

How Relational and Strategic Leadership Shape Organizational Culture

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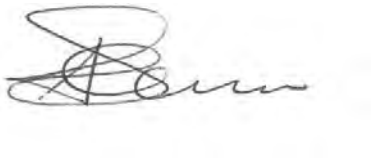
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DECLARATION

I, Libuseng Mampolokeng Lebusa, hereby declare that the work contained in this dissertation is my own, original work and has not previously in its entirety or in part, submitted at any university for a degree.

Signature:

A handwritten signature in black ink, appearing to be 'Libuseng Mampolokeng Lebusa', written in a cursive style.

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ABSTRACT

The study aims at analysing how relational and strategic leadership shapes the culture of an organization, using as a case study the SOS Children's Village Lesotho in Quthing District. As an International Federation, SOS Children's Village espouses four values, namely Courage, Trust, Commitment, and Accountability. The case was selected because SOS Children's Village's performance in Lesotho has been outstanding, due to employee commitment in the organization.

The review of the literature drew upon three theories: the theory of organizational culture by Schein (2010), which shed a light on cultural embedding mechanisms, the relational leadership components of Komives, S, Lucas, N, & McMahon, T (1998), and the strategic leadership roles of Ireland and Hitt (1999).

This study adopted a deductive qualitative research method, where structured interviews supplemented with documents were used to collect data. Thematic analysis and pattern matching analysed the data with the aid of a pre-developed codebook that identify theoretical codes and themes in the data.

The findings confirmed that with the use of cultural embedding mechanisms, relational and strategic leadership shaped the culture of commitment. The main characteristics of the culture of the commitment of SOS Quthing are punctuality, teamwork, and individual initiative. Relational and strategic leadership behaviours helped to create a culture of commitment through the fair and equitable allocation of resources, the inclusion of employees in decision making, having an orientation program for new employees, giving rewards and recognition, holding regular meetings, supervision, utilizing the online collaboration system and the systematic development of human capital.

The literature supported the study results. The study acknowledges the limitations and delimitations of the research. The study's contribution was in identifying how leadership behaviours operate through cultural embedding mechanisms to "identify" creates a culture of commitment.

In conclusion, managerial recommendations were made for SOS to strengthen their leadership behaviours further and further research recommendations.

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LIST OF ABBREVIATIONS

PMS	Performance Management System
RBT	Resource Based Theory

CHAPTER 1: INTRODUCTION

1.1 Background of the study

The research is a deductive qualitative case study which is founded on Resource-Based Theory (RBT) that analyses how Relational leadership and Strategic leadership, shape culture of SOS Children's Village in Quthing Lesotho.

RBT claims that the resources inside organizations are used facilitate the attainment of competitive advantage. Internal resources are fundamental for organizational success (Kurucz et al., 2017); Colbert, 2004). RBT acknowledges the worth of the exclusive propositions of firms concerning how their visions, missions, and values align with workers' behaviours and activities (Davis, 2017). The relationship of internal resources and capabilities do enhance an Organization's performance (Barney, J. B., & Arian, R, 2001); Grant, 1991); J. B. Barney, Ketchen Jr, and Wright, 2011). Referring to RBT, A Culture of a firm plays a big role in retaining its performance while empowering and allowing employee freedom at workplace (Grant, 1991). RBT claims that leadership is of paramount importance in influencing employees to be committed and enhancing an organization's performance and service delivery (Grant, 1991). However, in a Non-Profit Organization like SOS, RBT's specific relevance is to facilitate proactive sourcing of resources with anticipation of uncertainties that are brought by climate change (Ridder and McCandless, 2010). RBT's relevance in Non-Profit Organizations is also explained by Kunle Akingbola (2013), three categories of capitals and skills that arise from the interaction and process of non-profit sectors. Leadership and culture are valuable capitals in any firm, that is why this research acknowledges RBT.

SOS Lesotho is a thriving charity organization that works at Maseru and in District of Quthing. SOS adopted, supports and beliefs in the values of Courage, Commitment, Trust, and Accountability. These values that SOS Lesotho holds onto, may be the foundation the company's achievement (Grant, 1991).

SOS Children's Village Context of Study:

Hermann Gmeiner established SOS Children's Village in 1949 in Austria. Gmeiner had a vision to provide a household to children without homes, and parents, during the Second World War (SOS Children's Village Lesotho, 2013). He had vision, mission, and objectives, which were supported by donors to help him fulfil his mandate. He was keen to assist disadvantaged children. His vision extended to all the countries of the world. This concept was readily adopted in other countries because there was a clear vision, mission, and guiding

principles to follow. The founder cascaded and established the culture of commitment to children from Austria to the nations of the world. Lesotho is one of the countries which adopted SOS Children's Village in 1998 with the same mandate.

SOS's vision is to see children growing into households and cared for. The organization builds households for children without parents, assist them build future as they participate in community developments. This organization kept the vision by espousing its values (Courage, Commitment, trust, and accountability).

SOS Children's Village Quthing has adopted the above values. The offices at Quthing are within a Village yard where technical and support staff facilitate support services to all mothers to grow and take care of children in their care. The families are within the same location for easy access and management. At the same time, they still embrace the village atmosphere to maintain a mutual relationship with nearby communities where they participate in community ceremonies and gatherings. The organization's mandate is taking care and development of children. Therefore, the working environment for SOS employees is calm, relaxing, loving, and providing security for children. Employees' attitudes are tuned to model a child, thus helps when there are differences and misunderstandings between employees. Employees try to solve their differences in a conducive manner to keep a loving and tolerable situation that enables children to emotionally and psychologically grow well. There are about six to eight children in each family, under the care of one mother and her assistant, which is a similar number of most Basotho families. They grow together as boys and girls of different ages in the household.

However, SOS, as global organization has goals which are to provide homes and fair to children. To ensure that no child grows alone; SOS strengthened the quality of their programs, and they drive the global care movement, unite donors and partners to support the initiative. SOS Children's Village Lesotho Quthing has adopted and contextualized the strategies to achieve a global vision, mission and values, and SOS International Strategy 2030.

It is, however, believed that a combination of RL and SL components and roles at SOS Lesotho and Quthing have improved provisions of children services and thus led to the success of the organization.

1.2 The statement of the problem

There is still diminutive research on relational and Strategic leadership concerning the shaping of organizational culture. Fischer and Antonakis (2017), point out that much research needs to commence to appreciate the process of leadership in the influencing culture. The research will respond to the gap by finding how relational and Strategic leadership interact in building culture of SOS Lesotho.

1.3 Conceptual Framework

Leadership is an interactive process that is put in practice to encourage employees to accomplish company aims (Asree, Zain, and Rizal Razalli, 2010). Therefore, qualitative study is necessary for the analyses of leadership process. The study aims to explain how relational and Strategic leadership have shaped the culture of SOS Lesotho in the Quthing District.

Schein (1985) denotes that beliefs of a company are forms, policies and approaches that were initially moulded, comprehended, discovered, and adopted to acquire skills to resolve crises of external adaptation and internal integration. Culture relates to shared principles, policies, guidelines, values goals that describe what a company stands for (Schein, 1996). Nambisan and Baron (2013) further explain culture of organization as a tightly connected system of artefacts, and underlying assumptions.

A culture is established and influenced by leaders (Hitt, 1999a; Meng, 2014; Belias and Koustelios, 2015; Zhou, Wang, and Vancouver, 2019). For example, the way leaders behave in the company, influences Culture (Belias and Koustelios, 2015).

Framjee (2010) believes that there are specific procedures that organizations follow to build culture. Schein (2010) contends that leadership can use Primary embedding mechanisms to build Culture. The latter refers to: "The things that leaders put their focus on, and regulate, the way they address critical incidents, the way they allocate resources and positions. Secondary Articulation and Reinforcement Mechanisms supports main embedding mechanisms. The latter refers to organization aspirations, policies, rituals, approaches in doing business, its structures and philosophies (Schein, 2010).

Relational leadership and Strategic leadership - are contrasted and scrutinized to assess how they have shaped Commitment culture of Children's Village SOS Lesotho in Quthing District. Relational leadership adhere to internal affairs of the organization and interact with others, to build teamwork, rapport, understanding, employees inclusiveness, and achieve a

common goal; which affect organizational culture (Komives, & McMahon, 1998; Uhl-Bien, 2006; Cunliffe and Eriksen, 2011; Kurucz, et al., 2017). Carsten and Uhl-Bien (2012); Uhl-bien, et al. (2014); Arsten Thormaehlen (2012) contend that employees who have good relationship with their leaders learn and share ideas and constructive criticisms with their supervisors. There are five components of Relational leadership necessary to influence culture and two of them influence a culture of commitment when linked with cultural embedding mechanisms which are suggested as follows: Purposeful-encouraging others to commitment, and process-oriented organization (Komives et al. 1998). Carmeli, Tishler, and Edmondson (2012a) mentioned that exhibition of relational leadership enhances skills for making decisions, which relates to the function of a strategic leader.

Strategic leadership describes the vision and the aim of the firm and strategically put them into activities (Davis, 2017; Ke and Wei, 2008). Davies and Davies (2012), defines it as a means of modelling a plan and relating it to employee skills and resources the goal of an organization, while Wood and Dibben (2015), focus on how they entice encouragement and engagement to accomplish the goal. A strategic leader strengthens monitoring of actions and processes of the firm (Kilinc and Bilgin, 2017). The strategic leader accomplishes specific roles to build culture of an organization (Ireland and Hitt, 1999b). The roles that influence the creation of a culture of commitment are 1. Establishment of organizational purpose and vision, 2. Promotion of unique skills for competitive advantage, 3. Development of experts and innovative employees (Kurucz et al., 2017; Linnenluecke and Griffiths, 2010).

The above Strategic leadership roles and relational leadership components explain the purpose of researching on the two theories that shape the culture of an organization. Up to now, there is little research on relational and strategic leadership concerning organizational culture. Fischer and Antonakis (2017) point out that more research is necessary to comprehend leadership as a process in the shaping of culture. The study is addressing the gap by looking at how relational and strategic leadership interact with one another in the shaping of the culture of SOS Lesotho.

1.4 The purpose of the study

The study aims to describe how relational and strategic leadership have shaped the culture of SOS Children's Village, Lesotho, in the Quthing District.

1.5 The objectives of the study

- a) Describe the organizational culture of SOS

- b) Analyse how relational leadership shapes the organizational culture of commitment in SOS
- c) Analyse how strategic leadership shapes the organizational culture of commitment in SOS
- d) Analyse how relational and Strategic leadership interact in shaping the organizational culture of commitment in SOS

1.6 Definition of terms

The main concepts which made up the whole study are defined below:

RBT in Non-Profit Organization refers to different types of internal resources an organization uses to facilitate its service delivery (Arya and Zhiang Lin, 2007). These refer to institutional resources, culture, and capabilities (Kunle Akingbola, 2013).

Relational leadership implies interacting processes of people to attain a communal goal for the benefit of all in the society (Komives, et al., 1998). As to emphasize the latter definition, Uhl-Bien (2006) also says Relational leadership emphasizes interactive procedures that develop, enhance leadership and the social edification, and the mutual actions of individuals.

Strategic leadership is a leadership function that describes the vision and organizational aim and simplifies the aim to the strategies (Davies and Davies, 2010). Davies and Davies (2012), further say the recognition of Strategic leadership as a strategic element influences performance of the organization, which is the concept that is supported by Martin Wood and Mark Dibben (2015). The latter describes a strategic leader as one who induces employees' morale, motivation, and commitment to reach organizational goals.

Organizational culture's definition is the feedback one acquires where underlying norms, views and beliefs are shared by members of a group, representing acceptable solutions to major organizational problems and are in three levels; artefacts, espoused values and assumptions (Schein, 1985).

1.7 Procedures

The study uses an explanatory qualitative method, and data presentation is in a narrative form (Ryan, 2006). This design is consistent with the post-positivist paradigm (Henderson, 2011a). An explanatory case study approach utilization is allowing the researcher to deductively explore the literature and theories to enable the development of research questions and to establish processes and relationships of organizational culture, Relational, and Strategic leadership (Meyer, 2001). The study collected data using semi-structured interviews. Data

collection from SOS Lesotho employees, some in their capacity as leaders who execute leadership activities that influence the culture. Other participants are junior staff who are part of SOS culture, who were able to give information concerning their experiences of culture, Relational, and Strategic leadership. Relevant SOS Lesotho documents like strategic plans, annual reports, internal memos, and minutes of staff meetings were also analysed before and after interviews to substantiate evidence from the interviews.

Purposive sampling was in use to select the National Director of SOS Lesotho because of the type of leadership approach he exercises to supervise the Departmental Directors, including Programs Director, who has a direct relationship and influences in the way Quthing Village Director, Programs Managers' behave. Purposive sampling technique was also in use to select four Quthing District managers. Convenient sampling was also in use to select four junior staff members working within the four programs running at Quthing District under the overall supervision of the Village Director.

Deductive thematic analysis was in use to identify, examine, and record patterns within the data themes (Rishi, Jauhari, and Joshi, 2015a). Theory testing was used in a pattern-matching approach K. F. Hyde (2000) to ascertain how RL and SL shape organizational culture in SOS Lesotho concerning the literature.

1.8 Significance of the study

The information in the statement of the problem reveals that there is a literature gap concerning how relational and Strategic leadership influence OC; therefore, the study will assist in the building of literature in the body of knowledge. The study will benefit SOS Lesotho as the management has shown interest in the study. The study will not only improve on their leadership skills but will assist the SOS to identify the training gap and to plan for employee capacity building initiatives.

1.9 Limitations of the study

SOS has got four values that make up its culture, but the only value that was explored in this study is the value of commitment, which is a limitation of the study. Not all SOS employees participated in the research, and so it is possible some aspects of the formation of culture have been overlooked. As a qualitative study, the findings do not apply to other organizations, but pertain to SOS Lesotho only.

1.10 Organization of the study

Chapter 1 provides a study introduction, study context, outlines the fundamental concepts of the study, a brief methodology of study, study goals, and study outline.

Chapter 2 Provides the review of literature that produced the study context, study frame, and study proposition. The chapter discusses RBT as an umbrella for the study and the latter's key components. These components are, Relational leadership components that influence organizational culture, Strategic leadership roles change organizational culture and Cultural embedding mechanisms.

Chapter 3 describes the techniques used for data collection, analysis, and interpretation. The study used a deductive method of study, thereby using literature to create a study proposition. Interviews were used to collect data. Pattern matching, and thematic were used to analyse and interpret data based on the literature of the study.

Chapter 4 presents raw data as collected from the sources.

Chapter 5 discusses data

Chapter 6 gives a conclusion of the findings and recommendations for further studies as well as ethical considerations.

1.11 Summary

The chapter explored the context of the research, that relates to RBT as applied to leadership and organizational culture as resources of both profit-making organizations and Non-Profit Organizations. The chapter further discussed three theories to bridge the theory gap and to build literature on the body of knowledge by exploring the way relational and strategic leadership shape culture of the organization. The methodology of the study's discussion was brief as the study used deductive thematic and pattern matching analysis on a post-positivist explanatory case study.

CHAPTER 2: LITERATURE

2.1 Introduction

The chapter reviews and organizes literature in a manner that informs the theoretical framework, proposition, codebook, and question matrix of the study. The study is deductive; therefore, the analysis of data collected is based on this literature review. The following study concepts are reviewed: RBT, culture of organizational, Leadership, Relational, and Strategic leadership.

2.2 Resource-Based Theory

2.2.1 Introduction

The research is based on RBT as it argues that internal resources of organizations are in use to attain a competitive advantage, and therefore are the basis for the success of the organization (Kurucz et al., 2017; Colbert, 2004). RBT recognizes the value of the unique characteristics of a firm in relation to an organization's vision, mission, and values concerning employees' behaviours, activities, and attitudes (Davis, 2017). The relationship between internal resources and abilities enhance an organization's performance (Grant, 1991; Barney, Ketchen, and Wright, 2011). According to RBT, organizational culture plays a significant role in retaining organization's performance while giving support for the empowerment of newly recruited employees (Grant, 1991). RBT also argues that organizational leadership is crucial in encouraging commitment of employee, thus increasing organizational performance (Grant, 1991).

In a non-profit organization), RBT refers to different types of assets an organization uses to facilitate its service delivery (Arya and Zhiang Lin, 2007). RBT does help NPO to be proactive to source for resources with anticipation of uncertainties that resulted from changing the environment (Ridder and McCandless, 2010). The relevance of RBT to the Non-Profit Organization is also explained by Kunle Akingbola (2013), who said that three major types of resources and competences originate from the relations and procedures of Non-Profit organization and they are as follows:

First, Non-Profit organizations produce resources and abilities from their operations. Non-Profit organizations do not generate profit; however, they can enhance human resource development with grants they receive from donors. The grants help in the improvement of skills, behaviour, and interactions of employees in the firm.

Secondly, institutional resources and abilities are another source for organizational competitive advantage in Non-Profit organizations. These resources and competences are produced by the convergence of social, political, economic factors and the multifaceted set of past activities that give rise to Non-Profit organizations.

Institutional and competence resources are the basis for addressing organizational uncertainties and problems. These resources refer to materials, structures, skills, and leadership which are also necessary for sustainability and growth of Non-profit organizations.

The standards analogy apparent in human resource activities gives rise to social exchange between a firm and staff, which facilitate commitment of employees. Staff commitment enhances organizational performance and social behaviour (Kunle Akingbola, 2013).

RBT is very relevant for this study as it drives organizational strategy and performance by describing, clarifying, and forecasting interactions of resources. (Shoham, et al., 2006; J. B. Barney, 2007). According to Kong and Prior (2008), RBT underpins that no two organizations are identical because no two organizations, either profit or non-profit, have acquired the same resources as abilities, skills, experiences, and organizational culture. The argument emphasizes the relevance of RBT in this study.

2.2.2 Summary

In summary, RBT is the basis for this study because leadership and culture, which are the main themes of the study are the internal resources of organizations.

SOS Children's Village is a thriving charity organization that operates in Lesotho at Quthing District. The organization espouses cultural values such as Courage, Commitment, Trust, and Accountability. SOS Children's Village's success may be due to the espousing of commitment value (Grant, 1991).

2.3 Organizational Culture

2.3.1 Introduction

“Culture is the pattern of basic assumptions that the group has invented, discovered or developed in learning to cope with its problems of external adaptation and internal integration, and that has worked well enough to be considered valid, and, therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems The culture must have produced good results for a period to be accepted, and, therefore, to be transferred to new employees”. (Schein, 1985, p.5) In the same manner,

organizational culture is defined as learned responses of underlying assumptions and values shared by members of an organization, representing acceptable solutions to major organizational problems (Schein, 1985, p.5-6).

Schein (1985) describes three levels of organizational culture, and these are artefacts, values, and assumptions.

Artefacts are observable, physical structures, and processes in the organization (Schein, 1985). They are things that can be seen, that can be touched and those that can be heard. Visible products in an organization may refer to things like language that is used and known by a group only. These may refer to emblems, technology, products the company produces, or service rendered to recipients, and dress code which may distinguish a group from one another (Schein, 1985; Bellot, 2011).

Espoused values are approaches, goals, and philosophies of an organization. They are initially developed by leaders then adopted by followers in the firm, and the leader influences the group, which results in shared values as learned from members of the group (Schein, 1985).

Assumptions: are beliefs, perceptions, thoughts, and feelings about situations or things or people or clients or one another inside and outside the organization. These are the hypothesis which becomes a reality and becomes a solution to problems if repeated (Schein, 1985).

The three levels define organizational culture and the latter defines what a leader pays attention to, what certain things mean to him and how he/she address critical incidences in the organization. A leader is in the heart of organizational culture; therefore, it is crucial how leaders behave in the organization.

2.3.2 Leadership and Culture:

Organizational culture is created and shaped by leadership (Belias and Koustelios, 2015). The way a leader plans, guides, coaches, and mentors the followers have a direct influence on how he shapes culture (Belias and Koustelios, 2015). According to Ajay and Moreno (2015), the foundation of culture is on a cultural leader who can shape organizational culture, who can articulate beliefs and values and plays a significant role in composing artefacts that will define culture. The emphasis on a culture that is driven by leadership is also brought forth by Meng (2014), who alluded that leadership can build organizational values, ethics, principles, and standards that can be sustainable. Belias and Koustelios (2015); Ajay and Moreno

(2015); Meng (2014) see committed leadership which cannot be delegated or outsourced Panico Richard (2004), as a driving tool to build and shape organizational culture.

There are studies on how Transformational and Transactional leadership influence organizational culture (Armenakis, Brown and Mehta, 2011b). Literature proves that transformational leadership has characteristics which may influence culture as Belias and Koustelios (2015), observe the interaction between the culture of organization and leadership thereof. Armenakis et al. (2011b) also emphasize that leadership is one of the most influential components in the organization that develops and maintains culture. Concerning cultural development, Bass and Avolio (2017), who advocate for the Full Range Leadership Model, argue that organizational values and beliefs emerge or and change due to what leaders put their focus on, as well as how they address crises. Bass and Avolio (2017), further argue that characters that leaders portray and the kind of people they recruit in their organization shape and change the culture. Bass and Avolio (2017) say in the same manner, culture may influence and shape the leadership of an organization as well. In a nutshell, some characteristics contribute to good OC, which enhances high organizational performance (Panico, 2013). The following characteristics are necessary for the organization's high performance, as outlined by Panico (2013, p 03).

- Values are transferred from one person to another, well explained, comprehended and experienced;
- The organization vision is made clear for everyone to appreciate what is supposed to be done;
- The mandate of the company is made clear and goes beyond parameters of profits making approaches;
- Company's competitive advantage and growth are monitored and evaluated;
- Distinct obligations and responsibilities are acknowledged and anticipated;
- There are absolute performance standards that attract the rewarding of shared and different contributions.
- Human capital growth is important;
- Employees are recognized as valuable organization resources and they are treated with admiration, love and dignity;
- Trustworthiness is the principal aspect.

Schein (2010, p. 234) argues that leaders can employ Cultural embedding mechanisms to shape organizational culture. Schein (2010, p.236) articulates mechanisms as "Primary embedding mechanisms." These mechanisms refer to the following: What leaders pay attention to measure and control regularly; how leaders react to critical incidents and organizational crisis; How leaders allocate resources; deliberate role modelling, teaching and coaching; how leaders allocate rewards and status; how leaders recruit, select, promote and excommunicate. Then the "Secondary Articulation and Reinforcement Mechanisms" which refers to organizational design and structures; Organizational systems and procedures; rites and rituals of the organization; design of physical space, facades, and buildings; stories about important events and people; formal statements of organizational philosophy, creeds, and charters" (Schein, 2010, p. 236). In the same manner, organizational culture is built and shaped by the leadership behaviour in the organization. Belias and Koustelios (2015); Hou (2017); and Ireland and Hitt (1999); Framjee, Pesh; Whitehill (2012), believe that there are certain procedures that an organization follows to build its culture as much as leadership behaviour does (Schein, 2010).

2.3.3 Primary Embedding Mechanisms:

There are six Primary embedding mechanisms and six Secondary Articulation and Reinforcement Mechanisms that are relevant to shape organizational culture (Schein, 2010). The Primary embedding mechanisms were tested and found effective in changing artefacts and underlying values, which signify a deeper part of organizational culture (Schraeder, Tears, and Jordan, 2005). However, only relevant Primary embedding mechanisms to study are in the discussion below:

2.3.3.1. What leaders pay attention to, measure and control regularly

It is of paramount importance for a leader to focus and put emphasis on every strategy or aspect of an organization that leads to the achievement of an organizational goal (Panico Richard, 2004). A leader must follow certain processes in creating values that should emanate from what he/she pays attention to, measures, and controls regularly (Schein, 2010). For a leader to create that value, he must be systematic in paying attention to certain things as a means of communicating the ideology to the rest of the stakeholders (Schein, 2010). Secondly, leaders are to be consistent, firm, and assertive in what they believed. Thirdly, any issue of focus must be put into the plan and should be budgeted for because planning and budgeting are important functions of leadership (Schein, 2010). However, a leader must gain

trust from subordinates for all to follow suit of what he/she puts focus on as a value in the organization (Panico Richard, 2004). It is through what Panico (2004) termed 'Naked Leadership' which helps one to earn trust from subordinates. Rewards allocation is necessary for activities that uphold the attention of leaders and do benefit the organization (Schein, 2010).

Leaders consistently pay attention to measure, regulate, reward, control, and communicate their priorities, goals, values, and assumptions. In the same way, employees, channel their efforts where their leaders pay attention to (Schein, 2010).

2.3.3.2 How leaders allocate resources

According to Schein (2010), the way budgets are developed in a company, reveal leaders' assumptions and beliefs. Resources can be efficiently allocated for increased performance when budget and Performance Management Systems (PMS) are to be in harmony with resource allocation (Kwarteng, 2018). PMS and budgeting are strategies to achieve objectives of Resource Management Systems in an organization (Kwarteng, 2018). Budgeting is crucial for an organization to set priorities and allocate rare resources equitably to those activities that considered critical (Linn, 2007). Leaders allocate resources on what they put attention to or on their area of focus for better service delivery and performance. It would be of high importance to give the development of employees a priority in the fair and equitable allocation of resources because it gives them trust, job fulfilment, and empowerment (Egan, Yang, and Bartlett, 2004), which lead to a culture of commitment.

2.3.3.3 Deliberate role modelling, teaching, and coaching

Coaching is a leadership role that unleash employees' potential knowledge essential for the attainment of company's objectives (Lloyd, 2005); as coaching is not to play the game but to influence others to play the game (Secretaría de redacción Teoría de la Educación, 2016); to empower employees to achieve organizational goals. Schein (2010) states that followers comprehend new things differently, which relates to informal and non-formal messages. It is of paramount importance to note that simple messages done through coaching are more useful for teaching and coaching more than formal messages (Schein, 2010). However, leaders implement coaching behaviours to solve the following types of problems: These problems refer to the situation where employees are not acquainted with their roles, mistrust their leaders and have a feeling of not being appreciated due to lack of feedback and skills development from their supervisors. (Wilson, 2004; 2011).

Coaching is an important technique to equip employees with relevant skills that enhance their competence, thus improving their commitment, hence improved organizational performance (Henochowicz and Hetherington, 2006a). Training and leading can serve as tools for reshaping of organizational culture (Schraeder, et al., 2005).

2.3.3.4 How leaders allocate rewards and status

Employee rewarding is one of the strategies leaders use concerning PMS and giving of feedback to a commendable performance as a means of motivation for employees (Secretaría de redacción Teoría de la Educación, 2016). The notion here is that rewards do have a direct influence on the course of employees' consideration and commitment (Bamberger and Levi, 2009). However, there are monetary and non-monetary rewards, of which the latter has a strong influence on the intrinsic motivation, which is displayed by high performance and motivation in comparison with the former (Markova and Ford, 2011). Schein (2010) believes that the cultivation of organizational culture is enabled if leaders link rewards and punishments with priorities, assumptions, and values. More importantly, a culture of commitment's cultivation is by rewarding good performance behaviour (Loke, 2001a). However, rewards are to be allocated equitably and fairly as a principle to increase employees' performance and commitment (Webb Day, et al., 2014).

2.3.4 Secondary Articulation and Reinforcement Mechanisms:

The Secondary Articulation and Reinforcement Mechanisms do not create or shape culture on their own but reinforce Primary embedding mechanisms to build culture. It means they work together with Primary embedding mechanisms (Schein, 2010), as discussed above. The artefacts are highly visible but cannot be interpreted easily (Schein, 2010). In the same way as Primary embedding mechanisms, only Secondary Articulation, and Reinforcement Mechanisms, relevant to shape organizational culture, with the focus to commitment are discussed, and these are; Organizational Systems and Procedures and Formal Statements of organizational philosophy, creeds and charters (Schein, 2010).

2.3.4.1 Organizational Systems and Procedures

Organizational Systems and Procedures is one of the Secondary Articulation and Reinforcement Mechanisms of culture, which denotes the way leaders organize and arrange organizational activities according to their priorities to link them to each other to make a whole (Schein, 2010). An alignment of organizational vision with subculture activities, staff opportunities to engage across diverse groups, learning processes, distribution and delegation

of leadership activities among leaders and investment in communication have a bearing on shaping and sustaining of organizational culture (Mitki, Shani and Meiri, 1997; Willis, et al., 2016). Information carried by communications network has characteristics such as how it is collected, how it enters the system, the distance it travels before it integrates with other information (Ference, 1970). In the same manner, the way every organization handles and distributes compensation like reward systems and pay systems to employees attracts certain people who shape organizational culture (Li and Roloff, 2008). Culture is not only embedded by leaders' assumptions on hiring and taking out people out of job systems but by recognition of organizational members (Mouton, Just, and Gabrielsen, 2012). Recognition behaviour may attract and retain skilled and self-motivated staff to improve the culture of commitment in the organization (Gagné and Deci, 2005).

2.3.4.2 Formal Statements of organizational philosophy, creeds, and charters

Formal Statements are organizational philosophy which articulate artefacts, values and assumptions of the organization (Schein, 2010). Formal Statements are valued by leadership to stress distinct issues to be addressed, as values that march the crowds and as cues for core norms to be taken into consideration (Schein, 2010). Displaying formal statement like creeds and charters to be accessible to all employees and recipients of services assist in enhancing culture of commitment because people tend to behave positively when they know what they are doing, why are they doing what they do, who are they doing it for, how best could they do it (Loke 2001a).

2.3.5 Summary

The chapter discussed organizational culture and leadership and included definitions of the main concepts (Schein, 2010). Schein (1985. P 5) defines culture as “the pattern of basic assumptions that the group has invented, discovered or developed in learning to cope with its problems of external adaptation and internal integration, and that has worked well enough to be considered valid, and, therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems The culture must have produced good results for a period to be accepted, and, therefore, to be transferred to new employees”. In another incidence, organizational culture is defined as learned responses acquired from norms and beliefs that are shared by members of an organization in solving major organizational problems (Schein, 1985). The chapter discussed three levels of organizational culture. Some of Schein's primary embedding mechanisms were explored concerning how leaders use them

to shape commitment culture. It is deduced from the literature that primary embedding mechanisms are prone to change the culture of commitment when linked with either component of Relational leadership Komives, et al. (1999) and roles of strategic leadership (Ireland and Hitt, 1999). These are: What leaders pay attention to, measure, and regularly monitor, how leaders allocate resources and rewards, role modelling, teaching, and coaching (Schein, 2010). Two Secondary Articulation and Reinforcement Mechanisms were explored to identify how they assist in the shaping of organizational culture. These are organizational systems, processes and formal statements of organizational philosophy, creeds, and charters (Schein, 2010).

2.4 Leadership:

Leadership is an interactive technique that motivates employees to effectively accomplish an organizational goal (Asree, Susita; Zain, Mohamed; razalli, 2010). Therefore, relational and Strategic leaderships are contrasted, and employed to assess how leadership has influenced the culture of SOS Children's Village Lesotho in Quthing District. Relational leadership refers to interactive processes of a firm, social relationships of leaders, and mutual collective actions of all employees, which thus manifest into organizational culture (Uhl-Bien, 2006). Strategic leadership may also explain the vision, moral purpose of the organization and translates them into actions (Davis, 2017).

2.4.1 Relational Leadership:

According to Cunliffe and Eriksen (2011), Relational leadership is an interaction of leaders, subordinates, systems, and objects. Kurucz, et al. (2017), belief that Relational leadership theory helps a leader to incorporate or include other stakeholders in decision making. Colbert and Kurucz (2007) suggest that Relational leadership has to do with how all stakeholders interact with the business at hand. In the same manner, Uhl-Bien (2006) also believes that relational leadership emphasizes interactive procedures that develop, enable leadership, and the social construction of leadership and the mutual collective actions of people. Cunliffe and Eriksen (2011) uphold relational leadership behaviour, which encourages a leader to move around the company's departments to build teamwork, build rapport, and build an understanding between each other. On the other side of the coin, Uhl-Bien (2006) emphasizes that it is important for leaders to have strong quality relationships with their subordinates, and that results in high organizational performance. Carsten and Uhl-Bien (2012) further argue that subordinates that take cognizance of a strong connection with their leader will be more comfortable sharing their ideas and criticisms with them (Carmeli, Tishler, and Edmondson,

2012b). In the same manner, leadership that uses intellectual power, conviction, persuasive, and interactive dialogue tactics, creates a culture of motivated, innovative, information sharing and support employees who are willing to take part in decision making and can tolerate conflicts and risks (Ke and Wei, 2008). It is on this note that Ke and Wei (2008) encourage leaders to set good examples and create an intellectual stimulus for employees as part of relational leadership results.

Relational leadership is concerned about others, has respect for others, and is fair to everyone. Morela-Hernandez (2008) fosters trust among the staff as they inspire them to have strong work interactions, believing in each other, exchanging ideas, and creating an atmosphere that enables learning from past challenges (Carmeli, et al., 2012). The belief is that trust, as a developed cultural value, has a positive impact on Strategic leadership decisions (Carmeli, et al., 2012). Relational leadership enhances interactions and constructions, which develop trust between two parties (Brower, Schoorman and Tan, 2000; Uhl-bien, 2006; Sue-chan, et al., 2012). Therefore, a leader must equitably give subordinates adequate support providing resources, relevant information, attention, a delegation of responsibilities, and authority as a means of interaction and relationships, which build mutual trust for the subordinates (Brower, et al., 2000; Sue-Chan, et al., 2012). The outcome of trust at the workplace will be good working relationships between leaders and subordinates Brower, et al. (2000) which in turn encourages a leader to empower subordinates, award promotions and give work incentives (Brower, et al., 2000). On the other side of the coin, interaction, and excellent communication elicited high trust and informed decision making, which increases organizational performance (Edds, 2016).

In the same manner, relational leadership implies interactive processes of people to achieve a shared goal for the benefit of all in the society or company (Komives, et al., 1998). Some elements of Relational leadership that are relevant to leaders' attributes in the shaping of culture are suggested and are as follows: Inclusive of people, empowering of others, purposeful - encouraging others to be committed, ethics that are driven by values, standards of leadership and process-oriented organization (Komives, et al., 1998).

2.4.1.0 Relational Leadership Components:

There are six components of Relational leadership, but only those relevant to the study were discussed, and “process-oriented and encouraging commitment” components by Komives, et al. (1998), were found to influence a culture of commitment when used concerning some cultural embedding mechanisms (Schein, 2010). They are therefore used to create study propositions.

2.4.1.1 Encouraging others to be committed

Proposition 1: Leaders who encourage employees' commitment through how they allocate resources, create a culture of commitment.

The way employees' and other stakeholders behaviour and psychological interactions facilitate organizational goals in the organization determines the level of commitment (Islam, et al., 2013). However, Hassan, et al. (2013) denote that the commitment of employees has to do with their emotional attachment with the organization, their identification with the same organization and their involvement in the organization. It further signifies the strength, beliefs, values of an organization, and feel of personal satisfaction (Hassan, et al., 2013). Relational leadership emphasizes commitment as an employee's capability because it enhances the competitive advantage of the organization (Morela Hernandez, 2008). However, the following leader's traits are necessary to induce commitment to the employees: selflessness, honesty, trustworthiness, fairness (Kalshoven, Hartog and Hoogh, 2011; J. Rhodes, et al., 2014; C. Rhodes and Badham, 2018) and compassion for others (Hassan, et al., 2013). Relational Leaders are recognized as commitment inducers in the organizations because their behaviours are grounded on inclusivity and teamwork with stakeholders Thomas Maak and Nicola M. Pless (2006), including teamwork, support, and coaching of employees to improve on employees' commitment (Yan, Wu, and Zhang, 2016). Relational leaders have collaborated visions that guide actions and emit energy that induces employees' intent to participate in an organization actively (Marcketti and Kozar, 2007). Relational leadership builds Organizational Social Capital, which cultivates a culture of good relationships between leaders, followers, leaders, and subordinates (Akram, et al., 2016). Relational leaders are caring, and visionaries (Akram, 2016), who include followers in organizational activities and decision making (Thomas, et al., 2006; Islam, et al., 2013; Akram, 2016; Yan, et al., 2016).

In a nutshell, employees' commitment is driven by their job satisfaction (Loke, 2001b). According to Loke (2001), there are five practices that leaders use to elicit employee's commitment, which increases organizational performance. These are challenging the process, inspiring a shared vision, enabling others to act, modelling the way, and encouraging the heart. One of the five leadership practices Loke (2001) mentioned is encouraging the heart, which simply means eliciting energy from employees to actively participate in the organizational activities by exerting all their efforts to accomplish tasks.

To elicit this commitment, leaders give performing employees recognition in due respect in the way of praise and rewards (Loke, 2001b). Though rewards could be of any form, Loke (2001) further gave an example of rewards that could be given to employees as promotions, rewards in monetary forms, and scholarships. On the other way, Kinnie and Swart (2012) suggest a High Commitment Management Approach be used to elicit employees' commitment. The approach involves the allocation of resources for the development of employees' competencies, promotions, sound financial incentives like bonuses and their participation in decision-making. The approach satisfies the needs of employees and thus elicit commitment (Kinnie and Swart, 2012). However, leaders should be careful enough to direct performance rewards and resources to situations where praises, recognitions, and choice assignments are recognized (Nohria, Groysberg, and Lee, 2008). Leaders should fairly and equitably distribute resources among employees to display justice to all (Thompson and Heron, 2005). Status is also significant in employees' satisfaction, which elicits commitment; therefore leaders should allocate it to performance (Clercq and Rius, 2007).

In conclusion, Relational leadership encourages commitment through the allocation of rewards, resources, and status.

2.4.1.2 Process-Oriented:

Proposition 2: Leaders who create a people-oriented process in what they pay attention to create a culture of commitment.

Several key processes are critical to the Relational leadership framework. These processes include teamwork and relationship, introspection, feedback, criticisms, community building (Marcketti and Kozar, 2007). However, process-orientation has got seven dimensions in an organization (Kohlbacher and Reijers, 2013) where leaders model behaviours. The following dimensions under discussions concerning a leader's behaviour are 1. Process design and documentation; 2. Management commitment, 3. Process ownership, 4. Process performance

measurement, 5. Corporate culture in line with the process approach, 6. Application of continuous process improvement methodologies and 7. Organizational structure in line with the process approach (Kohlbacher and Reijers, 2013).

2.4.1.2.1 Process design and documentation

A relational leader is visionary in the sense that he defines the context in which the organization is operating within and gives clear directions, which are documented (Hollander, 1992; Kohlbacher and Reijers, 2013). A relational leader sets the goal, strategies, rules, regulations, define processes, and procedure to be followed by followers (Kohlbacher and Reijers, 2013). In a more specific way, a relational leader must be knowledgeable of the entire process and its linkages and create employee interactions for a smooth flow of operation (Komives, et al., 1998). The processes are carried out by employees in their different positions, applying their knowledge, skills, and capabilities. Therefore, a leader must have a collaborating behaviour that enables cohesion of the group and define how a group goes to be a group, remaining a group and accomplishing group purposes (Komives, et al., 1998).

2.4.1.2.2 Commitment Management

A relational leader engages and collaborates with all top management leaders and engage them as he assigns them responsibilities in support of the process-oriented approach in the organization (Leyer, Hirzel and Moormann, 2018). An engaging and motivational leader is much necessary to allow seniors to execute leadership in the process of working and linking activities together to accomplish a given task (Leyer, et al., 2018). It is the leader's obligation to coordinate all groups, and this involves to the employment and engagement of employees, group decisions, and the way a group approaches the task associated with the vision and mission declares (Komives, et al., 1998).

2.4.1.2.3 Process ownership

A relational leader takes full ownership of the process so that he can have the authority of the process from the beginning to the end. He takes all measures necessary to coordinate others in their line of operations and improve organizational processes (Komives et al., 1998; Kohlbacher and Reijers, 2013).

2.4.1.2.4 Process performance measurement

A process-oriented leader focuses on processes alignment and linkages of separate units (Leyer, et al., 2018). He also pays regular attention to the implementation of performance measures and corrective actions wherever there are process deviations (Kohlbacher and Reijers, 2013)

2.4.1.2.5 Corporate culture in line with the process approach

People and processes must be in harmony or joined together to deliver a service to prospective clients. Therefore, a leader must have encouraging behaviour to encourage a culture of teamwork, readiness to change, customer orientation, personal responsibility as well as displaying cooperative behaviour in the process-oriented approach to accomplish organizational mandate (Kohlbacher and Reijers, 2013).

2.4.1.2.6 Application of continuous process improvement methodologies

A leader must have a sustainable mindset to collaboratively implement continuous improvements on the process (Hollander, 1992); Leyer, et al., 2018). An innovative and creative leader is necessary to keep the process going by bringing new strategies in the process (Kohlbacher and Reijers, 2013).

2.4.1.2.7 Organizational structure in line with the process approach

A relational leader is very vigilant to align process approach with organizational structure to allow a flow of command and responsibilities that encourage the commitment of employees to the organizational deliverables (Kohlbacher and Reijers, 2013).

The process-oriented approach manifests a leader's behaviour of transparency, which allows all employees to be aware of the processes as they are included in decision making and participate in the operation thereof (Leyer, et al., 2018). The process elicits a leader's behaviour of paying more attention to organizational systems, processes and focuses on the measurement and control of the processes, thereby cultivating a culture of commitment to the employees (Kohlbacher and Reijers, 2013).

2.4.1.6 Summary

The section focuses on two Relational leadership components, which are theoretically proven by this study to have a significant impact on encouraging a culture of commitment in the organization. These are; "a leader who encourages commitment and a process-oriented leadership."

2.4.2 Strategic Leadership:

2.4.2.1 Introduction:

Strategic leadership's description refers to a function that clarifies the vision and noble organizational purpose and interprets them into action (Davies and Davies, 2010). According to Burgelman (2016), Strategic leadership is concerned with the services, powers, stakeholders, and resources that affect corporate business and with how to influence them. Davies and Davies (2012) relate Strategic leadership to model strategies and display the ability to attain an organizational goal. Strategic leadership understands all restrictions that may affect a company's vision (Burgelman, 2016). Davies and Davies (2012) alluded that leadership is a strategic component influencing the company's performance, the concept that is supported by Wood and Dibben (2015) by describing a strategic leader as one who induces employees' morale, inspiration, and commitment towards achieving organizational goal. Ke and Wei (2008) added that a leader must develop an organization strategic vision and build strong advocacy of that vision. A leader must also develop clear communication structures and channels to enable the development of ideas and transfer of knowledge between employees (Ke and Wei, 2008).

A strategic leader must strengthen controls on the activities and procedures of the organization (Bilgin, Bilgin, and Kilinc, 2017). Kelly A Phipps and Mark E Burbach (2010) suggest that Strategic leadership in Non-profit organizations should foster three propositions, which are the ability to learn, change, and ability on management insight. However, Strategic leadership for Non-profit organizations should advocate and create a conducive working and learning environment where all can explore known and unknown future (Kelly et al., 2010). It is also emphasized that Strategic leadership must be the catalyst of change and have managerial wisdom in running and making decisions of the organization (Kelly et al., 2010). However, Hitt (1999) argued that there are six strategic roles that a leader must adapt and play in both profit-making organizations and Non-profit organizations to increase profit and create social value.

Strategic leadership accomplishes specific roles that are pertinent in shaping OC Hitt (1999) when linked with Cultural embedding mechanisms by Schein (2010). These roles are 1. strategically establish organizational purpose and vision, 2. strategically develop capabilities that are unique and beneficial for organizations to beat their rivals, 3. capacitate and grow the expertise of employees that are innovative for organizational growth, 4. build and retain efficient and sustainable organizational culture. The latter refers to the situation whereby leaders keep abreast of time and create an environment of innovations, creativity, and practices that can enhance organizational competitive advantage Hitt (1999). The latter also refers to the situation where all employees are engaged in an integrative system thinking and embracing three levels of sustainability (environment, social and economy) in their day to day operations (Kurucz, et al., 2017). For an organization to address economic sustainability, which relates to performance, growth and long-term profitability, the organization must put emphasis on organizational returns but not limited to reduction of cost and operation efficiency, but on the maximization of goods production and services and increased demand of goods and services (Linnenluecke and Griffiths, 2010). In pursuit of social sustainability, a strategic leader emphasizes internal arrangements that are core to its culture (Linnenluecke and Griffiths, 2010). Strategic leader enhances social interaction, stakeholder's inclusiveness, group affiliations, and informal structures which are in the facilitation of knowledge management in the organization (Linnenluecke and Griffiths, 2010). By so doing, the strategic leader supports staff development, learning, capacity building, renewing, and upgrading of staff knowledge and skills. A strategic leader promotes equal opportunity, workplace diversity, and work-life balance through the promotion of health and safety, learning and education, human welfare and wellbeing, equitable and socially just practices (Linnenluecke and Griffiths, 2010). Environmental sustainability refers to a minimal use of natural resources and reduction of environmental footprints (Linnenluecke and Griffiths, 2010). 5. Enforce code of good practices at workplaces, 6. create an equilibrium control measures of an organization" (Ireland and Hitt, 1999, p47-53).

2.4.2.2 Strategic leadership roles:

The roles of Strategic leadership by Ireland and Hitt (1999), as discussed below, serve as an avenue in shaping a culture of commitment, when linked with primary and secondary embedding mechanisms of Schein (2010), thus creating the study propositions. Therefore, this section discusses the behaviours of a strategic leader within roles to find how they influence a culture of commitment in an organization. The emphasis is on two roles which the

study found relevant in influencing employee commitment. These are leaders who strategically establish an organizational purpose and vision, and leaders who promote unique skills (Ireland and Hitt, 1999a).

2.4.2.2.1 Strategically establish organizational purpose and vision

Proposition 3: Leaders who pay attention to clarify and reinforce the purpose and vision of the organization create a culture of commitment.

The establishment, clarification, and reinforcement of organizational purpose and vision require a leader who is forecasting on organizational future, who can identify strategies and abilities to drive the organization to its destination (Ireland Duane and Hitt Michael, 2005; Bilgin, Bilgin and Kilinc, 2017a). According to Hagen, Hassan, and Amin (1998), the development of organizational strategy refers to a long-term vision. Organizational strategy influences internal resources, skills, and core capabilities to accomplish organizational mandate (Hagen, et al., 1998). A strategic leader draws the commitment of all employees in the implementation of the organizational strategy by stimulating employees' participation, allowing employees to have full ownership and trust in the organization (Hagen, et al., 1998).

Leaders establish and strengthen organizational purpose and vision by displaying a formal statement of organizational philosophy or creeds and charters to influence employees' commitment (Adnan, Jamil, and Nor, 2012).

2.4.2.2.2 Promote unique skills

Proposition 4: Leaders who develop human capital by allocating resources for employee training and development create a culture of commitment.

The role refers to a strategic leader who focuses on the development of human capital, which denotes the enhancement of different combinations of knowledge, abilities, experiences, competencies, and skills of employees (Bilgin, et al., 2017a). Organizational culture is driven by a leader who facilitates the learning of new skills and skills development thereof (Chan, Shaffer and Snape, 2004). The strategies for developing human capital can be establishment through trainings and development programs, the building of employees' networks, and the development of shared organizational vision (Hagen, et al., 1998). Therefore, strategic leaders allocate adequate and relevant resources to assist employees to improve on essential skills (Hagen, et al. 1998; Holosko, Leslie and Cassano, 2001). Strategic leadership creates an avenue for globalization to explore organizational opportunities and facilitates the

development of social issues and the economy as well (Jaramillo, Mulki and Solomon, 2006; Mamman, et al., 2018).

Strategic leadership commits organizational resources in terms of time, finances and other necessary support like tuition reimbursement, job rotation, self-assessment, job posting, career counselling, coaching and mentoring Tansky and Cohen (2001), for development of employees' skills. The initiative elicits the interest of employees to the organization having a feeling of being valued by the company (Lee and Bruvold, 2003). Employees with better knowledge, information, and skills are competent to deliver services. Their morale and confidence are improved, which increases their commitment at work Lee and Bruvold (2003), which manifests into a culture of commitment (Pankaj M Madhani, 2015).

2.4.2.3 Summary

Leadership refers to behavioural processes of leaders that influence individuals or groups towards organizational set goals (Barrows, 1977 cited in Asree, Susita; Zain, Mohamed; Razalli, 2010, p.502). The literature has identified leadership as a crucial component of employee commitment. Two main leadership behaviours were identified as Relational leadership and Strategic leadership. The literature explored behavioural components of Relational leadership Komives et al. (1998), where 'Encouraging employee commitment and process-oriented' roles were identified to influence a culture of commitment when linked with Schein's (2010, p. 235-257) cultural embedding mechanisms.

Strategic leadership was also explored, and it mainly refers to describing the vision, mission, moral, purpose, and interpreting them into action. Strategic leadership is a means of establishing strategies and capacity for the organization to achieve that directional shift or change (Davies and Davies, 2010). Strategic roles of Ireland and Hitt (1999), were explored and "establishing organizational purpose or vision and promoting unique skills" were identified to influence a culture of commitment when linked with Cultural embedding mechanisms of Schein (2010).

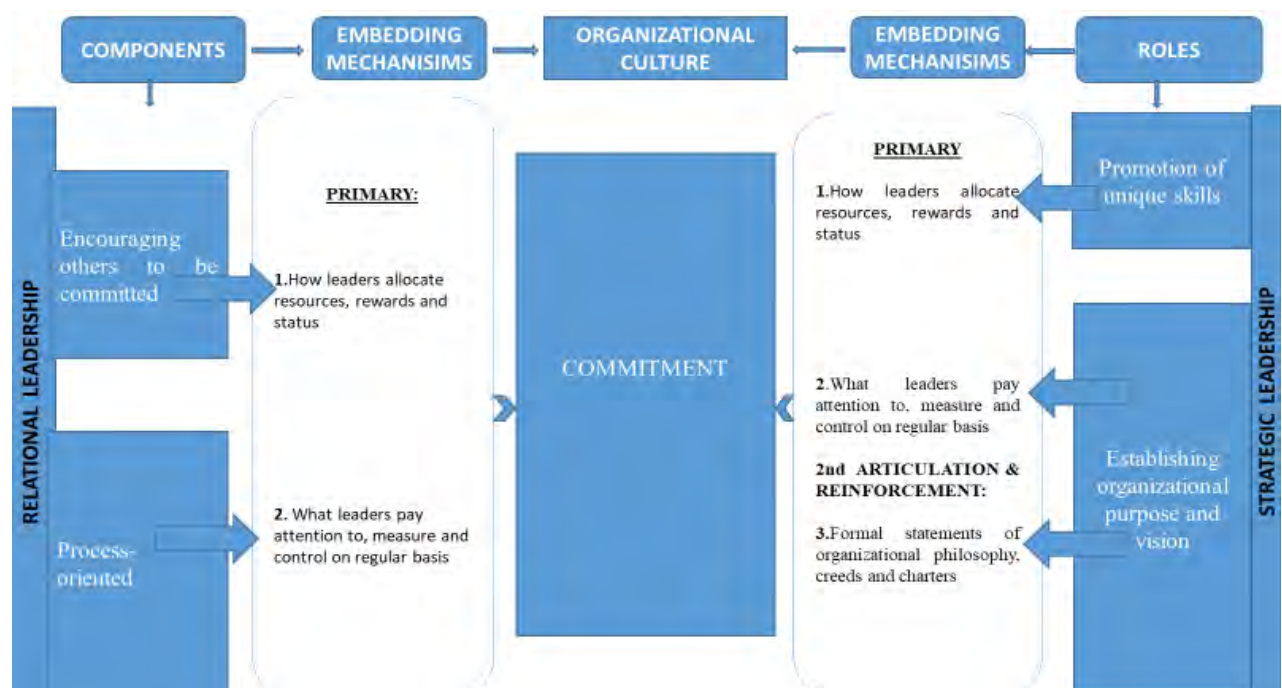
2.5 Literature Review Summary

The theoretical review discussed RBT, which introduces the study into leadership and culture as organizational resources for both profit and non-profit organizations. The literature explored three main theories of the study. These are organizational culture and Leadership theory by Schein (2010), Cultural embedding mechanisms that assist in changing

organizational culture, Relational leadership using Komives, et al. (1998)'s behavioural components, and Strategic leadership exploring Ireland and Hitt (1999)'s roles of leadership.

The review of the literature on this chapter translates and summarizes a theoretical study framework that illustrates the relationships between Cultural embedding mechanisms, Relational leadership, and Strategic leadership to create a culture of commitment in the organization. Four study propositions were created through exploration of literature.

Theoretical Framework:



The propositions of the study

Relational Leadership:

1. Leaders who encourage employee commitment through how they allocate resources, create a culture of commitment
2. Leaders who create people -centred processes in what they pay attention to, create a culture of commitment

Strategic Leadership:

3. Leaders who pay attention to clarify and reinforce the purpose and vision of the organization create a culture of commitment
4. Leaders who develop human capital by allocating resources for employee training and development, create a culture of commitment.

CHAPTER 3: METHODOLOGY

3.1 Introduction

The methodology of the study is the technique used to apply theory in a real-life situation to prove its significance and epistemology (Cuba and Lincoln, 1994 cited in Sobh and Perry, 2006, p.1194). It also refers to a paradigm that allows a researcher to reflect on a shared belief within community of researchers by clarifying how the respondents are sampled, interviews are done, and the way processes are carried out to generate insights on to the study (Kuhn, 1970 cited in Murshed and Zhang, 2016), p. 438). In the same manner, the chapter enabled the researcher to answer the objectives and goals of the study by deductively using literature to analyse the results of the research. Therefore, the section profoundly discusses the following topics; research design, research methodology, collection of data, data analysis, research validity, and ethical research considerations.

3.2 Research Design

The design of a study signifies the conceptual framework of the review that guided the whole research process (Sobh and Perry, 2006). Therefore, qualitative design in a relationship with the post-positivist paradigm was used to conduct this study process.

Post-positivist paradigm refers to a socially created reality (Noor, 2008). It was used in this study because of its relevance to the investigation as it also seeks to bring together theory and practice Henderson (2011), to nullify or approve literature that describes situations in an organizational culture that may impact on service delivery (Ryan, 2006; Giacosa, Mazzoleni and Usai, 2018). Therefore, the study used literature to test SOS Children's Village leadership behaviours in terms of Relational and Strategic leadership that influence culture of organization. The paradigm was also used to build a new knowledge Ryan (2006), which the study also wanted to accomplish.

Qualitative study as an umbrella design of this study generated, tested, analysed, and explained study data in a narrative form (Hyde, 2000). This is to say, the study used words to describe the situation. Qualitative approach unfolded behaviours, beliefs, and values of human beings in the context of the research, which made it possible for the study to provide rich explanatory information Azungah (2018) on leadership behaviours that influence culture in SOS Children's Village Quthing, Lesotho. A qualitative design is in harmony with the use of the post-positivist paradigm discussed above, as well as accommodating the deductive process in the study, which made its application more relevant in the study.

3.3 Research Method

An explanatory case study approach was utilized, allowing the researcher to deductively explore the literature and theories to facilitate the development of research questions and to ascertain processes and relationships of organizational culture, relational and Strategic leadership (Meyer and Meyer, 2001).

A case study is a qualitative method of research that enables exploration of a situation using literature Baxter and Jack (2008) while doing the in-depth investigation of a phenomenon (Hyde, 2000). A case study method is necessary to be used where the study answers why and how questions (Baxter and Jack, 2008), which the study envisioned to answer in the same manner by describing how relational and strategic leadership shape organizational culture.

The explanatory case study offers a contemporary framework, which encompasses descriptive and explorative case study avenues, allowing cases to be used with care in the study as an instrument to approve or disapprove research questions and develop theoretical models (Imogen Fisher and Jenny Ziviani, 2004). According to Yin (1999 cited in Imogen Fisher and Jenny Ziviani, 2004, p.188), there are eight characteristics of a descriptive case study and are as follows; 1. Using a design-oriented definition, 2. generalization, 3. formulation of a theoretical model, 4. Operationalizing, 5. Sustaining findings and flexibility, 6. Using challenging clarifications as a design approach, 7. Triangulation, and 8. Distinguishing proof from interpretation.

A deductive approach is used to test the theory-building process, which starts by developing theoretical context and framework Ali and Birley (1999); Bitektine (2008) to find if the theory applies to a specific situation (Hyde, 2000).

The methodology used in this study was used with the purpose to test theories and build theories in the body of knowledge (De Vos As, Strydom H, Fouche CB, Delport CSL, 2011).

3.4 Data Collection

A descriptive and narrative data was collected, and the following data collection techniques were used: Interviews, document search, and sampling techniques (Makrygiannakis and Jack, 2018). The methods were used to abide by the requirement of a qualitative explanatory case study (Baxter and Jack, 2008).

3.4.1 Interviews

Interviews were used to achieve the study objectives as were used to find the facts and gain insights of the phenomenon while as well considering participants' ideas, attitudes, knowledge, behaviours, processes, and predictions (Rowley, 2012). Interviews provide thick and creamy qualitative data, where detailed information is gathered from the respondents (Victoroff and Hogan, 2006). Standardized-open-ended interviews with semi-structured interview questions tools were adopted in the research to allow respondents to give as much information as they want according to one's viewpoint and experience, as suggested by (Turner, 2010). The standardized-open-ended interviews allow the researcher to make follow-ups to the questions asking probing questions (Rowley, 2012).

The interviews were carried at the participants working environment on the scheduled dates agreed by the parties involved. As an interview process; participants were given soft copies of interview question matrix before the interview sessions to familiarize themselves with the interview questions

3.4.1.1 Interview Instruments

Semi-structured interview questions were developed concerning the study propositions and were used to capture information from the participants. See Appendix B

3.4.1.2 Interview process

The participants were given an interview question matrix (appendix A) before the interview sessions to familiarize themselves with the questions. Interview protocol (appendix B) was also administered to participants on the inception of interview sessions. The researcher made a brief introduction and shared the purpose of the study with the participants at the beginning of interviews. It was a one to one meeting except where participants' approval to record the discussions were sought before interviews. The researcher created a conducive environment for every participant to allow the exchange of ideas, views, and experiences on the study (Kvale 1999, cited in Groenewald, 2004). Data capturing was done in all interview sessions using a voice recorder that was supplemented by a digital transcriber on a tablet device. The researcher also wrote responses that required follow-up on the interview book and made field notes on observed, reflected, heard, internalized, and acquire information as a knowledge building to the study (Groenewald, 2004). At the end of every session, responses were read to participants to confirm their validity.

3.4.2 Documents Search

Documents were requested from the National Office. The researcher was able to acquire three years of annual reports, Strategic plan, employee handbook, and Management meeting minutes.

3.4.3 Sampling

Sampling is the act of identifying participants of the study within the population of the study (David, Banerjee, and Ponnampalath, 2017). The study used purposive and convenience sampling to select interviewees.

Purposive sampling was used to acquire the most relevant study participants who were entrusted to give valuable information on the study ((Liswandi Faculty of Business et al.,; Kaya, et al., 2017). The technique was used to select the National Director of SOS Children's Village Lesotho because the kind of leadership approach he exercised to supervise the Department Directors, including Program Director, had a direct relationship and influence on the culture of SOS Children's Village at Quthing District. The program manager and four Program managers at Quthing were selected with the purpose that they play a leadership role in the organization. Therefore, their influence in the organizational culture was vital in the study.

Convenience sampling was used to select the most accessible participants (Marshall, 1996), who were four junior staff that the researcher met first and was willing to give information. They were selected out of thirty-four employees deployed at SOS Children's Village at Quthing. They were selected because they were the custodian of the culture that prevailed in the organization, and the anticipation of the researcher was that they were aware of leadership practices and culture that the organization upholds.

3.5 Data Analysis

The study is based on the literature review to assess how SOS Children's Village Quthing, Lesotho employ relational leadership and strategic leadership to influence the commitment culture of their organization. It is noted that SOS Children's Village as a successful charity organization in the country of Lesotho espouses cultural values of Courage, commitment, trust, and accountability. Commitment value was chosen for this study for of its importance in influencing the success of organizations (Noora Rafiee Shahid Sadoughi University of Medical Sciences, Yazd and Iran,; Hyde, et al., 2016; Kr Sajid Ali Khan and Shamsul

Siddiqui, 2017); Kheirkhah, et al., 2018). Data analysis was done using a combination of deductive thematic analysis and pattern matching.

3.5.1 Deductive thematic analysis and Pattern Matching analysis

The study used a combination of deductive thematic in coherence with pattern matching analysis to identify how theories (Bitektine, 2008). The concepts under study are relational leadership behaviour-components, Strategic leadership behaviour-roles, and organization's cultural embedding mechanisms. The above two analytical methods, however, have some similar characteristics, so combining them in the analysis of the qualitative deductive case study becomes easier. The following seven steps, as stated by Pearse (2019), were followed in the analysis of data of this study:

1. Conceptual framework (annex 3): The conceptual framework was created from a review of literature on Relational leadership components by Komives, et al. (1998), Strategic leadership roles by Hitt (1999a), and Cultural embedding mechanisms by Schein (2010). The relationships of the theories were identified and discussed in the literature.
2. Development of propositions (appendix D): A total of 4 propositions were created by linking relationships of leaderships and cultural embedding mechanisms, based on the above theories on the framework.
3. Development of codebook (appendix E): The development of the codebook was based on the propositions and literature review. The variables to be tested were given codes and definitions and were also expanded to the coding memorandum.
4. Development of question matrix (appendix A): Interview question matrix was created based on the codebook. Questions covered three theories under study to find how SOS Children's Village shaped a culture of commitment in their organization.
5. Collection of data: The question matrix was used to develop interview guidelines, and protocol (appendix B), which include interview questions as Yin (2014 cited in Pearse, 2019, p.5) admonishes researchers to do.
6. Analysis of data: According to Pearse (2019)'s three stages of analysis were followed in the analysis of data: First, the codebook was applied to the analysis of data collected by way of confirming themes, adding themes to the codebook as identified on the data. Secondly, Themes were identified as codes that were connected and linked to one another to create new themes. Identification of themes was made by comparing data with patterns articulated on the

propositions, framework, and theories. Thirdly, records of hits, and misses were kept identifying theories that best fit data (Hyde, 2000). It was at this point theoretical triangulation method was applied to analyse how theories complement and relate to each other.

7. Reporting: Deductive thematic analysis in combination with pattern matching, end research process with reporting where results are recorded, focusing on one theory at a time, and after that, write up an integrated section showing how theories interact and identifying some contradictions between theories if any.

3.6 Research Validity and Reliability

In a qualitative study, validity refers to the suitability of the study process and methodology used- sampling, data collection, data analysis, data collection instruments. It also refers to the validity of interview questions for desired results ((Leung, 2015). Therefore, the study used deductive thematic and pattern matching methods of a qualitative explanatory case study. This says the process that the study followed, as described in the analysis of this study, indicates the validity of methodology because narrative data was collected and analysed, and a narrative conclusion is given. The steps that were required by the study to be followed approve the appropriateness of every level and step. Interview questions were consistent with the required information. Thematic and pattern matching analysis approve the reliability and validity of data collected as they were both approved by comparison of collected data and literature.

The consistent flow of the process indicates the reliability of the study, as well as theory comparison with data and triangulation of theories, do indicate study reliability (McInnes, Hibbert and Beech, 2007).

3.7 Ethical Considerations

The researcher abided by several guidelines as far as ethical considerations were concerned. Firstly, an ethics application form for Human Subjects (appendix F) was submitted to Rhodes University (Human Research Ethics Committee), and the researcher collected data only after the committee's approval of the application (appendix G). Secondly, institutional letters were written to the National Director of SOS Lesotho (appendix H) as a gatekeeper, to approve involvement of the organization and staff in the case study. The same letter was written to the National Director of Lesotho Council of Non-Governmental organizations (LCN) as a first gatekeeper to approve the research to take place within SOS Lesotho. Thirdly, letters were

written to all participants to confirm their voluntary participation (appendix J). Gatekeepers and participants voluntarily fill consent forms before data collection (Appendix K, appendix L, appendix M, Appendix N). Several ethical considerations were observed during and after data collection. These are; requesting participants to be interviewed at their convenient time, asking them to record the discussions, seeking their contacts for easy follow up purposes. Participants were also allowed to contact the researcher if they felt they wanted to add information to the interview discussion after some time, keeping the responses anonymous. The researcher also displayed respect and humility during her interactions with the study participants.

3.8 Summary

The study used an explanatory qualitative method, and data is presented in a narrative form (Ryan, 2006). The design is consistent with the post-positivist paradigm (Henderson, 2011b). An explanatory case study approach was utilized, allowing the researcher to deductively explore the literature and theories to facilitate the development of research questions and to establish procedures and relationships of organizational culture, relational and Strategic leadership (Meyer and Meyer, 2001). The study collected data using semi-structured interviews. Data was collected from SOS Lesotho employees, some in their capacity as leaders who execute leadership activities that influence the culture. Other participants were junior staff who were part of the culture that is in practice at SOS. SOS documents like strategic plans, annual reports, internal memos, employee handbooks, and minutes of staff meetings were analysed before and after interviews to corroborate evidence with the discussions.

Purposive sampling was used to select the National Director of SOS Lesotho because of the kind of leadership approach he exercises to supervise the Departmental Directors, including Programs Director, who has a direct relationship and influences the way Quthing Village Director, Programs Managers' behave. Purposive sampling technique was also used to select four Quthing District managers. Convenient sampling was also used to select four junior staff members working within the four programs running at Quthing District under the overall supervision of the Village Director.

Deductive thematic analysis, in combination with pattern matching analysis, was used to identify, examine, and record patterns within the data themes (Rishi, Jauhari and Joshi, 2015b). Theory testing applied in a pattern matching approach (Hyde, 2000) to ascertain how

relational and Strategic leadership shaped a culture of commitment in Quthing SOS Children's Village, Lesotho.

CHAPTER 4: FINDINGS

4.1 Introduction

The chapter begins with the background of SOS Children's Village at Quthing, which describes SOS Children's Village Quthing's context, vision, mission, values, culture, performance, and commitment value as the focus of the study. The chapter presents findings concerning the relational leadership and strategic leadership propositions, to find how they shaped SOS Children's Village CC and how they interact to shape the culture.

4.2 Culture of SOS Village

The unique culture of SOS Children's Village in Lesotho emanates from the organizational vision, mission, and values that the organization espouses and that were cascaded down from the founder of the organization. The Vision for SOS Children's Village states, "Every child belongs to a family and grows with love, respect, and security." The mission says, "We build families for children in need, we help them shape their own future, and we share in the development of their communities. In support of the vision and mission, SOS Children's Village espouses four unique and compelling values. These values are courage, commitment, trust, and accountability.

Participants aligned themselves with the above vision, mission, and values of the organization, and they expressively described the culture of SOS Children's Village Lesotho and said, "In this organization, we have a relaxed, child-friendly and family-like environment culture." A commitment was chosen to be the focus value of this study because of its importance in the growth, success, and sustainability of SOS Children's Village Lesotho. Commitment is, however, interrelated with all other three values of SOS. According to participants, trust, courage, and accountability are also drivers of commitment as a culture of SOS Children's Village Quthing. According to the Village employees, commitment value means keeping the promise to provide homes and parental care for disadvantaged children as well as developing their future. Therefore, commitment as a culture of SOS Children's Village was brought about by the promise mentioned above. SOS employees are compelled by the obligation to commit themselves beyond their limits, capabilities, and scope to fulfil the oath, which manifests in commitment to their job and organization.

Employees do all that it takes to engage and show dedication in serving children, which result in commitment. One participant said, *"I do not work in the department that sources for donors, but since we were told that the organization requires more donors, I started talking privately to businessmen and women to sponsor the organization."* The participant did

mention one local businessman (who was approached by the same participant) who gives Christmas hampers to children every year. One participant said, "*I come and spent some weekends and holidays with children at the Village to understand their needs and also have their pictures in a relaxed atmosphere as required by their sponsors.*" She further said, "*I am not paid overtime, weekends, nor holidays, I just do what I am doing to fulfil my promise for the children.*" Therefore, employees' have high level of commitment towards SOS organization.

SOS employees described Commitment as the extent to which employees exert their efforts, resources, abilities, time, and skills to willingly and passionately engage and devote to the company's activities. As to keep the promise to provide a home, parental care, and career development for the children who have lost parents or are at the risk of losing parental responsibility. Therefore, the commitment of employees in the Village is manifested in the following activities and traits:

4.2.1 Strong teamwork

This is indicated by regular meetings where employees interact to discuss and resolve work-related problems. It is in this kind of forums where employees share skills and knowledge for improved service delivery where everyone is capacitated for full engagement in the organization. They make decisions together, accept, respect, and support each other and build strong relationships that sustain them to work together and overcome conflicts and celebrate their victory and success together as they all learn from each other and from their mistakes.

4.2.2 Exceptional punctuality and dedication

Employees come to work very early and leave the work premises only when planned duties for the day are accomplished. This level of readiness and commitment is not typical in Lesotho-based organizations in the country. It indicates employee engagement and dedication to their work, which also shows their commitment to the organization. Punctuality helps SOS employees to pay attention to job details and produce valuable work results. Employees also willingly work on weekends, which is atypical in other organizations in Lesotho. Employees adhere to their work plans, targets, and meet deadlines. Progress reports are submitted on time, and subordinates enquire for feedback from their leaders. This is done during performance appraisal interviews, where they can show that they account for their work, control deviations, and improve on positive feedback to keep the promise of commitment to

the organization. There is interpersonal communication between subordinates and supervisors.

4.2.3 Fundraising as an individualized responsibility

Employees taking individual initiatives to source organizational sponsors, which sometimes is not even in their job profiles, and that indicates a willingness to get involved, caring, and personal attachment to the job, and organization and the result is the commitment.

4.2.4 Extensive self-development and training

Extensive employee orientation is done for newly recruited employees to prepare them for organizational engagement and involvement. Subsequent training workshops are organized to empower employees with relevant skills for service delivery efficiency. Employees are given resources like time, tuition, transport, and laptops according to the type of training and development one is engaged in.

4.2.5 Putting clients first

SOS employees put their focus on activities related to their promise to the organization, which is to be committed to achieving its mandate. Whatever they exert their energy to is related to security, wellbeing, growth, and development of children in their custody.

4.2.6 Summary

In conclusion, SOS Children's Village's success because of commitment value. The founder of SOS International cascaded the value to leaders of SOS in the countries of the world, including Lesotho. It was further transmitted to Leaders of the Villages in Lesotho inclusive of SOS Children's Village Quthing and employees.

4.3 Leadership and Culture

The leadership of SOS Lesotho and Quthing respectfully encourages the commitment of employees, focuses on motivating and empowering employees to create a Culture of Commitment. Relational leadership and Strategic leadership are in practice with Cultural embedding mechanisms to elicit commitment from employees. To SOS employees, a culture of commitment implies relationship with the organization, working tirelessly and selflessly beyond one's job profile, working extra hours or days, and aspiring for the success of the organization.

4.3.1 Relational Leadership and Culture

The first proposition related to relational leadership and culture was: *“Leaders who encourage employee commitment through how they allocate resources, create a Culture of Commitment.”*

The findings reveal that SOS Leadership recognizes and includes all staff members in the fair and equitable allocation of resources. So, the relational leadership that is displayed here is inclusiveness and the equitable distribution of resources.

Leaders' inclusivity starts when departments collaborate to establish and consolidate their plans and budgets estimates and submit them to the national office. Therefore, funds are fairly and equitably allocated according to departmental plans and budget estimates.

Participants also mentioned that heads of departments meet and agree on the priorities of the organization as per the SOS strategic plan that guides the allocation of resources. Participants also gave examples of resources like laptops, office phones, transport, which are allocated in collaboration with all departments, according to their plans and teaching aids for the school program. Communication resources like the internet and landline phones are available for employees to freely and efficiently facilitate the delivery of services. Training is one of the resources mentioned to promote the Culture of Commitment to individuals as one said that she sources required funds for mothers, identifies training gaps in collaboration with them, and facilitates their felt training needs.

The inclusion of staff members in the allocation of resources makes them feel important and have a feel of organizational ownership. It is the feeling of ownership that propels and encourages employees to be committed to the organization.

Their commitment is shown in their teamwork, where they inclusively organize regular meetings to interact and solve work problems together. It is this feeling of ownership of the organizations that makes SOS employees get out of their daily working routes to be in search of organizational sponsors.

SOS leaders allocate resources equitably to employees in such a way that all employees are at equilibrium as far as levels of operations and resources are concerned. For example, finances are given to departments according to the nature, standard, size, magnitude of the job, and the employee number in every department. One participant said, *“Mothers in the village are not given an equal amount of funds because they do not have the same number of children, their children are not of the same ages, and their requirements and needs are different. Some*

children are to be paid tertiary school fees while others are still at primary where education is free. Some children require specialized care like medical care, which may be very expensive and require more funding. So, the allocation of resources is made in such a way that all employees will be at the same level of accessing resources for easy operation." The same applies to other departments like the Family Strengthening Program, which is allocated most of the available transport because employees of the department work in more remote villages most of their time where they give support to guardians and children. Therefore, leaders give more transport resources to Family Strengthening than the Administration and other departments.

Equitable allocation of resources influences SOS employees Quthing, to be committed to the organization as they all have enough funds to execute their activities. One participant said, *"We do not have many vehicles here,' but we do get transport when we request it, but we also appreciate when sometimes it's not given, and we are told that it had to cater for mother's requirements in the Village. In such instances, we voluntarily use our own vehicles or take public transport to destinations and back".*

Equitable resource allocation makes employees feel fairly treated, supported, and do appreciate their leaders' efforts in the distribution of resources. Therefore, they are inspired to go out of their way, like using private transport for the execution of work. Appreciation of the organization makes them punctual, work beyond regular working hours, submit reports, and plans in time. This resource allocation facilitates employees' training development because everyone is awarded educational support relevant to his/her training needs.

In summary, it is found that the leadership of SOS Quthing provides an environment that encourages employees to identify their requirements as leaders are included in the fair and equitable allocation of resources to create a Culture of Commitment. The linkages implied here is that Leadership behaviour for encouraging commitment as identified above requires the inclusion of all, fair and just allocation of resources as cultural mechanisms to create Culture of Commitment.

The second proposition was: *"Leaders who create people-centred processes in what they pay attention to create a culture of commitment."*

The findings revealed that SOS Lesotho leadership defines the context in which the organization operates and gives clear directions of how departmental employees collaborate or link with each other for a smooth flow of organizational processes to achieve the corporate

goal. All the operations are documented for easy reference. SOS leadership collaborates employees, so they can cohesively appreciate and work together as a system that has a vision.

People-oriented processes empower employees to find their real relevance in the organization by establishing and implementing channels that acquire information to help them align with the organization's mandate. SOS leadership pays attention to instil the vision, mission, and values of the organization to employees as Embedding Mechanisms to enable employees to eagerly participate in the organizational mandate and elicit their commitment.

One participant said the commitment is infused in an employee's heart on the inception of their engagement in the organization. She said SOS leaders give their employees an intensive orientation about the organization, and leaders give employees guiding documents for their daily references like an employee handbook, policies like child protection, finance, and procurement policy and community development policy. The way the orientation is handled induces the interest and commitment of employees in the organization. She further said, *"commitment of individual begins from the first day of her/his engagement in the organization when leaders give proper orientation to newly recruited employees. Leaders give them necessary information about the organization like vision, mission, core values, and strategies used to achieve the vision. Leaders embark on induction training of newly recruited employees to help them have insight and ownership of the organization. Leaders highlight newly recruited employees about all SOS departments and how do they relate and interact with each other and other stakeholders to achieve the organizational vision. She then willingly signs the code of conduct which binds her/him to the expected behaviour, rules, and regulations governing SOS staff in the organization to maintain the brand of the organization hence commitment."*

The knowledge that employees acquire from orientation and induction training gives them insight and information that make them relate and become part of the system, as they realize where and how they fit in the organization. They also become recognize their importance in the organization, and the latter propels them to perform beyond expectations. One participant expressed herself and said, *"before I came here, I was timid, and I could not be in the position to compel anyone to give to the organization. Moreover, the orientation and training equipped me with the passion to source for, request, and compelled sponsors to fund our organization. I do this job while I am at work and out of work. It does not matter whether I am on my annual leave; I do continue with activities related to sponsors."*

Conceptualization of SOS' vision and mission elicit employees' dedication to selflessly work for the organization and put the first children that they serve. Working beyond regular working hours indicates one who is committed to the organization. Comprehension of the organization mandate also elicits employees' commitment, which is observed when employees take individual voluntary initiatives to source for sponsors as expressed by one participant above.

Another participant mentioned that he encourages commitment from individuals by strengthening the use of the Performance Management System (PMS). A PMS is not in practice in many organizations in Lesotho, including government sector organizations, which are the largest employers. Furthermore, in SOS Children's Village in Quthing, the PMS is a people-centred process. A participant said, *"What I do personally as a person; I always have frequent review meetings with co-workers and support and attend to individuals' concerns as quickly as possible because the other issue that can challenge commitment from individuals is lack of understanding of the business. My office's responsibility is to ensure that individuals outdo targets set for them and remain committed to the vision and mission of the organization and goals set for the year."* One other participant mentioned the way he encourages commitment is when everyone, even himself, accounts for activities performed beyond targets. He emphasized drawing up an individual work plan, which guides an employee's level and standards of performance.

PMS allows individual employees to interact with their leaders and solve pertinent personal work challenges. The system helps employees to have insights into work processes and help employees feel valued and supported. The scenario improves employees' work confidence, which results in exerting more effort and passion for the organization.

Passion for the work of the SOS was seen when employees put their clients - who are the children - first. One participant mentioned that there was a month where payment of employees' salaries was delayed due to a shortage of funds to cater for the children. While there were still funds available for the wages, these were not paid, as a virement was made from the salaries budget vote to the vote for the upkeep of village households. Working even beyond usual working hours requires a certain level of appreciation of organizational processes, as observed at SOS Quthing. These characteristics indicate the culture of commitment at SOS Quthing.

The findings indicate that there are recognition and rewards for committed individuals to encourage them to remain committed and as a way of skills development and to inspire others to be committed to the organization. Employee's commitment is judged by her/his performance. The findings revealed that PMS facilitates fair rewarding of committed employees where management recognizes their extra-ordinary efforts by way of SOS branded gifts or presents. Employee commitment is also known by way of issuing a certificate of appreciation. Awarding and recognition of committed employees are done on the 23rd of June of every year during a celebration of SOS day. There is also an academic award ceremony, where the best children performers at school are given prizes, along with the mothers who were supporting the children. There is also a "house of the month" award for mothers who have shaped children's good behaviour, who have managed to build rapport with their children and kept their houses and yard extra-ordinarily clean and healthy.

The participants said that reward and recognition create a spirit of competition among employees and cause them to be committed to the organization. One participant put emphasis on the positive impact of the organization's rewarding process on employees' commitment. The participant gave an example of two workers in the organization whom one had a tendency of coming late to work and sometimes would absent himself from work without any valid reasons or give unjustified reasons. The participant recorded that the behaviour of a latecomer changed to coming to work very early and finishing late at work after noticing the recognition received by one of his colleagues who would go to work soon and was always at work.

Employees wanted to outwork others, exerted extra effort, and worked beyond expectations. That is, they will be more punctual than others as it's a culture of Quthing employees. One said, *"I come very early at work so that I can work better while my mind is still in tune and so that I can accomplish my tasks and go beyond my target, so I can also stand a chance to get a reward next time."* While another participant said, *"I am studying part-time at one local institution to develop my career so that I am abreast of new teaching methods which will help me do better and be competitive in teaching children. I also want to get a reward next round"*. Therefore, competition creates a Culture of Commitment.

In summary of the proposition findings, extensive orientation, the PMS, and the reward and recognition of employees collectively elicited punctuality, individual commitment, learning, and putting children first, thereby promoting a Culture of Commitment.

4.3.2 Strategic Leadership and Culture

The third proposition was: *"Leaders who pay attention to clarifying and reinforcing the purpose and vision of the organization create a Culture of Commitment."*

The findings indicate that the SOS organization's success is based on the leadership behaviour that prioritizes, emphasizes, and creates a learning atmosphere to enable staff to conceptualize the mandate of the organization. Leaders embarked on several strategies to embrace the importance of SOS purpose.

The findings indicate that as a way of clarification and intensification of the purpose of the organization, newly recruited employees are taken through an intensive orientation, which rigorously teaches them about the purpose and vision of the organization. Moreover, employees are given a handbook manual that has the purpose, vision, mission, and other employee guidelines and directions to follow. The book is used as a reference for an employee to understand and be reminded of the organization's purpose. The orientation influence employees to relate and be attached to the organization, thus causing them to work with others in teamwork, to be punctual, and be selfless in working for the organization. One said: *"When I first came in this organization, I did not know much about it except that it deals with children, but the orientation caused me to be attached and want to do more for the organization. This compels me to get out of my scope of work and personally talk to local suppliers as to how they could sponsor our children for Christmas and other things."* The participant further said, *"I am now able to work in a team because of the knowledge I acquired from the training. I am very punctual in coming to work, produce plans, and submit reports because I know they all relate to the timely release of funds for the support of the organizational mandate."* A culture of commitment is manifested from these leaders' traits that intensify their responsibility to empower new employees with the necessary information that enhances their full engagement in addressing organizational objectives.

Regular and different levels of meetings are held to discuss plans, reports, transfer of knowledge, and information sharing, which are in line with the purpose and vision of the organization. The meetings do update participants with current affairs of the organization, refresh the knowledge acquired, and help employees to actively act on the organization deliberations and thus influence commitment. One said, *"Reporting in meetings helps us to understand how others have achieved their targets, so we can imitate or even improve our strategies. They also help us to be more proactive, and that causes us to work hand in hand*

with others, to be punctual, and take individualized initiatives." The fact that employees work cooperatively to achieve excellent performance is indicative of the culture of commitment.

The vision, mission, and values of the organization are displayed on the walls of the reception, notice boards, boardroom, classrooms, and other offices for both national offices and Quthing offices. One participant said, *"The purpose of displaying the vision, mission, and values on the walls is to make sure that they are visible and identified and employees can relate with and be reminded of their existence and their promise to the organization. The extra-ordinary displaying of our official statements also helps external stakeholders to understand, appreciate, and easily interact with our system, relating to what they know"*. The strategy helps employees to remember why they are in the organization. It reminds them of their promise, therefore, elicit the passion for putting children first, which is the mandate of the organization. Employees' love of the organization propels them to be punctual, relate with others in a team, aspire for skills and knowledge development, and take individual initiative to source sponsors as to fulfil their promise to the children and organization. All these characters promote a culture of commitment at SOS Quthing.

It is deduced from the findings that frequent, constant, and robust supervisory visits are done by leaders from the National office to Quthing SOS children's village. The purpose of the initiative is to supervise and mentor them, along with the adherence of the organizational goal. *"It is important to mention that issues on administration, technical and communication barriers between the national office and Quthing office are discussed and solved there,"* one declared. SOS National office management supports and coaches the Quthing District office to adhere to the standards and expectations of the SOS International Federation. Mentoring and coaching help in the identification of individual strengths and weaknesses, which would require development. More light on the deliverable is shared, which enables employees to be more engaged in putting children first, which is also observed by their punctuality, getting work done and meeting targets, and as well as teamwork.

There is also a team-building program that is held once every year to ascertain and reinforce the purpose of the organization and reminds employees of their existence in the organization while understanding and appreciating each other's weaknesses and strengths, which promote a cohesive working environment. In turn, a coherent working environment creates harmonious relationships between employees. This kind of relationship enables natural and healthy interaction of employees, which allows one to feel at home and be attached to the

organization, appreciate the organization even when things do not go well, such as when employees' salaries were delayed due to shortage of funds. One said, *"delaying of our salaries inconvenienced us but, we are aware that the organization is dependent entirely on sponsors, who sometimes may delay releasing funds."* Another participant said, *"Working in with other employees create a healthy environment which compels us to work hard, to be punctual and work beyond working hours to accomplish tasks at hand. We, therefore, get dedicated to helping our students, that's why we established After School Care Program where children are natured and kept safe until parents pick them after work. This is extra work that we do, which does not increase our salaries, but we do it for the sake of children and organization."* The fact that employees appreciate the organization whenever are challenges like shortage of funding for their salaries relate to the commitment to the organization. Initiatives like the establishment of the 'After School Care Program' is an indication of employees' commitment to the children and organization, as well.

There is also an individualized support strategy that is used to address specific individualized concerns to enhance everyone's commitment to the organization. One participant said, *"I personally do individualized coaching because it helps me address a pertinent weakness of an individual, addressing her/his personal knowledge, comprehension, and appreciation of what needs to be done."* In response to how the strategy influence culture of commitment, the participant above further said, *"The strategy develops individual skills and knowledge to improve their confidence, which propels them to do more. Employees do feel valued as well and recognize them as part of the organization and thus improve their engagement and belonging, which are translated into punctuality, teamwork, putting their efforts to achieve organizational goals."*

PMS is a tool used to instil and reinforce the purpose and vision of the organization to the employees. During the employee performance review, subordinates talk face to face with their supervisors about their performance. *"It is during the appraisal talks that officer's weaknesses, strengths, training gaps, and necessary support are identified by the leader,"* said one participant. The review system helps leaders to give feedback to subordinates about their performance, and this offers leaders an opportunity to explain further and reinforce the dynamics of the work to be done to achieve the organizational purpose. Therefore, the scenario improves employee's knowledge and confidence, which evokes the ability to make more. Therefore, motivated by PMS, SOS employees display commitment through

punctuality, teamwork, embarking on short- and long-term training, taking personal initiatives to source sponsors, and putting their clients first.

There is also an online collaboration platform where SOS employees interact with their colleagues internationally, where mission, vision, and values are emphasized. The strategies for doing the organization's business are deliberated here. All the efforts mentioned above cultivate a culture of employees' commitment. The bid above improves employees' knowledge and personal attachment to the organization. Knowledge and devotion to SOS, urge them to work beyond expectation, to be punctual, collaborate with others, initiate to seek sponsors, and work for the best interest of SOS children.

The above discussed Cultural Embedding Mechanism is reinforced by Secondary Articulation and Reinforcement Mechanisms, which enhance the accessibility of formal statements of the organization.

4.3.2.1 Secondary Articulation and Reinforcement Mechanisms: Formal statements

Official organizational statements like the vision, mission, values, charter, strategic plan, and others are easily accessible because they are placed on the notice boards, office walls, in the boardroom, and are also accessible on the online collaboration platform. The accessibility of these statements facilitates the continuous learning of employees about the organization, which enhances employees' personal, social, and emotional attachment to the organization.

Therefore, the characteristics of the culture of commitment were espoused by employees' inherent understanding and conceptualizing of SOS's purpose, which they have embraced.

The fourth proposition was: *"Leaders who develop human capital by allocating resources for employee training and development, create a Culture of Commitment."*

The findings reveal that the development of human capital is one of the strategies used to empower employees to effectively participate in the organization. The development of human capital was last practiced in the 1970s in Lesotho government departments due to budget cuts. It is also stipulated in the employee handbook, that training and development are one of the employee benefits in the organization. The development of human capital is done by exploring and using different processes and methods, such as the orientation of new employees, mentoring, coaching, regional network meetings, training workshops, and tailor-made courses, online training provided by the organization, short courses and long-term training for career advancement.

The organization plans for relevant training according to employee's work demands, the level of employees' engagement required skills and knowledge, changing programs, or strategies to be employed. Other training gaps are identified during performance appraisal reviews. At the same time, training needs are also determined by individual employees who would like to further their studies in the universities so that they can be productive in the organization. The organization invests its resources in sponsoring the methods as mentioned above of developing human capital.

SOS allocates resources like time, tuition, transport, accommodation where necessary, pocket money where appropriate, internet connectivity, and laptops.

Different types of training require various resources; therefore, the allocation of resources differs in type, duration, and nature of courses. The way resources are allocated for different training is also clarified in the employee handbook, which emphasizes fairness and equity. The way resources are allocated for pieces of training gives employees comfort and trust in their leaders, as well as the organization, thereby increasing employees' interest to work for the organization. This is witnessed by the way employees work towards the sustainability of the organization by individually sourcing sponsors to support various SOS functions and its mandate. Acquiring skills relevant to SOS operations is an indication of engagement, which relates to an employee's commitment to the organization. To this effect, one participant said, *"one relates better with his/her job if he/she knows what to do and have confidence in the work he/she does."* The participant further said, *"Trust that we impart to our staff through the equitable and fair allocation of resources improves their morale and ability to work beyond what is expected of them, to selflessly work for the organization, that's why they voluntarily work extra times and work as a team."* Fairness in the allocation of resources elicits employee trust to the leaders, which turns into organizational commitment

In terms of this proposition, a culture of commitment is also brought by skills and knowledge acquired that help employee to confidently carry out their duties. SOS employees are capacitated to accomplish their responsibilities without limitations and intimidation of any form. The situation inspires them to take group and individual initiatives like the establishment of a computer course, which was recently included in the school curriculum after school program teachers identified a need for it.

SOS leadership has the intent to build the capacity of employees through the fair allocation of resources, which is a cultural embedding mechanism that facilitates the learning of

employees to enable their involvement and participation in the organization to create a commitment culture.

4.3.3 Relational and Strategic Leadership, common and interacting behaviours:

The interactions of relational and strategic leadership are observed from the propositions and findings discussed above. The results indicate that cultural embedding mechanisms of fair, equitable, and adequate allocation of resources are essential for a relational leader to encourage commitment as well as for a strategic leader to develop human capital.

In another scenario, a relational leader pays attention to measure and control organizational processes, which is one of the primary embedding mechanisms. In contrast, the strategic leader pays attention to measure and control activities that relate to corporate purpose and vision. This says they both share the same trait.

Orientation and training for new employees is the behaviour that is necessary for both strategic and relational leadership, much as the establishment of PMS is essential for both leadership behaviours under study. It is also noted from the findings that both leaderships must cultivate a practice that enables employees to have access to formal organizational statements like vision, mission, and values.

4.4 Summary

The results above revealed that there is an employee's commitment to SOS Children's village, Quthing, as justified by commitment characteristics identified. According to the findings, the Culture of Commitment at SOS Quthing was shaped by leaders' behaviours as deduced from relational leadership components and strategic leadership roles together with cultural embedding mechanisms as shared above.

CHAPTER 5: DISCUSSION

5.1 Introduction

The chapter discusses the study findings concerning a culture of commitment, relational leadership and culture of commitment, strategic leadership and culture of commitment, and lastly, the interaction of relational leadership and strategic leadership in shaping a culture of commitment.

5.2 Culture of Commitment at SOS

The study findings identified and described characteristics of SOS Quthing culture according to the following:

5.2.1 Strong teamwork

The findings indicate that the culture of commitment at SOS Quthing is characterized by teamwork. The latter is symbolized by employee interactions through regular meetings to share skills; solve their work problems together; make decisions together as a team; accept, respect, and support each other and celebrate their victories and successes together. This characteristic of teamwork agrees with the mutual collective actions of employees emanating from the behaviour of relational leadership, and which builds a culture of commitment (Komives, et al., 1998; Uhl-bien, 2006; Cunliffe and Eriksen, 2011; Kurucz, et al., 2017; Cope and Watts, 2000; Egan, et al., 2004). It is also supported by other authors who maintain that most creativity and commitment activities embraced in organizations are brought about by constructive criticism that is exchanged by employees during their meetings (Marcketti and Kozar, 2007; Leyer, et al., 2018). Therefore, teamwork enhances the organizational competitive advantage because people skills, knowledge, and information are being improved and thus elicit employee commitment (Cope and Watts, 2000; Egan, Yang and Bartlett, 2004).

5.2.2 Exceptional punctuality and dedication

The findings revealed that employees come to work early, work beyond normal working hours and on weekends, so they can accomplish targets and meet deadlines. Punctuality also allows time to pay attention to job details and the timely submission of reports. These findings match with the expression of punctuality of Yahaya and Ebrahim (2016), which says punctuality helps an employee to accomplish set activities within the designated timeline.

5.2.3 Fundraising as an individualized responsibility

The findings revealed that employees participate in the organization's activities, and they seem to be conscious and caring about the organization's progress as they have personal job attachments. As Armenakis, et al. (2011) denotes, organizational culture has to do with one's emotional attachment with organization, one's identification with the same organization, and one's involvement in the organization. Therefore, SOS employees take individual initiative to find sponsors. Hassan, et al. (2013) asserts that it is through their commitment to the organization that employees may invent and bring new ideas in the organization.

5.2.4 Extensive self-development and training

Lepak and Snell (2002) claim that companies must provide training, education, and skills development for their employees to build their capacity for more engagement and organizational competitive advantage. In the same manner, SOS Quthing's leadership supports and facilitates employee self-development and training so that they can acquire skills that, in turn, help them to be more engaged in the organization. Vandenberghe, Bentein, and Panaccio (2017) advise organizations to establish training and development programs to facilitate learning and capacity building of employees for the common good of the organization. SOS has a variety of training platforms, including orientation of new employees, mentoring, coaching, regional network meetings, training workshops, tailor-made courses, online training provided by the organization, short courses, and long-term training for career advancement.

5.2.5 Putting clients first

SOS employees put their focus on activities related to their promise to the organization, which is to be committed to achieving its mandate. All their efforts are directed to security, wellbeing, growth, and development of children in their custody, which concerning a definition of commitment by Syauta, et al. (2012) that says commitment is related to a belief and acknowledgment of organizational values and goals. Gregson (1992) says commitment is the willingness to expend efforts on behalf of the organization. As such, Quthing SOS staff, do willingly go the extra mile to do what is not within their scope of work and voluntarily source sponsors for support and goal attainment of the organization (Gregson, 1992). SOS employees demonstrate commitment behaviour by taking initiatives for the support and success of the organization. Solinger, Olffen, and Roe (2008) support this, as they believe that commitment implies an urge and inspiration, exemplified by employees working without

restrictions, such that they are even prepared to sacrifice their personal lives for the success of the organization.

5.3 Leadership and Culture

Relational leadership components of Komives et al. (1998) were used with the cultural embedding mechanisms of Schein (2010), to find out how SOS Quthing created a culture of commitment. In the same manner, the strategic leadership roles of Ireland and Hitt (1999) were used together with primary and secondary articulation reinforcement mechanisms Schein (2010). The findings reveal that the culture of commitment at SOS Children's Village Quthing was shaped by applying cultural mechanisms on leadership behaviours. These mechanisms are the emphasis on the orientation of new employees, regular staff meetings, implementation of PMS, employees' inclusion in the allocation of resources. The findings extend to the equitable and fair allocation of resources, team building programs, provision of individualized support, formal displacement statements, coaching and mentoring of staff, and the reward and recognition of employees.

5.3.1 Relational Leadership and Culture

The first proposition related to relational leadership and culture was: *"Leaders who encourage employee commitment through how they allocate resources, create a Culture of Commitment."*

The findings revealed that the SOS leadership fairly and equitably allocate resources for operations, training, and development of employees, which elicits the trust of employees and creates a commitment culture. The findings are consistent with Komives, et al. (1999)'s approach to creating a culture of commitment and involves giving opportunities to participate in decision-making, the allocation of resources for the development of employees' competencies, promotions, and sound financial incentives like bonuses. The approach satisfies the needs of employees and thus elicits commitment (Kinnie and Swart, 2012). In the same manner, Thompson and Heron (2005) assert that leaders must fairly and equitably distribute resources among employees to display justice to all. Fornes et al. (2008, cited in Yahaya and Ebrahim, 2016) also claim that employees are more committed to their work when they are interested in what they do. The purpose of the organization is clear, equity and fairness, recognition, leaders feedback, and empowerment are in practice in the organization as Kalshoven, et al. (2011); Rhodes et al. (2018), alluded to. If fairness and equity are not in

practice in the organization, employees feel disappointed and thus diminish commitment (Brown, 1996 cited in Solinger, et al., 2008).

According to Brower, Schoorman, and Tan (2000); Uhl-Bien (2006); Sue-Chan, Au, and Hackett (2012), relational leaders do fairly and equitably allocate resources for staff operations as Schein (2010) suggests. The above behaviour fosters trust between leaders and employees, as encouraged by Morela-Hernandez (2008). It is this type of trust that inspired SOS employees to have ownership of the organization as Brower, et al. (2000) believe and yielded a culture of commitment that is characterized by teamwork and individualized fundraising initiatives.

The second proposition was: *“Leaders who create people-centred processes in what they pay attention to create a culture of commitment.”*

Komives, et al. (1998) declare that leaders should pay attention to creating people-centred process activities, according to Schein (2010)’s cultural mechanism that is related to organizational vision and mission. Therefore, a relational leader is visionary in the sense that he defines the context in which the organization is operating within and gives clear directions, which are documented (Hollander, 1992; Kohlbacher and Reijers, 2013). A relational leader sets the goal, strategies, rules, regulations, define processes, and procedure to be followed by followers (Kohlbacher and Reijers, 2013). In a more specific way, a relational leader must be conversant of the entire process and its linkages and create employee interactions for smooth flow of operation Komives, et al. (1998).

The above leadership behaviours yielded the employment of a PMS and the establishment of a rewarding and recognition mechanisms, that motivated SOS employees to cultivate a commitment culture of exceptional punctuality and dedication to their work.

Rewards and recognition, as well as a PMS, do impact on employees' attention and commitment (Bamberger and Levi, 2009). However, there are monetary and non-monetary rewards, of which the latter has a strong influence on intrinsic motivation, which leads to higher performance and motivation in comparison with financial rewards (Markova and Ford, 2011). Schein (2010) believes that culture can be easily cultivated if leaders link rewards and punishments with priorities, assumptions, and values. Moreover, a relational leader must be conversant about the entire process and its linkages and create employee interactions for a smooth flow of operation.

In summary, people-centred process leaders, as Komives, et al. (1998) explain, “pay attention to” as a cultural mechanism by Schein (2010) suggests. SOS leaders pay attention to intensifying employee orientation, performance management system, and rewarding and recognition to cultivate commitment culture. The culture of commitment in the organization is characterized by putting clients first, teamwork, exceptional punctuality, individual fundraising initiatives, self-development, and training to achieve organizational vision and mission.

5.3.2 Strategic Leadership and Culture

The third proposition was: *“Leaders who pay attention to clarifying and reinforcing the purpose and vision of the organization create a culture of commitment.”*

The findings revealed strategic leadership behaviour that establishes, clarifies, and explains the purpose and vision of the organization to create a culture of commitment. This behaviour agrees with one of Ireland and Hitt’s (1999) leadership roles. The behaviour that is revealed in combination with the cultural embedding mechanism spells that “what a leader should pay attention to measure and control regularly” Schein (2010), influenced SOS leaders to translate the vision and purpose into activities. These activities are putting emphasis on employee orientation, holding regular meetings, displaying formal statements of the organization, employee supervision, coaching and mentoring, establishment of team building programs, individualized support, PMS, and online collaboration platform. The above leadership activities emanate from the leaders' consciousness to clarify and explain the vision and purpose of SOS to enable employee commitment.

SOS leaders devised orientation strategies for newly recruited employees. The findings indicate that as a way of clarification and intensification of the purpose of the organization, which agrees with Ireland and Hitt (1999) roles, newly recruited employees are taken through an intensive orientation, which rigorously teaches them about the purpose and vision of the organization. SOS leaders pay attention to monitoring how new employees comprehend the vision and mission of the organization, as Schein (2010) implies. Therefore, resources like an employee handbook are given to the program. The manual contains a statement of the purpose, vision, and mission, as well as other employee guidelines and directions to follow. The book is used as a reference and guidance for operations and employee conduct in the organization, and this agrees with Cunliffe and Eriksen (2011) who admonishes leaders to put

emphasis on practices as demonstrated by what leaders pay attention to regulate and build employees trust (Wood and Dibben, 2015).

The findings revealed that leaders and employees hold regular meetings to discuss plans, reports, transfer of knowledge, and information sharing, which instil the purpose and vision of the organization for the smooth engagement of employees. This is consistent with Komives, et al. (2005); Hassan, et al. (2013)'s leadership components. In the same manner, Linnenluecke and Griffiths (2010) suggest that strategic leaders must enhance social interaction, stakeholder's inclusiveness, group affiliations, and informal structures, which assist in knowledge management in the organization, which can be done by regular meetings to influence the culture of commitment.

SOS leadership ensures easy access for employees and other stakeholders to formal statements like the vision and mission. This is consistent with the third role of leadership as prescribed by Ireland and Hitt (1999) that says leaders are to establish and make known to employees the organizational purpose and vision. The cultural embedding mechanism of Schein as "formal statements are organizational expressions which articulate artefacts, values, and assumptions" agree with the findings of making formal statements accessible. Appreciation of vision and mission of the organization translates to a culture of commitment thereof.

Leadership at SOS rigorously coach and mentor their staff for motivation and skills acquisition that improves their commitment to their job. This finding is consistent with the leadership claim that says teamwork, support, and coaching elicit commitment (Yan, et al., 2016). Tansky and Cohen (2001) also say leaders must strengthen career counselling, coaching, and mentoring for the development of employees 'unique skills. The initiative makes employees feel valued and essential in the company, which is an agreement with Lee and Bruvold (2003)'s idea of influencing employee commitment.

Team-building programs are one of the focus of SOS leadership to instil cooperation of employees to enhance their commitment towards organizational goals. Shaw (1981 cited in Rosenfeld and Richman, 1997) supports the findings that team members supposed to work together and must take cognizance of each other's skills, experiences, and abilities that facilitate their commitment to accomplish organizational goals. In support of the findings,

Gilley, McMillan, and Gilley (2009), suggests that leaders should develop team-building strategies to engage employees and achieve success.

According to the findings, there is also a leaders' individualized support strategy, like coaching that is used to address specific individual concerns to enhance everyone's commitment to the organization. According to Schein (2010), coaching is one of the cultural embedding mechanisms that leaders can adopt for expression of leadership activities. Coaching is also one of the leadership roles that unleash employees' potential skills and knowledge essential for the attainment of organizational objectives, as Lloyd (2005), says which is consistent with study findings.

PMS is also strengthened to instil and reinforce the purpose and vision of the organization in the employees. The findings are consistent with Kwarteng (2018), who says PMS and budgeting are strategies to achieve objectives of resource management systems in an organization to facilitate deliverables of the organization to achieve organizational goals.

There is also an online collaboration platform where SOS employees interact with their colleagues internationally, where mission, vision, and values are emphasized. The strategies for doing the organization's business are deliberated here. All the efforts, as mentioned above, cultivate a culture of employees' commitment. The online collaboration platform is in line with the following statement: 'A platform for the collection of stakeholders' ideas in the business is created where fairness and equity are valued in the treatment of all people' (Komives et al. 1998; Komives, et al., 2005; Edds, 2016 cited in Marcketti and Kozar, 2007).

Organizational formal statements as secondary mechanisms like the vision, mission, values, charter, strategic plan, and others are easily accessible because they are placed on the notice boards, office walls, boardroom and are also available on the collaboration platform. The accessibility of these statements facilitates the continuous learning of employees about the organization, which enhances employees' personal, social, and emotional attachment to the organization. Schein (2010) believes that formal statements are valued by leaders as a way to emphasize distinct issues that require attention of all in the organization. So, making them accessible to all employees assists in the enhancement of commitment culture. This is because people tend to behave better when they know what they are doing, why they are doing what they do, who they are doing it for, how best could they do it (Loke, 2001a). In summary, the embedding mechanism of Schein (2010), which says 'what leaders pay attention to measure and control regularly' influenced SOS leaders' behaviour of clarifying

and reinforcing purpose and vision as Ireland and Hitt (1999) suggests. The clarification of the vision and purpose of SOS induced several leadership activities. These activities are the extensive orientation of new employees, regular meetings, displaying of formal statements for easy access, strengthened coaching and mentoring strategies, development of team building programs, individualized support, enhanced PMS, and online collaboration platform. The activities improved employees' knowledge and personal attachment to the organization, which yielded the following commitment characteristics: urge them to work beyond expectations, punctuality, teamwork, act as an individual's responsibility to initiate seeking of sponsors, and work for the best interests of SOS children. The finding is supported by Chatman, O'Reilly, and Chang (2005)

The fourth proposition was: *"Leaders who develop human capital by allocating resources for employee training and development, create a culture of commitment."*

The findings revealed strategic leadership behaviours of fair and equitable allocation of resources for the development of human capital to create a culture of commitment. Egan et al. (2004) say the fair and equitable distribution of funds for employee development gives them job satisfaction. Employees also feel empowered and valued, which makes them trust the system (Kinnie and Swart, 2012). The findings are again consistent with Komives, et al. (1999) approach to creating a culture of commitment that involves the allocation of resources for the development of employees' competencies, promotions and reasonable financial incentives like bonuses as well as given opportunities to participate in decision-making (Cope and Watts, 2000). The approach satisfies the needs and trust of employees and thus elicits commitment (Kinnie and Swart, 2012). In the same manner, Thompson and Heron (2005) assert that leaders must fairly and equitably distribute resources among employees to display justice to all. Yahaya and Ebrahim (2016) also claim that the commitment of employees is created when there is work interest, clarity of purpose, equity and fairness, feedback, recognition, and empowerment.

In summary, SOS leadership behaviour of fair and equitable allocation of resources, as Ireland and Hitt (1999) support, does facilitate the cultural embedding mechanism of development of human capital (Schein, 2010). The leadership behaviour, together with the embedding mechanism, makes employees feel empowered and valued, which induce their sense of belonging, increased confidence, attainment of relevant skills, and knowledge. They also stimulated growth, joy, meaningfulness, harmony, satisfaction, and trust in the

organization. Traits developed within employees manifested into a culture of good working relationships between leaders and subordinates (Brower, et al., 2000), teamwork, punctuality of employees, taking funding raising as everyone individual's opportunity which indicates a culture of commitment.

5.3.3 Interacting behaviours

The similar behaviours of relational leadership and strategic leadership are observed from the propositions and findings discussed above. The results indicate that cultural embedding mechanisms of fair, equitable, and adequate allocation of resources are essential for a relational leader to encourage commitment as well as for a strategic leader to develop human capital. The findings are supported by Linn (2007), who advocates that resources should be proportioned according to priorities that strive for organizational goals. While Kinnie and Swart (2012) say, the fair allocation of support is necessary to improve employee's competence, promotions, and giving of incentives that satisfy their needs and create commitment. Egan, et al. (2004), also support the findings that the fair allocation of resources brings trust and commitment of employees.

In another scenario, it is found that the primary embedding mechanisms which say "leaders pay attention to measurement and control" is necessary to support relational leadership to pay attention to measurement and control of organizational processes. In contrast, the strategic leader must pay attention to the measure and control of activities that relate to corporate purpose and vision. In support of the findings, Schein (2010) says leaders must be consistent in paying attention to measure, regulate, reward, control, and communicate their priorities, goals, values, and assumptions. In the same manner, employees, channel their efforts where their leaders pay attention to.

The orientation and training of new employees are leadership activities that are necessary for the support of leadership behaviour that clarifies organizational vision and purpose for both strategic leadership and relational leadership. Strengthening of PMS as an activity is also essential to enhance both leadership behaviours under study. It is also noted from the findings that both leaderships have formal statements displaying that enables employees to have access to official organizational statements like vision, mission, and values. In the light of employee empowerment and job satisfaction, Egan, et al. (2004) suggest that the development of employees be a priority through the fair allocation of resources, which instil trust, which leads to a culture of commitment.

Interaction of the leaderships' behaviour under study was observed as displaying formal statements that assist employees in acquiring pertinent information of the organization as required by Relational leadership and Strategic leadership behaviour of orientating new employees of the vision, mission, and values of SOS. This is consistent with Schein (2010), who advocates leaders to display formal statements to emphasize special issues to be addressed in the organization, as recognized values, which are the cues of core assumptions to be taken into consideration. The accessibility of formal statements like creeds and charters assists in enhancing a culture of commitment. Official statements are sources of organizational information, so their availability imparts knowledge, which instils employee confidence at their work. This is because people tend to behave better when they know what they are doing, why they are doing what they do, who they are doing it for, and how best they could do it (Loke, 2001a).

Secondly, regular meetings promote teamwork that is intended by both strategic leader and a relational leader. Regular meetings are one of the strategies to build teamwork. Therefore, relational leaders are recognized as commitment inducers in organizations because they are based on inclusivity, collaboration, and cooperation with stakeholders. These are leaders' attributes as Brower, et al. (2000); Komives, et al. (2005) declare, and that includes teamwork, support, and coaching of employees to improve on employees' commitment (Yan, et al., 2016). In another situation, relational leadership activities may influence the decisions of strategic Leaders' decisions (Carmeli, Tishler, and Edmondson, 2012c).

Thirdly, relational Leadership's employee involvement creates employee cohesion and teamwork, which is the behaviour for both strategic leadership and relational leadership. Relational leader's attributes include, among others, inclusivity, collaboration, and cooperation with stakeholders, which involves employees, and they all translate to teamwork and thus commitment (Komives, et al., 2005).

5.4 Summary

The findings above revealed that there is an employee's commitment to SOS Children's village, Quthing, as justified by commitment characteristics identified. According to the results, the culture of commitment at SOS Quthing was shaped by leaders' behaviours as deduced from relational leadership components and strategic leadership roles together with cultural embedding mechanisms as described in the findings.

CHAPTER 6: CONCLUSION

6.1 Introduction

The section brings the research to a conclusion where the main findings are discussed, limitations and delimitations of the study are identified, contributions of the study are spelled out as well as giving out recommendations for both SOS Quthing and research continuance.

6.2 Summary of the Findings

The study findings are based on the characteristics of the employee commitment culture of Quthing SOS Village. Relational and strategic leadership behaviours formed the results that shaped SOS's Culture of Commitment, as well as joint and interacting practices for both relational and strategic leadership.

Characteristics of employee commitment at SOS are punctuality and extended working hours, teamwork, fundraising - individual initiatives to source for sponsors for the organization, self-development, and training for work competence and putting clients first in everything.

Relational leadership behaviours that influenced the culture of employee commitment to the organization were identified and were fair and equitable allocation of resources, employee involvement in decision making and in resource allocation, orientation for new employees, PMS in place, rewarding system, and recognition in place.

Strategic leadership behaviours that shaped SOS employee Culture of commitment were also identified as regular meetings, displaying formal statements like vision, mission, and values, consistent coaching, and mentoring. There are also team building programs, individualized support where specific challenges of individuals are addressed, an online collaboration that offers international interaction of employees and development of human capital done through multimedia learning instructions.

The study findings revealed that there are common behaviours to both Relational leadership and Strategic leadership that influence the culture of commitment to employees and are a fair and equitable allocation of resources, orientation for new employees, and putting PMS in practice.

There are also interacting behaviours of Relational leadership and Strategic leadership that impact on the culture of employee commitment, and they are as follows:

- Strategic Leader displays formal statements and assists Relational leadership and Strategic leadership behaviour of orientating new employees of the vision, mission, and values of SOS
- Strategic Leader's regular meetings promote teamwork that is envisioned by both Strategic and Relational leadership
- Relational Leader's employee involvement creates employee cohesion and collaboration which is the behaviour for both Strategic and Relational leadership

The interviews revealed that there was staff turnover due to the dissatisfaction of employees, which is caused by low salaries and unsolved administrative issues.

6.3 Limitations of the study

The findings of the study may not be generalized to the entire Quthing SOS or other SOS Villages in the country, nor National SOS and other NGOs, or Government department or profit-making organizations. This is because only a limited number of employees were selected to participate due to the kind of study, which was a qualitative case study. Moreover, not all the selected participants were interviewed because of their work assignments. Time was another limiting factor that was due to new developments on ethics approval, which led to a delay in the approval of ethics and resulted in a delay in data collection.

6.4 Delimitation of the study

The scope of the study was too narrow because it was a qualitative case study, this makes the findings difficult to be adopted for other organizations. The study focused only on the culture of commitment and denied pertinent culture in the organization. The study did not clarify components of commitment but dealt with commitment culture in general that was influenced by relational and Strategic leadership behaviours. In the same manner, the study focused on commitment of employees to the organization, not a commitment to their supervisor. Not all the Relational leadership components, Strategic leadership roles, and imbedding mechanisms were explored to identify their viability to influence the culture of commitment. The study could not find whether relational and Strategic leadership behaviours were deliberate or spontaneous. The findings revealed the dissatisfaction of some employees due to non-competitive salaries and administrative issues, which the study did not go into its details.

6.5 Contributions of the study

The research was deductive, which relates to using theories to analyse life situations. Therefore, Relational leadership components and Strategic leadership roles with Cultural

embedding mechanisms were practically applied to identify leaders' behaviours that shape organizational Culture of Commitment, and this added value to the body of knowledge. The contribution the study has also made on the body of knowledge is the identified interaction behaviours of relational and Strategic leadership in shaping organizational culture.

6.6 Recommendations for SOS and managers

Based on the study findings, the following are recommended for SOS National Lesotho:

- To intensify employee inclusiveness in decision making
- To reinforce the orientation of newly recruited employees and improve on a refresher course for all employees
- Strengthen the rewarding system and recognition, as well as increasing rewards values
- Intensify displaying of vision, mission, and values within and outside SOS offices and Villages
- Improve on the fair and equitable allocation of resources
- Relational leadership is crucial for collaboration, cohesion, teamwork, harmonious working relationship as well as the commitment of employees. Relational leadership enables employees to have ownership of the organization, have a feeling of belongingness, fulfilment, and attachment to the organization in such a way that they tend to appreciate any hiccups that may face the organization. It is recommended that training and mentoring on Relational leadership be held for SOS leaders at all levels.
- To embark on the study related to the dissatisfaction of employees
- To restructure the administration department for clarity of roles and smooth support of core mandate.
- To review employee salaries to compete with other NGOs

6.7 Recommendation for Research

The recommendations for research are based on the findings, limitations, and delimitations of the study, as discussed above. Therefore, more studies should be undertaken to increase the scope of the study to engage all employees, for other SOS Villages, other NGOs, Government departments, and profit-making organizations. Additional research could assess the influence of relational and Strategic leadership to different organizational cultures, which this study did not do. Relational and Strategic leadership and cultural embedding mechanisms were not all explored in this study. Therefore, another research is required to explore all the components and roles and identify their behaviours that influence culture. Another study is

necessary to clarify different elements of commitment and their corresponding leader behaviour drivers. Continuity of this study may also be on the assessment of how relational and Strategic leadership influence employee's commitment to the supervisor and or their job. More research could be done to identify whether relational and Strategic leadership are deliberately in practice in organizations. There is also a feeling of employee dissatisfaction at SOS Village Quthing. It is recommended that the study be made to this effect so that proper recommendations are made to this effect.

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APPENDICES

Appendix A - Questions Matrix

Questions Matrix of Interview Questions Matched against proposition:

QUESTIONS FOR ALL INTERVIEWEES	BACKGROUND	PROPOSITION 1: RELATIONAL 1. Leaders who encourage employee commitment through how they allocate resources, create a culture of commitment	PROPOSITION 2: RELATIONAL 2. Leaders who create people - centred processes in what they pay attention to, create a culture of commitment	PROPOSITION 3: STRATEGIC 3. Leaders who pay attention to clarifying and reinforcing the purpose and vision of the organization create a culture of commitment	PROPOSITION 4: STRATEGIC 4. Leaders who develop human capital by allocating resources for employee training and development, create a culture of commitment
BACKGROUND					
What is the vision and mission of SOS Children's Village Lesotho?	x				
How has SOS Lesotho performed over the past three years?	x				
Has the performance been affected by either commitment or lack of commitment of employees?	x				
Please describe your organizational culture	x				
What are SOS Lesotho's core values?	x				

How did commitment become one of your values?	x				
How has a commitment culture emerged in your organization?		x	x	x	x
PROPOSITION 1					
You have a cultural value of commitment. How do you encourage commitment from individuals? Can You please give examples?		x	x	x	x
How are individuals recognized and rewarded for displaying commitment? Can You give examples?		x			
How are resources allocated among individuals to elicit commitment? Can You give examples?		x			
How does recognition and rewarding of committed individuals influence others to be committed? Can You give examples?		x			
PREPOSITION 2					

What organizational systems and processes have leaders introduced? Can You give examples?			x		
How do leaders go about controlling systems and process deviations? Can you give examples?			x		
How do these processes that leaders pay attention to, measure and control, cultivate a culture of commitment? Can you give examples?			x		
PROPOSITION 3					
What is the purpose, vision and philosophy of SOS Lesotho?					x
How do leaders reinforce organizational purpose, vision and philosophy of SOS Lesotho?					x
Is this written down anywhere? How is it made available to employees?					x
How are the organizational vision, purpose, philosophy, creeds,					x

charters and any other formal statements made accessible to all employees?					
How is the direction for executing this purpose, vision and philosophy set for employees to follow?					x
How are the formal statements of organizational philosophy, or creeds and charters used to influence the commitment of employees? Can you give examples?					x
PROPOSITION 4					
How do leaders promote unique skills in employees? Can you give examples?					x
Are all employees having equal opportunity to promote their unique skills? Please elaborate					x
What resources are allocated to individuals to acquire these unique skills?					x
Who is being allocated resources					x

to promote unique skills? How are resources allocated among individuals to promote their unique skills?					
How does the promotion of unique skills develop a culture of commitment amongst the employees in the organization?					x

INTERVIEW PROTOCOL

**A CASE STUDY ANALYSIS OF HOW RELATIONAL AND STRATEGIC
LEADERSHIP SHAPE CULTURE OF SOS CHILDREN'S VILLAGE QUTHING**

In Partial fulfilment of MBA

With Rhodes University

Part one

1. Filling of consent forms
2. Build up rapport with participants for free and conducive participation
3. Assure participants of their anonymity on the study report
4. Let them know that there is no incentive for their participation
5. Let them know that the discussions are going to be recorded
6. Discuss the duration of the interview
7. Discuss the role of participants and researcher during data collection

Part two: Interview Questions

Background:

1. What is the vision and mission of SOS Children's Village Lesotho?
2. How has SOS Lesotho performed over the past three years?
3. Has the performance been affected by either commitment or lack of commitment of employees?
4. Please describe your organizational culture
5. What are SOS Lesotho's core values?
6. How did commitment become one of your values?
7. How has a commitment culture emerged in your organization?

PROPOSITIONS:

Relational Leadership:

Proposition 1: *Leaders who encourage employee commitment through how they allocate resources, create a culture of commitment*

1. You have a cultural value of commitment. How do you encourage commitment from individuals? Can You please give examples?
2. How are individuals recognized and rewarded for displaying commitment? Can You give examples?
3. How are resources allocated among individuals to elicit commitment? Can You give examples?
4. How does recognition and rewarding of committed individuals influence others to be committed? Can You give examples?

Proposition 2: *Leaders who create people -centred processes in what they pay attention to, create a culture of commitment*

1. What organizational systems and processes have leaders introduced? Can You give examples?
2. How do leaders go about controlling systems and process deviations? Can you give examples?
3. How do these processes that leaders pay attention to, measure and control, cultivate a culture of commitment? Can you give examples?

Strategic Leadership:

Proposition 3: *Leaders who pay attention to clarifying and reinforcing the purpose and vision of the organization create a culture of commitment*

1. What is the purpose, vision and philosophy of SOS Lesotho?
2. How have leaders established this organizational purpose, vision and philosophy of SOS Lesotho?
3. Is this written down anywhere? How is it made available to employees?
4. How are the organizational vision, purpose, philosophy, creeds, charters and any other formal statements made accessible to all employees?
5. How is the direction for executing this purpose, vision and philosophy set for employees to follow?

6. How are the formal statements of organizational philosophy, or creeds and charters used to influence the commitment of employees?
7. Can you give examples?

Proposition 4: *Leaders who develop human capital by allocating resources for employee training and development, create a culture of commitment*

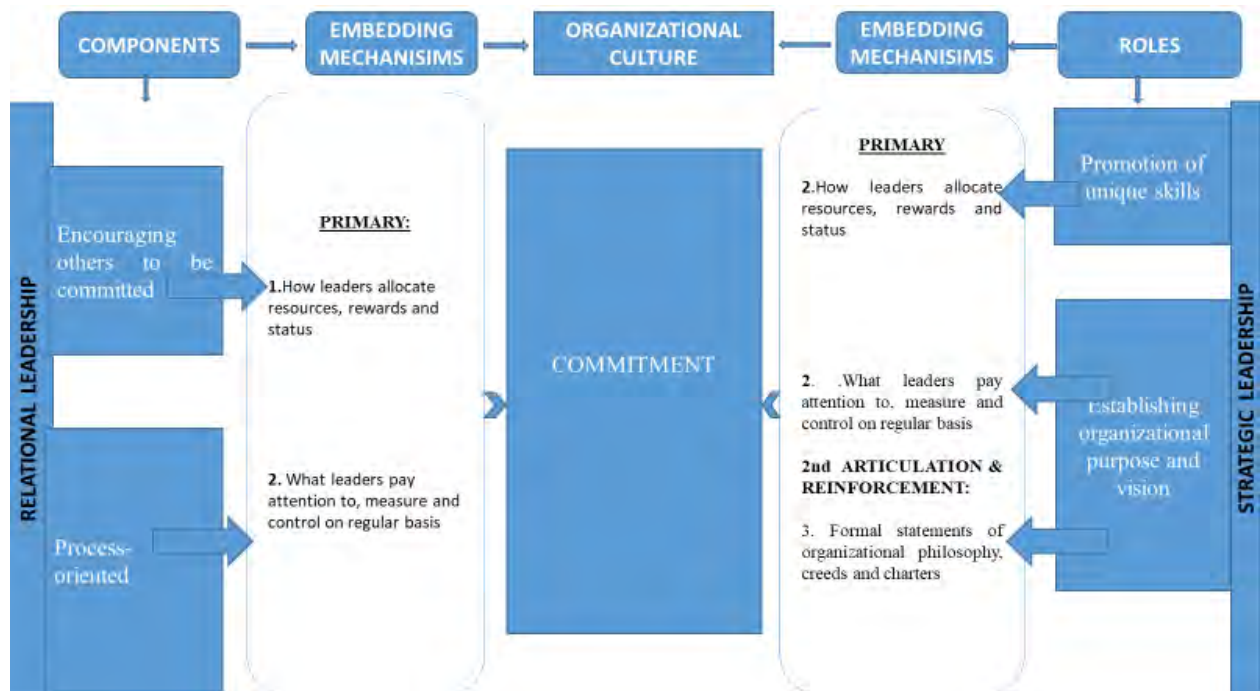
1. How do leaders promote unique skills in employees? Can you give examples?
2. Are all employees having equal opportunity to promote their unique skills? Please elaborate
3. What resources are allocated to individuals to acquire these unique skills?
4. Who is being allocated resources to promote unique skills? How are resources allocated among individuals to promote their unique skills?
5. How does the promotion of unique skills develop a culture of commitment amongst the employees in the organization?

End of interview Discussions

1. Ask the participant if he/she has anything she thinks is necessary for the study
2. Thank the participant
3. Get participants contacts and let him/her have researcher contacts for follow ups- The participant is free to call the researcher for additional information and correction of given information. The researcher as will may require calling the participant to clarify some issues
4. Let the participant know he will have a copy of study report

THANK YOU

The Theoretical Framework



Appendix D - Propositions

THE PROPOSITIONS OF THE STUDY

RELATIONAL LEADERSHIP:

1. Leaders who encourage employee commitment through how they allocate resources, create a culture of commitment
2. Leaders who create people -centred processes in what they pay attention to, create a culture of commitment

STRATEGIC LEADERSHIP:

3. Leaders who pay attention to clarify and reinforce the purpose and vision of the organisation create a culture of commitment
4. Leaders who develop human capital by allocating resources for employee training and development, create a culture of commitment

Appendix E – Code Book

CODE BOOK:

RELATIONAL LEADERSHIP	STRATEGIC LEADERSHIP	EMBEDDING MECHANISMS	CULTURE (ESPOUSED VALUES)
RL Components: RLEOC=Encouraging others to be committed RLPO= Process Oriented	SL Roles: SLPUK = Promotion of unique skills EOPV=Establish Organizational purpose and Vision	<u>PRIMARY:</u> PLAR=How Leaders allocate resources LPAMC=What leaders pay attention to, measure and control on regular basis <u>2nd ARTICULATION & REINFORCEMENT:</u> OSP=Organizational systems and procedures1.	CEVC=COMMITMENT CEVC=COMMITMENT

Appendix G – Ethics Approval

Ethics Approval



Human Ethics subcommittee
Rhodes University Ethical Standards Committee
PO Box 94, Grahamstown, 6140, South Africa
t: +27 (0) 46 603 8056
f: +27 (0) 46 603 8822
e: ethics-committee@ru.ac.za
www.ru.ac.za/research/research/ethics
NHREC Registration no. REC-241114-045

24 July 2019

Libuseng Lebusa

Review Reference: 2019-0252-548

Email: g17l8823@campus.ru.ac.za

Dear Libuseng Lebusa

Re: How Relational and Strategic Leadership shape organizational culture

Principal Investigator: Prof Noel Pearse

Collaborators: Mrs Libuseng Mampolokeng Lebusa ,

This letter confirms that the above research proposal has been reviewed and **APPROVED** by the Rhodes University Ethical Standards Committee (RUESC) – Human Ethics (HE) sub-committee.

Approval has been granted for 1 year. An annual progress report will be required in order to renew approval for an additional period. You will receive an email notifying when the annual report is due.

Please ensure that the ethical standards committee is notified should any substantive change(s) be made, for whatever reason, during the research process. This includes changes in investigators. Please also ensure that a brief report is submitted to the ethics committee on completion of the research. The purpose of this report is to indicate whether the research was conducted successfully, if any aspects could not be completed, or if any problems arose that the ethical standards committee should be aware of. If a thesis or dissertation arising from this research is submitted to the library's electronic theses and dissertations (ETD) repository, please notify the committee of the date of submission and/or any reference or cataloguing number allocated.

Sincerely

Prof Joanna Dames

Chair: Human Ethics sub-committee, RUESC- HE

Institutional Letter



RHODES UNIVERSITY

Grahamstown • 6140 • South Africa

Rhodes Business School
Tel: [+27] 046 6038617
Fax: [+27] 046 6037350
E-mail: g1718823@ru.ac.za

22/06/2019

The National Director
SOS National Office,
Maseru, 100
Lesotho

Dear Mr Mokorosi

Re: Invitation to conduct research at your Institution

Libuseng Lebusa (under the supervision of Prof. Noel Pearse) is a Business School postgraduate student MBA at Rhodes University carrying out research on "A Case Study Analysis of How Relational and Strategic Leaderships Shape Organizational culture". The aim of this research is to describe how Relational and Strategic Leadership have shaped the culture of SOS Lesotho in the Quthing District. The participation and cooperation of your institution is important so that the results of the research are accurately portrayed.

The research will be undertaken within SOS Lesotho employees in leadership positions who are purposively selected and junior staff who will be conveniently selected. Semi-structured interviews will be used to collect data, which will be supplemented with documents. Employees to be involved in this study are: The National Director, Programs Director, Village Director, 4 Programs Managers and 4 junior staff. The data to be collected from this research will be narrative qualitative data. The identity of your institution and the employees who voluntarily consent to participate will be treated with complete confidentiality. The collection of this data will require from each participant about 30 minutes to complete.

Your participation in the study process will improve on your leadership skills which will benefit your organization to carry your leadership responsibility with ease and attain desired outcome in the organization. The findings will also help the organization to identify an institutional learning gap, which will help the organization to develop a capacity building plan to acquire relevant leadership skills for improved service delivery which will attract more sponsors to the organization.

We look to you for guidance in identifying the above-mentioned candidates at your institute that would be suitable to interview at a time and date that will be discussed later. Attached for your information is a copy of the Institution Consent Form. If you have questions or wish to verify the research, please feel free to contact us. If you would like your institution to participate in this research, please complete and return the attached form.

Thank you for your time and I hope that you will find our request favourable.

Yours sincerely,

Libuseng Lebusa

Research Student
Email: g1718823@ru.ac.za

Prof Noel Pearse

Supervisor
N.Pearse@ru.ac.za

Appendix I – Quthing SOS Village Letter

Quthing SOS Village



RHODES UNIVERSITY

Grahamstown • 6140 • South Africa

Rhodes Business School

Tel: [+27] 046 6038617

Fax: [+27] 046 6037350

E-mail: g1718823@ru.ac.za

22/06/2019

Village Director
SOS Children's Village
Quthing, 700.
Lesotho.

Dear Ms Normayeza,

Re: Invitation to conduct research at your Institution

Libuseng Lebusa (under the supervision of Prof. Noel Pearse) is a Business School postgraduate student MBA at Rhodes University carrying out research on "A Case Study Analysis of How Relational and Strategic Leaderships Shape Organizational culture". The aim of this research is to describe how Relational and Strategic Leadership have shaped the culture of SOS Lesotho in the Quthing District. The participation and cooperation of your institution is important so that the results of the research are accurately portrayed.

The research will be undertaken within SOS Lesotho employees in leadership positions who are purposively selected and junior staff who will be conveniently selected. Semi-structured interviews will be used to collect data, which will be supplemented with documents. Employees to be involved in this study are: The National Director, Programs Director, Village Director, 4 Programs Managers and 4 junior staff. The data to be collected from this research will be narrative qualitative data. The identity of your institution and the employees who voluntarily consent to participate will be treated with complete confidentiality. The collection of this data will require from each participant about 30 minutes to complete.

Your participation in the study process will improve on your leadership skills which will benefit your organization to carry your leadership responsibility with ease and attain desired outcome in the organization. The findings will also help the organization to identify an institutional learning gap, which will help the organization to develop a capacity building plan to acquire relevant leadership skills for improved service delivery which will attract more sponsors to the organization. We look to you for guidance in identifying the above-mentioned candidates at your institute that would be suitable to interview at a time and date that will be discussed later.

Attached for your information is a copy of the Institution Consent Form. If you have questions or wish to verify the research, please feel free to contact us.

If you would like your institution to participate in this research, please complete and return the attached form. Thank you for your time and I hope that you will find our request favourable.

Yours sincerely,

Libuseng Lebusa

Research Student
Email: g1718823@ru.ac.za

Prof Noel Pearse

Supervisor
N.Pearse@ru.ac.za

www.ru.ac.za

Appendix J – Participant Letter



RHODES UNIVERSITY

Rhodes Business School

Tel: [+27] 046 6038617

Fax: [+27] 046 6037350

E-mail: g1718823@ru.ac.za

02/09/2019

SOS National Office

Maseru, 100

Lesotho.

Dear Mr, Tšelio Ncheke,

Re: Invitation to participate in research study

You are invited to participate in a research study entitled “A Case Study Analysis of How Relational and Strategic Leaderships Shape Organizational culture”. The aim of this research is to determine how Relational and Strategic Leadership have shaped culture of SOS children’s Village at Quthing, Lesotho. Your participation and cooperation are important so that the results of the research are accurately portrayed. The study will benefit you as leaders to improve on your leadership strategies that influence employee commitment and will also benefit employees improve their job satisfaction.

The research will be undertaken at SOS offices where interviews will be carried out and the data to be collected from this research will be qualitative and descriptive. Your identity and that of your institution will be treated with complete confidentiality. The collection of this data will require about 30 minutes of your time to complete. You will be given a copy of the study report, so that you can access the results of the study. The results will be kept by the researcher and the supervisor and you are free to enquire about them from the latter in the future.

We will provide you with all the necessary information to assist you to understand the study and explain what would be expected of you (the participant). These guidelines would include the risks, benefits, and your rights as a study subject. Furthermore, it is important that you are aware that this study has been approved by a Research Ethics Committee of the university.

Participation in this research is completely voluntary and this letter of invitation does not obligate you to take part in this research study. To participate, you will be required to provide written consent that will include your signature, date and initials to verify that you understand and agree to the conditions. Please note that you have the right to withdraw at any given time during the study without penalty.

Your participation in the study process will improve on your leadership skills which will benefit you to carry your leadership responsibility with ease and attain desired outcome in the organization which may attract your promotion.

If you have grievances in the way I conduct the research, you are therefore advised to have recourse to contact Siyanda Maqelane who is the Rhodes University Ethics Coordinator on the following email address: [S. Maqelane@ru.ac.za](mailto:S.Maqelane@ru.ac.za)

Thank you for your time and I hope that you will find our request favourable.

Yours sincerely,

Libuseng Lebusa

Research Student

Email: mlebusa@yahoo.com

Prof Noel Pearse

Supervisor

N.Pearse@ru.ac.za

Appendix K – Participant signed Consent



RHODES UNIVERSITY

INFORMED CONSENT FORM

Department of Rhodes Business School

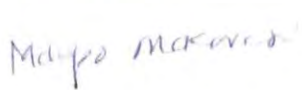
Research Project Title:	A Case Study Analysis of How Relational and Strategic Leaderships Shape Organizational culture
Principal Investigator(s):	Libuseng Lebusa

Participation Information
• I understand the purpose of the research study and my involvement in it • I understand the risks of participating in this research study • I understand the benefits of participating in this research study • I understand that I may withdraw from the research study at any stage without any penalty • I understand that participation in this study is done on a voluntary basis • I understand that while information gained during the study may be published, I will not be identified and my personal results will remain confidential • I understand that my identity will be treated with complete confidentiality • I understand that SOS Children's Village Quthing will be identifiable in the written reports about the study • I understand that I will receive no payment for participating in this study

Information Explanation
The above information was explained to them by: LIBUSENG LEBUSA
The above information was explained to them in: English
and I am in command of this language

Voluntary Consent

I, Libuseng Lebusa, hereby voluntarily consent to participate in the above mentioned research.

Signature: 	Witness signature: 	Date: 15 / 08 / 2019
--	--	----------------------

Investigator Declaration

I, Libuseng Lebusa declare that I have explained all the participant information to the participant and have truthfully answered all questions ask me by the participant.

Signature: 	Date: 15 / 08 / 2019
--	----------------------

Translator Declaration

I, declare that I translated a factually correct version of:

1. all the contents of this document
2. all questions posed by the participant
3. all answers given by the investigator

In addition, I declare that all information acquired by me regarding this research will be kept confidential.

Signature	Date: / /
-----------	-----------

If you have grievances in the way I conduct the research, you are therefore advised to have recourse to contact Siyanda Maqelane who is the Rhodes University Ethics Coordinator on the following email address: S. Maqelane@ru.ac.za

Appendix L – Gate keeper (LCN) signed Consent



A Case Study Analysis of How Relational and Strategic Leaderships Shape Organizational Culture Institution Consent Form

Participation Consent	
I consent for you to approach employees National Director, Programs Director, Village Director Quthing, Four Program Managers and Four Junior staff to participate in a Case Study Analysis of How Relational and Strategic Leaderships Shape Organizational Culture	
I acknowledge and understand:	
• The role of the institution is voluntary. • I may decide to withdraw the institution's participation at any time without penalty. • Employees National Director, Programs Director, Village Director Quthing, Four Program Managers and Four Junior staff will be invited to participate, and that permission will be sought from them too. • Only employees who consent will participate in the project. • All information obtained will be treated in strictest confidence. • The employees' names will not be used, and individual employees will not be identifiable in any written reports about the study. • SOS Children's Village Quthing will be identifiable in the written reports about the study. • Participants may withdraw from the study at any time without penalty. • A report of the findings will be made available to the institution. • The findings will not in any way jeopardize any of SOS employee's job • I may seek further information on the project from Libuseng Lebusa on mlebusa@yahoo.com and +266 62715729. • If you have grievances in the way I conduct the research, you are therefore advised to have recourse to contact Siyanda Maqelane who is the Rhodes University Ethics Coordinator on the following email address: S. Maqelane@ru.ac.za	
Full Name:	SEABATA MOTSAMAI
Position:	EXECUTIVE DIRECTOR
Signature:	
Date:	10 JULY 2019
Please return to:	Email address: g17l8823@ru.ac.za (Libuseng Lebusa) N.Pearse@ru.ac.za (Prof Noel Pearse) S.Maqelane@ru.ac.za (Siyanda Maqelane-RU Ethics Coordinator)

Appendix M – Quthing SOS Village Consent



A Case Study Analysis of How Relational and Strategic Leaderships Shape Organizational Culture Institution Consent Form

Participation Consent	
I consent for you to approach employees National Director, Programs Director, Village Director Quthing, Four Program Managers and Four Junior staff to participate in a Case Study Analysis of How Relational and Strategic Leaderships Shape Organizational Culture	
I acknowledge and understand:	
• The role of the institution is voluntary. • I may decide to withdraw the institution's participation at any time without penalty. • Employees National Director, Programs Director, Village Director Quthing, Four Program Managers and Four Junior staff will be invited to participate, and that permission will be sought from them too. • Only employees who consent will participate in the project. • All information obtained will be treated in strictest confidence. • The employees' names will not be used, and individual employees will not be identifiable in any written reports about the study. • SOS Children's Village Quthing will be identifiable in the written reports about the study. • Participants may withdraw from the study at any time without penalty. • A report of the findings will be made available to the institution. • The findings will not in any way jeopardize any of SOS employee's job • I may seek further information on the project from Libuseng Lebusa on mlebusa@yahoo.com and +266 62715729. • If you have grievances in the way I conduct the research, you are therefore advised to have recourse to contact Siyanda Maqelane who is the Rhodes University Ethics Coordinator on the following email address: S. Maqelane@ru.ac.za	
Full Name:	Nomayeza Rabatho
Position:	Village Director
Signature:	
Date:	22/07/2019
Please return to:	Email address: g1718823@ru.ac.za (Libuseng Lebusa) N.Pearse@ru.ac.za (Prof Noel Pearse) S.Maqelane@ru.ac.za (Siyanda Maqelane-RU Ethics Coordinator)

Appendix N – Gate keeper 2 (National SOS) consent



RHODES UNIVERSITY
Grahamstown • 6140 • South Africa

A Case Study Analysis of How Relational and Strategic Leaderships Shape Organizational Culture
Institution Consent Form

Participation Consent

I consent for you to approach employees National Director, Programs Director, Village Director Quthing, Four Program Managers and Four Junior staff to participate in a Case Study Analysis of How Relational and Strategic Leaderships Shape Organizational Culture

I acknowledge and understand:

- The role of the institution is voluntary.
- I may decide to withdraw the institution's participation at any time without penalty.
- Employees National Director, Programs Director, Village Director Quthing, Four Program Managers and Four Junior staff will be invited to participate, and that permission will be sought from them too.
- Only employees who consent will participate in the project.
- All information obtained will be treated in strictest confidence.
- The employees' names will not be used, and individual employees will not be identifiable in any written reports about the study.
- SOS Children's Village Quthing will be identifiable in the written reports about the study.
- Participants may withdraw from the study at any time without penalty.
- A report of the findings will be made available to the institution.
- The findings will not in any way jeopardize any of SOS employee's job
- I may seek further information on the project from Libuseng Lebusa on mlebusa@yahoo.com and +266 62715729.
- If you have grievances in the way I conduct the research, you are therefore advised to have recourse to contact Siyanda Maqelane who is the Rhodes University Ethics Coordinator on the following email address: S.Maqelane@ru.ac.za

Full Name:	Molapo Mokorosi
Position:	NATIONAL DIRECTOR
Signature:	
Date:	18/07/2019
Please return to:	Email address: g1718823@ru.ac.za (Libuseng Lebusa) N.Pearse@ru.ac.za (Prof Noel Pearse) S.Maqelane@ru.ac.za (Siyanda Maqelane-RU Ethics Coordinator)