

**THE RELATIONSHIP BETWEEN LEADERSHIP AND EMPLOYEE ENGAGEMENT IN AN
AUTOMOTIVE ORIGINAL EQUIPMENT MANUFACTURER IN SOUTH AFRICA**

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Abstract

The manufacturing industry is one of the greatest contributors to the South African economy. Owing to a competitive and complex automotive climate, it is suggested that only a few automotive manufacturing organisations will remain viable in the coming years, without the optimal reliance on human capital resources to navigate an unpredictable and unfolding landscape. In securing a sustainable future, the engagement of these human capital resources is necessitated. This competitive landscape has resulted in the call for adaptive and flexible leadership. Leadership behaviour is categorised into three streams, namely, transformational leadership, transactional leadership, and non-leadership, which is referred to as laissez-faire leadership. Employee engagement is defined as the extent to which an employee is committed to, and involved in, their operational function and the organisation, whilst portraying a willingness to perform and contribute beyond that which is expected of them. The purpose of this research was to explore the relationship between leadership and employee engagement in an Original Equipment Manufacturer (OEM) in South Africa. This OEM operates in the Eastern Cape and Gauteng Provinces of South Africa. Globally, the OEM launched a leadership journey to facilitate a shared value system that supported a vision towards organisational success, by focusing on transformed ways of working and acting, as a global collective team. The outcome of this desired journey yielded eight Leadership Principles. These Leadership Principles are referred to, and included in the research study, to gain a more robust internal perspective of the leadership behaviours that are most advocated within the OEM, in relation to employee engagement. The objective of this research therefore was to establish the relationship between leadership and employee engagement in the respective OEM, by investigating the impact of transformational leadership and transactional leadership on employee engagement. A triangulation approach was adopted to analyse the data, using a combination of qualitative and quantitative research methodologies. The result when testing the reliability coefficient scores of the leadership instrument described a poor measure for transactional leadership, and a good measure for transformational leadership. Therefore, the results that stemmed from the statistical analysis in relation to transactional leadership could not be trusted. However, in the context of this research, it was found that there is a statistically significant relationship between transformational leadership and employee engagement. Whilst utilising the qualitative research methodology, it was found that there is a limited definition-based relationship between transactional leadership and the eight Leadership Principles. However, there is a definition-based relationship between the Leadership Principles and transformational leadership, owing to

similarities found in the definition descriptions between at least six of the eight Leadership Principles. In the investigation of whether there is a definition-based relationship between the Leadership Principles and employee engagement, it was found that a limited definition-based relationship between the eight Leadership Principles and engagement existed. The research therefore met its objectives in determining a relationship between leadership and employee engagement in an Original Equipment Manufacturer in South Africa.

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Chapter 1

Introduction

1.1 Introduction and research context

South Africa has grown an established and diversified manufacturing sector that has proven to be resilient and competitive amidst the global economy (South African Tourism, 2022). Prior to the 1920s, mining and agriculture were the dominant drivers of the South African economy. Once the mining industry flourished, the demand for food and textiles grew. The manufacturing sector began to expand, which witnessed state-owned businesses come to fruition. This led to the manufacturing sector then becoming a dominant contributor to the South African economy (Statistics South Africa, 2017; South African Tourism, 2022). The manufacturing sector in South Africa is characterised by industries that relate to agricultural, fishery and forestry-based sectors; electronics, metals, and textiles; as well as the automotive industry; which pertains to the companies and activities involved in the manufacture of motor vehicles and related components (South African Tourism, 2022).

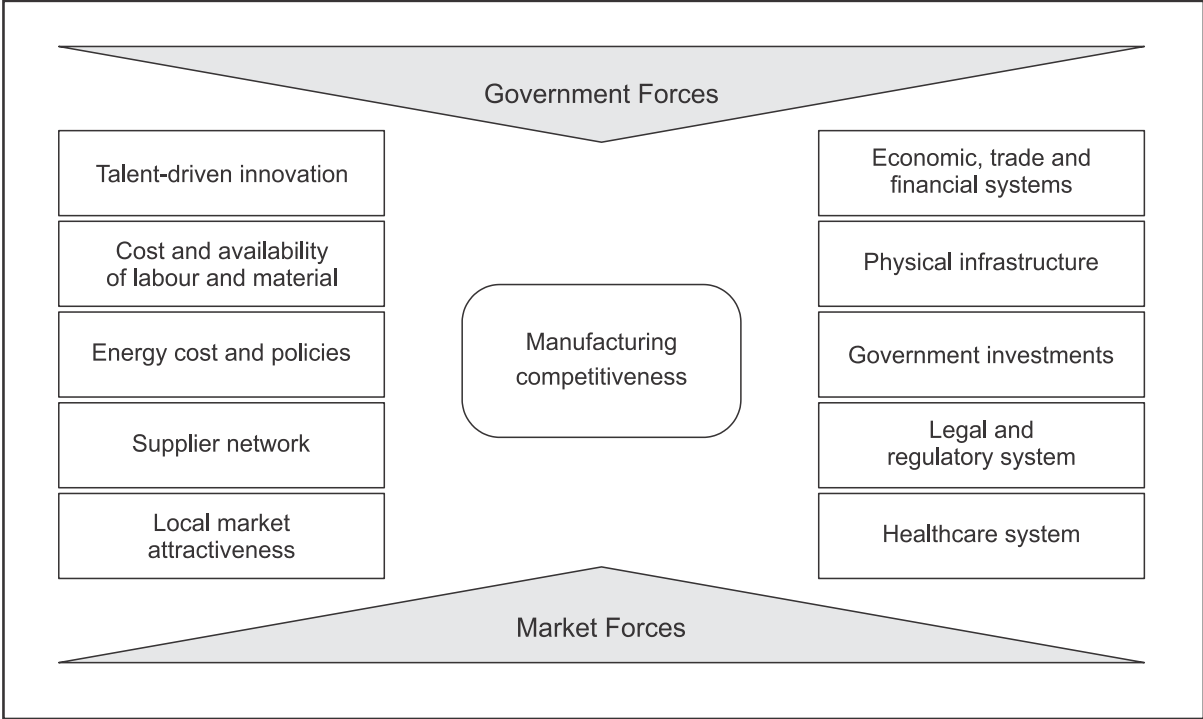
The South African automotive industry plays a pivotal role in South Africa's economy, owing to the country's attractive base for the production of components, as well as export avenues to global markets (NAAMSA, 2023). In 2019, it was documented that the production of motor vehicles contributed 7,56% towards the manufacturing industry (Statistics South Africa, 2019). In 2019, the automotive industry contributed 6,9% to South Africa's Gross Domestic Product, which reduced to 4,9% in 2020 (FIN24, 2019; NAAMSA, 2023). A further reduction is noted in 2021, with a gross domestic product contribution at 4,3% (International Organisation of Motor Vehicle Manufacturers, 2023). This reduction posed by the automotive industry is testament to the severe influence that the COVID-19 pandemic had on the automotive manufacturing and retail industry, owing to the lockdown restrictions during this period (NAAMSA, 2023). Despite this significant decrease in contribution on behalf of the automotive industry, this industry remains a key player within South Africa's industrialisation journey (Obermeyer, 2022).

An analysis conducted in automotive industry trends documented that a limited number of automotive manufacturing organisations will remain profitable in the coming years, unless the reliance on capital resources to navigate an unpredictable landscape is to be realised (PWC, 2017). Capital resources facilitate the creation of a desirable economic outcome, with reference to financial capital, natural resources, produced resources, human capital and social capital

(PWC, 2017). The creative use of capital resources calls for innovative solutions, and it is through innovation that organisations are able to tap into their competitive advantage. In past times, competitive advantage was deemed to be manifested by proactively exploring innovative opportunities, which include investments in skills and knowledge, as well as physical assets and brand reputation, which continue to be of relevance (Porter, 1990; Deloitte, 2013; Deloitte, 2023).

Figure 1.1 below illustrates the factors that facilitate competitive advantage in the global manufacturing industry, based on research conducted by Deloitte (2013).

Figure 1.1: Drivers of Global Manufacturing Competitiveness



Source: Adapted from Deloitte, 2013.

Deloitte (2013) notes that talent-driven innovation is ranked as the highest driver to support manufacturing competitiveness, followed by cost and the availability of labour and material, thereafter energy cost and policies, and so forth. Developing integrated and close links between educational institutions and industry are believed to be paramount in driving talent development from the grassroots level. This said, improving education systems and comprehensively equipping human capital remain challenging for developed nations (Deloitte, 2013). This need for talent extends within the organisation, pertaining to people and leadership, to drive

manufacturing competitiveness. This point emphasises the need for capital resources, in terms of human capital, to ensure the sustainability of the industry, and so too, the investment in skills and knowledge to seek opportunities in gaining a competitive advantage. Human capital is the most influential element in growing production and developing wealth. One of the drivers to support human capital is investing in the development of human resources (Abdeldayem, Aldulaimi and Kharabsheh, 2021, p.63).

With a local version of the survey conducted by Deloitte, from the perspective of South African participants in the research, the most dominant driver towards manufacturing competitiveness pertains to cost and the availability of labour and materials. This result is most likely owing to the South African manufacturing sector built upon relatively cost-effective access to labour, whilst indicators such as education, skills development, spatial development and community safety are all social factors that have influenced South Africa's ability to be competitive (Deloitte, 2013). The local perspective of the study conducted is that human and social capital as resources are paramount to the competitiveness of the manufacturing and automotive sector in South Africa.

In 2023, ten years later, five trends have emerged to support a competitive manufacturing outlook. These trends are investing in advanced technologies to reduce risk and heighten resilient agility, implementing talent management strategies to address the current labour market remains a top priority for manufacturers, mitigation strategies and tactics to achieve supply assurance, progressing towards smart factory transformations to facilitate future competitiveness, and focusing on an environmental, social and governance (ESG) landscape by considering operational iterations across the complete value chain (Deloitte, 2023). It is evident that human capital resources and social resources are still a priority to facilitate competitiveness in the manufacturing realm, with a continued focus on talent management, as well as the ESG landscape.

1.2 The value of people and strategy

The global economy has become dynamic and competitive. This is as a result of changes in technology, complexity among customers, as well as innovation, which have all shifted competitive advantage from organisational resources to intellectual assets (Alrowwad, Abualoush and Masa'deh, 2020, p.196). In securing a future of innovation and a competitive edge, engaging human capital resources are paramount (Nahapiet and Ghoshal, 1998, p.242). The achievement of a sustainable competitive advantage depends on human capital. Human

capital is the central pillar of promoting innovation and knowledge (Abdeldayem, Aldulaimi and Kharabsheh, 2021, p.63). Resource-based theory recognises that the internal resources of an organisation drive its competitiveness and success (Wright, Dunford and Snell, 2001, p.6; De Saa-Perez and Garcia-Falcon, 2002, p.124; Barney and Clark, 2007, p.5; Barney, Ketchen and Wright, 2011, p.1300). These internal resources could refer to physical, technical, organisational or human resources (Abdeldayem, Aldulaimi and Kharabsheh, 2021, p.63). The competitive advantage of organisations is realised through distinct internal characteristics, or competencies, of which the critical resource essential to building such a core competence is people (De Saa-Perez and Garcia-Falcon, 2002, p.126). The competitive landscape of the automotive manufacturing sector is evolving, which has resulted in the call for more adaptive and flexible leadership, which over time, has remained a necessity (Bass, Avolio, Jung and Berson, 2003, p.208; Martins and Terblanche, 2003, p.64; Engineering News, 2017). Considering the need for adaptive and flexible leadership, the OEM acknowledged this as a precursor to implementing a global leadership programme.

Since the invention of the automobile in 1886, the automotive industry has undergone various streams of transformation, in terms of innovation and the introduction of new technologies. The current landscape of mobility is electric and autonomous (Organisation Z, 2023). These streams of transformation have triggered the need to remain competitive, as with the Original Equipment Manufacturer (OEM) featured in this research study. The OEM in reference is a wholly owned subsidiary of a global automotive manufacturer, operating in South Africa. The OEM's value chain is inclusive of manufacturing, marketing, sales, finance and supporting service areas to enable the business (Organisation Y, 2019). The organisation that forms the research sample within this particular study noted the need to develop a leadership journey and global programme that was underpinned by steadfast leadership and talented people, to circumvent the competitive nature of the automotive environment. This saw the launch of a specific global programme, as described below.

The basis of the OEM's strategic intent refers to sustainability, integrity and diversity, accompanied by a view that people facilitate a successful transformation journey (Organisation Z, 2023). In realising the need to ensure a maintained competitive advantage, as well as adaptive and flexible leadership, the OEM launched a distinct global leadership culture underpinned by a framework of leadership behaviours. These behaviours are referred to as the eight Leadership Principles. They are Agility, Co-creation, Customer Orientation, Driven to Win, Empowerment, Learning, Pioneering Spirit and Purpose (Leadership Programme, 2018). These

Leadership Principles are defined and described with the support of a why-anchor and a what-anchor in chapter four. The development of these principles is owing to an inclusive, reflective and strategic internal process that began in 2016. In realising the need for change because of the business and competitive environments becoming more complex, the need to redefine the organisational strategy became prevalent. The eight Leadership Principles provide an overarching way of working, communicating, leading and interacting with employees in the organisation. This is achieved by ensuring that people are at the centre of the Leadership Principles (Organisation Z, 2023). Diversity is at the base of the organisation's strategy, inferring that it is only through people, that the strategic objectives of the organisation can reach fruition.

Higgins (2005) refers to the Eight S's of successful strategy execution, of which two of the eight fundamental factors illustrated to implement an organisational strategy is Style - expanded as leadership style - and Staff. These two factors are most influential in relation to the OEM's leadership objectives, but also, in relation to the theory surrounding gaining a competitive advantage when traversing a complex landscape. The author outlines that the consistent pattern of behaviour exhibited by leaders when relating to subordinates and other employees is integral in strategic execution, in parallel to the need of all the eight factors to be aligned with one another and implemented in accordance with one another (Higgins, 2005, p.5).

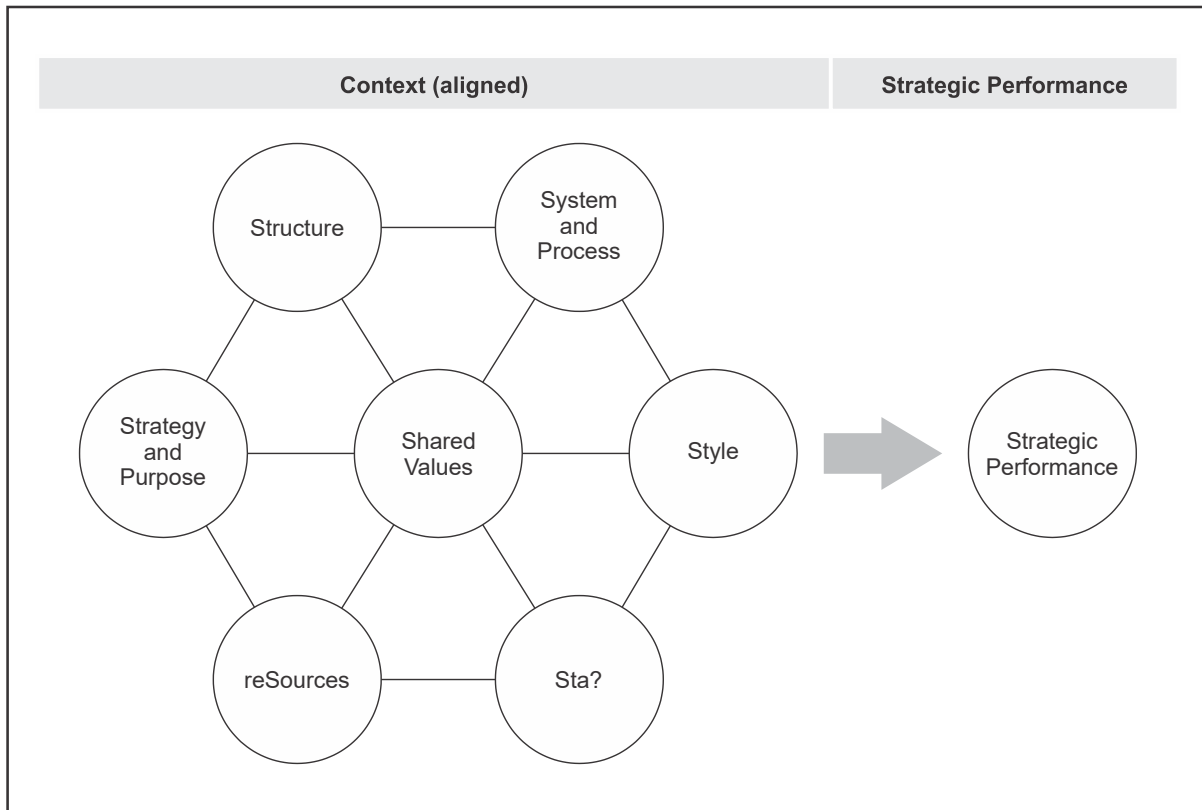
Herewith below is a listing of the Eight S's, in order to provide further context to the perspective that successful strategy execution is reliant on the integration of the respective S's.

1. **Strategy and Purpose** includes the strategic intent, vision, mission, focus, goals and objectives. There are four types of strategies that are designed to achieve this purpose, and these are corporate, business, functional and process strategies. In this context, the business strategy describes how an organisation will compete at gaining a sustainable advantage over competitors. Strategy formulation may include an analysis of strengths, weaknesses, opportunities and threats.
2. **Structure** within the organisation consists of five parts that pertain to jobs, the authority to perform these jobs, grouping of jobs, span of control on behalf of the leader, and the mechanisms of co-ordination. In most instances, the structure will be displayed in the form of an organogram.

3. **System and Process** enable an organisation to act on day-to-day tasks and create a level of consistency and efficiency within the organisation.
4. **Style** refers to the consistent pattern of behaviour that is exhibited by leadership when engaging with team members or employees at large.
5. **Staff** refers to the employees within the organisation, as well as the related competencies that the organisation requires to meet its strategic objectives.
6. **reSources** pertains to the extent to which the organisation has adequate resources to achieve its strategic intent, of which people, technology and monetary related resources are regarded as the most critical.
7. **Shared Values** are the values that represent people within the organisation, considering the organisations values and culture, as a consistent behavioural trigger to support the daily workplace experience, and leading organisational change.
8. **Strategic Performance** is a derivative of the previous seven S's, taking into account that performance can be managed at all levels, remaining cognisant of assessing holistic performance using a balanced scorecard method.

As can be seen in Figure 1.2 below, strategic performance is an outcome of an integrated network of the Eight S's, in which the depiction indicates a dependency on each, to ignite strategic performance. In the centre of the diagram, Strategy and Purpose, as well as Shared Values and Style, are depicted in a linear format with Shared Values in the centre. This infers that Strategy and Purpose inform the Shared Values, which provide a framework for a common culture, followed by Style, which is influenced by the strategic intent of the organisation and desired culture. However, these three S's are not in isolation of the Eight S's, which should be understood as a whole.

Figure 1.2 The Eight S Model



Source: Adapted from Higgins, 2005, p.4.

In Figure 1.2, synergies are noted in the Eight S model pertaining to the need for talent, systems, processes and economic viability, to ensure a sustainable environment. Earlier in this chapter, it was mentioned that sustainability is a driver towards reaching a competitive advantage. It is therefore noteworthy in relation to the integration of the Eight S's.

1.3 The value of leadership and culture

Leadership behaviour within the OEM was considered a key driver in the derivation and implementation of the eight Leadership Principles. The process that led to these Leadership Principles commenced with a gathering of 144 diverse colleagues, who represented the various entities around the world, as well as differing cultures and occupational levels within the organisation (Mingle, 2020). Thereafter, representatives from this team formed a smaller team of 16 colleagues, referred to as the Global 16 (G16) who worked closely with the Board of Management to finalise the Leadership Principles (Mingle, 2020). Fundamentally, through a process of crowd intelligence and co-creation with the Board of Management at the time, the

team deliberated the behaviours that would be required by leadership to drive the implementation of the strategic intent of the organisation, which is to provide mobility solutions now and for the future (Mingle, 2020). These Leadership Principles are intended to be entrenched in the global culture of the organisation, including South Africa, and are integral in driving individual purpose and performance, to achieve the strategic objectives of the organisation. These Leadership Principles describe the required behaviour of leadership, accompanied by the methods of working, which are paramount to provide strategic direction and engage teams, which will support the desired outcome of creating a competitive advantage and remaining profitable (Organisation X, 2020). The Leadership Principles are prescribed for all employees, with an overarching behaviour descriptor which is discussed in chapter four.

1.4 Leadership and engagement

With the intention of exploring the theoretical components underpinning leadership, Bass (1990, p.20) bases leadership on initialising and organising work, which infers accomplishing the task and showing consideration for employees. This is enacted by meeting the self-interests of those who accomplish the task. Leadership behaviour is categorised into three streams, namely transformational leadership, transactional leadership and non-leadership, referred to as *laissez-faire* (Hinkin and Schriesheim, 2008, p.501). These leadership behaviours are further characterised by leadership factors. Transformational leadership is comprised of idealised influence (II), individual consideration (IC), intellectual stimulation (IS) and inspirational motivation (IM) (Hinkin and Schriesheim, 2008, p.501). Transactional leadership is comprised of contingent reward (CRW), active management by exception (MBEA) and passive management by exception (MBEP) (Hinkin and Schriesheim, 2008, p.501). Non-leadership purely emphasises the lack of, or non-visibility of leadership embodying a *laissez-faire* (LF) style (Hinkin and Schriesheim, 2008, p.501). Resilience, adaptability and flexibility are key characteristics of a transformational leader, including the ability to engage a team to source creative solutions to complex problems (Bass, et al., 2003, p.208). Transactional and transformational leadership styles are inter-dependent, owing to the requirement of transactional leadership to exist for transformational leadership to be enacted. Transformational leadership is understood to be the behaviour most aligned to engaging employees (Bass, 1990, p.21; Ristow, Amos and Staude, 1999, p.4; Truss, Delbridge, Alfes, Shantz and Soane, 2014, p.4).

According to the above-mentioned literature, human capital resources are at the centre of an organisation's strategic performance, this too, with staff and style as intricate elements within

the Eight S model, in relation to people. If the role of leadership is to facilitate organisational outcomes and performance through people, then this emphasises the role of people in the achievement of the organisation's strategic intent. To ensure the effectiveness of human capital resources in achieving these strategic objectives, the influence of employee engagement is explored.

Employee engagement is the output that is measured against the extent to which an employee is committed to their operational function and the organisation, whilst portraying a willingness to perform and contribute beyond organisational expectations (Saks, 2006, p.601; Gallup, 2017). Engaged employees tend to exude a sense of meaningfulness, safety and availability (Kahn, 1990 in Saks, 2006, p.602). In addition, an engaged employee tends to invest positive emotional and cognitive energy into their functional role, with an expected aligned level of enhanced performance (Kahn, 1990, p.694 in Saks, 2006, p.601; Truss, et al., 2014, p.1). Leaders are positioned to inspire and motivate employees, through their leadership behaviour, which can influence the experience of engagement, and heighten individual and team performance (Bass and Avolio, 1993, p.112; Saks, 2006, p.603; Truss, et al., 2014, p.5). Research conducted previously, with the aim of understanding the relationship between leadership behaviour and employee engagement found that a transformational leadership style resulted in an engaged employee complement (Bass and Avolio, 1993, p.121; Breevart, Bakker, Hetland, Demerouti, Olsen and Espevik, 2013, p.140).

Considering the literature pertaining to leadership and engagement, there is evidence that human capital resources are at the heart of facilitating organisational performance, accompanied by a presence of leadership to guide organisational objectives, fuelled by a sense of commitment to an employee's operational function and the organisation. To this end, the intention of this research was to develop a studied perspective on whether there is an influential relationship between leadership and employee engagement within the OEM. Further, to explore whether this relationship was potentially supported by the outcome of the internal Leadership Principles, to create an engaged experience among employees.

1.5 Research purpose

The purpose of this research was to understand the relationship between leadership and employee engagement, in an OEM in South Africa. This purpose was envisaged to be achieved by measuring the most prevalent leadership behaviour, in terms of transactional and

transformational leadership, present in the OEM, in parallel to assessing engagement among employees. These findings would then be considered in relation to the eight Leadership Principles, as in internal leadership journey. These outcomes were then used to develop a perspective that aimed to ascertain the extent to which engagement is reliant on leadership, or a particular leadership behaviour, to exist.

1.6 Research aim and objectives

The aim of this research was to determine the relationship between leadership (defined by transactional and transformational leadership behaviour), supported by the eight organisation defined Leadership Principles, and employee engagement. It was hypothesised that the leadership behaviour present in the workplace influenced employee engagement.

To achieve the purpose of this research, the following objectives were stated:

1. Identify the leadership behaviour (transactional and transformational) of each leader within the sample.
2. Determine the extent to which the respective leaders demonstrate the eight organisation defined Leadership Principles.
3. Identify the level of employee engagement.
4. Determine whether a relationship between leadership behaviour (transactional and transformational) and employee engagement exists.
5. Explore whether a relationship between the eight organisation defined Leadership Principles and employee engagement exists.
6. Explore whether there is a relationship between the leadership behaviour (transactional and transformational) and the eight organisation defined Leadership Principles.

To give effect to objective four, the following alternate relational hypotheses were formulated:

- HA1: There is a statistically significant positive relationship between transactional leadership and employee engagement.
- HA2: There is a statistically significant positive relationship between transformational leadership and employee engagement.

To give effect to objective five, a qualitative research approach was adopted in support of a research interest to understand whether a relationship between the eight organisational defined Leadership Principles and engagement in the workplace exists.

To give effect to objective six, a qualitative research approach was adopted in support of a research interest to understand whether a relationship between leadership behaviour in the form of transactional and transformational leadership, and the eight organisational defined Leadership Principles exists.

1.7 Research approach and paradigm

The research was conducted from a positivist and interpretive research paradigm as it took a deductive and inductive approach to exploring the relationship between leadership behaviour and employee engagement. The research process included a quantitative and qualitative approach (Collis and Hussey, 2003, p.53). A positivist research paradigm enhances the validity and reliability in quantitative research studies (Babbie and Mouton, 2007). A quantitative approach was conducted in support of the alternate relational hypotheses, and a qualitative approach was conducted in support of research objectives five and six. Therefore, the research methodology included an objective epistemology with a quantitative and hypotheses testing stance, as well as an interpretive approach with an observer intersubjectivity epistemology owing to the interpretative qualitative methodology (Terre Blanche and Durrheim, 2002, p.6).

The research was conducted within an OEM in South Africa, which is based across two Provinces in the country. These Provinces are the Eastern Cape and Gauteng. Within the Eastern Cape Province, the OEM facilitates a manufacturing focused business, and in the Gauteng Province, a marketing and sales focused business. The research sample consisted of five business units, encompassing both leaders and direct report team members. The business units that were included in this research study are representative of employees who perform operational functions that support either the manufacturing, or marketing and sales businesses. Although manufacturing and marketing and sales are directed by differing operational key performance indicators, they continue to form a part of one OEM organisation in South Africa. The culture within the manufacturing and marketing and sales environments are different, in the sense that the marketing and sales environment is more corporate in nature and regarded as the head quarter environment, whereas the manufacturing environment is unionised and wholly structured to support an effective and continuously operational production plant.

The sampling technique used was purposive sampling, with the research sample having included 27 leaders and 182 direct report team members, totalling 209 participants (Teddle and Yu, 2007, p.3).

1.8 Research instruments

1.8.1 The Multifactor Leadership Questionnaire (MLQ)

The instrument used to assess leadership behaviour was the Multifactor Leadership Questionnaire (MLQ Form 5X), consisting of 45 items (Antonakis, Avolio and Sivasubramaniam, 2003, p.2). This research instrument has been utilised in various studies related to leadership approaches in South Africa, including sports administration, emotional intelligence and workplace experiences (Ristow, Amos and Staude, 1999, p.2; Harms and Crede, 2010, p.6). This tool has proven substantial validity in predicting leader performance and effectiveness, aligned to follower satisfaction and motivation (Harms and Crede, 2010, p.6). Leaders participated in the leadership specific component of the research by completing the leader booklet of the MLQ. Team members reporting directly to the respective leader participated in the rater version of the MLQ.

To complement these findings, existing organisational data relating to the eight Leadership Principles was gathered, by sourcing information from the internal performance management process. The performance management process specifically for leadership includes a MyFeedback component, which is a 360-degree assessment, in which leadership request individual feedback from their direct leader, peers and team members. The assessment is comprised of 10 statements, of which to support the purpose of the research, a specific focus was placed on only the eight Leadership Principles. These Leadership Principles form eight of the ten statements in the assessment. The organisational data relating to the eight Leadership Principles was accessed upon an official request to the Executive Development and Performance Management Specialist within the organisation, followed by the respective leader to gain their permission. This information was utilised to gain additional insight on leadership behaviour as derived from the MLQ instrument, by providing an opportunity to explore potential alignment in the MLQ feedback and internal organisational data, specifically focusing on the observed behaviour relating to the eight Leadership Principles. This behaviour is observed and rated by the 360-degree assessment participants, being the direct leader, peers and team members.

The underlying intention of exploring the MLQ instrument results with the eight Leadership Principles was to ascertain whether a particular leadership style, such as transformational or transactional leadership, can be associated with a specific outcome that supports employee engagement within the organisation, which would potentially be derived in the MyFeedback 360-degree assessment. This information was only utilised in the instance that a leader participated in the research study. In other words, only those leaders who participated in the study, were approached for permission to gain access to their MyFeedback reports. The inclusion and utilisation of this data was only confirmed upon the receipt of consent from the respective leader, as well as the respective leader providing their latest MyFeedback report to the researcher.

1.8.2 The Utrecht Work Engagement Scale (UWES)

The instrument that was adopted to assess employee engagement is the Utrecht Work Engagement Scale (UWES). Engagement is categorised by vigour, dedication and absorption (Balducci, Fraccaroli and Schaufeli, 2010, p.143). The UWES was developed according to this definition. The 17 items in the assessment are divided into the three dimensions, in which vigour is assessed through six items. Dedication, as the second category is determined by five items, and absorption as the third category is determined by the six remaining items. The rating scale consists of six answer options, ranging from never to everyday. The three dimensions of engagement are strongly inter-correlated when analysed (Balducci, Fraccaroli and Schaufeli, 2010, p.144). Participants who have scored quite a high score on the UWES tend to be committed to a high-quality of performance, and usually receive positive appraisals from superiors and associated customers (Balducci, Fraccaroli and Schaufeli, 2010, p.144).

The UWES has been utilised as an engagement instrument to support research in studies hosted in South Africa (Storm and Rothmann, 2003, p.62). Structural equation modelling confirmed a 3-factor model of work engagement, pertaining to vigour, dedication and absorption. These three factors have acceptable internal consistencies (Storm and Rothmann, 2003, p.62).

1.9 Data collection

Digital transformation is considered a key driver in achieving the OEM's global mission to provide effective mobility solutions, and remain sustainable (Organisation X, 2016). Therefore, an online survey tool was utilised to conduct this research. A pilot survey, inclusive of the MLQ

and UWES research instruments was administered to a sample group of test respondents, to ascertain the ease in completing and understanding the online survey. The online survey tool that was utilised was provided by Mind Garden Incorporated, an organisation that facilitates the utilisation of the MLQ and UWES (Mind Garden, 2022). Upon completion of the test survey and identifying learnt lessons from this experience, the official link was distributed to the research sample, by email. An introduction to the survey included the research context and information, acknowledgement of the instrument authors, clarification that participation is of a voluntary nature, and that the results will remain anonymous. The survey link was available for one month, to provide adequate time for the selected respondents to participate. Initiatives to encourage maximum participation included activating a reminder setting in the survey, reviewing the participation rate regularly, and extending the access to the survey link for a defined period.

The research methodology process is comprehensively documented in chapter five.

1.10 Data analysis

The software program R was used to analyse the gathered quantitative data (R Core Team, 2022). R is a language and environment for statistical computing and graphics, by providing an extensive variety of statistical and graphical techniques (R Core Team, 2022). To support the analysis of the quantitative data, linear regression analysis and correlation analysis were used to test the relational hypothesis outlined in this research, and Cronbach's Alpha Reliability Coefficient was used to test the reliability of the gathered data (Sekaran, 2000, p.206).

An interpretive approach was adopted to conduct the qualitative data analysis (Terre Blanche and Durrheim, 2002, p.6). This approach included a process of familiarisation and immersion, inducing themes, coding, elaboration, and finally interpretation and cross-checking the researcher's understanding (Terr Blanche and Durrheim, 2002, pp.140-144).

1.11 Ethical considerations

To support an ethical research process, the researcher submitted an ethics application to the Rhodes University Human Ethics Committee. This application provided a comprehensive overview of the research instruments, research process, and protecting participants throughout the research study. To ensure the anonymity of the participating OEM, all references made to the organisation are referred to as "Organisation X", "Organisation Y", "Organisation Z", or "Leadership programme" to distinguish local and global related sources of information. In

addition, participants referenced in chapter six, are noted in a numerical manner, such as “Leader 1” and “Leader 2”, as an example. This approach ensures the anonymity of the participants and discussion of the results.

1.12 Conclusion

The automotive industry continues to journey transformation and change, of which sustaining competitive advantage is paramount. This competitive advantage could be attained with a stringent and intentional focus on various resource avenues, however, in the context of this research, people are a necessitated resource. Leadership facilitates not only the operational outcomes of people within an organisation but are also crucial in influencing the level to which employees may be engaged in the workplace.

The OEM participating in this research aimed to develop a shared value system that intended to drive a journey towards organisational success, and this research aims to measure an integrated approach of leadership through the MLQ instrument, employee engagement through the UWES instrument, supported by the organisation defined eight Leadership Principles.

The chapters that follow hone into the topics of leadership and employee engagement, to support creating a literature review postulating existing research pertaining to the research topic. These chapters will lead into an expanded overview of the research methodology, concluding with the research findings, discussion, summary, limitations and recommendations for future research.

Chapter 2

Leadership

2.1 Introduction

Securing a sustainable future is underpinned by innovation, developing a competitive edge, and engaging human capital resources (Nahapiet and Ghoshal, 1998, p.242). The management of an organisation is ultimately responsible for the success thereof, which infers the responsibility to realise intellectual capital. An important ingredient for management to realise intellectual capital is the presence of leadership (Amos, Ristow, Ristow and Pearse, 2019, p.273). It is argued that for an organisation to be competitive, future organisations need to develop as many leaders as possible (Toor and Ofori, 2008, p.61). The effective implementation of a strategy is measured by the match an organisation makes between its internal resources and skills, as well as the opportunities and risks created by its external environment. In the context of organisations, a good leader has an intuitive understanding of how the organisation operates and is therefore able to drive the vision and strategic direction accordingly (Lush, 2019, p.21). Sustainability is a strategic priority in ensuring a profitable organisation, by remaining organisationally cognisant of social and economic challenges, environmental opportunities, and threats (Deloitte, 2020). Leadership is about transcending in a specific direction, both personally and in concert with others (Mitstifer, 2014, p.1). In so doing, a good leader understands that people are an organisations greatest asset, and therefore facilitates the necessary requirements that drive creativity and passion among people (Lush, 2019, p.21).

With specific reference to a research study conducted in the automotive industry, there has been an acute awareness that the competitive landscape is evolving, which has consequentially resulted in the need for adaptive and flexible leadership (Engineering News, 2017). The future of mobility has evolved towards becoming electric and digital, which has become understood to be the most revolutionary change in the automotive landscape, since the invention of the automobile in 1886 (Organisation Z, 2023). Van Vugt (2006, p.354) notes that Burns, who first introduced the concept of transforming leadership, expressed that leadership is one of the most observed and least understood phenomena on earth.

As mentioned in chapter one, the participating organisation in this research launched a global transformation journey, in response to a change in the competitive market within the automotive industry. This global organisation spans across six continents, in the presence of 281 locations

worldwide, with 143 companies (Organisation Z, 2023). This footprint assumes the need to adopt a global awareness of competitive advantage, that will ultimately benefit the organisation as a whole, through cultural transformation and technical transformation. In Africa, the organisation has a presence in Egypt and South Africa, with the focus on this research premised in South Africa. The organisation is representative of two locations in South Africa, with two differentiated business focus areas, namely manufacturing and marketing & sales (Organisation Z, 2023). The culture of the organisation is premised on people and trust (Organisation Z, 2023). It is for this reason that the Leadership Principles are positioned at the centre of employee performance and a contributor towards the organisational culture. The strategic intent of the organisation is built upon sustainability, integrity, and diversity, which in collaboration with one another, are intended to exude trust, appreciation and effective teamwork (Organisation Z, 2023). The Leadership Principles are comprehensively described in chapter four. The eight principles are seamlessly connected through the placing of people at the centre of each principle. The principles define how employees work, communicate, lead and interact with one another (Organisation Z, 2023).

To support the purpose of introducing this chapter on leadership, an overarching description of these principles can be read herewith below.

1. **Agility:** the ability to adapt quickly to changing circumstances.
2. **Empowerment:** trusting and inspiring each other.
3. **Co-creation:** a willingness to engage in creative collaboration.
4. **Driven to win:** the aspiration to strive for the best.
5. **Customer Orientation:** the desire to inspire our customers again and again.
6. **Purpose:** provides a deeper meaning of work, by delivering results based on shared beliefs, acting on the basis of integrity, motivating others and inspiring them to perform at their best.
7. **Pioneering Spirit:** shaping a vision of mobility for the future with a spirit of creativity and research.
8. **Learning:** learning quickly and actively asking for feedback, to support a constantly evolving environment and constantly evolving people.

In the same way in which the automotive landscape has evolved, so too have leadership theories and practices evolved over time (Abay, Gomes and Mengistu, 2023, p.1). To navigate these experiences of change and evolution, the need for leadership and the presence thereof

has evolved. Historically, leadership has been studied extensively in various contexts and theoretical foundations. At times, leadership has been referred to as a process, however, there are theories of leadership that seek to look at a person to gain understanding (Horner, 1997, p.270). Horner describes the future of leadership as acquiring the need to think and act differently, using innovation and personal values as a guide, to ultimately create a team-oriented and empowered workforce to be most successful (Horner, 1997, p.13). Stone and Patterson (2023) describe the phenomenon of leadership as having roots entrenched during a time of ancient civilisation, of which organisations have evolved from a task orientated environment, shifting towards a focus on people within the workplace environment, supported by nuances of servant leadership. Theorists have now been called to deduce a renewed emphasis on the importance of ethical and moral values, which include servant, spiritual and transformational leadership theories (Abay, Gomes and Mengistu, 2023, p.2).

This chapter will therefore provide an overview on leadership theories that have evolved over time and have become the cornerstone towards the way leadership has evolved. Thereafter, this chapter will focus on transactional and transformational leadership theories, upon which this research is deduced.

2.2 The meaning and nature of leadership

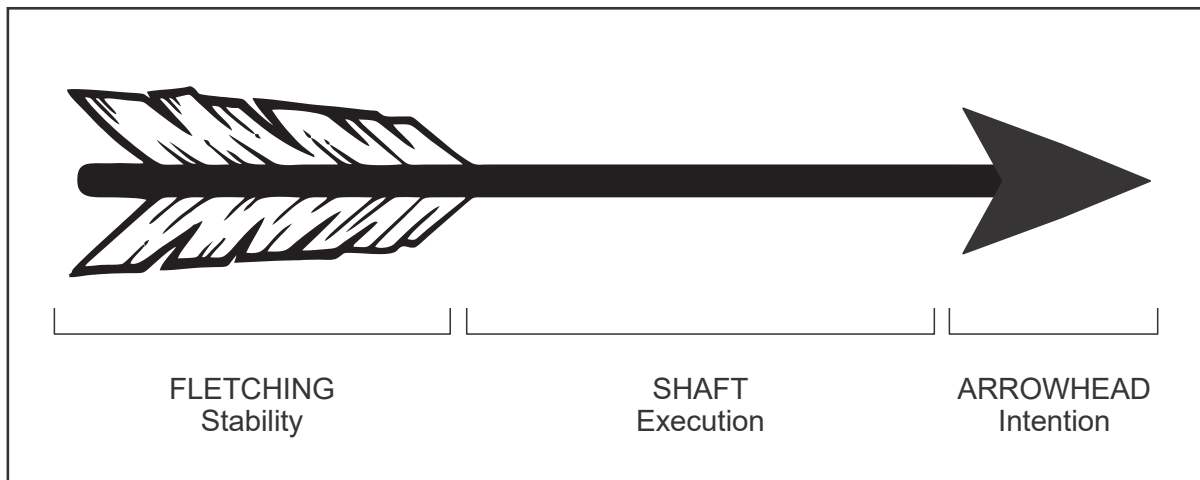
Over time, various scholars have contributed to establishing the meaning of leadership. This section of the research provides a series of leadership definitions that have evolved over time. Bass refers to leadership as initialising and organising work that concentrates on accomplishing the task, and showing consideration for employees, by satisfying the self-interests of those who do good work (1990, p.20). Yukl and Northouse define leadership as the process of influencing others to understand and agree on what is to be achieved, and how to do it, accompanied by facilitating individual and collective efforts to accomplish shared objectives (Sage Publications, 2007). According to Dye in Buell, the definition of leadership is built upon identifying specific observational behaviours that are described as the four cornerstones, which are outlined below (2012, pp.19-20).

- **Well cultivated self-awareness** refers to understanding yourself and your blind spots, as well as understanding the environment, and the way in which activities and behaviours integrate within this environment.

- **Compelling vision** involves the skill to anticipate how trends and topics will affect the organisation in the future. This translates to strategic thinking, by defining strategies with a foresight of risk and reward.
- **Real way with people** is entrenched in working with, and along-side people. This includes listening to people, relating to their point of reference and aligning people to a vision by getting them excited, engaged and focused on this vision.
- **Masterful style of execution** encompasses driving decisions, keeping staff focused on the envisioned results, and creatively adjusting the original plan when required to do so.

Christelis (2016) describes the etymology of the word leadership, which subsequently indicates the various origins in a few root words. Ga-Leipen (Gothic), ladan (Old English), laudan (Proto-Germanic), leiden (Dutch) and liethea (Old Nors) (Christelis, 2016, p.1). These root words denote various singular meanings such as to go first, the path, to die for and causing to follow. By literal definition therefore, we can assume that leaders are going somewhere and whether they are leading themselves or others, they are at the forefront in leading the way (Christelis, 2016, p.1). This triggers the thought that leadership is a journey. Further, Christelis continues to define leadership using the analogy of an arrow, described as the leadership arrow which can be seen in Figure 2.1.

Figure 2.1: The Leadership Arrow



Source: Adapted from Christelis, 2016, p.42.

The arrowhead is the primary functional part of the arrow that determines its purpose, provides direction, and outlines the impact. Secondly, the shaft right beneath the arrowhead is the key

structural element of the arrow, on which other parts of the arrow are attached. It provides form, momentum, and energy. The fletching sometimes referred to as the vanes, forms the base of the arrow to provide stability. In the absence of stability, it would easily be deflected off target by external environmental factors (Christelis, 2016, pp.42-43). Therefore, the portrayal of successful leadership includes the presence of topics such as purpose, momentum, energy and stability, both behaviourally and operationally.

Antonakis, Cianciolo and Sternberg (2004, p.5), introduce leadership as the nature of the influencing process and its resultant outcomes that occur between the leader and follower. This influencing process considers the leader's characteristics, attributes and behaviours, aligned to the follower's perceptions of the leader. A necessary condition for effective, ethical and authentic leadership is the creation of empowered followers in pursuit of a moral purpose, leading to moral outcomes that are guided by moral means (Antonakis, Cianciolo and Sternberg, 2004, p.5).

In the context of South Africa, leaders are alluded to as members of society who have been granted a great level of responsibility, and would typically show up in various political, religious, and social environments. Typically, leaders who are described as exemplary in South Africa are those who would demonstrate behaviours that display listening skills, stewardship in the form of working towards the good of others, ability to work in a team, acts in a courageous and brave manner, readily prepared to sacrifice their own desires for the benefit of others, and is wholeheartedly committed to their beliefs (South African History, 2023).

In an endeavour to understand the nature of leadership, by reflecting on various meanings that have developed over time, it becomes evident that the interpretation of leadership is informed by social constructs, based on a particular value system, as well as organisational and environmental transitions (Dugan, 2017, p.8). It also becomes evident that there is no single universally accepted meaning of leadership (Toor and Ofori, 2008, p.63). Instead, there are evolving contributions of what leadership may involve, based on constructs at a particular point in time.

It can generally be deduced that leadership is a behaviour-based process of social influence and change, integrated within three principles, namely, strategic-orientation, task-orientation, and people-orientation. To implement these principles, two ingredients become paramount,

which are human capital resources coupled with a leader – follower relationship, driven by influence and power.

2.3 Influence and power

As positioned in section 2.2, theorists including Yukl, Northouse, Antonakis, Cianciolo and Sternberg, have postulated that influence is a critical building block in the implementation of leadership. A phenomenon that is a partner to influence, is power. The effective use of influence and power as leadership tools could facilitate group interactions and goals, which benefit both the leader and respective followers (Harrell and Simpson, 2016, p.1285). According to Weber, (cited in Harrell and Simpson, 2016, p.1285), sociologists and social psychologists have referred to power as the ability of an individual to impose their will on others, through their control over valuable resources, with a specific capacity to reward and punish. In addition, power informs the ability to change the behaviour of others with regularity and ease. (Raven, 2008, p.1; Vecchio, 2012). Influence tends to be more subtle than power, relying on pre-conceived tactics and face to face interactions to secure a positive response (Raven, 2008, p.1; Vecchio, 2012).

Through exercising power, leaders influence others and direct the efforts of followers. The success of this influence is dependent on the reaction that the leader receives from others (Amos, et al., 2019, p.291). In the context of an organisation, the 'others' would typically be followers. There are three reactions that Yukl (2006 cited in Amos, et al., 2019, p.291) denotes as a response by the follower towards a leader upon exerting influence. These reactions are commitment, compliance and resistance, which are described below (Amos, et al., 2019, p.291).

1. **Commitment** occurs when others agree with the requests of the leader and exert effort to action the specific requests accordingly.
2. **Compliance** occurs when others are willing to do what the leader requests, however exert minimal effort in putting the request into action.
3. **Resistance** occurs when the leaders request is opposed, and others actively attempt to avoid putting the request into action.

As discussed in the introduction of this section, critical to the conception of leadership is the possession of power. Power within an organisation is at the centre of change, processes, as well as the distribution of resources and rewards (Vecchio, 2012). French and Raven (1960 cited in Amos, et al., 2019, p.290) originally proposed five sources of power; reward power,

coercive power, legitimate power, referent power and expert power (Amos, et al., 2019, p.290). In Raven (2008, p.1), reference is made to a sixth source of power, which is informational power.

1. **Reward power** stems from the ability to offer a positive incentive for a compliant response. These rewards may be intrinsic or extrinsic in nature. The strength of the reward power is measured according to the perceived value of the reward (Raven, 2008, p.2; Amos, et al., 2019, p.290). Reward power could be compromised within an organisational environment that is governed by stringent access and processes that guard the granting of rewards, such as a worker's council or union, and stipulated employment contracts.
2. **Coercive power** is informed and applied according to the ability to punish others. The strength of coercive power depends on the perception of the negative effect of the behaviour and associated punishment, multiplied by the perceived probability of the punishment being avoided owing to compliance (Amos, et al., 2019, p.290). In the case of coercive power, the follower could be threatened by undesirable consequences of non-compliance, such as the termination of an employment contract and disciplinary action measures (Raven, 2008, p.2).
3. **Legitimate power** is associated with the formal hierarchical position of a person within the organisational structure. The strength of the legitimate power is facilitated by reasonable demands and requests, associated to the authority endowed to a person based on a functional position (Amos, et al., 2019, p.291). This source of power is often accompanied by a sense of obligation, on behalf of the follower (Raven, 2008, p.2).
4. **Referent power** occurs when the intent of others is to please another, whom they identify with on an inter-personal basis. This is often associated with reputation, personal characteristics, style, values, admiration, and role modelling. The strength of this source of power is dependent on the extent to which one person identifies with, and connects to another (Raven, 2008, p.3; Amos, et al., 2019, p.291).
5. **Expert power** is based on credibility, competence, knowledge, and expertise. The strength of this source of power is influenced by the contribution that is made by an individual to the success of the organisation, pending functional competence, insight and knowledge (Raven, 2008, p.3; Amos, et al., 2019, p.291).
6. **Informational power** is deemed a source of power that leads to socially independent change. With the support of careful explanation, reasoning, persuasive arguments and

exploring different methods to achieve a certain goal, the preferred method is understood and accepted by the follower (Raven, 2008, p.2). The response is therefore an automatic change in behaviour. This source of power is also referred to as socially independent change, as the leader has successfully been able to influence an action, through the purposeful sharing of information, whilst the follower is not aware that the behaviour change has in fact been triggered by the leader (Raven, 2008, p.2).

Power and influence are driven by purpose and intent. Prior to the exertion of power and influence, careful consideration of the motive behind the desired future reaction is required. Sources of power can be utilised simultaneously to achieve a desired outcome (Raven, 2008, pp.4-5; Amos, et al., 2019, p.291). The intent of power and influence draws towards leadership and management, and the associated, yet differentiated characteristics thereof.

2.4 Leadership and management

In the introduction of this chapter, reference is made to the role of management in organisations, which relies on human capital resources and the enactment of leadership to be successful. The terms management and leadership are often used synonymously, however, there are differences in the associated behaviour, philosophies, and implementation of management and leadership (Toor and Ofori, 2008, p.61). The synergy between leadership and management stems from the fact that leadership is an important role of management (Amos, et al., 2019, p.274). To secure a sustainable and competitive organisation, the need for effective managers who possess adequate leadership skills that support improved problem solving and overall functioning within teams, is paramount (Toor and Ofori, 2008, p.61). Thus, to ensure a successful organisation, the characteristics of management and leadership should co-exist. Sound corporate governance is an essential element of good corporate citizenship, which is a stepping-stone towards a sustainable and competitive organisation. To effect good corporate governance, it is integral for organisations to acknowledge the symbiotic role that they play within a broader environment. This acknowledgement serves as a sense of accountability towards current and future stakeholders (PWC, 2016).

In South Africa, sound corporate governance practices are highlighted in the King IV report, which is intended to create transparency of corporate governance principles as a set of voluntary principles and leading practices (PWC, 2016). This report is written with an outcome in mind, of which principles and practices are linked to desired outcomes, which infer the benefits

of good corporate governance (PWC, 2016). Corporate Governance is a code within the King IV report, and the first topic that underpins this code is leadership, ethics and corporate citizenship (Adams and Adams, 2016). The principle in reference states that “The governing body should lead ethically and effectively” (Adams and Adams, 2016). In this display of leadership, there are six characteristics that are determined, namely integrity, competence, responsibility, accountability, fairness and transparency. The King IV report recommends that these characteristics are embodied, to facilitate effective leadership that results in achieving strategic objectives and positive outcomes over time (Adams and Adams, 2016). This leads to the exploration of leadership and management, and the differentiating display thereof.

According to Levitt (1967) and Daft (2003), cited in Toor and Ofori (2008, p.64), management is described as the systematic attainment of organisational goals in an effective and efficient manner through planning, organising, leading and controlling organisational resources, underpinned by strategies to motivate and reward people to perform their required tasks. Further to this, the term manager is a title that is accompanied by a clear set of responsibilities, defined targets and the expectation to facilitate day-to-day business activities that ultimately contribute to profitability (Lush, 2019, p.21). On the other hand, leadership is described as encompassing inter-personal relationships, purpose, direction, influence and inspiring people. In the context of leadership, the power exerted by a leader is legitimised by the followers, whilst the leader provides hope and trust by consistently following a set of personal values (Toor and Ofori, 2008, p.63). Leadership can be enacted at any hierarchical level within an organisation, whereas management is enacted within the bounds of a functional position (Amos, et al., 2019, p.275). Table 2.1 below provides the distinguishing descriptors of a leader and a manager.

Table 2.1 Differences between a Leader and a Manager

Distinctive Theme	A Leader	A Manager
<i>Conceptual</i>	Demonstrates a process that involves vision, motivation, and actions, which enable followers to collectively achieve a common goal. The purpose of leadership is to provide direction and bring forth change.	Facilitates a process of organising, planning, and scheduling available resources.
	Exerts power by influence.	Exerts power by position.
	Copes with change.	Copes with complexity.

	Emerges when a group assumes different responsibilities.	Is appointed and follows a traditional hierarchy.
	Tolerates chaos, displays empowerment, examines problems and rebels against routine.	Is process orientated, a stability and control seeker, problem solver and systematic in nature.
	Is a change agent.	Is an administrator.
	Exudes a broad future-orientated perspective.	Is guided by routine for effective goal achievement.
	Is synonymous with becoming yourself.	Is synonymous with becoming what the organisation wants you to become.
	Focuses more on soul (heart) rather than mind.	Focuses more on mind rather than soul (heart).
<i>Behavioural</i>	Is open, communicative, frank, and participative.	Is scientific, structured and deliberate in nature.
	Challenges the status quo.	Accepts the status quo.
	Remains authentic and original in their behaviour.	Tends to imitate others.
	Develops intensive one-on-one relationships.	Establishes networks and widely distributed attachments.
	Is directed by their inner values and inspired by future vision.	Is directed by others and motivated by the attainment of targets.
<i>Functional and Operational</i>	Facilitates a relationship with followers by selecting talent, motivating, coaching, and building trust, which energises an organisation.	Facilitates functional tasks that are required in any organisation, such as planning, budgeting, evaluating, and facilitating.
	Motivates and encourages people to contribute towards the organisation's vision.	Allocates scarce resources towards the attainment of the organisation's objectives.
	Reframes the present employee complement through learning and development initiatives.	Rehires resources according to the needs of the organisation.
	Is a strategist, working within recreated paradigms.	Is a tactician, working within an established paradigm.
	Is transformational in nature.	Is transactional in nature.

Sources: Adapted from Toor and Ofori, 2008, pp.64-65; Amos, et al., 2019, p.275.

Table 2.1 above illustrates that the associated competencies, characteristics and tasks of leaders differ from managers, and managers differ from leaders. In order to gain the greatest potential of human and other resources, a balance between leadership and management should be sought, by enhancing the development of management within leaders, and leadership within managers (Toor and Ofori, 2008, p.68). This notion introduces the evolution of leadership theories over time, that have been shaped by the social and behavioural constructs at a particular time, requiring a particular set of skills and attributes to effectively navigate a particular context.

2.5 Evolutionary leadership theory

To enhance an understanding of the nature of leadership, evolutionary leadership theory is explored. Evolutionary leadership theory studies leadership according to evolutionary psychology, which applies the principles of evolutionary biology and behaviour, to better understand human psychology (van Vugt and Ronay, 2014, p.75).

Charles Darwin was a renowned thought leader in the theory of evolution, centred upon natural selection as a contributing factor to the evolution of human society and the origin of species (Rogers, 1972, p.265; Ruse, 2007, pp.1-35). Natural selection occurs because individuals are different, which is predominantly informed by fitness and heritable elements (Griffiths and Gray, 2000). According to Bass (cited in Antonakis, Cianciolo and Sternberg, 2004, p.5) the study of leadership can be understood according to the emergence of civilisation, which shaped its leaders as much as it was shaped by them. Since the beginning, the study of history has been the study of leaders - what they did and why they did it. Evolutionary leadership theory argues that humans possess specialised psychological mechanisms to solve social co-ordination challenges through leadership and followership (Van Vugt and Ronay, 2014, p.75).

There are two key theories pertaining to evolutionary leadership, which are that leadership is a by-product dominance, and leadership is a strategy for social co-ordination (Van Vugt, 2006, pp. 357-359).

2.5.1 Leadership as a by-product dominance

Evolutionary scientists argue that the leader-follower relationship does not exist. Rather, the behaviours that are associated with these roles are simply by-product adaptations of dominance and submission (Van Vugt, 2006, p.357). The roles of leader and follower are interpreted

according to hierarchical dominance and the relative position of individuals within a group. Hierarchical dominance is the result of the social competition among group members in accessing scarce resources (Van Vugt, 2006, p.358). Individuals who are highly placed within a social group, according to a specific hierarchical structure, are not reliant on others to achieve their objectives. Similarly, low ranked individuals within a social group are reliant on the dominant party for protection, support, and access. The inclination therefore is to follow the dominant individual within the social group (Van Vugt, 2006, p.358).

2.5.2 Leadership as a strategy for social co-ordination

The second evolutionary theory is that leadership evolved specifically to solve social co-ordination challenges (Van Vugt, 2006, p.359). In any species, an important set of adaptive challenges revolve around deciding what to do, when to do it, and where to do it. Throughout history, humans have been organised in small hunter-gatherer societies. To support organised structures, there will most likely be one person who is required to undertake a centralised role in facilitating decision-making within the group (Van Vugt, 2006, p.356). Further to this, Van Vugt (2006, p.356) states that in history, many such social groups would distinguish the *big man* among individuals within the social group. The *big man* is referenced as the individual within the social group who represents strength, power, dominance, and influence. Further exploration on the *big man* is considered when discussing the trait school of leadership thought, in section 2.6.1.

Informed by the context encapsulating evolutionary leadership theory, synergies relating to the underlying contributors of power and influence come to the fore. Examples of these contributors are personality, traits, perception of others, and hierarchical positioning. The differentiating factors between leadership and management are noted. Leadership as a by-product of dominance, arouses a link to managerial traits, in which the role of the manager is informed by a hierarchical presence within a group of people. Alternatively, leadership as a strategy for social co-ordination aligns to the traits synonymous to leadership, in which the act of leadership is not dependent on a hierarchical structure, instead the ability to strategically influence and attract followers to achieve a collective goal.

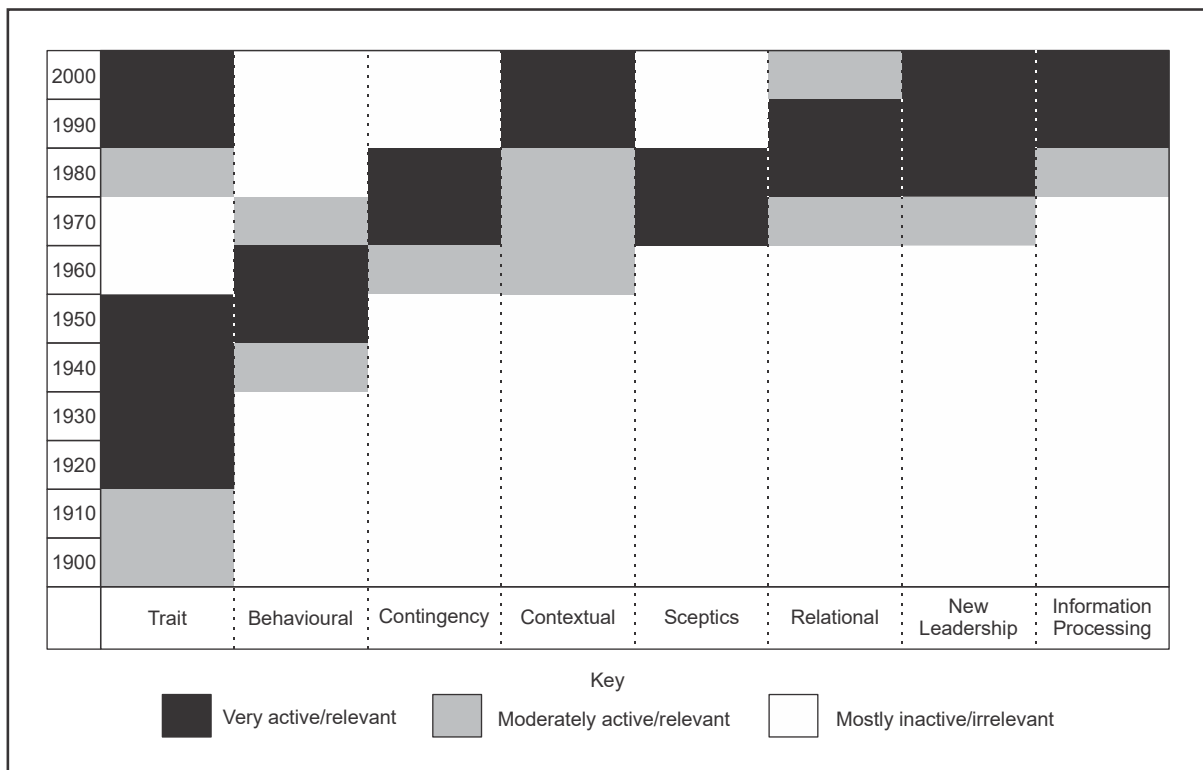
2.6 Leadership theories

To better understand leadership, various theories have been developed over time. These theories provide insight into the evolving practice of leadership, which have shaped a

perspective. Antonakis, Cianciolo and Sternberg (2004, pp.6-7), allude to the development of eight key schools of leadership that have evolved over time. Figure 2.2 below, provides an overview of these specific schools of thought, depicted according to the time period in which the school emerged, as well as the level of productivity. The level of productivity refers to the degree to which the school of thought attracted research interest in a specific period of time (Antonakis, Cianciolo and Sternberg, 2004, p.6). The level of productivity is of interest when considering the inference that the meaning of leadership is not definitive, but rather a social construct that is shaped according to a particular requirement at a specific time.

The eight schools of leadership are trait, behavioural, contingency, contextual, sceptics, relational, new leadership and informational. These schools of leadership have shaped the leadership theories that emerged from these schools of thought, as depicted in Figure 2.2.

Figure 2.2: The History of Major Schools of Leadership



Source: Adapted from Antonakis, Cianciolo and Sternberg, 2004, p.7.

2.6.1 Trait school of leadership

The scientific school of leadership commenced at the turn of the 20th century, with the *great man* perspective, which forged the way for the existence of exceptional individuals. This approach is the foundation of leadership theory and thinking (Amos, et al., 2019, p.276). This school of thought positioned leaders and non-leaders, according to inherent traits and characteristics that existed within individuals (Antonakis, Cianciolo and Sternberg, 2004, p.7). Individual characteristics such as demographics, skills, abilities, intelligence and personality were thought to contribute towards leadership effectiveness (Derue, Nahrgang, Wellman and Humphrey, 2011, p.7). A leader therefore has stipulated or endowed qualities, which instil a natural ability to lead and distinguish one person from another. This reinforces the roles of leader and the follower, based on traits as qualities, and ability as skills (Van Vugt, 2006, p.355). This notion comes across as aligned to the construct within evolutionary leadership theory, pertaining to leadership as a strategy for social co-ordination, which references the *big man* (Van Vugt, 2006, p.356). Similarly, the great man theory states that leaders are born and not made, according to Darwinist principles. So too, leaders have natural abilities of power and influence (Van Vugt, 2006, p.359).

The trait school of thought however, evoked pessimistic notions and became criticised on the basis that a leader-follower relationship was not considered. In addition, the research on the traits of leadership was largely culturally determined in the sense that different cultures have different perspectives on positive leadership traits (Amos, et al., 2019, p.276). These notions then gave rise to the behavioural school of leadership.

2.6.2 Behavioural school of leadership

The behavioural school of leadership facilitated a view of autocratic versus democratic leadership, based on the behavioural aspects adopted by leaders and aligned to the treatment of followers (Antonakis, Cianciolo and Sternberg, 2004, p.7). Early research distinguished between the observable patterns of leadership behaviour, referred to as styles. Lewin, Lippitt and White, cited in Amos, et al. (2019, p.277), referred to three broad styles of leadership; Autocratic, Democratic and Laissez-faire, as outlined below.

1. **Autocratic** leadership exists when power and authority are dominated by the leader, and decision-making is facilitated in isolation. Others are not empowered or invited to participate in the decision-making process.
2. **Democratic** leadership exists when others are empowered to participate in the decision-making process.
3. **Laissez-faire** leadership exists when there is no enactment of leadership, also referred to as passive leadership. Typically, the leader displays limited, or no interest in activities or decision-making processes.

McGregor argued that the beliefs of leadership have a dominant influence in the manner in which organisations are managed, thus inferring behaviour. Leadership assumptions on the behaviour of people are integrated within the behaviour displayed by the leader. Therefore, leadership assumptions exist within two broad and fundamental categories, namely Theory X and Theory Y (Chartered Management Institute, 2015; Hattangadi, 2015, p.20).

Theory X leadership assumes that employees are inherently lazy and will avoid performing operational duties. Leadership therefore believe that employees require close supervision and intimate involvement in operational activities, which leads to a micro-managing style of working with various supervisory controls implemented (Hattangadi, 2015, p.20).

Theory Y leadership assumes that employees self-direct and practice self-control whilst implementing measures to achieve the organisations goals. This approach would be applied in the context of remaining committed to the organisation, resulting in a participative style of leadership (Hattangadi, 2015, p.21). Theory X is therefore closely associated to an autocratic style of leadership, whereas Theory Y is more commonly associated to a democratic style of leading.

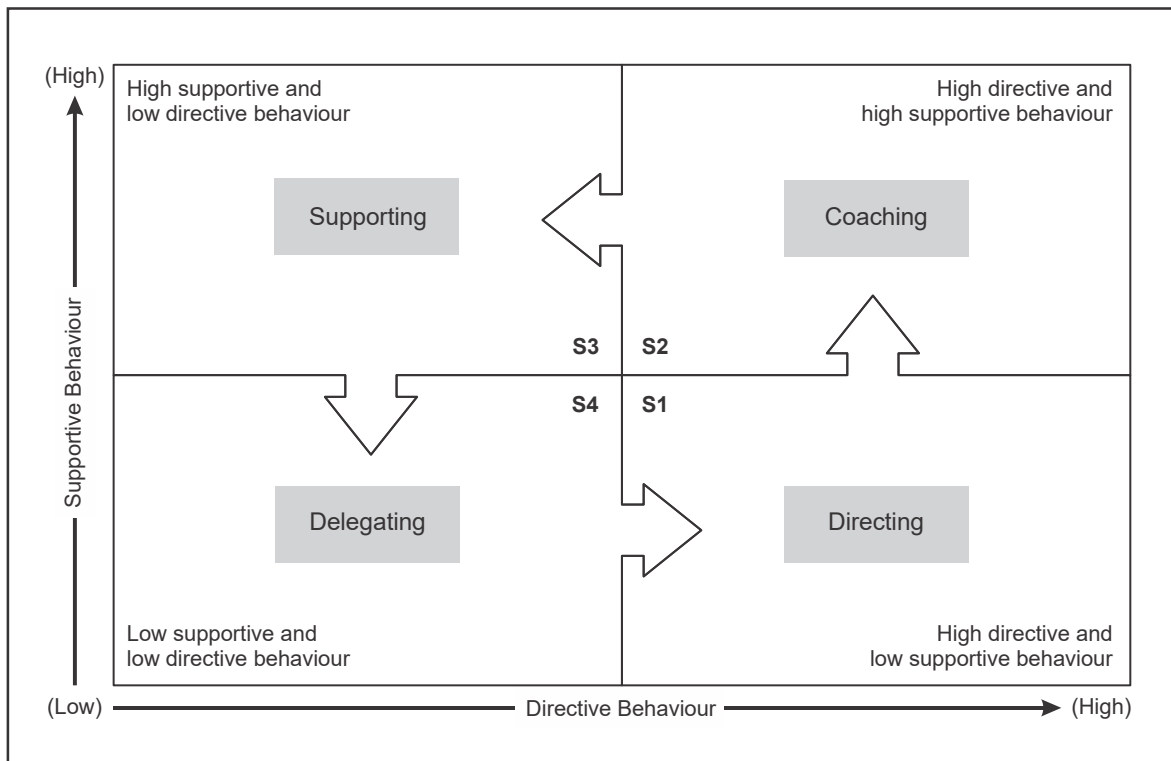
In later years it became apparent that the success of the adopted leadership behaviour was predominantly defined by the situation or context in which it was enacted. The principles of this school of thought were incorporated into alternative perspectives of leadership, such as contingency and transformational leadership theories (Antonakis, Cianciolo and Sternberg, 2004, p.7). The leadership behaviour paradigm provided the basis for new leadership theory, of which it is suggested that leader behaviours are important predictors of leadership effectiveness (Derue, et al., 2011, p.8).

2.6.3 Contingency/situational school of leadership

Fiedler (1967 cited in Antonakis, Ciancialo and Sternberg, 2004, p.9) stated that leader-member relations, coupled with the task structure and the position of power of the leader, would facilitate and determine the effectiveness of the type of leadership exercised (Antonakis, Ciancialo and Sternberg, 2004, p.9). This enactment of leadership was largely based upon the integration of follower capabilities, organisational structures, processes and other factors.

Blanchard, Carew and Parisi-Carew (2004) introduce situational leadership as an aspect to defining leadership according to two behaviours. These behaviours are the provision of direction through autocratic behaviour, and providing support through democratic behaviour. There are four integrated quadrants of direction and support when applied to one-on-one leadership situations. These are directing, coaching, supporting and delegating. Effective leaders therefore adjust their style to provide what the individual or group cannot provide for themselves or itself respectively, according to a specific context (Blanchard, Carew and Parisi-Carew, 2004, p.69). This is displayed in Figure 2.3.

Figure 2.3: Situational Leadership Model – Manager Leadership Styles



Source: Adapted from Blanchard, Zigarmi and Nelson, 1993, p.26.

Blanchard, Carew and Parisi-Carew (2004, p.69), state that effective leaders have the ability to adjust their style to provide what the group cannot provide for itself according to a specific context. Situation/contingency leadership theory is indicative when leaders act differently, depending on the situation and this situation determines who emerges as a leader.

2.6.4 Relational school of leadership

The relational school of leadership, initially centred upon dyad linkage theory evolved to what is commonly referred to as leader-member exchange (LMX) theory (Antonakis, Cianciolo and Sternberg, 2004, p.8). Leader-member exchange theory describes the nature of the relationship between leaders and followers, in determining the extent of effectiveness. High quality relationships between leaders and followers are on the premise of trust and mutual respect (Antonakis, Cianciolo and Sternberg, 2004, p.8). On the other hand, low quality relationships between leaders and followers are based on the satisfaction of contractual obligations. LMX theory therefore predicts that high quality relations generate positive leader outcomes (Antonakis, Cianciolo and Sternberg, 2004, p.8).

2.6.5 Sceptics of leadership school

Leadership research transcended towards a crisis in the 1970's and 1980's, owing to various critical assumptions and suggestions among researchers who were focused on understanding whether leadership truly existed, as well as the necessity of the presence of leadership to drive organisational performance (Antonakis, Cianciolo and Sternberg, 2004, p.8-9). This position suggests that the role of leaders is irrelevant, and that the ratings of leaders are the perception of leadership by the follower. The arguments mentioned above have been countered by scholars of leadership who could be considered as realists.

Despite the critical stance adopted, the sceptics school of thought paved the way for further leadership development and research, which in effect gave rise to rigorous methodologies and distinguishing factors to clarify executive and supervisory levels of leadership, with a focus on followers and their perception of reality (Antonakis, Cianciolo and Sternberg, 2004, p.9).

2.6.6 Information-processing school of leadership

The information-processing school of leadership is built upon research that focuses on understanding the acceptance and legitimisation of a leader, owing to their characteristics that

are aligned to the prototypical expectations of a leader, by the follower (Antonakis, Cianciolo and Sternberg, 2004, p.9).

2.6.7 The new leadership school

In Antonakis, Cianciolo and Sternberg (2004, pp.9-10), it is stated that Bass (1985) was a pioneering thought leader, who contributed to a new leadership school of thought, by promoting visionary and charismatic leadership. Bass (1985) brought forth an argument built upon the premise that historic leadership paradigms were transactional in nature. This therefore meant that leadership was enacted on the mutual satisfaction of transactional obligations (Antonakis, Cianciolo and Sternberg, 2004, p.11). A different form of leadership was required to drive follower outcomes, centered upon a sense of purpose and idealised mission. This perspective of leadership is referred to as transformational leadership, which encompassed vision, charisma and inspiration (Antonakis, Cianciolo and Sternberg, 2004, p.11).

The new leadership school positioned leadership as genuine and transparent, with a sense of authenticity that emerges amidst the interactions between leaders and participants, whilst developing further over time. In addition, leaders are viewed as grounded in positive psychological behaviours and traits, driven by values, purpose and an explicit moral compass. The new leadership school of thought references transformational leadership, centered upon purpose and idealised mission, therefore relating to authentic leadership approaches (Antonakis, Cianciolo and Sternberg, 2004, p.11).

2.7 Modern leadership

The modern leadership school of thought suggests that leaders are faced with a milestone in our history, owing to the existence of four generations of employees within the workforce. The complexity stems in leadership acquiring the ability to lead diverse teams with specific needs, by implementing strategies that focus on retaining human capital with talent and knowledge, maintain a competitive market share and drive workforce engagement (Hobart and Sendek, 2014).

Whilst describing the meaning and nature of leadership at the beginning of this chapter, it became evident that one of the critical roles of leadership is to implement the strategic goals of an organisation, by effectively utilising human capital resources to secure a competitive advantage. An environmental trend that has influenced organisations, and subsequently

management in organisations, is VUCA. VUCA is an acronym that stands for volatile, uncertain, complex and ambiguous (Bennett and Lemoine, 2014, p.1). Across many industries, external environmental changes led to a rise in volatility, uncertainty and business complexity (Bennett and Lemoine, 2014, p.1). A change in the external environment therefore requires change readiness among managers in an organisation, and this change readiness has become amplified in modern leadership. Managers are required to have the ability to identify a challenge and provide direction through purposeful action (Bennett and Lemoine, 2014, p.7). Table 2.2 below, provides the descriptors of VUCA, as well as associated actions to ensure leadership effectiveness, and ultimately organisational effectiveness.

Table 2.2: The VUCA Framework

VUCA	Description	Purposeful Action
Volatile	Relatively unstable change. Information is available and the situation is understandable, but change is frequent and sometimes unpredictable.	Agility is key to coping with volatility. Resources should be aggressively directed toward creating the potential for future flexibility.
Uncertain	A lack of knowledge as to whether an event will have meaningful ramifications. The cause and effect are understood; however it is unknown whether an event will create significant change.	Information is critical toward reducing uncertainty. Organisations should transcend beyond existing information sources, to gather new data and facilitate new perspectives.
Complex	There are many interconnected parts that form an elaborate network of information and procedures. Complexity does not necessarily involve change.	Restructuring internal organisation operations, that align to external complexity. Organisations should endeavour to align internal processes to the external environment.
Ambiguous	A lack of knowledge, in which the cause and effect are not understood, and there is no precedent of making predictions as to what is to be expected.	Experimentation is necessary to reduce ambiguity. Only through intelligent experimentation can organisations deduce strategies that will support the organisation, in which the former or more traditional approaches will no longer apply.

Source: Adapted from Bennett and Lemoine, 2014, p.3.

Within this volatile and complex environment that organisations and leaders are required to operate in, leadership is encouraged to integrate Artificial Intelligence within the strategic intent of the organisation, and develop a learning agility culture, to ensure long term success

(Newman, 2019, p.16). Trends continue to shape the future of organisations and subsequently define leadership behaviour, to facilitate organisational effectiveness.

In reflecting on the journey of leadership theories, it is evident that an effective leader in the current context would be required to portray strategic readiness and agility, by integrating an array of leadership theories and principles. Therefore, a culmination of theories such as the behavioural theory, situational or contingency theory and the new leadership school, would infer that an interdisciplinary approach to leadership would need to be adopted to ensure effectiveness.

When reviewing the context underpinning power and influence, as well as leadership and management, two leadership styles come to the fore, namely transactional and transformational leadership. This is further considered in the new leadership school, which we note in Figure 2.2 has actively caught the eye of researchers since the 1980's. The behavioural school of thought gives rise to a third leadership behaviour, namely laissez-faire, which refers to the non-presence of leadership. Therefore, there is a clear distinction of leadership behaviour identified according to three different streams; transformational, transactional and non-leadership. It is duly noted that reference has been made to visionary and charismatic leadership in the new leadership school of thought, which further entrenches a balanced approach between task-orientated and people-orientated leadership as described.

2.8 Transactional and transformational leadership

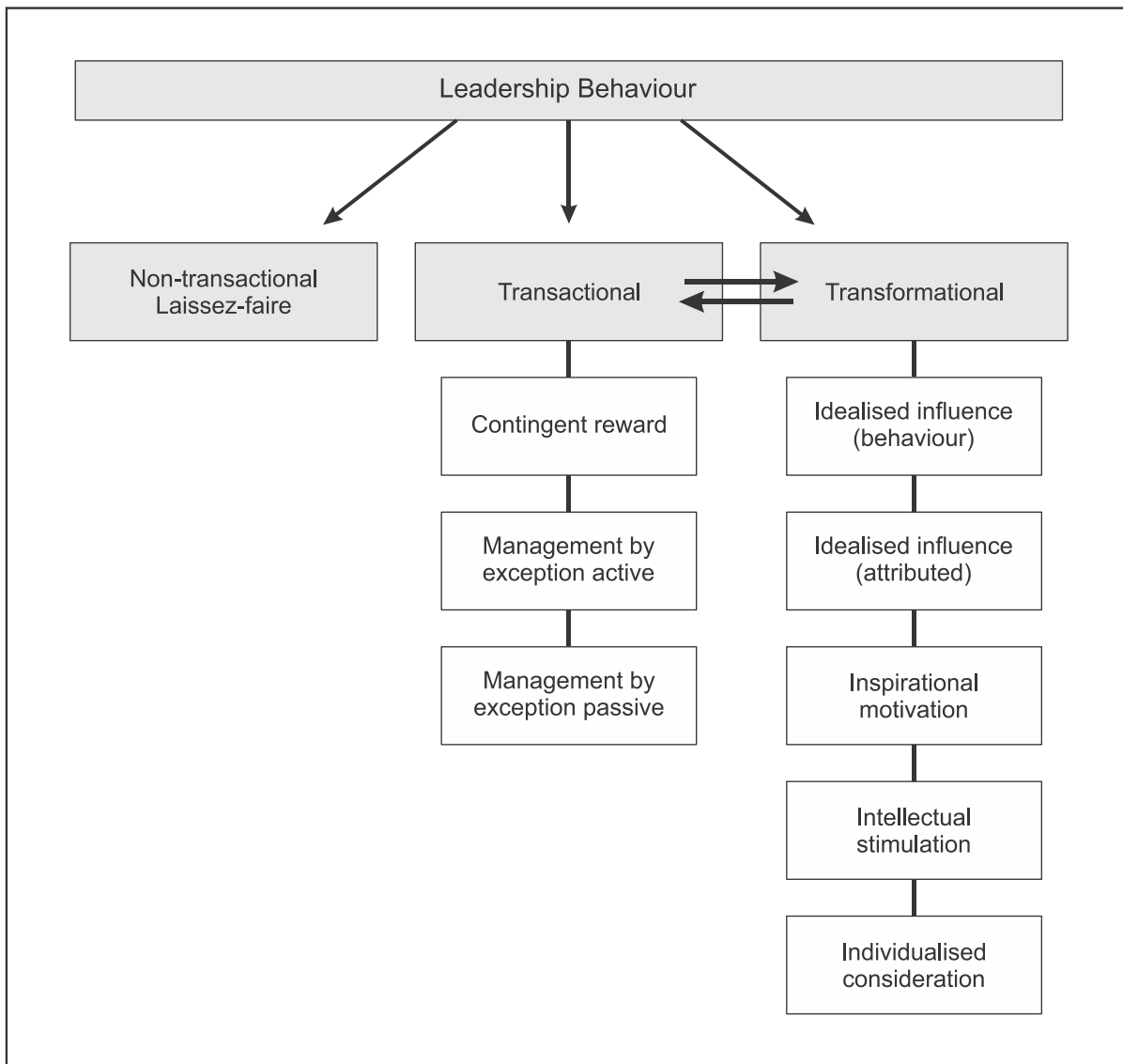
Burns (1978) identified two types of leadership referred to as transactional and transformational leadership (Kuhnert and Lewis, 1987, p.648). Transactional leadership occurs when one person takes initiative in making contact with others owing to an intention to exchange something of value. In this instance therefore, the leader approaches the follower with the purpose of exchange. Transformational leadership moves beyond the compliance of followers, instead, it involves shifts in the beliefs, needs, and values of followers (Kuhnert and Lewis, 1987, p.648). According to Burns, the outcome of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents (Burns cited in Kuhnert and Lewis, 1987, p.648).

Bass (1985) argued that theories of leadership primarily focused on a follower goal, role clarification, and the way in which leaders rewarded or sanctioned follower behaviour (Antonakis, Avolio and Sivasubramaniam, 2003, p.265). Bass then applied Burns' (1978) theory

to organisational management and argued that transactional leaders mostly consider how to marginally improve and maintain the quantity and quality of performance, substitute one goal for another, reduce resistance to particular actions and implement decisions (Bass in Kuhnert and Lewis, 1987, p. 648). A paradigm shift was thus suggested and explored, which facilitated the transition to leadership with influence, and transcended the purpose of individuals from that of self-interest to group-interest. This form of leadership was referred to as transformational leadership (Antonakis, Avolio and Sivasubramaniam, 2003, p.265).

The reflections displayed by Bass (1990) allude to the adaptation that would have taken place by this time, towards a shift in leadership as well as a complete movement from the trait school of leadership. In this reflection therefore, evidence of the new leadership school of thought is brought forth. One of the new leadership theories proposed by Avolio and Bass (1991 cited in Antonakis, Avolio and Sivasubramaniam, 2003, p.262) is the full range leadership theory, of which transformational leadership and transactional leadership are considered to culminate as leadership behaviours (Antonakis, Avolio and Sivasubramaniam, 2003, p.262). These behaviours are further supported and enacted by nine single-order factors (Antonakis, Avolio and Sivasubramaniam, 2003, p.265). Figure 2.4 below, provides a summarised illustration of the full range leadership theory, depicting three leadership behaviours, underpinned by single-order factors.

Figure 2.4: The Full Range Leadership Theory



Source: Researcher developed illustration, adapted from Antonakis, Avolio and Sivasubramaniam, 2003, pp.265-266.

The nine single-order factors are comprised of three transactional leadership factors, five transformational leadership factors and one non-transactional paradigm of leadership, known as non-leadership and described as laissez-faire (LF) which in essence is the absence of leadership (Antonakis, Avolio and Sivasubramaniam, 2003, p.265; Hinkin and Schriesheim, 2008, p.501).

2.8.1 Laissez-faire leadership

Earlier in this chapter, in the section related to the behavioural school of leadership, the meaning of laissez-faire was discussed. Laissez-faire infers the non-presence of leadership in organisation related activities and within the decision-making process (Amos, et al., 2019, p.277). This meaning is further enhanced in Antonakis, Avolio and Sivasubramaniam (2003, p. 266), with reference to this leadership behaviour being described as the most passive and ineffective form of leadership. There is however an active component within this leadership behaviour, as the leader chooses to avoid taking any action, and instead abdicates responsibility.

2.8.2 Transactional leadership

Yukl (1981) cited in Kuhnert and Lewis (1987, p.649) further describes transactional leadership as representing the exchanges between the superior and subordinate who influence one other reciprocally so that each party derives something of value out of the transaction. Transactional leaders therefore engage their subordinates in a mutually dependent relationship, in which the contributions of each role player are acknowledged and rewarded accordingly. This working relationship is underpinned by short-term commitment, self-interest, contingent reward based on performance and management by exception (Bass and Avolio, 1993, p.116). Effective transactional leadership becomes dependent on the leader's ability to remain cognisant of meeting the potentially changing expectations of the subordinate (Kuhnert and Lewis, 1987, p.649; Breevert, et al., 2013, p.138). Transactional leaders work within the organisational culture by following existing rules, procedures and norms (Bass and Avolio, 1993, p.112).

Leaders and followers within the transactional leadership paradigm would engage on topics associated to implicit and explicit contractual relationships, such as remuneration related discussions, aligned to personal operational effort, as well as exchanges of trust, commitment and respect (Bass and Avolio, 1993, p.116). In providing further context to develop the extent of transactions that would be available to the leader, an illustrative example would be the provision of paid leave in exchange for overtime worked. The leader would therefore devise the required scope of work, accompanied by allocated time and effort, based on the leader's understanding and expectation of the task. The consequence of this is that it yields a personal benefit for the

employee, which would be the allocation of leave for the overtime in completing the task. The balance created in this scenario, is organisational gain aligned to personal gain, whilst the objectives of the organisation are accomplished. (Kuhnert and Lewis, 1987, p.649).

Transactional leadership is comprised of three leadership factors, which are contingent reward (CR), active management by exception (MBEA) and passive management by exception (MBEP) (Antonakis, Avolio and Sivasubramaniam, 2003, p.266). These are described below.

1. **Contingent reward** refers to leader behaviours that are focused on clarifying role and task requirements, whilst providing followers with material or psychological rewards which are contractually influenced.
2. **Management-by-exception active**, refers to the active vigilance of a leader whose role is to ensure that specific standards are achieved.
3. **Management-by-exception passive** refers to the intervention of leaders after non-compliance has occurred or only after a mistake has already taken place.

2.8.3 Transformational leadership

Transformational leadership, also referred to as superior leadership performance (Bass, 1990) and adaptive leadership (Bass, et al., 2003, p.207), like transactional leadership, is borne from the personal values and beliefs of leaders. However, the distinct differentiating factor is that in transformational leadership, there is no expectation for the relationship to be built upon the premise of commodity exchange. Instead, transformational leaders stem from the reference point of deeply rooted morality, aligned to justice and integrity, informed by a personal value compass. These values referred to as end values, cannot be compromised or negotiated (Burns cited in Kuhnert and Lewis, 1987, p.650). Holistically, transformational leadership occurs when leaders broaden and elevate the interests of their employees, generate awareness and acceptance of the purpose and mission of the group, and facilitate the interests of employees beyond that of their own and focus instead on that of the group (Bass, 1990, p.21). Transformational leaders adapt the culture they find themselves in, by first understanding it and then realigning the organisational culture with a new vision and a revision of its shared assumptions, values and norms (Bass and Avolio, 1993, p.112).

Leading from a personal moral compass, transformational leaders are able to unite and influence employees to align to goals and beliefs, owing to their ability to connect beyond operational requirements and competence. This influence in following begins to elevate the presence of charisma, which is one of the core factors that underpin transformational leadership. The presence of charisma as a leadership characteristic was introduced whilst exploring the new leadership school of thought earlier in this chapter, in relation to authentic leadership approaches (Kuhnert and Lewis, 1987, p.650).

Charismatic leaders are able to inspire and excite their employees, by instilling the idea that they are able to do greater and better, which acts as a driving force towards meeting organisational objectives with the support of greater individual effort. So too, transformational leaders are able to distinguish between different employees within a team, which provides opportunity for a specific method and level of engagement that is customised to each team member (Bass, 1990, p.21). An additional consideration in transformational leadership is intellectual stimulation, in which the leader encourages new ways of thinking and performing operational tasks, with the intention of grappling with old challenges in inventive ways.

Transformational leadership is therefore enacted in one of three ways; leaders project charisma towards their followers, create a sense of inspiration or connect emotionally, and finally through intellectual stimulation (Bass, 1990, p.21). Key behaviours that are integral to the effectiveness of transformational leaders are displayed through personal competencies, such as articulating goals, building an image, demonstrating confidence and arousing motivation. In reviewing leadership theories X and Y, a consideration is that a Theory Y approach supports the principles of transformational leadership.

The five leadership factors described below encapsulate transformational leadership and are referred to as idealised influence (IF) in terms of behaviour and attribution separately, inspirational motivation (IM), intellectual stimulation (IS) and individual consideration (IC) (Antonakis, Avolio and Sivasubramaniam, 2003, pp.265-266).

1. **Idealised Influence in the context of behaviour** refers to the display of charismatic acts centered upon values, beliefs and a sense of mission.
2. **Idealised influence in the context of attribution** refers to the socialised charisma of the leader, identified through the perceived display of confidence, power, higher-order ideals and ethics.

3. **Inspirational motivation** occurs when leaders energise their followers through optimism, projecting an idealised vision, as well as communicating and encouraging followers on the possibilities to achieve the vision.
4. **Intellectual stimulation** refers to leader actions that stimulate followers' sense of logic and analysis, by challenging followers to think creatively and innovatively.
5. **Individual consideration** occurs when leader behaviour contributes to follower satisfaction by advising, supporting, and paying attention to the individual need of followers, therefore allowing them to develop and self-actualise.

Transformational leaders attempt to develop colleagues, subordinates, followers, clients, or constituencies to a greater awareness on the topics of consequence. This heightened awareness requires a leader with a vision, self-confidence, and inner strength to argue for what is morally or substantively right, despite a potential outcome of this view not being favoured or popular (Bass cited in Kuhnert and Lewis, 1987, p.648). Transformational leaders inspire, energise and intellectually stimulate their employees. Over time, with the support of learning and development, leaders can learn the techniques and obtain the qualities they need to become transformational leaders (Bass in Kuhnert and Lewis, 1987, p.648). Transformational leadership, centered within the new leadership school of thought discussed earlier in this chapter, suggests that transformational and transactional leadership can and should be enacted simultaneously to obtain the benefits of both leadership paradigms (Nielsen, Boye, Holten, Jacobsen and Andersen, 2019, p.413). This is illustrated in Figure 2.4 with the use of arrows, to indicate the reliance that transactional leadership and transformational leadership have on one another, for a leader to be most effective.

At the beginning of this chapter, the meaning of leadership was explored. It was later deduced that leadership is a social construct that is defined according to a social and environmental requirement at a specific point in time. One of the characteristics of transformational leadership is the ability to take individualised consideration into account, as well as the ability to influence by connecting with people. The role of a leader is to enact leadership by tapping into human capital resources, with the objective of achieving strategic business goals. In a study facilitated by Maritz (2000) cited in Shokane, Stanz and Slabbert (2004, p.2), it was found that South African leaders lacked a sense of urgency to transcend from conventional transactional leadership. In addition, a Productivity Development Survey indicated that one in 25 leaders

embrace a multi-skilled, team-based, collaborative approach among teams (Shokane, Stanz and Slabbert, 2004, p.2). Shokane, Stanz and Slabbert further conducted a study on the presence of transactional and transformational leadership within three organisations across varying industries in South Africa and found that the nature of leadership was diversified between transactional and transformational leadership domains. These findings further emphasise that leadership is influenced by the environmental factors surrounding it (Shokane, Stanz and Slabbert, 2004, p.6).

2.9 Leadership in the South African context

Africa is a place of many people, many tribes and many beliefs, enriched by a vision fuelled by a tragedy of the past, and a future of connecting cultures to grow together in unison (Boon, 1998, p.15). South Africa is an extremely diverse society, and this diversity would need to be understood, appreciated, valued, utilised, celebrated, respected and well managed in order to maximise advantages of diversity in organisations (Bongwe, 2010, p.1). In relation to the effective leadership of human capital resources and relying on innovation to secure a competitive advantage, diversity is at the heart of this owing to creativity and innovation stemming from a diverse workforce (Bongwe, 2010, p.10). Diversity in an organisation could be viewed as differences related to racial classification, ethnicity, nationality, language and gender (Human, 2015, p.8). The challenging task of the leader remains to facilitate the competence among people, by displaying the appropriate leadership behaviour.

In Africa, a common philosophy transcends within communities, society and the workplace. This philosophy is deeply rooted in the behaviour displayed among groups of people. This philosophy is *Ubuntu*. *Ubuntu* refers to morality, humaneness, compassion, care, understanding and empathy. In Africa, *Ubuntu* draws in people and connects people through a sense of community, shared values and equality (Boon, 1998, p.31). *Ubuntu* is best described through the expression *Umuntu ngumuntu ngabantu*, which translates into a person is only a person because of other people. *Ubuntu* is therefore only possible because of the individuals within the group, which contributes to the nation building process, but also the environment within an organisation (Boon, 1998, p.34). In reviewing the context pertaining to transactional and transformational leadership, it is noted that group-orientation is a distinct factor of transformational leadership, based on humanity and group values. The presence of *Ubuntu* within leadership in the African context would be emphasised culturally in the form of a group, rather than an idea of leading as an individual.

As an iteration, transformational leaders are ideally influential, inspirationally motivational, intellectually stimulating, and considerate of individuals in leading followers. Owing to this, transformational leadership is thought to be most suited to understanding behavioural engagement, owing to cognitive and emotional engagement (Carasco-Saul, Kim and Kim, 2015, p.56). It has been postulated that transformational leadership poses a positive relationship with employee engagement, finding that employees tend to become more engaged when transformational leaders enhance their optimism by providing responsibility, meaning and innovation (Carasco-Saul, Kim and Kim, 2015, pp.56-57).

2.10 Leadership and employee engagement

Resilience, adaptability and flexibility are key characteristics of a transformational leader, including the ability to engage a team to source creative solutions to complex problems (Bass et al., 2003, p.208). Transactional and transformational leadership styles are inter-dependent, owing to the requirement of transactional leadership to exist for transformational leadership to be enacted. Transformational leadership is understood to be the approach that is most aligned to contributing to engaging employees. Similarly, employees who engaged in operational relationships that involved support and the exchange of emotional resources displayed an increased level of commitment to an organisation, contributing positively toward employee engagement (Kuhnert and Lewis, 1987, p.649; Bass, 1990, p.21; Bass and Avolio, 1993, p.116; Ristow, Amos and Staude, 1999, p.4; Truss, et al., 2014, p.4). In chapter three, employee engagement will be explored, followed by exploring potential significance between leadership and employee engagement in chapter four.

2.11 Conclusion

There is no perfectly identifiable definition of leadership, however, leadership is mostly defined and determined by social constructs that are dominant at a particular point in time. The evolution of leadership theories are built upon one another and have been shaped according to the social and environmental requirements that were prevalent during this evolutionary journey. There are three key aspects that encompass leadership. These aspects are a focus on strategy, tasks, and people. Ultimately, the effective facilitation and approach towards people, will seamlessly enact task orientation, with strategic implementation as the outcome. The full range leadership theory, as an all-inclusive leadership framework, will form the foundation of this research, whilst considering the South African context.

Chapter 3

Employee Engagement

3.1 Introduction

Thus far, it has been established that the goal of an organisation is to remain profitable, viable and sustainable (Saks, 2006, p.600). The sustainability of an organisation is facilitated by human capital resources, who are tasked to execute a strategic process, with the objective of achieving a particular intent and associated goals (Deloitte, 2023; Nahapiet and Ghoshal, 1998, p.242). In relation to the effective leadership of human capital resources and relying on innovation to secure a competitive advantage, diversity is at the heart of this owing to creativity and innovation stemming from a diverse workforce (Bongwe, 2010, p.10). In chapter two, an overview of leadership and the factors that constitute leadership were explored, concluding with a specific focus on transactional and transformational leadership. It is understood that the enactment of transformational leadership, best facilitates the presence of an engaged employee complement (Carasco-Saul, Kim and Kim, 2015, p.56).

In order to achieve these organisational goals, people are required to understand their roles within the organisation. In earlier years, researchers paid fair attention to role sending and role receiving, on the basis that people occupy roles at work, which in turn shape one another (Kahn, 1990, p.692). At the time, an assumption was created which inferred that a psychological presence in a particular role, has the ability to positively transform performance and contentment (Kahn, 1990, p.692). It was believed that people are able to transcend varying parts of themselves physically, cognitively and emotionally, towards the roles that they perform, whilst maintaining a boundary of integrity between who they are as people, and the role that they occupy (Kahn, 1990, p.692). Built upon this premise was the assumption that people continue to either draw themselves towards their role or withdraw from their role during their working days (Kahn, 1990, p.692). The organisational behaviour concepts that informed person-role relationships, namely physical, cognitive and emotional, emphasised the general states that people within an organisation occupy, which begin to shape engagement (Kahn, 1990, p.693; Guest, 2014, p.142). Engagement has been claimed to predict employee outcomes, organisational success and financial performance, thus potentially supporting the ultimate goal of an organisation, which is to remain profitable, viable and sustainable (Saks, 2006, p.600).

This chapter will outline a definition and context of employee engagement, by tapping into the theoretical constructs that underpin employee engagement. In support of this, the chapter will explore the role, outcome and importance of engagement in a workplace environment.

3.2 The emergence of engagement

Engagement as a construct, emerged with the positive psychology movement in the late 1990s, which commenced with a newfound emphasis on the factors considered as appropriate for people, rather than a traditional approach towards psychology that tended to hone into identifying illnesses and triggers that led to developing an understanding of dysfunctional people (Maslach, Schaufeli and Leiter 2001, p.416; Schaufeli and Bakker, 2004, p.293; Nienaber and Martins, 2016, p.1). The positive psychology movement incorporated factors such as human strengths, motives, capacities and optimal functioning. The merge between organisational theory and positive psychology led to an approach termed Positive Organisational Behaviour (Nienaber and Martins, 2016, p.1). Positive Organisational Behaviour is thus defined as the study and application of positively oriented human capital strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in the workplace (Nienaber and Martins, 2016, p.1).

Kahn (1990) presented the first academic paper on engagement, which provided a new approach to employee motivation, based on three dimensions, namely physical, cognitive and emotional engagement (Saks, 2006, p.601; Guest, 2014, p.142). Thereafter, experts in the field of workplace stress and burnout introduced a different perspective, which led to the term 'employee engagement' (Guest, 2014, p.142). Employee engagement was viewed as an attitudinal state comprised of three sub-dimensions. These sub-dimensions were vigour, dedication and absorption (Guest, 2014, p.142). This attitudinal concept was further developed and resulted in a measure of engagement being designed and validated by a team at the Utrecht University, known as the Utrecht Work Engagement Scale (Guest, 2014, p.142). In parallel to the academic and expert hype on the topic of employee engagement, was the consultancy contribution from Gallup Incorporated. Gallup developed an engagement survey that consisted of 12 questions, termed the Q12. This was a statistically derived measurement to understand engagement in the workplace (Guest, 2014, p.142). It was speculated that the emergence of engagement was a result of changing workplaces, transitioning from traditional to modern organisations (Schaufeli, 2013, p.3). Table 3.1 below provides context on the transitioning organisations.

Table 3.1 Changes in the World of Work

Traditional	Modern
<ul style="list-style-type: none"> • Stable organisational environment • Uniformity • Life-time employment • Individual work • Horizontal structure • External control and supervision • Dependence on the organization • Detailed job description • Fixed schedules and patterns • Physical demands • Experience • Working hard 	<ul style="list-style-type: none"> • Continuous change • Diversity • Precarious employment • Teamwork • Vertical structure • Self-control and self-management • Own responsibility and accountability • Job crafting • Boundarylessness (time and place) • Mental and emotional demands • Continuous learning • Working smart

Source: Adapted from Schaufeli, 2013, p.32.

The transitions depicted in Table 3.1 above are referred to as a psychologisation of the workplace, as the changes require substantial psychological adaptation on behalf of the employee, in order for the organisation to thrive (Schaufeli, 2013, p.3). The emergence of engagement existed owing to two developments, namely the growing importance of human capital and the psychological involvement of employees in the workplace, as well as the increased scientific interest of positive psychology. With the provision of a contextual awareness of how engagement has evolved, the focus will now shift to exploring what engagement is and means.

3.3 Defining engagement

When defining engagement, distinctions and similarities will be drawn from the theoretical influencers mentioned above, in the emergence of engagement. Kahn (1990, p.694) defines engagement according to the contributions made by psychologists, sociologists and group therapists, who collectively implanted the idea that people are inherently social beings who are members of ongoing groups and systems. People tend to protect themselves from isolation or engulfment, by either pulling away or moving towards these memberships and systems. Kahn

(1990, p.694) described these as push and pull reactions, understood to be personal engagement and personal disengagement, as outlined below.

- **Personal engagement** is defined as the link between organisation members' selves to their operational roles. During times of engagement, people express themselves physically, cognitively and emotionally.
- **Personal disengagement** occurs when people withdraw and decouple themselves from their operational roles. During times of disengagement, people tend to detach and defend themselves physically, cognitively and emotionally during role performances.

Kahn deduced that the personal engagement and disengagement concepts infer a required integration of self-expression and self-employment in the work lives of people, for optimal engagement (Kahn, 1990, p.694). Therefore, a psychological presence is necessary when occupying and performing a specific role, in an engaging manner (Saks, 2006, p.601). Kahn further utilised these concepts to guide the initial research that he conducted, in an exploration of engagement. An engaged person is therefore considered to be a person who is able to maintain their preferred self within the role, thereby infusing personal energy into the role and an expression of self through performance (Nienaber and Martins, 2016, p.8).

Rothbard (2001, p.656) states that engagement occurs when a psychological presence is coupled with two additional components, which are attention and absorption. These components are described below.

- **Attention** refers to the cognitive availability and the amount of time that a person would spend thinking about their role.
- **Absorption** refers to being engrossed in a role, as well as the intensity of focus on a person's role.

Maslach, Schaufeli and Leiter (2001, p.416), were of the view that engagement is underpinned by energy, involvement and efficacy. These are the direct opposite to the burnout dimensions, being exhaustion, cynicism and inefficacy. Schaufeli, Salanova, Gonzalez-Roma and Bakker (2002, p.74) define engagement as a work-related state of mind that is positive and fulfilling. This state of mind is characterised by vigour, dedication and absorption. In addition, engagement is not a fleeting, momentary, or specific state, instead, it is a persistent and pervasive cognitive state that is not focused on a particular object, event, individual or

behaviour. There is a correlation between the dimension of absorption put forward in this definition of engagement, with the definition prescribed by Rothbard (2001, p.656). In section 3.2, pertaining to the emergence of engagement, it comes to the fore that Gallup, developed a statistically engineered engagement assessment. Gallup defines engagement as existing among people who are involved in, enthusiastic about, and committed to their work and workplace (Gallup, 2017).

In synthesising these definitions, it is evident that engagement could be a combination of cognitive and attitudinal states, with the ability to influence individual and group performance. Each definition focuses on the different aspects of engagement, such as the relation with role performance, positive nature of employee wellbeing rather than burnout, a relation to resourceful jobs, and the relation to both the role and organisation (Schaufeli, 2013, p.7). The following section in this chapter will outline the theoretical constructs that inform and shape engagement.

3.4 Theoretical frameworks that shape engagement

3.4.1 Kahn's psychological conditions

Psychological conditions are described as the momentary circumstances of people's experiences that shape behaviours. If certain conditions are met to an acceptable degree, people are able to personally engage in task behaviours (Kahn, 1990, p.703). Kahn (1990) conducted an inductive analysis among summer camp counsellors and organisational members of an architecture firm, which resulted in experiential circumstances that either influenced people to personally engage, or personally disengage in a situation in which there was an absence of a particular factor (Nienaber and Martins, 2016, pp.8-9; Saks, 2006, p.602). Three psychological conditions emerged from the analysis, which were meaningfulness, safety and availability. These psychological conditions shaped how people undertook their roles (Kahn, 1990, p.703). These conditions are referenced in chapter one, and in the introductory texts of chapter three. Participants in the analysis unconsciously posed three reflective questions when faced with an experiential circumstance. These reflective questions were:

1. How meaningful is it for me to bring myself into this performance?
2. How safe is it to do so?
3. How available am I to do so?

Kahn described engagement as a multi-dimensional construct, from the perspective that people are physically, cognitively and emotionally engaged in their role (Nienaber and Martins, 2016, p.8). This leads to the notion that the more people are engaged in each dimension, the higher their overall personal engagement in their role will be (Nienaber and Martins, 2016, p.8). Underpinning these dimensions are the psychological conditions, which are meaningfulness, safety and availability. It is further posed that the determination of engagement stems from the fulfilment of the three conditions. Therefore, failure to display these three psychological conditions creates the view that a person is disengaged (Nienaber and Martins, 2016, p.9).

Table 3.2 below provides an overview of the three psychological conditions, underpinned by an overarching definition, experiential components, types of influences and actual influences in the workplace environment.

Table 3.2 Dimensions of Psychological Conditions

Dimensions	Meaningfulness	Safety	Availability
Definition	Sense of return on investments of self in role performances.	Sense of being able to show and employ self without fear of negative consequences to self-image, status, or career.	Sense of possessing the physical, emotional, and psychological resources necessary for investing self in role performances.
Experiential Components	Feel worthwhile, valued, valuable; feel able to give to and receive from work and others in course of work.	Feel situations are trustworthy, secure, predictable, and clear in terms of behavioural consequences.	Feel capable of driving physical, intellectual, and emotional energies into role performance.
Types of Influence	Work elements that create incentives or disincentives for investments of self.	Elements of social systems that create situations that are more or less predictable, consistent, and non-threatening.	Individual distractions that are more or less preoccupying in role performance situations.

<p>Influences</p>	<p><u>Tasks:</u> Jobs involving more or less challenge, variety, creativity, autonomy, and clear delineation of procedures and goals.</p>	<p><u>Interpersonal relationships:</u> Ongoing relationships that offer more or less support, trust, openness, flexibility, and lack of threat.</p>	<p><u>Physical energies:</u> Existing levels of physical resources available for investment into role performances.</p>
	<p><u>Roles:</u> Formal positions that offer more or less attractive identities, through fit with a preferred self-image, status and influence.</p>	<p><u>Group and intergroup dynamics:</u> Informal, often unconscious roles that leave more or less room to safely express various parts of self; shaped by dynamics within and between groups in organisations.</p>	<p><u>Emotional energies:</u> Existing levels of emotional resources available for investment into role performances.</p>
<p><u>Work interactions:</u> Interpersonal interactions with more or less promotion of dignity, self-appreciation, sense of value, and the inclusion of personal as well as professional elements.</p>	<p><u>Management style and process:</u> Leader behaviours that show more or less support, resilience, consistency, trust, and competence.</p>	<p><u>Insecurity:</u> Levels of confidence in own abilities and status, self-consciousness, and ambivalence about fit with social systems that leave more or less room for investments of self in role performances.</p>	
	<p><u>Organisational norms:</u> Shared system expectations about member behaviours and emotions that leave more or less room for investments of self during role performances.</p>	<p><u>Outside life:</u> Issues in people's outside lives that leave them more or less available for investments of self during role performances.</p>	

Source: Adapted from Kahn, 1990, p.705.

Upon reflecting on the detail within Table 3.2 above, there is a consideration that people and engagement should be viewed as a holistic system, in which internal and external triggers could potentially influence meaningfulness, safety and availability, thus impacting engagement or disengagement. It is of interest to note that leadership styles and processes are identified as a

key influence towards safety. This connotation, paired with the effective display of the psychological conditions, affirms the role that leadership too plays in engagement (Kahn, 1990, p.705).

In Africa, research studies were conducted that yielded a negative result in relation to the correlation between the three psychological conditions, which are meaningfulness, safety and availability (Nienaber and Martins, 2016, p.10). One such example is that of a study conducted by Rothman and Welsh (2013) cited in Nienaber and Martins (2016, p.10), among a sample of 309 employees in an organisation based in Namibia. It was found that the effect size of psychological meaningfulness was almost double the size of psychological availability. It is therefore suggested that people who perceive a personal role fit and view the workplace as enabling to live their beliefs and values, tend to invest greater personal effort in their roles. In addition, the availability of resources and support from colleagues were deemed to indirectly relate to engagement through psychological availability (Nienaber and Martins, 2016, p.10). This study exemplifies the argument posed in the introduction of this chapter, which is the assumption that a psychological presence in a particular role, has the ability to positively transform performance and contentment (Kahn, 1990, p.692). It was believed that people are able to transcend varying parts of themselves, physically, cognitively and emotionally, towards the roles that they perform, whilst maintaining a boundary of integrity between who they are as people, and the role that they occupy (Kahn, 1990, p.692). This psychological presence, coupled with who they are as people, relates to the outcome of the study pertaining to the acknowledgement of a personal role fit and the enablement of beliefs and values in the workplace.

In considering engagement denoting a state of burnout, the next section in this chapter will move towards understanding burnout as an opposing trigger to engagement.

3.4.2 Schaufeli and Bakker's burnout and engagement

The term burnout is a metaphor that is often used to describe a state of mental weariness (Schaufeli and Bakker, 2004, p.294). The three dimensions of burnout are exhaustion, cynicism and efficacy, which are noted in the paragraph pertaining to defining engagement. Herewith is a brief explanation of the burnout dimensions.

1. **Exhaustion** is the measurement of fatigue, without referring to other people as the source of one's tiredness.

2. **Cynicism** reflects indifference or a distant attitude towards work in general, not necessarily with other people.
3. **Professional Efficacy** encompasses both social and non-social aspects of occupational accomplishments.

If the dimensions of burnout are deemed to be associated with disengagement, then the opposite is assumed to be the positive antipode of burnout (Saks, 2006, p.602). Maslach and Leiter (1997) in Schaufeli and Bakker (2004, p.294) explain that engagement is the erosion of burnout, in which exhaustion becomes energy, cynicism becomes involvement, and non-effectiveness becomes efficacy. According to Maslach (2001) in Saks (2006, p.602), six areas of work-life lead to burnout and engagement. These six areas are:

1. Workload
2. Control
3. Reward and recognition
4. Community and social support
5. Perceived fairness
6. Values

If the opposite of burnout is assumed to be the expression of engagement, then engagement is therefore associated with a sustainable workload, feelings of choice and control, appropriate recognition and reward, a supportive work community, fairness and justice, as well as meaningful and valued work (Saks, 2006, p.603). Schaufeli and Bakker (2004, p.295) therefore define engagement as a positive and fulfilling work-related state of mind, that is characterised by vigour, dedication and absorption. This definition is included earlier in this chapter, with specific reference to defining engagement. Herewith below, are the descriptions of the characteristics of engagement (Schaufeli and Bakker, 2004, p.295)

- **Vigour** is characterised by high levels of energy and mental resilience while working. This includes the willingness to invest effort in one's work, as well as persistence in the face of difficulty.
- **Dedication** is characterised by a sense of significance, enthusiasm, inspiration, pride and challenge.
- **Absorption** is characterised by being fully concentrated and happily engrossed in one's work, whereby time passes quickly and one has difficulties with detaching oneself from work. The term 'flow' is used to describe a person who is fully absorbed in their function, as

it describes a state of optimal experience, triggered by focused attention, a clear mind, effortless concentration, complete control, loss of self-consciousness, distortion of time, and intrinsic enjoyment.

Job demands and job resources are two sets of variables that exist in any role. Schaufeli and Bakker (2004, p.295) further extend the burnout and engagement theories, by postulating that job demands and job resources, can either positively or negatively influence burnout and engagement.

3.4.2.1 Job demands and job resources

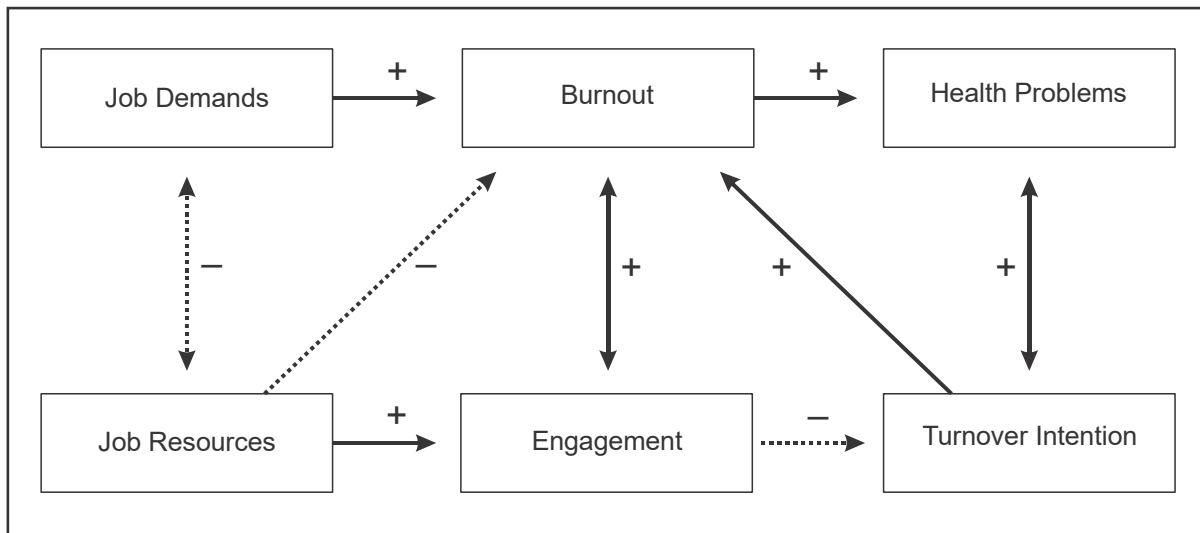
The Job Demand-Resources (JD-R) model, referred as Figure 3.1, has been utilised to explain how job resources affect levels of engagement (Schaufeli and Bakker, 2004, p.296). The model illustrates that job demands are associated with exhaustion, whereas lacking job resources are associated with disengagement (Schaufeli and Bakker, 2004, p.296). The descriptors relating to job demands and job resources are outlined below.

- **Job demands** refer to the degree to which the environment contains stimuli that require attention and response. The demands are the activities that have to be completed. Schaufeli and Bakker (2004, p.296) specify job demands as the physical, psychological, social, or organisational aspects of the job that require sustained physical or psychological effort. This physical and psychological effort translates into cognitive or emotional effort, respectively. Job demands may not have a negative connotation, however, there is a probability that the demands may transcend into stressors, which may lead to depression, anxiety, or burnout.
- **Job resources** refer to the physical, psychological, social, or organisational aspects of the job that may:
 - a) reduce job demands,
 - b) be functional in achieving work goals, and
 - c) stimulate personal growth, learning and development.

Job resources are therefore required to manage job demands and weigh a level of importance in their own right (Schaufeli and Bakker, 2004, p.296). Job resources have the potential to play an intrinsic and extrinsic motivational role, which support individuals in achieving organisational goals. In addition, resources that are available and accessible are associated with positive organisational outcomes through engagement (Nienaber and Martins, 2016, p.15).

In a theoretical context, the JD-R model assumes two streams, an energetic process of over-exertion, in which high job demands drain the energy back-up, and a motivational process in which reduced resources coupled with high job demands result in a mental withdraw or disengagement (Schaufeli and Bakker, 2004, p.296). Various research studies on engagement have incorporated the JD-R model as a framework to understand how engagement can be fostered within the organisation (Nienaber and Martins, 2016, p.14). An extension of the JD-R model includes engagement as a separate entity to burnout, with additional indicators of health impairment and organisational commitment, as potential consequences of burnout and engagement. An example of organisational commitment is a low turnover intention (Schaufeli and Bakker, 2004, p.296). In Figure 3.1 below, the JD-R model depicts positive factors of engagement, resulting in a reduced likelihood of turnover intention, health challenges and burnout.

Figure 3.1 The JD-R Research model



Source: Adapted from Schaufeli and Bakker, 2004, p.297.

Research studies have indicated that the dimensions of vigour and dedication are found to be at the core of employee engagement (Nienaber and Martins, 2016, p.13). An example of this, is a research study conducted at a platinum mine in the North-West Province in South Africa, by Rothmann and Joubert, cited in Nienaber and Martins (2016, p.13). The research sample consisted of managers at the platinum mine, and focused on job demands, job resources, burnout, and work engagement. It was found that burnout consists of exhaustion, and cynicism was negatively related to engagement, with engagement consisting of vigour and dedication.

The lower levels of burnout were related to higher levels of engagement, which confirmed the findings of Schaufeli and Bakker's burnout and engagement theory (Nienaber and Martins, 2016, p.14).

Saks (2006, p.603) argues that Kahn's psychological conditions and Schaufeli and Bakker's burnout and engagement theories indicate the psychological conditions that are necessary for engagement, however, these theories do not tap into the reasoning behind the varying levels of engagement experienced among people. A theory that hones into the theoretical rationale behind the expression of varying levels of employee engagement is the Social Exchange Theory (Saks, 2006, p.603).

3.4.3 Social exchange theory

This is the third theory that is being referred to in this section of the chapter. Social exchange theory describes a series of interactions that intern generate obligations, and these obligations translate to a state of engagement (Cropanzano and Mitchell, 2005, p.874). The interactions within the social exchange theory are interdependent and reliant on the actions of another person. These interdependent transactions have the potential to generate high quality relationships, under particular circumstances (Cropanzano and Mitchell, 2005, pp.874-875). One of the fundamental views of this theory is that over time, relationships will evolve into trusting, loyal, and mutual commitments, for as long as the parties concerned abide by a set of rules (Saks, 2006, p.603). Cropanzano and Mitchell (2005, p.875) outline reciprocity rules and negotiated rules as stated below, which contribute towards social exchange theory.

- **Reciprocity rules or repayment in kind**, is the most common exchange rule. Three different types of reciprocity exist, namely reciprocity as a transactional pattern of interdependent exchanges, reciprocity as a folk belief, and reciprocity as a moral norm. Reciprocity as an interdependent exchange described as the receipt of a benefit, of which the receiving party responds in kind (Saks, 2006, p.603). An organisational example of this is that an employee is remunerated for a service, thus acting as a benefit, and the expected response would be to repay the organisation by fulfilling a prescribed function in an engaging manner (Saks, 2006, p.603).

Reciprocity as a folk belief refers to a cultural norm and expectation, in that people experience an outcome based on what they deserve (Cropanzano and Mitchell, 2005, p.877). An example in the workplace would be if an employee displays an unhelpful

attitude towards team members, this may be the response received if the said employee is to seek support in the future.

Reciprocity as a norm and individual orientation refers to a cultural standard that describes how one is ought to behave, to benefit from a relationship of exchange. Social psychologists have advanced the notion that individuals differ in the degree to which they endorse reciprocity. People who are high in exchange orientation, tend to track and commit to the reciprocal obligation. On the other hand, those who are low in exchange orientation, are less likely to return a good deed (Cropanzano and Mitchell, 2005, p.877).

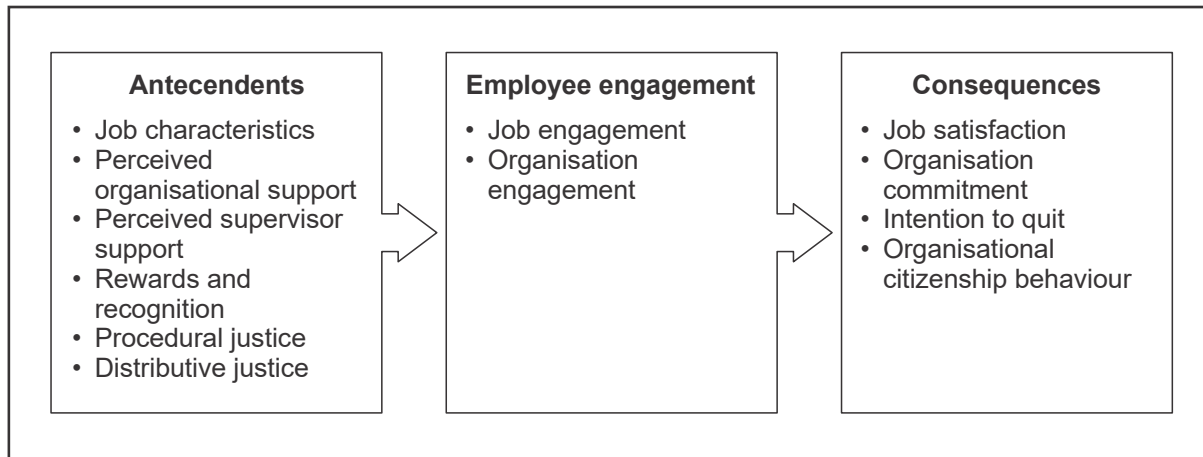
It is therefore assumed that the varying degrees of exchange orientation that exist among people, may impact on varying levels of engagement among people.

- **Negotiated rules** are the agreements that have been negotiated and determined between parties, which are more explicit and intentional in nature than reciprocal agreements (Cropanzano and Mitchell, 2005, p.878). These negotiated could potentially taking the form of legal or contractual sanctions. In an organisation, an example of this could be an employment contract and associated benefits.

Cropanzano and Mitchell (2005, p.880) elaborate on social exchange theory further, by incorporating exchange resources. There are six exchange resources that are highlighted, which are love, status, information, money, goods, and services (Cropanzano and Mitchell (2005, p.880). These social exchange resources infer that economic and socio-emotional outcomes are likely to influence engagement in the workplace. Employees will therefore engage themselves to varying degrees, in response to the resources received from the organisation, as well as their individual exchange orientation (Saks, 2006, p.603).

Upon considering the theories pertaining to Kahn's psychological conditions, Schaufeli and Bakker's burnout and engagement, and social exchange theory, there is an acknowledgement that engagement is influenced by cognitive, emotional and physical resources, which an individual is prepared to devote to their role in the workplace, in exchange for economic and socio-emotional resources received from the organisation (Saks, 2006, p.603). There is therefore an integrated approach to understanding engagement. Figure 3.2 below, provides an integrated view on engagement and the outcome thereof, based on the theories discussed in this chapter.

Figure 3.2 A model of the Antecedents and Consequences of Employee Engagement



Source: Adapted from Saks, 2006, p.604.

As outlined in Figure 3.2, there are preceding factors that are expected to trigger engagement, referred to as the antecedents, which will enforce a particular outcome. These antecedents will trigger engagement, resulting in an outcome, which is referred to in the figure as a consequence. The drivers and outcomes of engagement will now be discussed.

3.5 The drivers and outcomes of engagement

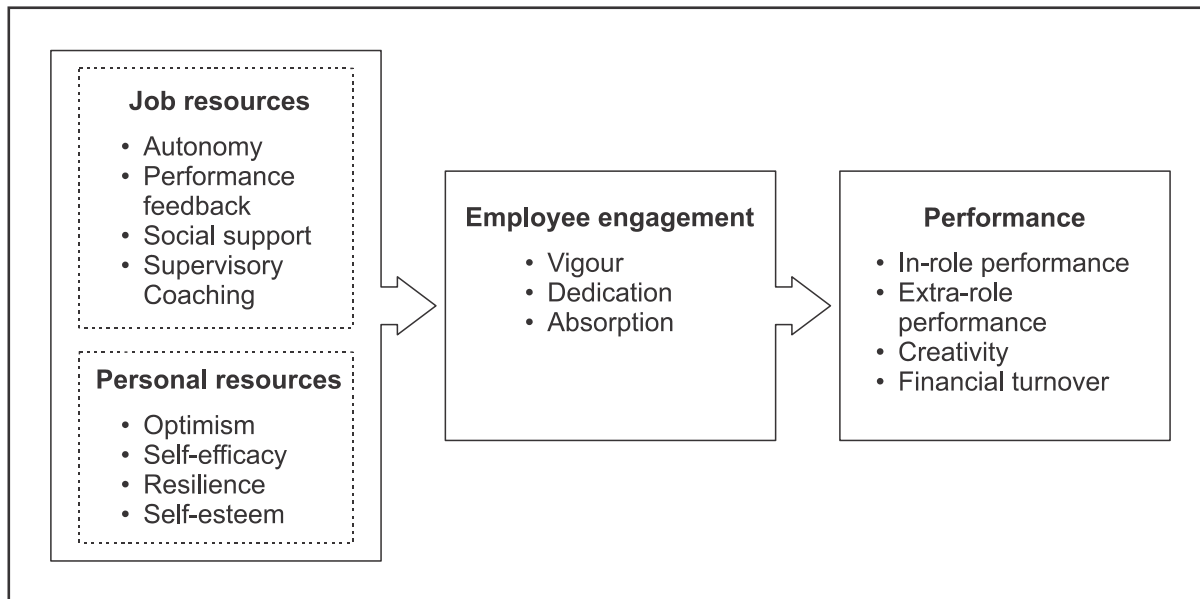
Schaufeli (2013, p.21) argued that engagement is a unique construct and that there are three approaches that exist, which aid in the examination of engagement. These approaches are noted below.

- **Engagement at an individual level** is related to individual outcomes that are relevant to organisations, such as job performance and absenteeism.
- **Engagement at a team level** could be associated with team performance and absenteeism.
- **Engagement at a business unit and organisational level** could be linked to business level outcomes, such as profitability and productivity.

In Figure 3.3 below, resources that are related to engagement are depicted along-side indicators of performance. These performance outcomes are integrated within employee, team and organisational engagement. The attitudes and behaviours within the performance column should be viewed as the potential outcomes of engagement (Schaufeli, 2013, p.22). Engagement therefore mediates the relationship between job resources and the performance

outcomes. There are studies that have shown that high levels of engagement, may over a period of time, lead to greater organisational commitment, personal initiative, innovative behaviour at team level, better role performance, and reduced absenteeism (Markos and Sridevi, 2010, p.91; Schaufeli, 2013, p.22). There is therefore an empirical argument that employee engagement can significantly boost individual and organisational performance outcomes (Ahmed, Khalid, Ahmed and Shah, 2017, p.1200).

Figure 3.3 The experience of Employee Engagement and its Outcomes



Source: Adapted from Schaufeli, 2013, p.35; Nienaber and Martins, 2016, p.18.

This argument leads to reviewing an alignment between organisational effectiveness, performance and engagement.

3.6 Organisational effectiveness, performance and engagement

Organisational effectiveness can be defined as the organisational performance that includes external business indicators, such as shareholders, managers or customers, and internal performance outcomes that would usually be associated with efficient and effective operations (Francis, Holbeche and Reddington, 2012, p.2). If these outcomes are to be achieved, then there should be a genuine common cause, benefit and risk shared by the organisation and employee (Francis, Holbeche and Reddington, 2012, p.2). In the beginning of this chapter, with specific reference to the emergence of engagement, Table 3.1 alludes to the shift in work

environments, from a traditional to a modern approach. Similarly, organisational effectiveness has shifted, in the context of managing change. Since the 1990s, with the positive psychology movement, the organisational focus has transitioned from altering employee values to outputs and behaviours. The short-term view is that the employee behaviour can alter quite swiftly with structural changes that are more task driven. The long-term view is that behaviour change will then become rooted in social norms and shared values, with the ultimate goal of improved performance (Francis, Holbeche and Reddington, 2012, p.4).

Teimouri, Chegini, Jenab, Khoury and LaFevor (2016, p.41) argue that organisational effectiveness can be realised if internal marketing of employee engagement is the main strategy of the organisation, with the understanding that organisational effectiveness focuses on the capacity to access resources and the absorption of these resources to drive organisational objectives. Ahmed and Rafiq (2002) in Teimouri et al., (2016, p.40) define internal marketing as a planned effort, using an approach like marketing to motivate employees to integrate and implement organisational strategies, thus enabling the involvement of employees in organisational missions that aim to address strategic objectives and support employees in understanding the value of these organisational goals.

It has been established that engagement can vary among different people, and that individual differences should be considered. In the case of organisational effectiveness, performance and engagement, it is assumed that different motivating factors will attract different people, owing to the notion that different people have different goals in life (Amos, et al., 2016, p.213). Motivation theories can be separated into two streams, namely needs theories and process theories. One of the critical leadership roles is to effectively utilise human capital resources, and thus achieve the strategic objectives with and through people. It is therefore an important task on behalf of the leader, to shape employee motivation and to guide and sustain behaviour in the direction of organisational goal attainment (Amos et al., 2016, p.213-214). These theories of motivation will be explored in chapter four, with a deeper dive into leadership and employee engagement.

It has become evident that human capital resources and effective use of human capital is paramount to support employee engagement, as the mediator between the antecedents of engagement, and the desired outcomes of individual, team and organisational performance.

3.7 Engagement in the South African Context

The South African Board for People Practices (SABPP) deems employee engagement as an imperative indicator of the health of the leadership climate and the success of internal organisational practices and processes, including that of the Human Resources function, in relation to the perception of the psychological contract between each employee and the organisation (SABPP, 2014). Nienaber and Martins (2016, p.66) refer to three engagement surveys that were conducted in the South African context, using a sample of predominantly qualified leadership, meaning leaders with a post matriculation qualification. The sectors that were included in the research study were mining, quarrying, water, electricity, construction, transport, storage and communication. The results indicated that leadership were highly engaged, which bode the assumption that this behaviour could be modelled to lower levels of employees within the organisation. There was a concern that among the lower levels of employees, the engagement scores were fairly low. The levels of engagement identified in the surveyed environments, indicated that potential industrial action could emerge, posing an impact on individual and team performance to achieve business outcomes. The results of the engagement surveys also indicated the need for leadership to involve all levels of employees more in the implementation of the strategy in organisations (Nienaber and Martins, 2016, pp.66-67).

Upon interpreting the results from the study exemplified above, the theories of engagement become prevalent when applied to this scenario. In section 3.5, the drivers and outcomes of engagement are discussed. Schaufeli (2013, p.21) argued that there are three approaches to engagement, namely engagement at the individual level, engagement at the team level, and engagement at the organisational level. In addition, Figure 3.3 illustrates the inputs and outputs of engagement. If these levels of engagement are interpreted as a framework against the research study conducted above, along-side the inputs and outputs of engagement, considering differing engagement results between leaders and employees, the following is assumed:

1. Engagement at the individual level; leaders have access to the strategy and their performance is measured against the implementation thereof. The employees on the other hand may not have the same access to resources and performance feedback, therefore become uncertain of their purpose in terms of implementing the strategy. This could also contribute to the feedback that leaderships involvement of employees in strategy implementation should be enhanced.

2. Engagement at the team level; among the leadership, team performance may be considered, along-side the required job and personal resources to drive vigour, dedication and absorption, ultimately instilling the drive to achieve the organisational goals. The employee engagement is at a low, to the point that industrial action is deemed a possible outcome. This once more poses a thought of whether access to job and personal resources are being met at the team level, in which a potential collective experience is assumed.
3. Engagement at an organisational level; this level of engagement poses a direct impact to profitability, similarly to a potential outcome of engagement being financial turnover. With the threat of industrial action, this may directly impact profitability and financial turnover over a period of time.

As an aspect of engagement, it is an important task of leadership to provide feedback on the performance of followers, especially if this feedback provides an input related to self-efficacy, improve job satisfaction, and recognise areas of development (Alrowwad, Abualoush, Masa'deh, 2020, p.203). This form of feedback also has the potential to enhance job performance, autonomy, self-awareness, commitment, self-esteem, learning, growth and human capital (Alrowwad, Abualoush, Masa'deh, 2020, p.203). These are all topics that are defined as antecedents to engagement.

With specific focus on leadership, a transformational leadership culture enables activities in which leaders and followers go beyond their self-interests or expected rewards, for the good of the team and the good of the organisation (Bass and Avolio, 1993, pp.116-118). In any organisation, or industry, leaders play a prominent role owing to their task of establishing a clear vision whilst encouraging employees to realise and implement this set vision (Alrowwad, Abualoush and Masa'deh, 2020, p.198). It can therefore be deduced that leadership has a role to play in influencing employee engagement, through effective resource management, to ultimately achieve organisational goals.

3.8 Conclusion

This chapter has provided an overview of the emergence of engagement, as well as the theories of engagement that shape engagement in the workplace. The emergence of engagement in the workplace stemmed from a shift in workplace culture, from a traditional approach to a modern approach. This transition focuses attention on the importance of human

capital resources, and the emphasis involving employees in the workplace, in parallel to the exploration of positive psychology. Upon reflecting on the definitions of engagement, then engagement is a combination of cognitive and attitudinal states, with the ability to influence individual and group performance. Whilst considering the theories pertaining to Kahn's psychological conditions, Schaufeli and Bakker's burnout and engagement, and social exchange theory, there is an acknowledgement that engagement is influenced by cognitive, emotional and physical resources, which an individual is prepared to devote to their role in the workplace, in exchange for economic and socio-emotional resources received from the organisation.

Further, engagement is integrated and present at an individual, team and organisational level. A key influencer of engagement is access to adequate and sufficient job and personal resources. In chapter two, it is deduced that the provision of effective resources is tasked towards leadership. If leadership have a key role to play in allocating and steering human resources, and the allocation of resources for job effectiveness, then leadership are positioned as a critical influencer in the experience of the employee, resulting in a state of positive engagement, or negative engagement, with a risk of burnout. The succeeding chapter will explore the integration of leadership and engagement.

Chapter 4

Leadership and Employee Engagement

4.1 Introduction

In chapter two, an overview of the theoretical context of leadership was reviewed. In concluding chapter two, the inter-dependent relationship between transactional and transformational leadership styles was found, owing to the need for transactional leadership to exist for transformational leadership to be enacted. Additionally, it was suggested that a transformational leadership style most positively contributed to the presence of performance and engagement in the workplace. To reiterate, transformational leadership is characterised by five leadership factors. These are idealised influence (attribution), idealised influence (behaviour), inspirational motivation, intellectual stimulation, and individual consideration. These factors tend to focus on the emotional touchpoints of an individual, by forming relationship connections that extend beyond the physical nature of the contractual output required by an individual. In the context of the organisation participating in the research, the leadership principles were introduced further, and positioned as the cornerstone of people-centricity within the organisation.

In chapter three, the role of leadership in paving the way for employee engagement comes to the fore. Engagement is considered as a combination of cognitive and attitudinal states that influence individual and group performance. It has been established that a key role of leadership is to effectively utilise human capital resources, to achieve organisational goals. The achievement of these organisational goals will be determined by the level of engagement among human capital resources.

In this chapter, the relationship between leadership and employee engagement will be explored further, along-side a deeper review of the leadership programme implemented in the organisation of the OEM, which intends to bridge leadership and employee engagement. This leadership programme is the root of forming the leadership principles, as discussed thus far in chapters one and two.

4.2 The theoretical context of leadership and engagement

As discussed in chapter two, the focus of transactional leadership is to ensure that expectations within the leader-follower relationship are met. A transformational leader, however, will develop this expectation further by motivating their followers to perform beyond their initial expectations

(Breevaart, et al., 2013, p.138). Therefore, transactional leaders can be effective, however, leaders who frequently operate from a transformational leadership style tend to be more effective. Thus, transactional leadership is required to effect transformational leadership. In a study conducted by Alrowwad, Abualoush and Masa'deh (2020, p.216), the research examined 350 banking employees in Jordan, in an attempt to assess the relationship between leadership, intellectual capital, innovation and organisational performance. This research found that both transactional and transformational leadership support innovation within organisations by setting strategic objectives and enabling intellectual capital (Alrowwad, Abualoush and Masa'deh, 2020, p.216). A study conducted by Gautam and Enslin (2019, p.136) researched 456 sales executives within the dealerships of a leading automotive retailer in South Africa, to ascertain the dominant leadership style within the automotive dealer group, as well as ascertain the dominant level of engagement in relation to the dominant leadership style, being either transactional or transformational in nature. This study found that the dominant leadership style in the automotive dealer group was transformational, and further, a positive correlation was indicated between work engagement and transformational leadership (Gautam and Enslin, 2019, p.139). Owing to the changes within the global economy, a modern approach that tends to cultivate value creation supercedes a traditional method of monitoring operations (Alrowwad, Abualoush and Masa'deh, 2020, p.196).

In chapter two, Figure 2.4 provides a framework of the factors that underpin transactional and transformational leadership. Transactional and transformational leadership styles differ in their effectiveness in leading a team of people. Transactional leadership consists of driving factors that could lead to a committed, loyal and satisfied follower group. Of the transactional leadership factors, the most effective to support committed followers is contingent reward, of which the application of contingent reward is either transactional, or transformational in nature (Breevaart et al. 2013, p.139). An instance in which this application would be transactional is in the case of a physical reward, such as a performance or cash bonus as an example. The transformational application would be recognition in the form of praise, which is not tangible, however deemed a psychological and emotional touchpoint. This analogy draws a correlation to the theoretical components of engagement, discussed in chapter three. In the context of engagement, there is a view that motivation is an integral pillar towards enabling an engaged workforce (Saks, 2006, p.601; Guest, 2014, p.142; Nienaber and Martins, 2016, p.15). Motivation plays a key role in driving employees towards achieving their goals, the goals of the organisation, and to a degree, the goals of the nation (Badubi, 2017, p.44).

Locke (1976, cited in Badubi, 2017, p.45), defines motivation as a pleasurable or positive emotional state, that results from the appraisal of one's workplace experiences. This definition draws upon two aspects. The first aspect is reference to the emotional attachment that an employee would have to their job. The second aspect refers to the deliberate review of an employee's work by the employer. In this way, the practical nature of contingent reward, as discussed earlier, comes alive in the transactional and transformational application. In every employee, motivation is facilitated by extrinsic factors, intrinsic factors, or a combination of both. Extrinsic factors are external to the employee, such as reward and a bonus. Intrinsic factors, which are factors internal to the employee, include the desire to perform better and the receipt of praise and recognition (Badubi, 2017, p.45). The prominent risks that emerge among a demotivated workforce include absenteeism, poor work performance, increased employee turnover and reputational damage, which may incur negative financial implications (Badubi, 2017, p.49). These risks highlighted above also ring true as illustrated in Figures 3.1 and 3.2.

Transformational leadership is categorised by the four I's. The outcome achieved when enacting these transformational factors will most likely be a workforce that is aligned to the leader and respectful of the leader, enthusiastic about the vision, receives mentorship opportunities with the leader, displays creativity and innovation, as well as being lead individually with a consideration of a situational leadership approach (Breevart et al. 2013, p.140). In chapter one, mention was made of the evolving automotive industry and the need for innovative resources and methods to keep abreast with trends, to ensure profitability. In this context, a relationship between transformational leadership and the future of the automotive industry exists, owing to the need to facilitate innovative thinking, approaches and methods.

Ultimately, leadership play a pivotal role in providing a competitive advantage for organisations, of which consequentially, organisations invest in leadership development with the associated belief that these development initiatives will support leadership in their quest to increase productivity in employees (Decuypere and Schaufeli, 2020, p.70).

4.3 Leadership and employee outcomes

Employee engagement is a critical driver of organisational success, with engagement being dependent on three dimensions pertaining to vigour, dedication and absorption (Decuypere and Schaufeli, 2020, p.70). These three dimensions are based on a behavioural-energetic component, an emotional component and a cognitive component. In connecting the dimensions

with the components, then vigour is associated with a behavioural-energetic component, dedication is associated with an emotional component, and finally absorption is associated with a cognitive component. It is said therefore that leaders influence employee engagement through inspiring, connecting and strengthening employees (Decuyper and Schaufeli, 2020, p.70). The art of inspiration, connection and strength denotes a presence of transformational leadership, premised on inspirational motivation, intellectual stimulation and individual consideration. This form of leadership would be deemed as positive leadership, as it is assumed that these behaviours associated with transformational leadership, would positively influence employee outcomes (Decuyper and Schaufeli, 2020, p.73).

In the context of positive leadership meaning a positive influence on employee outcomes, it becomes closely aligned to the model of positive orientation, which highlights that organisations should be positive in five key elements of its configuration (Decuyper and Schaufeli, 2020, pp.73-74). These five elements are:

1. Leadership
2. Culture
3. Strategy
4. Structure
5. Human Resources

Of these elements, topics such as Strategy, Structure, reSources and Style, are indicative of the Eight S Model, described in chapter one. In the Eight S Model, it is argued that the configuration of eight elements will lead to performance. Similarly in the five elements noted above, there are synergies with the Eight S Model, assuming these positive elements will guide organisations towards performance. Positive leadership styles have been related to indicators of employee wellbeing and employee engagement. Transformational leadership as a positive leadership style acts as an antecedent to directly enhance engagement (Decuyper and Schaufeli, 2020, p.77).

4.4 Theoretical pathways of engagement

There is an outcome between a leadership style and engagement, and the response stemming from a leadership style creating an outcome related to engagement, is identified as a pathway.

Decuyper and Schaufeli (2020, p.78) have identified pathways towards engagement, based on specific theoretical models to support these pathways. The pathways are:

1. **Material pathway** premised on the Job Demands-Job Resources Theory (JD-R)
2. **Motivational pathway** premised on Self-Determination Theory (SDT)
3. **Behavioural pathway** premised on Social Learning Theory (SLT)
4. **Cognitive pathway** premised on Social Exchange Theory (SET)

4.4.1 The material pathway

The material pathway is substantiated by the JD-R model. In Chapter three, Figure 3.1 introduces and illustrates the JD-R model. This model describes the need to develop a balance between job resources and job demands, and when these are combined, there is an outcome of engagement. In this context, a positive balance in job resources may result in increased employee engagement (Decuyper and Schaufeli, 2020, pp.78). Job resources according to the JD-R model are classified as organisation-level, team-level and individual-level. The organisation-level considers organisational practices and culture, the team-level considers leadership styles and interpersonal relationships at work, and finally the individual-level considers personal resources and job characteristics (Kwon and Kim, 2020, p.4). Leadership styles is therefore embedded within the description of job resources. When reviewing the overarching intention of this model, it indicates that a positive balance in job resources poses a potentially positive outcome of engagement. In this case, leadership style plays a role in influencing engagement. In addition, and as described in chapter two, the role of the leader is to allocate job demands and resources, in a manner that ensures motivation, health and productivity. Through this task, leaders alter job resources and job demands, which gives rise to having the opportunity to optimise working conditions to support employee engagement (Decuyper and Schaufeli, 2020, pp.79).

Janse van Rensburg, Boonzaier and Boonzaier (2013, p.1) conducted a research study among a sample of call centre representatives in South Africa, with the intention of gauging the level of engagement among these representatives, and to investigate the relationships between coherence, leadership effectiveness, team effectiveness and engagement, thus testing the JD-R model of work engagement. The motivation that triggered this study among the researchers stemmed from the desire to present an application of the JD-R model of work engagement in a call centre environment to diagnose current ills and propose remedies. The conclusion of this

research was that a high level of work engagement was found in the call centres. In addition, personal resources including sense of coherence, as well as job resources such as team effectiveness related significantly to work engagement. In this study, a non-significant relationship existed between leadership effectiveness and engagement, owing to the diminished perception of the function and task of call centre management. The assumption is that call centre managers could most likely be viewed as administrators who do not serve the needs of the call centre resources (Janse van Rensburg, Boonzaier and Boonzaier, 2013, p.11). The outcome of this study affirms the presence of leadership as a resource, however, the lack of effecting this leadership presence in terms of required roles and responsibilities, is indicative in the team seeking motivation among one another to lead to engagement, rather than a heavy reliance on the leader as a resource towards engagement. Thus, a significant relationship is determined between team effectiveness, coherence and engagement.

4.4.2 The motivational pathway

The motivational pathway is premised on Self-Determination Theory (SDT). SDT is based on the importance of psychological need satisfaction and outlines three psychological needs that influence employee engagement. These needs are autonomy, relatedness, and competence (Decuyper and Schaufeli, 2020, pp.78). These needs facilitate autonomous and intrinsic motivation at work (Decuyper and Schaufeli, 2020, pp.78). Intrinsic motivation is an aspect of transformational leadership, of which transformational leadership can better achieve desirable organisational outcomes, as it is a leadership style that effectively facilitates motivation among people to apply their abilities and resources to a particular goal (Kanat-Maymon, Elimelech, Roth, 2020, p.555).

The first need in relation to SDT is autonomy, and autonomy is further categorised into three forms, namely, autonomous motivation, controlled motivation and amotivation. Autonomous motivation occurs when people engage in an activity owing to an interest that it sparks and enjoyment that it brings forth. In addition, people acknowledge the purpose and value of the task, resulting in autonomous motivation (Kanat-Maymon, Elimelech, Roth, 2020, p.557). Controlled motivation entails engagement with a sense of pressure and control. This occurs when motivation is no longer intrinsically driven, but rather influenced by extrinsic factors (Kanat-Maymon, Elimelech, Roth, 2020, p.557). These extrinsic factors could take place when in pursuit of a reward, or whilst avoiding a punishment. Controlled motivation lacks a form of identification and ownership, owing to its existence due to a force being exerted on people

(Kanat-Maymon, Elimelech, Roth, 2020, p.557). Amotivation is the final form and is neither autonomous nor controlled in nature. Amotivation occurs in the absence of a relationship between effort and outcome, and therefore amotivated people have no motivation or intention to act, therefore reducing the presence of engagement (Kanat-Maymon, Elimelech, Roth, 2020, p.557). Of these forms of motivation, autonomous motivation is the most effective form to support engagement, owing to its ability to increase effort, goal acceptance, organisational commitment and psychological wellbeing. This in turn reduces overall turnover (Kanat-Maymon, Elimelech, Roth, 2020, p.557).

In Chapter three, Figure 3.2 illustrates antecedents of engagement as job characteristics and perceived supervisor support, which are two of the requirements leading to job and organisational engagement, which further leads to the retention of people. In chapter two, a contrast between leadership and management is created, in which leadership provides direction and creates an environment of empowerment, meaning the opportunity to work in an independent environment. Secondly, in chapter two, one of the factors aligned to transformational leadership is inspirational motivation and individual consideration. When linked to motivation, it becomes evident that taking on the role of leadership in a transformational manner is closely related to autonomous motivation. It is most likely that autonomous motivation employs the characteristics of transformational leadership (Kanat-Maymon, Elimelech and Roth, 2020, p.557).

In addition to autonomy, the remaining needs are relatedness and competence. Relatedness has an emotional connotation, which occurs when a feeling of being connected to others is present. These feelings could be deduced to emotions such as feeling loved and feeling cared for (Decuyper and Schaufeli, 2020, pp.80). Competence is described as finding success through the ability to tackle challenging tasks and accomplishing a desirable outcome (Decuyper and Schaufeli, 2020, pp.80).

Kanat-Maymon, Elimelech and Roth (2020) conducted a study among employees from 3 large Israeli based automobile dealership enterprises, with the intention of investigating the link between leadership behaviour and employee motivation. To support this research, the two instruments that were adopted were the SDT and full range leadership theory (Kanat-Maymon, Elimelech and Roth, 2020, p.555). With motivation perceived as a pathway to engagement, the research associated the following form of motivation autonomy with a relevant leadership style, as follows:

1. Transformational leadership mediated the link to autonomous motivation
2. Transactional leadership mediated the link to controlled motivation
3. Passive-avoidant leadership mediated the link to amotivation

The study found that there was a link between the leadership behaviour displayed by the supervisor and the level of motivation within the organisation. Therefore, transformational leadership was mostly linked with the employee's expression of autonomous motivation, transactional leadership with controlled motivation, and passive-avoidant leadership with amotivation (Kanat-Maymon, Elimelech and Roth, 2020, p.560). This study is indicative that leadership behaviour influences motivation, which in turn influences engagement.

4.4.3 The behavioural pathway

The behavioural pathway is supported by social learning theory (SLT). SLT proposes that leadership would influence through behaviour modelling. Owing to this notion, leader behaviour may therefore play a role in employee engagement (Decuyper and Schaufeli, 2020, pp.78). In chapter two, section 2.3, power and influence are discussed, at which point it is postulated that influence is at the cornerstone of effective leadership. Similarly, transformational leadership speaks to idealised influence and inspirational motivation, in which a leader would demonstrate behaviours that inspire others, and with this form of inspiration, comes influence through behaviour.

Rotter (1916) and Bandura (1925) developed two central learning theories, of which Rotter undertakes a theory that is premised on an internal and external locus of control (Bahn, 2000, p. 110), and Bandura focuses on psychological barriers of collective powerlessness holding a more debilitating state than an external impediment (Bahn, 2000, p.110). To further describe the theory developed by Rotter, people with an internal locus of control feel a sense of responsibility for what may happen to them and take ownership of their actions, whilst people with an external locus of control place responsibility on external forces as playing a critical role in the consequences of their actions (Bahn, 2000, p.110). Bandura's SLT adopts a cognitive behavioural approach to address the interaction between thought and action, inferring that most human behaviour is learned observationally through modelling behaviour (Bahn, 2000, p.111). The observation of other people's behaviour allows for a safe and efficient method to follow actions, rather than relying on a trial-and-error methodology. The cognitive aspect of this theory is the application of combining alternate observed behaviours, of which the pattern of these

different behaviours may lead to performance (Bahn, 2000, p.111). Leadership plays a crucial role in intentionally demonstrating the desired behaviours of people in their followership. In this way, the demonstration of appropriate conduct through personal actions and interpersonal relationships, will be promoted among followers through communication, reinforcement and decision-making (Bai, Lin and Liu, 2019, p.1870). To become a role model figure, people need to identify with a leader as a person that is a source of inspiration and someone that can be looked up to as a model of behaviour (Bai, Lin and Liu, 2019, p.1875). This also infers that for leadership to facilitate engagement through their behaviour, they too would need to feel and exert a level of engagement within themselves.

4.4.4 The cognitive pathway

The cognitive pathway is premised on the Social Exchange Theory (SET). SET is introduced in chapter three, as a theory towards engagement. SET is described as an exchange relationship between the leader and employee, in which an inter-dependent reliance is formed (Decuyper and Schaufeli, 2020, pp.78). Similarly, in chapter two, the leader-member exchange (LMX) theory is introduced within the relational school of thought pertaining to the evolution of leadership theories. So too, the effectiveness of the leader-member exchange is premised on the aspects of a functioning relationship between the leader and employee, of which these aspects include trust and task orientation. In aligning SET and LMX theories, it is indicative that a reciprocal approach between the leader and employee exists, notwithstanding the importance of the nature of this relationship, to pose a positive outcome for both the leader and the employee. The SET has been used widely to understand and explain employee behaviour, by providing a series of interdependent interactions in which an individual feels compelled to reciprocate in a positive manner, owing to the obligation created by another's positive actions directed towards the individual itself (Sungu, Weng and Kitule, 2019, p.1412). Therefore, if the leader engages from a positive perspective towards the employee, the employee receives this and responds in a positive manner, creating a positive reciprocal exchange. Leadership is at the centre of LMX and SET, and therefore plays a pivotal role in describing how these relationships are experienced, with the intention of leading towards engagement.

The norm of reciprocity therefore would likely result in employer-employee satisfaction when the employee has the required capabilities to affect the reciprocation, in a manner that meets autonomy, rather than obligation as a form of controlled autonomy (Sungu, Weng and Kitule, 2019, p.1412). In a workplace team context, the leader may initiate a social exchange with the

employee by extending enabling support, also as an antecedent towards engagement, with the expectation that the employee will achieve a positive outcome, such as job performance. As a norm of reciprocity, the employee will reciprocate the leader with an outcome of performance (Sungu, Weng and Kitule, 2019, pp.1412-1413).

The factors related to transformational leadership are present in the pathways towards engagement. This infers that leadership plays a crucial role in influencing engagement. In the previous chapters, it has been established that the automotive industry's landscape is competitive, and a strengthened presence of leadership is required to navigate teams to a space of shared goals, attitudes and values (Guatam and Enslin, 2019, p.133). Employee engagement has emerged in business as a pertinent topic to focus on, in order to remain competitive (Moletsane, Tefera and Migiro, 2019, p.114).

4.5 Shaping leadership and culture at the OEM

Through assessing the competitive landscape within the OEM globally, the need to evolve became eminent and a process was launched to co-create a redefined organisational culture, taking into account a holistic perspective of leadership and teams. The process commenced with a gathering of 144 diverse colleagues, who represented the various global entities around the world, with differing cultures and occupational levels within the organisation. Thereafter, representatives from this team formed a smaller team of 16 colleagues, referred to as the Global 16 (G16) who worked closely with the Board of Management to finalise the principles. With the support of crowd intelligence and entering into a collaborative relationship with the Board of Management at the time, the team deliberated the behaviours that would be required by leadership to drive the implementation of the strategic intent of the organisation, which is to provide mobility solutions now and for the future (Mingle, 2020).

In chapter one, reference is made to Higgins (2005) Eight S's of successful strategy execution, acknowledging that the importance of execution outweighs the importance of strategy formulation. With specific reference to the leadership journey within the particular OEM, three of the most significant S's would be Strategy and Purpose, Style, and Shared Values. This leadership journey was underpinned by a framework of leadership behaviours. These behaviours are referred to as the eight Leadership Principles with descriptors of behaviour related to each principle, across all occupational levels within the organisation. This therefore positioned the principles as a basis of the organisational culture, with the intention of

simultaneously engaging leadership and teams towards the new strategic intent and purpose. The leadership principles are Purpose, Agility, Co-creation, Customer Orientation, Driven to Win, Empowerment, Learning, and Pioneering Spirit (Leadership Programme, 2018). Table 4.4 below describes the Principles comprehensively, stipulated by a why statement, to support the context on the purpose of the respective Principle, as well as a how statement, to indicate the behaviour associated with the respective Principle.

Table 4.1 A Description of the Leadership Principles

Principle	Why-Statement	How-Behavioural Anchor
Purpose	Achieving results with a clear understanding of why we are doing things – acts with integrity, instils passion and inspires others to deliver great performance.	<ul style="list-style-type: none"> • Appreciates others and creates a sense of belonging for all team members. • Provides context to team members, assumes responsibility and creates a culture of mutual respect. • Encourages people to consider creative solutions while keeping the big picture in mind and acts as a role model.
Agility	In a highly complex and volatile world, success will depend on our ability to change and adapt quickly to new challenges.	<ul style="list-style-type: none"> • Encourages a culture of adaptability within and beyond the team. • Analyses opportunities and implements creative as well as effective solutions. • Takes action and drives necessary change.
Co-Creation	Embracing the diverse wisdom of customers and stakeholders ensures effective problem solving.	<ul style="list-style-type: none"> • Values diversity of thought and sees contributions of diverse groups as a business asset. • Involves customers and partners across regions, disciplines, and businesses. • Fosters collaboration and leverages the know-how of the entire group.
Customer Orientation	Delivering a great customer experience helps us to increase customer	<ul style="list-style-type: none"> • Uses every opportunity to create customer delight. • Demonstrates customer cantered

	loyalty and protect our brands.	<p>thinking and acts upon customer's needs based on ethical standards.</p> <ul style="list-style-type: none"> • Takes customer's point of view to deliver best customer solutions.
Driven to Win	In a competitive world, Excellence comes from our hunger to be the best and stay ahead of the competition.	<ul style="list-style-type: none"> • Demonstrates commitment and passion for delivering the best results. • Encourages others to deliver results by demonstrating a "can do" attitude. • Rewards, shares and celebrates success.
Empowerment	Empowered employees feel responsible, are productive and willing to embrace change.	<ul style="list-style-type: none"> • Trusts team members to achieve best results. • Provides team members with the appropriate level of autonomy for business success. • Develops and utilises the talent of each team member.
Learning	Continuous learning from successes, mistakes, errors and failures ensures our individual and collective development.	<ul style="list-style-type: none"> • Shares knowledge and experience from within and outside the organisation. • Handles mistakes, errors and failures consciously and uses them as learning opportunities. • Gives and asks for feedback across all levels and demonstrates a willingness to develop herself/himself and others.
Pioneering Spirit	To sustain our success, we need to constantly challenge the status quo and use creativity and ingenuity to discover new business opportunities.	<ul style="list-style-type: none"> • Effectively applies strategies, methods and new technology to successfully drive change. • Challenges the status quo and strives for innovation. • Actively explores trends relevant to the future success of the organisation and takes calculated risks.

Source: Leadership Programme, 2019.

These leadership principles are entrenched in the global culture of the organisation, including South Africa, and are integral in driving individual purpose and contribution, to achieve the strategic objectives of the organisation. These leadership principles describe the required behaviour of people and methods of working, which is paramount in facilitating leadership behaviour, to provide strategic direction and engage their teams (Organisation X, 2020). The OEM in South Africa operates within the global landscape of the organisation, however, to embrace these changes in behaviour, a consideration of leadership and engagement in the context and environment of South Africa should also be considered.

4.6 Leadership and work engagement in the South African context

The theoretical pathways towards engagement were centrally premised on the presence and influence of leadership to effect engagement. Cawe (2006) conducted a study to determine the drivers of employee engagement in a South African context, on the premise of understanding that the country's landscape is evolving, and a competitive environment at the time of conducting the research was looming. This study was qualitative and quantitative in nature, with respondents varying across South Africa, in the field of Human Resources across 80 organisations. The findings were that leadership was a crucial stakeholder in facilitating engagement in the South African context (Cawe, 2006, p.72).

A more focused study in the sugar industry of Kwa-Zulu Natal, Moletsane, Tefera and Migiro, (2019, p.114) conducted research among 73 sugar factory employees, representative of one sugar manufacturer, to test the level of employee engagement within the organisation and its influence towards productivity. This study found that one of the main factors that affected the presence of engagement in the sugar factories was leadership style, of which one of the remedies identified was enhanced employee interaction with leadership (Moletsane, Tefera and Migiro, 2019, p.128).

Leadership remains responsible for goal achievement, and the ultimate goal is to ensure the survival and growth of the organisation (Nienaber, 2017, p.323). It is therefore the role of leadership to create an environment that encourages employee engagement, where engaged employees are fundamental in shaping the competitive advantage of the organisation, whilst navigating an externally competitive landscape (Nienaber, 2017, p.323).

4.7 Conclusion

In chapters two and three the focus was on creating a theoretical construct of leadership and employee engagement respectively. The intention of this chapter was to illustrate the theoretical relationship that exists between leadership and employee engagement, to support the purpose of this research which is to test the true nature of this relationship in an OEM in South Africa. Throughout the literature positioned in this chapter, there is a connotation to leadership as an antecedent to engagement. The theory relating to the pathways towards engagement each are indicative of the presence of leadership in association with a theoretical model that infers employee engagement. It is established that the current operating environment is competitive, and leadership together with human capital resources have a role to play in navigating an environment of this nature.

The role of leadership is to provide strategic direction and allocate resources accordingly, however, with the pathways towards engagement, it becomes evident that the manner in which leadership enacts the role, influences the level of engagement. This enactment occurs on multiple levels, namely, material in terms of resources and demands, motivation in terms of the environment of task orientation and empowerment that is created, behavioural in terms of acting as a role model to inspire modelled behaviour, and cognitive in terms of a healthy and positive reciprocal relationship between leadership and employees. These theoretical pathways tend to resemble the traits of transformational leadership, alluding to the notion that transformational leadership best serves and influences employee engagement.

In understanding the globally competitive landscape and realising the need to encourage a leadership culture that navigates this competitive landscape, the OEM developed leadership principles to guide leadership and employees in growing and evolving to meet the needs of the changing external environment.

Through a reflection of leadership and engagement, this research study aims to explore whether there is a statistically significant relationship between transactional and transformational leadership, in conjunction with the Leadership Principles in the sample OEM, and workplace engagement. It is postulated that transformational leadership creates higher levels of workplace engagement. This on the basis that the theoretical constructs indicate that for engagement to be enacted, positive leadership should be present.

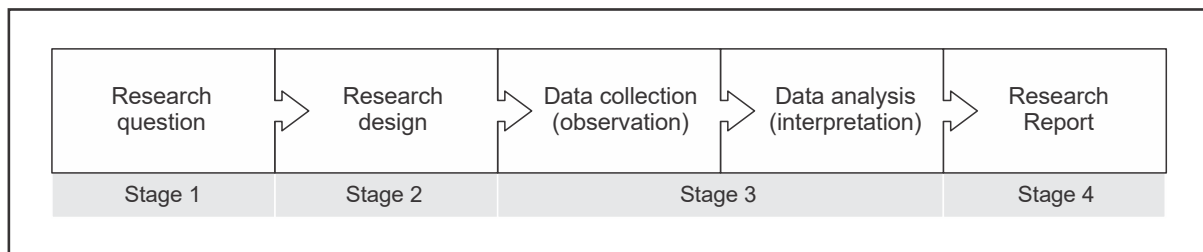
Chapter 5

Research Methodology

5.1 Introduction

Research can be defined as a scientific and systematic search for pertinent information relating to a specific topic (Kothari, 2004, p.18). Typically, research is comprised of defining and redefining problems, formulating hypotheses or suggested solutions, collecting, organising and evaluating data, making deductions and reaching conclusions, and finally carefully testing these conclusions to determine whether there is an alignment to the formulated hypotheses. (Kothari, 2004, p.18). This process is underpinned by a particular set of methods that will lead to an intended outcome in the research, pertaining to the research methodology. The choice of which research method to apply, will depend on the nature of the research problem (Noor, 2008, p.1602). Figure 5.1 below outlines the overarching process to conduct research.

Figure 5.1 The Research Process



Source: Terre Blanche and Durrheim, 2002, p.31.

The preceding chapters have provided a review of the literature pertaining to leadership, employee engagement, and the application thereof in the context of the sample organisation. In chapter one, the purpose, aims, hypotheses and research instruments of this study were introduced. In this chapter, a comprehensive description of the research process will be provided. To support this, an overview of the sampling technique will be presented, accompanied by the research instruments, as well as the reliability and validity of the research instruments that were used. Thereafter, the data collection process will be described, concluding with the quantitative and qualitative data analysis techniques, as well as the ethical considerations that were adhered to whilst conducting the research.

5.2 Research purpose, objectives and hypotheses

The components within this research are leadership and employee engagement, as well as reviewing the enactment of this through the leadership journey within the sample organisation, referred to as the eight Leadership Principles. The intention of this research was to develop an enhanced understanding of the relationship between leadership behaviour and employee engagement in the automotive industry, with particular focus on the participating OEM. Research of a similar nature that has been conducted, found that a transformational leadership style resulted in an engaged employee complement (Bass and Avolio, 1993, p.121; Breevart et al., 2013, p.140). The intention of this research was to test whether transactional or transformational leadership is most dominant within the OEM, as well as to determine whether a particular leadership style is most commonly aligned with employee engagement, to better understand the leadership behaviours that would most influence and enhance engagement in this particular organisation. To support this exploration, was the incorporation of the organisation defined eight Leadership Principles. This outcome may be valuable as a glimpse of the relationship between leadership and engagement in the automotive industry, and therefore may be useful to grow engagement within this particular OEM, and possibly in alternate OEMs in South Africa.

This research is classified as exploratory in nature, through which the research aimed to provide a preliminary investigation by seeking new insights relating to current phenomena (Terre Blanche and Durrheim, 2002, p.39). The nature of the research was basic, from the perspective that the findings resulting from the research will be used to advance and enhance a fundamental knowledge of the social world. Knowledge of the world exists as general theories inferring how and why the world operates, and in this way, basic research is used to support these theories (Terre Blanche and Durrheim, 2002, p.40).

As a reiteration, the purpose of this research was to determine the relationship between leadership and employee engagement in an OEM in South Africa. The objective was envisaged to be achieved by identifying the leadership behaviour, described as transactional and transformational in nature, and the eight Leadership Principles present within the organisation, as well as the extent to which employees are engaged, to identify the leadership behaviour most aligned to employee engagement. It was postulated that the leadership present in the workplace, influences employee engagement.

To achieve the purpose of this research, the following objectives were stated:

1. Identify the leadership behaviour (transactional and transformational) of each leader within the sample.
2. Determine the extent to which the respective leaders demonstrate the eight organisation defined Leadership Principles.
3. Identify the level of employee engagement.
4. Determine whether a relationship between leadership behaviour (transactional and transformational) and employee engagement exists.
5. Explore whether a relationship between the eight organisation defined Leadership Principles and employee engagement exists.
6. Explore whether there is a relationship between the leadership behaviour (transactional and transformational) and the eight organisation defined Leadership Principles.

To give effect to objective four, the following alternate relational hypotheses were formulated:

- HA1: There is a statistically significant positive relationship between transactional leadership and employee engagement.
- HA2: There is a statistically significant positive relationship between transformational leadership and employee engagement.

To give effect to objective five, a qualitative research approach was adopted in support of a research interest to understand whether a relationship between the eight organisational defined Leadership Principles and engagement in the workplace exists.

To give effect to objective six, a qualitative research approach was adopted in support of a research interest to understand whether a relationship between leadership behaviour in the form of transactional and transformational leadership, and the eight organisational defined Leadership Principles exists.

5.3 The research paradigm

The research paradigm is a system of interrelated practices and thinking, which define the nature of the researcher's research across three dimensions. These three dimensions are ontology, epistemology and methodology (Terre Blanche and Durrheim, 2002, p.6), as described below.

- **Ontology** refers to the nature of the reality that will be investigated, coupled with what there is that can be known or understood, pertaining to this reality.
- **Epistemology** refers to the nature of the relationship between the researcher, who is the knower in this context, and what there is to be known.
- **Methodology** refers to the process that the researcher will undertake to study what he or she believes can be known.

Three research paradigms were taken into consideration when approaching the research. These paradigms are positivist, interpretive and constructionist. Herewith below, Table 5.1 contextualises the research paradigm in relation to the research dimensions.

Table 5.1 Positivist, Interpretive and Constructionist Paradigms

Research Dimension	Ontology	Epistemology	Methodology
Research Paradigm			
Positivist	<ul style="list-style-type: none"> • Stable external reality • Law-like 	<ul style="list-style-type: none"> • Objective • Detached observer 	<ul style="list-style-type: none"> • Experimental • Quantitative • Hypothesis testing
Interpretive	<ul style="list-style-type: none"> • Internal reality of subjective experience 	<ul style="list-style-type: none"> • Empathetic • Observer intersubjectivity 	<ul style="list-style-type: none"> • Interactional • Interpretative • Qualitative
Constructionist	<ul style="list-style-type: none"> • Socially created reality 	<ul style="list-style-type: none"> • Suspicious • Political • Observer constructing versions 	<ul style="list-style-type: none"> • Deconstruction • Textual analysis • Discourse analysis

Source: Terre Blanche and Durrheim, 2002, p.6.

The nature of this research was consistent of a stable and unchanging external reality. The adopted approach in terms of the quantitative analysis was suited to an objective and detached epistemology towards the reality of the research context and can employ a methodology that relies on control and the manipulation of reality. The objective of conducting research of this nature would be to provide an accurate description of the laws and mechanisms that operate in a social context. This would align to the constructs pertaining to a positivist research paradigm (Terre Blanche and Durrheim, 2002, p.6).

In addition, the qualitative analysis aligned to observer intersubjectivity, with an interpretive methodology (Terre Blanche and Durrheim, 2002, p.6). The eight Leadership Principles are

assessed based on a social observation of behaviour, as stipulated in chapter one. This assessment is referred to as the MyFeedback 360-degree assessment, and therefore creates a subjective relationship between the researcher and participant, based on the social action that underpins the assessment result. The interpretive paradigm is described by an intersubjective or interactional epistemological stance toward a reality, upon which methodologies such as participant observation occurs (Terre Blanche and Durrheim, 2002, p.6). This observation is indirect, in the context of the researcher incorporating an assessment in which participating leadership were provided observed feedback on their display of the eight Leadership Principles, informing that the researcher did not directly observe this behaviour. This leads to the approach undertaken to conduct the research.

Owing to this, the research was conducted from a positivist and interpretive paradigm, owing to the investigation of leadership and engagement that exists within a stable organisational environment.

5.4 The research approach

There are two approaches that can be undertaken to conduct research. These approaches are quantitative and qualitative research methods. Quantitative and qualitative research approaches base their conclusions on different forms of information, and employ varying techniques of sampling, data collection and analysis (Terre Blanche and Durrheim, 2002, p.42).

Quantitative research aims to collect data in the form of numbers and statistics. This method will commence with a series of predetermined categories, that are usually embodied in standardised quantitative measures. This data will be used to determine broad and generalised comparisons (Terre Blanche and Durrheim, 2002, p.42).

Qualitative research collects data in the form of written or spoken language, or in the form of observations that are recorded in language and analyse the data by identifying and categorising themes. This approach enables the researcher to develop an understanding of specific topics or challenges in greater depth (Terre Blanche and Durrheim, 2002, p.43). Qualitative research has three themes of inquiry, which are naturalistic, holistic and inductive in nature (Terre Blanche and Durrheim, 2002, p.43). A naturalistic approach studies real world situations as they unfold in a natural fashion. A holistic approach takes the whole phenomenon into consideration, of which the study is understood as a complex system that is more than the sum of its parts. Thirdly, an inductive approach allows the researcher to become immersed in the details and specifics of the

data to discover pertinent categories, dimensions and interrelationships (Terre Blanche and Durrheim, 2002, p.43).

To support the objectives of this research study and associated hypotheses, the research applied a quantitative and qualitative approach to sampling, collecting and analysing the data. The positivist research paradigm is consistent with the quantitative research approach followed in this research, as it took a deductive approach to studying the hypotheses, by exploring the relationship between leadership behaviour and employee engagement (Collis and Hussey, 2003, p.53). A positivist research paradigm undertaking a deductive approach, enhances the validity and reliability in quantitative research studies (Babbie and Mouton, 2006). In parallel, the interpretive and inductive research paradigm was adopted to supplement the research objectives, and support in the development of themes, as well as creating broad and generalisable comparisons (Terre Blanche and Durrheim, 2002, p.42).

5.5 The research population and sample

Sampling entails decisions about which people, settings, events, behaviours and social processes are required to be observed through the research process. A key focus area in sampling is to ensure that the selected sample is representative of the population, from whence the researcher intends to draw certain conclusions (Terre Blanche and Durrheim, 2002, p.44). A second focus in sampling is the size of the selected sample. A small random sample may be unrepresentative, and therefore not derive the required data to support the research study. A research sample should be large enough to deduce inferences about the population (Terre Blanche and Durrheim, 2002, p.44). Table 5.2 below describes an overview of the sampling techniques.

Table 5.2 Probability and Non-Probability Sampling

Probability Sampling: every element in the target population must have a known chance of being selected into the sample.	
Probability Sampling Technique	Description
Simple random sampling	<ul style="list-style-type: none"> The sampling frame has a known probability of being selected, and each participant in the sample has the same probability of selection.
Systematic sampling	<ul style="list-style-type: none"> The elements on the sampling frame are listed in a random sequence. Systematic sampling is a simple way to select a random sample.

	<ul style="list-style-type: none"> • A sampling interval and ratio may have to be adopted to support a representative selection of a random sample.
Stratified sampling	<ul style="list-style-type: none"> • This form of sampling is adopted when the population group consists of sub-groups of interest. • The population is divided into these sub-groups, referred to as strata. • Simple and random samples are drawn from each of these strata.
Non-Probability Sampling: samples are not selected according to the principle of randomness; instead, they are selected according to a principle such as convenience or accessibility.	
Non-probability Sampling Technique	Description
Quota sampling	<ul style="list-style-type: none"> • The principle is to first identify distinguishable subgroups of individuals in the population, and then to select non-random samples from each sub-group. • The practice of dividing the population into subgroups ensures that a diverse range of groups is represented in the eventual sample. • This form of sampling is often used in market research surveys, using a specific and targeted participation audience.
Judgemental sampling	<ul style="list-style-type: none"> • This form of sampling is also referred to as purposive sampling. • The intention of this sampling is to select cases with a specific purpose in mind. • Judgemental sampling is occasionally used in exploratory research in the media and marketing industry and is sometimes coupled with quota sampling.

Source: Researcher developed, adapted from Terre Blanche and Durrheim, 2002, pp.276 – 281.

Table 5.2 describes probability and non-probability sampling. To conduct this research, a non-probability sampling approach was adopted, owing to the convenience of accessing respondents within a particular geographical region and performing a particular function. The use of sampling to obtain relatively precise information about a population is an efficient technique, of which a combination of quota and purposive sampling were adopted for the purposes of this research (Teddlie and Yu, 2007, p.3).

The research study was conducted at an OEM in South Africa, with an operational footprint across two geographical locations. Of these two locations, one location performs a manufacturing function, and the other location performs a marketing and sales function. The

research sample consisted of five business units encompassing both leaders and team members. It is important to note that of these five business units, two of the business units are present across both geographical locations, and three business units are present in only one of the geographical locations. The team members that were selected are those with a direct reporting line to the sampled leader. The research sample included 27 leaders and 182 team members, totalling 209 participants. The five business units were representative of the value chain, with differing product portfolios.

Two research instruments were used to conduct the data collection process of this research, which are described in the section to follow.

5.6 The research instruments

The instruments used in this research were the Multifactor Leadership Questionnaire (MLQ) (Bass and Avolio, 1995) and the Utrecht Work Engagement Scale (UWES) (Schaufeli and Bakker, 2003).

To utilise the above-mentioned research instruments, the researcher contacted various organisations, as well as the particular authors of the instruments where applicable, to request access to utilise the research instruments. The finding was that the only ethical access point to gain the required approvals to utilise the MLQ, was to engage with a United States of America based organisation, known as Mind Garden Incorporated (Mind Garden, 2022). Similarly, in support of utilising the UWES, the researcher contacted Wilmar Schaufeli, an author of the UWES instrument, who confirmed the utilisation of this instrument for the purposes of the intended research.

There were various interactions with the team from Mind Garden Incorporated, which is an independent publisher of psychological instruments and assessments in leadership, self-esteem, anxiety, and burnout. This independent organisation recommended customised activities that enable the administration of the psychological assessments, to suit the role that is undertaken. Various engagements were held to introduce the researcher's topic and intended purpose of the research. Once an understanding was established between the researcher and Mind Garden Incorporated, the researcher acquired support from Mind Garden Incorporated on the process to administer the MLQ and UWES among the sample population. There are two recommended formats to administer the research instrument. These formats are either online or using a paper-based survey approach (Mind Garden, 2022). In this instance, the researcher

took a decision to administer an online version of the MLQ and UWES, providing a participation link to the sample population. Similarly, once the approval was received as stated above from Wilmar Schaufeli to administer the UWES, then Mind Garden Incorporated added the UWES instrument to the online survey platform. In this way, the platform provided by Mind Garden Incorporated, along-side the access link generated for this particular research, included both the MLQ and UWES instruments to be administered.

It is acknowledged that web-based surveys have become more prevalent in areas such as evaluation, research and marketing research, and are an effective means of collecting opinions, demographics and feedback in a straight-forward and potentially low-cost manner (Greenlaw and Brown-Welty, 2009, p.464). The organisation from which the sample population was drawn, is digitally and sustainably driven, and owing to this characteristic, it was best suited to follow a technological process to conduct the survey, that was then easily accessible to the participants. The data gathered through surveys are useful, however, there are certain considerations pertaining to a low response rate therefore impacting the validity and reliability of the data, as representative of the greater population (Greenlaw and Brown-Welty, 2009, p.464). In addition to the culture of digitalisation adopted within the sample organisation, this research was conducted during a period of social and economic turmoil experienced globally with the COVID-19 pandemic. Owing to the pandemic and organisations across the world prioritising employee wellbeing, by encouraging remote working or hybrid working practices, physical access to the sample population was limited. The online survey approach was therefore best suited to support the current context and ease of access to the sample group.

On 05 March 2020, the first confirmed COVID-19 positive case was communicated in South Africa, by the National Institute for Communicable Diseases (National Institute for Communicable Diseases, 2020). South Africa transitioned to a National State of Disaster, inferring the first alert level 5 lockdown in effect from 26 March until 30 April 2020. This National State of Disaster was lifted on 05 April 2022 (South African Government, 2022). During this period, various social, economic and organisational measures were put in place, to ensure and prioritise the health and wellbeing of all people.

The MLQ and the UWES were distributed to the sample population in one email communication, with a series of follow-up emails serving as a reminder to voluntarily participate in the research. The participation was carefully monitored, with the intention of alleviating the notion that online surveys pose a risk of low participation.

The two instruments and the associated validity and reliability will now be discussed, followed by a detailed overview of the research process steps.

5.6.1 Leadership

The instrument to assess leadership behaviour was the Multifactor Leadership Questionnaire (MLQ Form 5X), consisting of 45 items. Leaders participated in the leadership specific component of the research, by completing the leader booklet of the MLQ. Team members reporting directly to the respective leader, participated in the rater version of the MLQ. The leader and rater version of the instrument were structured with the same questions, however, phrased according to the respondent in concern, as either the leader participating in the form of a self-reflection, or the rater reflecting on the behaviour displayed by the respective leader.

In chapter two, an overview of the leadership theories as they developed over time is provided. This context refers to contemporary leadership and its focus on charismatic and transformational leadership styles. One of the new leadership theories is referred to as the Full Range Leadership Theory (FRLT) as proposed by Avolio and Bass (1991) in Antonakis, Avolio and Sivasubramaniam (2003, p.262). The constructs comprising the FRLT consist of three leadership typologies, as discussed in chapter two, referring to transactional leadership, transformational leadership, and laissez-faire leadership. These three typologies are represented by nine distinct factors, spread across the typologies (Antonakis, Avolio and Sivasubramaniam, 2003, p.262). As a reiteration, the hypotheses that describe this research refer to transactional and transformational leadership, with a clear intention to assess the enactment of these particular leadership styles against the presence of an engaged employee complement. Antonakis, Avolio and Sivasubramaniam (2003, p.262) state that the MLQ is the most widely used instrument to assess the nine factors within the FRLT. These nine factors are defined and described in chapter two. The nine factors described within each leadership typology are as follows:

- Transactional leadership consists of three factors, namely Contingent Reward (CR), Management by Exception Active (MBEA) and Management by Exception Passive (MBEP).
- Transformational leadership consists of five factors, namely Idealised Influence attributed (II), Idealised Influence behaviour (IIB), Inspirational Motivation (IM), Intellectual Stimulation (IS), and Individualised Consideration (IC).

- The ninth factor encapsulates the non-transactional laissez-faire style of leadership, characterised as (LF).

The 45 items in the assessment contain specific questions that relate directly to the nine factors as mentioned above. The rating scale is a five-point scale, based on the enactment of a behaviour stipulated in the question, on behalf of the leader, or, the observation of this enactment, on behalf of the rater, which can be viewed in table 5.3 below.

Table 5.3 The MLQ Rating Scale

Not at all	Once in a while	Sometimes	Fairly Often	Frequently, if not always
0	1	2	3	4

In a study conducted by Antonakis, Avolio and Sivasubramaniam (2003, p.262), to explore the validity of using the MLQ to assess the FRLT, it was found that there is consistent evidence that the nine-factor model best represented the factor structure underpinning the MLQ (Form 5X). The result demonstrated that the MLQ can be used to represent the full range model.

Ackermann, Scheepers, Lessing and Dannhauser (2000, p.58) conducted a study to determine whether the factor structure of the MLQ to measure transformational leadership could be replicated within the South African context. The MLQ was administered to 406 participants within the military context and was subjected to factor analysis and item analysis. This analysis yielded three factors, which were aligned to the three typologies in the FRLT, namely, transactional leadership, transformational leadership, and the avoidance of leadership. The reliabilities of the scales were determined using Cronbach's Coefficient Alpha, and the factor structure as conceptualised by Bass was largely confirmed in the study. This research instrument has been utilised in various studies related to leadership approaches in South Africa, including sports administration, emotional intelligence and workplace experiences (Ristow, Amos and Staude, 1999, p.2; Harms and Crede, 2010, p.6). This tool has proven substantial validity in predicting leader performance and effectiveness, aligned to follower satisfaction and motivation (Harms and Crede, 2010, p.6).

In chapter four, a specific focus on the eight Leadership Principles within the OEM is provided. To complement and enhance the research findings stemming from the MLQ, existing organisational data related to the eight Leadership Principles was accessed, by sourcing

information from the internal performance management process for leadership. The performance management process for leadership is facilitated on a platform known as Impulse. One of the activities in the performance management process for leadership is a MyFeedback component, which is a 360-degree assessment, in which leadership request individual feedback from their direct leader, peers and team members. This assessment is triggered when leadership create a MyFeedback round, which is encouraged to take place at least three to four times a year. The objective of MyFeedback is to receive cross-hierarchical feedback in order to gain perspectives on personal development and individual performance. MyFeedback is a self-initiated process by the leader, commencing with a self-reflection of personal leadership behaviour, then comparing this with the feedback received from the 360-degree assessment participants. The benefits of the 360-degree assessment are that it has the opportunity to drive performance and motivation through feedback, allows for personal growth, strengthens relationships and the process is flexible and short-cycled in nature. The 360-degree assessment is comprised of 10 statements, with a four-star rating scale. Table 5.4 below describes the four-star rating scale. The assessment provides anonymous feedback to the leader on behalf of the participants, only in cases where five or more feedback givers have responded. The feedback received from the direct leader to the leader that is requesting the feedback, is not anonymous. This is to support a robust and transparent feedback discussion between the leader and their direct leader.

Table 5.4 The MyFeedback 360-degree Assessment Rating Scale

I do not observe it	I observe it sometimes	I observe it often	I observe it consistently
1	2	3	4

Organisation Y, 2023.

To support the purpose of the research, a specific focus will be placed on only the eight leadership principles, which are eight out of 10 statements in the 360-degree assessment. The organisational data related to the eight Leadership Principles was accessed upon an official request to each leader participant in the sample group. This particular information was utilised to gain additional insight on leadership behaviour as derived from the MLQ instrument, by providing an opportunity to explore potential alignment in the MLQ feedback and internal organisational data, specifically focusing on the observed behaviour relating to the eight Leadership Principles. This observed behaviour would be identified by the respective cross-

hierarchical feedback givers, who provided feedback in the MyFeedback 360-degree assessment round, on the behaviour that they have observed the respective leader portraying. The inclusion and utilisation of this data was only confirmed upon the receipt of consent from the respective leader. If the respective leader did not provide consent, then their MyFeedback report was not used as supportive information against the MLQ result for this particular leader.

5.6.2 Engagement

The instrument adopted to assess employee engagement was the UWES. The UWES consists of 17 items, with a six-point rating scale. This instrument does not distinguish between a leader version and a rater version, as is the case with the MLQ. The UWES consists of only one version, and only the direct reporting line team members were invited to participate in the UWES. This was distributed in this way to receive an indication of the level of engagement within the direct team. Included in the survey link that was distributed to the team member, was the MLQ rater version and the UWES. The leader on the other hand only received a link to participate in the MLQ survey, using the leader version of this instrument.

In chapter three, a theoretical overview of engagement is provided. Traditionally, organisational and occupational health psychology has generally been associated with dysfunctional aspects of behaviour, cognition, and emotion. It has become increasingly acknowledged that negative psychological states constitute only one part of the psychological spectrum, with an equal need to explore the positive behaviours, cognitions, and emotions (Balducci, Fraccaroli and Schaufeli, 2010, p.143). An aspect of positive organisational behaviour is workplace engagement, which is characterised as the polar opposite of burnout. Engagement has therefore been defined as a positive, fulfilling, work related state of mind, that is categorised by vigour, dedication and absorption (Balducci, Fraccaroli and Schaufeli, 2010, p.143), These positive states of mind are outlined below.

1. **Vigour** refers to high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence even in the face of difficulties.
2. **Dedication** is characterised by the experience of a sense of significance, enthusiasm, inspiration, and pride in connection with one's work.
3. **Absorption** means being fully concentrated on one's work, whereby time passes quickly, and one has difficulties in detaching oneself from work.

The UWES was developed according to the definition and description of these three states of mind. The 17 items in the UWES instrument are divided into the three categories, in which vigour is assessed through six items, dedication is assessed by five items, and absorption is assessed by the remaining six items. The rating scale depicted in Table 5.4 consists of six response options.

Table 5.5 The UWES Rating Scale

Never	Almost Never	Rarely	Sometimes	Often	Very Often	Always
0	1	2	3	4	5	6
Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Everyday

The UWES is deemed to have above average psychometric properties, with Cronbach's Coefficient Alpha generally higher than .80. In addition, confirmatory factor analysis indicated that a 3-factor structure of the scale, referring to vigour, dedication and absorption, is superior to a 1-factor structure focusing only on engagement (Balducci, Fraccaroli and Schaufeli, 2010, p.143). The three dimensions of engagement are strongly inter-correlated when analysed, whilst validity studies have also described that these three dimensions of engagement correlate negatively with the dimensions of burnout. This analogy is referred to in chapter three, as well as earlier in this chapter with burnout being described as the polar opposite to workplace engagement (Balducci, Fraccaroli and Schaufeli, 2010, p.143-144). Participants who have scored fairly high on the UWES tend to be committed to a high-quality of performance, and usually receive positive appraisals from superiors and associated customers (Balducci, Fraccaroli and Schaufeli, 2010, p.144).

The UWES has been utilised as an engagement instrument to support research in a series of studies hosted in South Africa. One such example is the psychometric analysis of the UWES that was conducted among a random sample of employees across the nine Provinces in South Africa, who were employed within the South African Police Service. The objectives of the research were two-fold; to validate the UWES for the South African Police Service, and to determine its construct equivalence and bias in different racial groups (Storm and Rothmann, 2003, p.62). Structural equation modelling confirmed a 3-factor model of work engagement, pertaining to vigour, dedication and absorption. These three factors have acceptable internal

consistencies. In addition, exploratory factor analysis with target rotations indicated equivalence of the three factors for different race groups, therefore concluding that there was no evidence found to confirm uniform or non-uniform bias of the UWES items for different race groups (Storm and Rothmann, 2003, p.62).

5.7 The data collection process

Once the required approvals were obtained from Mind Garden Incorporated and Wilmar Schaufeli to ethically utilise the MLQ and UWES instruments respectively, the researcher commenced preparing the online survey content. This preparation was completed closely with the team from Mind Garden Incorporated, to ensure that the survey platform aligned to the requirements of the research, and that each detail in the process had been considered.

The first step in this process was to identify the research sample and define the number of leaders who would be approached to voluntarily participate in the research study. Owing to the identification of 27 leaders, the researcher purchased 27 licences from Mind Garden Incorporated to gain access and user rights to the platform. Mind Garden Incorporated administers the rights to access and use the MLQ and UWES instruments, and provides the platform upon which the survey can be prepared and administered. The access rights therefore had to be purchased at a cost per leader participating, however, there is no cost for the number of direct reports who would participate in the survey. The platform provides access to setup the survey with the details of each leader and their associated raters, as well as grants the researcher access to manage this process, view participation, and draw reports independently. The privacy of the platform is controlled, of which there is no public access to the platform. The researcher has an individual access point to the platform, secured with a username and password. This data collection process and platform provided by Mind Garden Incorporated was approved by the Rhodes University Human Ethics Committee.

The second step was to prepare a test version of the survey, inclusive of a leader version, as well as the rater version. The test version of the survey was sent to six participants, external to the organisation and sample group, of which two of the six participants tested the leader version of the survey. Included in the test version were the following additional items:

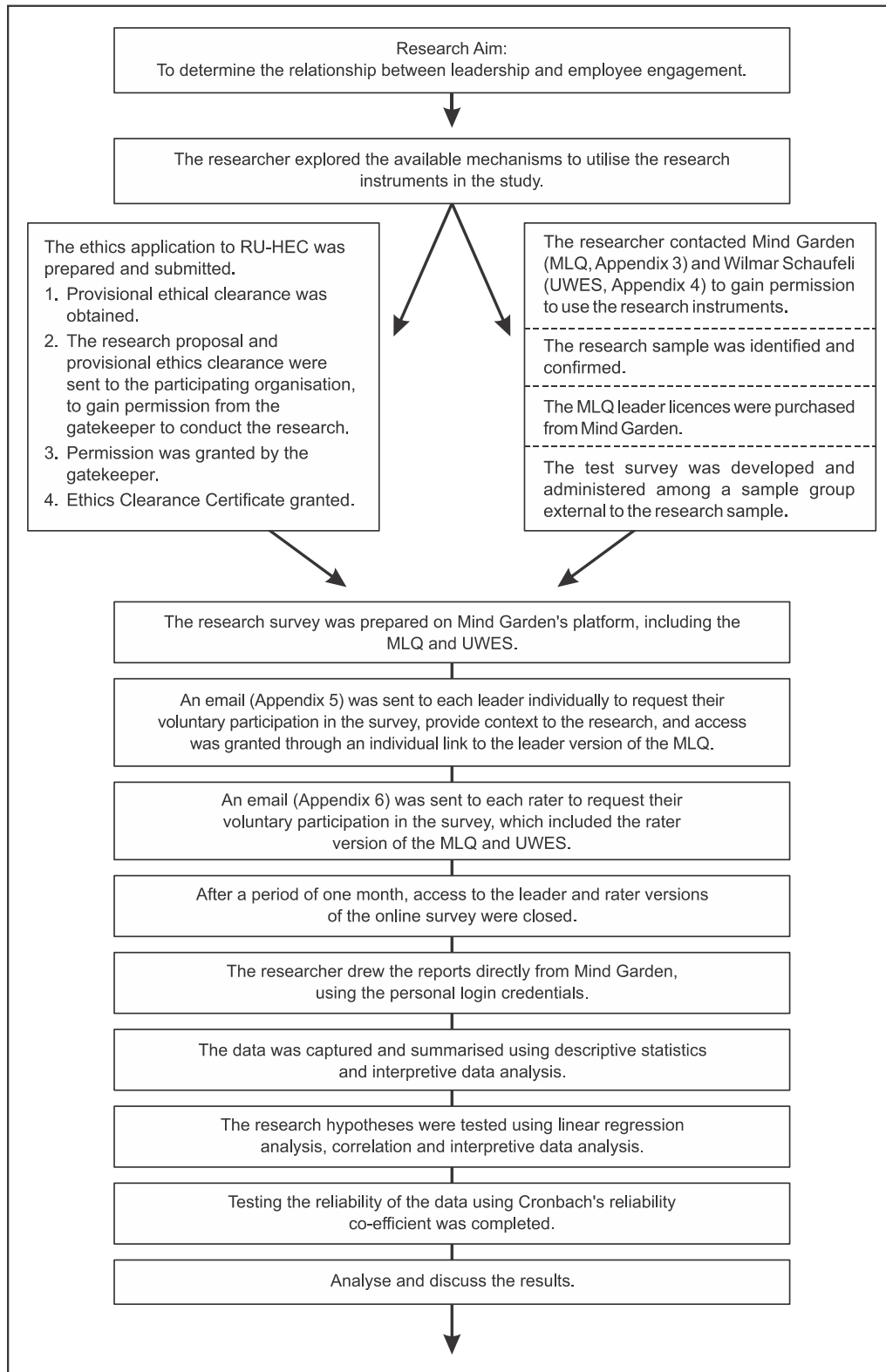
1. Informed participant consent with a tick box of agreement, to transition to the actual online survey (Appendix 1),
2. Ethical clearance certificate (Appendix 2), and

3. A concluding question after the leader version of the MLQ, requesting permission for the researcher to access the respective leader's latest MyFeedback report to support gaining insights towards their 360-degree feedback assessment. This response scale was a yes or no answer option. The MyFeedback 360-degree assessment can be viewed as Appendix 7.

The test version afforded the researcher the opportunity to receive feedback from the test participants on the ease of use of the system, and a clear understanding of how to complete the surveys. In addition, the researcher could draw reports, monitor participation and understand how to effectively administer the surveys on the platform. The test outcome was seamless in that the participants received their individual links, reminders were tested and implemented, and the researcher was able to draw reports. Upon completion of the test phase, the online survey was administered to the research sample group, based on no limitations reported by the test participants or researcher.

The online survey was administered to the sample population, and it was accessible for a period of one month. Over this time, the researcher reviewed the participation and sent email reminders on a weekly basis to those participants who had not yet responded. Owing to the voluntary nature of participation, once the participation period concluded, no further reminders were sent, and the survey was officially closed. The final phase encompassed downloading the reports from the researcher's account with Mind Garden Incorporated, followed by commencing the data analysis process. Figure 5.2 provides a schematic overview of each step in the data collection process, to provide structure to the process provided within this chapter.

Figure 5.2 A Schematic Representation of the Research and Data Collection Process



Source: Researcher developed diagram adapted from Hayward (2006, p.50).

5.8 Statistical data analysis for quantitative research

Statistical analysis is a useful strategy that facilitates the deduction of data collected from participants into a summary number, thus allowing researchers to make meaning of the results (Fisher and Marshall, 2008, p.97). The software program R (R Core Team, 2022) was used to analyse the data. R is a language and environment for statistical computing and graphics that provides an extensive variety of statistical and graphical techniques (R Core Team, 2022). Linear regression analysis and correlation analysis was used to test the hypotheses, and Cronbach's alpha reliability co-efficient was used to assess the reliability, or internal consistency of the scales for the raw data (Sekaran, 2000, p.206).

Descriptive statistics are the numerical and graphical techniques that are used to organise, present, and analyse data. Descriptive statistics aim to describe the midpoint of a set of scores, usually referred to as the measure of central tendency, and the spread of scores known as the dispersion or variance (Fisher and Marshall, 2008, p.93). The form of descriptive statistics that is used to describe a variable in a sample, is dependent on the level of measurement that has been adopted, as described in table 5.6 below.

Table 5.6 Descriptive Statistics for Each Level of Measurement

Level of measurement	Description	Measure of central tendency	Measure of dispersion
Nominal	Classification	Mode	Frequency distribution
Ordinal	Relative rankings	Median Mode	Frequency distribution Percentile, Maximum and minimum, Range
Continuous	Rank ordering with equal intervals	Mean Median Mode	Frequency distribution Percentile Maximum and minimum, Range, interquartile range, Standard deviation

Source: Fisher and Marshall, 2008, p.95.

The research data pertaining to the MLQ and UWES were extracted from the Mind Garden Incorporated platform, and subsequently imported into the R software programme. The leadership factors were computed as per the MLQ scoring key (Bass and Avolio, 1995). The MLQ scale scores are average scores for the items on the scale. The score is derived by using the sum of the relevant questions, per respondent, and dividing the score by the number of items that make up the scale. The factor scores were calculated for each respondent. Two

additional factors, namely transformational leadership and transactional leadership were captured according to the MLQ scoring key. The leadership style scales consist of four items, whilst the assessments of Extra Effort, Effectiveness, and Satisfaction have three, four, and two items, respectively.

The employee engagement factor scores were calculated according to the UWES scoring key. The mean scale score of the three UWES subscales is computed by adding the scores on the particular scale and dividing the sum by the number of items of the particular subscale. The UWES has three subscale scores, yielding a total score that will range between zero and six.

Correlation is a term that is used to denote the association or relationship between two or more quantitative variables (Gogtay and Thatte, 2017, p.78). A correlation coefficient is a single value or number that establishes the relationship between the two variables being studied. This analysis is fundamentally based on a straight-line, or linear relationship between the quantitative variables. Generally, two correlation coefficients are used in applications. These are Pearson's Correlation Coefficient and Spearman's Rank Correlation Coefficient (Senthilnathan, 2019, p.2). Pearson's Correlation analysis intends to measure the strength and extent of a linear association between the variables and its direction. In this research, Pearson's Correlation Coefficient was used, owing to a simple linear correlation in exploring the relationship between variables. Pearson's Correlation Coefficient, termed R or r, is a scale to measure the strength of the linear association between the variables, and these variables should fall within a normal distribution (Senthilnathan, 2019, p.3).

The degree of a correlative measure can be categorised as Positive, Zero or a Negative Correlation (Terre Blanche and Durrheim, 2002, p.114; Senthilnathan, 2019, p.3). The result of a correlation analysis is a Pearson's Correlation coefficient whose values range from -1 to +1. A correlation coefficient of +1 indicates that the two variables are perfectly linearly related in a positive linear manner. A correlation coefficient of -1 indicates that two variables are perfectly linearly related in a negative linear manner. A correlation coefficient of zero indicates that there is no linear relationship between the variables that are being researched (Gogtay and Thatte, 2017, p.78). A correlation analysis commences with the construction of a scatter plot or scatter diagram, which is a graphical representation of the data, with one variable on the X-axis and another variable on the Y-axis (Gogtay and Thatte, 2017, p.78).

As discussed, correlation analysis supports to identify associations or relationships between two variables. These variables can be between dependent and independent variables, or between two independent variables (Senthilnathan, 2019, p.5). If a correlation coefficient is determined to establish a relationship between dependent and independent variables, this significant relationship can be applied to a linear regression model, to assess the dependent variable with the independent variable (Senthilnathan, 2019, p.5). A correlation in this context becomes valuable in the research, to determine a prediction of the dependent variable with the lowest possible errors. The formulation of a scatter plot and regression line is a prerequisite to regression analysis (Gogtay, Deshpande and Thatte, 2017, p.48).

An independent variable is a stand-alone variable, which is unaffected by other variables that are measured in a study. The dependent variable is the one that is usually of interest and alters in response to a change or changes in the independent variable, or variables (Gogtay, Deshpande and Thatte, 2017, p.48). Owing to this, the independent and dependent variables are to be defined prior to conducting the regression analysis. These variables are defined by the associated hypotheses being explored in the research. Independent variables are often referred to as predictor or exogenous variables, and dependent variables are referred to as prognostic or endogenous variables (Gogtay, Deshpande and Thatte, 2017, p.48).

Linear regression is the most basic and commonly used regression technique, with two types of utilisations. The first is simple linear regression, and the second is multiple linear regression. Simple linear regression is used in the case where there is a single dependent and a single independent variable. In this instance, both the variables must be continuous, quantitative data, and the line describing the relationship a straight line. Multiple linear regression is used in instances where there is one continuous dependent variable, and two or more independent variables (Gogtay, Deshpande and Thatte, 2017, p.49). To support the purposes of this research study, simple linear regression was the undertaken approach.

Regression analysis is completed in three steps, namely analysing the correlation, fitting the regression model, and evaluating the validity and usefulness of the model. The second step that pertains to fitting the regression line, is built upon the mathematical equation of a line, being $y = mx + c$. In this equation, m refers to the slope of the line, and c refers to where the line cuts the y -axis, that is the intercept. In regression, the equation is $y = B_0 + B_1x + \Sigma$. With reference to the equation, B_0 represents the intercept, while B_1 represents the slope and Σ represents the variation in the model (Gogtay, Deshpande and Thatte, 2017, p.50).

The third step in regression analysis is to evaluate the validity and usefulness of the model. The validation techniques are categorised according to numerical and graphical validation. A numerical technique is to review the value of R^2 . The coefficient of correlation, r , is squared to gain the coefficient of determination or R^2 . This is the value that is used to assess the extent of variability in the dependent variable, that can be explained by the independent variable. Graphical analysis is a graphical technique for validation, that uses graphs to visually inspect the linear relationships between the variables (Gogtay, Deshpande and Thatte, 2017, p.50).

Prior to the hypotheses testing process, the reliability of the instruments was assessed. It is integral that a research scale is reliable, to possess practical utility and validity. Reliability is defined as the degree to which measures are free from error and therefore yield consistent results (Peterson, 1994, p.381). The most commonly used reliability coefficient is coefficient alpha, which is an estimator of internal consistency (Peterson, 1994, p.382). The coefficient alpha was developed by Cronbach in 1951, as a generalised measure of the internal consistency of a multi-item scale (Peterson, 1994, p.382). In this research, both the MLQ and UWES instruments are multi-item scales. The alpha coefficient is a generalised correlation coefficient and can be derived from the theory of true and error scores, and the domain sampling model (Peterson, 1994, p.382). Coefficient alpha is formulated as $\frac{kr^r}{1+r^r(k-1)}$. The symbol k in the equation refers to the number of items in the scale, and r^r is the average inter-item correlation, with inter-item correlation measuring the extent to which scores on an item are related to the scores on the alternate items in a scale (Peterson, 1994, p.382). Coefficient alpha is a measurement of choice to measure the reliability of a multi-item scale. Owing to the nature and scope of this research, Cronbach's coefficient alpha assessment of consistency and reliability, will be utilised.

5.9 Interpretive analysis for qualitative research

To give effect to research objectives five and six respectively, which were to develop an understanding of whether a relationship between the eight Leadership Principles and engagement in the workplace exists, and whether a relationship between leadership behaviour in the form of transactional and transformational leadership, and the eight organisational defined Leadership Principles exists, a qualitative interpretive research approach was adopted.

The inclusion of both a quantitative and qualitative research methodology refers to a method of triangulation, in which the data stemming from this research was analysed using quantitative and qualitative processes (Terre Blanche and Durrheim, 2002, p.128).

The objective of interpretive research is to understand feelings, experiences, social situations and phenomena as it occurs in the real world (Terre Blanche and Durrheim, 2002, p.127). This research methodology is centred upon working with data in the context from whence it exists. In support of an interpretive approach, there are five key steps in the data analysis process (Terre Blanche and Durrheim, 2002, pp.140-144). These steps are:

1. **Familiarisation and immersion** refer to the researcher having developed a well-rounded understanding of the phenomenon being studied in the research, prior to the data analysis stage. Once more, once the data has been gathered and analysed, the researcher should immerse themselves in the understanding of the phenomenon once more. This second time around should shift from reality, and focus instead on the data gathered i.e. texts, notes, transcripts.

In this research study, the researcher introduced the eight Leadership Principles in chapters one, two and four, to create an understanding and familiarity of these principles, with specific references to leadership and engagement. In addition, the MyFeedback 360-degree assessment was described, with the intention of deducing themes between the eight Leadership Principles, transformational leadership, transactional leadership and engagement, in support of research objectives five and six.

2. **Inducing themes** takes a bottom-up approach, with the intention of establishing the underlying principles within the material. These steps adopt an approach that includes the use of language that is commonly understood among the research sample, then moving to defining processes or contradictions that support a series of activities or events, identify complexity, and create various themes.

The identification of themes was premised on the descriptions of the eight Leadership Principles, the definitions of the three UWES scales, which are vigour, dedication and absorption, as well as the descriptions of the nine factors in relation to transactional leadership, transformational leadership, and laissez-faire leadership.

3. **Coding** occurs during the stage when themes are being developed. This step means to break the data up in analytically relevant forms. A phrase, line, sentence or paragraph may be coded, to identify text that contains material which relates to a particular theme.

The definitions and descriptions of the Leadership Principles, UWES scales, as well as transactional, transformational and laissez-faire leadership were tabulated, to seek similarities and possible relationships based on their descriptions.

4. **Elaboration** takes place when themes are explored much more closely. The researcher should collate the gathered information in a linear sequence, meaning that events and data collected are arranged in chronological order based on the sequence of events. In this way, the activity of theming can yield a more effective understanding of the data by more carefully comparing similar texts, and themes can be explored more closely.

The descriptions and definitions were explored and analysed with a comment of whether there is a relationship or not, based on the researcher's interpretation and understanding of the descriptions, when compared against one another.

5. **Interpretation and checking** are the final steps when collating the interpretation of the data. This is a written account of the phenomenon studied, using thematic categories, as well as highlighting instances in which there are contradictions and similarities. This step also includes a personal reflection on how the researcher gathered and interpreted the data based on personal involvement in the phenomenon, positioned from a potential personal bias and influence towards objectivity.

The descriptions and definitions were tabulated, to visually create a comparative context between the eight Leadership Principles, UWES scales and transformational, transactional and laissez-faire leadership. The similarities and contradictions were highlighted according to the focus elements of the respective hypotheses, and an interpretive finding was documented.

5.10 Ethical Considerations

The essential purpose of ethics in research is to protect the welfare and the rights of research participants (Terre Blanche and Durrheim, 2002, p.65). There are three key ethical principles that should be prioritised and taken into consideration when conducting research. These

principles are autonomy, nonmaleficence and beneficence (Terre Blanche and Durrheim, 2002, p.66).

1. **Autonomy** requires that the researcher respects the autonomy of all research participants. This infers that the researcher addresses topics relating to informed consent, the freedom of the participant to withdraw from the research at any time, as well as the participant's rights to anonymity.
2. **Nonmaleficence** means that the research should do no harm to the research participants, or any other person, or group of persons. The researcher should therefore be in a position to assess whether any risks will stem from the research, including physical, emotional, social or other forms of harm.
3. **Beneficence** requires that the researcher designs research in such a manner that it will be of benefit to the research participants, and on a broader scale among other researchers and society at large.

In addition to the ethics principles, there are also guidelines to conduct the research. These guidelines are consent, confidentiality, competence, and reporting results (Terre Blanche and Durrheim, 2002, pp.68-70).

- **Consent** should be voluntary and informed in nature. This requires that participants receive a comprehensive, clear and well-articulated explanation of the research study, in relation to what is expected of them. This will afford the participants an opportunity to take an informed decision of whether they would want to participate voluntarily in the research. The researcher should remain available before, during and after the research, should participants require clarity in the process.
- **Confidentiality** should be assured when the participant signs the informed consent, alongside the parameters of confidentiality pertaining to the information supplied by the participant. If any limits towards confidentiality exist, these need to be articulated to the participants ahead of their participation in the research study.
- The researcher should display **competence** consistently. The display of competence occurs when the researcher only undertakes to carry out procedures that they have developed a competency towards.

- **Reporting results** refers to ensuring that careful attention is paid to the rights of participants throughout the research process. The protection of individuals and their associated identities should be prioritised, and anonymity sustained, especially in instances where this has been a commitment on behalf of the researcher toward the participants.

To support an ethical research process, the researcher submitted an ethics application to the Rhodes University Human Ethics Committee. This application provided a comprehensive overview of the research instruments, research process, and protecting participants throughout the research study. Upon approval from the Rhodes University Human Ethics Committee, the researcher attained preliminary ethical clearance. This clearance, in addition to the approved research proposal, were sent to the respective gatekeeper at the research sample organisation, to request approval to conduct research within this organisation. After careful consideration, as well as engagement with the Corporate Affairs, Compliance, Legal and HR teams, the research was approved. The researcher signed a non-disclosure agreement with the organisation and received the approval letter from the gatekeeper. The non-disclosure letter assures the organisation that no personal information pertaining to the participants in this research, will be divulged as an outcome of the research. In addition, the non-disclosure agreement ensures the anonymity of the organisation being named in the research. Thereafter, the full ethical clearance certificate was obtained from Rhodes University, providing final permission to proceed with the data collection phase of the research study.

The research instruments were approved by the respective authors for use in the research study. In respect to the utilisation of the MLQ and UWES on Mind Garden Incorporated's platform, there is a privacy policy that stipulates the adoption of various security measures that will ensure the protection of personal data and information on the online platform and website. This privacy policy states the manner in which personal information is processed, coupled with the relevant stakeholders that would be involved in this processing, aligned to the reason for the processing of personal information (Mind Garden, 2022).

The research sample were provided with an informed consent, and only continued with the online survey, upon agreement to participate, using a check-box tool at the beginning of the survey. This ensured that participation was permitted on a voluntary basis.

The data was analysed and reported only for the purposes of this research study, in an anonymous manner.

5.11 Conclusion

This research undertook a positivist and interpretive research paradigm, which is consistent with the quantitative and qualitative research approach adopted in this research. This denotes a triangulation approach, in which both quantitative and qualitative research methods were adopted. The research sample was represented by a population that is based in both the Eastern Cape and Gauteng Provinces of South Africa, representative therefore of the manufacturing and marketing & sales business areas. The total sample population was 209 participants, inclusive of leadership and direct reports.

The two instruments that were used in the research study are the MLQ and UWES, along-side the MyFeedback 360-degree assessments, reflective of the enactment of the eight Leadership Principles by leadership within the sample population. The MLQ and UWES research instruments have been tested in prior research, deemed as a reliable measure to test leadership behaviour and engagement in the workplace, respectively. A combination of quantitative and qualitative research methodologies were used to complete the data analysis, supported by a statistical descriptive process and an interpretive data analysis process.

The research was conducted in an ethical manner, by ensuring that the required ethics process within Rhodes University was followed effectively, therefore gaining approval from Rhodes University Human Ethics Committee and the associated gatekeeper at the OEM, to proceed with conducting the research. In addition, the ethical research principles were continuously adhered to by the researcher, ensuring that the anonymity of the OEM as well as the participants of the research, remained anonymous.

Chapter six provides an overview of the quantitative and qualitative gathered data, as well as an analysis and discussion thereof.

Chapter 6

Empirical Findings and Discussion

6.1 Introduction

The purpose of this research was to determine the relationship between leadership and employee engagement in an OEM in South Africa. The objective was envisaged to be achieved by identifying the leadership behaviour, transactional and transformational leadership, present within the organisation, and the extent to which employees are engaged. To supplement the research, was the inclusion of the eight Leadership Principles. It was postulated that the leadership style enacted in the workplace, influences employee engagement.

This chapter will present the empirical findings and evidence aligned to the purpose of this research. Evidence-based research is characterised by knowledge translation and transfer, as well as research dissemination, to facilitate the utilisation of this evidence for practical adoption (Green, 2008, p.20). The objective of this chapter is to disseminate the quantitative and qualitative findings aligned to the literature, relative to leadership and employee engagement, as evidence of further research, and practical application in the context of the research. This literature review is discussed in the preceding chapters.

In addition, this chapter will provide an overview of the response rate pertaining to this research, followed by the statistical analysis of the data, aligned to the research gathered from the MLQ and UWES research instruments. Thereafter, a reliability analysis of the measuring instruments, the MLQ and UWES, will be presented as a precursor to exploring the results pertaining to the research hypotheses, by examining the relationships between the variables, followed by a discussion and conclusion in chapter seven. The leadership principles will be presented against the MLQ rating for the respective leader who has agreed to have their 360-degree assessment presented. This will be reviewed as an observation using an interpretive analysis approach.

6.2 The response rate

The use of sampling to obtain relatively precise information about a population is an efficient technique, of which purposive and quota sampling was adopted for the purposes of this research, affording the researcher the opportunity to make inferences based on the results received from the sample (Yu and Cooper, 1983). The research sample consisted of a group of leaders, along-side their direct reports, who were invited to participate in the research. The

participating leader did not receive an indication or information related to the recipients within their teams, who were invited to participate in the study, nor was there information on who actively participated. The sample group was selected based on their geographical location and the associated business unit. The survey did not request biographical and personal data, as this information was not relevant in support of the purpose of this research study. The survey was administered using an online survey link that was distributed to the sample group using an email platform. The generated email was personalised when sent to the respective leader, as their access link to the survey was a personal link, to support an exploration of their enactment of leadership.

The research sample consisted of 27 leaders and 182 team members, totalling 209 participants. The organisation identified to participate in the research study has a presence across two geographical locations in South Africa. With this, five business units within the organisation were included in the sample. Of these five business units, two have a presence in both geographical locations, and three business units are only present in one geographical location. Leaders in the sample group were invited to participate in the research with their direct reports. Table 6.1 below indicates that the sample size was 47%.

Table 6.1 Overview of the Total Population

Business Unit (BU)	Total Leadership Population	Total Direct Reports Population	Total Population	Leadership Sample	Direct Reports	Total Sample	Sample %
BU 1	2	9	11	2	9	11	100%
BU 2	19	105	124	8	58	66	53%
BU 3	9	130	139	9	64	73	53%
BU 4	14	115	129	4	26	30	23%
BU5	4	25	29	4	25	29	100%
Total	57	384	441	27	182	209	47%

A total of 441 members represented the complete population across the five business units identified to participate in the research. Of the total population, 209 participants were invited to participate in the research study, forming the sample, based on quota and purposive sampling techniques. This infers that the sample represented 47% of the total population. The sample percentage was calculated by dividing the total sample of 209 by the total population of 441, multiplied by 100, to ascertain the percentage. Based on the total population and sample group, table 6.2 below illustrates an overview of the participation.

Table 6.2 An overview of the Response Rate

Business Unit (BU)	Leadership Sample	Leadership Participation	Direct Report Sample	Direct Reports Participation	Total Sample	Total Participation	Total %
BU 1	2	2	9	2	11	4	36%
BU 2	8	8	58	25	66	33	50%
BU 3	9	7	64	40	73	47	64%
BU 4	4	4	26	10	30	14	47%
BU 5	4	4	25	12	29	16	55%
Total	27	25	182	89	209	114	55%
%	93%		49%		55%		

To develop an illustrative overview of participation, the data pertaining to the research sample is indicated versus the participation data, along-side one another for ease of reference. Participation in this instance refers to the response rate, aligned to the number of respondents who participated within the sample group. A total of 114 respondents participated, out of a sample population of 209, therefore indicating a response rate of 55%. When reviewing the participation between the leadership respondents and direct reports respondents, it is understood that the leadership respondents outweigh the participation of the direct report respondents.

In a study conducted by Baruch (1999, p.421), it is recommended that a valid response rate in an academic study should aim to reach an approximate 55 - 56% participation rate. The study intended to explore what a reasonable response rate in academic studies should be. The authors examined 141 research papers, containing 175 different studies, and found that the average response rate was 55.6%, with a standard deviation of 19.7. It was further recommended that the average and standard deviation found in this study, should be used as a norm for future academic studies (Baruch, 1999, p.421). In light of this finding, the total participation according to table 6.2 is 55%. Owing to this, the average response rate has been met.

6.3 Descriptive statistical analysis

6.3.1 The MLQ

The sample sizes, means and standard deviations of the MLQ factors are outlined in Table 6.4, with the acronyms to support each of the nine factor descriptions in Table 6.3. As discussed in chapter five, section 5.8, The MLQ results are summed to identify the respective transformational and transactional scores, and averaged according to each of the factors that contribute towards transformational and transactional leadership, respectively. The transformational leadership score is the sum of the following factors; idealised attributes, idealised behaviours, inspirational motivation, intellectual stimulation, and individualised consideration. The transactional leadership score is the sum of the following factors; contingent reward, management-by-exception active and management-by-exception passive. The final factor is a laissez-faire or non-transactional leadership style. To support an interpretation of the data pertaining to the MLQ outlined below, Table 6.3 provides a legend. Table 6.4 beneath table 6.3, provides an overview of the descriptive statistics representative of the raw and original MLQ scores.

Table 6.3 MLQ Graph Legend

Acronym	MLQ Factor or Transformational Style	Acronym	MLQ Factor or Transactional Style
IA / IIA	Idealised Attributes	CR	Contingent Reward
IB / IIB	Idealised Behaviours	MA / MBEA	Management-by-Exception Active
IM	Inspirational Motivation	MP / MBEP	Management-by-Exception Passive
IS	Intellectual Stimulation	TRANS	Five I's of Transformational Leadership Style
IC	Individual Consideration		
Additional Acronyms			
LF	Laissez-faire	EA / EE/ O1	Extra Effort / Outcome 1
TA	Transactional	EF / EFF / O2	Effectiveness / Outcome 2
TF	Transformational	SA / SAT / O3	Satisfaction / Outcome 3
NTA	Non-transactional	O1, O2, O3	MLQ Outcomes of Leadership

Table 6.4 Descriptive Statistics for Raw/Original MLQ Scores

MLQ Factor	Mean	Standard Deviation	Valid Sample (N)
IA	3.0855	0.7224	113
IB	3.0292	0.7264	114
IM	3.1901	0.7849	114
IS	2.9971	0.6811	114
IC	2.8575	0.7804	114
CR	3.0007	0.7715	114
MA	1.7558	1.0511	114
MP	0.7961	0.7407	114
LF	0.3896	0.5896	114
EA	3.0295	0.8473	113
EF	3.2895	0.6798	114
SA	3.2588	0.7764	114
TF	3.0317	0.6306	114
TA	2.3783	0.6226	114
NTA	0.3896	0.5896	114
EA / Outcome 1	3.0295	0.8473	113
EF / Outcome 2	3.2895	0.6798	114
SA / Outcome 3	3.2588	0.7764	114

In Figure 6.1 below, the graph indicates the mean score of the MLQ instrument, with the 95% confidence interval for the true, unknown population mean. This indicates that the researcher can be 95% confident that, under repeated sampling, the range of values provide an indication of the true mean of the population. The I-bar (sample mean with confidence interval for the population mean) in Figure 6.1, along-side the top end of each graph bar, illustrates the spread between the lowest and highest value that could be indicated, should the whole population have been included in this research.

Figure 6.1 MLQ Factor Means with 95% Confidence Interval

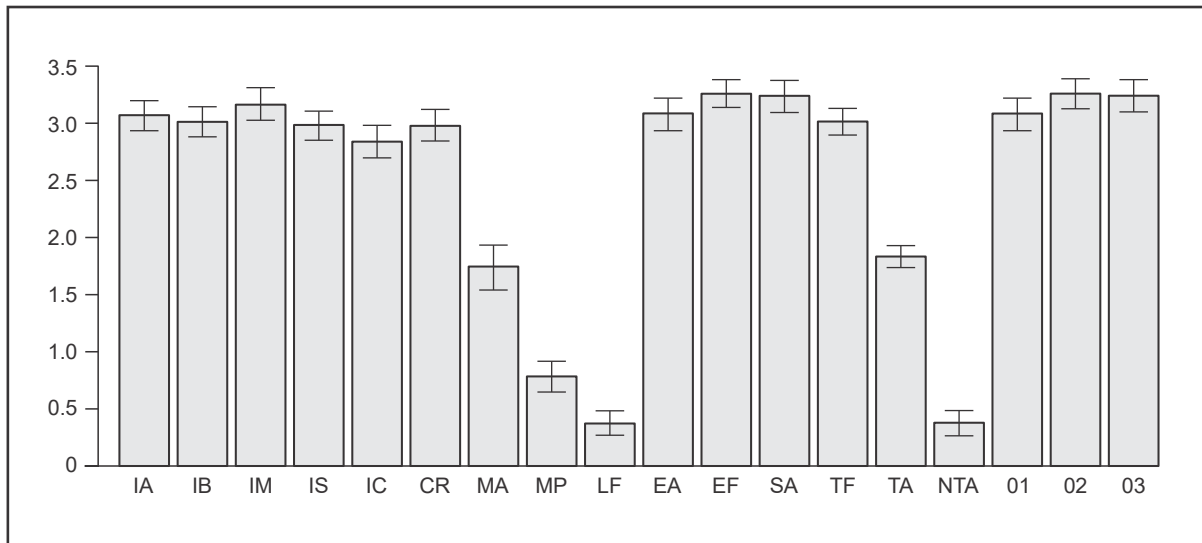


Figure 6.1 illustrates that the factors representative of transformational leadership generally have a mean score that is positioned closer to 3, with individual consideration generating the lowest score among the transformational leadership factors. In reviewing the factors that indicate transactional leadership, it is evident that these factors generated a lower score than the transformational leadership factors. Management-by-exception active within the transactional realm, is aligned to a score position between 1.5 and 2, which is the highest of the transactional factors. At first glance, the highest score outlined pertains to inspirational motivation and the lowest pertains to a laissez-faire style of leadership. The MLQ measures three outcomes of leadership, namely extra effort, effectiveness and satisfaction. These scores are identified in figure 6.1 as follows:

- Extra Effort; EA and O1
- Effectiveness; EF and O2
- Satisfaction; SA and O3

These three outcomes of leadership have each generated a score between 3 and 3.5, which is generally higher than the individual factor scores illustrated on the graph in Figure 6.1. When cross referencing Table 6.4, the three outcomes of leadership have a means score and an approximate standard deviation score of the following, concurring Figure 6.1:

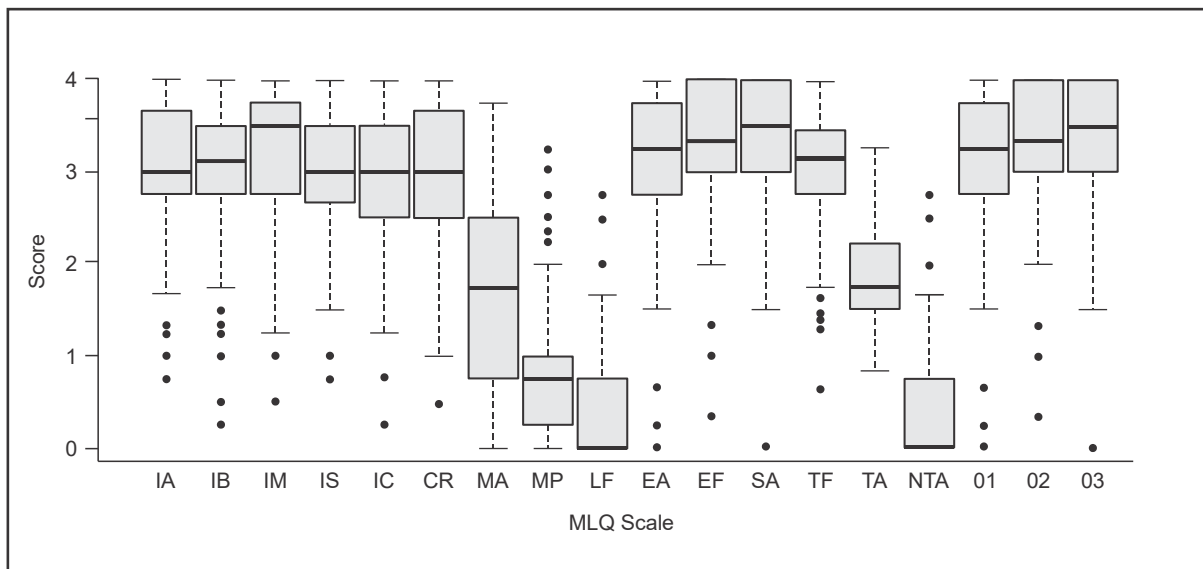
Outcome of Leadership: mean score; approximate standard deviation

- Extra Effort: 3.0295; +/- 0.847

- Effectiveness: 3.2895; +/- 0.679
- Satisfaction: 3.2588; +/- 0.776

Upon reviewing the average scores for transformational, transactional and laissez-faire leadership, which are all generated according to the sum of the factors pertaining to each leadership style, it is evident that transformational leadership is the more dominant leadership style emanating within the sample population with a score slightly above 3. Transactional leadership is scored slightly below 2, with non-transactional leadership, also known as laissez-faire leadership, as an outlier positioned below a score of 0.5. This data indicates that transformational leadership is the style that is most dominant.

Figure 6.2 Boxplot of the MLQ Scales



Figures 6.2 and 6.3 illustrate the data in the form of a boxplot, which aims to indicate the highest and lowest scores within the inter-quartile range, median, and outliers. The highest score is positioned at the top of the I-bar, the lowest score is at the bottom of the I-bar, the grey coloured box indicates the positioning of 50% of the scores, the solid black line indicates the median, and the small circles indicate the outliers with scores that are well below the lowest I-bar score, or above the highest I-bar score.

The MLQ Likert scale consists of four items, of which 4 would retain the highest score on the scale, referencing the frequency of which the desired behaviour is enacted or observed. The reference of enacted would be on behalf of the leader, who participates in the MLQ as a

reflection of own behaviour, with observed pertaining to the rater who is responding to the instrument from the perspective of observing the leader display each of the 45 items included in the MLQ instrument.

In Figure 6.2, there is a general trend that the highest value of the I-bar is positioned at 4. This is fairly strengthened among the two outcomes of leadership pertaining to the exerted effort and satisfaction. This is emphasised in Figure 6.1 too. The median of 3 is fairly consistent across the transformational leadership factor, of which there are a few outliers beneath the lowest score of 2 and 1.5 respectively. Of the transformational leadership factors, inspirational motivation indicates the highest median.

Whilst exploring the factors pertaining to transactional leadership, contingent reward reflects the highest median with a score of 3, followed by management-by-exception active with a median below 2. Except for contingent reward, the lowest transactional leadership factor scores at the bottom of the I-bar are 0. There are however outliers that have scored above the highest score indicated by the I-bar, in relation to management-by-exception passive.

Laissez-faire or non-transactional leadership reflects a median of 0, however, there are outliers who have rated the frequency of this leadership style with scores between 2 and 3. This indicates that at certain times, the presence of leadership in terms of behaviour may be reduced. However, the three key outcomes of leadership are acknowledged, with very few outliers reflecting a score below the I-bar.

6.3.2 The UWES

The sample sizes, means and standard deviations of the UWES are outlined in Table 6.6, with the acronym descriptors pertaining to the UWES explained in Table 6.5. Chapter five, section 5.8, describes the generation of three sub scores, based on the three sub scales of vigour, dedication, and absorption, to support the UWES analysis. The scores of the questions pertaining to each sub scale are summed, then divided by the number of questions in each sub scale, to create a mean score. Table 6.5 provides a legend to the UWES acronym. Table 6.6 beneath table 6.5, provides an overview of the descriptive statistics representative of the raw and original UWES scores.

Table 6.5 UWES Graph Legend

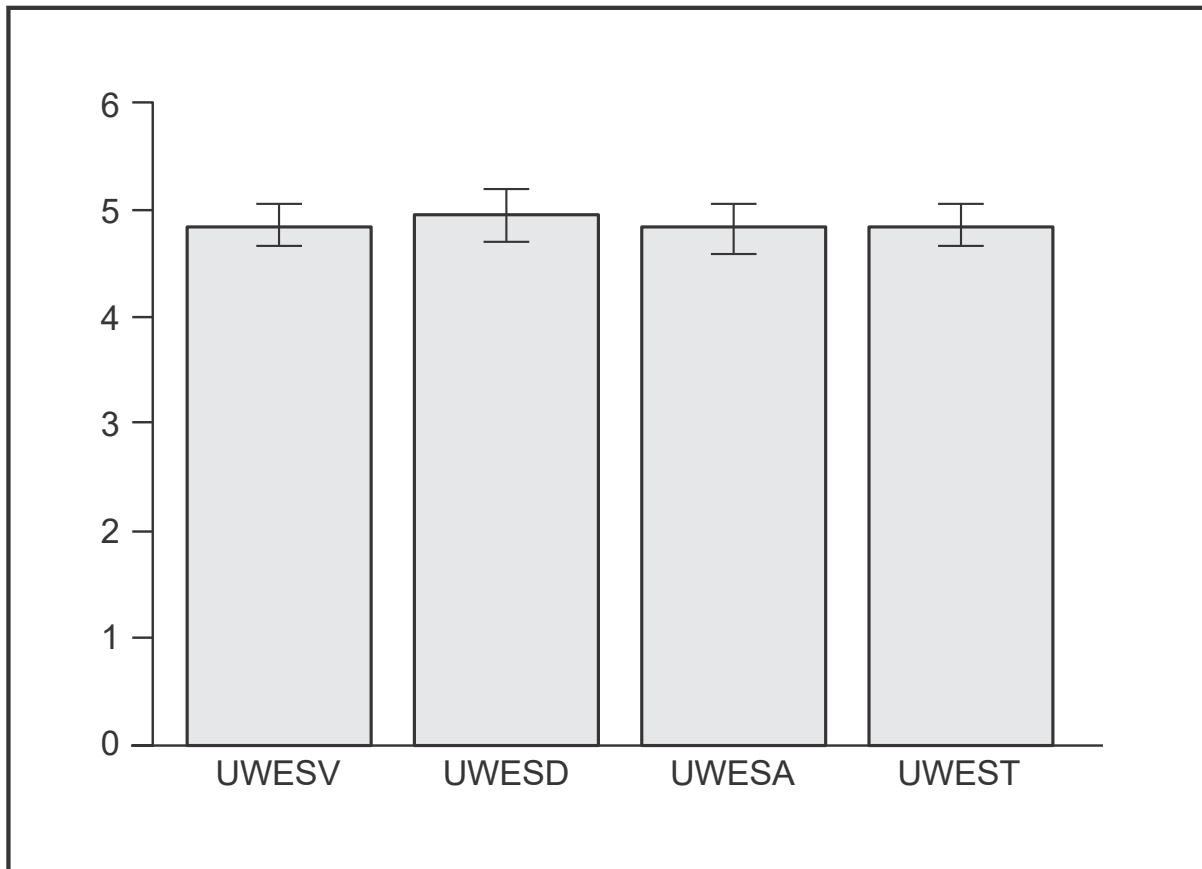
Acronym	UWES Scale
UWESV (VI)	Vigour
UWESD (DE)	Dedication
UWESA (AB)	Absorption
UWEST	Total

Table 6.6 Descriptive Statistics for Raw/Original UWES Scores

Scale	Mean	Standard Deviation	Valid Sample (N)
VI	4.8577	0.8541	64
DE	4.9618	0.9968	64
AB	4.8146	0.8814	64

In Figures 6.1 and 6.3 below, the graphs indicate the mean scores of the MLQ and UWES instruments, with the 95% confidence interval for the population mean. This indicates that the researcher can be 95% confident that, under repeated sampling, the range of values indicate the true mean of the population. The I-bar (mean with confidence interval), along-side the top end of each graph bar, illustrates the spread between the lowest and highest value that would be indicated, should the whole population have been included in this research.

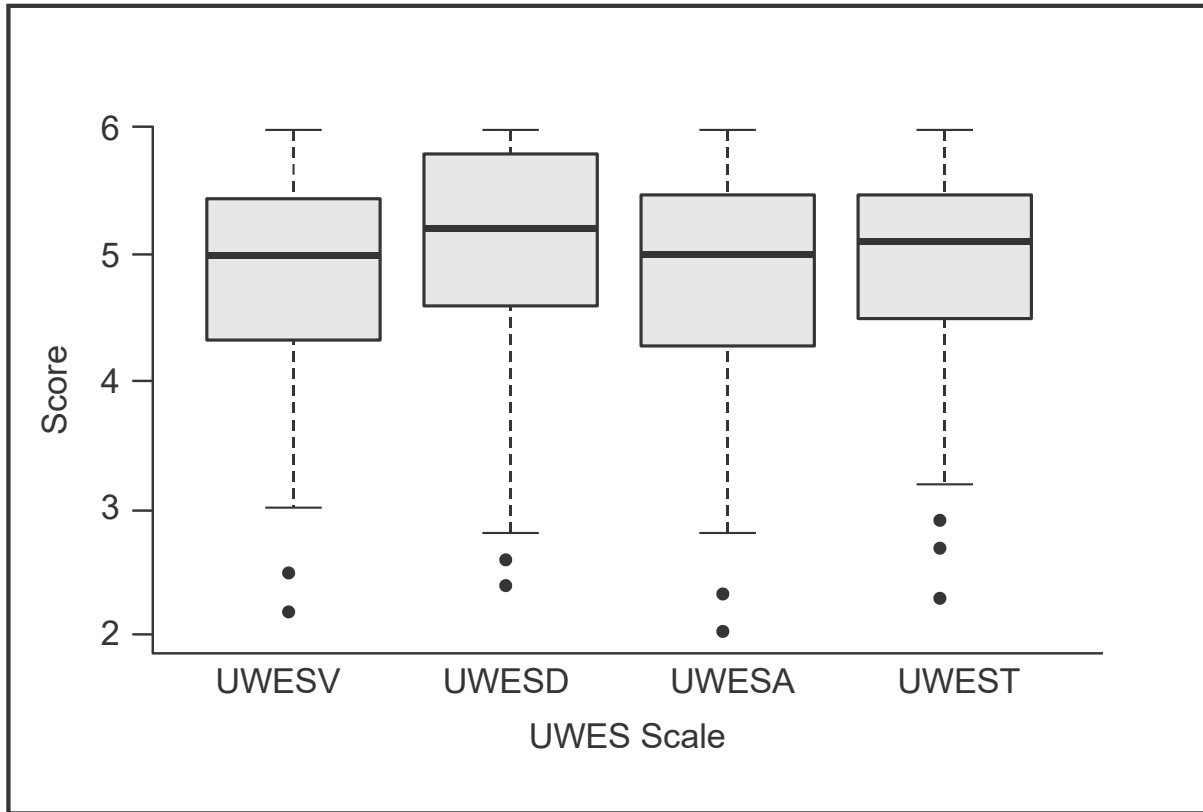
Figure 6.3 UWES Scale Means with 95% Confidence Interval



The mean scale score of the three UWES subscales is calculated by summing the scores on the particular scale and dividing the sum by the number of items of the subscale involved. A similar process was followed to derive the total score, and therefore Figures 6.3 and 6.4 reference four scores, ranging between 0 and 6. Like the MLQ, the UWES is premised upon a six-point Likert scale, thus deriving a highest score possible, of 6. Figure 6.3 indicates that there is a moderate difference between the highest and lowest scores, indicated by the respective similar means and overlap of the confidence intervals. Similarly, the mean ranges are slightly below 5, across the three subscales. The UWES with the highest mean is dedication.

In Figure 6.4 illustrating the boxplot of the UWES scales, it is evident that there are a few outliers who have scored vigour, dedication, and absorption beneath the lowest values. The lowest values surface around a score of 3, with the highest potential values positioned at 6. The scores for vigour and absorption are fairly aligned, with dedication reflecting the highest scores.

Figure 6.4 Boxplot of the UWES Scales



6.4 Reliability

6.4.1 Cronbach's Alpha Reliability Coefficient Scores for the MLQ Factors

Cronbach's alpha reliability coefficients were calculated to determine the reliability of the MLQ instrument. In Table 6.7 below, Cronbach's alpha reliability coefficients supporting the transactional and transformational leadership factors are provided.

Table 6.7 Cronbach's Alpha Reliability Coefficient Scores for the MLQ Factors

MLQ Factor	Mean	Standard Deviation	Cronbach's Alpha Reliability Coefficients	Interpretation based on Sekaran (2000)
IA	3.0855	0.7224	0.682368828791925	Acceptable
IB	3.0292	0.7264	0.677731416551089	Acceptable
IM	3.1901	0.7849	0.854912199943115	Good
IS	2.9971	0.6811	0.769094525384875	Acceptable
IC	2.8575	0.7804	0.755467245761324	Acceptable
CR	3.0007	0.7715	0.679601438818687	Acceptable
MA	1.7558	1.0511	0.770206891573817	Acceptable
MP	0.7961	0.7407	0.65688185778454	Acceptable
LF	0.3896	0.5896	0.645079536490299	Acceptable
EA	3.0295	0.8473	0.773198459724194	Acceptable
EF	3.2895	0.6798	0.874765964642816	Good
SA	3.2588	0.7764	0.734263151001709	Acceptable
TF	3.0317	0.6306	0.906699158199882	Good
TA	2.3783	0.6226	0.269110450800071	Poor
NTA	0.3896	0.5896	0.645079536490299	Acceptable
01	3.0295	0.8473	0.682368828791925	Acceptable
02	3.2895	0.6798	0.677731416551089	Acceptable
03	3.2588	0.7764	0.854912199943115	Good

The results in Table 6.7 above indicate that the MLQ factors are generally good and acceptable. It is however evident that the reliability coefficient for transactional Leadership is poor, and this is the only MLQ factor that is indicated in this way. To support the purposes of this research therefore, the MLQ instrument is a reliable measure of transformational leadership, however, a poor measure of transactional leadership. This means that the reliability of the data in the MLQ instrument in relation to transactional leadership cannot be trusted, owing to the poor measure of reliability. In a research study conducted by Hayward (2006, p.73), pertaining to the relationship between employee performance, leadership and emotional intelligence in a South

African parastatal organisation, the MLQ reliability measure for transactional leadership was poor. This indicates that this measure is not unique to this research study.

6.4.2 Cronbach’s Alpha Reliability Coefficient Scores for the UWES Scales

Cronbach’s alpha reliability coefficients were calculated to determine the reliability of the UWES instrument. In Table 6.8 below, Cronbach’s alpha reliability coefficients supporting the three sub scales of engagement, being vigour, absorption, and dedication are provided.

Table 6.8 Cronbach’s Alpha Reliability Coefficient Scores for the UWES Scales

Scale	Mean	Standard Deviation	Cronbach’s Alpha Reliability Coefficients	Interpretation based on Sekaran (2000)
VI	4.8577	0.8541	0.846664851619929	Good
DE	4.9618	0.9968	0.87569140295684	Good
AB	4.8146	0.8814	0.772232419253212	Acceptable

The results in Table 6.8 above indicate that the UWES scales are reliable. To support the purposes of this research therefore, the UWES instrument is accepted as a reliable measure of employee engagement in the workplace.

6.5 The research hypotheses and objectives

The linear relationship between transformational leadership, transactional leadership and employee engagement was explored using correlation analysis, which provides a correlation coefficient that intends to indicate the strength and direction of the linear relationship. The significance of each relationship is indicated by the p-value. Table 6.9 below provides the values for the correlations, given below the diagonal, and associated p-values given above the diagonal, based on the transformational and transactional leadership factor scores. The p-values are above the diagonal, with the corresponding correlation coefficients beneath the diagonal. Similarly, in the instance where transformational leadership factors are correlated with transactional leadership factors, a diagonal is created within Table 6.9, in which it is evident that the only perfect positive correlations indicated as 1.0, are the factors correlated against themselves.

Table 6.9 Correlations between Transformational and Transactional Leadership Factors

IA	IB	IM	IS	IC	CR	MA	MP	LF	EA	EF	SA	TF	TA	NTA	O1	O2	O3	
IA	1	0	0	0	0	0	0.09898	0.0012	0	0	0	0	0	0.00139	0	0	0	0
IB	0.57569	1	0	0	0	0	0.86982	0.00227	0	0	0	0	0	0.00017	0	0	0	0
IM	0.69114	0.74359	1	0	0	0	0.0478	0.01251	0	0	0	0	0	0.00065	0	0	0	0
IS	0.621	0.58451	0.75334	1	0	0	0.01033	1.00E-04	0	0	0	0	0	0.02145	0	0	0	0
IC	0.6169	0.64586	0.66135	0.70928	1	0	0.98	0	0	0	0	0	0	2.00E-05	0	0	0	0
CR	0.68789	0.57799	0.76081	0.67346	0.6209	1	0.32904	0.01058	0	0	0	0	0	0	0	0	0	0
MA	-0.1553	-0.0155	-0.1858	-0.2393	0.00237	-0.0922	1	0.0792	0.21131	0.82767	0.12882	0.05362	0.14776	0	0.21131	0.82767	0.12882	0.05362
MP	-0.2996	-0.2832	-0.2333	-0.3553	-0.4214	-0.2386	0.16509	1	0	0.00421	0.00095	0.00024	4.00E-05	0.92881	0	0.00421	0.00095	0.00024
LF	-0.461	-0.4388	-0.4506	-0.4971	-0.4949	-0.4451	0.11796	0.482	1	1.00E-05	0	0	0	0.06074	0	1.00E-05	0	0
EA	0.58383	0.63199	0.65799	0.60091	0.67404	0.69609	-0.0206	-0.2661	-0.4034	1	0	0	0	1.00E-05	1.00E-05	0	0	0
EF	0.66389	0.58441	0.7062	0.61585	0.65986	0.66197	-0.1431	-0.30557	-0.5718	0.68291	1	0	0	0.00179	0	0	0	0
SA	0.71051	0.60104	0.67552	0.64437	0.61888	0.6676	-0.1813	-0.33764	-0.4969	0.69462	0.76569	1	0	0.0051	0	0	0	0
TF	0.8191	0.83288	0.90405	0.85519	0.85474	0.77811	-0.1364	-0.37259	-0.5479	0.73852	0.75803	0.76102	1	6.00E-05	0	0	0	0
TA	0.29594	0.34502	0.31456	0.21525	0.38671	0.54173	0.787	-0.00846	-0.1762	0.40821	0.28936	0.26064	0.36694	1	0.06074	1.00E-05	0.00179	0.0051
NTA	-0.461	-0.4388	-0.4506	-0.4971	-0.4949	-0.4451	0.11796	0.482	1	-0.40344	-0.5718	-0.4969	-0.5479	-0.17621	1	1.00E-05	0	0
O1	0.58383	0.63199	0.65799	0.60091	0.67404	0.69609	-0.0206	-0.2661	-0.4034	1	0.68291	0.69462	0.73852	0.40821	-0.40344	1	0	0
O2	0.66389	0.58441	0.7062	0.61585	0.65986	0.66197	-0.1431	-0.30557	-0.5718	0.68291	1	0.76569	0.75803	0.28936	-0.57179	0.68291	1	0
O3	0.71051	0.60104	0.67552	0.64437	0.61888	0.6676	-0.1813	-0.33764	-0.4969	0.69462	0.76569	1	0.76102	0.26064	-0.49686	0.69462	0.76569	1

The correlation co-efficients are positive and associated p-values pertaining to the transformational leadership factors, namely IA, IB, IM, IS and IC, are approximately 0, which indicate significant positive linear relationships. The correlation co-efficients are negative and associated p-values that are approximately 0 when the transformational factors are correlated against the transactional leadership factors, namely CR, MA, and MP. Figures 6.5 and 6.6 below indicate the correlation coefficients in the form of heat maps, in which the correlation results are colour coded on a spectrum specified as follows; 1.0 is red, 0.0 is orange and -1.0 is white.

Figure 6.5 A Heat Map with Correlations between Transformational and Transactional Leadership Factors

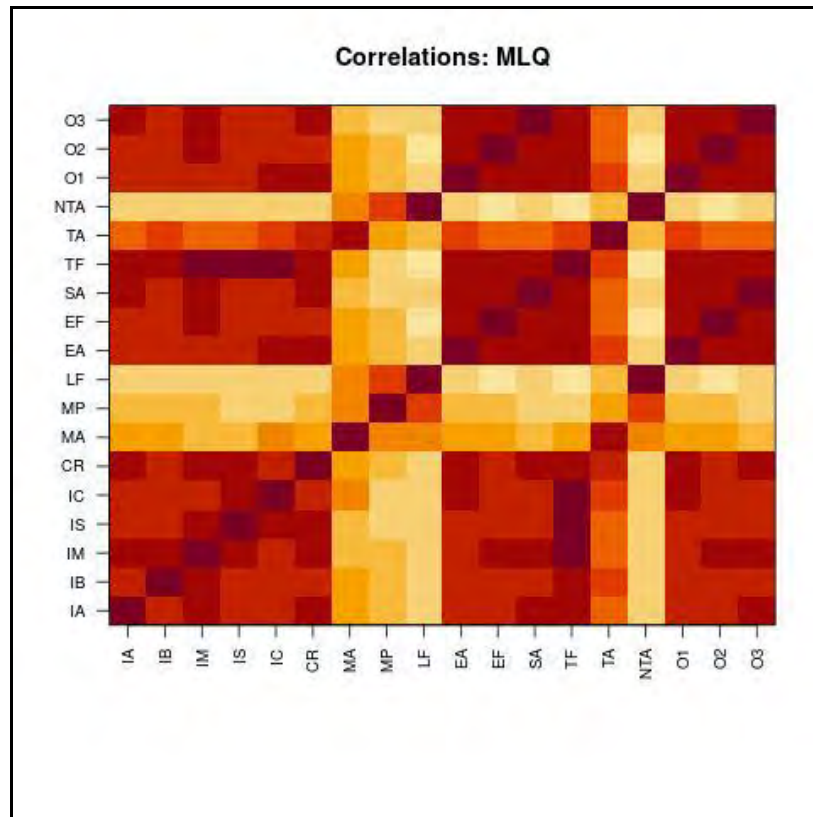


Table 6.10 Correlations between the UWES Scales

	UWESV	UWESD	UWESA	UWEST
UWESV	1	0	0	0
UWESD	0.83164	1	0	0
UWESA	0.6475	0.66617	1	0
UWEST	0.91571	0.92014	0.86179	1

The p-values in Table 6.10 that are above the diagonal are all approximately 0. Therefore, the true population correlation coefficients are significantly different from 0. It is deduced that there is a significant, linear and positive relationship between these pairs of variables, as shown in Figure 6.6.

Figure 6.6 A Heat Map with Correlations between the UWES Scales

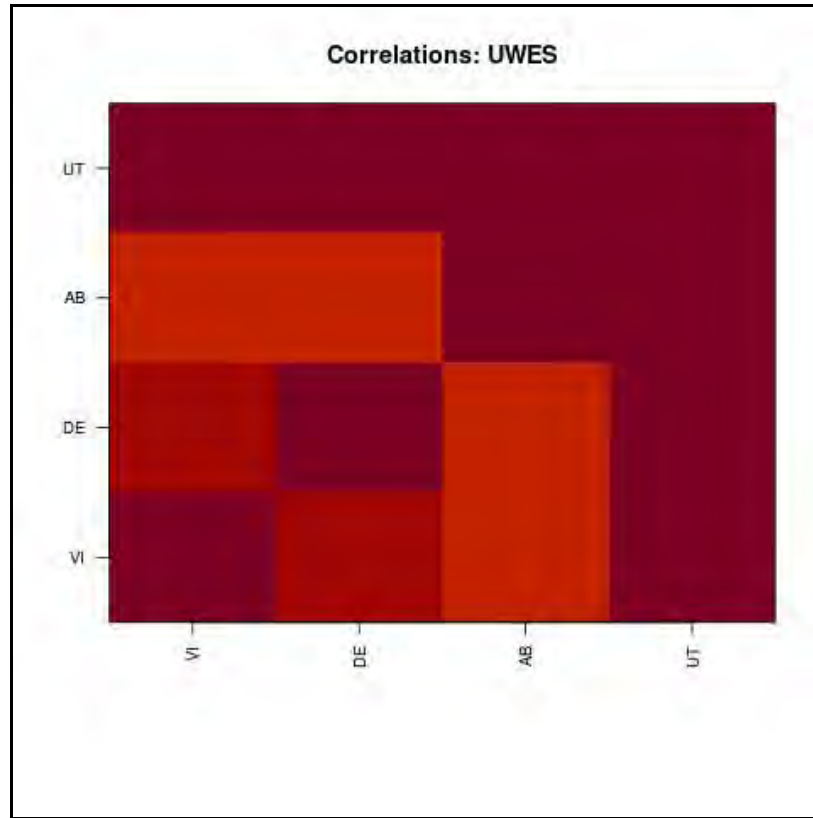


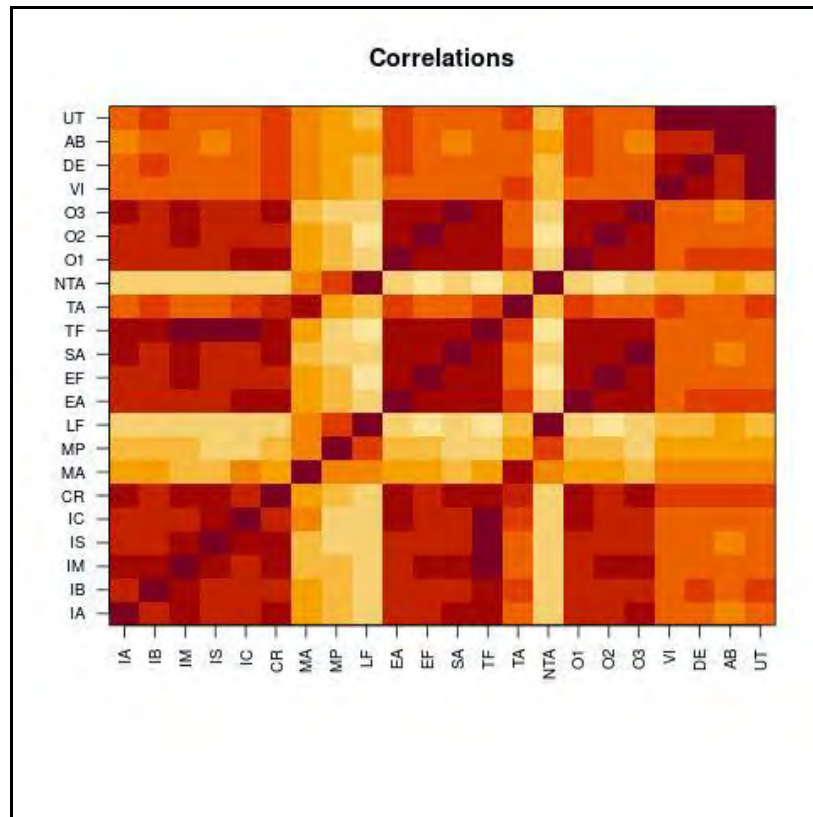
Table 6.11 Correlations between the MLQ Factors and UWES Scales

UWES	Transformational Leadership		Transactional Leadership	
	r	P-value	r	P-value
VI	0.31192	0.00073	0.34696	0.00016
DE	0.32588	0.0004	0.31272	0.00071
AB	0.25604	0.00597	0.31604	0.00061
UT	0.33064	0.00033	0.3618	0.00008

In Table 6.11, the UWES scales pertaining to vigour, dedication and absorption are correlated against transformational and transactional Leadership. The correlation coefficients are positive and associated p-values in reference to the correlations between the UWES scales and transformational leadership are approximately 0, which indicate significantly positive linear

relationships. Similarly, the correlation coefficients are positive and associated p-values approximately 0 in reference to the correlations between the UWES scales and transactional leadership, also indicating significantly positive linear relationships.

Figure 6.7 A Heat Map with Correlations between the MLQ Factors and UWES Scales



To give effect to research objective four, the researcher tested the individual research hypotheses outlined in chapters one and five. The results of these hypotheses are provided below.

6.5.1 Hypothesis One

Ha1 There is a statistically significant positive relationship between transactional leadership and employee engagement.

This hypothesis was tested by constructing the following linear model:

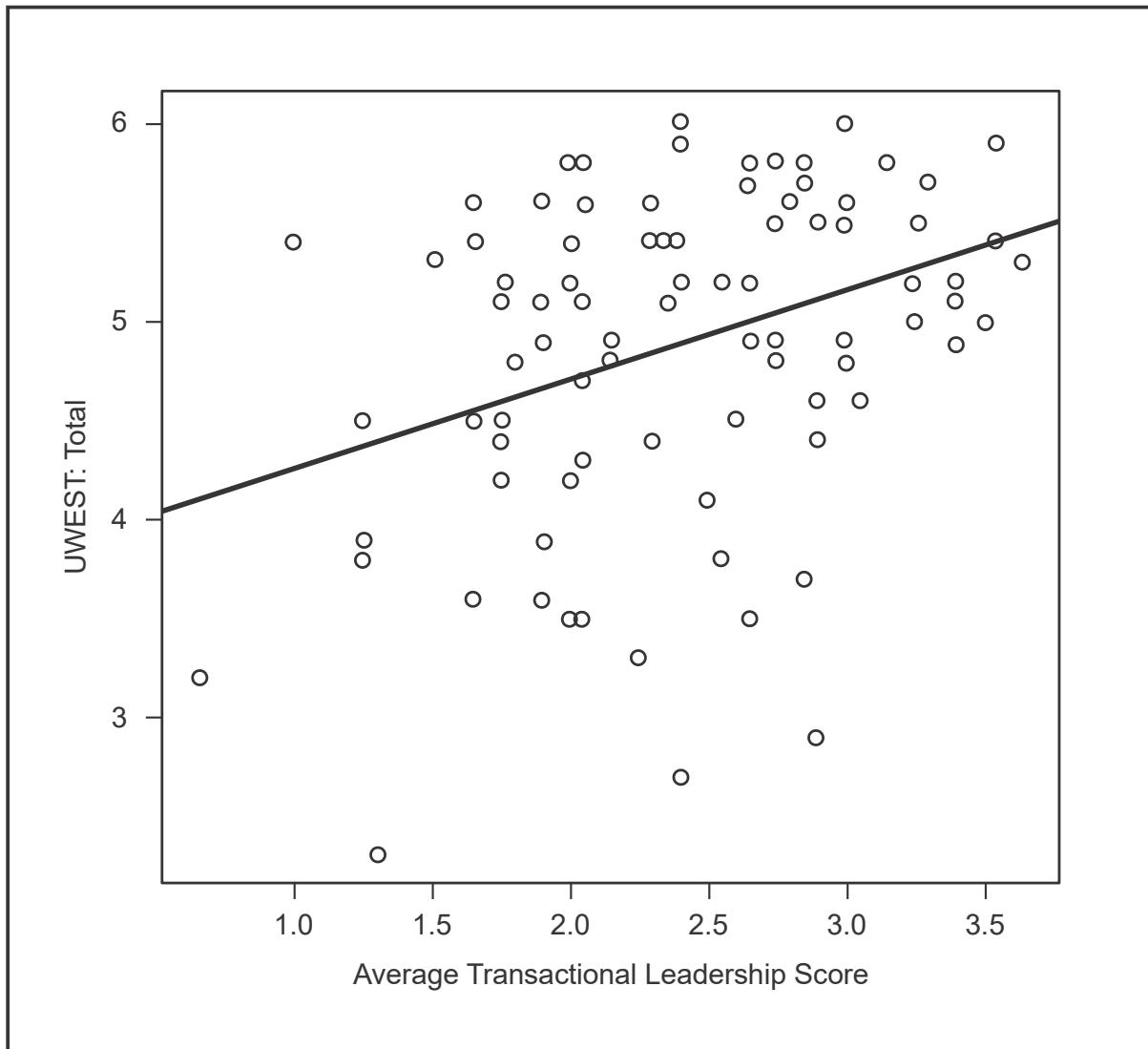
$$UWEST = \text{Intercept} + \beta_1 * (TA) + \varepsilon$$

Where: *UWEST = Employee Engagement Total*
TA = Transactional Leadership

Table 6.12 Summary of the Linear Regression Model for Hypothesis One

Regression Summary for Dependent Variable: Residual standard error: 0.7671 on 87 degrees of freedom with 25 observations deleted due to incompleteness, Multiple R-squared: 0.1267, Adjusted R-squared: 0.1167, F-statistic: 12.62 on 1 and 87 DF, p-value: 0.0006183.				
	B	Standard Error	t value	Pr(> t)
Intercept	3.7971	0.3142	12.085	< 2e-16
Transactional Leadership	0.4466	0.1257	3.553	0.000618

Figure 6.8 A Scatterplot of Transactional Leadership Scores and Employee Engagement



The data pertaining to **Ha1** suggests that for every one unit increase in the transactional leadership score, the UWES total score increases by 0.4466 units. There is a statistically significant positive relationship between transactional leadership and employee engagement (F-statistic: 12.62 on 1 and 87 DF, p-value: 0.000618).

This hypothesis was further tested by constructing the following multiple regression model:

$$UWEST = \text{Intercept} + \beta_1 * (CR) + \beta_2 *(MBEA) + \epsilon$$

Where:

UWEST = Employee Engagement

CR = Contingent Reward

MBEA = Management-by-Exception Active

Table 6.13 Summary of the Multiple Regression Model for Hypothesis One

Residual standard error: 0.7337 on 86 degrees of freedom, Multiple R-squared: 0.2103, Adjusted R-squared: 0.1919, F-statistic: 11.45 on 2 and 86 DF, p-value: 3.901e-05.				
	B	Standard Error	t value	Pr(> t)
Intercept	3.29593	0.34336	9.599	2.97e-15
CR	0.45916	0.09861	4.656	1.16e-05
MBEA	0.10476	0.07182	1.459	0.148

From the above we note that there is a significant linear relationship between the UWES, CR and MBEA (F-statistic = 11.45 on 2 and 86 DF, p-value = 0.000039). However, MBEA makes no significant contribution to the model (t value = 1.459, DF = 87, p-value = 0.148), but CR makes a significant positive linear contribution to Transactional Leadership (t value = 4.656, DF = 87, p-value approximately 0).

6.5.2 Hypothesis Two

Ha2 There is a statistically significant positive relationship between transformational leadership and employee engagement.

This hypothesis was tested by constructing the following linear model:

$$UWEST = \text{Intercept} + \beta_1 * (TF) + \epsilon$$

Where:

UWEST = Employee Engagement Total

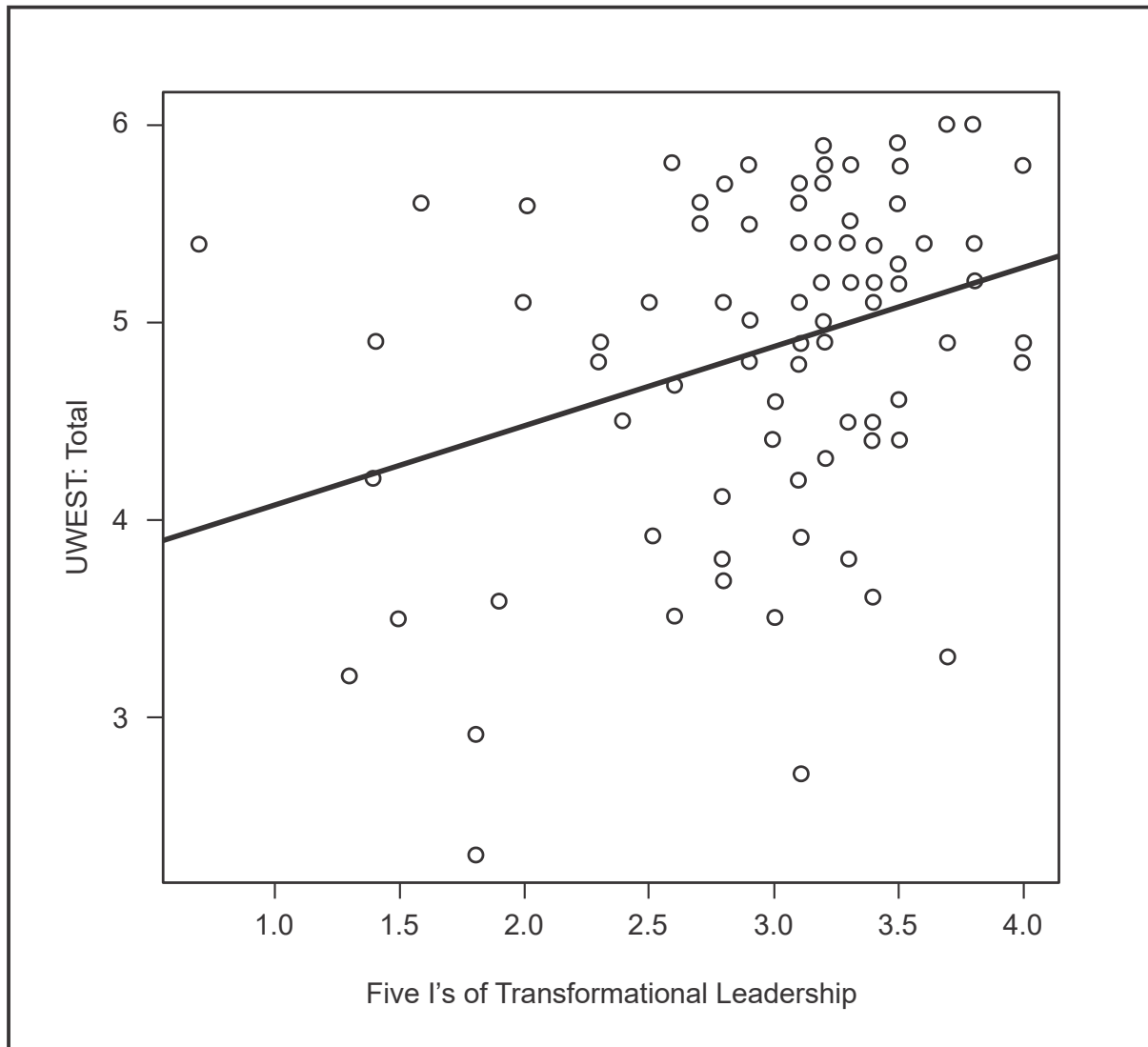
TF = Transformational Leadership

Table 6.14 Summary of the Linear Regression Model for Hypothesis Two

Residual standard error: 0.7819 on 86 degrees of freedom with 26 observations deleted due to missing information, Multiple R-squared: 0.1031, Adjusted R-squared: 0.09271, F-statistic: 9.89 on 1 and 86 DF, p-value: 0.002282.				
	B	Standard Error	t value	Pr(> t)
Intercept	3.7039	0.3816	9.706	1.8e-15
Transformational Leadership	0.3913	0.1244	3.145	0.00228

The data pertaining to **Ha2** suggests that for every one unit increase in the transformational leadership score, the UWES total score increases by 0.3913 units. There is a statistically significant positive relationship between transformational leadership and employee engagement (F-statistic: 9.89 on 1 and 86 DF, p-value: 0.002282).

Figure 6.9 A Scatterplot of Scores and Transformational Leadership Scores



This hypothesis was further investigated by constructing the following multiple regression model:

$$UWEST = \text{Intercept} + \beta_1 * (IIA) + \beta_2 *(IIB) + \beta_2 *(IM) + \beta_2 *(IS) + \beta_2 *(IC) + \epsilon$$

Where:

- UWEST = Employee Engagement*
- IIA = Idealised Attributes*
- IIB = Idealised Behaviours*
- IM = Inspirational Motivation*
- IS = Intellectual Stimulation*
- IC = Individual Consideration*

Table 6.15 Summary of the Multiple Regression Model for Hypothesis Two

Residual standard error: 0.7892 on 82 degrees of freedom with 26 observations deleted due to missing information, Multiple R-squared: 0.1289, Adjusted R-squared: 0.07576, F-statistic: 2.426 on 5 and 82 DF, p-value: 0.04204.				
	B	Standard Error	t value	Pr(> t)
Intercept	3.62115	0.40495	8.942	9.38e-14
IIA	0.04882	0.16983	0.287	0.7745
IIB	0.32521	0.17265	1.884	0.0632
IM	0.01783	0.20369	0.088	0.9304
IS	0.07392	0.20535	0.360	0.7198
IC	-0.05115	0.16906	-0.303	0.7630

This data suggests that the model is insignificant (F-statistic: 2.426 on 5 and 82 DF, p-value: 0.04204). However, other than the intercept none of these variables make a significant contribution to the model. This may be due to multicollinearity. Forward stepwise variable selection, where all the missing values have been removed (those without UWES scores), based on the AIC score, yields a model with dependent variable UWEST and the independent variable IIB as the optimal model.

In this instance, $UWEST = \text{Intercept} + \beta_1 * (IIB) + \epsilon$

Where: *UWEST = Employee Engagement*

IIB = Idealised Behaviours

Table 6.16 Summary of the Second Linear Regression Model for Hypothesis Two

Residual standard error: 0.7726 on 86 degrees of freedom, Multiple R-squared: 0.1243, Adjusted R-squared: 0.1141, F-statistic: 12.2 on 1 and 86 DF, p-value: 0.0007566.				
	B	Standard Error	t value	Pr(> t)
Intercept	3.7565	0.3306	11.362	< 2e-16
IIB	0.3757	0.1075	3.493	0.000757

This model is significant (F-statistic: 12.2 on 1 and 86 DF, p-value: 0.0007566). IIB makes a significant, positive and linear contribution to the model (t value = 3.493, DF = 86, p-value = 0.000757).

To give effect to research objective four, hypotheses one and two were analysed using a descriptive statistical analysis, as they are quantitative in nature, with reference to sections 6.5.1 and 6.5.2. To give effect to research objectives five and six, an interpretive approach to the data analysis was undertaken, as they are qualitative in nature, by seeking similarities and differences within the descriptions and definitions of the factors pertaining to leadership, in the form of transactional leadership, transformational leadership and laissez-fair leadership, as well as the UWES scales and eight Leadership Principles. This approach is referenced in section 6.5.3.

6.5.3 Research objective five and six

Research objective five refers to the exploration of whether a relationship between the eight organisation defined Leadership Principles and employee engagement exists.

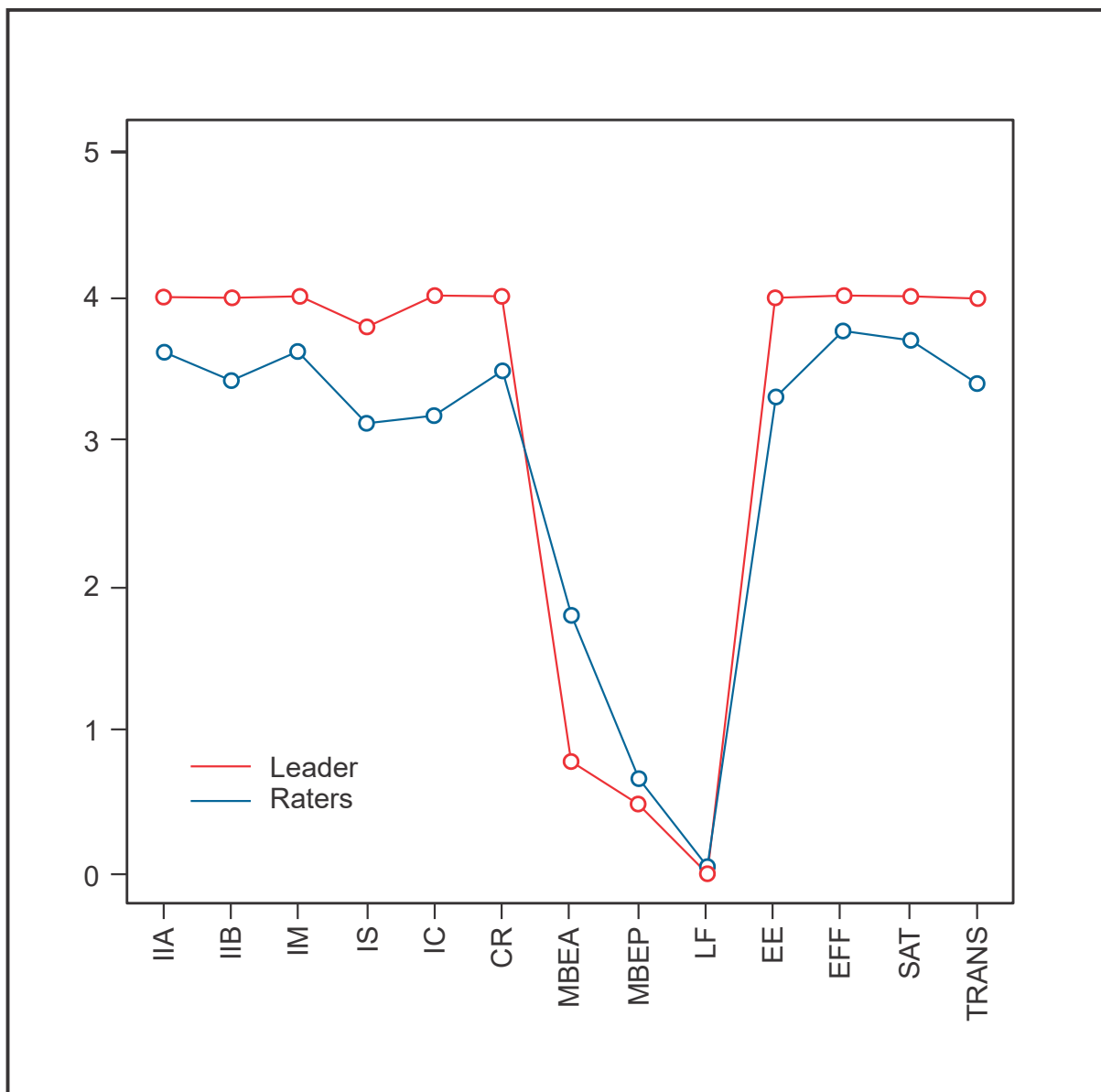
Research objective six refers to the exploration of whether a relationship between the leadership behaviour (transactional and transformational) and the eight organisation defined Leadership Principles exists.

In chapter five, the concept of the leadership culture pertaining to the eight Leadership Principles was described. To complement and enhance the research findings stemming from the MLQ, existing individual performance related information pertaining to the eight Leadership Principles was gathered, on a voluntary basis. The individual performance assessment known as MyFeedback is a personalised 360-degree feedback assessment, in which leadership requests individual feedback from their direct leader, peers and team members. The instrument is comprised of 10 statements, of which to support the purpose of the research, a specific focus will be placed on the eight Leadership Principles. Of the 27 leaders surveyed as a part of the research sample, 25 leaders responded. Of the 25 leaders who responded, and agreed to provide their MyFeedback reports, only seven leaders provided their most recent MyFeedback report. This amounts to 28% of the leaders who participated in the research. This is calculated by dividing the seven leaders by the total leader participation being 25, and multiplying this calculation by 100, to ascertain a percentage. Of these seven leaders, one of the leaders did not

have sufficient raters who participated in the MyFeedback 360-degree assessment, and therefore a MyFeedback report could not be generated for this particular leader. There are therefore only six leader reviews along-side the Leadership Principles.

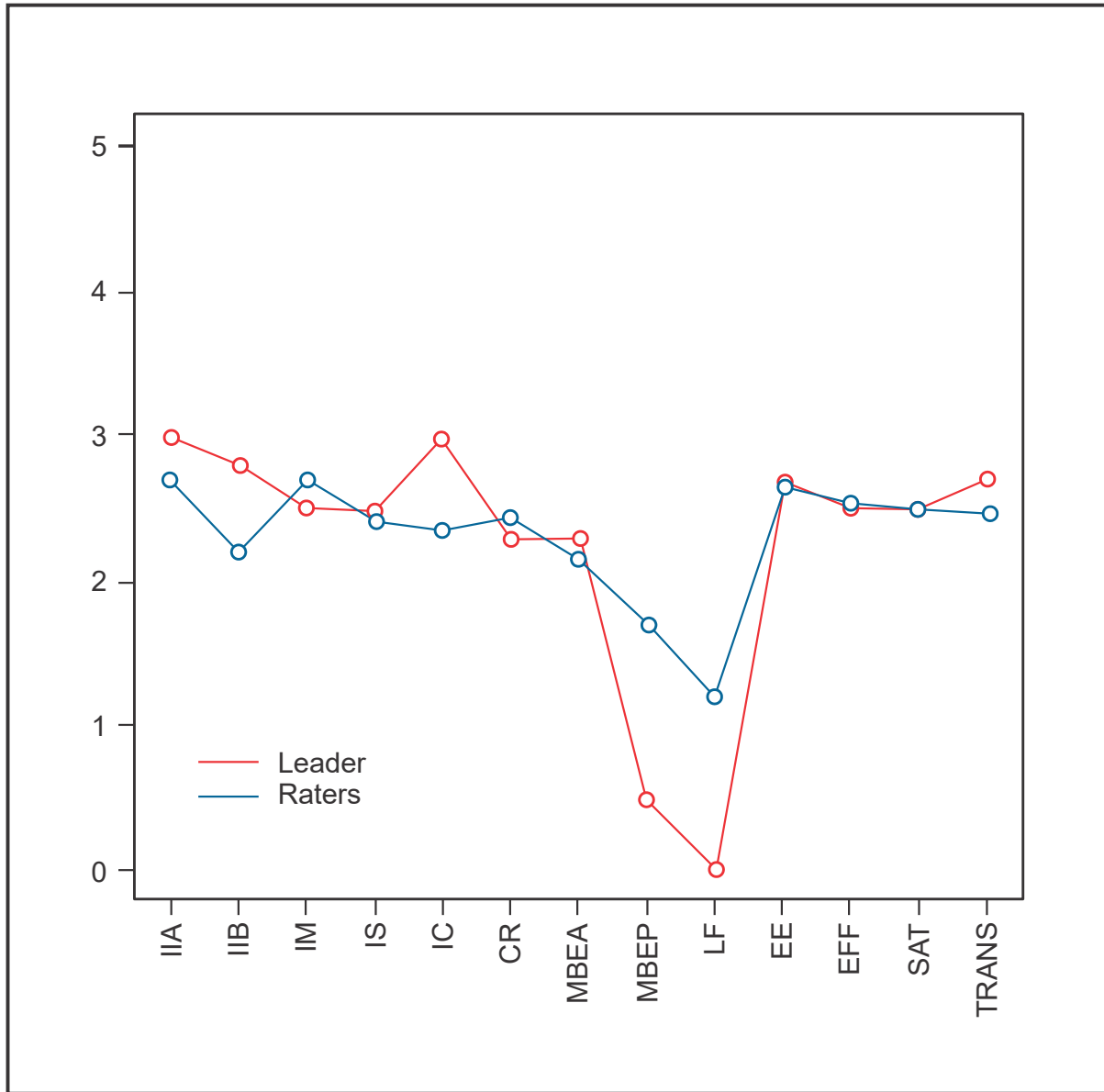
The MLQ graphs for the respective six leaders are illustrated in Figures 6.10 – 6.15 below, while Table 6.17 provides an overview of the MyFeedback report scores, as an introduction to the discussion pertaining to research objectives five and six. The titles of the leaders are anonymised according to a particular number.

Figure 6.10 MLQ Score for Leader 6



In Figure 6.10, the leader has generally provided a self-reflective score that is more favourable than the scores provided by the raters. It is however evident that the scores relating to transformational leadership are indicated as more observed, than the transactional leadership factors, except for contingent reward. The outcomes of leadership relating to extra effort, effectiveness and satisfaction average between scores of 3 and 4, which are positive on a scale with a maximum of 5. In referencing the scores in Figure 6.10 with Table 6.17, it is evident that Leader 6 has attained the highest average of 3.8 in the leader sample, representing general alignment between the positive enactment of the Leadership Principles as observed by participants in the MyFeedback 360-degree assessment, with a fair score representing transformational leadership as the dominant displayed leadership behaviour. This leader received the highest scores for the Leadership Principles relating to agility, customer orientation, driven to win, empowerment, pioneering spirit and purpose. These behaviours display a form of descriptive alignment to transactional leadership, transformational leadership and engagement.

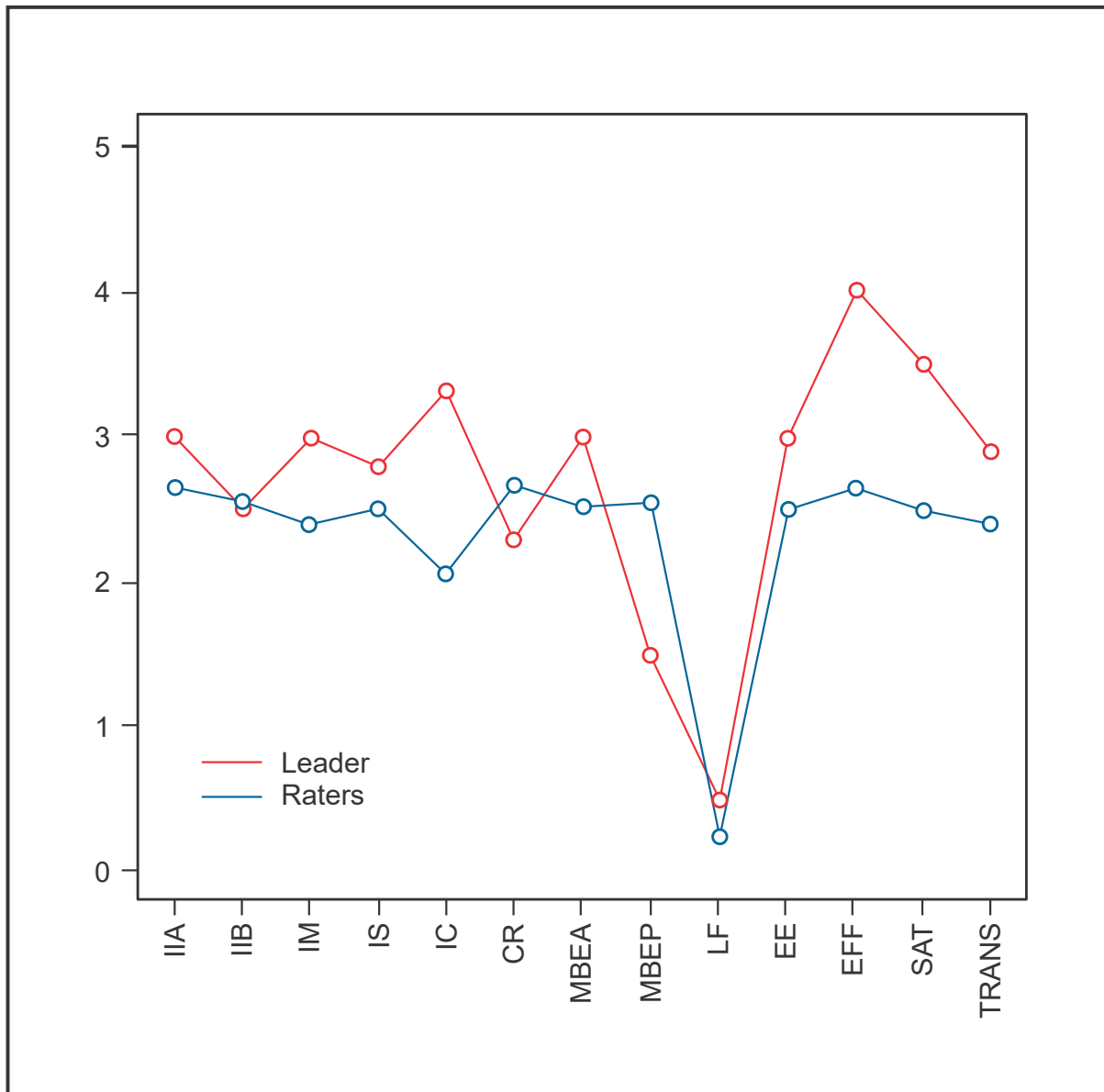
Figure 6.11 MLQ Score for Leader 14



In Figure 6.11, the leader has generally provided a self-reflective score that is more favourable than the scores provided by the raters. It is however evident that the scores relating to transformational leadership are indicated as more present, than the transactional leadership factors, except for contingent reward. The outcomes of leadership relating to extra effort, effectiveness and satisfaction average between scores of 2 and 3, which are fairly average on a scale with a maximum of 5. In referencing the scores in Figure 6.11 with Table 6.17, it is evident that Leader 14 has attained a moderate average of 3.4 in the eligible leader sample, representing general alignment between the enactment of the Leadership Principles as

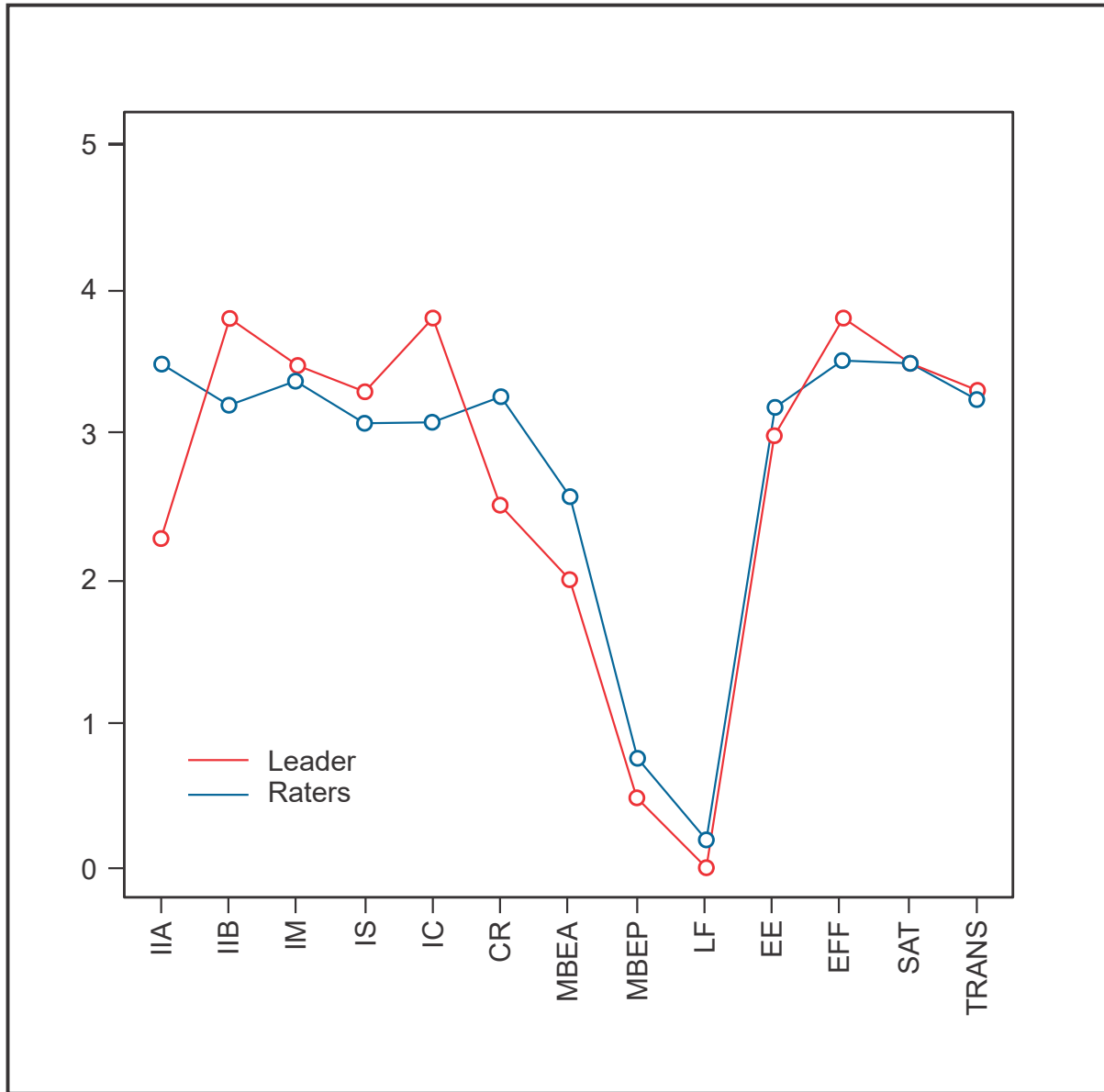
observed by participants in the MyFeedback 360-degree assessment round, with a fair score representing transformational leadership as the dominant displayed leadership behaviour. This behaviour is not scored exceptionally higher than the presence of a laissez-faire style, as observed by the raters. In Table 6.17, Leader 14 has scored the highest in the Leadership Principles relating to agility, co-creation, customer orientation, driven to win, pioneering spirit and purpose. Similar to Leader 6, these behaviours generally integrate within transactional and transformational leadership, as well as engagement.

Figure 6.12 MLQ Score for Leader 17



In Figure 6.12, the leader has generally provided a self-reflective score that is more favourable than the scores provided by the raters. It is however evident that the scores relating to transactional leadership are indicated as more present, than the transformational leadership factors. In a few instances the leader and rater scores oppose one another, and this is noted in individual consideration as an example. The outcomes of leadership relating to extra effort, effectiveness and satisfaction average between scores of 2 and 3 on behalf of the rater, which is fairly average on a scale with a maximum of 5. In referencing the scores in Figure 6.12 with Table 6.17, Leader 17 has attained an average of 3.5 in the eligible leader sample, representing general alignment between an average enactment of the Leadership Principles as observed by participants in the MyFeedback 360-degree assessment rounds, with an average score representing transactional leadership as the dominant displayed leadership behaviour. This leader received the highest scores for the Leadership Principles relating to customer orientation.

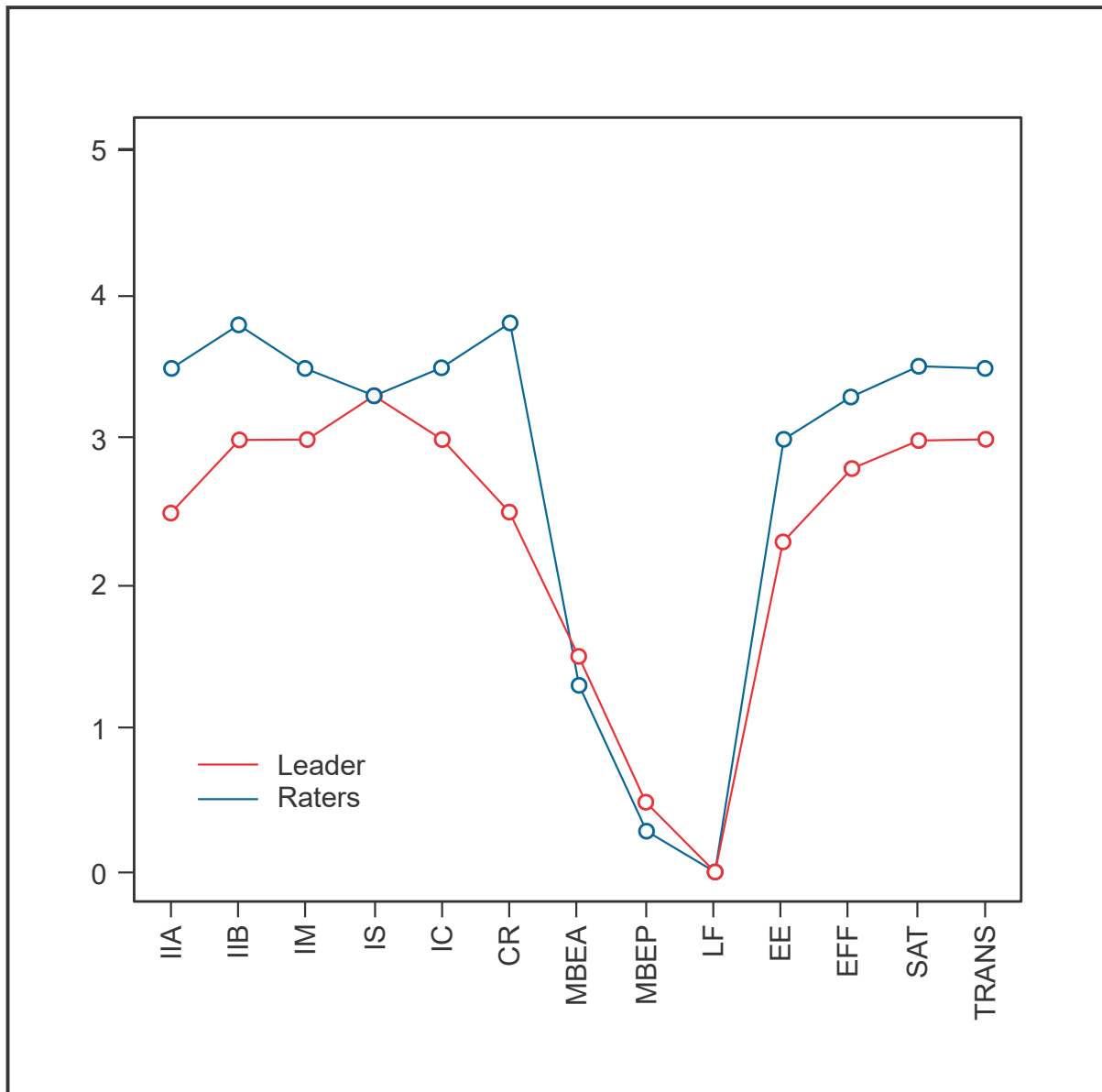
Figure 6.13 MLQ Score for Leader 19



In Figure 6.13, the leader has generally provided a self-reflective score that is slightly more favourable than the scores provided by the raters, however, there are instances of close alignment in the scores between the leader and rater, and this is noted in extra effort as an example. It is however evident that the scores relating to transformational leadership are indicated as more present, than the transactional leadership factors. In a few instances the leader and rater scores oppose one another, and this is noted in individual consideration and contingent reward as an example. The outcomes of leadership relating to extra effort, effectiveness, and satisfaction average between scores of 3 and 4, which is positive on a scale

with a maximum of 5. In referencing the scores in Figure 6.13 with Table 6.17, Leader 19 has attained an average of 2.9 in the eligible leader sample. This leader received the highest scores for the Leadership Principles relating to agility, customer orientation, driven to win, empowerment and pioneering spirit.

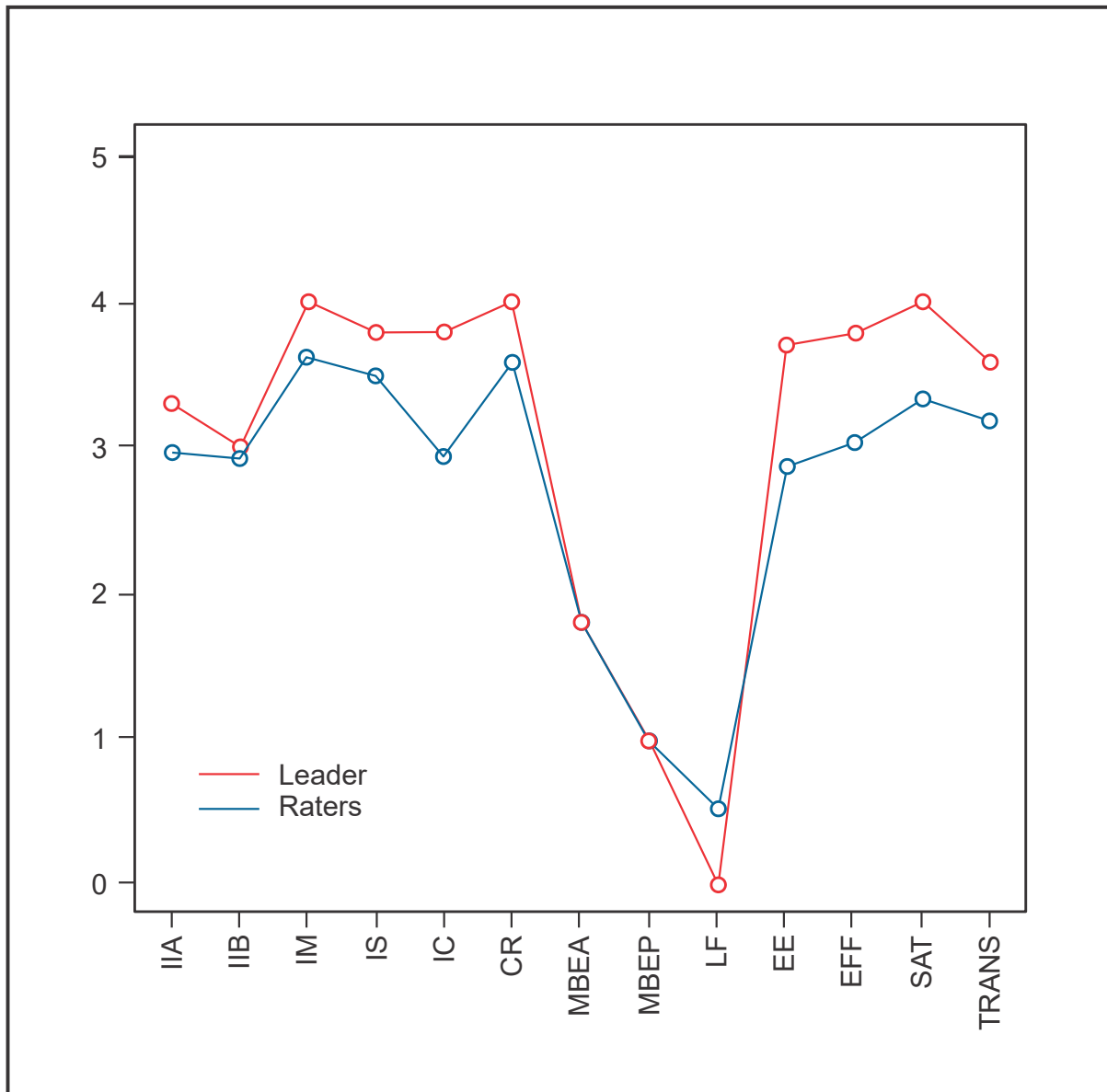
Figure 6.14 MLQ Score for Leader 20



In Figure 6.14, the leader has generally provided a self-reflective score that is marginally less favourable than the scores provided by the raters, however, there is an instance of overlap in the scores between the leader and rater, and this is noted in intellectual stimulation as an example. It is however evident that the scores relating to transformational leadership are

indicated as more present than the transactional leadership factors. The outcomes of leadership relating to extra effort, effectiveness and satisfaction average between scores of 3 and 4 on behalf of the raters, which is positive on a scale with a maximum of 5. In referencing the scores in Figure 6.14 with Table 6.17, Leader 20 has attained an average of 3 in the eligible leader sample, with each Leadership Principle rated as a consistent 3.

Figure 6.15 MLQ Score for Leader 24



In Figure 6.15, the leader has generally provided a self-reflective score that is more favourable than the scores provided by the raters, however, there is an instance of overlap in the scores between the leader and rater, and this is noted in management-by-exception active and

management-by-exception passive. It is however evident that the scores relating to transformational leadership are indicated as more present than the transactional leadership factors, except for contingent reward. The outcomes of leadership relating to extra effort, effectiveness and satisfaction average between scores of 3 and 4, which is positive on a scale with a maximum of 5. In referencing the scores in Figure 6.15 with Table 6.17, Leader 24 has attained an average of 3.3 in the eligible leader sample. The Leadership Principles that are most dominant relate to agility, co-creation, driven to win, pioneering spirit and learning.

The MyFeedback report contains a four-point scale, therefore the highest score for each of the 10 items in the report is 4. To support the purposes of this research, focus was only placed on the eight Leadership Principles, and not the additional two items that pertain to contribution and future perspective. The average score in Table 6.17 refers to the sum of each of the Leadership Principles, divided by eight, to generate an average score for each leader. The Leadership Principles are listed according to the order of appearance in the MyFeedback report.

Table 6.17 Overview of the MyFeedback Results for the Six Leaders

Leader	Leader 6	Leader 14	Leader 17	Leader 19	Leader 20	Leader 24
Principle						
Agility	4	3.5	3.5	3.5	3	3.5
Co-Creation	3.5	3.5	3.5	3	3	3.5
Customer Orientation	4	3.5	4	3.5	3	3
Driven to Win	4	3.5	3.5	3.5	3	3.5
Empowerment	4	3	3.5	3.5	3	3
Pioneering Spirit	4	3.5	3.5	3.5	3	3.5
Learning	3.5	3	3	3	3	3.5
Purpose	4	3.5	3.5	3	3	3
AVERAGE	3.8	3.4	3.5	2.9	3	3.3
Contribution	4	3.5	3.5	3.5	3	3.5
Future Perspective	4	3	3	3	2.5	3.5

Chapter four provides an overview of the Leadership Principles and their associated descriptions according to the objective and behaviour aligned to each principle, which provides context to the why-anchor and how-anchor of each principle. Tables 6.18, 6.19 and 6.20 will support the interpretive analysis in relation to research objectives five and six.

Research objective five refers to the exploration of whether a relationship between the eight organisation defined Leadership Principles and employee engagement exists.

Table 6.18 below illustrates a matrix containing the Leadership Principles and the UWES engagement scales. The first two columns on the right provide the Leadership Principle alongside a description of this principle. The two columns in the centre provides the UWES scale and the associated description of each scale. The final column provides a relationship analysis between the Leadership Principle and the three respective UWES scales, per Leadership Principle.

Table 6.18 Leadership Principles and Employee Engagement Scales Matrix

Leadership Principle (LP)	Associated LP Behaviour Summary	UWES Scale (EE)	Associated Engagement Behaviour	Relationship by definition / description between LP and EE
Purpose	Appreciates others, creates a sense of belonging, provides context and inculcates a culture of innovation and mutual respect.	Vigour	High levels of energy and mental resilience while working. This includes the willingness to invest effort in one's work, as well as persistence in the face of difficulty.	No definition alignment between LP and EE.
Agility	Encourages a culture of adaptability within and beyond the team, analyses opportunities, implements solutions, takes action and drives necessary change.	Dedication	A sense of significance, enthusiasm, inspiration, pride and challenge.	No definition alignment between LP and EE.
Co-Creation	Values diversity of thought and sees contributions of diverse groups as a business asset. Involves all stakeholders and fosters a culture of collaboration.	Absorption	Fully concentrated and happily engrossed in one's work, whereby time passes quickly, and one has difficulties with detaching oneself from work.	No definition alignment between LP and EE.
Customer Orientation	Uses every opportunity to create customer delight.			No definition alignment between LP and EE.
Driven to Win	Demonstrates commitment and passion for delivering the best results and encourages others through rewards and celebrating successes.			There is a link between Driven to Win and Vigour. Driven to Win is premised on commitment and a passion to deliver the best results, with Vigour pertaining

				to investing in one's work and remaining persistent in the face of adversity.
Empowerment	Trusts team members to achieve best results, provides autonomy and utilises talent.			No definition alignment between LP and EE.
Learning	Shares knowledge and experience from within and outside the organisation, implements continuous improvement measures and asks for feedback.			No definition alignment between LP and EE.
Pioneering Spirit	Effectively applies strategies, methods, and new technology to successfully drive change, challenges the status quo and actively explores trends.			No definition alignment between LP and EE.

Upon review of Table 6.18 above, with the intention of aligning meaning between the Leadership Principles and UWES scales, it becomes evident that the relationship between these two variables based on their descriptions is not a strong relationship. There is only a link between driven to win as a Leadership Principle, and vigour as a UWES scale. There is therefore a limited relationship between the Leadership Principles as a behaviour, and the UWES engagement scales, as an experience. There may be a relationship between the leader enacting the Leadership Principles and holding a positive influence on engagement, however, this has not been tested as the Leadership Principles are not premised upon a statistical basis. Research objective five has therefore been met, with an understanding that a limited description-based relationship between the Leadership Principles and engagement exist.

Research objective six refers to the exploration of whether a relationship between the leadership behaviour (transactional and transformational) and the eight organisation defined Leadership Principles exists.

Table 6.19 below illustrates the eight Leadership Principles in the first two columns of the table, with the transactional leadership factors in the centre two columns of the table, and the definition related findings are stipulated in the final column. The definition related findings are described based on reviewing the descriptions of the eight Leadership Principles and the transactional leadership factors and documented per Leadership Principle.

Table 6.19 Leadership Principles and Transactional Leadership Factors Matrix

Leadership Principle (LP)	Associated LP Displayed Behaviour	Transactional Leadership (TAL) Factor	Associated TAL Behaviour	Relationship by definition / description between LP's and TAL's
Purpose	Appreciates others, creates a sense of belonging, provides context and inculcates a culture of innovation and mutual respect.	Contingent Reward	Leader behaviours that clarify the role and task requirements with rewards that are contractually influenced.	Alignment between Purpose and Contingent Reward by pertaining only to providing context of the role and task.
Agility	Encourages a culture of adaptability within and beyond the team, analyses opportunities, implements solutions, takes action and drives necessary change.	Management-by-Exception Active	The active vigilance of a leader whose role is to ensure that specific standards are achieved.	No definition alignment between LP and TAL.
Co-Creation	Values diversity of thought and sees contributions of diverse groups as a business asset. Involves all stakeholders and fosters a culture of collaboration.	Management-by-exception Passive	The intervention of leaders after non-compliance has occurred or only after a mistake has already taken place.	No definition alignment between LP and TAL.
Customer Orientation	Uses every opportunity to create customer delight.			No definition alignment between LP and TAL.
Driven to Win	Demonstrates commitment and passion for delivering the best results and encourages others through rewards and celebrating			There is a link between Driven to Win and Contingent Reward, however, Contingent Reward refers to contractual rewards, rather than a culture of reward and

	successes.			recognition, in instances that are not contractually bound.
Empowerment	Trusts team members to achieve best results, provides autonomy and utilises talent.			No definition alignment between LP and TAL.
Learning	Shares knowledge and experience from within and outside the organisation, implements continuous improvement measures and asks for feedback.			No definition alignment between LP and TAL.
Pioneering Spirit	Effectively applies strategies, methods and new technology to successfully drive change, challenges the status quo and actively explores trends.			No definition alignment between LP and TAL.

Upon review of the table above, projecting from the premise of reviewing definition alignment between the Leadership Principles and transactional leadership factors, it becomes evident that there is a limited relationship between these two variables. There is a marginal and general reference to elements that describe purpose and driven to win, with contingent reward. There is no definition related relationship between management-by-exception active, and management-by-exception passive, with the Leadership Principles. It is therefore deduced that there is a limited relationship between the Leadership Principles and transactional leadership, by means of similarities in the definition descriptions.

Table 6.20 below illustrates the eight Leadership Principles in the first two columns of the table, with the transformational leadership factors in the centre two columns of the table, and the definition related findings are stipulated in the final column. The definition related findings are

described based on reviewing the descriptions of the eight Leadership Principles and the transformational leadership factors, which are documented per Leadership Principle.

Table 6.20 Leadership Principles and Transformational Leadership Factors Matrix

Leadership Principle (LP)	Associated LP Behaviour Summary	Transformational Leadership (TFL) Factor	Associated TFL Behaviour	Relationship by definition / description between LP's and TFL's
Purpose	Appreciates others, creates a sense of belonging, provides context and inculcates a culture of innovation and mutual respect.	Idealised Influence Attributed (Idealised Attributes)	The socialised charisma of the leader, identified through the perceived display of confidence, power, higher-order ideals and ethics.	There is a link between Purpose and Inspirational Motivation through a clear vision, communication and achievement thereof.
Agility	Encourages a culture of adaptability within and beyond the team, analyses opportunities, implements solutions, takes action and drives necessary change.	Idealised Influence Behaviour (Idealised Behaviours)	The display of charismatic acts centered upon values, beliefs and a sense of mission.	There is a link between Agility and Intellectual Stimulation by stimulating a sense of logic and analysis, through encouraging new and different ways of thinking.
Co-Creation	Values diversity of thought and sees contributions of diverse groups as a business asset. Involves all stakeholders and fosters a culture of collaboration.	Inspirational Motivation	Leaders energise their followers through optimism, projecting an idealised vision, as well as to communicate and encourage followers on the possibilities to achieve the vision.	No definition alignment between Co-Creation and TFL.
Customer Orientation	Uses every opportunity to create customer delight.	Intellectual Stimulation	Leader actions that stimulate followers' sense of logic and analysis, by challenging followers to think creatively and innovatively.	No definition alignment between Customer Orientation and TFL.

Driven to Win	Demonstrates commitment and passion for delivering the best results and encourages others through rewards and celebrating successes.	Individualised Consideration	Leader behaviour contributes to follower satisfaction by advising, supporting and paying attention to the individual need of followers, therefore allowing them to develop and self-actualise.	There is a link between Driven to Win and Inspirational Motivation with an optimistic outlook, encouraging approach and bringing forth the opportunities of achieving the vision.
Empowerment	Trusts team members to achieve best results, provides autonomy and utilises talent.			There is a link between Empowerment and Individualised Consideration, with an approach that allows teams to develop and self-actualise through guiding and supporting according to individual requirements.
Learning	Shares knowledge and experience from within and outside the organisation, implements continuous improvement measures and asks for feedback.			There is a link between Learning and Individualised Consideration through supporting and guiding according to the needs of the individual, to self-actualise.
Pioneering Spirit	Effectively applies strategies, methods and new technology to successfully drive change, challenges the status quo and actively explores trends.			There is a link between Pioneering Spirit and Intellectual Stimulation owing to encouraging creative and innovative approaches.

Upon review of Table 6.20 above, projecting from the premise of aligning meaning between the Leadership Principles and transformational leadership factors, it becomes evident that there is a strong definition-based alignment between these two variables. There is a reference to six of the

eight Leadership Principles, barring co-creation and customer orientation. On behalf of the transformational leadership factors, there was a definition-based link between inspirational motivation, intellectual stimulation, and individualised consideration, with the respective Leadership Principles. There was however no clear link in the descriptions of the leadership factors and Leadership Principles, that relate to individualised influence attributed and individualised influence behaviour.

Table 6.17 outlining the leader MyFeedback scores, provides a perspective to support research objective six. Generally, the respective leaders all scored above the average of 3, with reference to the Leadership Principles, except for one leader with a score of 2.9. Upon reviewing the six leader graphs, it is evident that the leader and rater scores are generally aligned, except for leaders 14, 17 and 19. In these instances, it is either a case of the leader portraying a reflection that has scored higher than the rater, or the leader under-rating their enactment of the leadership behaviours and the raters providing a higher score in their observations of the leader. Generally, the transformational leadership score among the six leaders exceeds that of transactional leadership.

Owing to the definition and descriptive analysis between the Leadership Principles and the transformational leadership factors, along-side the MyFeedback scores with an average of 3, the presence of transformational leadership is observed. In addition, the six leader graphs also indicate a fair presence of transformational leadership from the perspective of the leader and rater. Owing to the integration of the Leadership Principles, transformational leadership factors, MyFeedback reports and the leader graphs, there is a relationship to support research objective six, in relation to transformational leadership.

It is of interest to note that certain of the eight Leadership Principles consistently aligned to a descriptive definition when compared to transactional leadership, transformational leadership and the UWES engagement scale. For instance, purpose consistently aligned as mentioned above. Purpose aligned to contingent reward in representing transactional leadership, as well as idealised influence attributed in representing transformational leadership, and vigour whilst representing engagement. This is testament to an observation in chapter two, pertaining to the need for transactional leadership to exist, in order to give rise to transformational leadership.

Research objective six has been met, indicating a limited relationship between transactional leadership and the eight Leadership Principles, however, a stronger definition-based relationship between the eight Leadership Principles and transformational leadership.

6.6 Conclusion

This chapter presented the empirical and statistical results of this research, as well as the interpretive results of the research. To give effect to research objective four, descriptive statistics and reliability analysis are presented to provide further insights. The initial analysis, with specific reference to the descriptive statistics, indicate that transformational leadership is the dominant leadership style among those who participated, representative of the sample group. This dominant leadership style is followed by transactional leadership, with the least dominant leadership style present identified as non-transactional leadership. Similarly, with the evaluation of the descriptive statistics representing the UWES, dedication is rated as the most prevalent scale in engagement, followed by vigour and absorption which are aligned. In addition, Cronbach's Alpha Reliability Coefficient Scores indicate that the MLQ factors are generally a reliable measure of the presence of transformational leadership, however, a poor measure of transactional leadership. Similarly, the reliability scores associated with the UWES engagement instrument indicate that the UWES scales are reliable, with the interpretation of all three scales spread across either good or acceptable.

Further, using a linear regression statistical process, the first two alternate hypotheses were tested. There is a statistically significant positive relationship between transactional leadership and employee engagement. There is a statistically significant positive relationship between transformational leadership and employee engagement.

To give effect to research objectives five and six, qualitative and interpretive methods were adopted, based on a definition and descriptive based approach, to interpreting similarities between the eight Leadership Principles and engagement, as well as the eight Leadership Principles and leadership behaviour, in terms of transactional and transformational leadership. In terms of research objectives five and six, it was found that a limited definition-based relationship between the eight Leadership Principles and engagement existed. Similarly, a limited relationship between the eight Leadership Principles and transactional leadership existed. However, a strong definition-based relationship between the eight Leadership Principles and transformational leadership existed.

The research objectives were therefore met, by analysing the data using a triangulation method of quantitative and qualitative data analysis.

Chapter 7

Summary and Conclusion

7.1 Introduction

This chapter will provide a summary of the research findings in relation to the research aims, goals and hypotheses. To supplement the research findings, an inclusion of the research implications and limitations will be identified, from the perspective of the researcher.

7.2 The reliability of the findings

Chapter six provided a comprehensive overview of the reliability of the statistical findings pertaining to this research. The reliability of the instruments utilised to facilitate the research were tested using Cronbach's Alpha Reliability Coefficient.

Upon measuring the reliability with Cronbach's Alpha Reliability Coefficient, the average MLQ score representative of transformational leadership was 0.90669, which is deemed good. The average score representative of transactional leadership was 0.269110, which is considered poor. The average score representative of non-transactional leadership was 0.645079, which is acceptable. In the context of this particular research, these average scores are indicators that the factors measured within the MLQ instrument are a reliable measure of transformational leadership and non-transactional leadership, however, a poor measurement of transactional leadership. This measurement relating to transactional leadership could therefore not be trusted in the research, owing to a poor reliability test result.

Cronbach's Alpha Reliability Coefficient determined in support of the MLQ does substantiate the reliability of the MLQ instrument. The MLQ has been utilised in various studies related to leadership approaches globally, and in South Africa, proving substantial validity in predicting leader performance and effectiveness (Ristow, Amos and Staude, 1999, p.2; Harms and Crede, 2010, p.6). In 2019, Gautam and Enslin conducted research that explored transformational leadership and work engagement in the South African automotive retail industry, which resulted in a Cronbach Alpha Reliability Coefficient of 0.695 in relation to transactional leadership, 0.972 reflective of transformational leadership, and 0.804 representative of non-transactional leadership. These reliability coefficient scores are deemed acceptable, owing to attaining average scores above 0.7 (Gautam and Enslin, 2019, pp.137-138). Similarly, in a study conducted by Makhathini (2020, p.81) intended to assess the influence of leadership,

organisational climate, and the mediating role of trust on South African soldiers' willingness to deploy, the reliability coefficients for transformational leadership and transactional leadership were 0.89 and 0.89 respectively. These scores are considered to generate acceptable reliability coefficients. Hayward (2006, p.73) conducted a study on the relationship between employee performance, leadership and emotional intelligence in a South African parastatal organisation. In contrast to the previous research studies mentioned, this particular study yielded coefficient scores of 0.920135 and 0.389811, representing transformational and transactional leadership, respectively. In this instance, the transformational leadership score is deemed acceptable, however, the transactional leadership score is interpreted as poor. Aligning to the research exemplified above, this research study generally correlates with the overall reliability coefficients of Hayward (2006), Gautam and Enslin (2019) and Makhathini (2020) in the specific contexts of transformational and non-transactional leadership.

Various validity studies have been carried out with the UWES, since its introduction in 1999. These validity studies include the testing of work engagement and burnout, work engagement and workaholism, possible causes of work engagement and possible consequences of work engagement (Schaufeli and Bakker, 2004, pp.8-10). In summary, the validity studies that have been conducted with the UWES have indicated that engaged employees exhibit positive attitudes in the workplace, experience good mental health, and seem to perform better than those who are less engaged. In addition, it has been found, through the validity studies, that engagement is not only an individual state, instead it can extend to others and is thus referred to as collective engagement (Schaufeli and Bakker, 2004, p.11).

The reliability measurement of the UWES in this research, using Cronbach's Alpha Reliability Coefficient, resulted in a reliability coefficient of 0.846664 for vigour. Similarly, the reliability coefficient representative of dedication was 0.875691. Finally, absorption yielded a reliability coefficient of 0.772232. The reliability coefficients mentioned above were deemed either good or acceptable, with vigour and dedication classified as good, and absorption categorised as acceptable. These results indicated that the UWES scales are a reliable measure of engagement in the workplace, supporting the purpose of this research.

The UWES has been utilised in various research studies related to engagement in South Africa. Storm and Rothmann (2003), conducted a study on the psychometric analysis of the Utrecht Work Engagement Scale in the South African Police Service. This study found that the three scales; vigour, dedication and absorption, proved acceptable internal consistencies. In addition,

there was no evidence of racial bias among the UWES factors (Storm and Rothmann, 2003, p.62). Upon conducting descriptive statistics, alpha coefficients and inter-item correlations of the UWES, Storm and Rothmann yielded reliability coefficients for vigour, dedication and absorption as 0.78, 0.89 and 0.78 respectively (Storm and Rothmann, 2003, p.67). The coefficients of the scales were considered acceptable according to the guideline of $\alpha < 0.70$ (Storm and Rothmann, 2003, p.67). Coetzee and Rothmann (2005) conducted research focused on work engagement of employees at a higher education institution in South Africa. The objective of the research was to determine the differences between the work engagement levels of different language groups, different job categories and employees with different years of service at the institution (Coetzee and Rothmann, 2005, p.23). This research yielded results that confirmed a 3-factor model of work engagement, namely, vigour, dedication and absorption, with acceptable internal consistencies (Coetzee and Rothmann, 2005, p.23). Supported by Cronbach's Alpha Reliability Coefficient measure, the coefficients obtained for vigour, dedication and absorption in this study were 0.84, 0.88 and 0.70, respectively. These results were deemed acceptable. The above-mentioned examples of research conducted in South Africa using the UWES measurement, align with the acceptable reliability coefficient findings gathered within this research study.

7.3 The research results

To give effect to research objective four, two alternate relational hypotheses were derived. The first hypothesis investigated the relationship between transactional leadership and employee engagement. The hypothesis was tested using a linear regression model, as well as a multiple regression model. The results of the linear regression analysis indicate that there is a statistically significant positive relationship between transactional leadership and employee engagement (F-statistic: 12.62, df p-value: 0.000618). This considering that transactional leadership measured poorly in the reliability test, and therefore this relationship cannot be trusted statistically. It is further noted that for every unit increase in the Transactional Leadership score, the UWES total score increased by 0.4466 units. Secondly, with multiple regression analysis focusing on contingent reward and management-by-exception active, as two of the transactional leadership factors tested against the UWES total, it was found that there is a significant linear relationship between the UWES, contingent reward and management-by-exception active (F-statistic = 11.45, df p-value = 0.000039). It is duly noted too that management-by-exception active does not make a significant contribution to the hypothesis; however, contingent reward does make a significant linear contribution to transactional leadership (t value = 4.656, df p-value

approximately 0). Therefore, the results of first hypothesis indicate that there is a significant relationship within this hypothesis.

The second hypothesis investigated the relationship between transformational leadership and employee engagement. The hypothesis was tested using both linear regression and two multiple regression models. The linear regression model variables were the UWES total and transformational Leadership. The results indicated that there is a statistically significant positive relationship between transformational leadership and employee engagement (F-statistic: 9.89, df p-value: 0.002282). It was found that for every one unit increase in transformational leadership, the UWES score increased by 0.3913 units. Further, a multiple regression model was constructed, including variables pertaining to the UWES total, and transformational leadership factors, namely, idealised attributes, idealised behaviours, inspirational motivation, intellectual stimulation and individual consideration. The data suggests that the multiple regression model is insignificant, as each variable did not make a significant contribution to the model (F-statistic: 2.426, df p-value: 0.04204). Owing to the number of variables that were utilised in this model, there may be a risk of multicollinearity. Using forward stepwise variable selection, it is determined that an optimal model is indicative of the UWES total as the dependent variable and idealised behaviours as the independent variable. In this model, significance was achieved with a result towards idealised behaviour making a significant, positive and linear contribution to the model (F-statistic: 12.2, p-value: 0.0007566). Therefore, the results of this hypothesis indicate that there is a significant relationship within this hypothesis.

Upon taking existing research into consideration, a significant relationship was expected to exist between transformational leadership and employee engagement. Literature has described the existence of transactional and transformational leadership as inter-dependent, owing to the requirement of transactional leadership to exist, for transformational leadership to be enacted, and so too, transformational leadership is therefore understood to be the leadership behaviour most aligned to engaging employees (Bass, 1990, p.21; Ristow, Amos and Staude, 1999, p.4; Truss et al., 2014, p.4). The results of the first and second hypotheses support this literature.

The first hypothesis and the associated linear regression model identified that there is a significant relationship between transactional leadership and engagement. Further, for every unit increase in the transactional leadership score, the UWES total score increased. This denotes the literature pertaining to the need for a presence of transactional leadership to trigger

transformational leadership. Secondly, the multiple regression analysis indicated that contingent reward posed a significant linear contribution to transactional leadership. Literature further states that of the transactional leadership factors, the most effective to support committed followers is contingent reward. The application of contingent reward is either transactional, or transformational in nature (Breevaart et al. 2013, p.139). It is also noted that in the individual MLQ leader graphs, contingent reward generally received a more pronounced rating as a transactional leadership factor, even in instances where the leader displayed a more dominant transformational leadership score. Similarly, the results that stem from the second hypothesis supports the literature, with a statistically significant positive linear relationship between transformational leadership and employee engagement. The statistics indicate that with every unit increase in transformational leadership, the UWES score increased. An interesting observation in the unit increase of the UWES, is that this increase is noted as 0.4466 units in relation to transactional leadership, and 0.3913 units in relation to transformational leadership. In summary, both transactional leadership and transformational leadership posed a significant contribution towards Employee Engagement. However, based on the increase in the engagement score, this research infers that transactional leadership in this context, contributed to a higher engagement score, which does differ from the literature.

To give effect to research objectives five and six, the MLQ was taken into consideration by introducing the leader graphs obtained for each leader, as a result of the MLQ instrument. The MLQ leader graph yielded a score representative of each transformational leadership and transactional leadership factor, as well as the three outcomes of leadership. In addition, these individual leader graphs depicted the self-reflection score of the leader, as well as the culminated scores received by each of the raters, who provided a reflection of observed behaviour in the leader. This data, however, did not provide a direct statistical input to support the findings of research objectives five and six respectively. Instead, it only provided a reflection of dominant leadership behaviour enacted by each leader, as a support mechanism to perform a qualitative and interpretive review between transformational leadership, transactional leadership, and the organisation defined Leadership Principles. As a supplementary data input, leaders were invited to voluntarily provide their 360-degree performance appraisals, which also provided an input to support the descriptive review. Research objectives five and six were approached using qualitative research methodologies, therefore triangulation was adopted in this study.

Research objective five explored the relationship between the eight organisation defined Leadership Principles and employee engagement. The methodology was to interpret the relationship by definition between the Leadership Principles and the UWES engagement scales, using a qualitative interpretive methodology. Upon conducting this review, it became evident that there is a limited relationship between these two variables. The only definition-based link identified was between driven to win as a Leadership Principle, and vigour as a UWES scale. Therefore, there was a limited relationship between the Leadership Principles as a behaviour, and the UWES engagement scales.

Research objective six explored the relationship between the eight organisation defined Leadership Principles and leadership behaviour, in the form of transactional leadership and transformational leadership. The eight organisation defined Leadership Principles are not premised upon a statistical input, however, in the context of this research, these Leadership Principles play an overarching role in the objective of reviewing whether any definition and description-based relationship could be sought between transactional leadership, transformational leadership and the Leadership Principles. The eight Leadership Principles are discussed and defined in chapters one, two and four. This analysis took the form of a descriptive review, through which the description of each transactional leadership factor was compared to the description and definition of each of the eight organisation defined Leadership Principles.

This descriptive review resulted in the establishment of a similarity relationship between the Leadership Principles and transactional leadership. There is a general reference to elements that describe purpose and driven to win, with contingent reward. There is a limited definition related relationship between management-by-exception active, and management-by-exception passive, with the Leadership Principles. Therefore, it is deduced that there is a limited relationship between the Leadership Principles and transactional leadership.

Upon review of the descriptors that pertain to the Leadership Principles and transformational leadership, it is evident that there is a definition-based alignment between these two variables. There is a reference to six of the eight Leadership Principles with three of the transformational leadership factors, namely, inspirational motivation, intellectual stimulation, and individualised consideration. However, there were no clear similarities identified in the descriptions of the leadership factors and Leadership Principles that relate to individualised influence attributed and

individualised influence behaviour. Therefore, it is understood that there is a relationship between the Leadership Principles and transformational leadership.

Literature has further posed that the focus of transactional leadership is to ensure that expectations within the leader-follower relationship are met. A transformational leader, however, will develop this expectation further by motivating their followers to perform beyond their initial expectations (Breevaart, Bakker, Hetland, Demerouti, Olsen and Espevik, 2013, p.138). Yukl (1981 in Kuhnert and Lewis, 1987, p. 649) describes transactional leadership as representing the exchanges between the superior and subordinate who influence one another reciprocally so that each party derives something of value out of the transaction. Further, the intention that fuelled the Leadership Principles within the organisation, was informed by the desire to drive individual purpose and contribution and to achieve the strategic objectives of the organisation. These leadership principles describe the required behaviour of people and methods of working, which is paramount in facilitating leadership behaviour, to provide strategic direction and engage their teams (Organisation X, 2020). The review outcomes of research objectives five and six indicate that the identification of similarities in the description and definitions associated with transactional leadership and the Leadership Principles, as well as the Leadership Principles and employee engagement are limited. This is expected as the objective of the Leadership Principles do not support the descriptions of the transactional leadership factors, nor is there a direct relation to the UWES engagement scales. This could be as the Leadership Principles were developed to result in an engaged employee complement, rather than developed according to engagement factors. However, transformational leadership indicated a definition-based relationship with the Leadership Principles, which is expected upon review of the strategic nature associated with the transformational leadership factors, and the objective of the Leadership Principles.

In concluding the research results discussion and associated commentary pertaining to the existing literature, the research limitations and implications arising from this study will be discussed.

7.4 The research limitations

The research limitations are identified below.

- At the time that the research was conducted, the COVID-19 pandemic was prevalent in South Africa, as well as the world. The effects of the pandemic posed various limitations

to the research, with particular emphasis on the data collection process and general participation. Owing to the national lockdown regulations associated with the pandemic, the organisation adopted a remote working philosophy to ensure the wellbeing of its employees. This resulted in the need to explore an online survey tool to facilitate the data collection process. This replaced a paper-based survey process, to collect data. In addition, owing to no face-to-face engagements at this time with the research sample, participation in the research was potentially reduced, as reliance on email communication and the online survey tool participation reminders were required. In addition, the employee complement within the sample organisation included employees with access to an email account, and employees without access. This influenced the sampling as only employees with email access could form a part of the research sample, in order to participate in the research.

- The participation of leadership regarding the volunteering of the MyFeedback 360-degree assessment results was limited, which further limited the analysis to support gaining a representative perspective between the MLQ leader graphs and the internal leadership performance assessment.
- Conducting the research posed unforeseen financial implications, in order to gain access to the required research instruments. A thorough search was conducted to ascertain whether access to the MLQ instrument could be obtained in South Africa, at a limited cost. After investigation, and to ensure an ethical process was followed to conduct the research, information sought led to Mind Garden, which is a United States based organisation, which publishes research instruments and the associated licences and manuals to utilise these instruments. The MLQ is one of the instruments that is facilitated by Mind Garden. Only once the sample population was identified, could the interaction with Mind Garden progress, to purchase the required licences. A licence is purchased for each leader, which includes licences to support a system testing phase. The licences were costed in US Dollars and purchased accordingly. Thereafter, the MLQ Manual was purchased to support gaining access to the scoring key, and further information on the reliability and validity of the instrument.
- Access to the UWES instrument and manual were granted at no cost, after an email engagement with the author of the instrument.

- The sample population represented two locations, and the research instruments did not take biographical, operational function, or working environment culture into account, to develop further information to support the analysis of the research findings.
- This research was conducted for the purposes of exploring leadership and employee engagement in this particular OEM. Therefore, the research is limited to the context of the organisation, and the intention is not to draw specific conclusions beyond the OEM concerned.
- The poor reliability result of transactional leadership is a limitation, as this infers that the analysis conducted in relation to transactional leadership can potentially not be trusted.

7.5 The research implications and future considerations

To support the findings of this research, the following implications should be considered:

- Since the COVID-19 pandemic, the world of work has evolved and the needs that underpin satisfaction in the workplace have also evolved. During the pandemic, organisations adopted remote and hybrid working models, which have indicated heightened performance among employees. Hybrid and remote working models have remained and have become the status quo. These working models require leadership to create an experience built upon trust and empowerment, to grow employee engagement. This infers that the kind of leadership required to enable an environment and team that flourishes whilst working out of sight of the leader, may be different to the leadership style required before the stable introduction of remote and hybrid working models. In addition, employee wellbeing has become a trend in the evolution of employees, with the need for leadership to be more cognisant of employee and team wellbeing. The OEM should therefore put measures in place that aim to develop and grow leadership into leading from a transformational leadership frame of mind. Also, the recommendation is to explore programmes that foster a culture of wellness, in relation to taking a people-oriented stance.
- This research has indicated the pertinent role that leaders play in an employee's workplace experience and contributing towards their level of engagement in the workplace. This research could support the organisation from whence the research sample was adopted, to enhance internal leadership development initiatives to better

support growing a leadership cohort that is able to effectively place transactional leadership approaches within a team and use this to grow a dominance of transformational leadership approaches. This could be achieved by engaging the team responsible for Executive Development and Performance Management within the organisation, to explore tailor-made leadership development programmes to suit the transformation journey of the organisation, and growing leadership with competence to lead people who need to actively engage in the workplace. In addition, this research may encourage leaders within the organisation to focus more on self-reflection and being intentional about generating feedback, to enable leadership to understand how their leadership is being experienced, versus how they think they are enacting leadership. This stems from the review in chapter six of the six leader graphs representative of the MLQ. These graphs, at times, indicated a disconnect between the leader's reflection and the experience observed by the rater.

- The automotive industry has faced a few global challenges that relate to the access of parts and availability of stock (702., 2023). In addition, the automotive industry in South Africa is a great contributor to the country's economy, as well as job creation. To remain viable and profitable for the sustainable future in South Africa, a strategic leadership presence that enhances satisfaction and drives long-term performance is required. This research and insights into the outcomes thereof, could support growing this strategic leadership cohort. In addition, this research could encourage future research of this nature within the automotive industry in South Africa.

The future considerations stemming from this research are:

- Owing to the financial implications associated with gaining ethical access to the research instruments and associated licences, a future consideration could be for an organisation in South Africa to explore the opportunity to facilitate this process and grant licences to use the instrument locally, which could encourage more researchers and even organisations to utilise the MLQ in leadership development initiatives. This would eliminate the cost being bound by an international exchange rate, and it may stimulate further local research using the MLQ in the future.
- There is limited research on leadership in the South African context, and what describes or informs leadership criteria in South Africa. The instruments that were utilised in this

research are premised upon a more Western and European perspective. This development of an instrument to assess leadership in South Africa could facilitate the description of authentic leadership based on style, culture and context.

- With constant changes in the working environment and leadership being required to be adaptive and flexible, research instruments that assess both leadership behaviour and engagement could be reviewed to constantly align to dominant trends and thus yield relevant data to facilitate leadership growth.
- In the future, an additional element that could be included to build on this research study, is organisational culture. This research did not take organisational culture and the impact thereof into account. The culture of an organisation will influence the dominant leadership style that is adopted as acceptable, and most likely influence the employee experience based on the defined norms and values within an organisation. In this way, three variables would be considered (leadership, engagement and culture) to gain deeper insights into the relationship between leadership and employee engagement.

7.6 The research conclusion

The overarching objective of this research was to explore the relationship between leadership and employee engagement in an automotive original equipment manufacturer in South Africa. In the context of this research, leadership is the general theme that represented transactional leadership, transformational leadership, and laissez-faire leadership. Therefore, transactional leadership, transformational leadership and employee engagement were discussed throughout this research. This research was supported by two relational hypotheses, of which employee engagement was identified as the dependent variable, with transactional and transformational leadership as the independent variables. Of the research objectives, objective four relied on statistical significance measured using quantitative methods, and research objectives five and six relied on an interpretive and comparative review of the variables, using qualitative methods of analysis. It is with research objectives five and six, that the eight organisation defined Leadership Principles are considered.

The data collection process within the research methodology comprised of two research instruments. These instruments were the MLQ to investigate leadership behaviour in terms of

the presence of transactional and transformational leadership styles. The second research instrument was the UWES, to measure employee engagement, using three scales of engagement, namely, vigour, dedication and absorption. Finally, the additional data inputs that were gathered as support mechanisms include the individual leader generated graphs that stemmed from the MLQ, and the MyFeedback 360-degree assessments, which were voluntarily provided by participating leaders.

Research objective four yielded two hypotheses. The first hypothesis conducted both a linear and multiple regression model. The linear regression model indicated that there is a statistically significant relationship between transactional leadership and employee engagement, however, stemming from a poor reliability measure of transactional leadership. The multiple regression model indicated that there is a significant linear relationship between contingent reward as a factor of transactional leadership, and employee engagement. The second hypothesis conducted a linear regression model, and two multiple regression models. The linear regression model indicated that there is a statistically significant positive relationship between transformational leadership and employee engagement. The first multiple regression model was considered as insignificant, which could have been related to multicollinearity, owing to multiple variables pertaining to the transformational leadership factors. The second multiple regression model focused on idealised behaviours as a transformational leadership factor, which resulted in a significant, positive and linear contribution to the model. These findings were congruent with the literature, however, indicate that transactional leadership also potentially positively influences engagement, pending the poor reliability measure found.

Research objectives five and six were conducted using an interpretive review, in which the definitions and descriptions of engagement, the transactional leadership factors, the transformational leadership factors and the eight organisation defined Leadership Principles were reviewed. Research objective five explored the relationship between the Leadership Principles and employee engagement, of which it was found that there was a limited similarity interpreted relationship between the variables, with only one descriptor alignment between driven to win as a Leadership Principle and vigour as an employee engagement scale. The objective of the Leadership Principles was not premised on transactional connotations, nor categorised by inputs of engagement, however, the desired outcome is associated with engagement. Research objective six explored the relationship between the eight organisation defined Leadership Principles and leadership behaviour. It was indicated that there was a limited definition-based relationship between the Leadership Principles and transactional

leadership. It was found that there is a definition-based relationship between the Leadership Principles and transformational leadership, owing to a similarity found in the definition descriptions between at least six of the eight Leadership Principles.

Whilst conducting the literature review on leadership, with a focus on both transactional and transformational Leadership, and employee engagement in specifically an original equipment manufacturer in South Africa, which is geographically located in two separate provinces and performing different activities within these two provinces, limited prior research references to this research context could be sought. Therefore, the context of this research contributes to the body of knowledge, with relatable concepts in South Africa. This research served the stated objectives of the research, as well as the hypotheses, using both qualitative and quantitative research methodologies. It is the intention of the researcher, that the documented findings will yield value within the OEM.

Appendices

Appendix 1: Informed participant consent



PARTICIPANT INFORMED CONSENT

INFORMED CONSENT DECLARATION

(Participant)

Project Title: The Relationship between Leadership and Employee Engagement in an Automotive Original Equipment Manufacturer in South Africa.

Bronwyn Slater, with student number 606p1531, from the Department of Management, Rhodes University has requested my permission to participate in the above-mentioned research project, in fulfilment of a Master of Commerce qualification.

I am aware that:

1. The manufacturing industry is one of the greatest contributors to the South African economy. In securing a sustainable future, engaging human capital resources are paramount. The competitive landscape of the automotive manufacturing sector is evolving, which has resulted in the call for more adaptive and flexible leadership. The purpose of the research project is therefore to determine the relationship between leadership and employee engagement.
2. Rhodes University has given ethical clearance to this research project and I may request to see the clearance certificate.
3. By participating in this research project, I will be contributing towards the body of knowledge in the South African automotive industry, by supporting an analysis of the impact that leadership behavior poses on developing an engaged employee complement. In addition, your input will support the organisation in gaining insights that will potentially complement leadership behavior and subsequently employee engagement.
4. I will participate in the project by voluntarily completing an online survey. The research study includes two instruments, of which one assesses leadership behaviour in the form of the Multifactor Leadership Questionnaire (MLQ), and employee engagement in the form of the Utrecht Workplace Engagement Scale (UWES-17) respectively. The format will therefore invite leadership to complete a leader rater version of the MLQ and direct

reports in the team will complete a rater version, in assessing the leader. The survey will take approximately 20 minutes to complete.

5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.
6. I will not be compensated for participating in the research.
7. The researcher intends publishing the research results in the form of a thesis and subsequent articles. However, confidentiality and anonymity of records will be maintained at all times.
8. I will receive feedback in the form of an overview summary of the results obtained during the study.
9. Any further questions that I might have concerning the research or my participation will be answered by the research supervisor Trevor Amos, at t.amos@ru.ac.za or 082 809 9132 and Siyanda Manqele, the Ethics Coordinator, at ethics-committee@ru.ac.za or 046 603 7727.
10. By participating in this research, it is confirmed that as the participant, I have not been coerced in any way and that agreement to participate in the above-mentioned project is voluntary and I am not waiving any legal claims or rights.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

- I agree to participate in the online survey. By ticking this check box, you are signing your consent accordingly.

Rhodes University, Research Office, Ethics
Ethics Coordinator: ethics-committee@ru.ac.za
t: +27 (0) 46 603 7727 f: +27 (0) 86 616 7707
Room 220, Main Admin Building, Drostdy Road, Grahamstown, 6139

Appendix 2: Ethical Clearance Certificate



Human Ethics subcommittee
Rhodes University Ethical Standards Committee
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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

11/11/2020
Bronwyn Slater
Email: g06p1531@campus.ru.ac.za

Review Reference: 2020-1585-4730

Dear Mr. Trevor Amos

Title: THE RELATIONSHIP BETWEEN LEADERSHIP AND EMPLOYEE ENGAGEMENT IN AN AUTOMOTIVE ORIGINAL EQUIPMENT MANUFACTURER IN SOUTH AFRICA

Principal Investigator: Mr. Trevor Amos
Collaborators: Mrs. Bronwyn Slater,

This letter confirms that the above research proposal has been reviewed and **APPROVED** by the Rhodes University Human Ethics Committee (RU-HEC). Your Approval number is: 2020-1585-4730

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 the 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 cataloging number allocated.

Sincerely,

Prof Arthur Webb
Chair: Rhodes University Human Ethics Committee, RU-HEC
cc: Mr. Siyanda Manqele - Ethics Coordinator

Appendix 3: MLQ Instrument

Multifactor Leadership Questionnaire™
Instrument (Leader and Rater Form)
and Scoring Guide
(Form 5X-Short)

by Bruce Avolio and Bernard Bass

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info@mindgarden.com
www.mindgarden.com

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MLQ Multifactor Leadership Questionnaire™

Leader Form (5x-Short)

My Name: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

This questionnaire is to describe your leadership style as you perceive it. Please answer all items on this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits you. The word “others” may mean your peers, clients, direct reports, supervisors, and/or all of these individuals.

Use the following rating scale:

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

1.	I provide others with assistance in exchange for their efforts.....	0	1	2	3	4
2.	I re-examine critical assumptions to question whether they are appropriate	0	1	2	3	4
3.	I fail to interfere until problems become serious	0	1	2	3	4
4.	I focus attention on irregularities, mistakes, exceptions, and deviations from standards	0	1	2	3	4
5.	I avoid getting involved when important issues arise	0	1	2	3	4
6.	I talk about my most important values and beliefs	0	1	2	3	4
7.	I am absent when needed.....	0	1	2	3	4
8.	I seek differing perspectives when solving problems	0	1	2	3	4
9.	I talk optimistically about the future.....	0	1	2	3	4
10.	I instill pride in others for being associated with me	0	1	2	3	4
11.	I discuss in specific terms who is responsible for achieving performance targets	0	1	2	3	4
12.	I wait for things to go wrong before taking action	0	1	2	3	4
13.	I talk enthusiastically about what needs to be accomplished.....	0	1	2	3	4
14.	I specify the importance of having a strong sense of purpose	0	1	2	3	4
15.	I spend time teaching and coaching.....	0	1	2	3	4

Continued =>

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	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
	0	1	2	3	4
16. I make clear what one can expect to receive when performance goals are achieved.....	0	1	2	3	4
17. I show that I am a firm believer in "If it ain't broke, don't fix it."	0	1	2	3	4
18. I go beyond self-interest for the good of the group	0	1	2	3	4
19. I treat others as individuals rather than just as a member of a group.....	0	1	2	3	4
20. I demonstrate that problems must become chronic before I take action.....	0	1	2	3	4
21. I act in ways that build others' respect for me.....	0	1	2	3	4
22. I concentrate my full attention on dealing with mistakes, complaints, and failures.....	0	1	2	3	4
23. I consider the moral and ethical consequences of decisions.....	0	1	2	3	4
24. I keep track of all mistakes.....	0	1	2	3	4
25. I display a sense of power and confidence	0	1	2	3	4
26. I articulate a compelling vision of the future.....	0	1	2	3	4
27. I direct my attention toward failures to meet standards.....	0	1	2	3	4
28. I avoid making decisions.....	0	1	2	3	4
29. I consider an individual as having different needs, abilities, and aspirations from others.....	0	1	2	3	4
30. I get others to look at problems from many different angles	0	1	2	3	4
31. I help others to develop their strengths	0	1	2	3	4
32. I suggest new ways of looking at how to complete assignments	0	1	2	3	4
33. I delay responding to urgent questions	0	1	2	3	4
34. I emphasize the importance of having a collective sense of mission.....	0	1	2	3	4
35. I express satisfaction when others meet expectations.....	0	1	2	3	4
36. I express confidence that goals will be achieved.....	0	1	2	3	4
37. I am effective in meeting others' job-related needs.....	0	1	2	3	4
38. I use methods of leadership that are satisfying	0	1	2	3	4
39. I get others to do more than they expected to do.....	0	1	2	3	4
40. I am effective in representing others to higher authority	0	1	2	3	4
41. I work with others in a satisfactory way	0	1	2	3	4
42. I heighten others' desire to succeed	0	1	2	3	4
43. I am effective in meeting organizational requirements.....	0	1	2	3	4
44. I increase others' willingness to try harder.....	0	1	2	3	4
45. I lead a group that is effective	0	1	2	3	4

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MLQ Multifactor Leadership Questionnaire

Rater Form (5x-Short)

Name of Leader: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

This questionnaire is to describe the leadership style of the above-mentioned individual as you perceive it. Please answer all items on this answer sheet. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.** Please answer this questionnaire anonymously.

IMPORTANT (necessary for processing): Which best describes you?

I am at a higher organizational level than the person I am rating.

The person I am rating is at my organizational level.

I am at a lower organizational level than the person I am rating.

I do not wish my organizational level to be known.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits the person you are describing. Use the following rating scale:

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

THE PERSON I AM RATING . . .

1.	Provides me with assistance in exchange for my efforts	0	1	2	3	4
2.	Re-examines critical assumptions to question whether they are appropriate.....	0	1	2	3	4
3.	Fails to interfere until problems become serious.....	0	1	2	3	4
4.	Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.....	0	1	2	3	4
5.	Avoids getting involved when important issues arise.....	0	1	2	3	4
6.	Talks about their most important values and beliefs	0	1	2	3	4
7.	Is absent when needed.....	0	1	2	3	4
8.	Seeks differing perspectives when solving problems	0	1	2	3	4
9.	Talks optimistically about the future	0	1	2	3	4
10.	Instills pride in me for being associated with him/her.....	0	1	2	3	4
11.	Discusses in specific terms who is responsible for achieving performance targets.....	0	1	2	3	4
12.	Waits for things to go wrong before taking action	0	1	2	3	4
13.	Talks enthusiastically about what needs to be accomplished	0	1	2	3	4
14.	Specifies the importance of having a strong sense of purpose	0	1	2	3	4
15.	Spends time teaching and coaching.....	0	1	2	3	4

Continued =>

	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
	0	1	2	3	4
16. Makes clear what one can expect to receive when performance goals are achieved.....	0	1	2	3	4
17. Shows that he/she is a firm believer in "If it ain't broke, don't fix it.".....	0	1	2	3	4
18. Goes beyond self-interest for the good of the group.....	0	1	2	3	4
19. Treats me as an individual rather than just as a member of a group.....	0	1	2	3	4
20. Demonstrates that problems must become chronic before taking action.....	0	1	2	3	4
21. Acts in ways that builds my respect.....	0	1	2	3	4
22. Concentrates his/her full attention on dealing with mistakes, complaints, and failures.....	0	1	2	3	4
23. Considers the moral and ethical consequences of decisions.....	0	1	2	3	4
24. Keeps track of all mistakes.....	0	1	2	3	4
25. Displays a sense of power and confidence.....	0	1	2	3	4
26. Articulates a compelling vision of the future.....	0	1	2	3	4
27. Directs my attention toward failures to meet standards.....	0	1	2	3	4
28. Avoids making decisions.....	0	1	2	3	4
29. Considers me as having different needs, abilities, and aspirations from others.....	0	1	2	3	4
30. Gets me to look at problems from many different angles.....	0	1	2	3	4
31. Helps me to develop my strengths.....	0	1	2	3	4
32. Suggests new ways of looking at how to complete assignments.....	0	1	2	3	4
33. Delays responding to urgent questions.....	0	1	2	3	4
34. Emphasizes the importance of having a collective sense of mission.....	0	1	2	3	4
35. Expresses satisfaction when I meet expectations.....	0	1	2	3	4
36. Expresses confidence that goals will be achieved.....	0	1	2	3	4
37. Is effective in meeting my job-related needs.....	0	1	2	3	4
38. Uses methods of leadership that are satisfying.....	0	1	2	3	4
39. Gets me to do more than I expected to do.....	0	1	2	3	4
40. Is effective in representing me to higher authority.....	0	1	2	3	4
41. Works with me in a satisfactory way.....	0	1	2	3	4
42. Heightens my desire to succeed.....	0	1	2	3	4
43. Is effective in meeting organizational requirements.....	0	1	2	3	4
44. Increases my willingness to try harder.....	0	1	2	3	4
45. Leads a group that is effective.....	0	1	2	3	4

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Appendix 4: UWES Instrument

Work & Well-being Survey (UWES) ©

The following 17 statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, cross the "0" (zero) in the space after the statement. If you have had this feeling, indicate how often you feel it by crossing the number (from 1 to 6) that best describes how frequently you feel that way.

	Almost never	Rarely	Sometimes	Often	Very often	Always
0	1	2	3	4	5	6
Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

1. _____ At my work, I feel bursting with energy
2. _____ I find the work that I do full of meaning and purpose
3. _____ Time flies when I'm working
4. _____ At my job, I feel strong and vigorous
5. _____ I am enthusiastic about my job
6. _____ When I am working, I forget everything else around me
7. _____ My job inspires me
8. _____ When I get up in the morning, I feel like going to work
9. _____ I feel happy when I am working intensely
10. _____ I am proud of the work that I do
11. _____ I am immersed in my work
12. _____ I can continue working for very long periods at a time
13. _____ To me, my job is challenging
14. _____ I get carried away when I'm working
15. _____ At my job, I am very resilient, mentally
16. _____ It is difficult to detach myself from my job
17. _____ At my work I always persevere, even when things do not go well

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Appendix 5: Voluntary participation email to the leader

Dear *Name Surname*,

To support the attainment of my Master of Commerce qualification, this research survey has been developed to complete the data collection component.

The survey will include only 45 multiple-choice items, which are self-reflective in nature, and will take approximately 10 - 15 minutes to complete. The objective of the survey is to reflect on personal leadership behaviours, to identify general leadership styles within the research sample group.

Your participation in this survey is voluntary.

Access the survey link here:

Thank you for your support,

Bronwyn Slater

Appendix 6: Voluntary participation email to the rater

Dear Participant,

To support the attainment of my Master of Commerce qualification, this research survey has been developed to complete the data collection component.

The survey will include two parts, which will take approximately 10 - 15 minutes to complete. Part one is focused on providing an assessment of your experience with your direct leader, and part two is focused on employee engagement within your team.

Your participation in this survey is voluntary and the responses will remain anonymous.

Access the survey link here:

Thank you for your support,

Bronwyn Slater

Appendix 7: MyFeedbck 360-degree Assessment

Question	Rating Scale			
	1 I do not observe it	2 I observe it sometimes	3 I observe it often	4 I observe it consistently
Leadership Principle 1: Agility: The leader fosters a culture of change and adapts quickly to change.				
Leadership Principle 2: Co-Creation The leader fosters an environment ensuring creative and respectful co-operation, in which everyone feels encouraged to contribute.				
Leadership Principle 3: Customer Orientation The leader puts the customer first.				
Leadership Principle 4: Driven to Win The leader is determined to deliver results and to make tough decisions.				
Leadership Principle 5: Empowerment The leader empowers people to be successful and to achieve the best results.				
Leadership Principle 6: Pioneering Spirit The leader actively seeks for innovative and future-oriented solutions, and after consideration, shows the courage to take risks.				
Leadership Principle 7: Learning The leadership seeks for feedback, offers feedback and learns from successes as well as mistakes and failures.				
Leadership Principle 8: Purpose-driven				

The leader provides sense and purpose by explaining the background of decisions and responsibilities.				
Contribution: The leader delivers results and drives team performance.				
Future perspective: The leader is ready to take on additional responsibilities.				

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