of the current approaches to leadership that has been the focus of much research since the early 1970s is the full range theory. Using ideas originally proposed by Burns (2003) for political settings, Bass and Riggio (2006) propounded the multifactor leadership theory and later developed it into the full range model. In 2002, Bass expanded this model which has been applied and examined in many studies over the years. (Avolio and Bass, 2002; Murphy, 2005; Daft, 2008; Paarlberg and Lavigna, 2010; Gandolfi, 2012). The full range leadership model conceptualises leadership in relation to contemporary leadership styles. The constructs comprising the full range leadership theory denote three main leadership styles: transactional, transformational and laissez-faire. Burns (2003) argued that existing theories of leadership overlook the leader's influence and contribution to the follower's development.

The full range theory is the theory of primary reference in this study. Laissez-faire leadership was excluded as the study is surveying leadership in the public sector where the structures are bureaucratic in nature. Transactional and transformational leadership are discussed in detail in the succeeding theoretical framework chapter, therefore the theoretical framework of this study is summarised in Figure 2.8 as follows:

Figure 2.8: Transactional and Transformational leadership



Source: <http://www.emeraldinsight.com/journals.htm?articleid=1858537andshow=html>

2.6 Concluding summary

Leadership theories have evolved, transformed and been developed by different scholars, writers and sociologists over the years. The pace of change confronting the complex organisational landscape has drawn attention to the significant role of leadership in contemporary organisations. Public sector organisations in South Africa provide substantial public services to the South African society and the success of these organisations is dependent on the leadership. eThekweni Municipality is committed to successfully implementing and achieving the IDP. This calls for effective leadership and commitment from municipal employees.

The historical perspectives of leadership theories show some similarities that interact at different levels, primarily because scholars developed new theories to address the shortcomings of previous ones. Ancient leadership practices and styles are no longer a consideration for modern organisations that are facing more complex challenges in these turbulent times. The full range leadership theory is a contemporary leadership approach comprising transactional and transformational leadership. These leadership styles are not without flaws, however they have been deemed to be best suited for contemporary organisations in the age of rapid change.

CHAPTER 3

THEORETICAL FRAMEWORK

3.1 Introduction

The framework comprises of the full range leadership theory as articulated by Bass and Riggio (2006), which is narrowed down to transactional and transformational leadership. Transactional leadership is defined and discussed according to the originator and empirical research, while transformational leadership is also defined and explained in detail in the light of past papers and studies. The characteristics of both transactional and transformational leaders are presented together with the dimensions of transactional and transformational leadership. The limitations and shortcomings of both leadership styles are then elucidated and a concluding summary ends the chapter.

3.2 Full range leadership

This research used the full range leadership theory to survey the leadership at the municipality. Bass and Riggio (2006:28) distinguished between laissez-faire, transactional and transformational leadership; the latter two being the focal point of this study. Avolio and Bass (2002) proposed that a paradigm shift was required to comprehend how leaders influence followers' performance. In its current form, the full range leadership theory represents three constructs comprised of three transactional leadership dimensions, four transformational leadership dimensions and one laissez-faire leadership dimension. Laissez-faire was excluded from the research as this leadership style was found to be irrelevant in the light of the bureaucratic nature of public sector organisations. A large portion of contemporary research has focused on the influence of transactional and transformational leadership. This study used the constructs of both transactional and transformational leadership to survey the leadership style in the municipality. The methods used in the study will be further explained in the succeeding chapter. The transactional and transformational leadership styles are described as follows:

3.3 Transactional leadership

Burns (2003:14) stated that “transactional leadership occurs when the leader takes initiative in making contact with the follower for the exchange of something valued”, while Pedraja-Rejas et al. (2006) claimed that transformational leadership occurs when the leader takes the initiative in making contact with the follower for the purpose of exchange. Transactional

leadership is based on an exchange process for the fulfilment of contractual obligations (Ruggieri, 2009). The relationship between the leader and the follower is based purely on exchange. The transactional leader recognises followers' needs and desires and then clarifies how those needs will be fulfilled in exchange for achieving specified objectives or performing certain duties (Daft, 2008). Rewards and positive reinforcements are provided when targets are achieved and negative feedback or punishment is used when goals are not reached, i.e. followers receive recognition and rewards for performance whereas leaders benefit from the completion of the tasks. This leadership is typically represented by setting objectives and closely monitoring and controlling outcomes.

Burns (2003) asserted that the prime concerns of transactional leaders are to maintain and improve the quantity of performance, reduce resistance to particular actions and implement effective decision making. The focus is on quantity rather than quality, as the leader is particularly concerned with how much is achieved. The transactional leader does not individualise the needs of the subordinates nor focus on their personal development (Northouse, 2004). The exchange perspective of transactional leadership is very common and can be observed at different levels of the organisation. Most of the research on transactional leadership is founded on the notion that leader and follower relations are based on a series of implicit bargains or exchanges between the leader and follower. Burns (2003) and Bass and Riggio (2006) similarly distinguished between the levels at which transactions occur between the leader and the follower. The kinds of transactions leaders and followers engage in range from the obvious to the less obvious. In Burns' (2003) study, the obvious transactions include subsidies for campaign contributions and jobs for votes, whereas the less obvious entail the exchange of commitment, trust and respect. In contemporary public sector organisations a similar pattern can be observed, the obvious transactions being wages and salaries, employee benefits and paid leave (Wenzel, 2007). The less obvious transactions include promotions, end of year bonuses and performance awards.

In his study Burns (2003) noted that transactional leaders have a number of transactions or exchanges available to them. Some of the transactions depend on the leader's control over resources, for example salary increases, promotions and employee benefits. If these rewards are not under the leader's direct control, the bargaining power diminishes. Judge and Ronald (2004) referred to these as lower order transactions in that they involve promises or commitments that are rooted in exchangeable values. On the other hand, higher order

transactions rely on the exchange of nonconcrete rewards to maintain the followers' performance (Van Eeden et al., 2008). In this exchange the leader has direct control over the transaction and has a higher bargaining power since they rely upon intangible rewards. The other set of transactions are based on the leader's knowledge of the actions followers must take in order to achieve desired outcomes, for example working overtime for a paid vacation (Judge and Ronald, 2004). In these exchanges the leader clarifies the task and how followers will accomplish it while simultaneously reaching their personal goals.

Transactional leaders engage their followers in a relationship of mutual dependence in which the contributions of both sides are acknowledged (McMahon, 2010). There is a clear line of authority from leader to follower; the leader is responsible for making sure that goals and objectives are met by the followers, hence there is no misunderstanding as to who is in charge. There is also clarity of the goals and objectives to be attained. In line with this, Eliyana (2010) asserted that transactional leadership is more practical in nature because of its emphasis on the attainment of specific targets and objectives. Transactional leadership is most effective when there are clearly defined goals and there is little room for alternative methods for goal accomplishment. Zagoršek et al (2009) stated that transactional leadership results in followers' compliance and a commitment to task objectives. There is little room for innovation, creativity and risk taking as the prime aim for the followers is to successfully complete the task. This causes employees' daily activities to be task oriented, thus they are restricted to the status quo and are unable to apply any new ideas and novelties.

An effective transactional leader is able to recognise and reward followers' accomplishments as the subordinates are often monitored on the basis of predetermined criteria. However, this close monitoring also allows transactional leaders to thoroughly observe and identify mistakes and noncompliance. Pieterse, Knippenberg, Schippers and Stam (2010) characterised the transactional leader as one who is comfortable when operating within the existing system, with a high preference for risk avoidance. The transactional leader emphasises time constraints as well as efficiency and generally prefers the standard way for maintaining control. The characteristics of a transactional leader are outlined as follows:

3.3.1 Characteristics of a transactional leader

Avolio and Bass (2002) characteristics of a transactional leader are as follows:

- i. The leader prototype is consistent with a reasonable leader-follower exchange relationship, where the leader fulfils the needs of followers in exchange for followers meeting performance expectations.
- ii. The skilful transactional leader is likely to be effective in stable and predictable environments where reference to precedent is the most successful strategy.

According to Bryant (2003:37), transactional leaders also have the following primary characteristics:

- iii. Transactional leaders work together with their followers to develop clear and specific goals and objectives; they ensure that followers get the reward promised to them for meeting the set goals.
- iv. Transactional leaders engage in an exchange process. This process comprises of promises and rewards for worker performance and attainment of objectives.
- v. Finally, transactional leaders are responsive to the immediate self-interest of workers, provided that their needs can be met while completing the tasks.

3.3.2 Dimensions of transactional leadership

Transactional leadership is theorised to comprise of the following three dimensions:

i. Contingent reward

Contingent reward refers to an exchange process between leaders and followers in which the followers' effort is exchanged for specified rewards. According to Avolio and Bass (2002) this dimension concerns constructive transactions between the leader and follower. The leader tries to obtain agreement from followers on what needs to be done and what the rewards will be for people achieving it (Pieterse et al., 2010). The leader focuses on clarifying role and task requirements and providing the followers with the materials and rewards contingent on the fulfilment of the contractual obligations (Judge and Ronald, 2004). The leader clarifies expectations and communicates the rewards for meeting these expectations. In turn the followers also focus on meeting the expectations and completing the tasks set by the leaders (Ruggieri, 2009).

Contingent reinforcement occurs when the leader compensates followers for achieving the specified standard of performance (Ruggieri, 2009). The reward is contingent on the performance level achieved and the objectives attained. Previous research has shown contingent reward to be positively related to followers' performance, commitment and satisfaction (Goodwin, Wofford and Whittington, 2001). Geyrer and Steyrer (2008) reported a positive significant relationship between contingent reward and organisational citizenship behaviour. In its more constructive form contingent reward is characterised by working with individuals, defining contracts to specific objectives and specifying the compensation that can be expected upon successful completion of the tasks.

ii. Active management by exception

Management by exception only occurs when standards are not met or when things go wrong. Leaders are reluctant to give instructions or directions if the followers' performance is satisfactory and the old procedures are achieving organisational objectives (Salman et al., 2011). Active management by exception refers to the active vigilance of the leader, whose goal is to ensure attainment of organisational objectives (Zagoršek et al., 2009). The vigilance of the leader is displayed by active corrective transactions between the leader and follower (Bass and Riggio, 2006). The active form of management by exception is characterised by a leader who actively searches for divergence from standard procedures and takes corrective action before mistakes or problems surface.

Active management by exception is characterised by very close monitoring to observe and avoid the occurrence of mistakes. In Van Eeden et al. (2008) view, the leader is on guard for irregularities, errors, deviations from standard, exceptions, breaches of rules and regulations, potential failures and noncompliance. The leaders guard these problems in order to take corrective action beforehand or as soon as the problem occurs. Eliyana (2010) concurred with Van Eeden et al. (2008) and added that active leaders monitor their followers' behaviours, anticipate problems and take corrective action before the mistake creates serious damage. In its more active form, management by exception focuses on setting standards, closely monitoring how the tasks are carried out in order to take corrective action on the basis of the result. Active leaders search for deviations whereas the passive leaders wait for problems to materialise before they intervene.

iii. Passive management by exception

This dimension refers to the passive corrective transactions between the leader and follower (Bass and Riggio, 2006). Under passive management by exception, leaders only intervene after noncompliance has occurred or when mistakes have already been made; the leader does not intervene until the mistakes are brought to his or her attention. In its more passive form, management by exception involves deliberately withdrawing from followers' tasks and waiting for mistakes to occur before taking action. According to Ruggieri (2009) passive leaders wait until the mistake has created problems before they intervene. The main difference between active management by exception and passive management by exception lies in the timing of the leader's intervention.

3.3.3 Limitations of transactional leadership

All leadership styles have weaknesses and drawbacks. The prime limitation of transactional leadership is in its underlying assumption that employees will perform a task for a simple reward or to avoid punishment (Den Hartog, Van Muijen and Koopman, 1997).

Transactional leadership style is flawed because its motivation is restricted to base level only; it encourages a close connection between goals and rewards. This exchange does not motivate at the higher levels of human development, consequently workers are not motivated to give anything beyond what is specified in their contract (Bryant, 2003).

Critics of transactional leadership argue that this style is ineffective if a higher level of thinking skills is required. Innovation and creativity is limited with this style as the leader clearly sets goals and objectives and often spells out how the tasks should be completed (Zohar and Gazit, 2008).

Transactional leadership has a rigid view about the working relationship between the leader and follower. Using formal authority to instruct the followers, the leader is often unwilling to consider anything other than the traditional organisational procedure, therefore the followers have little input and contribution as the leader believes the role of the followers is to do as they are told (Rubin et al., 2005).

Finally, transactional leadership, by its very nature, makes the subordinates highly reliant on the leader (Miller, 2007). The leader must always be present to guarantee that the tasks are done properly. Because of the task focused leadership approach and exchange emphasis, employees do not feel as though they are working towards a shared organisational goal

(Gong, Huang and Farh, 2009). This may imply that the employees may not feel obliged to work unless the leader is watching.

The drawbacks of transactional leadership brought about the need for an improvement in leadership style. Bass and Riggio (2006:130) developed on Burn's (2003) work on transactional leadership, stating that the distinction between transactional and transformational leaders is that the former focus on the contingent reinforcement of followers, whereas the latter focus on elevating followers beyond self-interest for the good of the group, organisation or society. Avolio and Bass (2002:154) maintained that transformational leadership is more likely to emerge in times of distress and change, while transactional leadership is more likely to be observed in a well-ordered environment. Unlike transactional leadership which is based on exchange, the transformation comes to play when the leaders create change in organisational structures, processes and overall culture (Bass and Riggio, 2006). The transactional leader enables employees to surpass their hierarchy of needs for the greater good of the larger polity (Ruggieri, 2009). Transformational leadership is discussed in detail in the succeeding section.

3.4 Transformational leadership

The term transformational leadership was first devised by Downton in 1973, however it emerged as an important approach to leadership in a 1978 study by political sociologist James MacGregor Burns, entitled *Leadership* (Barroso et al., 2008). According to Burns (2003:22), transformational leaders are those who motivate their followers to perform beyond expectation by raising the followers' confidence levels and by providing support for developing high levels of performance. The term 'transformational' stems from the ability to inspire and develop people and transform their self-interest into shared organisational goals, which is achieved by articulating a compelling vision of the future (Pieterse et al., 2010). It is a process that motivates followers by appealing to higher ideas and moral values (Bromley and Kirschner, 2007).

Transformational leaders must be able to define a vision for the organisation and followers inherently accept the reliability of their leader. Transformational leaders broaden the interests of followers, generate awareness and acceptance of the purpose and vision of the organisation, and motivate followers to go beyond their self-interest for the good of the organisation (Daft, 2009). Transformational leadership transforms followers to rise above

self-interest by altering their ideas, interests, morals and values, motivating them to ultimate performance. Transformational leadership has been argued to centre on the processes of transformation and change. According to Judge and Ronald (2004), this transformation of followers can be achieved by raising the awareness, value and importance of desired outcomes, as well as by altering or transcending followers' interests. Avolio and Bass (2002) maintained that a transformational leader motivates the followers to act in the interests of the organisation rather than themselves.

Bass and Riggio (2006) affirmed that transformational leadership is centred on the leader's ability to inspire trust, admiration and loyalty in followers, who then lower their individual interests to those of the organisation. Zagoršek et al. (2009) asserted that transactional leaders encourage open and honest communication, and in so doing, they encourage the expression of different views and ideas. Salman et al. (2011) concurred with Zagoršek et al. (2009), and further pointed out that by allowing the expression of different views and ideas, challenging old assumptions and beliefs and stimulating new perspectives, enhances the employees' interpretation and understanding of the expected performance standard. Pieterse et al. (2010) added that innovation is central to thinking about transformational leadership. Transformational leaders have been proposed to stimulate follower innovation through expressing an inspired vision and allowing individual development and growth (Basu and Green, 1997 cited in Pieterse et al., 2010). Transformational leaders encourage their followers to look at old challenges and problems using a new perspective as Jandaghi, Matin and Farjami (2009) articulated. In Purvanova, Bono and Dzieweczynski's (2006) view, this motivates followers to attempt reaching higher levels of performance.

The employees in a transformational leadership context interact more frequently with their leaders and thus they have their leaders' confidence, support and encouragement (Chung-Kai and Chia-Hung, 2009). Zohar and Gazit (2008) noted that a transformational leader will create closer relationships with employees, characterised by small power-distance and individual attention to follower's needs. In previous empirical research it was reported that transformational leadership behaviours have a significant influence on employee performance (Rubin et al., 2005, Purvanova et al., 2006, Gong et al., 2009, Grant, 2012, Ispas, 2012).

Transformational leaders increase their followers' level of respect for the organisation's obligations and mission (Gong et al., 2009). They demonstrate qualities which induce respect

and pride and thus become role models to their subordinates (Ruggieri, 2009). The leaders reach goals by encouraging the subordinates to propose new ideas and find better solutions. Leaders who engage in transformational leadership behaviour are found to have high quality leader-follower relationships (Rubin et al., 2005). Transformational leadership is characterised by pursuing collective goals through the mutual achievement of leaders' and followers' motives (Singh, 2008), therefore both leaders and followers raise one another to higher levels of morality and motivation. Transformational leaders are able to achieve significant progress and change by their capacity to understand the aspirations of their followers and encourage them to achieve common goals and shared vision (Grant, 2012).

3.4.1 Characteristics of a transformational leader

Transformational leadership provides a useful lens for understanding how leaders impact the management of the organisation. Zagoršek et al. (2009) asserted that transformational leadership lies in the leader's ability to inspire trust, loyalty, and admiration in followers, who then subordinate their individual interests to the interests of the group. These characteristics are discussed hereunder:

i. Inspire trust

Inspiring trust is critical to building a leader follower relationship. People are not willing to recognise someone as their leader unless they trust them, not just intellectually, but ethically and morally as well (Chung-Kai and Chia-Hung, 2009). Likewise, people will not follow someone unless they are convinced that person knows where they are going. Trust comes from delivering everyday what you promised as a leader, and also involves constant communication and collaboration (Zagoršek et al., 2009). Transformational leaders affect their followers' commitment by effective role modelling and making them believe in the leader and the organisational vision (Singh, 2008). In order to effectively inspire the trust of subordinates, the leader should show that he has the same interests as his followers (Ruggieri, 2009). Transformational leaders should possess characteristics which support the interests of the individuals in the organisation; in turn, this builds the trust of the subordinates (Purvanova et al., 2006). It is vital that a transformational leader demonstrates concern for his followers and is consistent and honest with them.

ii. Loyalty

A vital and unique factor in an organisation may be a result of a leader's ability to create unity and loyalty (Gong et al., 2009), which often means the difference between mediocrity and greatness (McMahon, 2010). Contemporary research has cited three factors that must be alive and well for employees to be considered loyal (Geyrer and Steyrer, 2008). Firstly they must be very satisfied with their leader, secondly they should express a strong desire to continue working for the organisation, and lastly they must actively tell other people about the positive attributes their leader possesses (Murphy, 2005, Barroso et al., 2008, Jandaghi et al., 2009, Boga and Ensari, 2009, Chung-Kai and Chia-Hung, 2009, Grant, 2012), i.e. they become great advocates for their organisation.

McMahon (2010) affirmed that for subordinates to be loyal they must feel emotionally committed to their leader; they must feel that the value of the relationship is more than just the sum of the business transactions they have with him. Rowe and Guerrero (2011) added that the subordinates must know that the leader and the organisation are genuinely interested and invested in their needs. When it breaks down to customer loyalty as a whole, the number one factor in developing committed customers is having committed employees taking care of them. The role played by employees in creating customer loyalty is up to four times more powerful than that of products, services, brands and so forth (Gandolfi, 2012).

iii. Admiration

Admiration is the other praising emotion elicited by the display of outstanding skills, talents, or achievements (Zagoršek et al., 2009). Most leadership theories state that effective leaders are admired role models that followers emulate, i.e. admiration is perceived to have an important role in establishing the leader-follower relationship (Singh, 2008). Admiration motivates people to emulate the admired person, improve themselves, and work harder on their own goals.

McMahon (2010) added that the transformational leader has been characterised as one who articulates a positive vision of the future that can be shared with subordinates and among peers, pays high attention to diversity, and intellectually stimulates subordinates to perform beyond what they think is possible for them.

iv. Articulate positive vision

The very essence of leadership is the ability to create and embrace a vision. It should be a vision that can be articulated clearly and forcefully on every occasion (Khatri, 2005). Leaders have visions and also share the dreams and directions that other people want to follow; the leader's vision goes beyond the written organisational mission statement and the vision statement. The vision of leadership permeates the workplace and is manifested in the actions, beliefs, values and goals of the organisation's leaders (McMahon, 2010). The ability of the leader to create a shared vision of the future with other members of the organisation appears to be a crucial characteristic. Communicating this vision is of equal importance so as to create commitment and understanding among organisational members (Singh, 2008).

v. Paying high attention to diversity

Diversity is about empowering people; it makes an organisation effective by capitalising on the strengths of each employee (Pataraarechachai and Ussahawanitchakit, 2009). According to Mahalinga and Roy (2008), embracing diversity is the first step for building effective teams. Every team building theory states that to build a great team there must be a diverse group of people on the team, that is, the leader must avoid choosing people who are only similar. Diversity is an effective team building mechanism; it comprises a collection of individual experiences, backgrounds, and cultures that can view problems and challenges from a wide-variety of lenses (McMahon, 2010).

vi. Intellectually stimulate subordinates

The sixth characteristic of a transformational leader is the ability to intellectually stimulate his followers (Mahalinga and Roy, 2008). An intellectually stimulating leader provides subordinates with a flow of challenging new ideas that are supposed to stimulate rethinking of old methods (Pataraarechachai and Ussahawanitchakit, 2009). This style of leadership arouses an awareness of problems and challenges faced by subordinates, and provides knowledge of their own thoughts and imagination, as well as recognition of their beliefs and values. Intellectual stimulation is evidenced by subordinates' conceptualisation, comprehension, and analysis of the problems they face and the solutions they generate (Pedraja-Rejas et al., 2006).

According to Hackman and Johnson (1991) cited in Bromley and Kirschner (2007), there are four central personality characteristics of transformational leadership - creativity, interaction, empowerment and ethics.

vii. Creativity

Creativity is a key element of transformational leadership and involves challenging the status quo by seeking out new ideas. Transformation requires new perspectives and methods to old challenges and conflicts.

viii. Interaction

An interactive leader provides better direction than a non-interactive one. In order to meet the needs of the follower, the leader must have open participation with the followers, therefore there is a need for two-way communication with scope for feedback.

ix. Empowerment

Empowering subordinates is a characteristic that is found in a leaders' ability to share responsibility and power with their followers. For the subordinates, power translates into empowerment and in turn empowerment translates into confidence and motivation. A leader can empower his followers by delegation of authority, giving his followers the power to make decisions in his absence and considering the followers' input about major organisational changes.

x. Ethics

The final characteristic of transformational leadership is high ethical values. A leader with high ethical standards is aware of and accepts the challenge of attempting to do the right thing at all times.

Hogan (1994), cited in Van Eeden et al. (2008), emphasised social and interpersonal skills as being present in transformational leaders. These skills are reflected in personality traits such as being self-confident and able to handle pressure; being outstanding and assertive; and being warm and friendly. Bromley and Kirschner (2007) found the presence of self-confidence to be a significant feature in transformational leaders. In his study, Gandolfi (2012) found that transformational leaders showed a need for affiliation and their

interpersonal relations were warm, accepting and supportive. Chung-Kai and Chia-Hung (2009) recorded that they showed an enjoyment of attention from followers.

Leaders who interact with their subordinates in ways that are seen by the subordinates as being intellectually challenging, inspirational, sensitively considerate, supportive, and expressing a mission that is representative of their collective views, are classified as transformational (Dvir, Eden, Avolio, and Shamir, 2002). The transformational leader raises the needs of followers to a level similar to his and promotes dramatic changes in individuals, groups, and organisations. Transformational leaders, according to Ruggeri (2009), lead change and strive to transform their subordinates' orientations toward their jobs from one of self-interest to true commitment. Boga and Ensari (2009) stressed that transformational leaders are those leaders who transform followers' personal values, which Chung-Kai and Chia-Hung (2009) agreed with, adding that transformational leaders raise the performance expectations of their followers.

3.4.2 Dimensions of transformational leadership

According to Bass and Riggio (2006) the four key dimensions of leadership are employed to accomplish the transformation of subordinates and the organisation. The dimensions of a transformational leader are described below:

i. Idealised influence

Idealised influence was initially called charisma then later renamed by Bass (1985). Charisma is the extent of pride, faith and respect leaders encourage their workers to have in themselves, their leaders and their organisations (Bass, 1997), which is central to the transformational leadership process and is considered one of the key abilities of a transformational leader. Ruggieri (2009) explained that it involves gaining trust, respect, and confidence of followers by taking a stand on difficult issues, showing conviction, emphasising the importance of purpose, commitment, values, and representing the ethical consequences of decisions. Idealised influence captures and reflects on charismatic leadership which is behaviourally based (Bass and Riggio, 2006).

Idealised influence refers to charismatic actions by a leader that are centred on values, beliefs and a deep sense of the organisational mission (Avolio and Bass, 2002); it concerns motivating followers to do more than they think they are able to do (Gandolfi, 2012). It is

also the degree to which the leader behaves in admirable ways that cause followers to identify with the leader (Judge and Ronald, 2004), and occurs when the leader shows dedication, a strong sense of purpose, perseverance and confidence in the purpose of the organisation. This ensures the success of the organisation and gives followers a sense of empowerment (Patararechachai and Ussahawanitchakit, 2009). The leader also displays conviction and appeals to followers on an emotional level. Idealised influence reflects on the capability of trust and understanding on the part of the subordinates. Trust is earned by the leader's willingness to take personal risks and by consistency in deciding and behaving; it is a determining factor in accepting changes in the organisation (Rubin et al., 2005).

Transformational leadership also involves active and emotional relationships between leaders and followers (Krishnan, 2008). Based on strong attachments with his followers, a transformational leader seeks to transform followers' personal values and self-concepts so that they can broaden and elevate their needs and aspirations to focus and achieve higher levels of needs and potential (Ruggieri, 2009). This high level of value alignment between the leader and follower is what makes the impact that transformational leaders have on subordinates' intrinsic motivation stronger than other leadership styles (Avolio and Bass, 2002).

ii. Inspirational motivation

Inspirational motivation refers to the leader's enthusiasm and optimism of creating a shared vision for the future (Van Eeden et al., 2008), and concerns his ability to motivate followers - largely through communication of high expectations - thus stimulating followers to commit to the vision. The leader also expresses high confidence in the followers' ability to achieve expectations and realise the vision (Barroso et al., 2008). This element is related to communicating the vision with fluency and confidence in a positive manner, energising followers and increasing their optimism and enthusiasm for the tasks ahead (Reuvers et al., 2008). Inspirational motivation is one of the capabilities of a transformational leader that introduces a leader as a figure who encourages his followers to suitable behaviours inspirationally, therefore leaders should behave in ways that inspire followers to perform their best. Senge (2006), cited in Jandaghi et al. (2009), believed that inspiration is the basis for motivation, which is the kind of motivation that stimulates the followers' commitment to achieve organisational goals. According to Jandaghi et al. (2009:212) inspirational motivation consists of the following:

- Optimistic speaking about the future
- Enthusiastic speaking about what needs to be done
- Expressing confidence that goals will be achieved
- Taking up challenging problems.

Some researchers have proposed that the leader's ability to define, articulate and communicate a mission is just as important as the nature of the vision (Bono and Judge, 2003, Geyrer and Steyrer, 2008, Eliyana, 2010). In this regard, inspirational motivation also refers to the leader's ability to articulate values and goals, which causes followers to surpass their own self-interests (Gandolfi, 2012). The intention of inspirational motivation is to inspire followers by being moral and ethical and bringing values that are instilled in the vision that the leader wishes his followers to adopt as their own. Bass and Riggio (2006) defined inspirational motivation as the leader's ability to articulate an appealing vision of the future, challenge followers with high standards, talk optimistically and with enthusiasm, and provide encouragement and meaning for what needs to be accomplished.

Inspirational motivation is also concerned with the capacity of the leader to set an example for his followers. Transformational leaders express the importance and value of desired goals in simple ways and establish challenging expectations (Feinberg et al., 2005). Again, the followers identify with inspirational leaders and are ready to exert efforts to achieve the mutual goals promoted by the leader and to meet the leader's expectations. The transformational leader's articulation of vision and subordinates' strong identification with the leader's personal goals causes subordinates to raise their own expectations to accomplish difficult goals (Rowe and Guerrero, 2011). It is expected that subordinates would exert extra effort to generate creative solutions for their problems due to the heightened level of intrinsic motivation caused by the transformational leader's articulation of a shared vision of the future (Eliyana, 2010). Transformational leaders invoke inspirational motivation by providing followers with challenges and meaning for engaging in shared vision undertakings (Gandolfi, 2012). Such leaders demonstrate high levels of hope, confidence and optimism. The development of long-term visions has been identified as one of the key components inspiring motivation among followers (Murphy, 2005). Through inspirational motivation, transformational leaders engage their followers above and beyond the call of duty.

iii. Intellectual stimulation

Intellectual stimulation implies a leader who values the intellectual ability of the followers and who encourages innovation and develops creativity (Van Eeden et al., 2008). It also refers to the frequency with which leaders encourage employees to be innovative in their problem solving and solutions (Bass and Riggio, 2006). Intellectual stimulation is one of the capabilities of transformational leaders which plays a significant role in the diversification and change processes of the organisation (Jandaghi et al., 2009). In this line, intellectual stimulation promotes the followers' abilities to understand the organisational nature, advantages and challenges. Transformational leaders know that creativity, knowledge creation, and continuous improvement are the only real ways to sustainable competitive advantage. An intellectually stimulating leader provides subordinates with a flow of challenging new ideas that are meant to stimulate rethinking of old ways of doing things (Berendt, Christofi, Kasibhatla and Malindreros, 2012). They continually challenge old assumptions and ways of doing things; foster creativity; stress the use of intelligence; and stimulate in others new perspectives and ways of doing things (Barroso et al., 2008). Intellectual stimulation is present when subordinates' comprehension, conceptualisation and analysis of challenges and problems generate new solutions (Simola, Barling and Turner, 2012). In order to achieve this, transformational leaders encourage the expression of new ideas and reasons from their subordinates. According to Jandaghi et al (2009:213), intellectual stimulation consists of:

- Reinvestigating basic assumptions and questioning them
- Looking for various perspectives when resolving problems
- Encouraging new thinking to address old problems
- Encouraging a proactive approach to tasks and work experiences.

One important role that leaders can play to foster creativity among subordinates is to help establish an organisational environment in which subordinates feel safe to try out innovative approaches without fear of punishment for failure (Bono and Anderson, 2005). Transformational leaders tend to build creativity-inducing environments through intellectual stimulation. According to Singh (2008), intellectual stimulation is a key characteristic of transformational leadership, which is likely to promote creativity by encouraging followers to think 'out of the box' and by enhancing generative and exploratory thinking.

Transformational leaders stimulate their followers to think about old problems in new ways (Avolio and Bass, 2002). Followers are also encouraged to question their own values, traditions and beliefs, as well as the leader's beliefs and assumptions (Warrick, 2011)

iv. Individualised consideration

Individualised consideration is the degree of personal attention and encouragement of self-development a leader imparts to his employees (Bass and Riggio, 2006). This is reflected by leaders who listen attentively, paying specific attention to their followers' achievements, needs and growth requirements. It implies that the leader considers the ability of followers and their level of maturity to determine their need for further development. In their field experiment, Walumbwa and Hartnell (2011) reported that individualised consideration was a required and fundamental quality of effective transformational leadership, as the transformational leader has a developmental orientation towards followers (Rowe and Guerrero, 2011). The leader evaluates followers' potential - both to perform their present job and to hold future positions of greater responsibility (Jandaghi et al., 2009). The leader sets examples and assigns tasks on an individual basis to followers. This helps unlock their potential and alter their abilities and motivations to achieve organisational goals.

Transformational leaders deal with followers as individuals and understand that each individual has different needs, abilities, and requires personal attention and to feel valued (Van Eeden et al., 2008). Individual consideration is in part coaching and mentoring; it allows for continuous feedback and links the followers' current needs to the organisation's purpose. Zagoršek et al. (2009) highlighted how transformational leaders achieve this through listening attentively, recognising and valuing each individual's contributions, developing, teaching, advising, and coaching. Part of the importance of this dimension is the ability of the leader to align his goals and vision with those of the individual through effective one-on-one interactions, which in turn increase the probability of achieving better organisational results (Warrick, 2011).

All four dimensions of transformational leadership are linked and interrelated. Idealised influence is displayed when the leader envisions a desirable future, articulates how it can be reached, sets an example to be followed, sets high standards of performance, and shows determination and confidence (Grant, 2012). Followers want to identify with such leadership. Individualised consideration occurs when leaders pay attention to the developmental needs of

followers and support and coach their development. Leaders achieve this by delegating assignments as opportunities for growth for the followers (Ispas, 2012). They encourage open, honest, and timely communication, and foster dialogue and collaboration among team members. The transformational leaders also encourage the expression of different views and ideas; they act as catalysts, speeding up knowledge acquisition and distribution (Jandaghi et al. (2009). Allowing the expression of different views and ideas, challenging old assumptions and beliefs, as well as stimulating new perspectives, the transformational leaders enhance the process of self-actualisation (Khatri, 2005). According to Jandaghi et al. (2009:213), overall individualised consideration consists of:

- Paying attention to followers' different needs, capabilities and dreams
- Listening to followers' demands and interests
- Spending time teaching and coaching subordinates
- Helping followers to develop and grow their own capabilities.

3.4.3 Limitations of transformational leadership

Most of the empirical research has supported the notion that transformational leadership has a favourable influence upon followers' performance (Singh, 2008, McMahon, 2010, Barroso et al., 2008, Eliyana, 2010, Ruggieri, 2009, Gandolfi, 2012). Nevertheless, as with any theoretical concepts, limitations and weaknesses have been observed by scholars (Yulk, 1998, Zohar and Gazit, 2008, Bono and Anderson, 2005, Northouse, 2004).

Despite the popularity of transformational leadership theory, concerns have been raised about the way in which the dimensions of the model have been defined. In particular, theoretical distinctions between idealised influence and inspirational motivation become blurred over time (Zohar and Gazit, 2008).

Research suggests that transformational leadership does not always motivate higher performance among followers (Daft, 2008). Inconsistent effects of transformational leadership on followers have emerged in field experiments conducted in Canadian banks (Barling, Weber and Kelloway, 1996), the Israeli military (Dvir, Eden, Avolio and Shamir, 2002), as well as in business stimulation tasks experiments (Bono and Judge, 2003). One explanation for this inconsistency evidence is that when transformational leaders articulate shared visions, they sometimes face challenges in making these visions a tangible reality (Northouse, 2004).

3.5 Concluding summary

The literature reviewed helped the researcher to identify the right theoretical framework for the study, leading to the full range leadership theory being used to assess the extent of transactional and transformational leadership. The proceedings will be described in detail in the succeeding research methodology chapter. When analysing a public organisation, leaders become central because they interact with all the groups of stakeholders at different levels. Clearly the leadership has an influence on the organisation itself, through organisational operations, employee relations and performance, as well as organisational effectiveness. Hence one can conclude that the leadership style will have a significant influence on organisational performance. eThekweni municipality has faced and continues to face challenges from external and internal pressures. In order to adopt a proactive approach that will be responsive to these challenges, the municipality needs to address leadership because effective leadership is central to the success of every organisation.

The following chapter presents the research methodology, which describes the researcher's research design, the sampling process and the research instrument.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 Introduction

The chapter outlines the processes of data collection and the research methods used to answer the research questions of the study. The research designs and methods followed by this study were mixed, comprising of both qualitative and quantitative research. The main aim of the study is stated as well as the research questions and objectives guiding the research. The research instruments used for data collection are described and the sampling procedure is outlined. Further, the steps to qualitative and quantitative data analysis processes are outlined. The reliability and validity of the research methods and instruments are explained and the chapter concludes by describing how the study adhered to the ethical requirements of the University of KwaZulu-Natal's Research Office.

4.2 Main aim of the study

The aim of the research was to assess the leadership styles of eThekweni Municipality's leaders and test whether the full range leadership theory applies in practice among municipal leaders. The main aim was to assess the extent to which the leaders in this municipality subscribed to either transformational or transactional leadership styles, as articulated by Bass and Riggio (2006) in their full range leadership model. From this assessment it eventually emerged which of the two styles are dominant in the municipality, which then yielded a further understanding as to which of the two leadership styles is more influential in eThekweni municipality.

4.3 Research questions

In order to realise and achieve the main aim of the study, the following research questions were formulated to guide the study:

- 4.3.1 Do the municipal leaders display contingent reward, active and passive management by exception?
- 4.3.2 Do the municipal leaders display idealised influence, inspirational motivation, intellectual stimulation and individual consideration?
- 4.3.3 Which leadership style is dominant and influential in the municipality?

4.4 Research objectives

To answer the above questions, the following objectives were formulated:

- 4.4.1 To determine the extent to which the leadership style is transactional.
- 4.4.2 To determine the extent to which the leadership style is transformational.
- 4.4.3 To establish which leadership style among the two is more widely adopted and influential within the organisation.

To achieve the above objectives the following research design was applied.

4.5 Research design

The research design is the overall plan for answering the research questions and realising the objectives guiding the study (Sekaran and Bougie, 2011). It is the general strategy used to address the research problem by incorporating the various aspects and components of the research in a logical and coherent manner (Shneiderman and Plaisant, 2005). The research design articulates the methods used to collect and analyse data in an attempt to answer the research questions and address the objectives guiding the study (Creswell, 2009). Some research designs are described below:

4.5.1 Case study design

A case study is an in-depth study of a particular research problem rather than a sweeping statistical survey (Willis, 2007). It is often used to narrow down a very broad field of research into one or a few easily researchable examples. The case study research design is also useful for testing whether a specific theory and model actually applies to phenomena in the real world (Richards, 2009). A case study design was used for the quantitative aspect of the study in that eThekweni Municipality was the focal public sector organisation. The public sector was narrowed down into a case represented by the municipality. The full range leadership theory was tested on the unit heads at eThekweni Municipality in order to ascertain whether the theory applied in reality.

4.5.2 Cross sectional design

According to Creswell (2009), cross-sectional research designs have three distinctive features. The first is that there is no time dimension; the second involves a reliance on existing differences rather than change following interventions; and the final feature is concerned with the selection of groups based on existing differences rather than random

allocation. The cross-sectional research design only measures the differences between or among a variety of people, subjects, or phenomena rather than change (Shneiderman and Plaisant, 2005).

4.5.3 Descriptive design

A descriptive study is undertaken in order to ascertain and be able to describe the characteristics of the variables of interest in a situation (Sekaran and Bougie, 2011). Descriptive designs are frequently used to describe the characteristics of a group or sample. Descriptive studies are also undertaken in order to understand the characteristics of a group that follows certain practices (Willis, 2007). The goal of a descriptive study, therefore, is to provide answers to the questions of who, what, when, where, and how associated with a particular research problem.

4.5.4 Exploratory design

An exploratory study is undertaken when not much is known about the current situation (Sekaran and Bougie, 2011). It is also conducted when there are few or no earlier studies to refer to on how similar research problems were solved. The focus is on gaining insights and familiarity for later investigation (Richards, 2009). Exploratory research is also undertaken when problems are in a preliminary stage of investigation.

4.5.5 Survey design

A survey design is one in which data are collected through questionnaires or personal interviews with members of an identified population (Shneiderman and Plaisant, 2005). Survey research involves a method of collecting information by asking questions; sometimes interviews are done face-to-face with people at home or at work, while other times questions are sent in the mail for people to answer and mail back. Surveys are increasingly being conducted by telephone and emails (Saunders, Lewis and Thornhill, 2009). A survey research design was used for the quantitative aspect of the study.

4.5.6 Justification of the research designs

A combination of case study design and survey design were applied in this study. The public sector is a broad field of study therefore the case study design was narrowed down to eThekweni Municipality. The case study design was also used to test whether the full range leadership theory applied to the leaders in eThekweni Municipality.

The survey design was used because it was suited for gathering information from the employees reporting directly and indirectly to the unit heads. There was a relatively large population therefore surveys made data collection more manageable.

4.6 Research philosophy

Saunders et al., (2009) defined research philosophy as the development of the research background, research knowledge and its nature. To fully understand research philosophy one has to understand research paradigm, which is a perspective that is based on shared assumptions, concepts, values, and practices (Shneiderman and Plaisant, 2005). It is a broad framework which comprises beliefs, understandings and perceptions of theories and practices used in conducting research. The paradigm, in other words, is how the researcher thinks about developing knowledge. The research philosophy is then concerned with transforming the assumptions, beliefs and perceptions into knowledge using research techniques and tools (Berg, 2009). The choice of techniques is influenced by the researcher's ability to acknowledge the underlying assumption of each tool. Two major research philosophies have been identified in empirical research, which are:

4.6.1 Positivism

Positivists believe that reality is stable and can be observed and described from an objective point of view (Berg, 2009), i.e. positivism is directly associated with objectivism. Positivists are those researchers who use quantitative tools and techniques which emphasise mathematical measuring and counting (Saunders et al., 2009). Positivist researchers are interested in collecting large amounts of data from a social sample.

A quantitative research design encompasses data gathering through structured and open ended questionnaires. It involves collecting numerical data and generalising it across groups of people. It then emphasises numerical analysis and objective measurements, involving the collection of data that can be verified and quantified and is subject to statistical analysis.

4.6.2 Phenomenology

Phenomenologists, also referred to as naturalists, contend that only through intervention in, and interpretation of, reality, can that reality be fully understood (Berg, 2009). This philosophy believes that the social world is too complex to be formulated in laws and theories and it emphasises the study of phenomena in their natural environment (Creswell, 2009).

Naturalists are those researchers who prefer to use qualitative tools and techniques of observation, description and questioning. In this regard, the phenomenological approach is mainly related to qualitative research.

Qualitative research is a study of things in their natural settings, which encompasses attempting to interpret phenomena according to the meanings people give to them. A qualitative research design encompasses gathering primary and secondary data from a wide variety of sources, mainly in the form of words. The analysis of this qualitative data aimed to draw conclusions and make valid inferences (Richards, 2009).

4.6.3 Justification of the research philosophy

Mixed methods were employed in the research design of the study and this contributed to a combined philosophical approach being employed in this study as a result of its positivist philosophy in the quantitative aspect and its naturalist philosophy in the qualitative aspect. This combined design was selected because it best suited the audience of the study and addressed the nature of the research problem. The quantitative approach was applied because it represented a mainstream approach to research with existing guidelines for conducting the study. It was also in line with the surveying research design which was appropriate for the group of employees under study.

In its qualitative nature, a case study design was used in the form of semi-structured interviews which tested the full range leadership theory on the municipal unit heads. The qualitative approach was employed to make sense of the data collected from the smaller groups of people. The quantitative data was analysed using a statistical package and the qualitative data was grouped and interpreted analytically. The research design is closely associated with the framework of the study and guides the methods of the study.

4.7 The sampling procedure

Sekaran and Bougie (2011) described sampling as the process of selecting the appropriate individuals, objects or events as representatives of the entire population under study. The sampling procedure comprised of the target population, location, sampling technique and sample size. The sampling procedure is outlined hereunder:

4.7.1 Target population

According to Willis (2007), a population is defined as all the elements that meet the criteria for inclusion in a study. Sekaran and Bougie (2011) added that the population refers to the entire group of people, events or things of interest from which the researcher wants to make inferences. The target population for this study was divided into two groups:

i. Unit Heads

For the qualitative aspect the study targeted the heads of the Engineering, Economic Development, and International and Governance Relations units. The unit heads were targeted because they were the leaders of their respective units and each unit had only one head. This made the target population more manageable.

ii. Employees

For the quantitative aspect the target population was all the employees who reported directly or indirectly to the heads of units in the Engineering, Economic Development, and International and Governance Relations Departments of the eThekweni Municipality. The study targeted only the employees who reported to the unit heads in order to eliminate bias from the respondents who reported to managers and supervisors.

4.7.2 Geographic location

The study was conducted in the Durban area at the eThekweni Municipality's selected units. The Engineering Unit is located at 166 K E Masinga Road in the Durban central business district (CBD), the Local Economic Development and Investment Promotions Unit is situated at 41 Margaret Mncandi Avenue in the Durban central area, while the International and Governance Relations Department is located at 263 Dr Pixley KaSeme Street in the Durban CBD.

4.7.3 Sampling technique

Sampling is the process of selecting a fraction or part of an entire population. The basic idea is that by selecting some of the elements in a population and focusing research attention on this group, the findings may be generalised to the entire population. According to Saunders et al. (2009) there are two major types of sampling design, namely probability and non-probability sampling. These sampling techniques are described in detail hereunder:

i. Probability sampling

Saunders et al. (2009) stated that in probability sampling, elements in the population have a known chance of being selected to partake in the study. This type of study can either be restricted or unrestricted in nature. When sampling is unrestricted it is also known as simple random sampling, which means that all the elements in the population have an equal chance of being selected.

For the quantitative aspect of the study, Restricted Probability Sampling, and in particular Stratified Random Sampling, was selected after considering the relevant target population and available sampling frames at eThekweni Municipality. The quantitative sample comprised only the employees who reported directly or indirectly to the heads of units, regardless of the fact that the municipality has different levels of employees. The sample was stratified by grouping employees according to whom they reported to, and the population under study was segregated which was followed by a random process of selection from the strata.

Stratified random sampling can either be proportionate or disproportionate. Proportionate stratified sampling refers to selecting a number of elements from the strata according to the number of elements in the population (Willis, 2007), while disproportionate stratified sampling gives the researcher freedom to decide how many elements from the strata to choose. In order to yield well rounded results, proportionated stratified sampling was used.

ii. Nonprobability sampling

Non probability sampling has two broad categories known as convenience sampling and purposive sampling. Sekaran and Bougie (2011) outlined the differences between the two categories, stating that convenience sampling refers to the collection of preliminary data from a population that is conveniently available to the researcher, while purposive sampling refers to the collection of data from a specific population. This technique requires the researcher to select a specific target whereby the elements of the sample need to fit a specific criterion in order to be chosen (Shneiderman and Plaisant, 2005).

For the qualitative aspect of the study the purposive sampling method was used when selecting leaders to be interviewed. The specific target group selected for the study was the heads of units for the Engineering, Economic Development, and International and Governance Relations Units. Considering that the purpose of this study was to survey leadership styles, the criterion was therefore that the elements had to be leaders.

Additionally, there are two major types of purposive sampling, namely judgemental sampling and quota sampling. Judgemental sampling refers to the selection of candidates that are in the most advantageous position and who can provide the most relevant and applicable information required (Saunders et al., 2009), while quota sampling ensures that certain groups of a population are adequately represented in the study's population (Richards, 2009). This study used judgemental sampling to select the leaders who were in the most advantageous position, i.e. the candidates who could provide the most relevant information about leadership and were the heads of units. According to Richards (2009), judgemental sampling is known to be the only sampling design that allows researchers to obtain answers for certain types of research questions that could only be answered by specific individuals in the target population.

iii. Snowball sampling

Snowball sampling is a non-probability sampling technique in which the researcher selects a sample that is connected to another sample (Shneiderman and Plaisant, 2005). A researcher at the municipality was approached and asked to participate in the study by giving a researcher's perspective of the leadership style in the organisation. A semi-structured interview was conducted and the municipal researcher was asked to describe the leadership style in the municipality. The interview questions were similar to the leaders' interview questions, however they were seeking a different perspective (Appendix 8). The semi-structured interview questions allowed for flexibility, changing the sequence of the questions when necessary and probing. The municipal researcher was an ideal snowball sample as she provided information about the leaders and their employees.

Snowballing was also applied by reviewing articles, papers and previous studies conducted by academics and other researchers in order to gain an in-depth understanding of the two leadership styles under study. The data collected from researchers was used to better understand and analyse the concepts of transactional and transformational leadership.

4.7.4 Sample size

The sample size was a total of 201 respondents from all three departments with the following breakdown:

Table 4.1: Quantitative Sample: population and sample size

Unit	Population	Sample Size
Economic Development	81 employees reporting directly or indirectly to Head of Unit	72 respondents
Engineering	95 employees reporting directly or indirectly to Head of Unit	88 respondents
International and Governance Relations	45 employees reporting directly or indirectly to Head of Unit	41 respondents
Total	221 employees	201 respondents

4.7.5 Characteristics of the sample

The sample under study was selected as they fit the following criteria:

i. Currently employed by the municipality

The respondents were required to be employed by the municipality in order to collect accurate and reliable data about their perceptions of the leadership style in their organisation. The employees interact with their leaders on a daily basis and therefore their perceptions of their leaders were assessed.

ii. Above the age of 18 years

The legal employment age in South Africa is 16 years, but the respondents were required to be above the legal employment age in order to fulfil ethical requirements. According to Statistics South Africa (2013) the majority of people who are aged 16 are studying and have not yet completed their Matric Certificates therefore they are not employable for

white collar jobs, however people over 18 years of age are studying for higher education degrees, working or unemployed (Statistics South Africa, 2013).

iii. Reporting to the Unit Heads

The respondents to the questionnaires were required to be those employees who were reporting directly or indirectly to the unit heads. The employees who reported to other managers and superiors were not targeted by the study as they were less able to provide accurate and relevant information about their leaders.

4.8 Research instruments

A research instrument is a device used to collect data (Saunders et al., 2009). The research instruments were carefully selected after consideration of the nature of the study, target population, sampling procedure and research schedule. These instruments were identified to be most appropriate for the target population in that they were able to collect the relevant data from the sample. The instruments also facilitated the collection of data within a reasonable time frame. The duration for the distribution and collection of the research questionnaires was eight weeks and the interviews were conducted over two weeks due to the busy schedule of the unit heads.

A five point Likert scale was applied to the structured questionnaires that gathered quantitative data. The scaling method was selected because it is the most universal method for survey collection; therefore the scales are easily understood. The responses are quantifiable and subjective to statistical analysis, and the responses presented in the Likert scale accommodate any undecided or neutral feelings among the participants. The research instruments are described in detail as follows:

4.8.1 Qualitative instrument: semi-structured interviews

Semi-structured interviews were used as a tool as this was an appropriate way to get multiple perspectives regarding the leadership style in the municipality. Interview questions were based on the full range leadership theory proposed by Bass and Riggio (2006) to find out whether transactional and transformational leadership exists in the municipality or not, and to establish which leadership style is more dominant and has greater influence in the municipality. The heads of identified units at eThekweni Municipality were interviewed using a semi-structured interview (Appendix 7), with interview questionnaires being administered

to gain a deeper understanding of the leadership style at eThekweni Municipality through one-on-one interview sessions which were conducted with the respective unit heads. The interviews were recorded using a recording device and transcribed for data analysis. All the interview questions were intended to answer the research questions and address the research objectives. The interview questions are explained below:

i. Construction of the interview questions

The first part of the interview addressed the leaders' perceptions and views about their leadership style. Sekaran and Bougie (2011) advised that at the beginning of an unstructured interview it is recommended to ask open ended questions to get a broad idea and form some impression about the situation. The first open ended question aimed to gain a general understanding of municipal leadership, as well as to gather data pertaining to the leaders' behaviours and personality traits and benchmark these against the characteristics of transactional and transformational leadership. This helped the researcher analyse the interviewees' characteristics according to the full range leadership theory.

The second part of the interview addressed the extent of transactional leadership qualities in the leaders of eThekweni Municipality. The researcher then compared the data gathered from the interviews to the dimensions of transactional leadership. Sekaran and Bougie (2011) stated that from the responses to the first broad question, further questions that are progressively more focused may be asked as the researcher processes the interviewees' responses and notes some possible key issues relevant to the situation. The sub-questions addressed each of the dimensions of transactional leadership, namely contingent reward, active management by exception and passive management by exception.

The third part of the interview solicited answers with regards to the extent of transformational leadership qualities in the municipal leaders. The data gathered from this section was compared to the dimensions of transformational leadership. The sub-questions addressed each of the dimensions of transformational leadership, namely idealised influence, inspirational motivation, intellectual stimulation and individual consideration.

The second and third parts of the interview were used to determine which leadership style was more dominant. The leaders' perceptions of their own leadership styles revealed

whether the majority of the leaders deemed themselves to be transactional or transformational. The fourth and final part of the interview was open-ended, where the leaders were asked if they had any other comments or contributions that they would like to add about their leadership styles. This question intended to gather data that may have been omitted by the preceding interview questions and also to cover any aspects that the researcher may have overlooked.

The interviews were conducted in a professional manner and were recorded from start to end with no pauses or disruptions. The interviews were also conducted in a suitable environment in that appointments were set up and the seminar rooms were booked. Table 4.2 shows the interviewees in the sample:

Table 4.2: Qualitative sample: interviewees

Interviewee number	Date	Position/Role	Unit/Department
Interviewee One	6 September 2013	Municipal Researcher	Research Department Policy, Strategy, Information and Research
Interviewee Two	9 September 2013	Unit Head	Engineering
Interviewee Three	18 September 2013	Unit Head	International Governance and Relations
Interviewee Four	19 September 2013	Unit Head	Local Economic Development and Investment Promotion

4.8.2 Quantitative instrument: structured questionnaire

A structured questionnaire was employed, with elements and part questions adapted from a standardised questionnaire proposed by Avolio and Bass (2002) - the Multifactor Leadership Questionnaire – which is based on the full range leadership theory. The questionnaire was first designed for the Multifactor Leadership theory as articulated by and developed by Avolio and Bass (2002), and was also developed and extended to the full range leadership theory by Bass and Riggio (2006). The standardised questionnaire is available in Appendix 9.

i. Construction of the structured questionnaire

The funnelling technique was applied in the construction of the research questionnaire. According to Saunders et al. (2009) the funnel approach is when there is a transition from broad to narrow questions, i.e. in the research questionnaire the questions were arranged from general to more specific questions. This enabled the respondents to adapt to the questions and the main focus of the study. The questionnaire used a five point Likert scale which uses the anchors - strongly disagree, disagree, neutral, agree and strongly agree. In this study strongly disagree and disagree indicated negative scores, whereas strongly agree and agree indicated positive scores. Neutral was regarded as an impartial score denoting that the respondent did not take sides. The structured research questionnaire used to collect data in this study is available in Appendix 10.

The questionnaire was divided into four sections from section A to section D. Section A collected demographic information from the respondents including gender, age, educational qualification, race, number of years in current position, which department the respondents were in and who they reported to. The researcher used the biographic data in order to screen employees who worked for the municipality under the selected departments, as well as to see who reported directly or indirectly to the heads of units. The identity and confidentiality of the respondents was protected as the respondents were only required to sign the informed consent form without stating their names and surnames.

Section B addressed the extent of transactional leadership according to the employees' perspectives of their leaders. The questions in this section were pre-formulated and adapted from the MLQ Form X5. This helped the data collected to be more valid and reliable as the standardised questionnaire had been used by other researchers before and was deemed to be reliable (Purvanova et al., 2006, Walumbwa et al., 2008, Walumbwa and Hartnell, 2011). A leader is deemed to be transactional when the responses to this section are positive, but is considered to be non-transactional when the responses in this section are negative.

Section C had questions that addressed the extent of transformational leadership. This section provided the researcher with the employees' perceptions of their leaders, which is in line with transformational leadership. The dimensions of transformational leadership

were incorporated into the questions in this section. The bases of each dimension were identified and used to formulate the questions, together with the questions from the MLQ Form X5. The base of idealised influence is respect and at the core of inspirational motivation is articulating a shared vision. The prime aspects of inspirational motivation are encouraging employees to perform well and motivating them. Intellectual stimulation is centred on innovation. The final dimension individual consideration is concentrated on the individual attention that develops employees. A leader is deemed to be transformational when the responses to this section are positive. Conversely, the leader is considered to be non-transformational when the responses to this section are negative.

The final section of the questionnaire intended to determine which of the two leadership styles is more influential within the organisation. The leadership style identified through Sections B and C and D determined which style has more influence on the followers. This section of the questionnaire identified which leadership style has greater influence and is therefore also more effective (Bass, 1997, Bryant, 2003, Judge and Ronald, 2004, Zohar and Gazit, 2008, Ruggieri, 2009).

According to the Multifactor Leadership Questionnaire put forward by Avolio and Bass (2002), positive responses to the questionnaire indicate compliance and negative responses indicate noncompliance, therefore in this study the leadership style was deemed to be influential when the responses to this section were positive, and non-influential when the responses to the section were negative.

4.9 Pilot testing

A pilot study is a small scale preliminary study undertaken by interviewing individuals or gathering information in order to evaluate the feasibility of the research design. The municipal researcher and her team were used for pilot testing. The research team comprised of seven employees who work in the municipal research department. The research department was best suited for the pilot test as the researchers related to both the employees and leaders. The first interview was conducted with the municipal researcher and the questionnaires were distributed to her team thereafter. Despite the time constraint, pilot testing proved to be an essential part of this study for the following reasons:

- i. To find out how long it took to complete the questionnaires and interviews.

- ii. To check that respondents understood and could follow the instructions on the questionnaire.
- iii. To discover any major topic omissions.
- iv. To provide an idea of the validity of the questions that were asked.
- v. To check responses from different respondents to linked questions.
- vi. To provide limited test data that indicated whether proposed analysis would work.

4.10 Data analysis

The data collected was divided into two groups; qualitative data from the interviews and quantitative data from the questionnaires. The qualitative data was analysed by an independent psychologist while the quantitative data was analysed by an independent statistician using SPSS version 21.0.

4.10.1 Qualitative data analysis

The qualitative data was extracted and analysed from the recorded interviews by the researcher with the assistance of an industrial psychologist. Two approaches were used in the qualitative data analysis. The first was the grounded theory approach which involved the generation of analytical categories and their dimensions, and the identification of relationships within them (Creswell, 2009). The second was the context analysis approach in which the content and context of the interviews were analysed and the themes identified, with the researcher focusing on the way the theme was presented and the frequency of its occurrence (Berg, 2009).

i. Sorting data

In line with Berg's (2009) advice, data was sorted at the beginning of the analytic process which made the large amount of data more manageable. This stage involves listening to the recordings and detecting patterns in the data. This is achieved through associative analysis which brings a deeper understanding of the subject under review.

ii. Data management

Data management was performed by generating themes and concepts according to which the data was labelled, sorted and synthesised (Richards, 2009).

iii. Labelling the data

The next stage involved labelling the data. This showed which theme was being mentioned or referred to within a particular section of the data. The data was grouped by theme so that material with similar content was located together.

iv. Developing explanations

This stage involves synthesising the data and following leads as they are discovered and involves going back and forth between the data until emergent explanations develop. In essence, it is a stage in which the data is interrogated in different ways to gain further understanding of what is influencing or causing phenomena to occur. The explanations for the data were developed using explicit reasons and accounts, drawing from other empirical research and using the theoretical framework. After summarising the data, the researcher linked patterns through associative analysis. This involves finding links or connections between two or more phenomena (Willis, 2007).

4.10.2 Quantitative data analysis

The quantitative data collected from the structured questionnaires was processed and analysed using SPSS version 21.0, and was examined at two levels of statistical analysis using both descriptive and inferential statistics. An independent statistician was appointed to capture the data into SPSS and analyse the data. The details of the quantitative analysis are presented in the next chapter.

4.11 Reliability and validity

Each item in the research instruments was examined to ensure that the measures developed by the researcher using the above mentioned scale were relatively accurate and relevant to the study. Reliability was addressed to guarantee the consistency of the measuring instruments and validity was achieved by ensuring that the measuring instrument measured the concept it aimed to survey.

4.11.1 Tests for reliability

Berg (2009) referred to reliability as the degree of consistency with which an instrument measures the attribute it is designed to measure. The following reliability tests were carried out for this research:

i. Consistency of the research instrument

The questionnaires and interviews that were presented to both the employees and leaders revealed consistency. Shneiderman and Plaisant (2005) highlighted that consistency is a significant indication of validity in research methods.

ii. Elimination of data collector bias

Reliability was ensured by minimising sources of measurement error, such as data collector bias. Data collector bias was minimised by the researcher being the only one to administer the interviews and questionnaires, thereby standardising conditions such as exhibiting similar personal attributes to all respondents.

iii. Triangulation

Triangulation was the final test applied in this study to ensure the reliability of data. According to Sekaran and Bougie (2011), the idea behind triangulation is that the researcher can be more confident in a result if the use of different methods or sources leads to the same result. Triangulation requires that research is addressed from multiple perspectives. This study applied method triangulation in the multiple methods of data collection which included the questionnaire, interviews and snowballing. Data triangulation was also used in this study as data was collected from several sources, which included the heads of units, the employees and the municipal researcher.

4.11.2 Tests for validity

The validity of an instrument is the degree to which an instrument measures what it is intended to measure (Berg, 2009). In order to test whether the research instruments measured the concepts they were designed to, the following tests for validity were employed by this study:

i. Content validity

Content validity refers to the extent to which an instrument represents the factors under study (Saunders et al., 2009). To achieve content validity, questionnaires included a variety of questions on the dimensions of transactional and transformational leadership. Questions were based on information gathered during the literature review and from the MLQ Form X5. This ensured that they were representative of the employees' perceptions

about their leaders. Content validity was further ensured by consistency in administering the questionnaires, which were personally distributed to respondents by the researcher. The questions were formulated in simple language for clarity and ease of understanding, and clear instructions were given to the participants on how to answer the questionnaire.

ii. Elimination of bias

The respondents completed the questionnaires in the presence of the researcher. This was done to prevent subjects from giving questionnaires to other people to complete on their behalf. For validation, the questionnaires were submitted to an independent statistician who assessed the research instrument's validity and suggested more relevant questions and amended the questionnaire. As a result more questions were added to ensure higher representativeness. Rephrasing of some questions was done to clarify the questions and more appropriate alternative response choices were added to the closed-ended questions to allow for meaningful data analysis.

iii. External validity

Sekaran and Bougie (2011) referred to external validity as the extent to which study findings can be generalised beyond the sample used. External validity was achieved in this research because all the persons approached to participate in the study completed the questionnaires. Generalising the findings to all members of the population is therefore justified.

4.12 Management of results

The results from the quantitative aspect of the study were managed using SPSS version 21 and qualitative results were managed through an interpretative analysis. This qualitative method is an interpretative phenomenological analysis with an ideological focus. Management of results checked for consistency of results and conflicting results.

4.13 Ethical considerations

Ethics refer to a code of conduct that researchers need to adhere to ensure that respondents are respected and valued. The conducting of research requires not only expertise and diligence, but also honesty and integrity. This is done to recognise and protect the rights of human subjects. To render the study ethical, the rights to self-determination, anonymity,

confidentiality and informed consent were observed. This study was devoted to the following ethical practices:

4.13.1 Permission to conduct the research was granted

Firstly, written permission to conduct the research study was obtained from the following units (see Appendices 4, 5 and 6):

- i. Engineering
- ii. Economic Development and Investment Promotions
- iii. International and Governance Relations

4.13.2 Ensuring participants' consent

Secondly, participants' consent was obtained before they completed the questionnaires. Saunders et al. (2009) defined informed consent as the prospective subject's agreement to participate voluntarily in a study, which is reached after assimilation of essential information about the study. The respondents were informed of their rights to voluntarily consent or decline to participate, and to withdraw participation at any time without penalty.

4.13.3 Ensuring full disclosure of research information

The respondents were also informed about the purpose of the study, the procedures that would be used to collect the data, and were assured that there were no potential risks or costs involved. Anonymity and confidentiality were maintained throughout the study. Berg (2009) defined anonymity as when subjects cannot be linked, even by the researcher, with his or her individual responses.

4.13.4 Ensuring anonymity and confidentiality

In this study anonymity was ensured by not disclosing the respondents' names on the questionnaire and the respondents were asked to sign the consent form without including their names. The signed consent form was then detached from the questionnaire. The respondents were promised confidentiality in that the information they provided was not publicly reported in a way which could identify them. In this study, confidentiality was maintained by keeping the collected data confidential and by not revealing the subjects' identities. No identifying information was entered onto the questionnaires and questionnaires were only numbered after data was collected.

4.13.5 Ensuring self-determination

The ethical principle of self-determination was also maintained. All respondents were informed that their participation was on a voluntary basis and therefore was not mandated. The respondents were treated as autonomous agents by informing them about the study and allowing them to voluntarily choose to participate or not. The participants were informed that they were at liberty to withdraw from the research at any given time, should they see fit.

4.13.6 Ensuring honesty in data management

Lastly, information was provided about the researcher, the supervisor and the university's research office for the purpose of enquiries. Honesty is regarded as a very important ethical responsibility when conducting research. The researcher tried to avoid any form of dishonesty by truthfully recording the interview answers. Manipulation was prevented as an independent statistician entered the data from the questionnaires into the SPSS computer software programme and analysed as well as interpreted the data. The statistician analysed the results independently of the researcher to avoid subjective collaboration.

4.14 Concluding summary

This chapter discussed the research methods used in the study to answer the research questions and realise the research objectives. The study used a combined methodology with aspects of both qualitative and quantitative research. The most suitable research designs were applied which comprised of case study design for the qualitative aspect and survey design for the quantitative aspect. The research methods used in this study were selected considering the mixed design of the study. The literature reviewed and the theoretical framework helped the researcher identify the right research methods.

Relevant target populations were identified for both the qualitative and quantitative aspects of the research. A combination of probability and non-probability sampling techniques were used for the quantitative and qualitative aspects respectively. Interview questions were constructed using the dimensions of transactional and transformational leadership. The research questionnaire was constructed under the guidance of the multifactor leadership questionnaire. Reliability and validity was ensured in this study and ethical considerations were adhered to.

The next chapter thus contains the presentation, interpretation and discussion of the research findings.

CHAPTER 5

PRESENTATION, INTERPRETATION AND DISCUSSION OF RESULTS

5.1 Overview of the data analysis

The data was analysed and grouped into two categories. Part A presents the quantitative data from the research questionnaires. Part B presents the qualitative data from the interviews with the Unit Heads and Municipal researcher. In Part C the data is interpreted and discussed. The quantitative data was examined at two levels of statistical analysis using SPSS version 21.0. The descriptive analysis in the first section of Part A contains the data that was transformed into tables and graphs. The final output of the statistical analysis is available in Appendix 9. The inferential analysis succeeds the descriptive analysis in the form of inferential tests. The findings are interpreted and discussed in their descriptive nature and inferential nature respectively. The results from the qualitative data are presented in Part B. The findings are further interpreted and discussed in line with the contextual analysis of the literature review and theoretical framework, and finally the chapter is concluded by a summary.

5.2 The sample

The sample consisted of Unit heads, employees and a municipal researcher. A total of 201 questionnaires were physically distributed to the employees reporting to the Unit Heads and all respondents completed and returned the questionnaires. A case processing statistical procedure revealed that there was a response rate of 100% and all the questionnaires were valid as they were completed and returned without any missing or omitted data.

5.2.1 Adequacy of the sample

The adequacy of the sample size was measured using a Sekaran and Bougie's (2011:295) Population to Sample Size Table. Sekaran and Bougie provide guidelines that indicate the sample size for a given population size. When the population (N) is 220 the sample size (S) should be 140. When N is 230, S should be 144. The sample size for this study was 201 respondents which was over and above the recommended S, therefore the sample size of the study was considered as adequate.

PART A

5.3 Presentation of quantitative findings

Section A of the research questionnaire addressed demographical data. The findings revealed that the gender was evenly distributed among the three municipal units; there was a majority of middle aged respondents and fewer senior aged respondents. All the employees had higher educational qualifications ranging from diplomas to postgraduate degrees. The sample was relatively fairly distributed among the three units with the majority of the respondents from the Engineering Unit and the least respondents coming from the International Governance and Relations Unit. The following tables and graphs represent the samples' demographics. The majority of the respondents have worked longer in their current positions and all the respondents report to their respective Unit Heads.

The majority of the respondents perceived their leaders as transformational by scoring positive responses to Section C and negative responses to Section B. The Five Point Likert scale scored from strongly disagree to strongly agree. Strongly agree and agree depicted positive scores whereas disagree and strongly disagree represented negative scores. Neutral depicted an indifferent score and was treated as an impartial score that did not influence the positive and negative scores.

Correlations were used to establish the relationship and the strength of the relationship between the dimensions of the leadership style and the section measuring the influence of the leadership styles. The means and medians were used to plot the skewness which indicates the distribution of the responses. One way ANOVA was used to ascertain if there were any statistical differences between and the HSD Tukey is a follow up test which identifies the groups with the differences. The results are presented in detail below in the form of tables and graphs. The discussion and interpretation of the findings are in Part C.

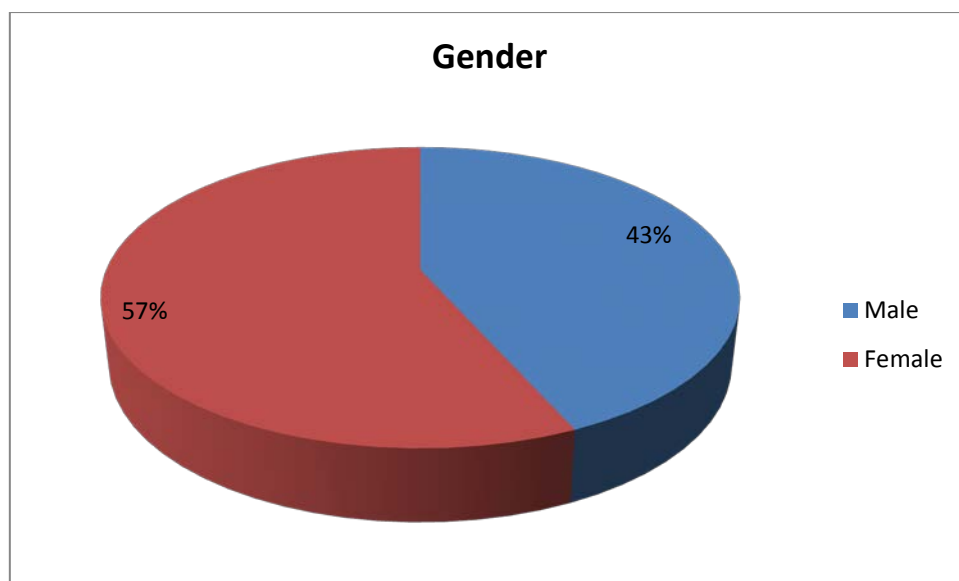
5.3.1 Respondents' gender

Table 5.1 depicts that there were 56.7% female respondents and 43.3% male respondents; thereby displaying a relatively even gender distribution in the municipality. These results will be interpreted and discussed with the other findings of the study in Part C of this chapter. Figure 5.1 below illustrate the gender distribution in the municipality:

Table 5.1: Gender frequency table

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Male	87	43.3	43.3	43.3
	Female	114	56.7	56.7	100.0
	Total	201	100.0	100.0	

Figure 5.1: Distribution of gender



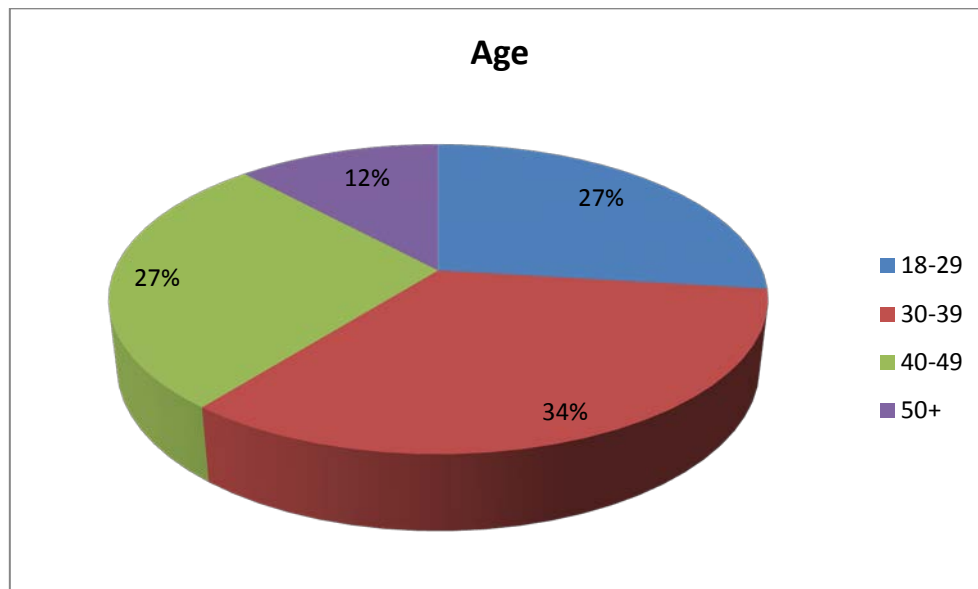
5.3.2 Respondents' age

The sample's age was grouped into four categories, with the majority of the respondents from the middle aged group between the ages of 30 to 39 years, with the highest score of 33.8%. They were narrowly followed by respondents between the ages of 40 to 49 years with a score of 27.4%. This group was marginally succeeded by the younger employees between the ages of 18 to 29 years with a score of 26.9%. The last age group of 50 years and over had the least respondents with the lowest score of 11.9%. These findings are elucidated below in Table 5.2 and Figure 5.2:

Table 5.2: Age frequency table

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
18-29	54	26.9	26.9	26.9
30-39	68	33.8	33.8	60.7
40-49	55	27.4	27.4	88.1
50+	21	11.9	11.9	100
Total	201	100.0	100.0	

Figure 5.2 Respondents' age groups



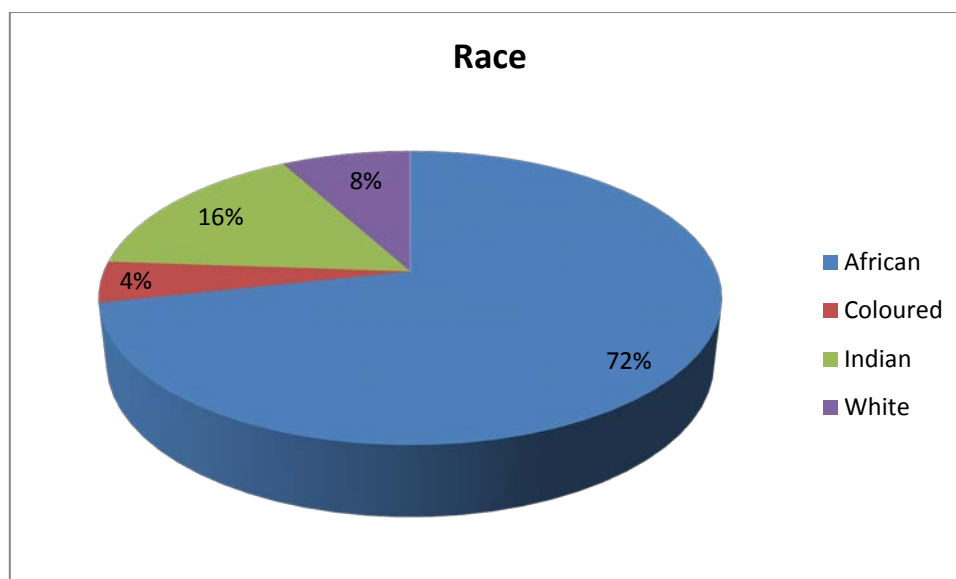
5.3.3 Respondents' race

The sample's race was dispersed among four races. Table 5.3 indicates that 71.6% were Africans, 4.5% of Coloureds, 15.9% of Indians and 8% of Whites. The racial distribution was generally uneven across all three units. Table 5.3 and Figure 5.3 below illustrate the respondent's racial distribution across the three departments in the municipality.

Table 5.3: Race frequency table

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	African	144	71.6	71.6
	Coloured	9	4.5	76.1
	Indian	32	15.9	92.0
	White	16	8.0	100.0
	Total	201	100.0	

Figure 5.3: Respondents' race



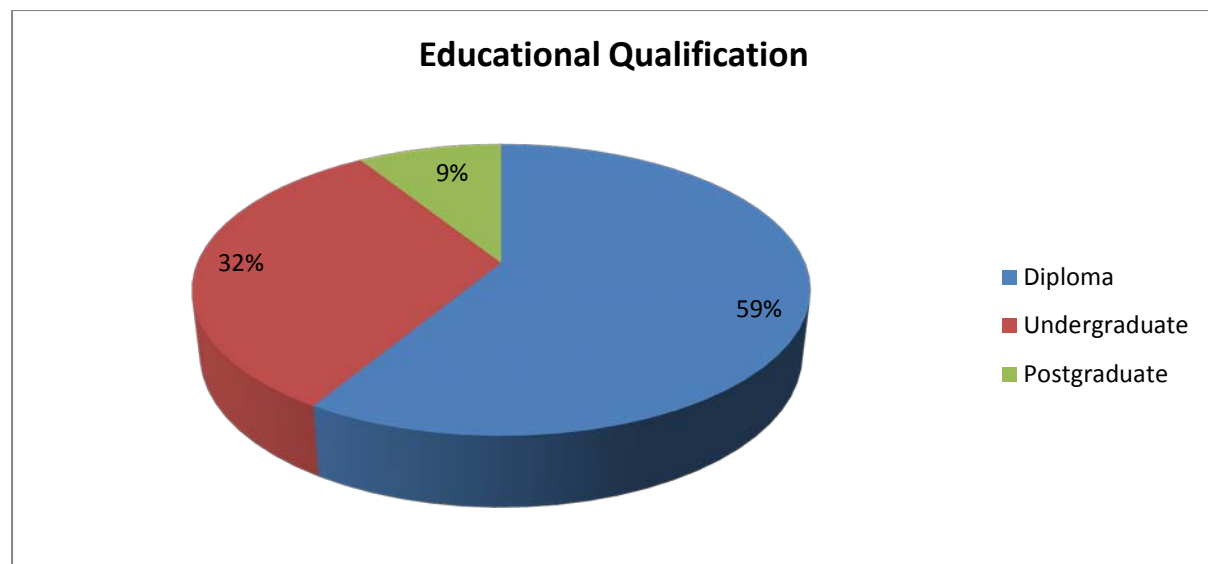
5.3.4 Respondents' educational qualification

All the respondents at the municipality had higher education qualifications which include diplomas, undergraduate degrees and postgraduate degrees. The majority of the respondents had diplomas, with over half the sample of 58.7% diploma qualification. This was succeeded by 32.3% which represents a fairly proportionate percentage of the respondents had undergraduate degrees. The smallest group was the respondents with postgraduate degrees who represent only 9% of the sample. Table 5.4 and Figure 5.4 illustrate these findings hereunder:

Table 5.4: Educational qualification frequency table

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid Diploma	118	58.7	58.7	58.7
Undergraduate	65	32.3	32.3	91.0
Postgraduate	18	9.0	9.0	100.0
Total	201	100.0	100.0	

Figure 5.4: Respondents' educational qualifications



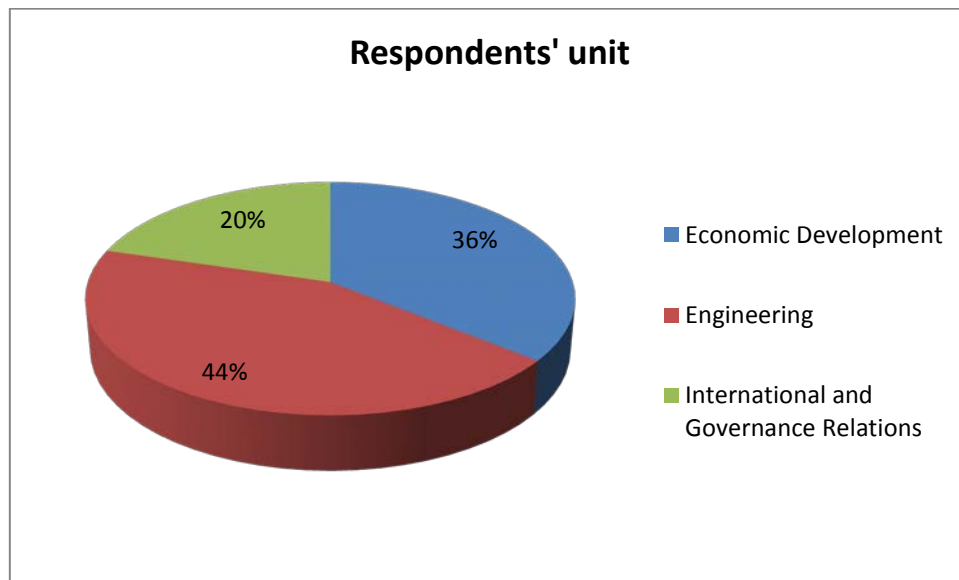
5.3.5 Respondents' units

Table 5.5 indicates that the majority of the respondents were from the Engineering Unit with 43.8%. Local Economic Development had 35.8% of the respondents and International Governance and Relations had 20.4% of the respondents. The respondents were fairly distributed among the three units in proportion to the population that was available from the respective units. Table 5.5 and Figure 5.5 illustrate the percentage of respondents from each unit.

Table 5.5: Departmental frequency table

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Economic Development	72	35.8	35.8	35.8
	Engineering	88	43.8	43.8	79.6
	International and Governance Relations	41	20.4	20.4	100.0
	Total	201	100.0	100.0	

Figure 5.5: Respondents under each unit



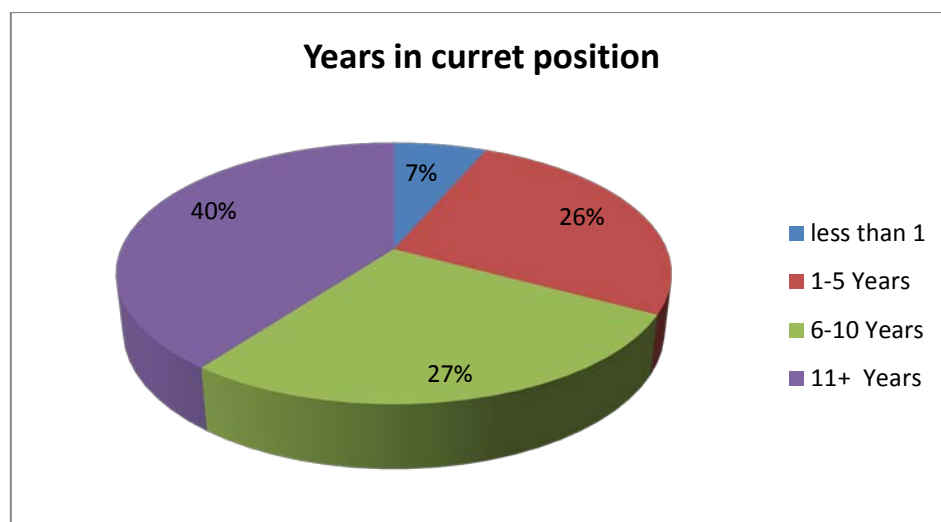
5.3.6 Number of years in current position

Table 5.6 displays that 39.8% represented the majority of the respondents who had worked in their current positions for 11 years and over. The respondents who had worked in their current positions for 6 to 10 years were the second highest, making up 27% of the sample. A total of 26.4% of the respondents had worked in their current positions for 1 to 5 years. The least group was the respondents who had worked in their current position for less than a year making up 6.5% of the sample. Figure 5.6 illustrates these results:

Table 5.6: Years in current position

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Less than 1	13	6.5	6.5	6.5
1-5	53	26.4	26.4	32.8
6-10	55	27.4	27.4	60.2
11+	80	39.8	39.8	100.0
Total	201	100.0	100.0	

Figure 5.6: Number of years in the current position



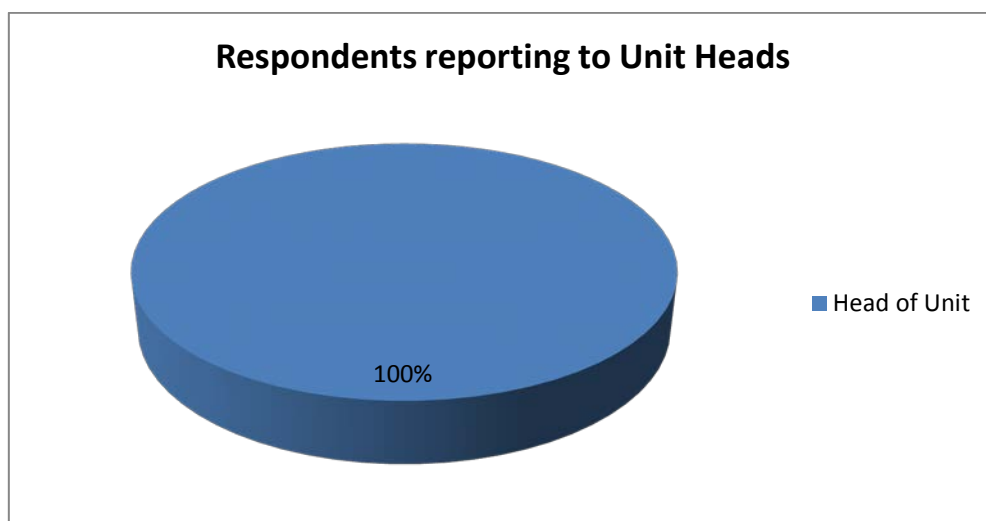
5.3.7 Respondents' leaders

All the respondents were reporting to Unit Heads. Table 5.7 and Figure 5.7 display that 100% of the sample reported to their respective Unit Heads.

Table 5.7: Respondents' leaders

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Head of Unit	201	100.0	100.0	100.0

Figure 5.7: Respondents' leaders



5.4 Extent of transactional leadership

The findings indicate that the majority of the respondents do not perceive their leaders as transactional according to the dimensions of transactional leadership represented in Section B of the research questionnaire. The responses to the section measuring the extent of transactional leadership were predominantly negative. However the minority of respondents perceived their leaders as transactional and this was reflected by the positive responses to the transactional leadership dimensions in Section B of the research questionnaire. The tables and figures below represent the response for each question in Section B of the questionnaire.

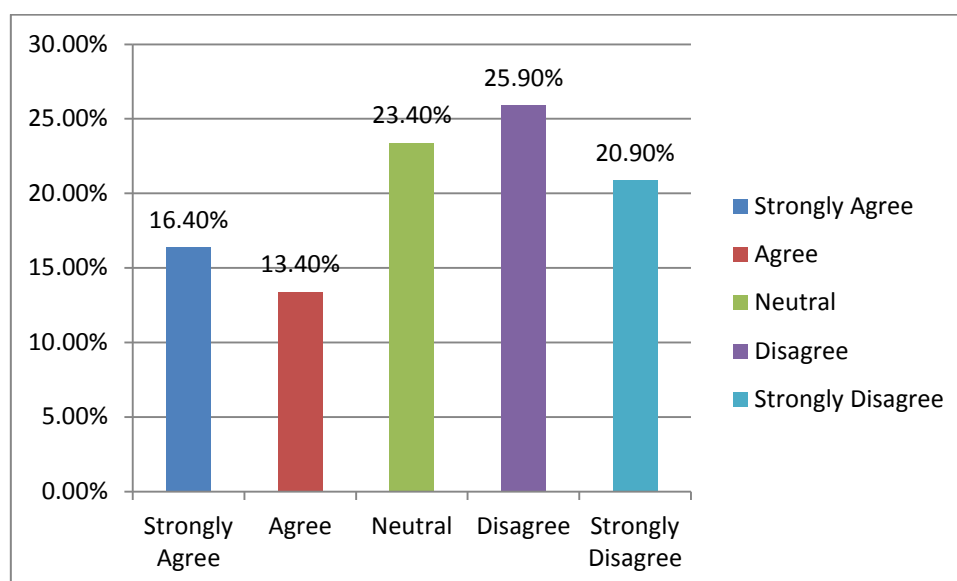
5.4.1 Setting targets for every task

Question 8 addressed the first quality of the contingent reward dimension. Table 5.8 displays the responses to the statement ‘My leader sets clear targets and objectives for every task’. According to Figure 5.8 below, 16.4% of the sample strongly agreed, 13.4% of the sample agreed and 25.9% disagreed, while 20.9% of the sample strongly disagreed. Negative scores were recorded from the majority of the respondents with a combined 46.8% from disagree and strongly disagree scores. A combined 29.8% recorded positive scores from the respondents that agreed and strongly agreed in their responses. A total of 23.4% of the respondents were neutral. Table 5.8 and Figure 5.8 below display these findings:

Table 5.8: Setting clear targets

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Strongly Agree	33	16.4	16.4	16.4
Agree	27	13.4	13.4	29.9
Neutral	47	23.4	23.4	53.2
Disagree	52	25.9	25.9	79.1
Strongly Disagree	42	20.9	20.9	100.0
Total	201	100.0	100.0	

Figure 5.8: Setting clear targets for every task



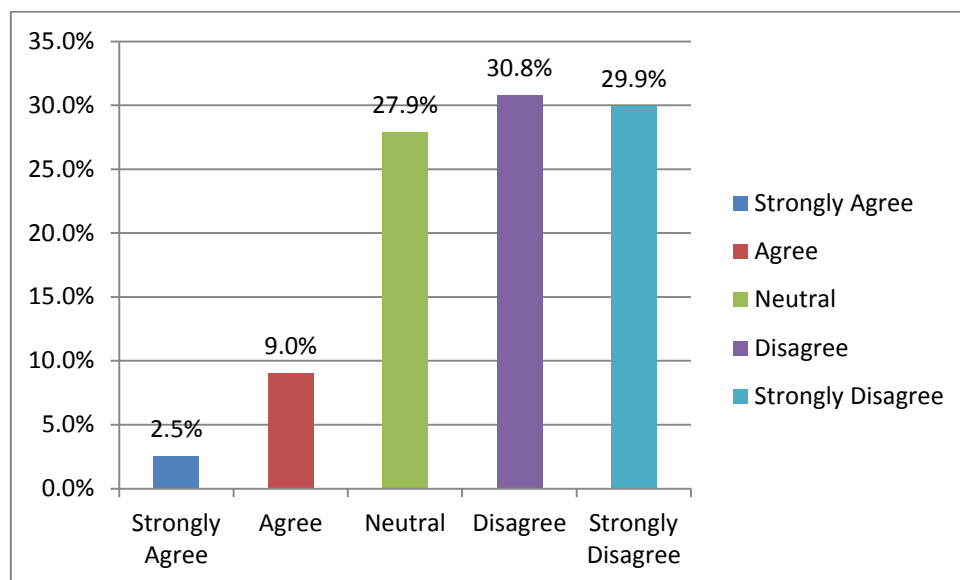
5.4.2 Recognition and rewards

Question 9 addressed the second quality of contingent reward. The dimension was examined by posing the following statement: ‘My leader provides recognition and rewards only when targets are reached’. Table 5.9 depicts that majority of the sample recorded negative scores with 29.9% of the respondents strongly disagreed and 30.8% of the respondents disagreed making a combined negative total of 60.7%. There positive responses comprised of 2.5% of the sample strongly agreed and 9% of the sample agree making a combined positive score of 11.5%. Some 27.9% of the sample was neutral. Table 5.9 and Figure 5.9 display the results below:

Table 5.9: Recognition and rewards frequency table

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Strongly Agree	5	2.5	2.5	2.5
Agree	18	9.0	9.0	11.4
Neutral	56	27.9	27.9	39.3
Disagree	62	30.8	30.8	70.1
Strongly Disagree	60	29.9	29.9	100.0
Total	201	100.0	100.0	

Figure 5.9: Recognition and rewards



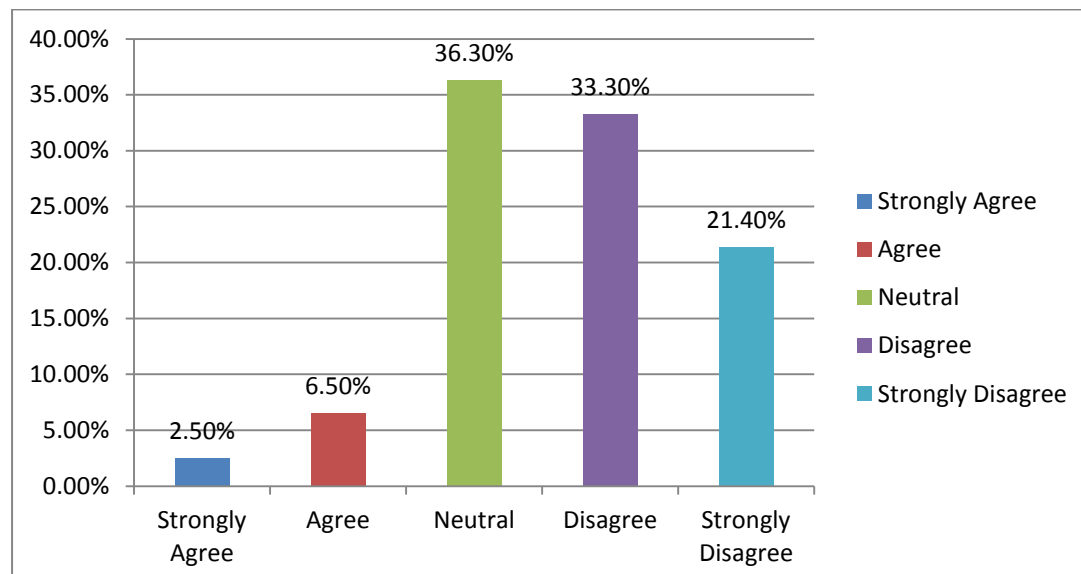
5.4.3 Closely monitors performance

Question 10 addressed both active and passive management by exception. The following statement was posed was to examine management by exception: ‘My leader closely monitors my performance’. Table 5.10 illustrates that the majority of the respondents responded negatively, with 21.4% of respondents strongly disagreed and 33.3% of the respondents disagreed making a combined negative score of 54.7%. The positive scores were minimal as 2.5% of the sample strongly agreed and 6.5% of the sample agreed making a combined score of 9%. Some 36.3% of the respondents were neutral. Table 5.10 and Figure 5.10 display the results hereunder:

Table 5.10: Monitoring employees’ performance

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Strongly Agree	5	2.5	2.5	2.5
Agree	13	6.5	6.5	9.0
Neutral	73	36.3	36.3	45.3
Disagree	67	33.3	33.3	78.6
Strongly Disagree	43	21.4	21.4	100.0
Total	201	100.0	100.0	

Figure 5.10: Monitoring employees’ performance



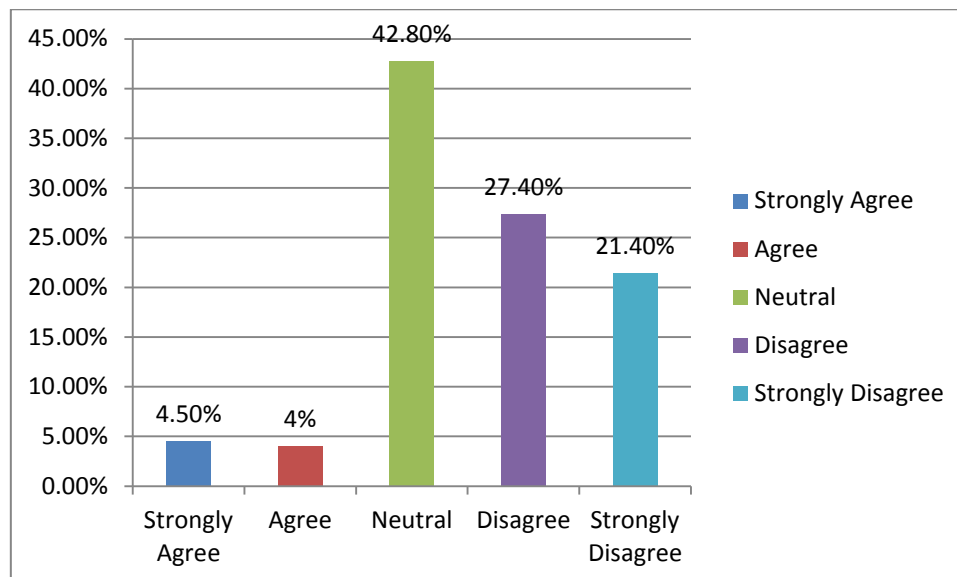
5.4.4 Keeping a record of mistakes

Question 11 addressed passive management by exception. Table 5.11 displays the samples' responses to the following statement: 'My leader keeps a record of mistakes'. Figure 5.11 shows that 4.5% strongly agreed, 4% agreed while 27.4% disagreed and 21.4% strongly disagreed. This made a combined total of 48.8% of negative responses from disagree and strongly disagree and 8.5% of positive responses from agree and strongly agree responses. Some 42.8% of the sample was neutral. Table 5.11 and Figure 5.11 below display the findings:

Table 5.11: Record of mistakes

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Strongly Agree	9	4.5	4.5	4.5
Agree	8	4.0	4.0	8.5
Neutral	86	42.8	42.8	51.2
Disagree	55	27.4	27.4	78.6
Strongly Disagree	43	21.4	21.4	100.0
Total	201	100.0	100.0	

Figure 5.11 Keeping records of employees' mistakes



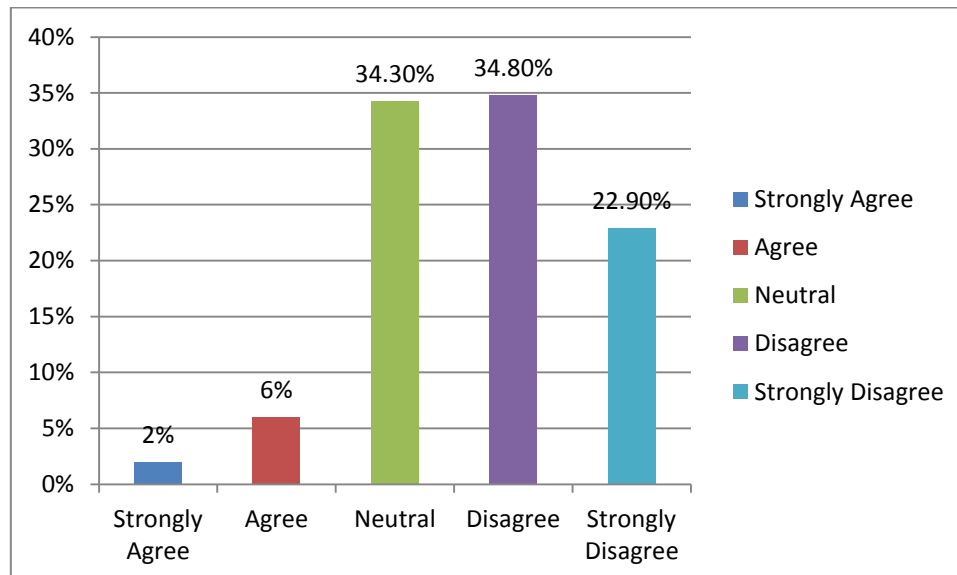
5.4.5 Timing of intervention

Question 12 addressed active management by exception. Table 5.12 displays the samples' responses to the statement: 'My leader recognises mistakes before they occur and intervenes'. Figure 5.12 depicts that 22.9% of the sample strongly disagree and 34.8% disagree making a combined negative total of 57.7%. The total of positive scores was 8% with 2% of the sample recorded strongly agree and 6% of the sample agreed. Some 34.3% of the respondents were neutral.

Table 5.12: Intervention frequency table

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Strongly Agree	4	2.0	2.0
	Agree	12	6.0	8.0
	Neutral	69	34.3	42.3
	Disagree	70	34.8	77.1
	Strongly Disagree	46	22.9	100.0
	Total	201	100.0	

Figure 5.12: Timing of the leader's intervention



5.5 Extent of transformational leadership

The findings indicate that the majority of the respondents perceived their leaders as transformational and the minority of the respondents perceived their leaders as non-transformational according to the dimensions of transactional leadership represented in Section C of the research questionnaire. The responses to the section measuring the extent of transformational leadership were predominantly positive. The Tables and Figures below represent the response for each question in Section C of the questionnaire.

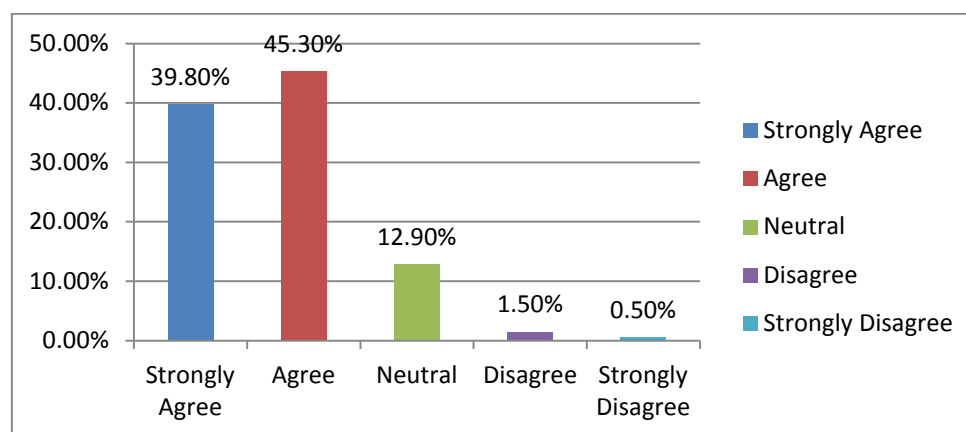
5.5.1 Respondents' respect for the leader

Question 13 addressed idealised influence which is first dimension of transformational leadership. The following statement was posed: 'I respect my leader'. Table 5.13 displays that the majority of the respondent strongly agreed and agreed with a record of 39.8% and 45.3% respectively making a combined positive total of 85.1%. A combined negative total of 2% was recorded from respondents who disagreed and strongly disagreed. Some 12.9% of the sample was neutral. Figure 5.13 illustrates the results hereunder:

Table 5.13: Respect frequency table

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Strongly Agree	80	39.8	39.8	39.8
Agree	91	45.3	45.3	85.1
Neutral	26	12.9	12.9	98.0
Disagree	3	1.5	1.5	99.5
Strongly Disagree	1	.5	.5	100.0
Total	201	100.0	100.0	

Figure 5.13: Respondent's respect for the leader



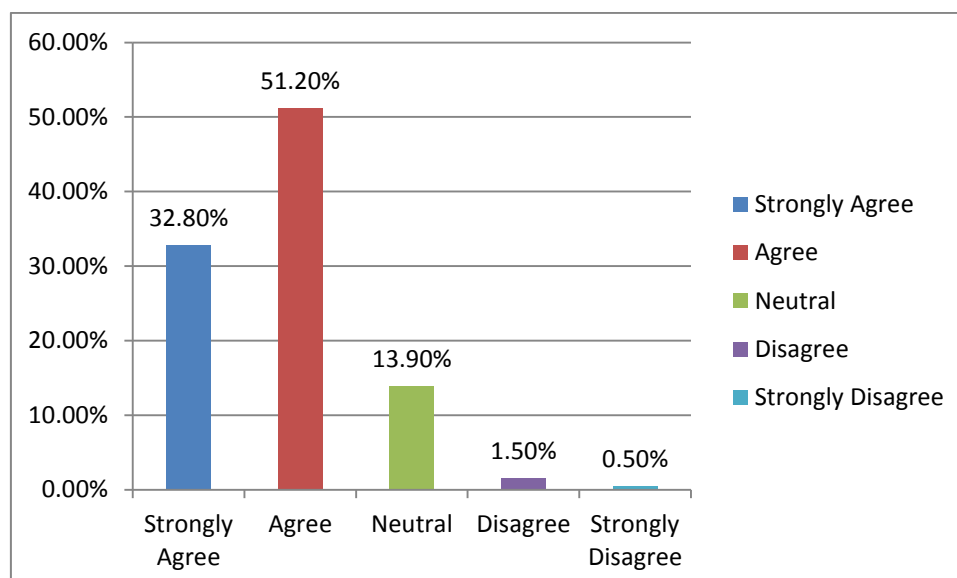
5.5.2 Collective organisational vision

Question 14 also addressed idealised influence with regards to putting emphasis on a compelling vision of the future. The employees responded to the following statement: ‘My leader emphasises the collective vision of the organisation’. Table 5.14 illustrates that 32.8% strongly agreed and 51.2% agreed making a combined positive total of 84%. The majority of the sample responded positively to idealised influence. Conversely, 1.5% disagreed and 0.5% strongly disagreed making a combined negative total of 2%. This represented the minority of the sample. Some 13.9% of the respondents were neutral. Table 5.14 and Figure 5.14 depict the results below:

Table 5.14: Collective vision frequency table

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Strongly Agree	66	32.8	32.8	32.8
Agree	103	51.2	51.2	84.1
Neutral	28	13.9	13.9	98.0
Disagree	3	1.5	1.5	99.5
Strongly Disagree	1	.5	.5	100.0
Total	201	100.0	100.0	

Figure 5.14: Collective organisational vision



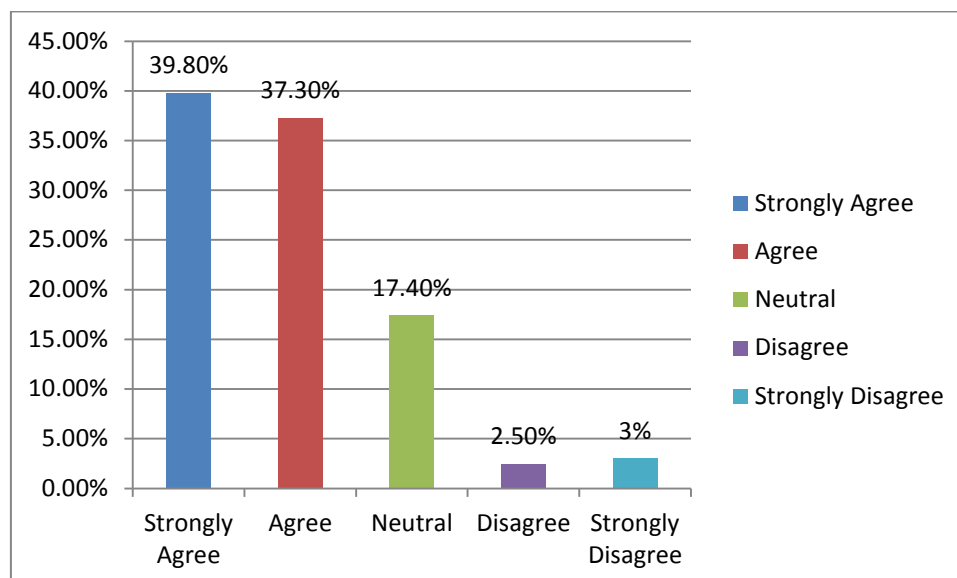
5.5.3 Innovative thinking

Question 15 addressed the transformational leadership dimension called intellectual stimulation. The respondents were asked if they had the flexibility to be innovative using the following statement: ‘My leader encourages innovative thinking’. Table 5.15 shows that the majority of the respondents recorded that their leaders do encourage innovative thinking as 39.8% of the sample strongly agreed and 37.3% of the sample agreed making a combined positive total of 77.1%. The minority of the sample recorded that their leaders do not encourage innovative thinking as 2.5% of the respondents disagreed and 3% strongly disagreed making a combined negative total of 5.5%. A fairly low proportion of the sample was impartial as 17.4% were neutral. Figure 5.15 below illustrates the results:

Table 5.15: Innovative thinking frequency table

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Strongly Agree	80	39.8	39.8	39.8
Agree	75	37.3	37.3	77.1
Neutral	35	17.4	17.4	94.5
Disagree	5	2.5	2.5	97.0
Strongly Disagree	6	3.0	3.0	100.0
Total	201	100.0	100.0	

Figure 5.15: Innovative thinking



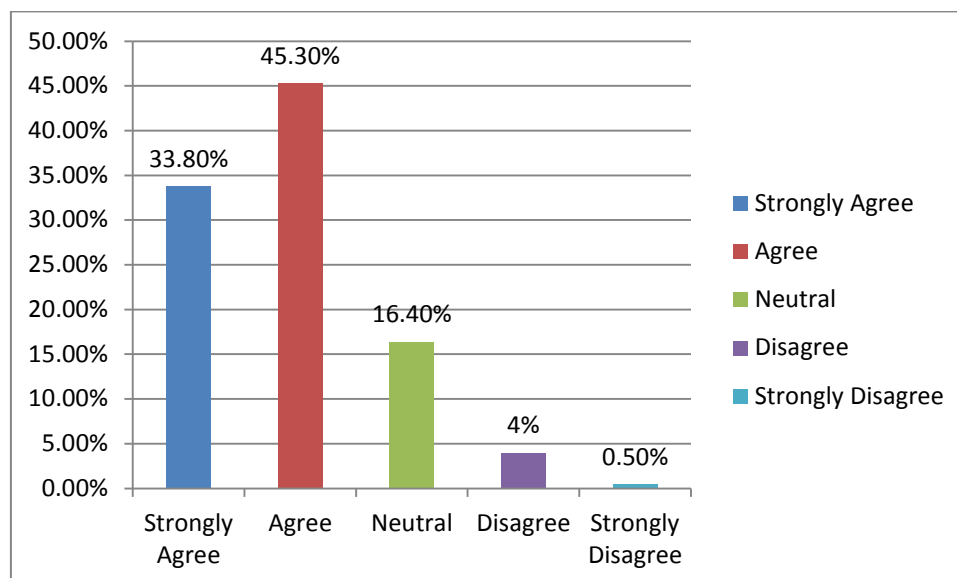
5.5.4 Motivating high performance

Question 16 addressed inspirational motivation. The respondents' perceptions were determined by the following statement: 'My leader motivates me to perform the ultimate standard'. The majority of the respondents indicated that their leaders do motivate them to perform highly whereas the minority of the respondents differed. Table 5.16 displays that 33.8% strongly agreed and 45.3% agreed making a combined positive total of 79.1%. In opposition 4% disagreed and 0.5% strongly disagreed making a combined negative total of 4.5%. An impartial score of 16.4% was recorded from the sample. Figure 5.16 displays the results hereunder:

Table 5.16: Motivation frequency table

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Strongly Agree	68	33.8	33.8	33.8
Agree	91	45.3	45.3	79.1
Neutral	33	16.4	16.4	95.5
Disagree	8	4.0	4.0	99.5
Strongly Disagree	1	0.5	0.5	100.0
Total	201	100.0	100.0	

Figure 5.16: Motivating ultimate performance



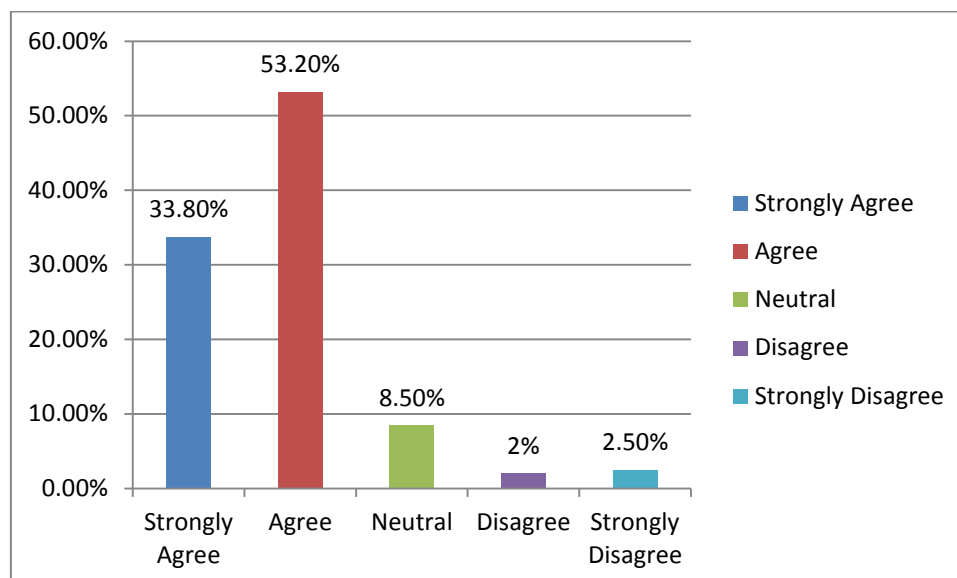
5.5.5 Applauding high performance

Question 17 also addressed inspirational motivation. The employees' perceptions of how their leader motivated them were realised using the following statement: 'My leader acknowledges and applauds high performance'. Table 5.17 reveals that the majority of the sample responded positively as 33.8% strongly agreed and 53.2% of the sample agreed making a combined positive total of 87%. On the contrary, the minority of the respondents had a combined negative total of 4.5% which comprised 2% and 2.5% from disagree and strongly disagree respectively. Some 8.5% of the sample was neutral. Figure 5.17 below displays the results:

Table 5.17: Applauding high performance

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Strongly Agree	68	33.8	33.8	33.8
Agree	107	53.2	53.2	87.1
Neutral	17	8.5	8.5	95.5
Disagree	4	2.0	2.0	97.5
Strongly Disagree	5	2.5	2.5	100.0
Total	201	100.0	100.0	

Figure 5.17: Applauding high performing employees



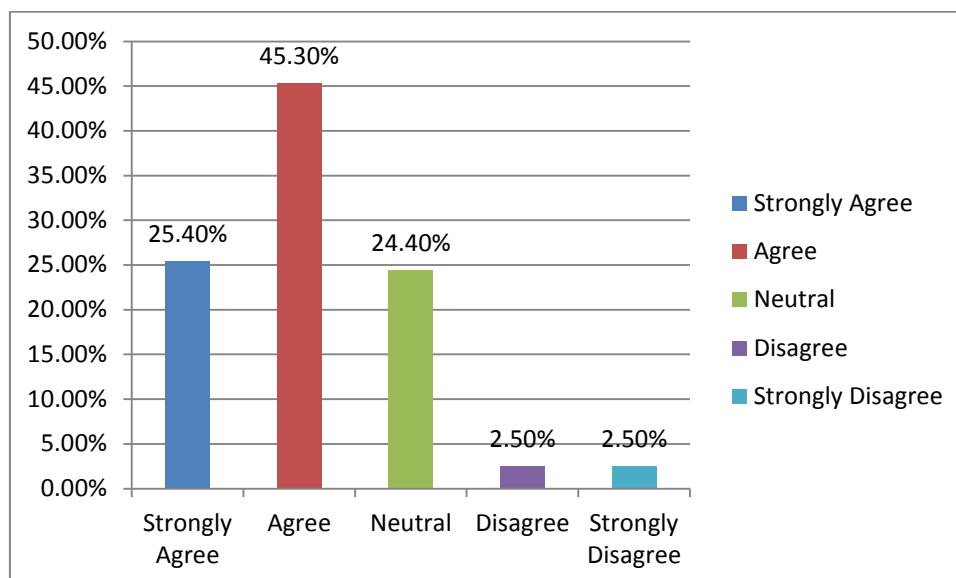
5.5.6 Interest in employee development

Question 18 addressed individual consideration, the final dimension of transformational leadership. The employees' perceptions of this dimension were comprehended by their responses to the following statement: 'My leader shows personal interest in employee development'. Table 5.18 shows that the majority of the respondents believed their leaders are interested in their development. A total of 25.4% of the sample strongly agreed and 45.3% of the sample agreed making a combined positive total of 70.7%. Conversely, 2.5% disagreed and 2.5% strongly disagreed making a combined negative total of 5%. The neutral portion of the sample was represented by 24.4%. Figure 5.18 illustrates the results below:

Table 5.18: Interest in employee development

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Strongly Agree	51	25.4	25.4	25.4
Agree	91	45.3	45.3	70.6
Neutral	49	24.4	24.4	95.0
Disagree	5	2.5	2.5	97.5
Strongly Disagree	5	2.5	2.5	100.0
Total	201	100.0	100.0	

Figure 5.18: Leader's interest in the development of employees



5.6 Dominant and influential leadership style

The findings for dominance and influence of the leadership styles were as follows:

i. Dominant leadership style

The more dominant leadership style was calculated from the responses to Section B and Section C of the research questionnaire. The results summarising the two sections revealed that 13.38% perceived their leaders as transactional, 53.74% deemed their leaders as non-transactional and 32.38% were impartial. These findings were deduced from Section B. In Section C 80.5% perceived their leaders as transformational, 4.08% deemed them non-transactional and 15.88% were neutral. The final result from the case processing summary, available in Appendix 11, was that the absolute responses were 72.6%. This result implies that the employees deemed their leaders as transformational and 27.4% deemed their leaders as transactional.

The overall result was that the majority of the sample deemed their leaders as transformational and the minority of the sample deemed their leaders as transactional.

ii. Influential leadership style

The influential leadership style was determined by Section D of the research questionnaire. Each respondent either deemed their leader to be transactional or transformational in Section B and Section C respectively. For each of the respondents' perceptions in Section B and C, a case processing system revealed whether the respondents deemed their leaders to be influential in Section D.

There was consistency in the responses from the participants with the majority of the respondents who deemed their leaders as being transformational also believed that the leadership style was influential; likewise the minority of the respondents who deemed their leaders as being transactional also believed the leadership style was influential. An average of 71.2% of the sample considered transformational leadership as the more influential style and 28.8% regarded transactional leadership as the more influential leadership style.

The next section presents these results in detail for each question in Section D.

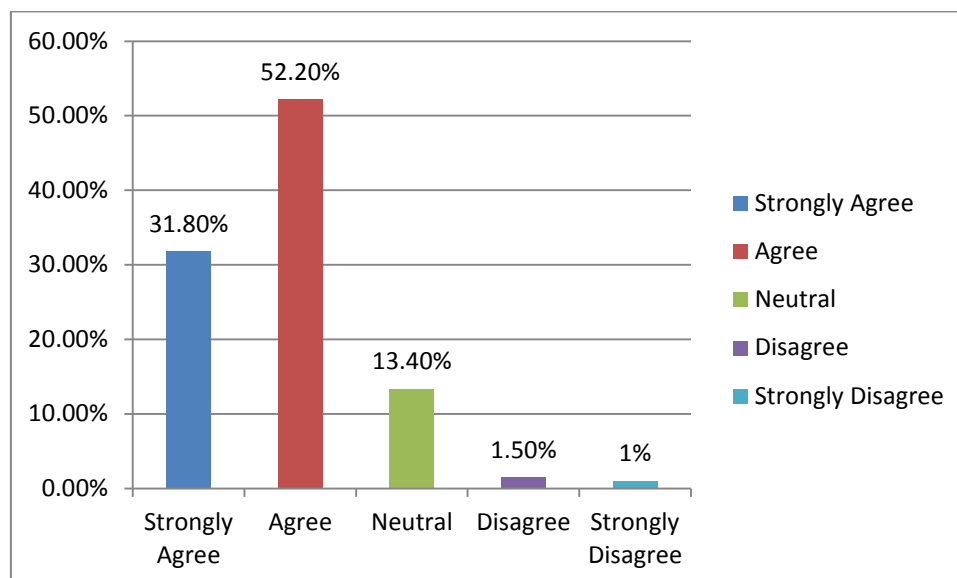
5.6.1 Valuing the leaders' decision

Question 19 addressed the decision making by the leadership and sought to ascertain whether the respondents appreciate and respect the decisions made by their leaders. The following statement was presented to the respondents: 'I value my leader's decisions'. Table 5.19 illustrates that 31.8% strongly agreed and 52.2% agreed making a combined positive total of 84%. Conversely, 1.5% disagreed and 1% strongly disagreed making a combined negative total of 2.5%. A significantly minor proportion of the sample was indifferent with 13.4% of neutral responses. Figure 5.19 displays these results below:

Table 5.19 Respondents' value for the leaders' decisions

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Strongly Agree	64	31.8	31.8	31.8
Agree	105	52.2	52.2	84.1
Neutral	27	13.4	13.4	97.5
Disagree	3	1.5	1.5	99.0
Strongly Disagree	2	1.0	1.0	100.0
Total	201	100.0	100.0	

Figure 5.19: Valuing the leaders' decisions



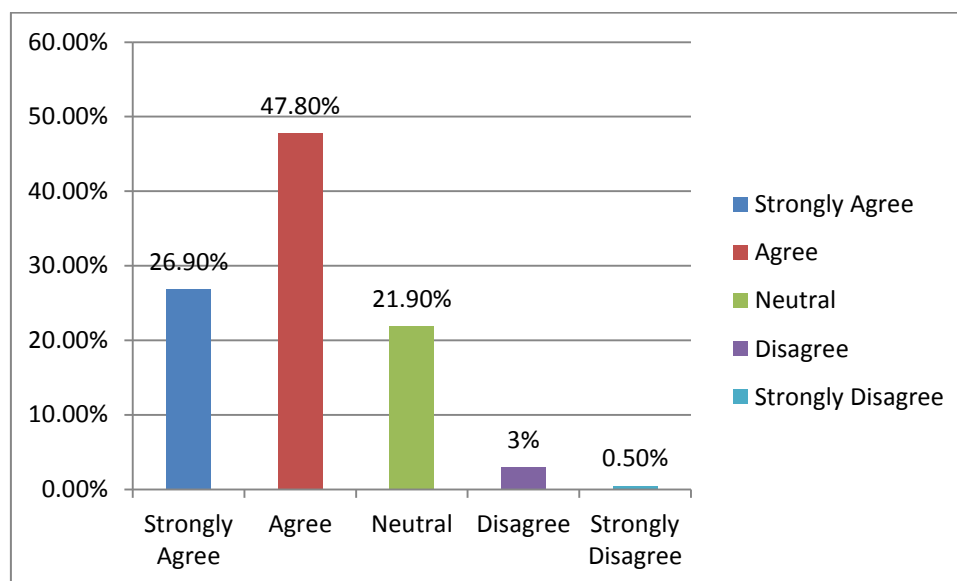
5.6.2 Having pride in the leaders

Question 20 addressed whether or not the respondents were proud of their leaders. The participants responded to the following statement: 'I am proud of my leader'. Table 5.20 reveals that the majority of the respondents were proud of their leaders with a combined total of 74.7% from the positive responses which comprised 26.9% and 47.8% for strongly agree and agree respectively. The combined negative score was 3.5% which comprised 3% and 0.5% from disagree and strongly disagree respectively. Some 21.9% of the sample was neutral. Figure 5.20 below displays these results:

Table 5.20: Respondents' pride in their leaders

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Strongly Agree	54	26.9	26.9	26.9
Agree	96	47.8	47.8	74.6
Neutral	44	21.9	21.9	96.5
Disagree	6	3.0	3.0	99.5
Strongly Disagree	1	.5	.5	100.0
Total	201	100.0	100.0	

Figure 5.20: Having pride in the leaders



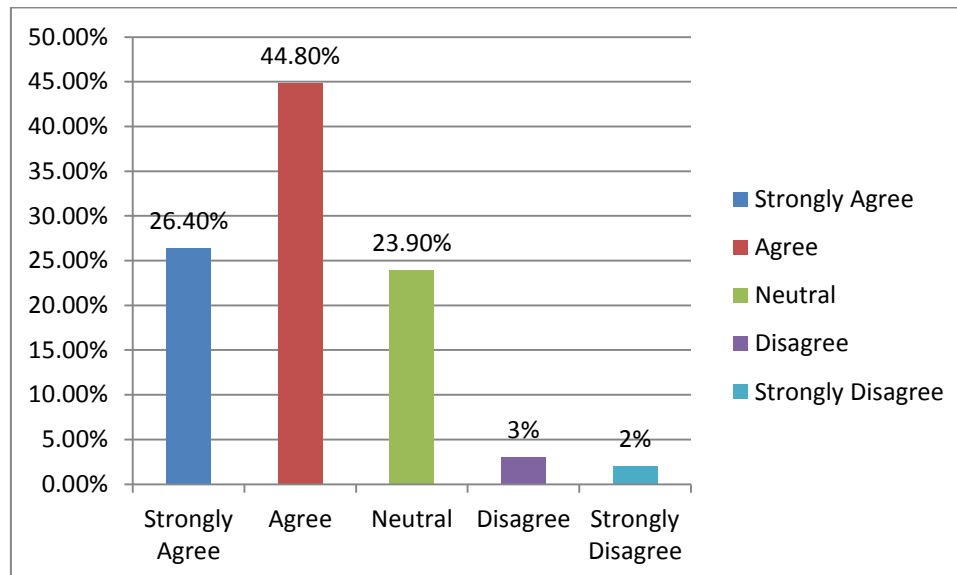
5.6.3 Ultimate inspiration

Question 21 addressed whether the employees received the highest possible inspiration from their leaders. The following statement was posed: ‘My leader inspires me to be the best I can be’. Table 5.21 shows that an overall of 71.2% responded positively, while 23.9% were neutral and an overall of 5% responded negatively. The positive scores comprised of 26.4% and 44.8% from strongly agree and agree respectively. This made the majority of the sample. The negative responses comprised 3% of the respondents who disagreed and 2% of the sample that strongly disagreed.

Table 5.21: Provision of ultimate inspiration

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Strongly Agree	53	26.4	26.4	26.4
Agree	90	44.8	44.8	71.1
Neutral	48	23.9	23.9	95.0
Disagree	6	3.0	3.0	98.0
Strongly Disagree	4	2.0	2.0	100.0
Total	201	100.0	100.0	

Figure 5.21 Ultimate inspiration



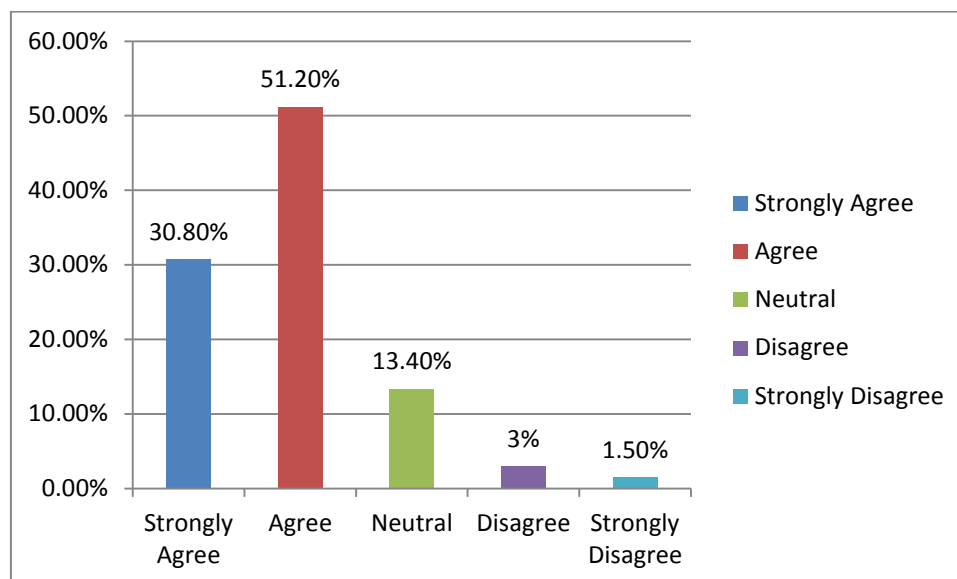
5.6.4 Confidence in achieving short-term goals

Question 22 addressed the confidence of the employees with regards to the short-term goals stipulated in the IDP which was outlined in Chapter 2. The following statement was posed: ‘I am confident that organisational goals (IDP) will be achieved’. Table 5.22 illustrates that 30.8% strongly agreed and 51.2% agreed making a combined positive total of 82%; whereas 3% disagreed and 1.5% strongly disagreed making a combined negative total of 4.5%. The majority of the respondents were confident that the goals in the IDP will be achieved. Some 13.4% of the sample was neutral. Figure 5.22 below displays the results:

Table 5.22: Confidence in achieving IDP goals

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Strongly Agree	62	30.8	30.8	30.8
Agree	103	51.2	51.2	82.1
Neutral	27	13.4	13.4	95.5
Disagree	6	3.0	3.0	98.5
Strongly Disagree	3	1.5	1.5	100.0
Total	201	100.0	100.0	

Figure 5.22: Confidence in IDP goals



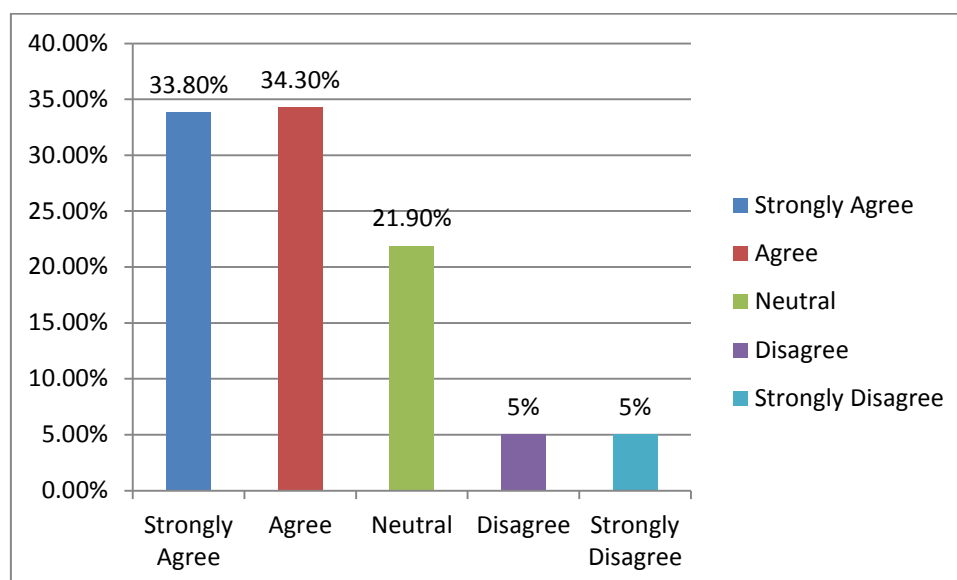
5.6.5 Positivity about the municipality's future

Question 23 addressed whether the respondents were optimistic about the future of the municipality. The following statement was posed to ascertain whether the employees were positive about their organisation's future: 'I am optimistic about the future of the municipality'. Table 5.23 indicates that the majority of the sample was optimistic about the future of the municipality as 33.8% strongly agreed and 34.3% agreed making a combined positive score of 68.1%. On the contrary, 5% disagreed and 5% strongly disagreed making a combined negative score of 10%. The impartial score was represented by 21.9% of the sample. Figure 5.23 below displays the results:

Table 5.23: Positivity about the municipality's future

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Strongly Agree	68	33.8	33.8	33.8
Agree	69	34.3	34.3	68.2
Neutral	44	21.9	21.9	90.0
Disagree	10	5.0	5.0	95.0
Strongly Disagree	10	5.0	5.0	100.0
Total	201	100.0	100.0	

Figure 2.23: Positivity about the municipality's future



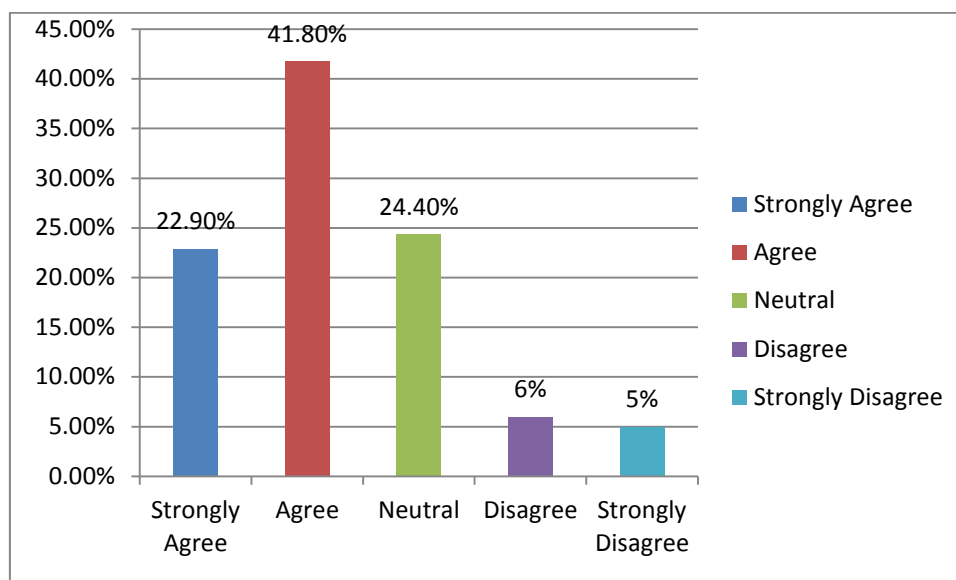
5.6.6 Believing in the long-term vision

Question 24 addressed the municipality's 2030 vision stated earlier in Chapter 2. The participants responded to the following statement: 'I believe eThekweni Municipality will realise its long-term 2030 vision'. Table 5.24 illustrates that 22.9% strongly agreed and 41.8% agreed making a combined positive total of 64.7%. Conversely, 6% disagreed and 5% strongly disagreed making a combined negative total of 11%. The impartial respondents made up 24.4% of the sample. The majority of the sample believed that the long-term 2030 vision will come to pass. Figure 2.24 displays the results below:

Table 5.24: Believing in the long-term vision

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Strongly Agree	46	22.9	22.9	22.9
Agree	84	41.8	41.8	64.7
Neutral	49	24.4	24.4	89.1
Disagree	12	6.0	6.0	95.0
Strongly Disagree	10	5.0	5.0	100.0
Total	201	100.0	100.0	

Figure 5.24: Believing in the 2030 vision



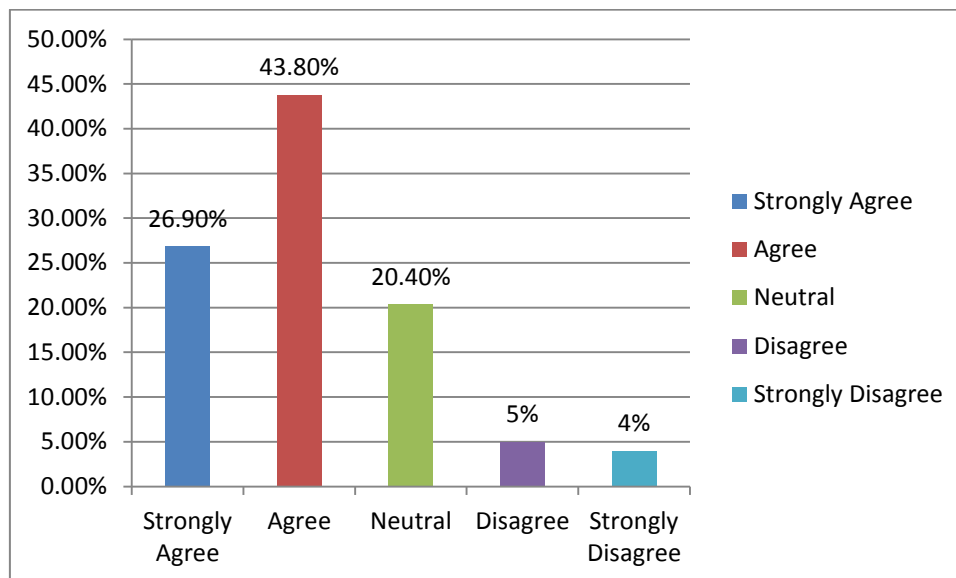
5.6.7 Complete faith in the leaders

The final question addressed whether the respondents had complete faith in their leaders. The participants responded to the following statement: 'I have complete faith in my leader'. Table 5.25 shows that 26.9% strongly agreed and 43.8% agreed making a combined positive score of 70.7%. In opposition, 5% disagreed and 4% strongly disagreed making a combined negative score of 9%. The majority of the respondents have complete faith in their leaders. Some 20.4% of the sample was neutral. Figure 5.25 below depicts the results:

Table 5.25: Complete faith in the leaders

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Strongly Agree	54	26.9	26.9	26.9
Agree	88	43.8	43.8	70.6
Neutral	41	20.4	20.4	91.0
Disagree	10	5.0	5.0	96.0
Strongly Disagree	8	4.0	4.0	100.0
Total	201	100.0	100.0	

Figure 5.25: Complete faith in the leaders



5.7 Inferential statistics' results

In this section the findings are presented using inferential statistics. The reliability of the questionnaire is presented for each section in the questionnaire. The distribution of the responses is also presented in the form of skewed diagrams. This is followed by correlations, one-way ANOVA and the homogenous subset. Inferential statistical analysis revealed the findings as follows:

5.7.1 Reliability

Cronbach's alpha measures the internal consistency and reliability of a questionnaire (Healey, 2012:153). It is most commonly used for the Likert scale questions in a questionnaire. The cronbach's alpha showed that the scale used for the questionnaire was reliable in all sections of the questionnaire.

i. Section B

Bluman (2008:217) highlights that the scaling method is considered to be reliable when the cronbach's alpha is above 0.7. Tables 5.26a and 5.26b below reveal that the questions asked in Section B of the questionnaire were reliable. The section measured the extent of transactional leadership and the cronbach's alpha was 0.733.

Table 5.26a: Case Processing Summary

		N	%
Cases	Valid	201	100.0
	Excluded ^a	0	.0
	Total	201	100.0

a. Listwise deletion based on all variables in the procedure.

Table 5.26b Section B: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.733	.752	5

Scale is reliable ($\alpha = 0.752$, $n = 5$).

ii. Section C

Table 5.27a and 5.27b illustrate that the questions and the scaling used in Section C were reliable. The section measured the extent of transformational leadership. The cronbach's alpha for Section C was 0.753. The findings are illustrated below:

Table 5.27a: Case Processing Summary

	N	%
Valid	201	100.0
Cases Excluded ^a	0	.0
Total	201	100.0

a. List wise deletion based on all variables in the procedure.

Table 5.27b: Section C: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.753	.754	6

Scale is reliable ($\alpha = 0.754$, $n = 6$).

iii. Section D

Table 5.28a and 5.28b reveal that the cronbach's alpha for Section D was 0.773. This implies that the scaling and questions in the section that measured the more influential style were reliable. The findings are displayed hereunder:

Table 5.28a: Case Processing Summary

	N	%
Valid	201	100.0
Cases Excluded ^a	0	.0
Total	201	100.0

a. Listwise deletion based on all variables in the procedure.

Table 5.28b: Section D: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.773	.779	7

Scale is reliable ($\alpha = 0.779$, $n = 7$).

5.7.2 Skewness

Skewness is an indicator used in distribution analysis as a sign of asymmetry and deviation from a normal distribution (Deck, 2012). If skewness is positive, the data are positively skewed or skewed right, meaning that the right tail of the distribution is longer than the left. If skewness is negative, the data are negatively skewed or skewed left, meaning that the left tail is longer (Healey, 2012).

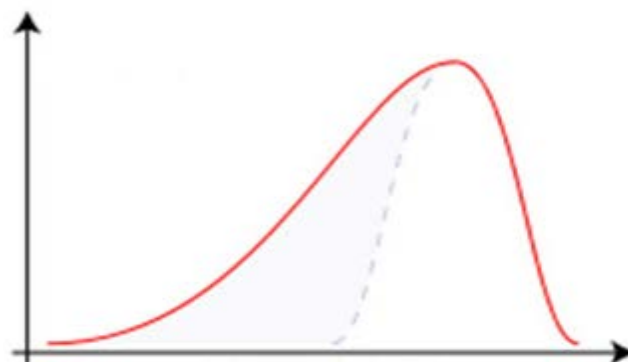
i. Extent of transactional leadership

Table 5.29 displays the skewed values, means and medians for Section B of the research questionnaire. The Table was used to plot the skewness for Section B which measured the extent of transactional leadership. Table 5.29 depicts that the responses to the extent of transactional leadership were negatively and according to the rule of thumb, the distribution is negatively skewed. The extreme values were concentrated on the right of the mean and there is a negative skew towards the left of the median. Figure 5.26 below illustrates the negatively skewed distribution in Section B.

Table 5.29: Extent of transactional leadership

	Q8 Setting clear targets	Q9 Recognition and rewards	Q10 Monitoring employees' performance	Q11 Record of mistakes	Q12 Intervention timing
N	201	201	201	201	201
Mean	3.21	3.77	3.65	3.57	3.71
Median	3.00	4.00	4.00	3.00	4.00
Std. Deviation	1.360	1.054	.969	1.013	.953
Skewness	-.286	-.504	-.338	-.344	-.361

Figure 5.26: Transactional leadership skewness: negative distribution



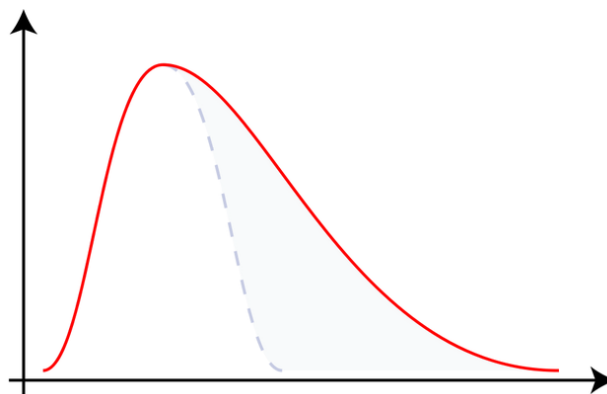
i. Extent of transformational leadership

Table 5.30 displays the skewed values, means and medians for Section C of the research questionnaire. The Table was used to plot the skewness for the extent of transformational leadership. Table 5.30 illustrates positive skewness for the questions in Section C, according to the rule of thumb. This implies that the data was positively skewed to the right. The extreme values were concentrated on the left of the mean and there is a positive skew towards the right of the median. Figure 5.27 displays the positively skewed findings below:

Table. 5.30: Extent of transformational leadership

	Q13 Respecting the leader	Q14 Leader's emphasis on the organisation's vision	Q15 Leader's support for innovative thinking	Q16 Leader's motivation for high standards	Q17 Leader applauding high performance	Q18 Leader's interest in employee development
N	201	201	201	201	201	201
Mean	1.78	1.86	1.92	1.92	1.86	2.11
Median	2.00	2.00	2.00	2.00	2.00	2.00
Std. Deviation	.765	.744	.968	.839	.843	.901
Skewness	.879	.754	1.138	.768	1.484	.808

Figure 5.27: Transformational leadership skewness: Positive distribution



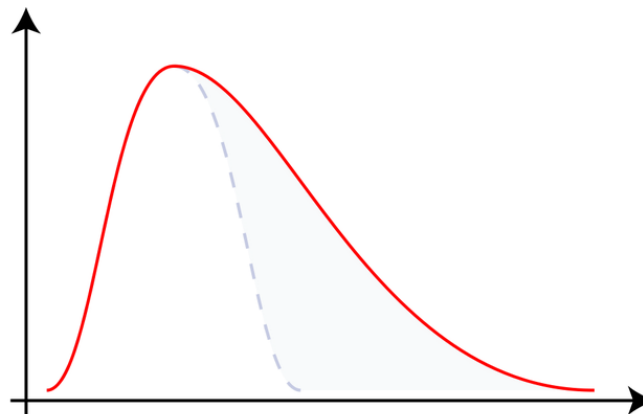
ii. Influential leadership style

Table 5.31 displays the skewed values, means and medians for Section D of the research questionnaire. The Table was used to plot the skewness of the responses to section which measured the influential leadership style. Table 5.31 shows positively skewed responses to the questions in Section D. According to the rule of thumb, this implies that the data was positively skewed to the right. The extreme values were concentrated on the left of the mean and there is a positive skew towards the right of the median. The results are illustrated in Figure 5.28 below:

Table 5.31: Influential leadership style

	Q19 Respondent's value for the leader's decisions	Q20 Respondent's pride in the leader	Q21 Inspiration at work	Q22 Confidence in short term goals	Q23 Positive about the future	Q24 Believing in the 2030 vision	Q25 Confidence in the leader
N	201	201	201	201	201	201	201
Mean	1.88	2.02	2.09	1.93	2.13	2.28	2.15
Median	2.00	2.00	2.00	2.00	2.00	2.00	2.00
Std. Deviation	.768	.809	.892	.834	1.092	1.041	1.006
Skewness	.953	.527	.752	1.073	.903	.805	.937

Figure 5.28: Influential leadership skewness: Positive distribution



5.7.3 Correlations

The Pearson correlation coefficient denoted by ' r ' is a measure of the strength and direction of association that exists between two variables measured on at least an interval scale (Bluman, 2008). Pearson correlation was used to test the relationship between the perceived leadership styles and the influence of the styles. The dimensions of both transactional and transformational leadership were correlated with the section that sought to measure the more influential leadership style. According Healey (2012:256) the rule of thumb states that the Pearson correlation coefficient, r , is statistically significant when ($p < 0.0005$). All the correlation results were statistically significant according to the rule of thumb mention above. The results are displayed in the correlation Tables below:

i. Reward and inspiration

Table 5.32 was used to deduce whether there is a significant relationship between contingent reward and inspiration. Contingent reward is represented by Question 9 in Section B of the research questionnaire and inspiration is represented by Question 21 in Section D of the research questionnaire. Table 5.32 shows that the correlation between the two variables was -0.290. This implies that rewards and inspiration are negatively correlated. There is a weak negative relationship between rewards and motivation. Table 5.32 illustrates the findings below:

Table 5.32: Correlations Q9/Q21

		Rewards	Inspiration at work
Rewards	Pearson Correlation	1	-.290**
	Sig. (1-tailed)		.000
	N	201	201
Inspiration at work	Pearson Correlation	-.290**	1
	Sig. (1-tailed)	.000	
	N	201	201

** . Correlation is significant at the 0.01 level (1-tailed).

Pearson correlation coefficient, r , is -.290, and that this is statistically significant ($p < 0.0005$).

ii. Monitored employees and short-term goals

Table 5.33 was used to test the relationship between active management by exception and the employees' confidence in the organisational short-term goals. The variables used in the correlation were taken from Question 10 in Section B and Question 22 in Section D of the research questionnaire. Table 5.33 displays that the correlation between the two variables is -0.266. This indicates that the two variables are negatively correlated. There was a weak negative relationship between monitored employees and inspiration. Table 5.33 below illustrates the results:

Table 5.33: Correlations Q10/Q22

		Monitoring employees' performance	Confidence in short term goals
Monitoring employees' performance	Pearson Correlation	1	-.266**
	Sig. (1-tailed)		.000
	N	201	201
Confidence in short term goals	Pearson Correlation	-.266**	1
	Sig. (1-tailed)	.000	
	N	201	201

** . Correlation is significant at the 0.01 level (1-tailed).

Pearson correlation coefficient, r , is -.266, and that this is statistically significant ($p < 0.0005$).

iii. Intervention timing and believing in the leader

Table 5.34 was used to determine the relationship between passive management by exception and the confidence employees have in their leader. The variables used in the correlation were taken from Question 12 in Section B and Question 25 in Section D of the research questionnaire. Table 5.34 depicts that the correlation between the two variables was -0.323 which implies that passive management by exception and the employees' confidence in their leader are negatively correlated. There is a moderate negative relationship between the two variables. Table 5.34 displays these results.

Table 5.34: Correlations Q12/Q25

		Intervention timing	Respondent's confidence in the leader
Intervention timing	Pearson Correlation	1	-.323**
	Sig. (1-tailed)		.000
	N	201	201
Respondent's confidence in the leader	Pearson Correlation	-.323**	1
	Sig. (1-tailed)	.000	
	N	201	201

** . Correlation is significant at the 0.01 level (1-tailed).

Pearson correlation coefficient, r , is $-.323$, and that this is statistically significant ($p < 0.0005$).

iv. Collective vision and the 2030 vision

Table 5.35 was used to determine the correlation between idealised influence and the municipal long-term 2030 vision. The variables used in the correlation were taken from Question 14 in Section C and Question 24 in Section D of the research questionnaire. Table 5.35 shows that the correlation between the two variables was 0.811 which indicates that idealised influence and the employees' certainty about the 2030 vision are positively correlated. There is a very strong positive relationship between the two variables. Table 5.35 below displays the results:

Table 5.35: Correlations Q14/Q24

		Leader's emphasis on the organisation's vision	Beliving in the 2030 vision
Leader's emphasis on the organisation's vision	Pearson Correlation	1	.811**
	Sig. (1-tailed)		.000
	N	201	201
Beliving in the 2030 vision	Pearson Correlation	.811**	1
	Sig. (1-tailed)	.000	
	N	201	201

** . Correlation is significant at the 0.01 level (1-tailed).

Pearson correlation coefficient, r , is $.811$, and that this is statistically significant ($p < 0.0005$).

v. Innovative thinking and valuing the leaders, decisions

Table 5.36 was used to determine the correlation between intellectual stimulation and the employees' value for their leaders' decisions. The variables used in the correlation were taken from Question 15 in Section C and Question 19 in Section D of the research questionnaire. Table 5.36 displays that the correlation between the two variables was 0.355 which indicates that intellectual stimulation and the employees' value for their leaders' decisions positively correlated. There is a moderate positive relationship between the two variables. Table 5.36 illustrates the results below:

Table 5.36: Correlations Q15/Q19

		Leader's support for innovative thinking	Respondent's value for the leader's decisions
Leader's support for innovative thinking	Pearson Correlation	1	.355**
	Sig. (1-tailed)		.000
	N	201	201
Respondent's value for the leader's decisions	Pearson Correlation	.355**	1
	Sig. (1-tailed)	.000	
	N	201	201

** . Correlation is significant at the 0.01 level (1-tailed).

Pearson correlation coefficient, r , is .355, and that this is statistically significant ($p < 0.0005$).

vi. Motivation and inspiration

Table 5.37 was used to determine the correlation between inspirational motivation and the employees' ultimate inspiration at work. The variables used in the correlation were taken from Question 16 in Section C and Question 21 in Section D of the research questionnaire. Table 5.37 illustrates that the correlation between the two variables was 0.651 which indicates that inspirational motivation and the employees' inspiration at work are positively correlated. There is a strong positive relationship between the two variables. Table 5.37 displays these findings:

Table 5.37: Correlations Q16/Q21

		Leader's motivation for high standards	Inspiration at work
Leader's motivation for high standards	Pearson Correlation	1	.651**
	Sig. (1-tailed)		.000
	N	201	201
Inspiration at work	Pearson Correlation	.651**	1
	Sig. (1-tailed)	.000	
	N	201	201

** . Correlation is significant at the 0.01 level (1-tailed).

Pearson correlation coefficient, r , is .651, and that this is statistically significant ($p < 0.0005$).

vii. Employee development and inspiration at work

Table 5.38 was used to determine the correlation between individual consideration and the employees' ultimate inspiration at work. The variables used in the correlation were taken from Question 18 in Section C and Question 21 in Section D of the research questionnaire. Table 5.38 depicts that the correlation between the two variables was 0.741 which indicates that individual consideration and the employees' inspiration at work are positively correlated. There is a strong positive relationship between the two variables. Table 5.38 below illustrates the results:

Table 5.38: Correlations Q18/Q21

		Leader's interest in employee developement	Inspiration at work
Leader's interest in employee developement	Pearson Correlation	1	.741**
	Sig. (1-tailed)		.000
	N	201	201
Inspiration at work	Pearson Correlation	.741**	1
	Sig. (1-tailed)	.000	
	N	201	201

** . Correlation is significant at the 0.01 level (1-tailed).

Pearson correlation coefficient, r , is .741, and that this is statistically significant ($p < 0.0005$).

5.7.4 One-way Analysis of variance (ANOVA)

The one-way ANOVA is used to determine whether there are any significant differences between the means of two or more independent and unrelated groups (Bluman, 2008). ANOVA was used to determine the differences in means in Section D between the employees who perceived their leaders as transactional and the employees who deemed their leaders as transformational. Table 5.39 below displays the differences between the two groups:

Table 5.39: ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Respondent's value for the leader's decisions	Between Groups	2.900	3	.967	1.656	.178
	Within Groups	114.990	197	.584		
	Total	117.891	200			
Respondent's pride in the leader	Between Groups	2.736	3	.912	1.402	.243
	Within Groups	128.139	197	.650		
	Total	130.876	200			
Ultimate inspiration at work	Between Groups	8.602	3	2.867	3.751	.012
	Within Groups	150.602	197	.764		
	Total	159.204	200			
Confidence in short-term goals	Between Groups	6.286	3	2.095	3.110	.028
	Within Groups	132.739	197	.674		
	Total	139.025	200			
Positivity about the organisation's future	Between Groups	2.675	3	.892	.745	.527
	Within Groups	235.962	197	1.198		
	Total	238.637	200			
Believing in the 2030 vision	Between Groups	7.185	3	2.395	2.250	.084
	Within Groups	209.651	197	1.064		
	Total	216.836	200			
Respondent's confidence in the leader	Between Groups	9.485	3	3.162	3.232	.023
	Within Groups	192.734	197	.978		
	Total	202.219	200			

One-Way ANOVA tests whether the means of two or more independent groups are equal by analysing comparisons of variance estimates (Deck, 2012). Table 5.39 shows the output of the ANOVA analysis and whether there was a statistically significant difference between our group means. According to Healey (2012:262) the rule of thumb points out that if the significance which is denoted as 'p' is below 0.05 there is a statistically significant difference between the means; if the p value is above 0.05 then the difference between the means is statistically indifferent.

Table 5.39 indicates that there was a statistically insignificant difference between groups for the employees' respect for their leaders' decisions, as determined by one-way ANOVA ($F(3,197) = 1.656, p = 0.178$). The Table shows that there was a statistically insignificant difference between groups for the employees' pride in their leader, as determined by one-way ANOVA ($F(3,197) = 1.402, p = 0.243$). The Table depicts a statistically significant difference between groups for the employees' ultimate inspiration at work, as determined by one-way ANOVA ($F(3,197) = 3.751, p = 0.012$). The Table illustrates a statistically significant difference between groups for the employees' confidence in achieving short term goals, as determined by one-way ANOVA ($F(3,197) = 3.110, p = 0.028$). Table 5.39 displays that there was a highly statistically insignificant difference between groups for the positivity about the organisation's future, as determined by one-way ANOVA ($F(3,197) = 0.745, p = 0.527$). The Table also displays that there was a highly statistically insignificant difference between groups for the employees' belief in the 2030 organisational vision, as determined by one-way ANOVA ($F(3,197) = 2.250, p = 0.084$). Lastly, the Table illustrates a statistically significant difference between groups for the employees' confidence in their leaders, as determined by one-way ANOVA ($F(3,197) = 3.232, p = 0.023$).

5.7.5 Tukey's Honest Significant Difference (HSD)

Tukey's HSD is a post hoc test, meaning a follow up for ANOVA. The purpose of Tukey's HSD test is to determine which groups in the sample differ (Bluman, 2008). While ANOVA determines whether groups in the sample differ, it cannot tell the researcher which groups differ. In statistics, post-hoc tests are used only for further data analysis (Healey, 2012). The Tukey's HSD was used to determine which groups differ between the employees who perceived their leaders as transactional and the employees who deemed their leaders as transformational according to the number of years in their current position. Tukey's HSD clarifies which groups among the sample have significant differences particularly the number

of years employees' have worked in their current position under the leader. If the results of ANOVA are positive in the sense that they state there is a significant difference among the groups, the obvious question becomes: Which groups in this sample differ significantly? The findings from the Tukey's HSD clarify which groups in the sample differ:

i. Employees' inspiration at work

The one-way ANOVA result for the employees' inspiration at work was positive, meaning there was a significant difference among the groups. The Tukey's HSD results indicated that the levels of inspiration among the employees that worked longer in their current position differed significantly from the employees that worked fewer years in their current position. Table 5.40 below illustrates the group differences for among the employees according to the number of years in their current position.

Table 5.40: Inspiration at work

Tukey HSD^{a,b}

Number of year in current position	N	Subset for alpha = 0.05	
		1	2
1-5	53	1.96	
11+	80	1.99	
6-10	55	2.22	2.22
Less than 1	13		2.77
Sig.		.650	.062

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 31.627.

b. The group sizes are unequal. The harmonic mean of the group sizes is used.

ii. Confidence in the short-term organisational goals

The one-way ANOVA result for the employees' confidence in the organisational short-term goals was positive, which suggests that there was a significant difference among the groups. The Tukey's HSD results indicate that the confidence in the short-term goals differs significantly among the employees that have worked longer in their current positions and among the employees that have worked fewer years in their current position. Table 5.41 displays that the employees in the group of less than one year have the least confidence, followed by those who have worked 1 to 5 years and the employees who had worked 6 to 10 years had greater confidence in the short-term goals; while those

who had worked for over 11 years had the highest confidence in the short term goals. Table 5.41 illustrates these results.

Table 5.41: Confidence in short-term goals

Tukey HSD^{a,b}

Number of year in current position	N	Subset for alpha = 0.05	
		1	2
11+	80	1.81	
1-5	53	1.89	
6-10	55	2.00	
Less than 1	13		2.54
Sig.		.800	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 31.627.

b. The group sizes are unequal. The harmonic mean of the group sizes is used.

iii. Confidence in the leader

The one-way ANOVA result for the employees' confidence in their leader was positive which means that there was a significant difference among the groups. The Tukey's HSD results indicate that the confidence in the leader differs significantly among the employees that have worked longer in their current positions and among the employees that have worked fewer years in their current position. Table 5.42 shows that the employees that have worked longer in their current position have complete faith their leader as compared to the employees who have worked fewer years in their current positions. Table 5.42 displays the results:

Table 5.42: Confidence in the leader

Tukey HSD^{a,b}

Number of year in current position	N	Subset for alpha = 0.05	
		1	2
11+	80	1.94	
6-10	55	2.24	2.24
1-5	53	2.25	2.25
Less than 1	13		2.77
Sig.		.604	.143

PART B

5.8 Presentation of qualitative findings

Four interviews were conducted with three Unit Heads and one researcher. The results from the interviews corresponded with the findings from the research questionnaire in the preceding section. The qualitative results are presented hereunder:

5.8.1 Leaders' description

Interviewee Two (6 September 2013) Engineering Unit Head, described his leadership style as participative and added that he gets involved in employees' activities as he believed it was the only way to get their full support. The leader's description of his style contradicts Ruggieri's (2009) description of transactional leadership which highlights that relationship between the leader and the employees is based purely on exchange. This implies that from the leader's description of his leadership style, he is non-transactional as participation and involvement in employee processes is beyond the exchange relationship. There is added value from involving the employees as they gain interest in their activities when they are involved in planning and decisions (Interviewee Two, 6 September 2013). Interviewee Three (18 September 2013), International and Governance Relations Unit Head, concurs with Interviewee one (9 September, 2013) and adds that sharing information with employees is very important and including the employees in decision making and in situations where they can gain access to information about their work.

Interviewee Two (6 September 2013) admitted that it is very difficult to be self-critical and that he needs to get even more involved with the employees. He added that he encourages decision making at all levels as far as possible and that with leadership there is always room for improvement. Interviewee One (9 September 2013), Municipal Researcher, pointed out that local government is the face of government, therefore all of the municipality's actions represent government actions. Interviewee Three (18 September 2013) added that he strives to be a fair leader and that he enjoys working with his staff and values their views and involvement. Interviewee Four (19 September 2013) Economic Development Unit Head, highlighted that getting the most out of municipal employees is more about making them feel that they are contributing to society rather than focusing on purely time and output. Interviewee Four (19 September 2013) emphasised the importance for leaders to behave in ways that earn respect as employees need to be confident that their leader has knowledge in the field.

Interviewee One (9 September 2013) highlighted that the leadership style in the municipality is complicated because of the two points of accountability; the political body and administrative body. However she points out that the municipality has pockets of excellence, and some departments do very well under difficult circumstances. Interviewee Three (18 September 2013) articulated his leadership style as one that is guided by the IDP, the South African Constitution, the legislative framework and his performance management contract. He added that he finds creative ways of maximising the talents of his employees as well as having as many engagements as possible with the staff. Interviewee Four (19 September 2013) also described his leadership style as participative. He added that he gets very involved in setting out the vision, objectives, frameworks and defining responsibility. Interviewee Two (6 September 2013) and Interviewee Four (19 September 2013) both described their leadership styles as participatory in that they believe in involving the employees in planning and decision making processes. The leaders also highlighted that they are involved in employees' activities and they interact with their staff regularly. While none of the leaders described themselves as transactional nor transformational, when their descriptions were contrasted with the two leadership styles, it became apparent that there were more similarities between participative attributes and transformational attributes as compared to participative and transactional attributes. One can conclude that, from the leaders' descriptions of their leadership styles there are more transformational characteristics among the Unit Heads. This result corresponds with the quantitative findings from the research questionnaire which revealed that the majority of the sample deemed their leaders as transformational.

5.8.2 Outlining tasks

Transactional leaders outline clear targets for every task and monitor the outcomes. Judge and Ronald (2004) outlined that the transactional leader focuses on clarifying role and task requirements and providing the followers with rewards contingent on the fulfilment of the contractual obligation. This describes the contingent reward dimension of transactional leadership. Interviewee Two (6 September 2013) emphasised that the employees in the engineering technical fields are specialists in their field, therefore they do not need tasks to be spelled out to them because they are good at what they do. Interviewee Three (18 September 2013) stressed that he does not believe in policing his staff and telling them what they are doing wrong. He added that he prefers to point out what they are doing well and advise them on how to overcome the existing challenges. Interviewee Four (19 September 2013)

emphasised that he believes in giving employees freedom to think and make their own decisions while providing the necessary support they need. He added that he is not a control oriented leader, thus he gives his employees space to grow. All three leaders indicated that they do not set targets for their employees for every task as transactional leaders do. This implies that all three Unit Heads do not exhibit the contingent reward dimension of transformational leadership. This result corresponds with the findings from Question 8 in Section B of the research questionnaire which verifies that the majority of the sample recorded that their leaders do not set targets for every task.

Interviewee Three (18 September 2013) argued that rather than constantly outlining tasks, the management team effectively uses project plans, quarterly reviews and monthly reports to assess whether goals are being achieved. In Interviewee Four's (19 September 2013) view employees should be able to develop their own styles and ways of doing their jobs to the best of their ability. Interviewee Four (19 September 2013) also pointed out that he sets objectives to minimise conflict and confusion among the employees. He believes that this also minimises time wastages. He also clarified that he believes in giving the employees enough space to do their work efficiently. Both Interviewee Three (18 September 2013) and Interviewee Four (19 September 2013) displayed a passion for giving employees space to develop. This shows that the leaders believe their employees have the ability to successfully execute tasks and in the event of delays or deviations the leaders also trust that the employees will be able to rectify the situation. This is in line with the empowerment characteristic of transformational leadership. Hackman and Johnson (1991) cited in Bromley and Kirschner (2007) affirm that empowering subordinates is a characteristic that is found in the transformational leaders' ability to share responsibility and power with their followers. The Unit Heads' ability to give the employees space to carry out their tasks without dictating to them signifies transformational leadership qualities.

5.8.3 Monitoring and motivation

In the theoretical framework it was noted that transactional leadership is typically represented by setting objectives and closely monitoring and controlling outcomes (McMahon, 2010). Interviewee Two (6 September 2013) mentioned annual performance reviews, quarterly reviews and monthly meetings are used for the monitoring and evaluation of employees' performance. Interviewee One (9 September 2013) believes that the leaders do not monitor employees as much as they should. This implies that the leaders do not directly monitor

employees' performances as stipulated in the management by exception dimension of transformational leadership. Both active and passive management by exception leaders are identified by their consistent monitoring of employees' performance in order to identify mistakes (Avolio and Bass, 2002). All interviewees identified the annual performance reviews as monitoring mechanisms for employee performance. This indicates that the leaders do not closely monitor employees on a regular basis, rather they use annual performance reviews as monitoring instruments. Therefore, in this regard, the leaders do not show evidence of the management by exception dimension of transformational leadership. This result is in correspondence with the findings from Question 10 of the research questionnaire which revealed that only 8.5% of the sample recorded that their leaders monitor their performance whereas the majority of the sample 54.7% recorded that the leaders do not closely monitor their performance. The remainder of the sample was indifferent.

Interviewee Three (18 September 2013) stated that he uses talent management as way of monitoring employees' progress rather than monitoring mistakes. Interviewee Four (19 September 2013) mentioned the presence of a formal performance management process that are in place as a monitoring and evaluation mechanism. He added that he does not believe that extra money is the main way of motivating employees. The Economic Development leader stressed that he doesn't believe that people should be working hard for some extra reward as that is not the ideal way of motivating staff. The leader also pointed out that motivating employees by reminding them of their contribution to others is more useful than rewards because the employees find a sense of belonging and a sense of purpose in their work. Employees should understand the requirements of their job and impact on society because "waving a carrot" at them is not healthy (Interviewee Four, 19 September 2013). He added that it is far better to make the employees feel they are making a meaningful contribution.

Interviewee Two (6 September 2013) emphasised the important role played by the "siyalalela sessions", meaning "we listen" in motivating the employees. He stressed the significance of listening and not just dictating. Interviewee One (9 September 2013) concurs with Interviewee Two (6 September 2013) and adds that she believes in change management and in treating people as people by getting to know them, understanding their desires and working with their strengths. Employees need to be recognised and acknowledged when they work hard and produce pleasing results. Making them feel proud of the work that they are doing is

an essential part of employee motivation (Interviewee Four, 19 September 2013). Recognising the hard work employees do on a daily basis and appreciating their efforts is important (Interviewee Three, 18 September 2013).

Interviewee Four (19 September 2013) pointed out that in some cases managers often take all the credit for high organisational performance, however he believes in giving the employees the credit they deserve for their hard work. This displays that the leaders prefer to recognise their employees' hard work rather than taking all the credit. All the interviewees mentioned the important role of listening to the employees as a motivational technique (Interviewee One, 6 September 2013; Interviewee Two, 9 September 2013; Interviewee Three, 18 September 2013; Interviewee Four, 19 September 2013). Bass and Riggio (2006) describe individualised consideration as the degree of personal attention the leaders provide their followers. Listening to the followers and considering their needs is a sign of providing individual attention. This indicates that the leaders exhibit the individualised consideration dimension of transformational leadership. This result corresponds with the findings from Question 18 of the research questionnaire which reveals that 70.7% of the sample recorded that their leaders do show a personal interest in their development.

5.8.4 Mentioning rewards

The contingent reward dimension noted in the literature outlines that the transactional leader clarifies expectations and communicates the rewards of meeting these expectations (Ruggieri, 2009). In the municipal entity, the leader's ability to structure rewards is very difficult because in local government everybody should be treated equally (Interviewee Two, 6 September 2013). No rewards are mentioned instead the leaders mention the development objectives in the IDP and constantly remind the employees that they are helping the citizens of eThekweni (Interviewee Four, 19 September 2013). This encourages the employees to meet the development objectives. As a result most of the staff has a higher sense of why they are working for the municipality (Interviewee One, 9 September 2013). Interviewee Three (18 September 2013) stated that he does not mention rewards for completing tasks but rather tries to instil a sense of ambition and progress. According to Daft (2008) transactional leaders provide rewards and positive reinforcements when targets are reached, and punishment when goals are not reached. However, the leaders prefer to motivate their employees rather than promising the employees' rewards for task completion. This signifies that the leaders do not practise the contingent reward dimension of transactional leadership. This result corresponds

with the findings from Question 9 in the research questionnaire which displays that 60.7% of the sample recorded that their leaders do not reward them for task completion.

5.8.5 Tracking mistakes

Management by exception only occurs when standards are not met or when things go wrong as mentioned earlier in the theoretical framework. It is noted in the literature that close monitoring of employees enables the transactional leader to observe and identify mistakes and non-compliance. Interviewee Two (6 September 2013) believes that it is better for employees to make mistakes than to do nothing at all from the fear blundering. Interviewee Three (18 September 2013) stated that although he is aware of employees' mistakes as they occur, he does not keep track of the errors. He believes employees are aware of what they are doing wrong and they are completely capable of resolving errors on their own. The employees in the Engineering Unit are encouraged to get the job done to the best of their ability and in a professional manner. Interviewee Two (6 September 2013) pointed out that local government is overregulated because of the bureaucracy in the regulative legislation. When mistakes are made with ulterior motives there are serious repercussions specifically with fraud and corruption. However when employees make mistakes in an attempt to go the extra mile, there are no serious consequences for trying to make good. There is a strong compliance mode in place that enables the employees to learn from their mistakes (Interviewee One, 6 September 2013). All interviewees emphasised that fraud and corruption are not tolerated, (Interviewee One, 6 September 2013; Interviewee Two, 9 September 2013; Interviewee Three, 18 September 2013 and Interviewee Four, 19 September 2013).

Interviewee One (9 September 2013) mentioned that although there is a desire to be more proactive, most leaders react after the problem has occurred. The desire to be proactive signifies active management by exception, and reacting after the problem has occurred is a symptom of passive management by exception. It is noted in the literature that the difference between active and passive management by exception lies in the timing of intervention. Interviewee Three (18 September 2013) also stated that he tries to be proactive in order to identify challenges as they arise and to deal with them as soon as possible. He believes the sooner a problem is dealt with the less effective it becomes. This signifies active management by exception. In Eliyana's (2010) view active leaders monitor the followers' behaviour, anticipate problems and take corrective action before the mistake creates serious damage.

Interviewee Four (19 September 2013) stated that he does not formally keep track of employees' mistakes. Employees must have the space to make mistakes especially when they are learning and starting off, they are bound to make mistakes. That is more important is showing them where they went wrong and how they can improve and avoid making the same mistake in future (Interviewee Four, 19 September 2013).

Conversely, Interviewee Three (18 September 2013) stated that he sometimes keeps a record of employees' mistakes in order to assess whether they are improving or deteriorating. This implies that the leader has an element of management by exception. Avolio and Bass (2002) identified active management by exception as being characterised by a leader who actively searches for divergences from the standard procedures and takes corrective action before mistakes or problems surface. Van Eeden et al. (2008) add that active management by exception is characterised by very close monitoring to observe and avoid the occurrence of mistakes. The leader guards the employees' performance in order to take corrective action before the problem occurs. One can conclude that the leaders display some elements of active management by exception by their desire to be proactive in order to anticipate and solve problems before they become serious. At the same time the leaders also display more concern for the employees than for the mistakes they make. This result corresponds with the findings from Question 11 from the research questionnaire which reveals that while 8% of the sample recorded that their employees keep track of their mistakes, the majority 54.7% of the sample recorded that their leaders do not keep a record of their mistakes. The remainder of the sample was neutral.

5.8.6 Vision and inspiration

Idealised influence involves charismatic actions that gain the confidence of followers. It is mainly achieved by articulating a compelling vision of the future and motivating followers to transcend their individual interest and do more than they think they are capable of doing. The Engineering Unit's maxim is about 'making a difference' and the leader highlighted that he constantly encourages the employees to make a sustainable difference. The leader repetitively reminds the employees of the municipal vision and how they play a significant role in the city realising that vision (Interviewee Two, 6 September 2013). Interviewee One (9 September 2013) confirmed that the leaders do share the organisational vision with their employees and that although the vision may not be owned by all the employees, most of the office bound employees know about it. Interviewee Three (18 September 2013) emphasised that everyone

in his unit understands the municipal vision, from the management right down to the messengers. The organisational vision is discussed weekly and monthly through staff meetings in the International Governance and Relations Unit. The leader constantly reminds his employees that the municipality is a public service institution and not a profit making institution and that their jobs are to serve the people (Interviewee Three, 18 September 2013).

Interviewee Four (19 September 2013) convincingly stressed significance of the planning sessions whereby the organisational vision is discussed with the employees. He added that he discusses the IDP with his employees and explains the Unit's role in achieving the IDP targets. Both Interviewee One (9 September 2013) and Interviewee Three (18 September 2013) concurred that the municipality was not a profit making organisation and that its prime purpose is service. Interviewee One (9 September 2013) affirmed that all employees know that the main motive in the municipality is development and not profit. This implies that the majority of the employees know the organisational vision. One can conclude that the leaders successfully communicate the vision to the employees. This is a sign of the idealised influence dimension of transformational leadership. This result is in correspondence with the findings in Question 14 of the research questionnaire which display that 84% of the sample recorded that their leaders emphasize the collective vision of the organisation.

Interviewee One (9 September 2013) asserts that the Unit Heads, DCMs and the City Manager all inspire the municipal staff to work hard and perform highly. She added that there is a very rigorous performance management system. Interviewee Three (18 September 2013) affirms that he always likes to inspire his employees because having a team that is not motivated makes it difficult to achieve results. Interviewee Two (6 September 2013) also stressed the importance of having an inspired workforce. Interviewee Four (19 September 2013) outlined that he uses the IDP and municipal vision to remind the employees of their role in the city and he added that he strongly believes that this inspires them to come to work each day and make eThekweni a better place. All interviewees corresponded on the significance of inspiring their employees (Interviewee One, 6 September 2013; Interviewee Two, 9 September 2012; Interviewee Three, 18 September 2014; Interviewee Four, 19 September 2013). This demonstrates that all the leaders displayed the inspirational motivation dimension of transformational leadership. This result corresponds with the findings from Question 16 of the questionnaire which reveal that 79.1% of the sample recorded that their leaders motivate them to perform highly.

5.8.7 Innovation

The literature states that with a transactional leader there is little room for innovation as the prime goal is to reach the targets set by the leader (McMahon, 2010). However with transformational leadership the employees are intellectually stimulated to produce the best results (Barroso et al., 2008). Interviewee Two (6 September 2013) stated that he strongly encourages innovation as the engineering environment partly based on research, designs and creativity. The Engineering Technical Team is always encouraged to produce more value while considering the environmental lifecycle because solutions have to be innovative. A lot of the delivery models are cutting edge innovation which involves a lot of pilot test as articulated by Interviewee Two (6 September 2013). He added that there is a lot of innovation and engineers are recognised for that particular skill.

Interviewee Three (18 September 2013) firmly believes in innovation and is open to it when necessary. He highlighted that when the need for innovation arises he encourages it and supports it fully. However there are some instances when the status quo is efficient and effective. In that case innovation is unnecessary and could arise in unnecessary costs. In the event of a crises or a challenge, the leader encourages the employees to look at it as an opportunity to think beyond the normal parameters and change the existing procedure. The transactional leader emphasises time constraints as well as efficiency and generally prefers the standard way of doing tasks. Conversely transformational leaders encourage creativity. Interviewee One (9 September 2013) affirmed that not all leaders encourage innovation and that some do encourage it more than others. All the interviewees reported that innovation is encouraged in the municipality (Interviewee One, 6 September 2013; Interviewee Two, 9 September 2013; Interviewee Three, 18 September 2013 and Interviewee Four, 19 September 2013). This reveals that the leaders display the intellectual stimulation dimension of transformational leadership. This result corresponds with the findings from Question 15 of the research questionnaire which reveal that 77.1% of the respondent recorded that their leaders support innovative thinking.

5.8.8 Employee development

Bass and Riggio (2006) describe individualised consideration as the degree of personal attention and encouragement of self-development a leader imparts to the employees. This is reflected by leaders who pay attention to the employees' achievements and needs for growth. A transformational leader has a developmental orientation towards employees (Avolio and

Bass, 2002). Interviewee Two (6 September 2013) highlighted that the entire management team, headed by him, directs a significant amount of effort to understanding what employees' go through and to actively provide development for them. Interviewee One (9 September 2013) confirmed that most of the leaders are very affirming and try to help staff as much as they can. The leaders focus on skills development which gives the employees development opportunities in the workplace. The Municipality also helps with assisted education by supporting and funding the employees who wish to further their studies.

The International and Governance Relations Unit develops employees by registering them to attend international forums, language acquisition and a very dedicated skills plan which includes computer skills and project management. The Economic Development leader outlined that some of the efforts towards developing employees include wellness programmes, training and development programmes as well as relocating staff in order to accommodate their families and in some cases to reduce transport costs (Interviewee Four, 19 September 2013). Interviewee Three (18 September 2013) emphasised that municipal leaders do not just use "the big stick approach", instead they use a listening approach. When employees have grievances the leaders listen to them and work towards resolving them. Interviewee One (9 September 2013), Interviewee Three (18 September 2013) and Interviewee Four (19 September 2013) mentioned the skills plan with computer skills training and project management. All interviewees pointed out the active role leaders play in encouraging employee development in the municipality. This indicates that the leaders exhibit the individualised consideration dimension of transformational leadership. This result is in correspondence with the findings from Question 18 of the research questionnaire which show that 70.7% of the sample recorded that their leaders show personal interest in their development. One can conclude that a skills development plan is also a significant contributor to the relatively high levels of education identified in Table 5.4.

The research findings are interpreted and discussed in the preceding section.

PART C

5.9 Interpretation and discussion of findings

The descriptive findings in the preceding section indicated that the majority of employees deemed their leaders as transformational and the minority deemed their leaders as transactional. These results will be interpreted and discussed according to each section in the questionnaire and addressing each research objective.

5.9.1 Biographical information

The gender within the three units under study was relatively fairly distributed with slightly more females than males. The racial distribution was also relatively uneven. This was primarily because public organisations strictly adhere to the Employment Equity Act No. 55 of 1998 which stipulates Affirmative Action; as well as the Black Economic Empowerment Act No. 53 of 2003. These are the stringent frameworks of the rule of law that tend to favour those who have been previously disadvantaged, particularly before democratic rule. These policies take into account one's race, gender, or religion in order to increase the opportunities provided to the underrepresented part of society. The policies are designed to increase the number of people from certain groups within businesses and government. Women and Africans have been considered as the previously disadvantaged groups and hence their predominance in the municipality is considered a means of countering historical discrimination against the two groups.

The middle aged group made the majority of the sample and there were fewer younger respondents. This result is aligned to the majority of respondents who have worked in their current position for 6 to 10 years and the least respondents from the less than one year group. This is primarily because the municipality prefers to retain their qualified and experienced employees in their current positions. The municipality also gives preference to internal recruitment before a post is advertised externally. The municipality as with any other organisation prefers to hire experienced workers and these experienced employees are usually older, hence the abundance of older employees and the fewer younger employees.

The levels of education among the municipal employees are relatively high with all the respondents studied beyond Matric. Higher education courses and degrees are present ranging from diploma level to postgraduate level. This signifies that the municipality employs qualified workers. This was elucidated by the skills plan which offers municipal employees

development opportunities. As a result employees can advance their computer skills and project management skills. The municipality also provides funding for employees who want to further their educational qualifications, thus the high degree of graduates in the sample.

The majority of the respondents were from the Engineering department. Of these respondents, they predominantly had degrees and diplomas. This is primarily because the engineering degree duration period is 4 to 5 years depending on the specific field of engineering. This is slightly longer than the standard 3 year degrees, and thus most of the engineering undergraduates go straight into the field once they have completed their studies. The biographical findings have been interpreted and the following sections deduce the core of the study and answer the main research questions.

5.9.2 Extent of transactional leadership

Transactional leadership comprises of three main dimensions; contingent reward, active management by exception and passive management by exception. These dimensions were described in detail in Chapter 3. Section B of the questionnaire asked questions that sought to measure the extent of transactional leadership using these three dimensions. Interview Question 2 also sought to ascertain the extent of transactional leadership. The findings are interpreted below:

i. Contingent reward

The leaders testified that they do not set targets for every task mainly because the employees are experienced workers who are good at what they do but also because the leaders felt that employees needed space to do their work freely and efficiently. This disputes the contingency reward dimension because according to Judge and Ronald (2004), the transactional leader focuses on clarifying role and task requirements. This implies that the leaders are non-transactional with regards to contingent reward. The majority of the sample concurs with the leaders and recorded that their leaders do not set targets for every task. Conversely, a fairly small part of the sample recorded that their leaders set targets for every task. This suggests the slight presence of contingent reward represented by 29.8% of the sample. However, 46.8% who represent the majority of the respondents who outweigh the 29.8% who perceived contingent reward and the 23.4% who were indifferent. One can conclude that although there is a slight perception of contingent reward from the minority of the respondents, the majority of the sample corresponded with the leaders and this signifies

the deprivation of contingent reward. Thus the leaders are transactional to a lesser extent in this regard.

The leaders also asserted that they do not mention rewards to employees when assigning tasks because they believe employees should work hard for the passion of making a sustainable difference. The leaders prefer to instil a sense of ambition and progress rather than promise reward to the employees. This signifies that the leaders have integrity and ethics which are two characteristics of transformational leadership. One can note that from this report, the leaders do not use or abuse their reward power. Dubrin (2007) described reward power as power that arises from the ability of the leader to influence the allocation of incentives and rewards in an organisation. The leaders also affirmed that the municipality does not promote the rewarding system because all employees should be fairly treated. This implies that the leaders do not exhibit contingent reward as articulated by Judge and Ronald (2004); the leader provides rewards contingent on the fulfilment of the contractual obligations. The leaders' assertion corresponds with the majority of the sample who recorded that their leaders do not provide rewards when tasks are completed. This signifies that the leaders are non-transactional in this regard.

ii. Management by exception

The leaders affirmed that they do not closely monitor their employees' performance because their annual performance systems, quarterly reviews and monthly reports act as monitoring mechanisms. Their assertion corresponded with the employees responses as the majority of the sample recorded that their leaders do not closely monitor their performance. This implies that the leaders do not exhibit management by exception as elucidated by McMahon (2010) closely monitoring and controlling outcomes. The leaders also state that they do not keep a record on mistakes as they believe that employees should learn from their mistakes. However, the leaders do not tolerate fraud and corruption. The results from the leaders and the respondents corresponded as the majority of the sample reported that their leaders do not keep track of their mistakes. The leaders also claimed that they have a desire to be proactive in order to avoid problems. This confirms the presence of active management by exception which is also noted by a relatively fair part of the sample. One can conclude that the leaders display active management by exception to some extent.

The results from the skewness indicate that there was a negative distribution to the answers in Section B of the research questionnaire which measured the extent of transactional leadership. This implies that the responses were predominantly negative. Therefore the employees perceived their leaders to be transactional to a lesser extent.

5.9.3 Extent of transformational leadership

Transformational leadership consists of four main dimensions namely idealised influence, inspirational motivation, intellectual stimulation and individualised consideration. These dimensions have been described in detail in Chapter 3. Section C of the research questionnaire presented questions that sought to ascertain the extent of transformational leadership based on the four dimensions. Interview Question 3 also sought to ascertain the extent of transformational leadership. The findings are interpreted hereunder:

i. Idealised influence

The leaders affirmed that they communicate the organisational vision with the employees and the majority of the respondents confirmed that the leaders emphasise the shared organisational vision. The leaders assured that the organisational vision is discussed weekly and monthly in staff meetings. The municipal research pointed out that most of the office bound employees know about the vision, however it may not be owned by all the employees. This resembles 84.1% of the sample that knows the vision and recorded that their leaders emphasise the vision whereas 2% argued that the leaders do not emphasise the organisational vision. A total of 13.9% of the sample was neutral. One can assume that this represents the employees who do not own the vision as indicated by the municipal research. This is indicative that the leaders exhibit the idealised influence dimension.

The majority of the employees also recorded that they respect their leaders and this displays idealised influence as described by Avolio and Bass (2002); charismatic actions that earn the confidence of followers. This also describes referent power which arises from charisma, as Dubrin (2007) maintained that the charismatic leader is able to influence followers through gaining respect and trust. A total of 87% which was the majority of the sample, responded positively and confirmed that they respect their leaders. The Economic Development leader also emphasised that it is important for leaders to act in ways that build respect among the employees. This implies that both the employees and leaders confirm the presence of respect and therefore the leaders exhibit idealised influence in this regard.

ii. Inspirational motivation

The leaders asserted that they motivate employees to perform highly and the majority of the respondents concurred that the leaders motivate them for higher performance. The leaders stated that they use talent management, listening and acknowledging the employees effort and hard work. The leaders affirmed that they inspire their employees by reminding them of the IDP and that they are working to make the city a better place. The leaders also stressed that the municipality is not a profit making organisation but it is rather service oriented and that the employees are encouraged to meet development objectives. The majority of the sample responded positively to Question 16 in the research questionnaire and substantiated the assertions of their leaders. A total of 79.1% of the sample responded in their leaders favour and this confirms that the leaders exhibit inspirational motivation.

The majority of the respondents also reported that their leaders applaud and acknowledge high performing workers. A total of 87% of the sample responded positively to Question 17 in the research questionnaire. Some scholars have proposed that a transformational leader's ability to delegate responsibility is just as important as recognising the effort and acknowledging the hard work that have been dedicated to maintaining the responsibility (Daft, 2008, Eliyana, 2010, Warrick, 2010, Ispas, 2012). This implies that the employees are highly motivated to perform to the best of their ability and thus the leaders display the inspirational motivation dimension of transformational leadership in this regard.

iii. Intellectual stimulation

The leaders all asserted that they strongly encourage innovative thinking. The Engineering leader particularly emphasised that in his Unit, cutting edge innovation is required and that his employees are experts in this field. The International Governance and relations leader also argued that in the event of deviation from the standard, he encourages his employees to be innovative in finding solutions and to take the opportunity to discover new ways of doing their tasks. These claims were validated by 77.1% of the sample who responded positively to Question 15 of the research questionnaire. The majority of the sample confirmed that their leaders encourage innovative thinking and this is indicative that the leaders display the intellectual stimulation dimension of transformational leadership.

iv. Individualised consideration

All the leaders affirmed that they diligently facilitate the development of their employees using the skills development plan, listening to their grievances, transferring them when the need arises and ensuring that they achieve growth. Avolio and Bass (2002) highlighted that a transformational leader has a developmental orientation towards employees. This implies that the leaders are interested in the development of their employees. The majority of the employees verified their leaders' support their development. A total of 70.7% of the sample responded positively to Question 18 of the research questionnaire. This signifies that the leaders exhibit the individualised dimension of transformational leadership.

The results from the skewness indicate that there was a positive distribution to the answers in Section C of the research questionnaire which measured the extent of transformational leadership. This indicates that the responses were predominantly positive therefore the employees perceived their leaders to be transformational to a greater extent.

5.9.4 Dominant and influential leadership style

i. Dominant leadership style

All the leaders had more transformational characteristics than transactional characteristics. The leaders responded favourably to the transformational leadership interview questions and were less agreeable to the transactional leadership interview questions. The qualitative findings revealed that the leaders regarded themselves as transformational leaders to a greater extent. The quantitative sample validated the leaders' view. The respondents confirmed that they also deemed their leaders as more of transformational leaders. The sample predominantly responded positively to the section that measured transformational leadership and they responded negatively to the section that measured transactional leadership. This indicates that the employees believe that their leaders have more of transformational leadership qualities as opposed to transactional leadership qualities. The quantitative findings revealed the employees deemed their leaders as transactional to a greater extent. The qualitative findings and the quantitative findings collaborated confirming the validity and reliability of the data.

ii. Influential leadership style

Transformational leadership was deemed to be the dominant leadership style in that the majority of the employees perceived their leaders to exhibit the characteristics and

dimensions of transformational leadership. The employees were also used to determine which style is more influential because they report to the leaders on a daily basis and they are directly influenced by the dominant leadership style, which was found to be the transformational leadership style. Section D of the research questionnaire aimed to ascertain if the dominant leadership style is also the influential leadership style. Empirical research found that dominant leaders are also influential, persuasive and effective (Avolio and Bass, 2002; Bryant, 2003; Judge and Ronald, 2004; Zohar and Gazit, 2008; Ruggieri, 2009).

The results from the skewness indicate that there was a positive distribution to the answers in Section D of the research questionnaire which measured the influential leadership style. The positive distribution in Section C revealed that the employees deemed their leaders as transactional to a greater extent. Likewise, a positive distribution in Section D signifies that the responses were predominantly positive. Therefore the employees perceived their leaders to be transformational to a greater extent in Section C and they also confirmed that the transformational leadership style is influential in Section D.

A case processing summary revealed that the largest part of the respondents who deemed their leaders as transformational also responded positively to the questions in Section D whereas the respondents who perceived their leaders as transactional were primarily indifferent and slightly negative in their responses to Section D. This implies that the majority of the sample who deemed their leaders as transformational leaders also believe the leadership style is influential. This was confirmed by the following findings; 84% valued their leaders' decisions, 74.7% were proud of their leaders, 82% believed in the short-term goals and 70.7% have complete faith in their leader. These results confirm that the dominant leadership style in Section C is also the influential leadership style in Section D of the research questionnaire.

The correlations showed that there was a weak negative relationship between contingent reward and inspiration of employees. This means that employees are not inspired by the contingent reward dimension of transactional leadership. Therefore it is not influential on the employees' performance. The correlations revealed a weak negative relationship between monitoring employees and the employees' confidence in the short-term goals. This implies that employees who are monitored do not have confidence in the organisational short term goals. The correlations also revealed a moderate negative relationship between the leaders'

intervention and the employees' confidence in their leaders. This implies that although the leaders have a desire to be proactive, the employees appreciate their space and therefore a negative relationship between management by exception and the employees' confidence in their leader, thus this dimension is not influential.

The correlations revealed that there was a very strong positive relationship between emphasising the collective vision and the employees' believing in the 2030 vision. This implies that the idealised influence dimension is influential because when the leaders communicate the shared organisational vision to the employees, the employees in turn believe in that vision. The correlations showed a moderate positive relationship between innovative thinking and how much the employees value their leaders' decisions. This implies that the intellectual stimulation dimension is influential because the employees value the leaders' decisions. The correlations revealed a strong positive relationship between motivation and the inspiration of employees. This signifies that the inspirational motivation dimension of transformational leadership is more influential because the employees are inspired to be the best they can be at work. The correlations also revealed a strong positive relationship between employee development and inspiration. This indicates that individualised consideration is influential because the employees who have development opportunities are highly inspired at work.

All the transactional leadership dimensions had negative correlations. However all the transformational leadership dimensions had positive correlations. This signifies that transformational leadership is more influential than transactional leadership in this regard.

One way ANOVA revealed that there were statistically significant differences in the employees' confidence in short-term goals, ultimate inspiration at work and complete faith in the leader. The HSD Tukey identified which groups differed in this regard. The results revealed that employees who had worked longer in their current positions had more faith in their leaders as compared to the employees who had worked fewer years in their position. The employees who had worked longer years in their current positions also had greater confidence in short-term goals as compared to employees who had worked fewer years. The employees who had worked longer in their current positions were more inspired than those who had worked fewer years in their current positions. This implies that there was a higher positive response rate from the employees who worked longer in their current position primarily because they have worked longer with their leaders and understand the leaders. The

employees who have worked fewer years might be still adjusting with their work environment and still in the process of getting to know their leaders.

Empirical research (Bryant, 2003, Judge and Ronald, 2004, Zohar and Gazit, 2008, Ruggieri, 2009) displays that transformational leadership is influential because the leaders foster creativity. Transformational leaders are more creative, and they are more effective because they encourage their followers to be creative too. The leadership style becomes influential in the light of short-term goals. Followers of transformational leaders are more likely to pursue ambitious goals, be familiar with and agree on the strategic goals of the organization, and believe that the goals they are pursuing are personally important. The leaders instil these values in the employees by constantly reminding them of their role in achieving the IDP and in making eThekwini a better place.

Transformational leadership is also influential because the leaders articulate and communicate a compelling vision of the future. The charismatic leaders emphasise the vision and this vision is important in explaining how transformational leadership works because the leader must provide an attractive view of the future. Finally, transformational leadership is primarily centred on the leaders' commitment. Transformational leaders tend to engender commitment on the part of followers and instil in them a greater sense of trust in the leader and optimism about the direction of the organisation.

5.10 Concluding summary

The results from the leaders corresponded with the findings from the employees and this insinuates that there was no conflicting data in this study. The key findings were that the majority of the employees deemed their leaders as transformational leaders whereas the minority of the employees reported the presence of transactional leadership characteristics in their leaders. Transformational leadership also proved to be the more dominant and influential leadership style.

From the study it is clear that while some employees see their leaders as transformational other employees see them as transactional. This becomes significant when answering research questions on the extent of the leadership styles because not all the employees perceive their leaders in the same way. Therefore the majority of the employees determine the greater extent and the minority of the employees determine the lesser extent. However

from the leaders' perspectives, all the Unit Heads deemed themselves as transformational leaders. Therefore their perceptions were consistent with the majority of the respondents. It can be concluded that the leadership style is transformational to a greater extent.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This final chapter indicates how the research objectives set out at the beginning were realised and how each of the key findings addressed the objectives guiding the study. The conclusions of this study are divided into three parts, each addressing the research objectives. The second and final part of the chapter offers some recommendations for future research.

6.2 Addressing research objectives

Although the study focused on three units there was consistency in the findings from all three, therefore the findings are generalisable to the rest of the units at eThekwini Municipality. This indicates the consistency of the findings from the triangulation applied in the study. The Cronbach's Alpha for all sections of the questionnaire revealed that the quantitative research instrument measured what it was intended to. The findings addressed each of the research objectives and were concluded as follows:

6.2.1 Research objective one

The first research objective was to determine the extent of transformational leadership in eThekwini Municipality. The findings revealed that the leaders in the municipality do not set targets for every task and therefore do not display contingent reward behaviours. The leaders preferred to give their employees space to carry out their tasks because the employees are good at what they do. Dictating and policing employees are practises that are not in the eThekwini municipal leaders' styles. The leaders also extend freedom to employees to think and make their own decisions while providing them with the necessary support. The theoretical framework highlighted that contingent reward is characterised by outlining tasks and providing rewards contingent to the fulfilment of the tasks (Pieterse et al., 2010). The findings pertaining to the rewarding aspect of the contingent reward dimension are concluded below.

The findings indicated that the leaders do not mention the rewards for accomplishing the tasks to their employees. They rather mention the development objectives of the IDP and constantly remind the employees that they are helping the citizens of eThekwini and making

the city a better place. The leaders prefer to instil a sense of ambition and progress in the employees, and as a result most of the municipal employees have a higher sense of why they are working for the municipality. The findings showed that the leaders do not display contingent reward in that they do not offer employees rewards for the completion of tasks, as described by Ruggieri (2009).

The findings made known that the leaders do not closely monitor employees and control outcomes. As an alternative they use annual performance reviews, quarterly reports and monthly meetings as monitoring and evaluation techniques. The leaders do not directly monitor employees' performances as both active and passive management by exception leaders do. The leaders also refrain from tracking employees' mistakes but rather suggest ways of improving their performance. The leaders strongly believed that when errors occur employees are aware of what they have done wrong and are capable of resolving errors on their own. The findings show that the leaders do not exhibit management by exception as articulated by Geyrser and Steyrer (2008) and Salman et al. (2011).

The research findings addressing the first research objective, which sought to determine the extent of transactional leadership in the eThekweni Municipality, indicated that the leaders at eThekweni municipality are transactional to lesser extent. These findings corresponded with the unit heads and their employees. The next section discusses transformational leadership in the second objective and how it was addressed.

6.2.2 Research objective two

The second research objective was to ascertain the extent of transformational leadership in eThekweni Municipality. The findings revealed that the employees respect their leaders, who communicate the shared organisational vision with their employees. As a result the majority of employees are aware of, and believe in, the eThekweni 2013 vision. Communicating the vision with employees and involving them in planning process gives them a sense of belonging (Barroso et al., 2008), and also makes them committed to the purpose of the organisation. The compelling vision of the future motivates followers to transcend their individual interests and do more than they think they are capable of. The organisational vision is discussed weekly and monthly at staff meetings and the leaders constantly remind their employees that the municipality is a public service institution, not a profit making one, and that their jobs are to serve the people. The findings confirmed that the municipal leaders

display idealised influence because they are respected by their employees and they also emphasise the shared organisational vision.

The findings further highlighted that the leaders inspire and motivate their employees. According to Chung-Kai and Chia-Hung (2009), people are not willing to recognise someone as their leader unless they trust them. In order to inspire the trust of their followers, a leader should show similar interests to them (Ruggieri, 2009). Inspiration also concerns motivating followers to do more than they think they are able to do (Gandolfi, 2012). Employees are recognised and acknowledged when they work hard and produce pleasing results; they feel proud of their work and are motivated by the leaders. It can be noted that extra money is not the only source of motivating employees. All the interviewed leaders stressed that they do not believe that employees should be working hard for some extra reward as that is not the ideal way of motivating staff. The leaders also pointed out that motivating employees by reminding them of their contribution to others is more useful than rewards, because the employees find a sense of belonging and a sense of purpose in their work. The intention of inspirational motivation is to inspire followers by being moral and ethical, and encouraging values that are instilled in the vision that the leader wishes his followers to adopt as their own. Instead of taking all the credit when goals are reached, the unit heads provide recognition and give the employees the credit they deserve by applauding their high performance. In turn the employees are inspired and motivated to do their best at work. These findings display the presence of inspirational motivation.

The findings revealed that the leaders encourage innovative thinking and the employees confirmed that their leaders encourage them to be creative in problem solving. Transformational leadership enhances the development of followers, challenging them to think in ways in which they are not accustomed to thinking, inspiring them to accomplish beyond what they felt was possible and motivating them to do so by keeping in mind the values and high moral standards that guide their performance (Avolio and Bass, 2002). Biswas (2012) stressed the importance of leading a unit to respond creatively to unique or unexpected challenges, knowing what its members' strengths and weaknesses are, and sustaining performance by inspiring higher levels of motivation. One important role that leaders can play to foster creativity among subordinates is to help establish an organisational environment in which subordinates feel safe in trying out innovative approaches without the fear of punishment for failure (Bono and Anderson, 2005). The unit heads strongly believe in

innovation and encourage employees to be creative when solving problems. Berendt et al. (2012) stated that an intellectually stimulating leader provides employees with a flow of challenging new ideas that are meant to stimulate rethinking of old ways of doing things. This result confirms the existence of the intellectual stimulation dimension of transformational leadership.

The findings also showed that the unit heads support employee development and are concerned about the needs of the employees. As mentioned in the theoretical framework, a transformational leader has a developmental orientation towards followers (Rowe and Guerrero, 2011). The employees reporting to the unit heads confirmed that the leaders show interest in their development. Transformational leaders deal with followers as individuals and understand that each individual has different needs and abilities, and require personal attention and to feel valued. The unit heads have listening sessions with their employees in order to hear their grievances and resolve them. Individualised consideration implies that the leader considers the ability of followers and their level of maturity to determine their need for further development. The unit heads use the skills development plan to provide opportunities for further development. This result confirms that the unit heads practice individualised consideration.

6.2.3 Research objective three

The third and final objective was to determine the most widely adopted and influential style in the municipality. The findings revealed that transformational leadership was the more dominant leadership style, as all the unit heads identified themselves as transformational and the majority of the employees perceived their leaders as such. The characteristics of transformational leadership and the dimensions thereof were more apparent amongst the unit heads than those of transactional leadership. The majority of employees also identified more of the transformational leadership dimensions in their leaders as compared to transactional leadership dimensions, therefore transformational leadership was considered to be the more dominant style in eThekweni Municipality.

Transformational leadership also proved to be the most influential leadership style. The employees were used to realise this objective because they are directly influenced by their leaders on a daily basis; the employees respect their leaders and the decisions they make. The employees are also proud of their leaders and are inspired to perform to the best of their

ability. The employees are confident that their short term goals as well as the long term 2030 vision will be achieved. The employees also displayed confidence in the future of the organisation because their leaders express high confidence in the followers' ability to achieve expectations and realise the vision (Barroso et al., 2008). This element is related to communicating the vision with fluency and confidence in a positive manner, energising followers and increasing their optimism and enthusiasm for the tasks ahead. The employees also have complete faith in their leaders, which proved that the dominant leadership style was also influential.

6.3 Recommendations to eThekweni Municipality leadership

The results revealed the presence of management by exception, which the municipal leaders should practice in dealing with the external turbulent environment. Changes in labour laws, taxation, inflation and all the forces that affect employees and the organisation as a whole can be monitored and thus the municipal management will be able to anticipate changes and respond accordingly.

The municipal researcher pointed out that employees are not monitored as much as they should be, therefore the municipal leaders are recommended to ensure that efficient monitoring systems are in place in order to improve employee efficiency and organisational effectiveness.

Finally, the municipal leaders are encouraged to effectively communicate the organisational vision and ensure that all employees work towards achieving that vision. While the results indicated that the majority of the employees are aware of the vision, the findings also revealed that not all the employees believe in it. The municipal researcher also added that not all the employees own the vision, therefore the municipal leaders should address this by implementing effective communication of the organisational vision at all levels of the municipality.

6.4 Recommendations or future research

While the results are not entirely conclusive they are insightful and require further research. They should thus be included in future research projects on the subject of public sector leadership. The recommendations for future research are as follows:

6.4.1 Recommendation one

Replication of this study with other units will be useful. The respondents were representative of three units in the eThekweni Municipality, however sampling of more respondents from other units would increase the potential generalisability of the findings to the entire municipality. Perhaps this could lead to new insights that could be used by the eThekweni Municipality to improve leadership development activities and establish leadership consistency.

6.4.2 Recommendation two

Completing a similar study using additional measures of leadership might yield additional insights into the broad leadership spectrum. Other leadership styles can be explored and examined in the public sector organisations. The public sector comprises of different institutions and organisations which may be examined using a broader range of leadership styles.

6.4.3 Recommendation three

The focus of this study was on both leaders and employees. Future research may include an in-depth approach with a single focus on either leaders or employees. Focusing on one dependant variable will allow for an in-depth analysis on the particular variable of choice.

6.4.4 Recommendation four

This study surveyed the leadership style of Unit Heads at eThekweni Municipality. An investigation of the leadership in the municipality may also include departmental heads, managers and supervisors. This will enable researchers to compare and contrast their leadership styles within the municipality and at the different levels of authority.

6.4.5 Recommendation five

A survey of municipal leadership styles could be conducted nationwide in order to discover the leadership styles in other municipalities in South Africa. Future research could target the largest municipalities and the smaller municipalities. The researcher may also compare and contrast the leadership in the larger municipalities with that of the smaller municipalities.

6.4.6 Recommendation six

This study was restricted to the eThekweni Municipality; therefore researchers may extend their studies to other public sector organisations and explore their leadership styles. Future research may be directed at other public service providers such as public communication providers, public healthcare providers, public medical aid schemes and public education providers.

6.5 Concluding remarks

In summary, the survey results presented in this study provide the most complete test of the full range of leadership as postulated by Bass and Riggio (2006), considering the public sector restrictions. The full range leadership theory was applied in a public sector organisation, therefore laissez-faire leadership was irrelevant to the bureaucratic structures of public sector organisations. The results provide important support for the validity of transformational leadership at eThekweni municipality, as well as management by exception to some extent. As outlined in the research findings the leaders influence their followers in a plethora of ways, thus it is important to have an effective and efficient leadership style in the municipality for the leaders to have an impact on their employees' performance and the performance of the organisation as a whole. Given that public organisations are expected to perform well and meet the needs of the citizens, the need for an influential leadership style becomes apparent. It was noted in the literature review that the leaders are expected to fulfil the demands of all the groups of stakeholders. The significance of public sector leaders is noted in their ability to simultaneously manage rising employee demands and respond to the external turbulent environment, while operating within the stringent framework of the rule of law. Transformational leadership enables the leaders to articulate a compelling vision of the future and inspire employees to transcend their individual interest for the sake of the organisation. The leaders also encourage innovative thinking and provide development opportunities for their employees. The employees confirmed that their leaders exhibit all the dimensions of transformational leadership, however they display one dimension of transactional leadership with their desire to be more proactive and anticipate problems before they occur and resolve them. In this regard the leaders exhibit active management by exception. On balance, the leadership at eThekweni Municipality's three units of study is transformational to a greater extent and transactional to a lesser extent.

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APPENDIX 1
ETHICAL CLEARANCE

05 November 2013

Ms Christine K Dube (209541092)
School of Management, IT & Governance
Westville Campus

Protocol reference number: HSS/1144/013M

Project title: A survey of the leadership style in the public sector: A case study of eThekweni Municipality

Dear Ms Dube,


Expedited Approval

I wish to inform you that your application 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.

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

Yours faithfully



.....
Dr Shenuka Singh (Acting Chair)
/ms

cc Supervisor: Mrs Andrishah Beharry
cc Academic Leader Research: Professor Brian McArthur
cc School Administrator: Ms Angela Pearce

Humanities & Social Sciences Research Ethics Committee

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Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snymnm@ukzn.ac.za / mohunp@ukzn.ac.za

Website: www.ukzn.ac.za



Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

APPENDIX 2
TURNITIN ORIGINALITY REPORT

Turnitin Originality Report
Draft by C Dube
From Paper (Masters FR Thesis)

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APPENDIX 3
EDITOR'S LETTER



PO Box 68648
Bryanston
2021
9 December 2013

To whom it may concern,

This letter is to confirm that I am a professional editor and proof reader and that I have edited Christine Kwanele Dube's (209541092) thesis.

Yours sincerely,

Jennifer Lindsey-Renton

TASTE event management
PO Box 68648, Bryanston, 2021, South Africa
Tel: 072 524 1777 / Fax: 0866 139 162 / E-mail: jen@tastevents.co.za

APPENDIX 4
GATEKEEPER'S LETTER
ENGINEERING UNIT



**PROCUREMENT & INFRASTRUCTURE
Engineering Unit**

166 K E Masinga Road
Durban, 4001
P O Box 680, Durban, 4000
Tel: 031 311 1111, Fax: 031 311 7225
www.durban.gov.za

ENQUIRIES: A M PETERS
TELEPHONE: 311-7003
REF.: 4/3/5/2 : AMP/jw

04 September 2013

Student Name: Miss Christine Dube
Student Number: 209541092

Dear Christine

**RE: PERMISSION TO CONDUCT RESEARCH AT ETHEKWINI MUNICIPALITY'S
CITY ENGINEERS UNIT**

This letter serves to grant Christine Dube (209541092) of the University of KwaZulu-Natal, permission to conduct research for the research topic entitled "*A Survey of the Leadership Style in the Public Sector: A case study of eThekweni Municipality*", at the City Engineers Unit of eThekweni Municipality". Please note that for the purposes of interviewing City Officials, you will approach them directly and participation is on a voluntary basis.

The study should be conducted within the ambit of good research and ethics as laid down by the University, and include confidentiality and anonymity where necessary.

We wish you well in your research endeavour.

Yours faithfully

A M PETERS
HEAD: ENGINEERING

APPENDIX 5
GATEKEEPER'S LETTER
INTERNATIONAL GOVERNANCE AND RELATIONS



GOVERNANCE

International & Governance Relations

Basement, City Hall
Dr Pixley KaSame Street, Durban, 4001
P O Box 1014, Durban, 4000
Tel: 031 311 2124, Fax: 031 311 2066
www.durban.gov.za

Date: 18 September 2013

Student Name: Miss Christine Dube
Student Number: 209541092

Dear Christine

Re: Permission to conduct research at eThekweni Municipality's International and Governance Relations Unit.

This letter serves to grant Christine Dube (209541092) of the University of KwaZulu-Natal, permission to conduct research for his research topic entitled "*A survey of the leadership style in the Public Sector: A case study of eThekweni Municipality*", at the Economic Development and Investment Promotion Unit of eThekweni Municipality. Please note that for the purposes of interviewing City Officials, you will approach them directly and participation is on a voluntary basis.

The study should be conducted within the ambit of good research and ethics as laid down by the University and include confidentiality and anonymity where necessary.

We wish you well in your research endeavour.

Kind regards

Eric Apelgren
Head: International and Governance Relations

APPENDIX 6
GATEKEEPER'S LETTER
ECONOMIC DEVELOPMENT



**Sustainable Development & City Enterprises
Economic Development & Investment
Promotion Unit**

11th Floor, 41 Margaret Mncadi Avenue (Old Victoria
Embankment),
Durban, 4001
Telephone: 031 311 4227

Date: 2 September 2012

Student Name: Miss Christine Dube
Student Number: 209541092

Dear Christine

**Re: Permission to conduct research at eThekweni Municipality's Economic Development and
Investment Promotion Unit**

This letter serves to grant Christine Dube (209541092) of the University of KwaZulu-Natal, permission to conduct research for his research topic entitled "*A survey of the leadership style in the Public Sector: A case study of eThekweni Municipality*", at the Economic Development and Investment Promotion Unit of eThekweni Municipality. Please note that for the purposes of interviewing City Officials, you will approach them directly and participation is on a voluntary basis.

The study should be conducted within the ambit of good research and ethics as laid down by the University and include confidentiality and anonymity where necessary.

We wish you well in your research endeavour.

Kind regards


AJIV MAHARAJ (Phd)
DEPUTY HEAD: POLICY STRATEGY INFORMATION & RESEARCH
ECONOMIC DEVELOPMENT AND INVESTMENT PROMOTION

APPENDIX 7

LEADERS' INTERVIEW QUESTIONS

SCHOOL OF MANAGEMENT, IT AND GOVERNANCE

MASTERS RESEARCH PROJECT

Researcher: Christine Kwanele Dube (079 284 1515)

Supervisor: Mrs. Andrishah Beharry (031 260 7801)

Dear Respondent

I, Kwanele Dube, am a Master of Commerce student in the School of Management, IT and Governance at the University of KwaZulu-Natal. I invite you to participate in a research project that I am conducting titled **‘A survey of the leadership style in the public sector: A case study of eThekweni Municipality’**.

Through your participation I hope to understand the leadership style in your organisation. Please be advised that your participation in this project is purely voluntary and will be greatly appreciated. You may refuse to participate or withdraw from the project at any time with no negative consequences. There will be no monetary gain from participating in this research project. Confidentiality and anonymity of records identifying you as a participant will be maintained. Should you have any questions or concerns about participating in this study, please contact me or my supervisor at the numbers listed above. The interview should take approximately 15-20 minutes. I hope you will take the time to complete participate in my study.

Sincerely,

C K. Dube

Date

SCHOOL OF MANAGEMENT, IT AND GOVERNANCE

RESEARCH PROJECT

Researcher : Christine K. Dube (079 284 1515)

Supervisor : Mrs. A. Beharry (031 260 7801)

CONSENT

I hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the study. I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Signature: Participant

Date

1. As a leader how would you best describe the leadership style in your organisation?

2. Extent of transactional leadership:

2.1 Do you set clear targets for every task?

2.2 How do you motivate your employees to complete these tasks?

2.3 When outlining tasks, do you mention the rewards of accomplishing those tasks?

2.4 Do you keep a track of employees' mistakes and errors?

2.5 If so, do you react to employees mistakes/problems before or after they occur?

- i.e. Proactive or reactive approach to challenges

3. Extent of transformational leadership:

3.1 Do you communicate a shared organisational vision to the employees?

3.2 Do the employees surpass their individual interests for the sake of the organisation?

3.3 How do you inspire and motivate employees to realize the vision?

3.4 Do you communicate high expectations of employees' performance?

3.5 Do you encourage employees to be innovative when facing challenges and solving problems?

3.6 Do you encourage and help employees develop themselves?

- i.e. reach self-actualization

4. Is there anything else you would like to add or comment about your leadership style particularly and the leadership of the organisation as a whole?

APPENDIX 8

RESEARCHER'S INTERVIEW QUESTIONS

SCHOOL OF MANAGEMENT, IT AND GOVERNANCE

MASTERS RESEARCH PROJECT

Researcher: Christine Kwanele Dube (079 284 1515)

Supervisor: Mrs. Andrishah Beharry (031 260 7801)

Dear Respondent

I, Kwanele Dube, am a Master of Commerce student in the School of Management, IT and Governance at the University of KwaZulu-Natal. I invite you to participate in a research project that I am conducting titled **‘A survey of the leadership style in the public sector: A case study of eThekweni Municipality’**.

Through your participation I hope to understand the leadership style in your organisation. Please be advised that your participation in this project is purely voluntary and will be greatly appreciated. You may refuse to participate or withdraw from the project at any time with no negative consequences. There will be no monetary gain from participating in this research project. Confidentiality and anonymity of records identifying you as a participant will be maintained. Should you have any questions or concerns about participating in this study, please contact me or my supervisor at the numbers listed above. The interview should take approximately 20 to 30 minutes. I hope you will take the time to complete participate in my study.

Sincerely,

C K. Dube

Date



SCHOOL OF MANAGEMENT, IT AND GOVERNANCE
RESEARCH PROJECT

Researcher : Christine K. Dube (079 284 1515)

Supervisor : Mrs. A. Beharry (031 260 7801)

CONSENT

I hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the study. I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Signature: Participant

Date

5. How would you best describe the leadership style in your organisation from a researcher's perspective?

6. Extent of transactional leadership:

In your view, as a researcher:

- 6.1 Do the leaders set clear targets for the employees for every task?
- 6.2 How are the employees motivated to achieve these targets?
- 6.3 When tasks are outlined, does the leader mention the rewards of accomplishing those tasks?
- 6.4 Do the leaders keep a track of employees' mistakes and errors?
- 6.5 Do the leaders react to employees mistakes/problems before or after they occur?
 - i.e. proactive or reactive approach to challenges

7. Extent of transformational leadership:

In your view, as a researcher:

- 7.1 Do the leaders communicate a shared organisational vision to the employees?
- 7.2 Do the employees surpass their individual interests for the sake of the organisation?
- 7.3 How do the leaders inspire and motivate employees to work towards achieving the organizational vision?
- 7.4 Do the leaders communicate high expectations of employees' performance?
- 7.5 Do the leaders encourage employees to be innovative when facing challenges and solving problems?
- 7.6 Do the leaders encourage and help employees develop themselves?
 - i.e. reach self-actualization

8. Is there anything you would like to add or comment about the leadership style?

APPENDIX 9
MULTIFACTOR LEADERSHIP QUESTIONNAIRE
MLQ FORM X5

Sample Items From the Multifactor Leadership Questionnaire (MLQ) Form 5X-Short

These questions provide examples of the items that are used to evaluate leadership style. The MLQ is provided in both Self and Rater forms. The Self form measures self-perception of leadership behaviors. The Rater form is used to measure leadership. By thinking about the leadership styles as exemplified below, you can get a sense of your own belief about your leadership.

Key: 0 = Not at all 1 = Once in a while 2 = Sometimes 3 = Fairly often 4 = Frequently, if not always

Transformational Leadership Styles

Idealized Influence (Attributes)	I go beyond self-interest for the good of the group.	0 1 2 3 4
Idealized Influence (Behaviors)	I consider the moral and ethical consequences of decisions.	0 1 2 3 4
Inspirational Motivation	I talk optimistically about the future.	0 1 2 3 4
Intellectual Stimulation	I reexamine critical assumptions to question whether they are appropriate.	0 1 2 3 4
Individualized Consideration	I help others to develop their strengths.	0 1 2 3 4

Transactional Leadership Styles

Contingent Reward	I make clear what one can expect to receive when performance goals are achieved.	0 1 2 3 4
Management by Exception: Active	I keep track of all mistakes.	0 1 2 3 4

Passive/Avoidant Leadership Styles

Management by Exception: Passive	I wait for things to go wrong before taking action.	0 1 2 3 4
Laissez-Faire	I avoid making decisions.	0 1 2 3 4

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APPENDIX 10

RESEARCH QUESTIONNAIRE



SCHOOL OF MANAGEMENT, IT AND GOVERNANCE
MASTERS RESEARCH PROJECT

Researcher: Christine Kwanele Dube (079 284 1515)

Supervisor: Mrs. Andrishah Beharry (031 260 7801)

Dear Respondent

I, Kwanele Dube, am a Master of Commerce student in the School of Management, IT and Governance at the University of KwaZulu-Natal. I invite you to participate in a research project that I am conducting titled **‘A survey of the leadership style in the public sector: A case study of eThekweni Municipality’**.

Through your participation I hope to understand the leadership style in your organisation. Please be advised that your participation in this project is purely voluntary and will be greatly appreciated. You may refuse to participate or withdraw from the project at any time with no negative consequences. There will be no monetary gain from participating in this research project. Confidentiality and anonymity of records identifying you as a participant will be maintained. Should you have any questions or concerns about participating in this study, please contact me or my supervisor at the numbers listed above. It should take you approximately 10 minutes to complete the questionnaire. I hope you will take the time to complete the questionnaire.

Sincerely,

C K. Dube

Date



SCHOOL OF MANAGEMENT, IT AND GOVERNANCE

RESEARCH PROJECT

Researcher : Christine Kwanele Dube (079 284 1515)

Supervisor : Mrs. Andrishah Beharry (031 260 7801)

CONSENT

I 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.

Participant: Signature

Date

RESEARCH QUESTIONNAIRE

Kindly complete the following questions by marking with a cross (X) in the appropriate box.

Section A: Biographical data

1. Gender	Male		Female				
2. Age	18-29		30-39		40-49		50+
3. Race	African		Coloured		Indian		White
4. Educational qualification	Grade 0-12		Diploma		Undergrad		Postgrad
5. Which Unit are you under	Econ Dev		Engineering		International Governance		
6. Number of years in current position	Less than 1		1-5		6-10		11+
7. Who do you report to	Head of Unit		CFO		Manager		Supervisor

Section B: Extent of transactional leadership

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8. My leader sets clear targets for every task.					
9. My leader provides recognition and rewards only when the targets are reached.					
10. My leader closely monitors my performance.					
11. My leader keeps records of mistakes.					
12. My leader recognises mistakes before they occur and intervenes					

Section C: Extent of transformational leadership

13. I respect my leader.					
14. My leader emphasises the collective vision of the organisation.					
15. My leader encourages innovative thinking.					
16. My leader motivates me to perform the ultimate standard.					
17. My leader acknowledges or applauds high performance.					
18. My leader shows personal interest in employee development.					

Section D: Influential leadership style

19. I value my leader's decisions.					
20. I am proud of my leader.					
21. At work I am inspired to be the best I can be.					
22. I am confident that the organizational short-term goals (IDP) will be achieved.					
23. I am optimistic about the future of the municipality.					
24. I believe eThekweni Municipality will realise its long-term 2030 vision.					
25. I have complete faith in my leader.					

APPENDIX 11
FINAL STATISTICAL OUTPUT

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Respondent's respect for the leader	201	1	5	1.78	.765	.585
Respondent's Unit	201	1	3	1.85	.736	.541
Leader's emphasis on the organisation's vision	201	1	5	1.86	.744	.554
Leader applauding high performance	201	1	5	1.86	.843	.710
Respondent's value for the leader's decisions	201	1	5	1.88	.768	.589
Leader's support for innovative thinking	201	1	5	1.92	.968	.938
Leader's motivation for high standards	201	1	5	1.92	.839	.704
Leader's confidence in achieving goals	201	1	5	1.93	.834	.695
Respondent's pride in the leader	201	1	5	2.02	.809	.654
Leader's ability to provide ultimate inspiration	201	1	5	2.09	.892	.796
Leader's interest in employee development	201	1	5	2.11	.901	.812
Respondent's optimistic about the future	201	1	5	2.13	1.092	1.193
Respondent's confidence in the leader	201	1	5	2.15	1.006	1.011
Respondent's belief in the organisational vision	201	1	5	2.28	1.041	1.084
Educational Qualification	201	2	4	2.50	.657	.431
Number of year in current position	201	1	4	3.00	.962	.925
Setting clear targets	201	1	5	3.21	1.360	1.849
Record of mistakes	201	1	5	3.57	1.013	1.026
Monitoring employees' performance	201	1	5	3.65	.969	.940
Intervention timing	201	1	5	3.71	.953	.908
Recognition and rewards	201	1	5	3.77	1.054	1.110
Respondent's leader	201	4	4	4.00	.000	.000
Valid N (listwise)	201					

Item Statistics

	Mean	Std. Deviation	N
Setting clear targets	3.21	1.360	201
Recognition and rewards	3.77	1.054	201
Monitoring employees' performance	3.65	.969	201
Record of mistakes	3.57	1.013	201
Intervention timing	3.71	.953	201
Respondent's respect for the leader	1.78	.765	201
Leader's emphasis on the organisation's vision	1.86	.744	201
Leader's support for innovative thinking	1.92	.968	201
Leader's motivation for high standards	1.92	.839	201
Leader applauding high performance	1.86	.843	201
Leader's interest in employee development	2.11	.901	201
Respondent's value for the leader's decisions	1.88	.768	201
Respondent's pride in the leader	2.02	.809	201
Leader's ability to provide ultimate inspiration	2.09	.892	201
Leader's confidence in achieving goals	1.93	.834	201
Respondent's optimistic about the future	2.13	1.092	201
Respondent's belief in the organisational vision	2.28	1.041	201
Respondent's confidence in the leader	2.15	1.006	201

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Setting clear targets	40.63	32.765	-.106	.598
Recognition and rewards	40.07	34.109	-.183	.594
Monitoring employees' performance	40.19	34.367	-.206	.592
Record of mistakes	40.27	36.077	-.340	.617
Intervention timing	40.13	34.887	-.251	.598
Respondent's respect for the leader	42.06	30.451	.229	.519
Leader's emphasis on the organisation's vision	41.99	28.895	.439	.489
Leader's support for innovative thinking	41.93	28.869	.303	.502
Leader's motivation for high standards	41.92	28.194	.457	.480
Leader applauding high performance	41.98	28.260	.446	.482
Leader's interest in employee development	41.73	28.720	.355	.495
Respondent's value for the leader's decisions	41.97	28.844	.428	.489
Respondent's pride in the leader	41.82	28.021	.501	.475
Leader's ability to provide ultimate inspiration	41.75	27.570	.491	.470
Leader's confidence in achieving goals	41.91	28.822	.385	.492
Respondent's optimistic about the future	41.71	28.536	.277	.505
Respondent's belief in the organisational vision	41.56	29.278	.231	.515
Respondent's confidence in the leader	41.69	26.926	.482	.465

Item Statistics

	Mean	Std. Deviation	N
Setting clear targets	3.21	1.360	201
Recognition and rewards	3.77	1.054	201
Monitoring employees' performance	3.65	.969	201
Record of mistakes	3.57	1.013	201
Intervention timing	3.71	.953	201
Respondent's respect for the leader	1.78	.765	201
Leader's emphasis on the organisation's vision	1.86	.744	201
Leader's support for innovative thinking	1.92	.968	201
Leader's motivation for high standards	1.92	.839	201
Leader applauding high performance	1.86	.843	201
Leader's interest in employee development	2.11	.901	201
Respondent's value for the leader's decisions	1.88	.768	201
Respondent's pride in the leader	2.02	.809	201
Leader's ability to provide ultimate inspiration	2.09	.892	201
Leader's confidence in achieving goals	1.93	.834	201
Respondent's optimistic about the future	2.13	1.092	201
Respondent's belief in the organisational vision	2.28	1.041	201
Respondent's confidence in the leader	2.15	1.006	201

Factor Analysis

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.888
Approx. Chi-Square		1140.252
Bartlett's Test of Sphericity	df	153
	Sig.	.000

Communalities

	Initial	Extraction
Setting clear targets	1.000	.617
Recognition and rewards	1.000	.677
Monitoring employees' performance	1.000	.541
Record of mistakes	1.000	.628
Intervention timing	1.000	.497
Respondent's respect for the leader	1.000	.639
Leader's emphasis on the organisation's vision	1.000	.493
Leader's support for innovative thinking	1.000	.546
Leader's motivation for high standards	1.000	.488
Leader applauding high performance	1.000	.633
Leader's interest in employee development	1.000	.475
Respondent's value for the leader's decisions	1.000	.418
Respondent's pride in the leader	1.000	.581
Leader's ability to provide ultimate inspiration	1.000	.601
Leader's confidence in achieving goals	1.000	.406
Respondent's optimistic about the future	1.000	.608
Respondent's belief in the organisational vision	1.000	.490
Respondent's confidence in the leader	1.000	.542

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.089	33.827	33.827	6.089	33.827	33.827
2	1.597	8.870	42.697	1.597	8.870	42.697
3	1.127	6.262	48.959	1.127	6.262	48.959
4	1.069	5.940	54.899	1.069	5.940	54.899
5	.929	5.160	60.059			
6	.861	4.782	64.840			
7	.799	4.440	69.280			
8	.703	3.905	73.185			
9	.637	3.539	76.724			
10	.616	3.422	80.145			
11	.565	3.139	83.284			
12	.560	3.112	86.396			
13	.495	2.750	89.146			
14	.475	2.638	91.784			
15	.429	2.381	94.164			
16	.402	2.231	96.396			
17	.367	2.040	98.436			
18	.282	1.564	100.000			

Extraction Method: Principal Component Analysis.

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	201	100.0
	Excluded ^a	0	.0
	Total	201	100.0

a. Listwise deletion based on all variables in the procedure.

Component Matrix^a

	Component			
	1	2	3	4
Setting clear targets	-.334	.414	.074	.573
Recognition and rewards	-.571	.541	.059	.233
Monitoring employees' performance	-.557	.452	-.122	-.109
Record of mistakes	-.667	.300	.167	-.257
Intervention timing	-.594	.351	.053	-.137
Respondent's respect for the leader	.393	.093	-.612	.318
Leader's emphasis on the organisation's vision	.626	.112	-.266	.132
Leader's support for innovative thinking	.556	.062	-.483	-.003
Leader's motivation for high standards	.614	.306	-.024	-.128
Leader applauding high performance	.650	.256	-.002	-.381
Leader's interest in employee development	.682	-.077	.065	-.011
Respondent's value for the leader's decisions	.449	.443	.003	.144
Respondent's pride in the leader	.662	.318	.200	-.044
Leader's ability to provide ultimate inspiration	.684	.275	.139	-.198
Leader's confidence in achieving goals	.611	.074	.085	-.140
Respondent's optimistic about the future	.487	-.070	.431	.426
Respondent's belief in the organisational vision	.529	-.246	.320	.218
Respondent's confidence in the leader	.653	.285	.186	.004

Extraction Method: Principal Component Analysis.

a. 4 components extracted.

Item Statistics

	Mean	Std. Deviation	N
Gender	1.57	.497	201
Age	2.25	.994	201
Race	1.60	1.020	201
Educational Qualification	2.50	.657	201
Respondent's Unit	1.85	.736	201
Number of year in current position	3.00	.962	201
Setting clear targets	3.21	1.360	201
Recognition and rewards	3.77	1.054	201
Monitoring employees' performance	3.65	.969	201
Record of mistakes	3.57	1.013	201
Intervention timing	3.71	.953	201
Respondent's respect for the leader	1.78	.765	201
Leader's emphasis on the organisation's vision	1.86	.744	201
Leader's support for innovative thinking	1.92	.968	201
Leader's motivation for high standards	1.92	.839	201
Leader applauding high performance	1.86	.843	201
Leader's interest in employee development	2.11	.901	201
Respondent's value for the leader's decisions	1.88	.768	201
Respondent's pride in the leader	2.02	.809	201
Leader's ability to provide ultimate inspiration	2.09	.892	201
Leader's confidence in achieving goals	1.93	.834	201
Respondent's optimistic about the future	2.13	1.092	201
Respondent's belief in the organisational vision	2.28	1.041	201
Respondent's confidence in the leader	2.15	1.006	201

Item Statistics

	Mean	Std. Deviation	N
Setting clear targets	3.21	1.360	201
Recognition and rewards	3.77	1.054	201
Monitoring employees' performance	3.65	.969	201
Record of mistakes	3.57	1.013	201
Intervention timing	3.71	.953	201

Inter-Item Correlation Matrix

	Setting clear targets	Recognition and rewards	Monitoring employees' performance	Record of mistakes	Intervention timing
Setting clear targets	1.000	.447	.175	.216	.176
Recognition and rewards	.447	1.000	.447	.421	.429
Monitoring employees' performance	.175	.447	1.000	.497	.450
Record of mistakes	.216	.421	.497	1.000	.522
Intervention timing	.176	.429	.450	.522	1.000

Item Statistics

	Mean	Std. Deviation	N
Respondent's respect for the leader	1.78	.765	201
Leader's emphasis on the organisation's vision	1.86	.744	201
Leader's support for innovative thinking	1.92	.968	201
Leader's motivation for high standards	1.92	.839	201
Leader applauding high performance	1.86	.843	201
Leader's interest in employee development	2.11	.901	201

CORRELATIONS

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/VARIABLES=Report Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20 Q21
Q22 Q23 Q24 Q25
/PRINT=TWOTAIL NOSIG
/MISSING=PAIRWISE.

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Correlations

Inter-Item Correlation Matrix

	Respondent's respect for the leader	Leader's emphasis on the organisation's vision	Leader's support for innovative thinking	Leader's motivation for high standards	Leader applauding high performance	Leader's interest in employee development
Respondent's respect for the leader	1.000	.312	.305	.229	.192	.212
Leader's emphasis on the organisation's vision	.312	1.000	.448	.334	.374	.375
Leader's support for innovative thinking	.305	.448	1.000	.312	.286	.332
Leader's motivation for high standards	.229	.334	.312	1.000	.522	.376
Leader applauding high performance	.192	.374	.286	.522	1.000	.462
Leader's interest in employee development	.212	.375	.332	.376	.462	1.000

Correlations

		Respon den t's leader	Settin g clear target s	Reco gnitio n and rewards	Monit oring empl oyee s' perform ance	Rec ord of mist ake s	Inter venti on timin g	Respon den t's respe ct for the leader	Leade r's emph asis on the organi sation' s vision	Lea der's sup port for inno vative think ing	Lea der's moti vation for high stand ards	Lead er appl ying high perform ance	Lead er's intere st in empl oyee devel opment	Respon den t's value for the leader 's decisi ons	Respon den t's pride in the leader	Lea der's abilit y to provid e ultim ate inspi ration	Lead er's confid ence in achi eving goal s	Respon den t's optimi stic about the future	Respon den t's belief in the organi sation al vision	Respon den t's confid ence in the leader
Respon den t's leader	Pear son Corr elati on Sig. (2- taile d)	. ^a	. ^a	. ^a	. ^a	. ^a	. ^a	. ^a	. ^a	. ^a	. ^a	. ^a	. ^a	. ^a	. ^a	. ^a	. ^a	. ^a	. ^a	. ^a
	N	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201
Settin g clear target s	Pear son Corr elati on Sig. (2- taile d)	. ^a	1	.447**	.175*	.216**	.176*	-0.064	-0.118	.203**	0.095	.223**	.191**	-0.017	-.155*	.177*	.150*	-0.116	-.184**	-0.119
	N	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201
Reco gnitio n and rewards	Pear son Corr elati on Sig. (2- taile d)	. ^a	.447**	1	.447**	.421**	.429**	-.183**	-.266**	.245**	.225**	.290**	.414**	-0.123	-.175*	.290**	.315*	-.204**	-.363**	-.206**
	N	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201

Monitoring employees' performance	N	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201
	Pearson Correlation Sig. (2-tailed)	.a	.175*	.447**	.1	.497**	.450**	-.0107	-.258**	.208**	.268**	.238**	.371**	-.0059	-.295**	.268**	.266*	-.249**	-.331**	-.252**
		.	0.013	0	0	0	0	0.13	0	0.003	0	0.001	0	0.403	0	0	0	0	0	0
Record of mistakes	N	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201
	Pearson Correlation Sig. (2-tailed)	.a	.216**	.421**	.497**	.1	.522**	-.337**	-.374**	.353**	.305**	.304**	.379**	-.217**	-.335**	.326**	.314*	-.320**	-.330**	-.342**
		.	0.002	0	0	0	0	0	0	0	0	0	0	0.002	0	0	0	0	0	0
Intervention timing	N	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201
	Pearson Correlation Sig. (2-tailed)	.a	.176*	.429**	.450**	.522**	.1	-.180*	-.286**	.298**	.261**	.250**	.397**	-.0132	-.308**	.296**	.296*	-.252**	-.243**	-.323**
		.	0.012	0	0	0	0	0.011	0	0	0	0	0	0.061	0	0	0	0	0.001	0
Respondents' respect for the leader	N	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201
	Pearson Correlation Sig. (2-tailed)	.a	-.0064	.183**	.107	.337**	.180*	.1	.312**	.305**	.229**	.192**	.212**	.199**	.203**	.192**	.164*	.143*	0.105	.195**
		.	0.364	0.009	0.13	0	0.011	0	0	0.001	0.006	0.003	0.005	0.004	0.006	0.02	0.043	0.137	0.006	

Leader's emphasis on the organization's vision	N	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201
	Pearson Correlation Sig. (2-tailed)	.a	-.0118	-.266**	-.258**	-.374**	-.286**	-.312**	.1	.448**	.334**	.374**	.375**	.248**	.313**	.374**	.387*	.244**	.311**	.404**
		.	0.097	0	0	0	0	0		0	0	0	0	0	0	0	0	0	0	0
Leader's support for innovative thinking	N	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201
	Pearson Correlation Sig. (2-tailed)	.a	-.203**	-.245**	-.208**	-.353**	-.298**	-.305**	.448**	1	.312**	.286**	.332**	.255**	.303**	.345**	.321*	0.133	.217**	.250**
		.	0.004	0	0.003	0	0	0	0		0	0	0	0	0	0	0	0.059	0.002	0
Leader's motivation for high standards	N	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201
	Pearson Correlation Sig. (2-tailed)	.a	-.0095	-.225**	-.268**	-.305**	-.261**	-.229**	.334**	.312**	1	.522**	.376**	.342**	.393**	.451**	.314*	.219**	.221**	.388**
		.	0.182	0.001	0	0	0	0.001	0	0		0	0	0	0	0	0	0.002	0.002	0
Leader applying high performance	N	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201
	Pearson Correlation Sig. (2-tailed)	.a	-.223**	-.290**	-.238**	-.304**	-.250**	-.192**	.374**	.286**	.522**	1	.462**	.321**	.408**	.470**	.406*	0.134	.256**	.450**
		.	0.001	0	0.001	0	0	0.006	0	0	0		0	0	0	0	0	0.058	0	0

Leader's interest in employee development	N	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201
	Pearson Correlation Sig. (2-tailed)	.a	-.191 ^{**}	-.414 ^{**}	-.371 ^{**}	-.379 ^{**}	-.397 ^{**}	-.212 ^{**}	-.375 ^{**}	-.332 ^{**}	-.376 ^{**}	-.462 ^{**}	1	-.274 ^{**}	-.394 ^{**}	-.341 ^{**}	-.350 [*]	-.310 ^{**}	-.381 ^{**}	-.394 ^{**}
		.	0.006	0	0	0	0	0.003	0	0	0	0		0	0	0	0	0	0	0
Respondent's value for the leader's decisions	N	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201
	Pearson Correlation Sig. (2-tailed)	.a	-.0017	-.123	-.059	-.217 ^{**}	-.132	-.199 ^{**}	-.248 ^{**}	-.255 ^{**}	-.342 ^{**}	-.321 ^{**}	-.274 ^{**}	1	-.391 ^{**}	-.273 ^{**}	-.166 [*]	-.228 ^{**}	-.176 [*]	-.336 ^{**}
		.	0.805	0.083	0.403	0.002	0.061	0.005	0	0	0	0	0		0	0	0.018	0.001	0.013	0
Respondent's pride in the leader	N	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201
	Pearson Correlation Sig. (2-tailed)	.a	-.155	-.175 [*]	-.295 ^{**}	-.335 ^{**}	-.308 ^{**}	-.203 ^{**}	-.313 ^{**}	-.303 ^{**}	-.393 ^{**}	-.408 ^{**}	-.394 ^{**}	-.391 ^{**}	1	-.593 ^{**}	-.373 [*]	-.291 ^{**}	-.271 ^{**}	-.512 ^{**}
		.	0.028	0.013	0	0	0	0.004	0	0	0	0	0	0		0	0	0	0	0
Leader's ability to provide ultimate inspiration	N	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201
	Pearson Correlation Sig. (2-tailed)	.a	-.177 [*]	-.290 ^{**}	-.268 ^{**}	-.326 ^{**}	-.296 ^{**}	-.192 ^{**}	-.374 ^{**}	-.345 ^{**}	-.451 ^{**}	-.470 ^{**}	-.341 ^{**}	-.273 ^{**}	-.593 ^{**}	1	-.479 [*]	-.321 ^{**}	-.224 ^{**}	-.480 ^{**}
		.	0.012	0	0	0	0	0.006	0	0	0	0	0	0	0		0	0	0.001	0

tion	N	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201
Leader's confidence in achieving goals	Pearson Correlation Sig. (2-tailed)	.a	.150	.315**	.266**	.314**	.296**	.164*	.387**	.321**	.314**	.406**	.350**	.166*	.373**	.479**	1	.295**	.259**	.365**
		.	0.034	0	0	0	0	0.02	0	0	0	0	0	0.018	0	0	0	0	0	0
Respondent's optimistic about the future	N	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201
	Pearson Correlation Sig. (2-tailed)	.a	.0116	.204**	.249**	.320**	.252**	.143*	.244**	0.133	.219**	0.134	.310**	.228**	.291**	.321**	.295*	1	.407**	.296**
		.	0.1	0.004	0	0	0	0.043	0	0.059	0.002	0.058	0	0.001	0	0	0	0	0	0
Respondent's belief in the organizational vision	N	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201
	Pearson Correlation Sig. (2-tailed)	.a	.184	.363**	.331**	.330**	.243**	0.105	.311**	.217**	.221**	.256**	.381**	.176*	.271**	.224**	.259*	.407**	1	.288**
		.	0.009	0	0	0	0.001	0.137	0	0.002	0.002	0	0	0.013	0	0.001	0	0	0	0
Respondent's confidence in the leader	N	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201
	Pearson Correlation Sig. (2-tailed)	.a	.0119	.206**	.252**	.342**	.323**	.195**	.404**	.250**	.388**	.450**	.394**	.336**	.512**	.480**	.365*	.296**	.288**	1
		.	0.092	0.003	0	0	0	0.006	0	0	0	0	0	0	0	0	0	0	0	0

Inter-Item Correlation Matrix

	Respondent's value for the leader's decisions	Respondent's pride in the leader	Leader's ability to provide ultimate inspiration	Leader's confidence in achieving goals	Respondent's optimistic about the future	Respondent's belief in the organisational vision	Respondent's confidence in the leader
Respondent's value for the leader's decisions	1.000	.391	.273	.166	.228	.176	.336
Respondent's pride in the leader	.391	1.000	.593	.373	.291	.271	.512
Leader's ability to provide ultimate inspiration	.273	.593	1.000	.479	.321	.224	.480
Leader's confidence in achieving goals	.166	.373	.479	1.000	.295	.259	.365
Respondent's optimistic about the future	.228	.291	.321	.295	1.000	.407	.296
Respondent's belief in the organisational vision	.176	.271	.224	.259	.407	1.000	.288
Respondent's confidence in the leader	.336	.512	.480	.365	.296	.288	1.000

Oneway ANOVA

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Respondent's value for the leader's decisions	Between Groups	2.900	3	.967	1.656	.178
	Within Groups	114.990	197	.584		
	Total	117.891	200			
Respondent's pride in the leader	Between Groups	2.736	3	.912	1.402	.243
	Within Groups	128.139	197	.650		
	Total	130.876	200			
Leader's ability to provide ultimate inspiration	Between Groups	8.602	3	2.867	3.751	.012
	Within Groups	150.602	197	.764		
	Total	159.204	200			
Leader's confidence in achieving goals	Between Groups	6.286	3	2.095	3.110	.028
	Within Groups	132.739	197	.674		
	Total	139.025	200			
Respondent's optimistic about the future	Between Groups	2.675	3	.892	.745	.527
	Within Groups	235.962	197	1.198		
	Total	238.637	200			
Respondent's belief in the organisational vision	Between Groups	7.185	3	2.395	2.250	.084
	Within Groups	209.651	197	1.064		
	Total	216.836	200			
Respondent's confidence in the leader	Between Groups	9.485	3	3.162	3.232	.023
	Within Groups	192.734	197	.978		
	Total	202.219	200			

Homogeneous Subsets

Post Hoc Tests

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Number of year in current position	(J) Number of year in current position	Mean Difference (I- J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Respondent's value for the leader's decisions	Less than 1	1-5	.440	.236	.249	-.17	1.05
		6-10	.417	.236	.291	-.19	1.03
		11+	.508	.228	.121	-.08	1.10
	1-5	Less than 1	-.440	.236	.249	-1.05	.17
		6-10	-.023	.147	.999	-.40	.36
		11+	.068	.135	.959	-.28	.42
	6-10	Less than 1	-.417	.236	.291	-1.03	.19
		1-5	.023	.147	.999	-.36	.40
		11+	.091	.134	.905	-.26	.44
	11+	Less than 1	-.508	.228	.121	-1.10	.08
		1-5	-.068	.135	.959	-.42	.28
		6-10	-.091	.134	.905	-.44	.26
Respondent's pride in the leader	Less than 1	1-5	.443	.250	.289	-.20	1.09
		6-10	.498	.249	.191	-.15	1.14
		11+	.462	.241	.226	-.16	1.09
	1-5	Less than 1	-.443	.250	.289	-1.09	.20
		6-10	.055	.155	.985	-.35	.46
		11+	.019	.143	.999	-.35	.39
	6-10	Less than 1	-.498	.249	.191	-1.14	.15
		1-5	-.055	.155	.985	-.46	.35
		11+	-.036	.141	.994	-.40	.33
	11+	Less than 1	-.462	.241	.226	-1.09	.16
		1-5	-.019	.143	.999	-.39	.35
		6-10	.036	.141	.994	-.33	.40
Leader's ability to provide ultimate inspiration	Less than 1	1-5	.807 [*]	.271	.017	.11	1.51
		6-10	.551	.270	.176	-.15	1.25
		11+	.782 [*]	.261	.016	.10	1.46
		1-5	-.807 [*]	.271	.017	-1.51	-.11

Leader's confidence in achieving goals	6-10	6-10	-.256	.168	.427	-.69	.18
		11+	-.025	.155	.998	-.43	.38
		Less than 1	-.551	.270	.176	-1.25	.15
	11+	1-5	.256	.168	.427	-.18	.69
		11+	.231	.153	.436	-.17	.63
		Less than 1	-.782 ⁺	.261	.016	-1.46	-.10
	Less than 1	1-5	.025	.155	.998	-.38	.43
		6-10	-.231	.153	.436	-.63	.17
		1-5	.652	.254	.053	-.01	1.31
	1-5	6-10	.538	.253	.148	-.12	1.19
		11+	.726 ⁺	.245	.018	.09	1.36
		Less than 1	-.652	.254	.053	-1.31	.01
	6-10	6-10	-.113	.158	.890	-.52	.30
		11+	.074	.145	.956	-.30	.45
		Less than 1	-.538	.253	.148	-1.19	.12
	11+	1-5	.113	.158	.890	-.30	.52
		11+	.188	.144	.561	-.19	.56
		Less than 1	-.726 ⁺	.245	.018	-1.36	-.09
	Less than 1	1-5	-.074	.145	.956	-.45	.30
		6-10	-.188	.144	.561	-.56	.19
		1-5	.369	.339	.697	-.51	1.25
	1-5	6-10	.466	.338	.513	-.41	1.34
		11+	.463	.327	.491	-.38	1.31
		Less than 1	-.369	.339	.697	-1.25	.51
Respondent's optimistic about the future	6-10	6-10	.097	.211	.967	-.45	.64
		11+	.095	.194	.961	-.41	.60
		Less than 1	-.466	.338	.513	-1.34	.41
	11+	1-5	-.097	.211	.967	-.64	.45
		11+	-.002	.192	1.000	-.50	.49
		Less than 1	-.463	.327	.491	-1.31	.38
	Less than 1	1-5	-.095	.194	.961	-.60	.41
		6-10	.002	.192	1.000	-.49	.50
		1-5	.202	.319	.922	-.63	1.03
	1-5	6-10	.438	.318	.516	-.39	1.26
		11+	.592	.308	.223	-.21	1.39
		Less than 1	-.202	.319	.922	-1.03	.63
Respondent's belief in the organisational vision	6-10	6-10	.236	.199	.635	-.28	.75
		11+	.391	.183	.145	-.08	.86
		Less than 1	-.438	.318	.516	-1.26	.39
	11+	1-5	-.236	.199	.635	-.75	.28
		11+	.155	.181	.828	-.31	.62
		Less than 1	-.592	.308	.223	-1.39	.21
		1-5	-.391	.183	.145	-.86	.08

Respondent's confidence in the leader		6-10	-.155	.181	.828	-.62	.31
		1-5	.524	.306	.320	-.27	1.32
	Less than 1	6-10	.533	.305	.302	-.26	1.32
		11+	.832 ⁺	.296	.028	.07	1.60
		Less than 1	-.524	.306	.320	-1.32	.27
		1-5	.009	.190	1.000	-.48	.50
		6-10	.009	.190	1.000	-.48	.50
		11+	.308	.175	.297	-.15	.76
		Less than 1	-.533	.305	.302	-1.32	.26
		1-5	-.009	.190	1.000	-.50	.48
	6-10	11+	.299	.173	.313	-.15	.75
		Less than 1	-.832 ⁺	.296	.028	-1.60	-.07
	11+	1-5	-.308	.175	.297	-.76	.15
		6-10	-.299	.173	.313	-.75	.15

*. The mean difference is significant at the 0.05 level.

Inter Correlation Matrix

	G en de r	A g e	R a c e	Edu cati onal Qua lifi cation	Res pond ent's Unit	Nu m be r of ye ar in cu r re nt po si tion	S ett in g cl ea r tar ge ts	Rec ogni tion and rew ards	Mon itor ing emp loy ee's perf orm anc e	Re cor d of mi sta ke s	Int er ven tion tim ing	Res pond ent's resp ect for the lead er	Lead er's emp hasi s on the orga nisat ion's visio n	Lea der's sup por t for inn ova tive thin kin g	Lea der's mot ivat ion for high stan dards	Lea der appl audi ng high perf orm anc e	Lea der's inter est in emp loy ee dev elop men t	Res pond ent's valu e for the lead er's decis ions	Res pond ent's pride in the lead er	Lea der's abil ity to pro vide ulti mate ins pira tion	Lea der's con fide nce in ach ievi ng goa ls	Res pond ent's opti misti c abou t the futura e	Res ponde nt's belie f in the orga nisati onal visio n	Res pond ent's confi denc e in the lead er
Gende r	1	0.1115	-0.0855	-0.188	-0.211	0.015	-0.047	0.016	0.013	-0.092	0.068	0.139	0.074	0.173	0.133	0.058	-0.034	0.133	0.027	0.082	0.023	0.039	0.006	0.094
Age	0.115	1	0.044	0.252	0.012	0.061	0.127	0.046	0.097	0.116	0.167	-0.111	-0.086	-0.061	-0.15	-0.179	-0.199	-0.123	-0.126	-0.106	-0.076	-0.011	-0.126	-0.219
Race	0.085	0.044	1	0.009	0.378	0.17	0.245	0.02	0.032	0.067	0.054	0.096	0.109	0.054	0.072	0.123	0.173	0.089	0	0.123	0.039	0.016	-0.03	-0.13
Educa tional Qualifi cation	0.188	0.252	0.044	1	0.161	0.186	0.103	0.25	0.17	0.122	0.189	-0.093	0.137	0.122	0.163	0.09	-0.191	-0.074	-0.174	-0.005	-0.164	0.063	0.195	0.095
Respo ndent's Unit	0.211	0.012	0.0378	0.161	1	0.051	-0.0437	-0.098	-0.098	-0.049	-0.029	-0.088	0.114	0.017	0.199	0.304	0.117	0.054	0.124	0.114	0.162	0	0.07	0.154

Number of year in current position	0.015	0.621	0.17	0.186	0.051	1	0.106	0.154	0.104	0.166	0.214	-0.019	-0.167	-0.144	-0.123	-0.234	-0.283	-0.114	-0.084	-0.111	-0.143	-0.082	-0.181	-0.197
Setting clear targets	-0.047	0.127	0.245	0.103	-0.437	0.106	1	0.447	0.175	0.216	0.176	-0.064	-0.118	-0.203	-0.095	-0.223	-0.191	-0.017	-0.155	-0.177	-0.15	-0.116	-0.184	-0.119
Recognition and rewards	0.016	0.046	0.02	0.25	-0.098	0.154	0.447	1	0.447	0.421	0.429	-0.183	-0.266	-0.245	-0.225	-0.29	-0.414	-0.123	-0.175	-0.29	-0.315	-0.204	-0.363	-0.206
Monitoring employees' performance	0.013	0.097	0.032	0.17	-0.098	0.104	0.175	0.447	1	0.497	0.45	-0.107	-0.258	-0.208	-0.268	-0.238	-0.371	-0.059	-0.295	-0.268	-0.266	-0.249	-0.331	-0.252
Record of mistakes	-0.092	0.116	0.07	0.122	-0.049	0.166	0.216	0.421	0.497	1	0.522	-0.337	-0.374	-0.353	-0.305	-0.304	-0.379	-0.217	-0.335	-0.326	-0.314	-0.32	-0.33	-0.342
Intervention timing	0.068	0.167	0.054	0.189	-0.029	0.214	0.176	0.429	0.45	0.522	1	-0.18	-0.286	-0.298	-0.261	-0.25	-0.397	-0.132	-0.308	-0.296	-0.296	-0.252	-0.243	-0.323
Respondent's respect for the leader	0.139	0.111	-0.096	-0.093	-0.088	-0.019	-0.064	-0.183	-0.107	-0.337	-0.18	1	0.312	0.305	0.229	0.192	0.212	0.199	0.203	0.192	0.164	0.143	0.105	0.195

Leader's emphasis on the organization's vision	0.074	-0.086	-0.109	0.137	0.114	-0.167	-0.118	-0.266	-0.258	-0.374	-0.286	0.312	1	0.448	0.334	0.374	0.375	0.248	0.313	0.374	0.387	0.244	0.311	0.404
Leader's support for innovative thinking	0.173	-0.061	-0.054	0.122	0.017	-0.144	-0.203	-0.245	-0.208	-0.353	-0.298	0.305	0.448	1	0.312	0.286	0.332	0.255	0.303	0.345	0.321	0.133	0.217	0.25
Leader's motivation for high standards	0.133	-0.115	-0.072	0.163	0.199	-0.123	-0.095	-0.225	-0.268	-0.305	-0.261	0.229	0.334	0.312	1	0.522	0.376	0.342	0.393	0.451	0.314	0.219	0.221	0.388
Leader's applauding high performance	0.058	-0.179	-0.123	0.09	0.304	-0.234	-0.223	-0.29	-0.238	-0.304	-0.25	0.192	0.374	0.286	0.522	1	0.462	0.321	0.408	0.47	0.406	0.134	0.256	0.45
Leader's interest in employee development	-0.034	-0.199	-0.173	0.191	0.117	-0.283	-0.191	-0.414	-0.371	-0.379	-0.397	0.212	0.375	0.332	0.376	0.462	1	0.274	0.394	0.341	0.35	0.31	0.381	0.394

Respo ndent' s value for the leader' s decisi ons	0.1 33	- 0. 1 2 3	- 0. 0 8 9	- 0.07 4	0.05 4	- 0. 11 4	- 0. 01 7	- 0.12 3	- 0.05 9	- 0.2 17	- 0.13 2	0.19 9	0.24 8	0.2 55	0.3 42	0.32 1	0.27 4	1	0.39 1	0.2 73	0.1 66	0.22 8	0.17 6	0.33 6
Respo ndent' s pride in the leader Leade r's ability to provid e ultimat e inspira tion Leade r's confid ence in achiev ing goals Respo ndent' s optimi stic about the future	0.0 27	- 0. 1 2 6	0	- 0.17 4	0.12 4	- 0. 08 4	- 0. 15 5	- 0.17 5	- 0.29 5	- 0.3 35	- 0.30 8	0.20 3	0.31 3	0.3 03	0.3 93	0.40 8	0.39 4	0.39 1	1	0.5 93	0.3 73	0.29 1	0.27 1	0.51 2
	0.0 82	- 0. 1 0 6	- 0. 1 2 3	- 0.00 5	0.11 4	- 0. 11 1	- 0. 17 7	- 0.29	- 0.26 8	- 0.3 26	- 0.29 6	0.19 2	0.37 4	0.3 45	0.4 51	0.47	0.34 1	0.27 3	0.59 3	1	0.4 79	0.32 1	0.22 4	0.48
	0.0 23	- 0. 0 7 6	- 0. 0 3 9	- 0.16 4	0.16 2	- 0. 14 3	- 0. 15	- 0.31 5	- 0.26 6	- 0.3 14	- 0.29 6	0.16 4	0.38 7	0.3 21	0.3 14	0.40 6	0.35	0.16 6	0.37 3	0.4 79	1	0.29 5	0.25 9	0.36 5
	0.0 39	- 0. 0 1 1	- 0. 0 1 6	- 0.06 3	0	- 0. 08 2	- 0. 11 6	- 0.20 4	- 0.24 9	- 0.3 2	- 0.25 2	0.14 3	0.24 4	0.1 33	0.2 19	0.13 4	0.31	0.22 8	0.29 1	0.3 21	0.2 95	1	0.40 7	0.29 6

Respo ndent' s belief in the organi sation al vision Respo ndent' s confid ence in the leader	0.0 06	- 0.1 2 6	- 0.0 3	- 0.19 5	0.07	- 0.18 1	- 0.18 4	- 0.36 3	- 0.33 1	- 0.3 3	- 0.24 3	0.10 5	0.31 1	0.2 17	0.2 21	0.25 6	0.38 1	0.17 6	0.27 1	0.2 24	0.2 59	0.40 7	1	0.28 8
	0.0 94	- 0.2 1 9	- 0.1 3	- 0.09 5	0.15 4	- 0.19 7	- 0.11 9	- 0.20 6	- 0.25 2	- 0.3 42	- 0.32 3	0.19 5	0.40 4	0.2 5	0.3 88	0.45	0.39 4	0.33 6	0.51 2	0.4 8	0.3 65	0.29 6	0.28 8	1

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.888
Approx. Chi-Square		1140.252
Bartlett's Test of Sphericity	df	153
	Sig.	.000

Communalities

	Initial	Extraction
Setting clear targets	1.000	.617
Recognition and rewards	1.000	.677
Monitoring employees' performance	1.000	.541
Record of mistakes	1.000	.628
Intervention timing	1.000	.497
Respondent's respect for the leader	1.000	.639
Leader's emphasis on the organisation's vision	1.000	.493
Leader's support for innovative thinking	1.000	.546
Leader's motivation for high standards	1.000	.488
Leader applauding high performance	1.000	.633
Leader's interest in employee development	1.000	.475
Respondent's value for the leader's decisions	1.000	.418
Respondent's pride in the leader	1.000	.581
Leader's ability to provide ultimate inspiration	1.000	.601
Leader's confidence in achieving goals	1.000	.406
Respondent's optimistic about the future	1.000	.608
Respondent's belief in the organisational vision	1.000	.490
Respondent's confidence in the leader	1.000	.542

Extraction Method: Principal Component Analysis.

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.089	33.827	33.827	6.089	33.827	33.827
2	1.597	8.870	42.697	1.597	8.870	42.697
3	1.127	6.262	48.959	1.127	6.262	48.959
4	1.069	5.940	54.899	1.069	5.940	54.899
5	.929	5.160	60.059			
6	.861	4.782	64.840			
7	.799	4.440	69.280			
8	.703	3.905	73.185			
9	.637	3.539	76.724			
10	.616	3.422	80.145			
11	.565	3.139	83.284			
12	.560	3.112	86.396			
13	.495	2.750	89.146			
14	.475	2.638	91.784			
15	.429	2.381	94.164			
16	.402	2.231	96.396			
17	.367	2.040	98.436			
18	.282	1.564	100.000			

Extraction Method: Principal Component Analysis.

Kind Regards

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