CAPE PENINSULA UNIVERSITY OF TECHNOLOGY

TITLE:

LEADERSHIP STYLES COMMONLY APPLIED BY MANAGERS TO MOTIVATE SUBORDINATES TO PERFORM: A SURVEY OF MANAGERS' PERCEPTION AT A UNIVERSITY OF TECHNOLOGY IN THE WESTERN CAPE.

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Business Administration in Project Management

DECLARATION

I, **Tshibangu Tshingombe Caleb**, declare that the contents of this dissertation /thesis represent my own unaided work, and that the dissertation/thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it presents my own opinions and not necessary those of the Cape Peninsula University of Technology.

_____   _____

Signed   **Date**

ABSTRACT

This research focuses on the leadership styles that motivate subordinates to perform. Leadership is one of the most important keys that bring success, balance and direction in different organizations. Leaders who exploit efficiency begin by understanding leadership styles. The contingency leadership style derives its credibility from a behavioral approach. Leadership style is an important determinant that stimulates and increases motivation among employees. Employee reactions to management typically depend on employee characteristics as well as executive characteristics. Leadership style is a character or behavior that leaders adopt in order to influence their employees in the environments in which they exercise their power (Hersey et al, 2001: 52). There are different perspectives on how and what needs to be done by a leader to motivate subordinates to function well. Others suggest that transformational leadership is the answer, while some research results identify transactional leadership as the best style for tasks to be accomplished. On the other hand, leadership cannot be studied to the exclusion of follow-up, since followers play a role in the effectiveness of a leader. Projects are characterized by the use of teams to execute tasks, and teams are a complex structure requiring an understanding of their dynamics. This research seeks to establish generic leadership styles that can motivate teams to perform. It is estimated that 47% to 54% of projects are not completed on time, what style of leadership is needed to improve project performance?

Key terms: Leadership, leadership styles, subordinates, team dynamics, motivation, performance.

DEDICATION

Every challenging work needs self-effort as well as guidance from elders especially those who are very close to one's heart. My humble effort I dedicate to my Most High God, the Lord Jesus Christ for the fact that I'm still alive and with great purpose.

I dedicate my thesis to my parents **Dieudonne Tshingombe** (Father) and **Philo Kapinga** (Mother) who invested a lot in my career to become the man I am. To my big sister **Arlete Tshingombe** and my young brother **Josue Tshingombe** who always encouraged me to be excellent

I also dedicate this dissertation to my many friends and church family who have supported me throughout the process along with all hardworking and respected teachers from primary school up to university.

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CHAPTER 1

INTRODUCTION OF THE STUDY ON LEADERSHIP STYLES COMMONLY APPLIED BY MANAGERS TO MOTIVATE SUBORDINATES TO PERFORM.

1.1. INTRODUCTION

Today most of the companies around the world are successful and financially stable because they have considered certain components that can make a business or an organisation to go forward and be successful (Gamble, Peteraf and Thompson 2013:15). One of these elements of business which has allowed for success of the businesses is "Leadership". Stability in the organisation requires a good leadership style that motivates employees to achieve the objectives for which the organisations were established. Amabile and Khaire (2008:10) state that leader effectiveness should be considered when appointing a candidate to a management or leadership position. Depending on the personalities and the type of training, be it informal or formal, leaders tend to have different leadership styles. Studies on leadership styles have been summarized to be largely in between the transformational and transactional styles of leadership (Albayrak and Gadatsch 2012: 380-390). Some authors make reference to charismatic leadership styles, suggesting that this leadership style is more proactive and more involved in the work of the employees (Bontaş, 2012:83-90).

All these different forms or classifications will include elements of the others, thereby making provision for changes to leadership to suit the circumstances. Jowah (2012:30-35) makes reference to followership as a determinant of leadership styles adopted by the leaders within the power context of the followership. The ability of a leader therefore depends on his / her ability to adjust to the circumstances dictated to by the power of the followership, the tasks to be performed, and the organisational culture, will determine the style and effectiveness of the leader.

1.2. BACKGROUND

Allison and Goethals (2013: 1-21) define leadership as a complex social process, rooted in the values, skills, knowledge and ways of thinking of both leader and follower. Leadership helps an organisation to understand what happened in the past, what is the current reality in the organisation and forge a brighter future from it by guiding and motivating employees. Bandy (2013:20) adds by saying that leadership effectiveness is the successful exercise of personal influence by one or more people that results in

accomplishing shared objectives in a way that is personally satisfying to those involved." Many People have become increasingly captivated by the idea of leadership and believe that leadership is a way of improving their personalities, socials and professional lives and most of them continue to ask themselves "what makes a good leader?"

Transformational leadership style involves encouraging the team to manage its own tasks and developing the team's capacity to function effectively without direct intervention from the team leader. This form of leadership focuses on coaching the team and empowering its self-management (Morgeson *et al.,* 2010). Creativity and better performance is an aspect found at the employee level of the organisation. Finding out how management can influence the employees to perform better and be more creative, can hold the key to gaining this competitive advantage and how to benefit more from it. Bensiali (2010:73) says that creating sustainable competitive advantage means that strategic leaders work toward a future state of enhanced vitality for their organisation so that it will endure in the long term. Leaders need to develop some competence which will enable them to better match the firm's strategy to its strengths and market opportunities, correcting problematic weaknesses, and protecting the organisation and employees against worrisome external threats in order to increase and improve the level of productivity and performance (Antonakis and House, 2014:746-771).

Arvey, Rotundo and Johnson (2004:22) argued that the degree to which the individual exhibits leadership traits depends not only on his characteristics and personal abilities, but also on the characteristics of the situation and environment in which leaders finds themselves. A leadership style is a leader's style of providing direction, implementing plans, and motivating people (Benincasa, 2012:30). There are many different leadership styles that can be exhibited by leaders in the political, business or other fields. Boddy (2005:239-254) defines the term team as a group of people with a full set of complementary skills required to complete a task, job, or project. The team members operate with high degree of interdependence, share authority and are responsible for self-management towards a common goal, shared rewards and are accountable for the collective performance. According to Slack, Chambers and Johnston (2010: 5) a team becomes more than just a collection of people when a strong sense of mutual commitment creates synergy amongst them, thus generating

performance greater than the sum of the performance of its individual members. There is always a chance that things might go wrong but recognizing that things will sometimes go wrong is not the same as ignoring or accepting it as inevitable.

Echeverria (2014:1-55) says that organisational performance refers to ability of an enterprise to achieve such objectives as high profit, quality product, large market share, good financial results, and survival at pre-determined time using relevant strategy for action. Organisational performance can also be used to view how an enterprise is doing in terms of level of profit, market share and product quality in relation to other enterprises in the same industry. Consequently, it is a reflection of productivity of members of an enterprise measured in terms of revenue, profit, growth, development and expansion of the organisation. Understanding the effects of leadership on performance is also important because leadership is viewed by some researchers as one of the key driving forces for improving a firm's performance. Effective leadership is seen as a potent source of management development and sustained competitive advantage for organisational performance improvement (Avolio and Sosik, 2003: 277-307).

Effective leaders inspire and motivate people in the organisation and they are good by taking their best in themselves in order to help the organisation to flourish in successful way. The importance of business leadership is well articulated by this observation: A good leader can make a success of a weak business plan, but a poor leader can ruin even the best plan. That's why developing effective leadership by using a consistent talent management program at all levels across the organisation can return significant business value. Reunanen and Kaitonen (2017:251-262) stipulate that in order for the team to improve their performance through team building, it is critical to have accurate information on how they are performing in particular, their area of weakness. And present several reasons for poor team performance which are: the team may not have clear goals or performance metrics, team may be composed of wrong people with wrong set of skill for the task at hand, the team's dynamic may not foster creativity and good decision making or the team may encourage and support those who work on team but do not foster a culture in which the team can succeed. A team that wants to perform highly "must" change and adapt to new condition to be effective overtime. Factor related to team context composition and competencies may need to change for the team to succeed in reaching new goals.

A team that is able to monitor its performance and understand it strength and weakness can generate insight to develop a plan of action to continuously improve.

High-performing team may develops the ability to change by establishing team building process that result in the regular of context team composition and team competences with the explicit objective of initiating needed change in order to better achieve the desired team goals and establishing a physiology among team members that regular change is necessary in order to meet the demand of a constantly changing world.   Piedade and Santos (2008:30) say that monitoring and maintaining team performance is a key element of leading a team. You can provide that leadership by paying attention to four important dimensions. Team member effort, team member knowledge and skill, team tactics and group dynamic. By focusing on those four areas, you can access your team performance, zero in on area of weakness and take the corrective measure necessary to ensure peak performance and to deliver expected result.   The extent to which members of an organisation contribute in harnessing the resources of the organisation equally depends on how well the managers (leaders) of the organisation understand and adopt appropriate leadership style in performing their roles as managers and leaders. Thus, efficiency in resources mobilization, allocation, utilization and enhancement of organisational performance depends to a large extent on leadership style among other factors (Porter and Spear, 2010:365).

 Robert (2006:103-115) present democratic leadership as one of the leadership style to use which involves a team guided by a leader where all individuals are involved in the decision-making process to determine what needs to be done and how it should be done. The group's leader has the authority to make the final decision of the group. Democratic leadership Aims to create an environment in which people are encouraged and supported in aspiring to truth about the world, including highest values; practice and look for the ways of intervening differences through dialogues.

Riggio, Camino and Rosso (2015:35-41) present one of the best leadership styles to use as transformational leaders and define them as those who   stimulate and inspire followers, both achieve extraordinary outcome and also develop their own leadership capability. Transformational leadership helps the follower to grow and develop by responding to individual's need, by empowering them and aligning the objectives and goals of the individual followers, leader, group and the large organisation.

Transformational leadership goes along with charismatic leadership. As the quality of an individual's personality that is considered extraordinary by followers. Different types of leadership styles are illustrated in figure 1.1 below.

Figure 1.1: Different types of leadership styles

Source: Riggio, Camino and Rosso (2015:35-41)

As discussed above charismatic leadership is considered to be the most effective leadership style. Cognisance should be made of the importance of the type of followership and their implicit expectations of good leadership. And leadership may not be referred to as effective without aligning the followers to the types of tasks to be performed. Winkler (2010:47-55) presents four attributes associated to charismatic leadership which are listed in table 1.1 below.

Table 1.1: Attributes associate to charismatic

The degree of discrepancy between the status quo and the future goals, vision advocated by the leaders
The use of innovative and unconventional that mean for achieving the desire changes
A realistic assessment of environmental resource and constraint for bringing about such change
The nature of articulation and impression management employed to inspire subordination in the pursuit of the vision

Source: Winkler, (2010:47-55)

Zaleznik (2004:5) urges that Effective communication increases team performance because it empowers, provide direction and encourage accountability to those working in the organisation. The more information each employee has, the more they will feel empowered to execute their tasks with confidence and direction. Employees who have an accurate understanding of what needs to be done and how to do it will be more willing and motivated to get it done.   Good communication skill increase team performance in such a way that the employees and their organisation succeed.   The Team performance decrease in many organisations due to simple misunderstanding and communication breakdown, many people find it difficult to organize their thoughts in order communicate their needs to their co-workers and employees.

Wilińska (2010:879) stipulates that the desire of the employees in the organisation is to generally obtain from the managers (leaders) more say in day to day decisions. Making process. The manager who understand this, shift in thinking about the expectation managers and workers have of each other, has a huge advantage in recruiting talent to a preferred workplace. Enlightened companies are likely to attract the critical self-led workers needed for success (Baker, 2009:197).   Dunn, Halonen and Smith (2009:30) gives a statement by saying that an organisation that has a vision to grow and succeed need to prepare their employees through the training. The training allows employees to obtain skills and knowledge needed with which they will align the mission of company with the training and obtain a qualifiable result that makes the organisation successful.   Easier (2005:29) identify three domains of capability or talent (competences) that a leader needs to possess as indicated in table 1.2 below.

Table 1.2: Competences as the focus of self-managed development

Knowledge	Acquiring knowledge mean developing functional, declarative, procedural and meta-cognitive knowledge needed to perform. Example of theses knowledge are market segmentation for the new product , the time it take a polymer to set, calculating the present value of capital acquisition and ethical principal and ethical principal as applied in the international business transition
Competences	To be effective leader, manger or professionals. A person needs the abilities to use knowledge and to make things happen. These abilities are called competences. By accumulating this finding and summaries, it can be said that the important competences fall into three groups. (I) cognitive intelligence such as systematic thinking or partner recognition. (II) Emotional intelligence competences such as adaptability, emotional self-control, self-awareness and achievement orientation.
Motivational drivers	Beyond knowledge and competences, the additional necessary ingredients to outstanding performance appear to be the desire to use one's talent. When leaders treat employee motivation as a strategic issue, they create a distinctive advantage that is not easily matched by competitors. This strategic approach results in higher quality individual performance on everyday goals and projects, more "out of the box" thinking, faster innovation, greater acceptance of change, and greater "idea velocity." Sustaining high quality motivation as a strategic capability also creates a magnet for talent.

Source: Easier (2005:29)

Grönfeldt and Strother (2006:301) describe the 10 leadership virtues of a leader who focuses on a long-term performance of their organisation. The ability of a leader can be stated as leaving footprints that future leaders may want to follow, which goes beyond management – the maintenance of status quo. Leaders generally bring about changes and allow for the development of other innovative minds and intrapreneurship*.* As indicated above, leaders motivate and enable growth of the subordinates through career pathing. Figure 1.2 below illustrates the expectations from leaders by subordinates as they relate to their circumstances and aspirations.

Figure 1.2: Ten leadership virtues
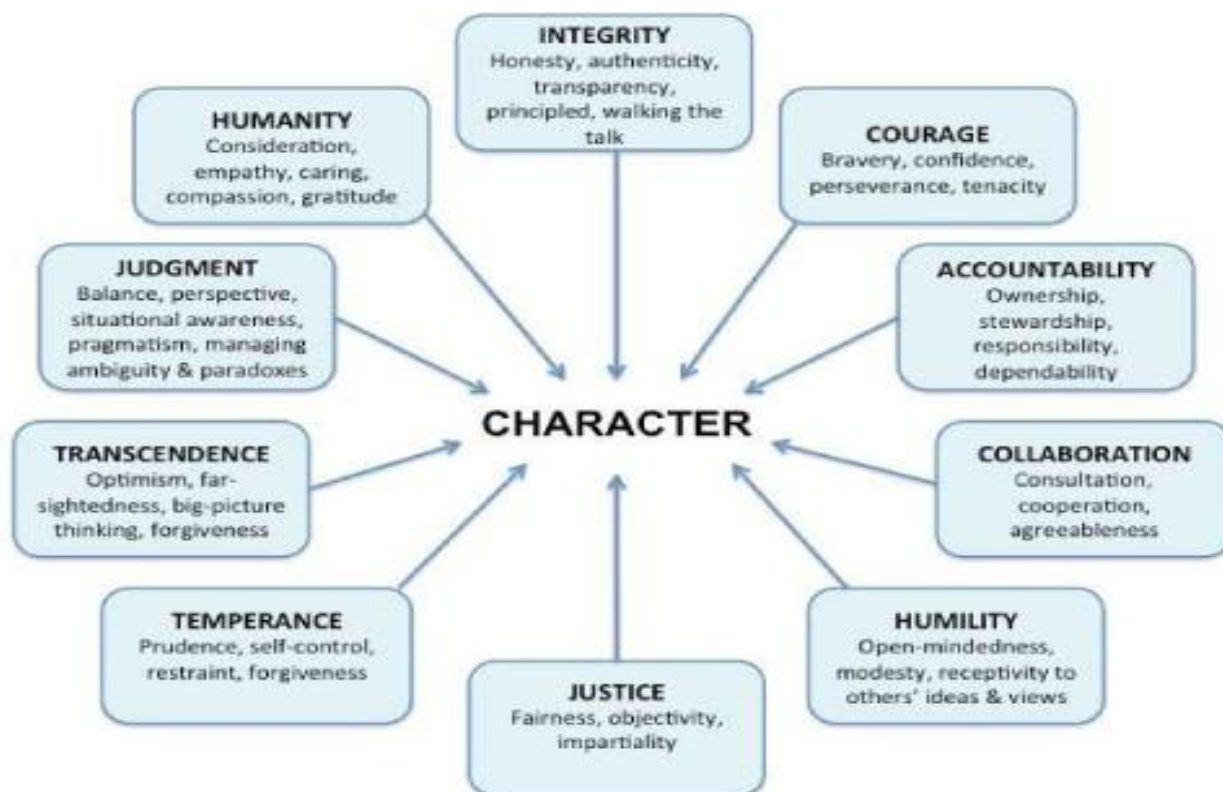
Source: Grönfeldt and Strother (2006:301)

Leadership expectations can be understood as a cognitive prototype determined on the basis of the values and perceptions of the individuals to be led. These values, believes and experiences inform the prototypes that subordinates look at and think of as the correct leadership styles. Leatherman (2008:9-10) lists some ways that the leaders and employees need to consider when working together in order to be effective and preferment:

- Leader and employees can and must learn better ways of working together:

- Leader must show respect for all employees since respect begets respect

- The leader's ability to trust employees may yield better results seen in loyalty to the leader by the subordinates.

- Clarity of information on vision, mission, objectives and the strategic and tactical plans promote a better trust relationship between followers and leaders.

- Leaders should learn to communicate effectively with the employees at their level to avoid the effects of power distance.

- Good leadership means sharing the responsibilities, accountabilities and authority with the subordinates as individuals or teams.

- Leaders should accept that subordinates may be more informed about certain aspects of the tasks than the leader may know.

- Leaders know that two heads are better than one and therefore expect that there is knowledge spread out through the organisation.

- Good leader know the importance of getting employees involved in the solving of problems and decision making processes in the organisation.

- Good quality leadership emanated from forming a good relationship with the employees which takes time to develop and needs patient leadership.

- The leader has unlimited opportunity to provide appropriate, positive and meaningful feedback to employees.

- Employees should be allowed to take appropriate risks, make mistakes and learn from them as part of their development.

- Good leaders should always tell the truth as this helps in building trust from the subordinates.

Flynn (2015:18) thinks that, for a leader to bring a long term performance in the organisation, they need to provide specific and measurable productivity. The influence of a leader is minimal if there is no good performance. The more you rise in power the more you rise in influences, this is achieved by maintaining a strong and steady attitude, by remaining constantly positive, and always striving to achieve the vision and goals of the organisation (Hearn and Collinson, 2006:299). Hay (2006:116) come with another thought saying that a way to improve productivity is by establishing a humane development plan, emphasizing employee training and evaluation as a way to increase team performance. Hill and Jones (2001:44) think that the leader need to be aware of the thinking which is a process of solving problem and identifying opportunity in order to be effective. Leaders need to know how employees think, reflect on how to improve their thinking and be competent at choosing how they will think and which intelligence to access in any situation. Thinking can be applied to elements such as:

- Setting a course for organisation

- Working on the structure and culture making team more effective

- Solving large and small customer issues

Kelly (2010:455-470) outline some action that need to be considered by the organisation when improving the profit which are to maintain and improve conditions, individual of unit, adopt the strategy of maximizing the rate of profit by means of increasing specialization, accumulating surpluses, adopting the low cost technique and moving to from line to line in response to change demand with the respect to supply for good service. Secondly on the economy as a whole constitutes a flied of nature selection by means of competition on the market which weed out hose units that fail to produce at a sufficient rate of profit.

1.3.   PROBLEM STATEMENT

Considering the different thoughts and sayings of different authors about this issue of what leadership styles will motivate subordinates, it appears there are different views. Other authors think that transformational and transactional leadership are the best leadership style to use as they stimulate and inspire the follower to grow and develop themselves by responding to individual need. These styles have significant positive effects on followers and performance, and both jointly explain very high proportion of variations in performance. Some authors say that the improvement in team performance is possible by training the employees, meaning that the employees need to be trained. The suggestion is that the followers themselves need to be trained in order to follow the leaders' style of management. This involves providing them with essential skills and knowledge, including communication ability with which they will use to make their organisation successful. This study seeks to identify leadership styles that motivate subordinates in the university environment, this study will focus on the subordinates.

1.4.   RESEARCH OBJECTIVE

1.4.1. Primary objective
- The principal objective is to identify what leadership styles are prone to motivate subordinates

1.4.2. Secondary objective
- To find out what is the impact of each leadership styles on the performance of the team?
- To examine the existing relationship between the leaders and the subordinates in the team

1.5.   RESEARCH METHODOLOGY

The correct research methodology to be used in this research study will be the survey research method by questionnaire which will constitute the basic research design. A minimum of 100 subordinates will be interviewed directly within the university with the use of structured questionnaires. Both qualitative and quantitative methods (mixed methods) will be used, this will allow for the researcher to make use of the advantages of the two methods. These two methods have been chosen because of their different strengths application in different settings. The intention is therefore to take advantage of the positives found in both methods, the first part of the questionnaire therefore comprises of the quantitative methods and the Likert scale with the later part using open ended questions.

1.5.1. Population target

The faculty has department heads and supervisors who are responsible for or have control over the subordinates in the different sections of the faculty. It is these subordinates who report to the specific line managers who have been invited to participate in the survey.

1.5.2. Sampling method

The 20 departments were stratified and the subordinates were randomly selected from their respective departments. The average size of subordinates per department is 16 employees, and 1/3 of them were sampled. It is accepted that the larger the sample, the higher the probability of getting a more correct answer to a problem.

1.5.3. Sample size

As noted above, a minimum of 5 subordinates were randomly sampled, resulting in a minimum of 100 subordinates to investigate. This number is accepted for any generalization to be made.

1.5.4. Research instrument – the questionnaire

The questionnaires were constructed and tested (pilot study) on the population before being sent to the questionnaire for approval. Once approved by the statistician, the instrument was used to collect the data. The instrument had three sections, namely; section A, biography, section B, Likert scale and section C, open questions

1.5.5. Data collection

The questionnaires were distributed by hand to the employees since all of them are in the same place. Trained interviewers or surveyors spoke to the respondents individually to allow for clarification of any sections or questions that needed attention. Besides, this method allowed for a higher return rate on the questionnaires to be filled in by the respondents.

1.5.6. Data Analysis

All the questionnaires were edited and cleaned to remove all those that had errors that could have impact on the findings. The correct questionnaires were then coded, the data entered into a SPSS program from which illustrations (graphs, charts, tables, histograms, etc.) are constructed and analyses. The analysis included drawing parallels, relationships leading to generalisations.

1.6. ETHICAL CONSIDERATIONS

Every individual has values and beliefs which they live by, and during research too often researchers find themselves breaching some of the norms of the society. The Cape Peninsula University of Technology subscribes to the treatment of people with respect. The researcher adhered to the ethical conduct as promulgated by the university in that;

1. All participants were informed about the need for the study and their privacy were protected in accordance with the ethical guidelines.
2. The Respect for the right of individuals is accepted as a universal principle, and honesty and respect by the investigator is important (Welman and Kruger, 2014:1600-1615).
3. The generic principles constantly invoked in ethical considerations and no harm were caused to the participants during the research.
4. Interviewees were not coerced into participation and they were partners in the research, and
5. At any time, the participant opted out of the research and refused to answer certain questions they considered offensive.

All the efforts possible have been made to ensure the safety, security and comfort of all the participants in this research.

1.7. CONCLUSION

This study focus on evaluation of leadership styles that motivate subordinates to perform. The impact has been revealed both positive and negative as project managers display different leadership behaviours towards project team members. This research also intended to discover what leadership style(s) are prone to motivate subordinate. The study has been revealed interesting as different authors had different statements and thought regarding this issue. Some authors   think that transformational and transitional leadership are the best leadership style to use as they stimulate and inspire subordinates to grow and develop themselves by responding to individual need. Other authors say that the improvement in the team performance is possible by training the employees, which means that subordinates need to be trained in order to obtain appropriate skills and knowledge which they will use to make the organisation successful.   Considering the level of contradiction, a survey analysis by the use of a questionnaire titled evaluation of leadership styles that motivate subordinate to perform, is conducted in order to get more fact regarding the issue at hand. The populations targeted for this research are subordinated to different departments and work units of the university. At least 100 people were interviewed directly at the university using structured questionnaires.

CHAPTER 2

LEADERSHIP STYLES THAT IMPACT ON PRODUCTIVITY IN AN ORGANISATION A LITERATURE REVIEW

2.1. INTRODUCTION

This research examines and focuses on different leadership styles that affect many organisations and identify the impact of each leadership styles on the people (employees and staffs) and on the entire organisation. This study examines also how the characteristics of leadership styles are considered to influence team creativity in a dynamic environment and how team performance is influenced within a routine environment. In addition, this research examines what influences team members' motivation and how this affects their performance or creativity. Each leadership styles contain different advantages and disadvantages impact that affect the organisations in a negative or positive way. Since decade leadership has become a "HOT" topic which is spoken everywhere in the medias (different newspapers, magazines, televisions etc.). Organisations all over the world are profoundly anxious for searching, understanding and developing leadership (Lunenburg, 2012:1-9). Despite the type of organisation, leadership is perceived to play a crucial role in establishing high performing teams. Leadership has the ability to produce a passionate reaction that draw people to it through an emotional attraction (McCosker (2017:122). Many organisations around the world, found themselves successful and stable because they have considered certain components that make an organisation successful. One of those components is **leadership**. Many writers or authors came with different definitions regarding leadership with precision, accuracy and conciseness so that people may be able to label it correctly when they see it happening or when they engage into it (Mullins, 2005:25).

2.2. CONCEPTION AND DEFINITION OF LEADERSHIP

According to Bass and Avolio (1987:345-373) finding one specific definition of leadership is a very complex task as studies on this topic. There are many ways to give definition of the word ''Leadership'. Different authors and writers have tried to define leadership according to their perceptions and own understanding. Some definitions describe leadership as an act of influence, some as a process and yet others have looked at a person's trait qualities (Thomas and Ely, 1996:74). The

definition by Nel et al. (2013:37-49) will be used in this study. They define leadership as the process whereby one individual influences others to willingly and enthusiastically direct their efforts and abilities towards attaining defined group or organisational goals. There are various leadership styles which can be implemented in an organisation such as transactional, laissez-faire, democratic, autocratic and transformational leadership styles. However, in the context of mergers, transformational leadership style is considered more appropriate as it allows for leaders to rally people behind clearly defined goals (Spahr, 2016:30). Leadership is a process whereby an individual influences a group of individuals to achieve a common goal (Weinstein, 1997:3). It is basically concerned with how leaders affect followers. However, Shields (2007:1) give a view of leadership and say that it is about the mix of vision and the ability to guide people to ensure that they all try and meet the objective as a team. Robyn and Dupreez (2012:2) gave a clear Definition regarding a "**leader**" and say that can be anyone on the team who has a particular talent, who is creatively thinking out of the box and has a great idea, who has experience in a certain aspect of the business or project that can prove useful to the manager and the team. Good leaders lead the organisation based on the characters that they have but not on the titles. Leadership is a key way in which people are guided by their leaders in the organisation to accomplish well defined goals. Lester (2007:52) define **Leadership** as the process whereby an individual direct, guide, influence or control the thought, felling or behavior of other human beings. From these definitions, can see that leadership is the source of power that members use to enable an organisation to go forward and be successful.

2.2.1. Good leaders are made not born

Good leaders are made not born (Van and Steffen, 2008:57-81). Good leaders develop themselves through multiple ways which are self-study, education, training, and experience. The Training, education and experience are the very important components that shape leaders, meaning that it build them up by investing in them the abilities or the characters to perform well in the organisation. This is done in order to bring satisfaction among all employees. Well trained leaders produce many benefits in the organisation in terms of, namely; morale, productivity, value,

independence, leaders are born and not made, honesty, positive attitude, creativity, inspiration and effective leadership.

2.2.1.1. Morale

Leaders will know how well to place individuals in the organisation according to their roles, ability and competences which will directly improve morale and make individual to be more confident (satisfaction) about the role they have to play among employees.

2.2.1.2. Productivity

Well trained leaders   make sure that every employee know the vision of the organisation and motivate employees to know what to do in order to improve better the quality of the productivity in the organisation (Olson, 2003:471). Better training means better processes.   Training, education and experience will not only make the leader to do well but also will assist the employees when facing challenges and difficulties in the organisation.   There is also the possibility that well trained leaders and employees   will be able to see where improvements need to be made in the organisation.

2.2.1.3. Value

Well trained leaders are assets for their organisation. They add value to the organisation as a whole and promote value   in the way that it creates a feeling of belonging and oneness which   employees share among them.

2.2.1.4. Independence

Well trained leaders do not depend on others; they have knowledge, ability and competences to lead others in order to attend the objective of the organisation   . A fully trained workforce can be trusted to operate independently without making mistakes or slowing the processes.

2.2.2. Leaders are born not made

 Parris, Vickers and Wilkes (2008:101-117) effectively assume that leaders are born not made, meaning the personal qualities must exist in a leader for a successful leadership.   In the context where leaders are born and not made, leaders have on

them a number of personal characters that enable them to influence their teams. **To influence mean: leading by example**. Showing to others the way. In few words it can be said: living what you are saying.   Here are some of the characters that leaders need to have in order to lead the employees into a consistent way.

2.2.2.1. Honesty

A leader should be honest, honesty mean leading the people in an ethical way (O'Boyle, 2016:50).   Leaders conduct themselves in the way to show example to others employees.   Organisations and its employees are the reflection of their leaders, and if leaders make honest and ethical behaviors as a key value in the organisation, the employees will follow and consider the leaders as "an example".

2.2.2.2. Positive attitude

A positive attitude is a personal character that leaders should possess in order to motivate their team to a continued success (Muogbo, 2013:30).   Leaders, who have a negative attitude, see things in a wrong way and they cannot be successful or productive in the organisation. Positive attitude increases the productivity and stimulate the motivation among employees which allow the employees to achieve the goals of the organisation beside

2.2.2.3. Creativity

Leader should have a creative attitude in the organisation when leading theirs team. Creativity means bringing a new idea, new strategic and vision that will allow the employees to evolve and grow in the organisation (Mulford, 2003:1-67).   This character is very important for leaders to have it. It is not something that leaders can learn but it is something that is in them.   Most of the time, it is during critical situations that employees look to leaders in order to get guidance and it is where leaders are called to make quick decisions.

2.2.2.4. Inspire

Leaders in the organisation are called to inspire their teams. The teams are positively impacted by the vision that leaders set in order to achieve the excellent goals of the organisation (Mckenzie, 2015:855).   Leaders have to communicate the vision in a

proper way in such a way that employees understand it and make use of it. Inspiring employees also involve appreciating and recognizing the efforts that everyone put in order to make the organisation successful.

2.2.2.5. Effective leaders

In project management, good leaders are required to assign appropriate importance to relationships, communicate their values, and at the same time pay suitable importance to processes (Turner, 2009: 16-19). According to McGuire and Hutchings (2007:174) Good leaders do not just build their personal credibility; they build the organisation to sustain future leaders.   The first responsibility of a leader is to create a realistic vision and the second responsibility is to make sure that all employees in the organisation understand the vision given by leaders so that they may be able to perform well in their work and the third responsibility is express gratitude by rewarding the best performance of employees.   Stephens (2013:57) explain by saying that a leader must propose goals in a clear, understandable, and transparent manner and ensure that they are acceptable by all the employees who are in involve in a project. Barnard as cited by Turner and Muller (2009:49-61) suggested that the functions of a leader are also managerial. These functions involve emotions since there is a direct relationship between leading and people management. Relations therefore become of the essence in that people lead people, and work is done by people through people. The amount of thinking that goes into the attitudes (positive or negative) respond to the cognitive and cathartic personality traits inevitably displayed by the subordinates as postulated in research findings and some of which are illustrated in the table 2.1 below.

Table 2.1: The Function of Leaders

2.	Cognitive functions include guiding, directing, and constraining choices and actions.
3.	Cathectic functions include emotional and motivational aspects of goal setting and developing faith and commitment to a large moral purpose.

Source: Turner and Muller (2009:49-61)

According to Sorensen and Yaeger (2015:358), leaders who are not fascinated by cognitive models or emotional imperatives that are subjective towards teamwork

consider carefully the advantages and disadvantages of creating work teams, and take care not to assign to a team work that actually would be better performed by an individual.   Cognitive is the ability to understand and acquire the knowledge, formation of beliefs and attitudes, and decision making and problem solving in order to effectively perform difficult and challenging tasks in the organisation.   This leads to the question of: what is an effective leader?

Jowah (2012:108-117) defines leadership as the ability to influence willing followers by appealing to their expectations and allowing for the development of congruence between the two parties. Effectiveness therefore would make reference to the ability to impact positively on the desired response for the objectives set. To achieve this, there is a decided necessity that should be seen in the elements which are conducive enablers for the leader to be effective. The leader–member exchange (LMX) theory as a direct product of the vertical dyad linkage model which focus on the interaction between the followers and those that are leading them (Hossain and Wu, 2009:795). This interaction may introduce a fair exchange that should be in agreement with the follower expectations. The relationship between the leader and the followers may impact on the morale needed for performance by the subordinates. Erkutlu presents below in the figure 2.1 different elements that make leaders to be effective in the organisation:

Figure 2.1: Effective leader in the organisation
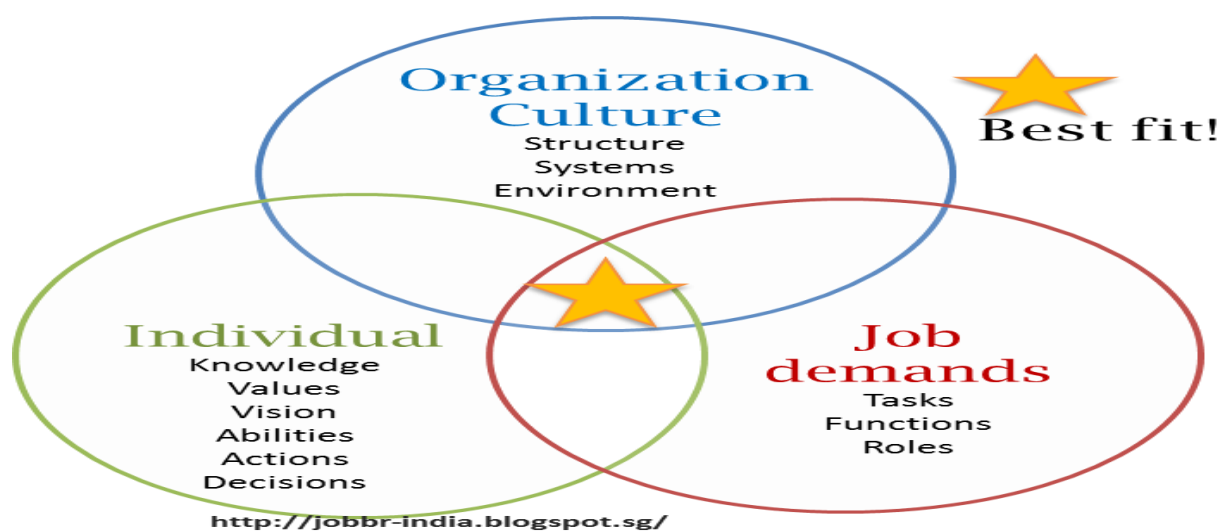
Sources: Erkutlu (2008:708)

Effective leadership begins with a strong ability to have faith in yourself. It means that the leaders have the ability to create or produce desirable results which bring satisfaction among employees in the organisation. These abilities include the maturity, conviction, and expertise that translate into a purpose and direction (Porter and Easterling 2009:56). To be effective, leaders need to know which direction they are going and where they are leading their employees. This is done by strongly implementing the vision of the organisation which will boost employees to be more confidence and motivated (Jobs, 2014:2-9). An effective leader use an appropriate leadership style in the organisation which promote and encourage employees to perform well. Performance is about evaluating how employees are performing in their roles and identifying any areas where training may be required in order to improve the performance of employees (Bølviken, Aslesen and Koskela, 2015:93). Effective performance and good work outcomes from subordinates are basically part of the project managers' desires, but they do not always happen as people usually respond well only to an appropriate types of leadership. The success of this process is effective only when leaders apply their leadership attributes such as beliefs, values, ethics, characters, knowledge and skills.

For the performance to be effective in the organisation while implementing leadership styles, leaders need to consider the environment, the system, the structure, vision and goal of the organisation because they play an important role in the success of the organisation and promote a strong effective performance among employees (Bogler, 2001:65). The Culture of the organisation is helpful in shaping the organisational strategies, its leadership styles and its relationship with the customers. Good cultures are characterized by norms and values supportive of excellence, teamwork, profitability, honesty, pride in one's work, and commitment to the organisation. Organisational culture is considered to be a set of values shared among the employees. With this platform employee share a mutual understanding about the works they have to do and the value they have to share (Cherry, 2016:100).

Among the best quality that Leaders may have in term of behaviors are as follow: disciplined thinkers and confidently trust their intuition. Leaders understand fully their environment in which they exercise appropriate leadership styles and can transform situations in order to achieve an established vision. Leaders can take important risks

to face challenges that the organisation may struggle with and demonstrate significant problem solving abilities in a vague of problems and challenges.   Leaders believe in the expertise and ability that employees may have and also consider their needs. They will actively remake a challenge to yield productive outcomes by creating an organisation that develops and fosters success (Berger, 2015:20-35).   Effective leaders motivate, inspire, and guide people in the organisation in order for those people to realise and achieve tougher and challenging organisational goals.   They share common traits which distinguish them from any other individuals.   Beech (2002:35) lists below in the figure 2.2, the nine traits that define great   leadership in the organisation.

Figure 2.2: The Nine traits that define great leadership:
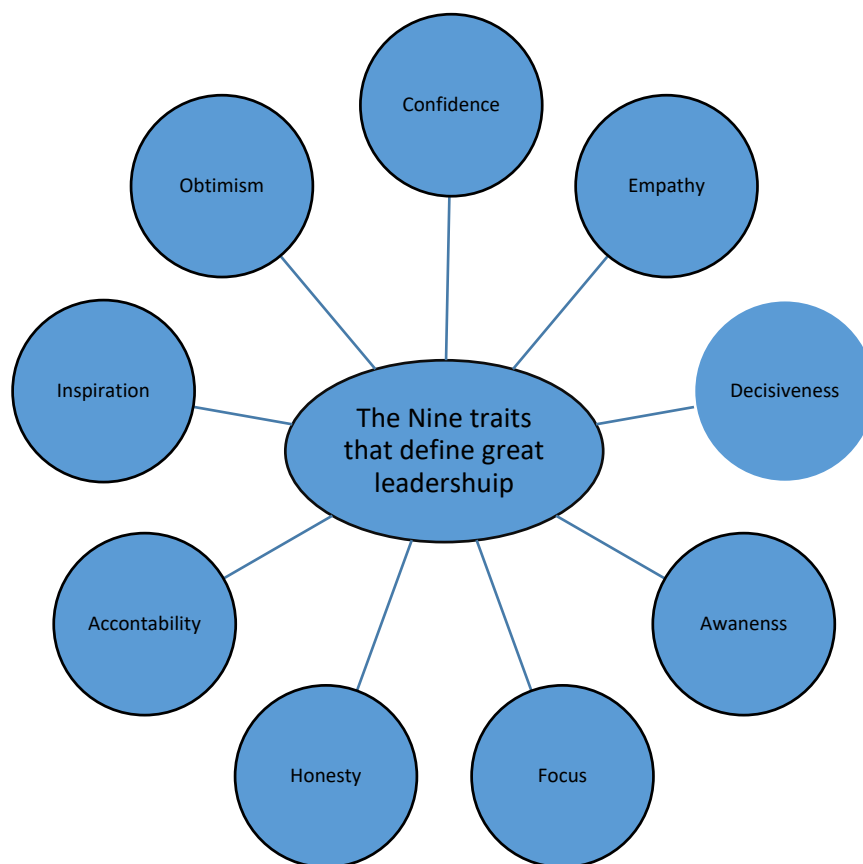
Sources: Beech (2002:35)

Leaders need to consider leadership contingencies. Contingency involve preparing the organisation and the employees for future difficult situations. When difficult times come leaders have to develop a contingency plan to solve every difficult situation.

Difficult situation can be strike, financial crises, etc. During the difficult times the knowledge and expertise of leaders will be put to test (Baranowski 2014:1-2). All employees will look to the leaders expecting from them solutions regarding the difficult time. The input of the leader alone cannot solve the entire problem that the organisation faces. Leaders need also the contribution of the followers so that things can be done. The contributions of the followers play an important role in the decision. Leaders base decisions on the amount of instruction and emotional support needed by others to accomplish tasks, this Influence the decision making in organisational Leadership and management activities (Ejimabo, 2015:20). Furthermore, leaders must consider the attitudes and ability levels of followers to perform any designated task. Leaders use different styles of decision making in order to motivate followers to perform well. "One stick of wood cannot make a big fire but when there are many stick of woods, the fire will be big and will be able to provide the light and the heat." One of the civil rights leader Martin Luther King Jr, gave an important advice to all and encouraged the followers not to judge people by their appearance, but by the content of character that portray in the organisation. Leaders who have a strong character can inspire their employees to greatness or discourage them from trying their best. True leaders lead from a strong character with a great moral value which promotes an excellent effect on the entire organisation (McGuire and Hutchings 2007:154). The understanding of how the characters of leaders have on the organisation can contribute to the section of the best employees who will perform in order to bring success. An example of a leader with a strong character is the former U.S president Barrack Obama. Leadership must be trusted to make the smartest decisions and do the right thing, especially in difficult conditions. Trust is achieved by demonstrating competences and through strong characters. Adriaan (2015, 1-2) say that "keeping leaders, who have poor character in the organisation, diminish morale". When the characters of leaders are not efficient and effective, there will be some consequences in the organisation such as the moral of employees will diminish as well as the trust. Good character in leadership commands respect. Besides being trusted, leaders have the respect of their teams and even the competition. A person with good character is polite, extrovert, dynamic, accepted and appreciated by all employees in the organisation, capable of listening different view. As a result of his willingness to listen and accept, his respect increases. People with poor character

are not respected because they have shown that they will not make good choices or make decisions that are in the interest of the team.

2.3. SKILLS OF AN EFFECTIVE LEADER

Leaders need certain soft and hard power skills to be effective, and these too are a matter of degree. The presences of the effective leadership skills play an important role in the organisation. . Among the soft power skills are emotional intelligence (emotional self-control and the ability to use emotional cues to attract others); vision (an attractive picture of the future that balances ideals, objectives, and capabilities); and communication (the ability to use words and symbols to persuade both an inner circle and a broader audience) (Mabey and Finch-Lees 2008:157). With regard to the use of hard power resources, two hard power skills are particularly important: organisational capacity and the Machiavellian political skills of bullying, buying, and bargaining in the formation of winning coalitions.

Table 2.2: Effective leadership: Soft and hard power skills.

Soft power	
Emotional IQ **Communication** **Vision**	1. Able to manage relationship and apply personal charisma. 2. Has emotional awareness and control 3. Persuasive to followers by word, symbols and example 4. Attractive and effective (balance ideals and capabilities)
Hard power	
Organisational capacity **Machiavellian skill**	Uses rewards and information system for inner outer circles. Able to bully, buy, bargain build wining coalition
Smart power (combined resources)	
Contextual IQ	1. Understands evolving environment 2. Capitalizes on trends ("creates luck") 3. Adjusts style to context and followers' needs.

Source: Mabey and Finch-Lees (2008:157)

Power is the ability to influence or the ability to control the behaviour of a subordinate and get them to perform an agreed on task (Kraus, 2011:95-118). This too often is confused with authority, though not the same but they are somewhat related in that some forms of power are derived from authority. This power comes in different forms and applies and impacts differently (Keltner, Van Kleef, Chen and Kraus, 2008:151-192) on the followers dependent on their individual expectations and skills. Power is the ability an individual has to enable others to undertake social actions to do certain things in response to the presence of influence from someone (Handgraaf, Van Dijk, Vermunt, Wilke, De Dreu, 2008:1136-1149). It is a structural expression that makes people behave in a particular way in response to stimuli.

2.4. LEADERSHIP POWER

Leadership is a process where leader can influence, direct and guide employees toward accomplishing the organisational goals.(Salacuse, 2006:1-5). In order to influence employees in the organisation, leaders can use a range of method. Leaders need to understand which power is suitable to influence their environment. Hersey and Blanchard (2005: 425) illustrate in the figure 2.3 below, the different type of powers to influence in the organisation.

Figure 2.3: Different Types of power to influence
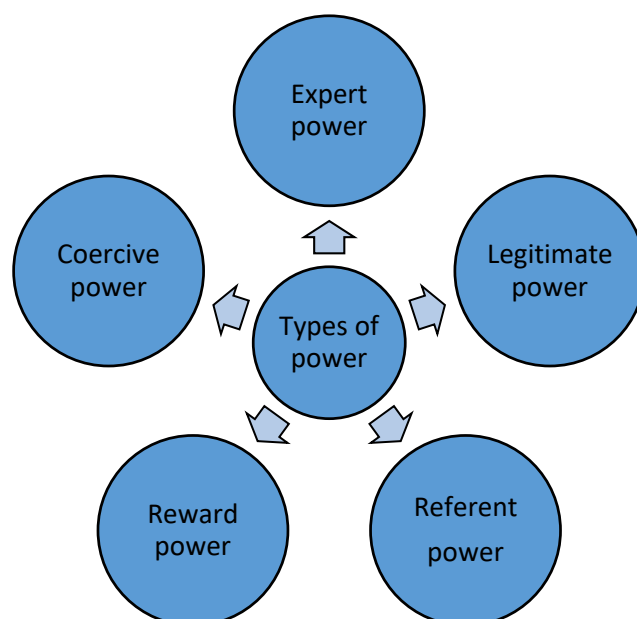
Source: Hersey and Blanchard (2005: 425).

2.4.1. Legitimate power

Legitimate power, also known as formal authority and positional powers, gives leaders the ability to make decisions, give instructions, and use resources to achieve organizational goals (Sagor and Rickey, 2012: 12). With this type of power, leaders use their position to influence all employees in the organization. For example, in a construction project, project managers use their position to indicate what needs to be done and how to proceed with the project. This type of power can be useful when leaders initiate an action or project. Leaders use their positions to show others the direction of where to go or what to do by showing an example of themselves. When leaders are appointed to lead the project, they must do so in a fair way to allow employees to give the best of themselves. If leaders abuse power because of their position in the organization. This can lead the organization to have low productivity.

Figures 2.4: impact of power perspective in management perspective

MANAGEMENT PERSPECTIVES (Management phases)	INITIATE ACTION	PLAN, ORGANIZE, & PERSUADE	PROJECT CONROL
POWER PERSPECTIVES (Power phases)	LEGITIMATE POWER	EXPERT POWER; REFERENT POWER	REWARD POWER; COERCIVE POWER

Sources: Martin (2007:373)

2.4.2. Coercive power

Coercive power is when leader exercise   the power with fear. This type of power is predicted on fear. Sometimes in the organisation, leaders have to exercise this type of power to restore or to bring back people in the line (Lunenburg, 2012:50). For example when   employees are not performing well in their work, leaders can threaten the employees not to give them the reward for a specific task. It is not right for the leader to threaten the employees all time but for some occasion leader can use this type of power just bring back everything online.

2.4.3. Reward power

Reward power is the ability that leaders have to stimulate performance among employees (Performers, 2010:14).   Reward power plays an important role in an effective leadership.   Reward that leaders give, could be a raise in salaries, bonuses, promotion, recognition, etc. When leaders recompense   by the source of reward power, employees develop positive feelings about the organisation, as their morale is enhanced. To be effective, the reward must properly correspond to the employee's s values and expectation. Leaders do not reward employees only financial but also consider the efforts and contribution of all employees by honoring them for the job well done.

2.4.4. Expert Power

Expert power refers to the power where an individual may have due to his exceptional quality of work.   An individual in the organisation may possess exceptional skills and knowledge   which give him the power to influence in the organisation. Expert power comes directly from the work performed in the past by this person plus the reputation that they have established over times (Gopalakrishnan, 2012: 65).   Leaders with technical skills, product knowledge, work experience, and competency in the field of the project are able to gain expert power.   For example in 2010 world cup south Africa invited the experts of others countries who organized the world cup before south Africa to bring their contribution and expertise so that the world cup may be successful in south Africa.

2.4.5. Referent power

Referent power is based on the projects desired personal and interpersonal trait (Ciulla, 1995:14). This power refers to the leader who are charismatic, who have the ability to convince and persuade other members. Charismatic leaders convince the employees to listen and follow them. They show direction to the employees by providing a clear vision and how to get there.

2.5. TYPE OF LEADERSHIP STYLES IN THE ORGANISATION

Different types of leadership styles exist in work environments. Advantages and disadvantages exist within each leadership style. The culture and goals of an organisation determine which leadership style fits the firm best. Some companies offer several leadership styles within the organisation, dependent upon the necessary tasks to complete and departmental needs (Johnson, 2014:38).

2.5.1. Situational leadership styles

 In the situational leadership there is a process which is required when applying situational leadership. This process requires that leaders should present the ability to diagnose, adapt and communicate with their employees' (Hersey et al, 2001).

Table 2.3: situational leadership styles

Firstly, leaders must determine what objective needed to be achieved and to exert influence upon followers.
Secondly, leaders must affirm readiness levels for followers
Thirdly, Leader must apply the appropriate style of leadership to communicate and obtain the desired results from followers.
The fourthly phase or the assessment involves the analysis of the results from the leadership behavior

Sources: Blanchard and Hersey (2000: 28)

Leadership is one of the most important tools that an organisation or leaders need to have in order to bring success in an organisation. An organisation can have talented people who are well trained with strong finances which are stable or any other resources that company need to run but if the leaders do not use   appropriate **leadership style**, the entire organisation can collapse by lack of leadership despite all resources that the organisation   may have. Arvey, Rotundo, Johnson, Zhang, and McGue (2006:1-20) posited that there was another form of leadership called the trait leadership – this was defined as an integration of the patterns of individual personality traits. These traits differentiate leaders from non-leaders, and this implies therefore that leader effectiveness thus refers to the amount of influence an individual has on an individual or group of individuals (Avolio, Sosik, and Berson, 2003: 277-307).

Research demonstrates the difference between the individual personalities and their effectiveness given their power and the congruency with the followership. An understanding of these leadership traits and their impact on the leadership of people performing certain tasks allows the organisation to appoint leaders more suitable for these positions. Cartwright (2002:68) illustrates the traits and the process of leadership in figure 2.5 below:

Figures 2.5:   Level of control of leadership styles

Directing
Group lacks skills, motivation or confidence to complete the task

Coaching
Group has some skills, but needs support and some direction - e.g. to start a new activity

SUPPORT

Delegating
Group is experienced and has the confidence to do the task well

DIRECTION

Supporting
Group is experienced and capable but might lack some confidence or motivation to complete the task

Sources: Cartwright (2002:68)

2.5.2. Authoritarian / autocratic leadership style

 Autocratic leaders are one that openly shows their authority and power in the organisation by influencing their followers. Under this type of leadership, leaders make decisions based on their own judgment and do not consult others in order to make the decision and the input from followers is normally meaningless.

According to Nina brown (2016:22), an autocratic leadership style is significant and suitable when leaders provide instruction by telling employees what to do, and decides what goals are to be achieved with an effective controls all activities without any meaningful participation by the subordinates.   Gustainis (2004:68) also confirms that in the autocratic leadership style, leaders make decisions and exercise a strong control over others.   The power to make decision is share among few people only in the organisation. These leaders use their powers or positions (authority) to command the employees in the organisation, most of the time the employees feel frustrate because their participations are not taken into consideration.

Figure 2.6: Example of autocratic leadership
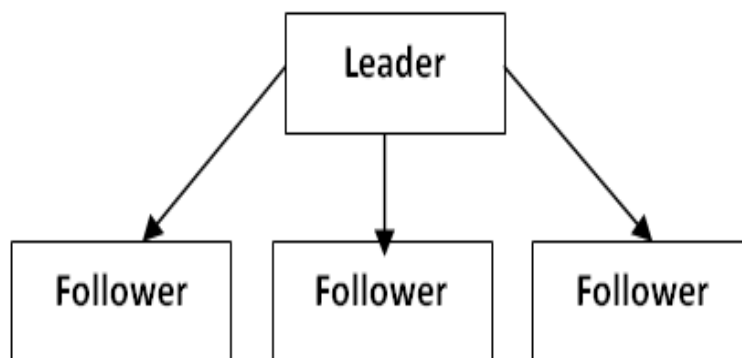
Sources: Gustainis (2004:68)

Autocratic leadership is very useful in critical situation where it is necessary for the leaders to make decision which will impact the   employees and the entire organisation (strike or financial crises etc.).   Most of the time when leaders are very directive, they strictly abuse their power and employees feel frustrated. This situation can have a negative impact on the productivity of the organisation and the performance of the employees. The leaders control the employees of an organisation by using and establishing some regulations, rules, methodologies, and action which will help them to have control over their followers (Van, 2004:1-13). The successes of an organisation depend on the happiness and the consideration obtained from their leaders. During a crisis in the autocratic leadership style some members of the team prefer someone who can point them in the right direction.   DuBrin (2008:350) say that autocratic leader is not usually concerned with the group member s attitude

toward the decision. Typically autocratic leader tell people what to do. Jepson and hart (2003:23) also found that it is more difficult to move from an authoritarian style to a democratic style than from a democratic form to an authoritarian form of leadership. Because it may create conflict between both styles. As leader are used to command in the autocratic leadership style while in the democratic the share idea

Figure 2.7: Difference between democratic and autocratic leadership
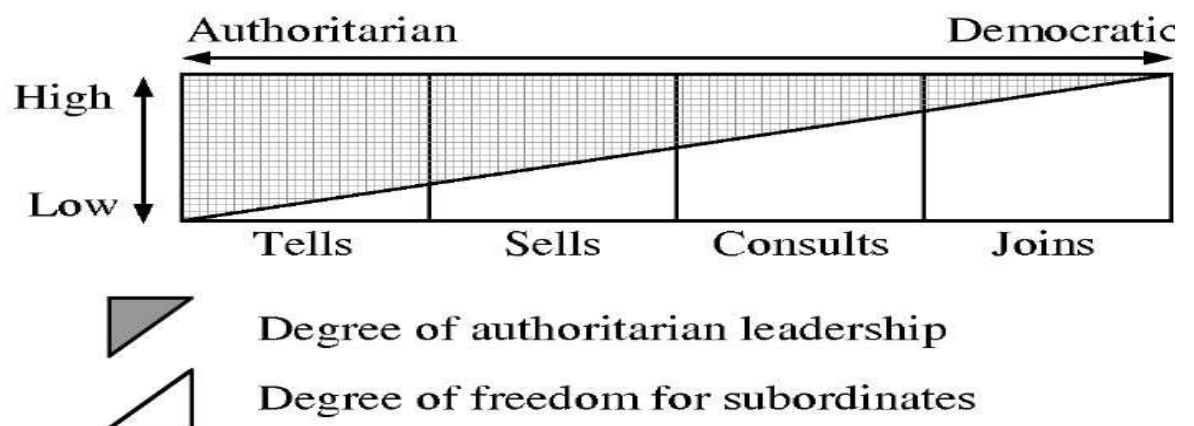
Sources: Terzi (2011:528)

.Rožman and Treven (2017:3) add by saying that with autocratic leadership style, they use fear and punishment as instrument to motivate employees and rarely use reward for the same.   Stephen and Payne (2005:1) explain autocratic leadership by referring to Douglas McGregor s philosophy view by saying that a common belief of many authoritarian leaders is that followers require direct supervision at all times or else they would not operate effectively. This belief is in accordance with one of Douglas McGregor's philosophical views of humankind, Theory X.   This theory proposes that it is leaders' role to coerce and control followers, because people have a feeling of dislike for work and will abstain from it whenever possible. Theory X also postulates that people must be compelled through force, intimidation or authority, and controlled, directed, or threatened with punishment in order to get them to accomplish the organisational needs.   In the minds of authoritarian leaders, people who are left to work separately will ultimately be unproductive. Sun (2008:135) illustrates in the figure 2.8 below, the comparison between theory X and Theory Y.

Figure 2.8: Theory X and Y
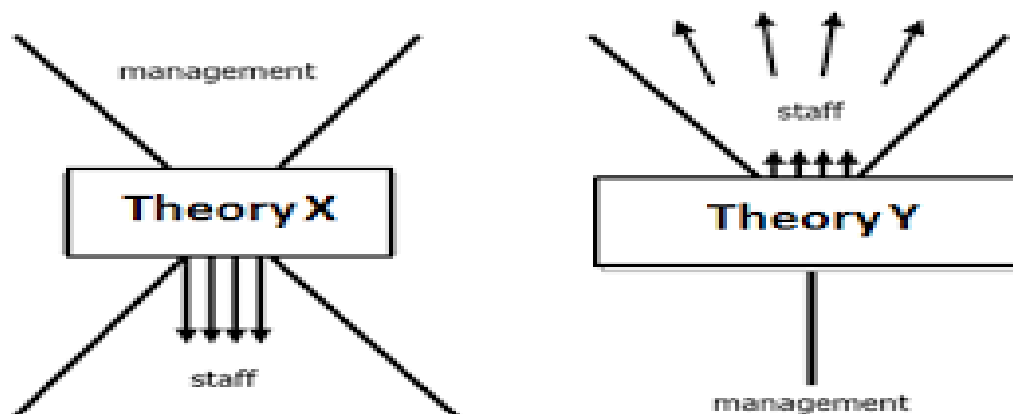
Sources: Sun (2008:58)

Theory X: Authoritarian, repressive style, tight control, no development. Produces limited, depressed culture.

Theory Y: Liberating and developmental, control, achievement and continuous improvement achieved by enabling, empowering and giving responsibility

2.5.3. Democratic leadership:

 The democratic leadership style is a style that promote the participation of employees in decision-making. It empowers employees by giving them authority to take part in the decision making and also to manage the organisation. This style   dates to the 1930s and '40s. The behavioral researcher Kurt Lewin led studies that helped to identify today the value of the democratic or participative leadership style in the organisation.   Democratic, laissez-faire and autocratic are considered as the three primary leadership styles in which democratic leadership style was the most prevalent style.

Figures 2.9: The three primaries Type of leadership style
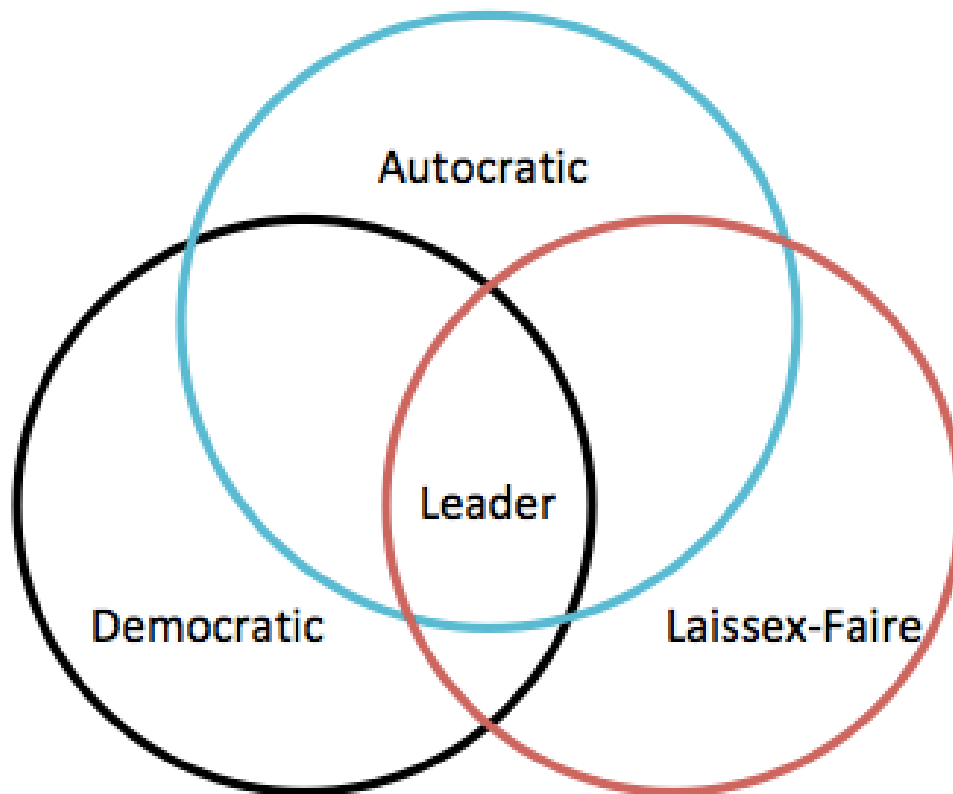
Sources: Bogler (2001:21)

Nwibere (2013:166) presents a significant difference between autocratic and laissez-faire leadership style in the table 2.4 below:

Table 2.4: Different between autocratic and laisser-faire leadership style.

• Autocratic leaders expect people who report to them to have in-depth experience and to exhibit self-confidence.
• Laissez-faire style, which delegates authority to experts, democratic leaders are involved in the decision-making process

Sources: Nwibere (2013:166)

Democratic/participative leaders have enormous responsibilities. Organisations that incorporate the democratic style still need strong leaders who know how to avoid the pitfalls that can trip up collaborative teams when they lose their compass. Democratic organisation needs leaders who are able to take responsibility to lead the organisation

in a collaborative and participative way. Table 2.5 highlights some important responsibilities of democratic leaders. Castile (1994:96) illustrates responsibility of the democratic leaders in table 2.5 below:

Table 2.5: Responsibility of democratic leaders

• **Distribution of responsibility:** leaders in the democratic style share responsibility among employees to facilitate the participation in decision making
• **Empowering group members**: Leaders give authority to their members so that the members may be able to accomplish their duties, roles and responsibility. Under this responsibility leaders provide education and necessary training to enable the member to their tasks.
• **Supporting group decision-making process**: leaders facilitate the discussion among the member to ensure a smooth conversion (participation) and maintain a peaceful environment.

Sources: Castile (1994:96)

Smith (2011:297) defines democratic leadership as a style that delegate authority to other members, encourage participation, relies on subordination s knowledge for completion of the task and depend on subordinate respect for influence. With this style leaders do not make decision alone as in the autocratic leadership style but leaders accept the contribution of others. They value and consider the input of other by giving employees the opportunity to freely contribute with their idea, knowledge and expertise which motivate employees to perform more and well in the organisation. This style of leadership produces a work environment that make employees feel good and comfortable to work with a very high moral level. Worker feel that their opinion count and because of that felling they are committed to achieve the goals and the objectives of the organisation (Lichtenstein, 2012:1-18). Democratic leadership is a style where employees feel considered, respected because their opinions count in the decision making, they participate in the dialogues created by leaders in order incorporate enough inputs in the decision so that the decision may be strong, conceded. By doing so, the leader's intentions are to come up with the idea of allowing everybody to express themselves and bring satisfaction and happiness among employees. Woods (2005:17) think that Democratic leadership aim to create an environment in which people are encouraged and

supported   in aspiring to truths about the world including the highest values (ethical rationality).   The democratic leadership style is based on mutual respect. It is often combined with participatory leadership because it requires collaboration between leaders and the people they guide.   The democratic/participative leadership style places significant responsibility on leaders and their staff. This is true for all organisations from private enterprises and government agencies to educational institutions and nonprofit entities.   Communication is a key in this model, whereby all opinions are listed to as a group.

Lord and Hall (2012:591) urge that Effective communication increases team performance because it empowers, provide direction and encourage accountability to those working in the organisation. The more information each employee has, the more they will feel empowered to execute their tasks with confidence and direction. Employees who have an accurate understanding of what needs to be done and how to do it will be more willing and motivated to get it done.   The Team performance decreases in many organisations due to simple misunderstanding and communication breakdown, many people find it difficult to organize their thought in order communicate their needs to their co-worker and employee.   DuPont (1999:26) often called the democratic leadership style, participative leadership values the input of team members and peers, but the responsibility of making the final decision rests with the participative leader. Participative leadership boosts employee morale because employees make contributions to the decision-making process. It causes them to feel as if their opinions matter. When a company needs to make changes within the organisation, the participative leadership style helps employees accept changes easily because they play a role in the process. This style meets challenges when companies need to make a decision in a short period.

Sanghan (2007:5) gave an illustration of the flow of influence which show of influence of leaders in the democratic leadership situation illustrated in the figure 2.10 below:

Figure 2.10: the flow of influence in democratic leadership situation
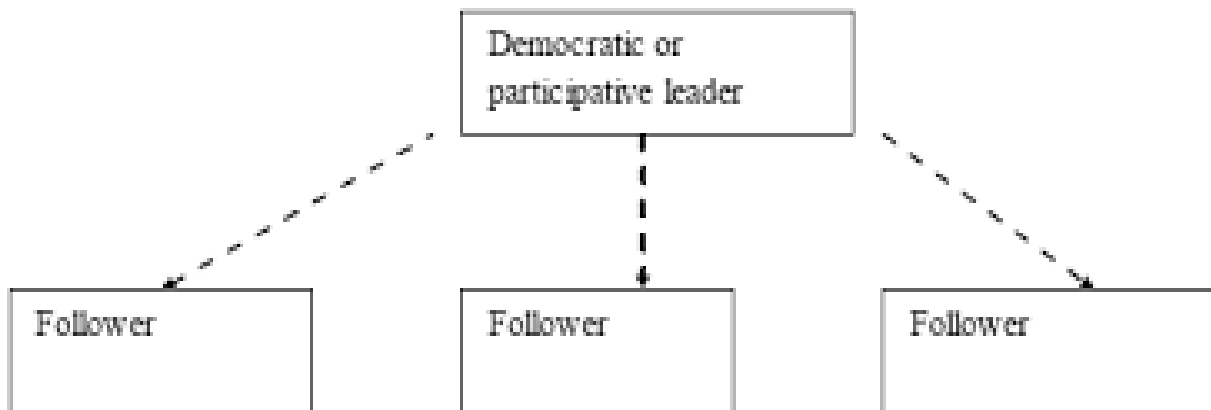
Figure 2: Illustrates the flow of influence in Democratic leadership situation.

Sources: Sanghan (2007:5)

Maner and Mead (2010:482) have   shown how Kurt Lewin describe different leadership style based on the experience that was conducted on a group of children. Each were instructed to act as democratic style or autocratic and realize that the group with autocratic leader perform highly well as long as the leader was present   to supervise them. However, the group members were displease with the autocratic leadership style and the feeling of hostility arose frequently. On other side the performance of the group with democratic leader was good and the group has a positive feeling. Under the democratic style the member of the group perform very well even when the leader is absent.

2.5.4. Transactional leadership

This style of leadership is a style where the team members agree to follow totally the direction of leaders when performing tasks. With this style the leaders reward the team members for their efforts and contributions when the work is performed correctly but keep the right to punished in case the employees do not respect the standards set (Mckinney, 2016:8).   Transactional leadership style is more focus on very short term task in which leaders prepare a well set of goals   and employees accept the condition of that particular work. The reward to obtain can be such as job satisfactions, salaries, bonuses, promotion, etc.   Employees have a limited

knowledge when using this leadership style. If the work is not well performed leaders punish the team members for failing to achieve the goals and objective set of the organisation (Panay 2015:65). The rewards are a powerful instrument that leaders have to motivate and encourage employees because if employees are rewarded and happy, the productivity of the organisation will increase at high level. The team members can improve their job satisfaction under transactional leadership. The rewards also give the leaders the power and the authority to control over the employees in the organisation.

Transactional leadership consists of three components: contingent reward, management by exception active and management by exception passive presented in the table 2.6 below by Kalaluhi (2013:139).

Table 2.6: The three component of transactional leadership

• Contingent reward implies that the leader clarifies targets, and rewards the employee when goals are achieved.
• Management by exception active refers to a leader who actively monitors deviances from standards, mistakes and errors, and takes corrective action as necessary.
• Passive management-by-exception leaders wait for issues to come up before fixing the problems.

Sources: Kalaluhi (2013:139).

The punishment that leaders can give to employees when failing to comply with the rules and the standard set can be a suspension from the project or work.

Figure 2.11: Reward and punishment

Sources: Freedberg (2016:100)

Adnan and Mubarak (2010:30) Transactional leadership is centered on leader follower exchanges. Followers perform according to the will and direction of the leaders and leaders positively reward the efforts. The baseline is reward which can be negative like punitive action, if followers fail to comply with or it can be positive like praise and recognition, if subordinates comply with the intent and direction settled by a leader and achieve the given objectives.

2.5.5. Transformational leadership and its origin

Sutter and Rivas (2014:133) expose in his article the origin or the beginning of the term transformational leadership, which was first created by J.V. Downton in Rebel Leadership: Commitment and Charisma in a Revolutionary Process (1973). James McGregor Burns first introduced the concept of transformational leadership in his book Leadership (1978), during his study of political leadership, but this term is now used in organisational psychology as well. He described it not as a set of specific behaviors, but rather an ongoing process by which "leaders and followers raise one another to higher levels of morality and motivation. Ricketson (2008:18) presents Transformational leadership style as a relationship of mutual stimulation that elevates the level of motivation and morality in both leader and follower.

Barker (2006:15) thinks that transformational leaders offer a purpose that exceeds short-term goals and focuses on higher order essential needs. Transformational leaders raise the bar by appealing to higher ideals and values of followers. In doing so, they may model the values themselves and use charismatic methods to attract people to the values and to the leader. Burns was influenced by Abraham Maslow's Theory of Human Needs. This theory recognizes that people have a range of needs, and the extent to which they will perform effectively in the workplace will be affected by the extent to which these needs are satisfied. Transformational Leadership fits into the higher levels, as it requires a high level of self-esteem and self-actualization to successfully be an authentic transformational leader.

Figure 2.12: Transformational leadership effect

Characteristics of transformational leader	Tasks Performed by Transformational Leader	Outcomes of transformational leadership
■ Inspirational Motivation ■ Intellectual Stimulation ■ Individualised Consideration ■ Idealised Influence	■ Correctly intuit the direction and pace of events ■ Find the right mix of hard and soft power to implement the policies ■ Win the support of diverse audiences at home and abroad ■ Devise appropriate and feasible strategies	■ Developmental and motivational changes in followers ■ Institutional and organisational change

Sources: **McGuire and Hutchings (2007 30-32)**

Kouzusa and Posner (2008:52) compare charismatic leadership style and transformational leadership by saying that there is a similarity   as   leaders inspire lots of enthusiasm in their teams in order to boost followers by trying to satisfy all their high level needs while   charismatic leaders have confident   more in themselves than in their teams and this creates a risk that a project may collapse if the leader leaves.

Handgraaf and Michel (2008:1136) describe   different types of leadership styles, but show on the recent study which has strongly put emphasize on just two types of leadership: transformational leadership and transactional leadership. Some authors refer to charismatic leadership instead of transformational   leadership. Previous research has indicated that team leaders engage in a variety of behaviors aimed at facilitating team functioning and performance (Transformational leadership has rapidly become the approach of choice for much of the research and application of leadership theory.   Transformational leaders basically align the objectives and goals of followers and the larger organisation and provide the followers with support, mentoring and coaching. Burns as cited by limsila and ogunlana (2008:164-184) adds by saying that, transformational leaders encourage subordinates to put in extra effort and to go beyond what they expected. According to Fiol and Lowe as cited by Yang et al. (1991: 191-211) leaders with a transformational style are seen more appropriate by subordinates and superiors. Fiol et al. as cited by Yang et al. (2010: 207-219)

found that transformational leadership may be predictor of project performance in research and development organisation.   Bass, Katz and Kahn as cited by limsila and ogunlana (2008:164-184) advance that subordinates of transformational leaders have this feeling of trust, admiration ,loyalty and respect towards leaders which basically lead the subordinates to have the motivation to perform extra-role behaviours. Masui and Nomura (2011:69) give some important step to become transformational leaders. Transformational leaders inspire great loyalty and trust in their followers. They have high expectations, and they inspire their people to reach their goals.

Ahmad and Adi (2013:172) highlight the three important steps in the table 2.7 below that allow an individual to become a transformational leader:

Table 2.7: Step to become a transformational leader:

• Leaders have to create an inspiring vision of the future
• Leaders have to motivate people to buy into and deliver the vision
• Leaders have to manage delivery of the vision.

Sources: Ahmad and Adi (2013:172)

Figure 2.13: Transformational leadership and transactional leadership
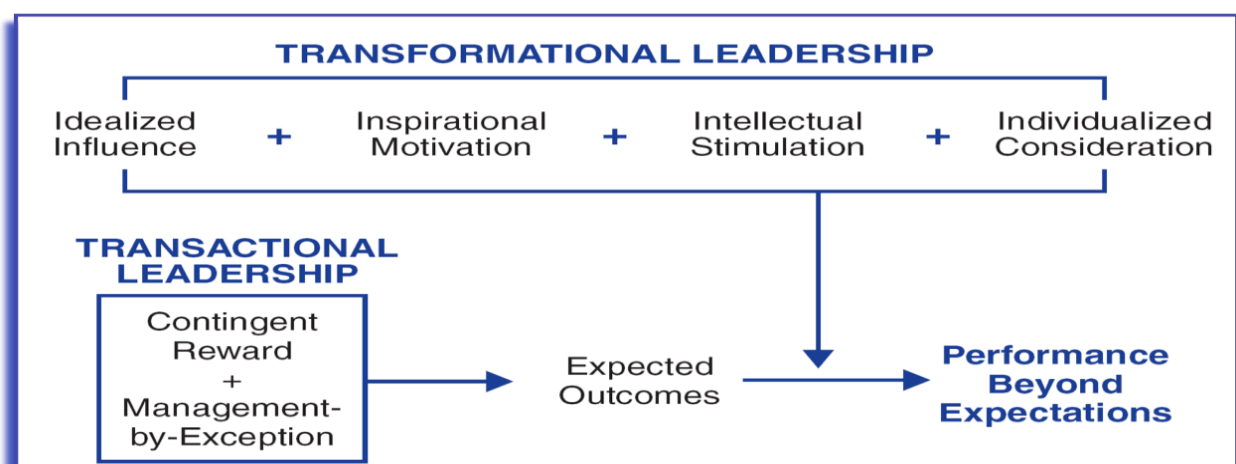
Sources: Surbhi: 2015:12

Transformational leaders basically align the objectives and goals of followers and the larger organisation and provide the followers with support, mentoring and coaching. Burns as cited by limsila and ogunlana (2008:164-184) adds by saying that, transformational leaders encourage subordinates to put in extra effort and to go beyond what they expected. According to Fiol and Lowe as cited by Yang et al. (2010: 207-219) leaders with a transformational style are seen more appropriate by subordinates and superiors. Fiol et al. as cited by Yang et al. (2010: 207-219) found that transformational leadership may be predictor of project performance in research and development organisation. Bass, Katz and Kahn as cited by limsila and ogunlana (2008:164-184) advance that subordinates of transformational leaders have this feeling of trust, admiration ,loyalty and respect towards leaders which basically lead the subordinates to have the motivation to perform extra-role behaviours.

Bass as cited by Boerner, Eisenbeiss and Griesser (2007:15-26) identified four components of transformational leadership which are listed and described in the table 2.8 below:

Table 2.8: Four component of transformational leadership

• **Idealized influence:** in this case, leaders are admired, respected and trusted. Followers identify with and want to emulate their leaders. The leader acts as a role model, shares risks and behaves in a manner consistent to articulated ethics, principles and values.
• **Inspirational Motivation:** in this case, leaders motivate their followers by providing meaning and challenge to their followers' work. Furthermore, leaders encourage followers to envision attractive future states .individual and team spirit is aroused, since leaders display enthusiasm and positivism.
• **Intellectual stimulation:** leaders stimulate followers by questioning assumptions, refraining problems, and approaching old situations in new ways.

> In this case, Boerner, Eisenbeiss and Griesser (2007: 15-26) advance that there is no ridicule or public criticism of follower' mistakes. By stimulating followers' organisational citizenship behaviour ,transformational leaders enhance quality and quantity of follower performance

- **Individualized consideration:** leaders pay attention to each individual's need for achievement and growth by acting as a coach or mentor. Followers are successfully developed to higher levels of potential.

Sources: Boerner, Eisenbeiss and Griesser (2009:4)

2.5.6. Laissez-faire leadership

Another leadership style to consider is in this research is laissez-faire.   The word lasses-faire is a French word meaning leave it be (Enrico, 2009: 21). This style is important and useful only when the team members work on their own. The affectivity of this leadership style is manifested when the team members are very smart and possessed the experienced and appropriate skill to perform tasks.   This type of leadership can also occur when leaders do not use control overs the employees. Employees are free to work with whoever they want in the organisation. The communication in this leadership style flow horizontally (between employees). Leaders do not participate in the decision making and the objective behind this style is to provide much freedom as possible to the employees to develop themselves. When employees are capable and motivated in making their own decisions, where there is no requirement for a central coordination Laissez Laissez-faire works best. Since these employees have the knowledge and skills to work independently, they are capable of accomplishing tasks with very little guidance (Dobre, 2013:5). Employees perform at high level because of their independent.   One the disadvantage of laissez faire is that employees do not receive feedback regarding their performance, and communication is limited to memos. There is no change. If the team members lack the knowledge and experiences. The performance will be weak and the decision making will be ineffective.

Figure 2:14: Type of leadership style
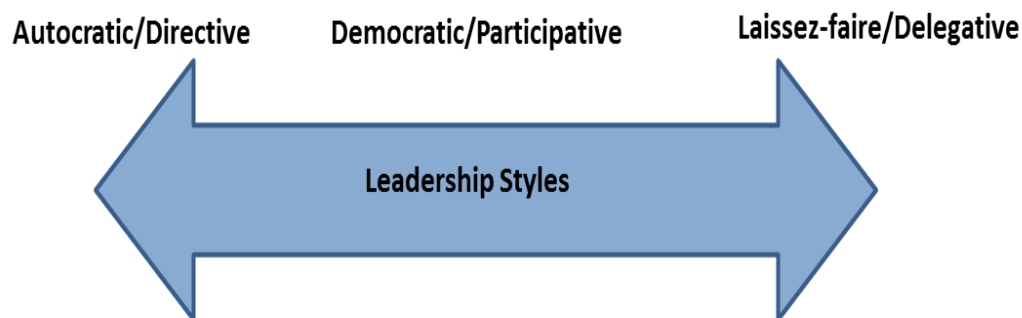
Table 2.9: The characteristic of laissez-faire leadership

• Very little guidance from leaders
• Complete freedom for followers to make decision
• Leaders provide the tools and resources needed
• Group member are expected to solve problems on their own

In the situation where leaders do not participate in the decision making in the organisation, many consequences can happen. One of the consequences in the project in term of time and guidance is that the deadlines of the project can be missed when team members do not get enough guidance or feedback from leaders.   In some cases, employees are not really sure about their roles within the group. Leaders sometimes choose this leadership style for not accepting the responsibility of the project but to avoid personal responsibility for the group's failures.

The four leadership styles as mentioned above (autocratic, democratic, transformational or lasses-faire leadership style) are not all sufficient to lead or manage an organisation. In each leadership style, there are some characteristics that need to be added for leaders to be completed when managing or leading employees.   Verma, Rangnekar and Barua (2012:347) say that leaders need to

have some characteristics that can help them to lead in an effective and efficient way. Those characteristics are to be:

- To be a visionary,

- To be a good communicator,

- To know how to create networking with people,

- To know how to deal and work together with people in the organisation, etc.

In the work environment, they are a many situations that can happen and create circumstances which affect the employees and the entire organisation when leading them. To respond to these situations, leaders need to apply some characteristic of leadership styles by demonstrating the knowledge and the capacity to approach every situation that the organisation faces in order to bring solutions to it (Zaleznik, 2004:9). There will be situation where leaders need to make decisions alone or consult others in order to respond to diverse problems that may happen in the organisation. Those decisions may be directive, meaning leaders take a straightforward decision without consulting other colleagues or employees by using their authority, power and position. With this characteristic, leaders take people toward a vision, they demand an immediate compliance (Paine, 1994:18). This characteristic cannot solve every situation in the organisation; this characteristic is best used specially when there is a management crisis. Sometimes leaders may need also to consult employees, to make people that work with them to contribute with their ideas so that solutions may be found in the organisation, that mean impacting employees by building a strong commitment, achievement and consensus through collaboration, teamwork and communication. The leaders need to be able of coaching their employees by developing them for the future through the improving of their performances and the development of long-term skills and personal strength (Mulford, 2003:35). The leaders need to be good communicator to their employees meaning they need to have the ability to convey a message to another person by using different medium in the way that employees will be able to understand and respond to the message in the right way. Good communication practices are at the heart of every successful business. Communication serves two essential functions in every organisation. It

disseminates the information needed by employees to get things done and builds relationships of trust and commitment. Workplace communication is vital to an organisation's ability to be productive and operate smoothly (Berger, 2008: 4-6).

Research shows that effective lateral and work group communication leads to an improvement in overall company performance. Employees feel empowered if they are able to receive upward communication. This type of communication is when information flows upward in an organisation and usually consists of feedback.   Job satisfaction increase in the organisation when employers and managers consider the view of the followers through communication, in the way of understanding their needs and want so that   Employees find satisfaction and be happy   In addition, employees are also happy if there is strong downward communication, which is information flowing down from superiors or managers, to direct reports.   It has also been discovered that employees who were graded as highest in work productivity had received the most effective communication from their superiors.

2.6.   CONCLUSION

This chapter starts with the explanation of introduction to leadership with its theoretical background providing the history of leadership theories and the changes occurred in them in different times. Further it continues with definition of leadership in various different ways. It explains about how the leaders make their followers achieve targets through others, dominating power of leadership and positive change towards the journey.

The impact of each leadership styles bring a positive result which influence the performance of employees in the organisation.   The success of an organisation depends on the ability of the leaders to apply appropriate leadership styles which will guide and orient employees in the vision of the organisation.   Leaders need to accompany the appropriate leadership styles with an excellent reward system in order to motivate employees in the organisation to achieve a positive result.

CHAPTER 3
SUBORDINATE MOTIVATION AND STYLES THAT ACTIVATE SUBORDINATES TO FOLLOWERSHIP.

3.1 INTRODUCTION

This chapter will explain in details the impact and the influence of leadership in motivating subordinates to perform. Leadership is one of the most important key that bring success, equilibrium and direction in different organisations. Leaders who exploit effectiveness begin with the understanding of leadership style. The contingency style of leadership derives its credibility from a behavioral approach. Leadership style is an important determinant that stimulates and increase motivation among employees. The reactions of employees to their leaders will usually depend on the characteristics of the employees as well as on the characteristics of the leaders (Wexley and Yukl, 984:30). Leadership style is a character or behavior that leaders adopt in order to influence their employees in the environments where they exercise their power (Hersey et al, 2001:52). The success of leaders depends on how they influence their employees through communication and interaction with other, and motivation which is a strong determinant of leadership and as well as the organisational culture. The success also depends on how the employees respond to the influence of their leaders (Lichtenstein, 2012:7). Through the vision and mission of the organisation, Leaders need to create an environment where employees will feel belonging to the organisation. This is achieved by establishing a certain number of norms and value that employees will share among them. When employees realize that their presence and contribution are important and considered by the organisation, they will engage themselves more with a great discretionary effort in such a way to bring excellences in the work they are committed to do. In consequences employees will perform different tasks with passion. If the employees are not engaged or committed to the organisation, employees do just enough to get by. They show up, go through the motions, but bring no energy or passion to the organisation (Berger and William, 2014:5). The support of leaders plays an important role in the satisfaction of employees and the success of the organisation. A strong engagement in the organisation offers a foundation for improvements. For example in the engagement level where leaders influence employees through their communications and interactions, improvement can be done as long as communications flow between

employees and managers. The consequences of a good communication in the organisation allow the entire organisation to go forward in achieving the share objectives. Highly engaged leaders can invigorate and inspire greater discretionary efforts among employees (Wyles, 2013:32). When leaders are engaged to use an excellent leadership style by working together with employees, in supporting and encouraging them through reward and recognition. This process creates a job satisfaction and makes all the employees happy.

Figure 3.1: Organisational culture and leadership performance

Organizational culture and leadership performance predict job satisfaction—mediated by engagement and trust.
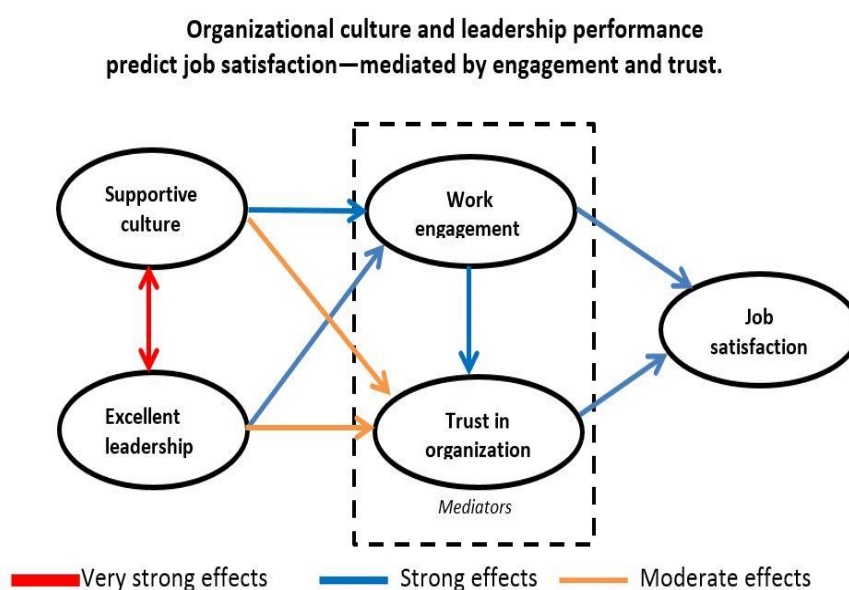
Sources: William and Berger (2014-6)

According to Watkiss (2004:30) motivation is the way to encourage employees to do something. Motivation gives a reason to employees to act in a particular way; it is a determinant that pushes employees to perform at a high level. This involves satisfying the need of all employees in order to obtain a desired result. Motivation refers to the initiation, direction, intensity and persistence of human behavior. Based on the definition of Watkiss (2004), it can be concluded that the motivation is the idea and initiative to encourage and drive the individual to do something or to performance better jobs. Ormrod (2003:45) stated that the main reason of existence for organisations, is not merely to survive, but also to generate profits. Motivation stimulates competition among employees. Leaders propose a reward in which all employees look at and strive to obtain. This behavior creates competition among

employees in which they give the best of their experience and ability to achieve   well desired result.   In order to achieve these missions, companies have to satisfy the employees who are considered as a cornerstone in many companies. Thus, the employees would have a high morale, self-esteem and also feel comfortable toward the place where they work in.   Motivation to work of the 21th century as given by Jackson and Carter (2007: 193) is a workplace in which the aim is the satisfaction of all organisational participants, otherwise, if working in other biases then the debate is what are incentives that might make compliance acceptable to participants. However, it is hard to argue that a motivated workplace means that the organisation will get high performance, or maybe would increase revenue. However, managers is necessary to take actions in order to satisfy employees and thereby, it is supposed to increase the employee's motivation. After increasing motivations, the employees will work harder and feel that they are responsible to achieve all targets and goals that ordered by supervisors. In other words, employees would feel that the organisation belongs to them.

Figure: 3.2: Leadership- motivation model

Leadership-Motivation Model
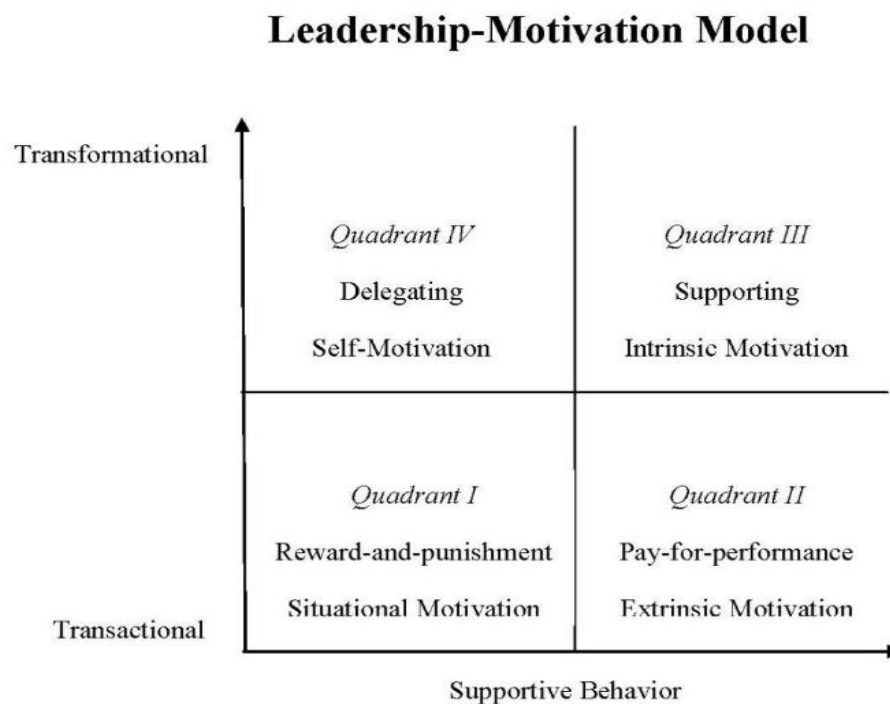
Sources: Crandall (2006:5)

Figure 3.3: Elements of reward system that stimulate performance
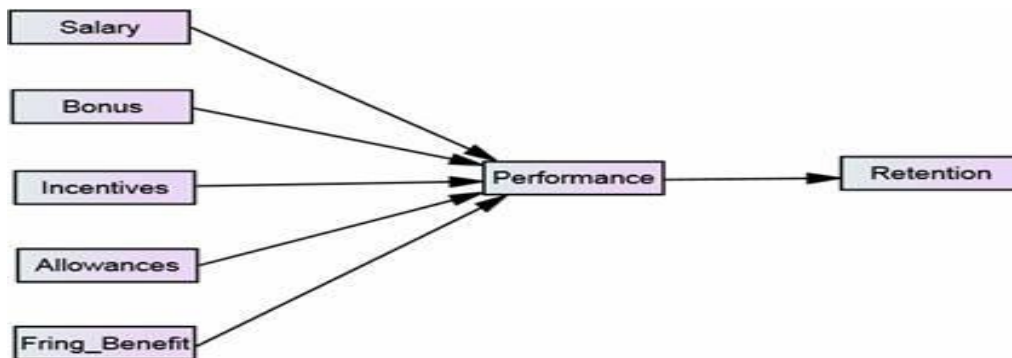
Sources: Hurd and Robert (2010:30)

3.2. THE HIERARCHY OF NEEDS (MASLOW 1943)

Employee satisfaction is a complex and complicated term which can mean different things to different people. Every individual in the organisation has different needs (physiological and psychological needs) that have to be satisfied. Leaders need to be able to know and identify different needs of their employees in the organisation. Once the needs are known and identify, leaders have to respond to those needs so that employees may perform well. Maslow has described the hierarchy of needs which consisted of five different needs. the first need to be satisfy is the physiological need: the objective here is to satisfy the lower need which is crucial for the existence, the second need be to satisfied is the safety need, the third consist of satisfying the need of filiation, the fourth need to be satisfied is the self-esteem need and the last need is the self-actualization need. (Shafritz et al, 2011: 174).

3.2.1. Psychological needs

The need is a motivated force that requires being satisfied. Under the physiological need employees are looking to satisfy the basic need which can be: food, water, clothing, resting, relaxing, comforts, sexuality etc. If these needs are not satisfied, and the employees may find themselves dominated by these physiological needs, all other needs may become nonexistent (Hossain, 2011:32). In the organisation leaders need to make sure that employees' need are satisfied. If these needs are satisfied employees will be able to perform well and increase the productivity.

3.2.2. The safety need:

Under the safety need, employees   desire the protection and security.   After satisfying the primary needs (physiological need), employees will look to secure and protect their job. The safety need can be seen as the security for job, the desired for a saving accounting and for insuring other issues such as medical and disability etc. (Bank, 2011:100). Leaders has to make sure that employees' job are secured and other need related to the safety and security of the employees are covered and satisfied so that employees produce a well desired result.

3.2.3. The love needs

When the basic needs are satisfied and then the employees feel secured against the human dangers and their jobs.   Other needs emerge which are love, affection, friendship and belongingness need.   As Human beings, all of us are called to live in a society where we can share emotions, and feel the feeling of belonging in a family. Leaders have to create a comfortable environment by establishing   a culture where employees feel accepted and consider in a valuable way (Norman, 1992:11)**.**   Many people do not have the support from their family and friends. As leaders will use this opportunity to create a comfortable environment to allow all employees to feel comfortable, to be accepted   and find love.

3.2.4. The esteem needs

These needs emphasize first: desire for strength; achievement, confidence, adequacy, independence and freedom. Second, the desire for reputation; prestige, recognition, attention, importance, appreciation etc. (Shafritz, et al, 2011: 175).   After satisfying the threes first needs, physiological, safety and the filiation need. Employees in the organisation need to feel useful and be recognized for their performances. Leaders have to consider this need in order to put employees in the condition where they will feel independent and free to perform their work by exploiting their knowledge and abilities which will push the organisation to recognize their achievement. This manner will allow the employees to gain great reputation and prestige among other employees in the organisation.

3.2.5. The need for self-actualization

With this need employees feel the desires to develop themselves. Employees have the desire to be capable to go higher in achieving great things and reach the perfection in everything. Leaders have to consider these needs in the organisation, especially for the employees who want to develop themselves in a particular area or domain. Leader will look how their development or the achievement of the employees can contribute to success of the organisation. For example doing the master or doctoral degree at the university.

Figure 3.4: Maslow hierarchy of need
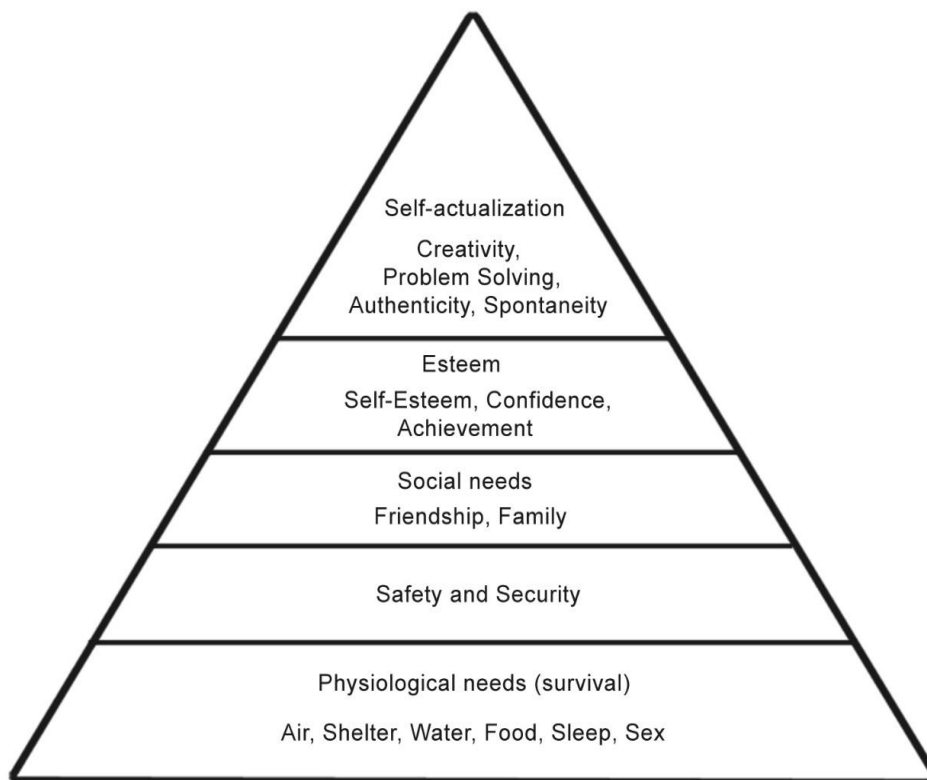
Sources: Riley (2005: 5)

3.3. ELEMENTS THAT STIMULATE EMPLOYEES TO PERFORM

In many organisations there are different elements that stimulate employees to perform well in the way to bring profit in term of finance and the harmony among employees   in the organisation. Performance is the way the employees do their work in the organisation. They are some motivational elements that encourage a good performance of employees in the organisation.   Torben (2011:13**)** gives a list of element that need to be considered allowing employees to perform well in the organisation.

3.3.1. Communication:

Communication is one of the motivational elements that impact on the performance among employees in the organisation. Satisfactory and effective communication contributes to an organisation's success, employee attitude and morale, and customer satisfaction (Eisenberger & Stinglhamber, 2011:30).   The true meaning behind the word communication is to share ideas. Through communication, members in the organisation generate and shape idea. It is difficult for leaders to develop idea by their own.   Leaders need the contribution of other members in the organisation to be effective in their vision and objectives. Ideas may be stimulated by either verbal or nonverbal messages.   Communication is a means to improve commitment and to stimulate employees to achieve the desired organisational goals (Tsai, Chuang & Hsieh, 2009).   Organisations and managers that openly share information and encourage upward and downward communication among employees have a higher rate of employee job satisfaction.

3.3.2. Professionalism

Professionalism by definition is about conducting oneself with responsibility, integrity, accountability, and excellence (Kostanyan, 2006:12).   It requires the competence or skill expected of a professional. The true sense of this word is about collaborating effectively and efficiently with the members of the organisation in an appropriate way so that the entire member may be productive. In order succeed and move ahead, you need to demonstrate professionalism.   Professionalism requires an appropriate level of skill; capacity and ability to do something that demonstrate a strong competences

and knowledge in performing the work. Some of the skills required for professionalism are strong communication, interpersonal and problem solving.

Table 3.1: Criteria for professionalism

Strong commination	Employees need to have the ability to share information and collaborate effectively with other members of the organisation.
Interpersonal	Employees need to be able to communicate and interact with other members of the organisation
Problem solving	Being able to bring solution all problem that may raise in the organisation

Sources: mike Kermode (2016:6)

Professionalism stimulates pride and loyalty among employees in the organisation. When employees prove their professionalism, leaders have to find a way to recognize the value, the progress and the achievement of all the employees. Mintz (2012, 30). The quality of Interpersonal skills involves several dimensions. It includes etiquette, being courteous, showing others respect, adaptability, conflict management and team building and good persuasive skill that respond positively to different situations.

Figures 3.5: Interpersonal quality skills
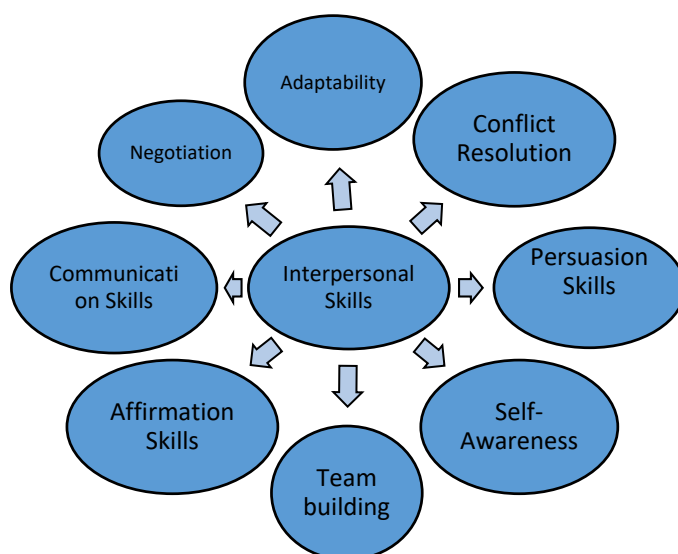
Sources: Daniel Hurst (2015:59)

The figure 3.5 above describes what interpersonal skills are all about. The ability to communicate within an organization depends heavily upon people's interpersonal skills. These are the tools people use to interact and communicate with individuals in an organizational environment. People with strong interpersonal skills are often more successful in both their professional and personal lives. People with good interpersonal skills tend to be able to work well in a team or group and with other people more generally. They are able to communicate effectively with others, whether family, friends, colleagues, customers or clients.

Figures 3.6: The ways to improve interpersonal skills
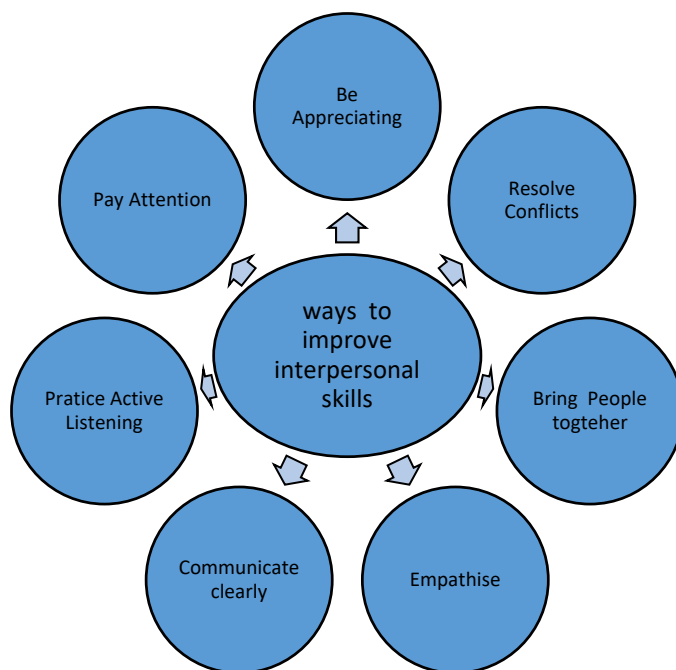
Sources: Daniel Hurst (2015:60)

Many ways are used to improve interpersonal skills among employees. By considering these means of improvement as illustrated above, the members of the organization will continually do better in their performances by being always professional in the work done in the organisation

3.3.3. Management style

The management style also contributes very effectively to the performance of the employees. The success of leaders depends on which management style is used in the organisation to stimulate the performance among employees. The character of leaders will play a very important role by pointing and showing the direction to the employees of where to go and what to do in order to be successful.

3.3.4. Training

The training is very crucial for the employees. Learning is part of the human being journey. In order to know about something, training needs to be given because it fosters knowledge, self-confidence, leadership and loyalty of the employees. Leaders need to consider this element very carefully. When employees know what is expected from them, the performance will be high as well as the productivity of the organisation.

3.3.5. Recognition

According to Zanelli (2004:100), the reward system of an organisation has repercussions on the employees and on their motivation. When employees are rewarded in a tangible way such as (cash bonuses, salary increases) or intangible (praise or public recognition) because their achievement and behaviors. They feel encourage to perform more. The reward systems stimulate and increase better performance among employees

3.3.6. Fun

Leaders have to consider this important element. Employees may be overloaded with work at the workplace and full of stress, trying to find out a way to put that work behind. Leaders have to find a way to refresh all the employees by creating a specific time for entertainment in order to distress the employees. This can be done by organizing the braai and BBQ time or giving the employees a leave time so that they may rest. This element will help the employees to be fresh in mind and boost their performance in the workplace. The competition and the change in technological around the world have put pressure in many organisations to increase their

effectiveness (Mumford, Scott, Gaddis & Strange, 2002:205). Furthermore, stimulating creative behavior as well as increasing work performance can be seen as two important aspects that are increasingly important for organisational survival. Creativity and better performance is an aspect found at the employee level of the organisation. Finding out how management can influence the employees to perform better and be more creative can hold the key to gaining this competitive advantage and how to benefit more from it.

3.3.7. Reward system

In every organisation, there are reward systems that are applied in the company to motivate employees. Reward system is a powerful strategic instrument that many organisations use to recognize and acknowledge employees for their contribution and achievements.   There are four ways to reward employees. The table 3.2 below describes the four ways.

Table 3.2: The Four Ways to Reward Employees

Recognition	Is an action of recognizing someone for performing a specific task.
Appreciation:	Is a Recognition and enjoyment of the good qualities of someone for performing a specific task or something.
Compensation:	Is anything such as money which is awarded to someone in recognition of loss, suffering, or injury

Source: Blake and Mouton, (2008:57)

In the organisation leaders acknowledge and reward the performance and the behaviors of employees. The performance is rewarded when leaders set specific goals to attend, once the goals are reached according the standard of the organisation. Leaders will reward their employees in order to recognize their effort and input. For example, recognizing the salesperson for selling more products in the organisation. The second reward system can be based on the behaviors. The behaviors are rewarded to employees who have adopted certain comportment in the organisation. For example employees who always come on time at work or employees who always generate idea. Leaders will recognize their effort and reward them. These manners motivate very strongly employees to perform more. Employees can be compensate for the work that leader would like them to do. Leaders set standard or specific goals and put a reward for a long term or short term reward in such a way that any person who will use his energy to attend these goals will be rewarded. With such as money, increase in salary or promotion Benefits are another type of reward in a strategic reward system. In the competitive environments leaders need to be aware of the strategic of others competitors in order for them to remain competitive. The objective is to gain competitive advantages overs others competitors. Leaders can win a competitive advantage overs others if they provide more benefit to the employees to boost their and the productivity. Most of the organisation does not pay attention to this two reward systems: recognitions and appreciation these two elements rarely receive the attention they deserve from business owners, which is amazing because they're the low-cost/high-return ingredients. Recognition means acknowledging someone for performing a specific task or. Appreciation is about expressing gratitude to someone for his or her actions. Showing appreciation to your employees by acknowledging excellent performance and the kind of behavior you want to encourage is best done through simple expressions and statements. For example leaders may send an email, message or a small note to appreciate or to express gratitude to the employees for their performance. Leaders can use the two reward system appreciation and recognition by combining in order create a public statement of thanks in front of employees in the organisation. The figure 3.7 below presents different important reward of work:

Figure 3.7: Reward of work:
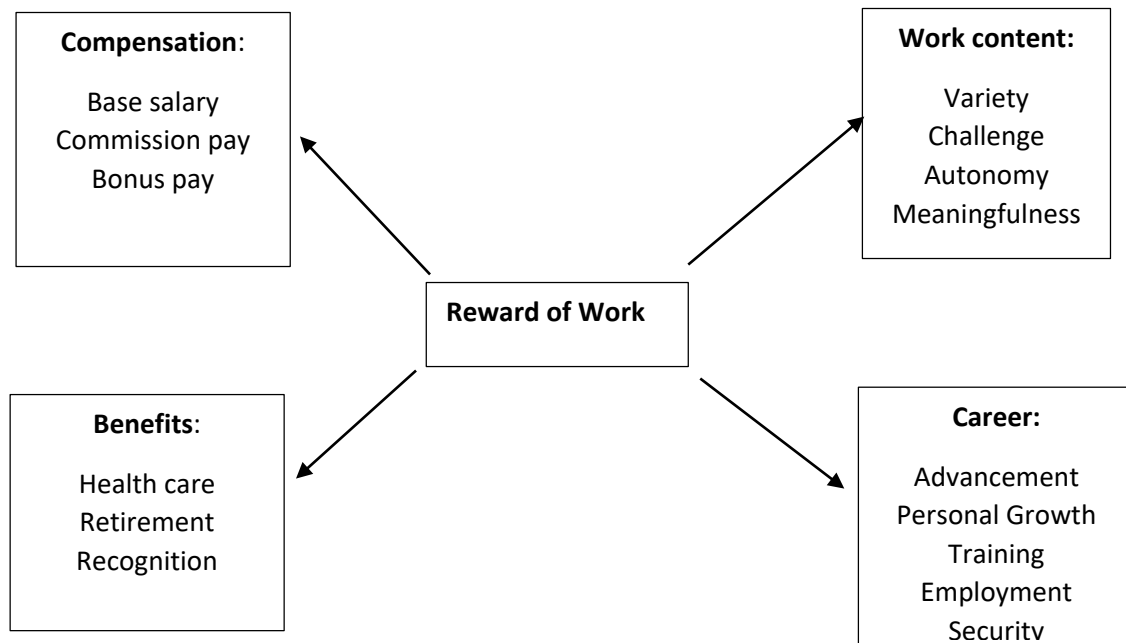
Motivating subordinate to preform is a great challenge in many organisations.   When employees are not secured or do not feel supported by other subordinate or the leader, the impact can affect the subordinate in a negative way.   Subordinate expect a great support   from the leader to keep them improving their performance.   Obisi (1996:36) present the four characteristic of qualified leaders in table 3.3 which allow the leaders   to be excellence in leadership.

Table 3.3: the four characteristic of qualified leaders

• Applying leadership styles appropriately
• Collaborating effectively
• An aging performance regularly
• Developing associates responsibilities

Sources: **Obisi (1996:36)**

Leadership is about influencing, motivating, and enabling others to contribute toward the effectiveness and success of the organisations (McShane & Glinow, 2009:43). The leaders provide necessary information to the employees to boost their performance in the organisation. The reward as a motivator determinant is attributed to the employees who perform well in order to increase in them the ability to go forward in attending a high level of desired result.

3.4.   CONCLUSION

Organisational success and employee satisfaction are directly linked with each other in helping organisations to improve their productivity, quality, etc. At present time regardless of the organisational settings and environment, the managers (leaders) face a common problem to motivate their work force. Employee engagement has become the main pillar of business success for all the global organisations in today's competitive environment. Not only does engagement have the potential to significantly affect employee retention, productivity and loyalty, it is also a key link to customer satisfaction, company reputation and overall stakeholder value. Every organisation want to create maximum shareholder value apart from profit maximization which it can only achieve if the organisation can attain the highest levels of business performance for which the employees of the organisation plays a very vital role. Motivation has a great impact on employee's performance of their current job responsibilities. It has been implemented to enhance human activities such as diligence, perseverance, integrity, mainstreaming, utilization of talents and self-development. More and more companies do realize that having knowledge about motivation and how to provide appropriate service for employees is a crucial aspect for success of any businesses.

CHAPTER 4

THE RESEARCH DESIGN, RESEARCH METHODOLOGY INCLUDING THE POPULATION, SAMPLING, DATA ANALYSIS AND THE DATA RECORDING.

4.1 RESEARCH METHODOLOGY

In the world and in many organisations, there are many challenges and problems that affect people positively and negatively. For this reason, organisations try to develop alternative solutions in order to bring solution to diverse problems by using a method that is called **research**.   The purpose of research is to explore the study and find alternative solution about a topic by collecting date.   Research is a very challenging and rewarding experience as it enable researcher to pursue the study in deep details. Research methodology is a process that is used in many organisations to collect information and data for the purpose of finding solution to the topic that the organisation is interested with. The result found in the research will constitute a great pillar which will help the organisation to lay foundation in the resolution of divers' issue that organisation faces.   The primary objective of this research was to identify what leadership styles are prone to motivate subordinates.   In the work environment, they are a many situations   that can happen and create circumstances which affect the employees and the entire organisation when leading them.   To respond to these situations, leaders need to apply some characteristic of leadership styles by demonstrating the knowledge and the capacity to approach every situation that the organisation faces in order to bring solutions to it (Zaleznik, 2004:9).

Two research methods are mentioned in literature as the known methods, these are qualitative and quantitative research methods. The researcher considers that the use of both methods would assist in the use of the positive aspects of both methods. This mixed research method was administered through the use of structured questionnaires (closed and open ended questions).   Questionnaires were administered personally by the researcher to cut down on spoilt questionnaires and improve on the response rate to the questionnaires.   Besides, this assisted the respondents with questions that were not clear to the respondents.   The methodology includes publication research, interviews, surveys and other research techniques, and could include both present and historical information.

4.1.1. Technical Instrument used

The research methodology used in this study which constitutes the basic research design is the questionnaires.

Questionnaire can be a written or published structured that consists of creating set of questions designed to collect information on some topics from one or more respondents.   In other words, questionnaire is a technique that consists of collecting data from respondent when asked to provide answers to the series of questions. Kelley (2003:2)

Smith (2004: 3) describes some objectives of a questionnaire which are:

- The information needed must be interpreted into a set of questions that can be answered by the respondents.   The respondents need to be guide on what they need to respond. Constructing the right type of questions that yields the desired information from the respondents is quite difficult. Thus, this objective is a challenge for the researcher.

- It must be designed in such a manner that respondents are uplifted, encouraged and motivated to get involved in the interview and fill in the complete details. Since the incomplete questionnaire reduces the usefulness of the research. A researcher, while designing the questionnaire must strive to reduce respondent boredom, fatigue, non-response and incompleteness.

- The questionnaire must strive to minimize the response error. The response error is an error arising out of wrong information given by the respondent or the answers being wrongly recorded or analyzed.

The questionnaire has different important advantages   that the researcher obtains during the process of the research.   Mouton (2007:75) present it below in the table 4.1:

Table 4.1: Advantages of questionnaire

• The results of the questionnaires can usually be quickly and easily quantified by either a researcher or through the use of a software package
• Can be carried out by the researcher or by any number of people with limited affect to its validity and reliability
• Can be analyzed more 'scientifically' and objectively than other forms of research
• Practical
• Large amounts of information can be collected from a large number of people in a short period of time and in a relatively cost effective way
• When data has been quantified, it can be used to compare and contrast other research and may be used to measure change
• Positivists believe that quantitative data can be used to create new theories and / or test existing hypotheses

Sources: Mouton 2007:75

4.1.2. Significance of the study:

This study will assist with the development of Project Managers' skills and competencies since most of their function revolves around the team. It will be important therefore for the training of future project managers in relation to team motivation.

4.1.3. Population target

The population targeted for this research was the subordinates in different departments and units of work in the university precisely in the faculty of business at cape Peninsula University of technology. Approximately a hundred staffs were introduced; this number has been estimated to be large enough to allow for a generalization.

4.1.4. Sample, sampling technique and Sample frame

The sample as indicated is the subordinates working in different departments at different levels the questionnaire is estimated to take no longer than 15 minutes for each reached individual regardless of the age.   The 100 candidates are located in South Africa precisely in Cape Town who constitutes the selected people from whom the answers were obtained from. Those candidates are the employees who work precisely in the cape Peninsula University of Technology.   The sample was selected on a probability basis from as much "decision maker" playing role individuals.

4.1.5. Data Collection

The questionnaire that was used , was properly designed in three sections namely biography; likert scale; open ended section and distributed to the appropriate respondents in those different organisations as it has served the researcher to obtain all the facts relevant for this study from the concerned population.

4.1.6. Data Analysis

The objectives of data analysis are essentially to get a feeling of the data, testing the goodness of the data and testing the hypothesis for the research (Sekaran and Bougie, 2010:40). This is based on statistical regularities in the occurrences of certain elements of the research instrument. The research process goes through some steps, namely; planning, the data collection or fieldwork, editing of data collecting instruments to eliminate obvious errors during the collection of data, the coding of the information collected (this is captured on to the computer), and data analysis follows as the last step.   The first step in the analysis is descriptive statistics which entails ordering and summarising of the data through tabulation and graphic representation, this is followed by the calculation of the descriptive measures. This displays the inherent trends observed from the data collected.   The second step is statistical inference, which entails drawing inferences about the population from which the sample was drawn. This is done by using descriptive measures that have been calculated.   Descriptive statistics and statistical inference are the two main aspects of the data analysis; cognisance should be taken of the reality that information on any population will never be 100% correct. This introduces another concept to data

analysis, the theory of probability; this is the bridge between descriptive and inferential statistics. The diagram below shows this point.

Figure 4.1: Data analysis process
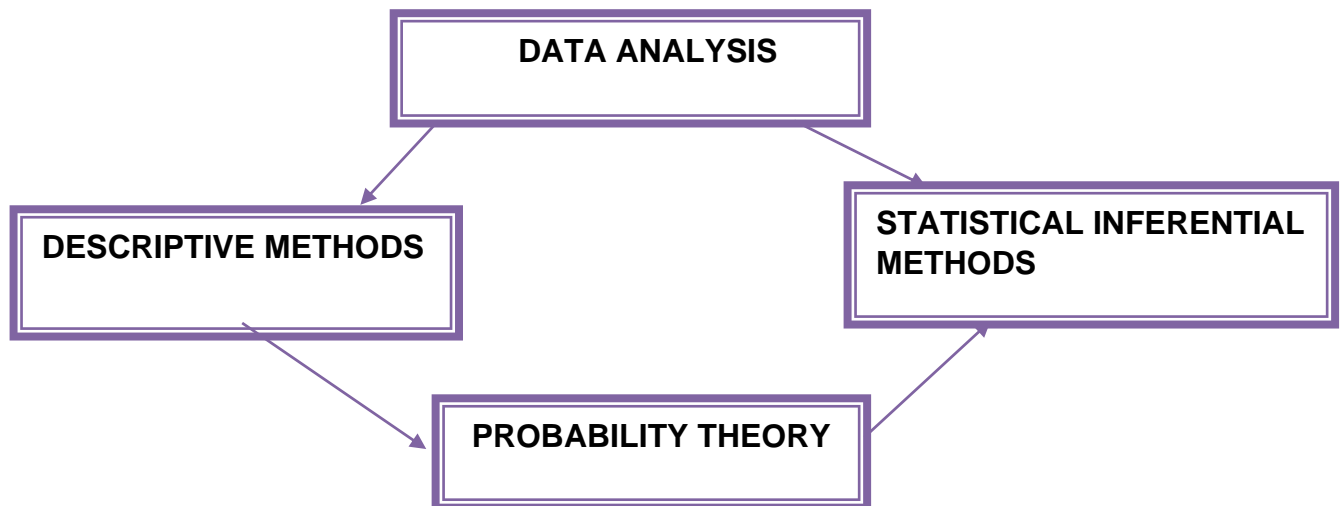
Source: Jowah (2013:282)

4.2. ETHICS IN THE RESEARCH METHODOLOGY

The questionnaire clearly stated, and it was emphasised during the training that responding to the questions was a voluntary exercise, and no one was under any obligation. Further to that, no names, or names of companies, or any form of identifications were allowed to be put on the questionnaires. The questionnaire did not discriminate against anyone based on the race, gender, age or sexual orientation.   In the initial stages of the preparation of the questionnaire, the Ethics Committee of the university had evaluated the questionnaire for ethics. The purpose of the survey was clearly stated and all ethics considerations were respected and implemented throughout the different research stages.

4.3 CONCLUSION

Research as defined above in point 4.1, is a method used to find alternative solution to a problem. This method has helped us to develop desirable result based on the findings collected during the research.   The objective of this research was to evaluate and identify appropriate leadership styles that motivate subordinates to perform. The

respondents (100 candidates) have answered to all questions in different manner and also gave their opinions concerning this research. The questionnaire was used in three sections namely biography; Likert scale; open ended section and distributed to the appropriate respondents in those different organisation to obtain all the facts relevant for this study from the concerned population. The number of population was respected in the organisation and all the findings and the data are presented in details in the following chapter. All objective research imperatives were taken cognisance of throughout the research, and the results produced herewith are considered to be objective findings by all standards.

CHAPTER 5

DATA REPORTING, ANALYSIS AND INTERPRETATION OF THE FINDINGS

5.1 INTRODUCTION

In this chapter a report is given on the results from the field work conducted on Leadership styles commonly applied by managers to motivate subordinates to perform; a survey of managers' perception at a university of technology in the Western Cape. The data was collected using structured questionnaires with provision for open ended questions to allow for qualitative research. The data is captured and analyzed using Excel Spreadsheet from which illustrations (tables, pie charts, bar charts, graphs, and histograms) diagrams are drawn. The descriptive statistics is discussed extensively initially followed by the presentation of the results, and the interpretation follows at the end of every section. Special emphasis on comparisons of the results showing the relationships between the variables is made.

5.2 THE EMPIRICAL INVESTIGATION OBJECTIVES.

This study was focused on lleadership styles commonly applied by managers to motivate subordinates to perform. Project managers display different leadership behaviours towards different project team members. The study also seeks to assist with the development of the skills and competencies of project managers since their functions revolve around the management of the project teams. The objectives of this research were to identify the generic leadership styles that motivate subordinates in project teams to perform. The ability of the manager to reach out to the teach and get them motivated becomes the effectiveness of the leader and the styles that may be applied for the purpose. The expectations therefore were to identify those critical leadership behaviours and or styles that have positive impact on both employee motivation and performance. The questionnaire was partitioned into three sections (as alluded to in the previous chapter) namely; Section A –Biography, Section B – Likert scale, and Section C – Open ended section. This format has been followed in this report.

All questions or statements or requests are listed chronologically as they appear in the research instrument (questionnaire) one after another. Each question, statement or request is followed by details of the response from the participants in the survey with details on the relationship between the variables.

5.2.1 SECTION A: Biography

This section (Section A) focusses on the biography, specifically intended to "screen" the respondents and identify those who qualify from those who do not qualify. The format used is to write the full question and followed by the response to the question. This is intended to ensure that all questions and answers are given adequate cover and attention.

QUESTION 1:   What is your position in the organisation?
RESPONSE: the question was specifically intended to identify the relevance of the respondents to the study by understanding their positions in the organisation. The details of the respondents are reported in figure 5.1 below.

Figure 5.1:   Respondents positions in the organisation

Source: own construction

22% of the respondents were Human Resources Managers (HR), 18% are heads of departments with managers in administration accounting for 38% and other at 22%. It was expected however that more HODs would be available for the research. However there were more managers in admin sections of the university that were accessed for the survey.

QUESTION 2: How long have you been in the organisation?
RESPONSE: The length of time an individual supervisor or manager has served in an organisation is in a way indicative of the extent to which they understand their role. Together with this, it also allows for the assessment of perceptions developed about management during the period. The response is illustrated in figure 5.2 below.

Figure 5.2:   Length of period in supervision capacity

How long have you been a manager?
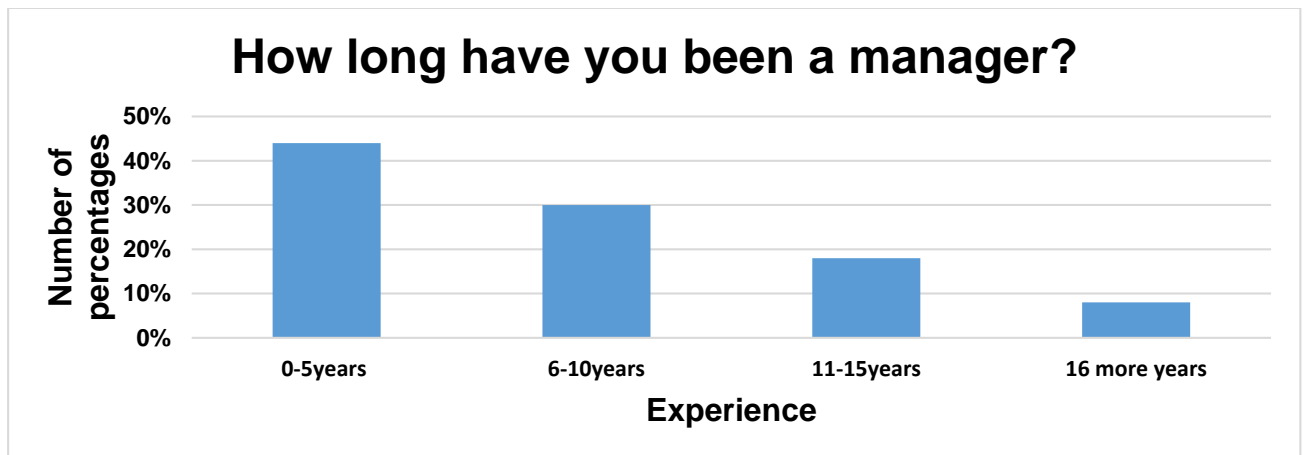
Source; own construction

The figure 5.2 above reveals that the majority of the respondents have been involved in the management. 44% of respondents have been managers for less than 5 years, 30 % of respondents have been working as managers from 6 to 10 years, 18% of the respondent have been managers for 11 to 15 years and 8% of the respondents have been mangers for more than 16 years.

QUESTION 3: Have you been through management training?

RESPONSE: The intension of this question was to find out if managers have been through the management training. The management training has a mission to focus on the activity that improve individual skills, knowledge and ability in order to perform well in the organisation. Good performances depend on the involvement of manager or supervisor in the training skills and competencies. The training should shape the individuals and improve the performance of management in order to obtain a better result.   The response is illustrated in figure 5.3 below.

Figure 5.3:   Respondents' exposure to management training programs

Figure 5.3: Have you been through management training ?
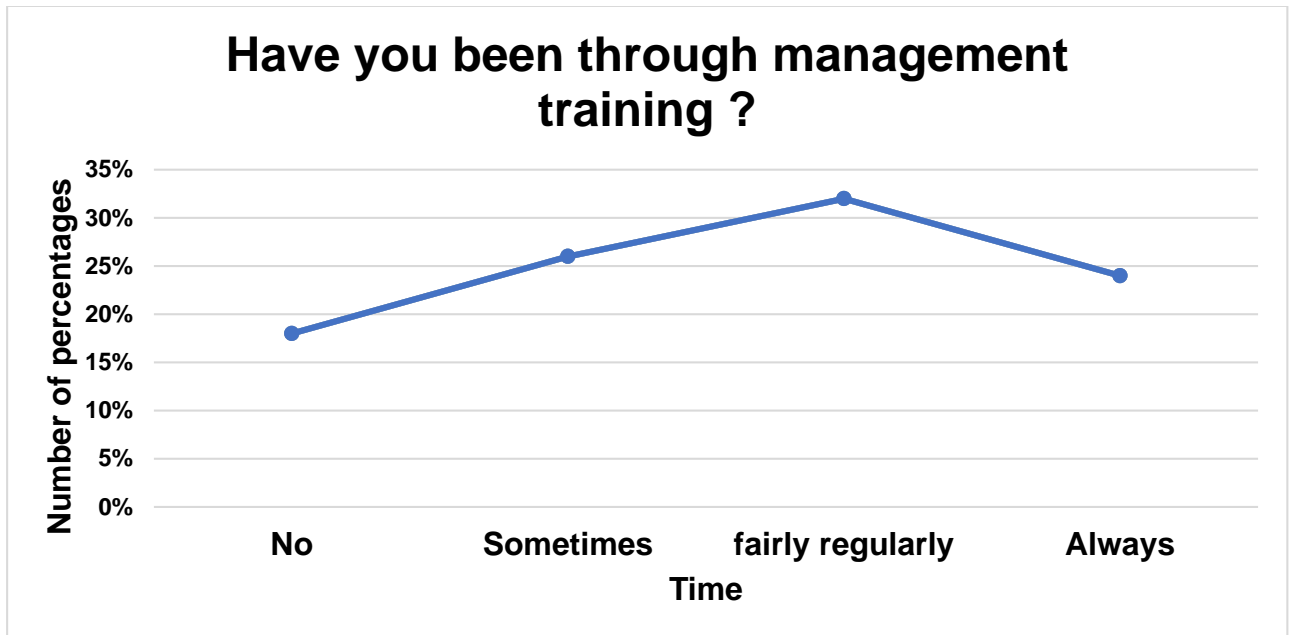
Source: Own construction

Figure 5.3 present different points regarding the involvement of the individuals in the management training. 18 % of respondents declared that they have not been through any management training programme, 26 % of respondents said that they have been through some management training programmes, whereas 32 % of the respondents claimed they had fairly regularly participated in management training programmes with 24 % of respondents declaring that they always have been through some management training programmes.

QUESTION 4:   What is your highest educational qualification?

RESPONSE: The intension of this question was to find out what level of educational qualification each of the respondents had. All the respondent working in the CPUT have some form of qualification. The qualifications are the degree or diploma that all respondents need to have in order to be involved in the organisation. The response is illustrated in figure 5.4 below.

Figure 5.4:   The qualifications of the respondents
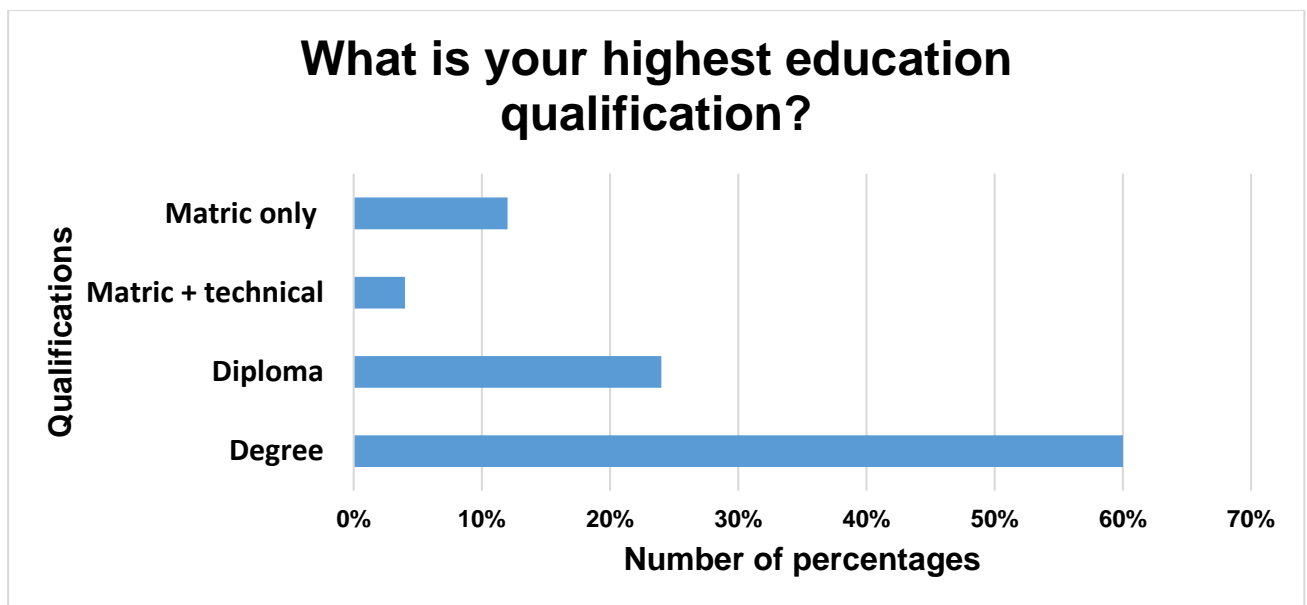
Source: Own construction

Figure 5.4 reveal that 12 % of respondents possess only the qualification of matric. Few respondents did technical studies after completing matric and represent only 4%. The Diploma is completed after 3 years and only 24 % of respondents are in possession of this qualification. The majority of the respondents are in possession of the degree which is one of the highest educational qualifications and that majority represent 60 % of respondents. Take not that there was no request to indicate the status of the degree as this may have been an honours. Masters or doctorate degree.

QUESTION 5: How many people are under you as a manager?

RESPONSE: The intension of this question was to know the number of people who work under a manager in the organisation. Best managers hire smart people to work for them. People who have the expertise and knowledge are needed in order to bring their expertise and contribution to the organisation. Most managers select employees according to the skills needed for the role, but great managers select people for their talent. The response is illustrated in figure 5.5 below.

Figure 5.5: Number of subordinates reporting to respondent

How many people are under you as managers ?
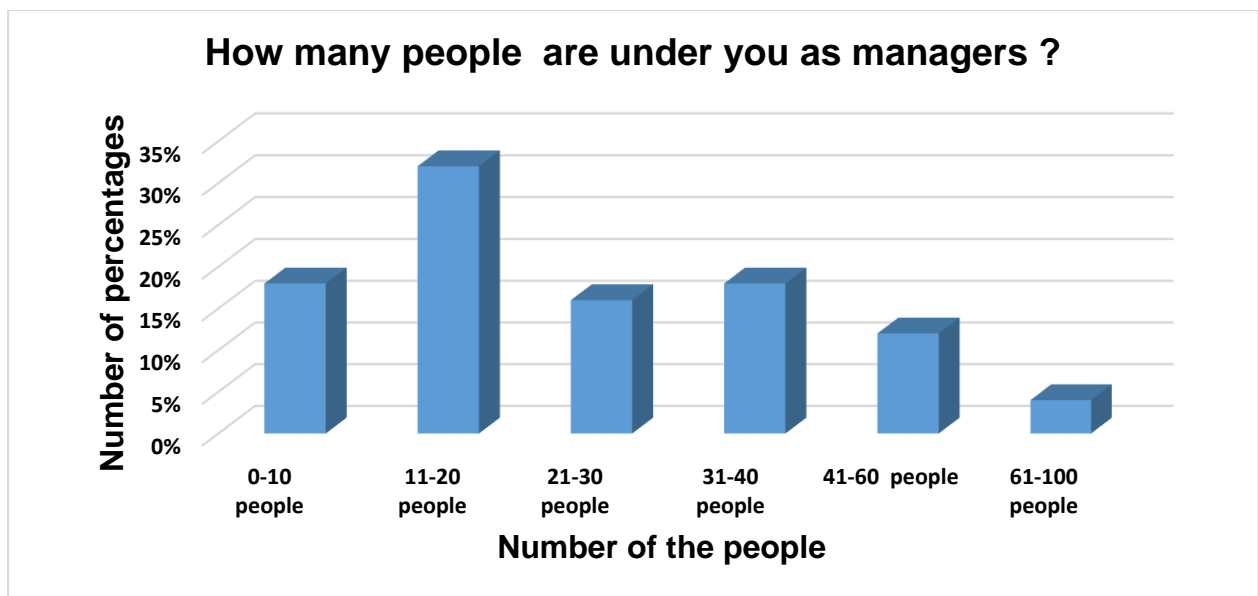
Source: Own construction

Based on the result obtained the majority of managers which represent 32% are responsible for 11 –20 people, 18 % of managers are responsible for 0-10 people, 16% of managers are able to manager 21-30 people, 18% of managers are responsible for 31-40 people, 12 % of managers are responsible to manage people from 41-60 and only 4 % of managers are expected to be responsible for 61 to 100 people.

QUESTION 6: What skills do people who report to you have?

RESPONSE: The intension of this question was to identify the skills of people who report to the line of management. Management insight is key to being able to identify the talent needed and also to know what managers need to do in order to develop. Gathering accurate information about staff is vital for the development and the support needed to realise the vision and objectives of the organisation. The ability of the employees determines the strength of the organisation, the respondents supplied the information reported in figure 5.6.

Figure 5.6: Skills of subordinates responding to respondents
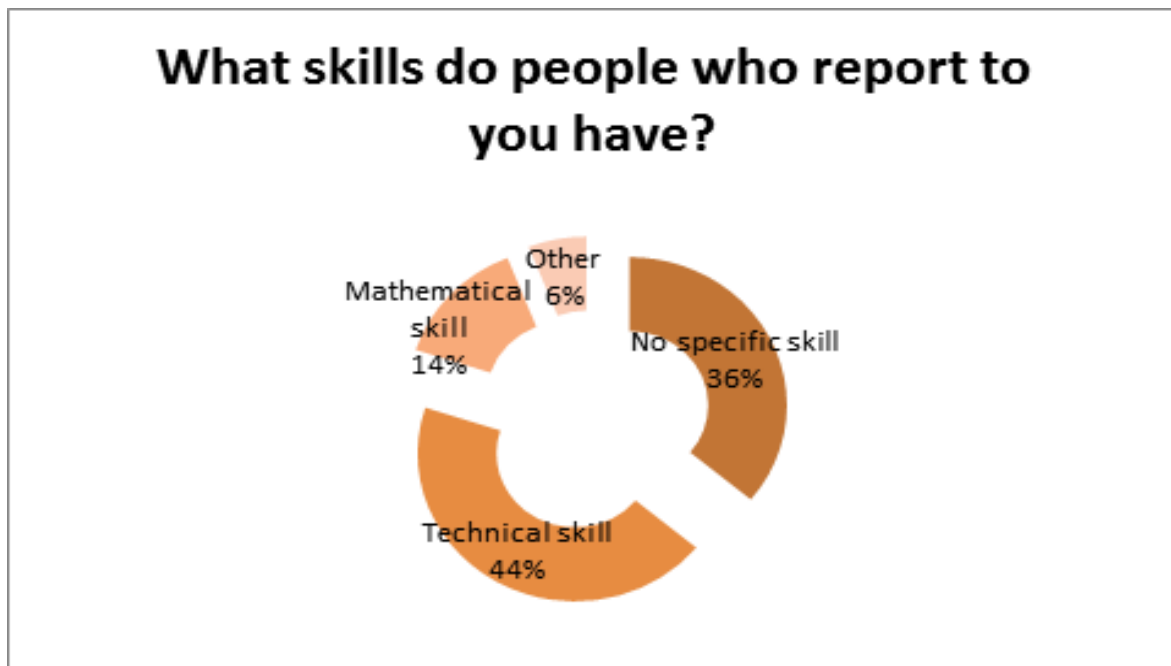
Source: Own construction

The majority of the employees working under these managers which represent 44 % possess technical skills. This means that employees have the ability to perform specific tasks in the organisation such as (mathematical, IT and scientific tasks, etc). 36% of employees have no specific skills which mean that the university does not have people with specialised or critical skills, 14% of employees have mathematical skill and 6 % of employees have other skills.

5.2.2 SECTION B – LIKERT SCALE

The Likert scale comprised of statements that were to be ranked on a scale of 1-5, the scale was explained as; 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree. The respondents were requested to rank these statements according to how they feel about in relation to their knowledge about these statements. The same format used in the Biographical section is followed here where the statement appears as it was in the questionnaire followed by a response in the form of illustrations. Likert scales are generally used to measure perceptions and opinions of respondents towards specific issues. The same was the intention in this survey. The statements are replicated below.

STATEMENT 1:   We come to work and there is no time for relationship

REPONSES: The intention was to measure the extent to which managers see the need for developing relationships with subordinates. The attitude of the manager towards the employees in terms of how they relate to each other also determines the approach to management. The responses are recorded in figure 5.7 below.

Figure 5.7:   We come to work and there is no time for relationship
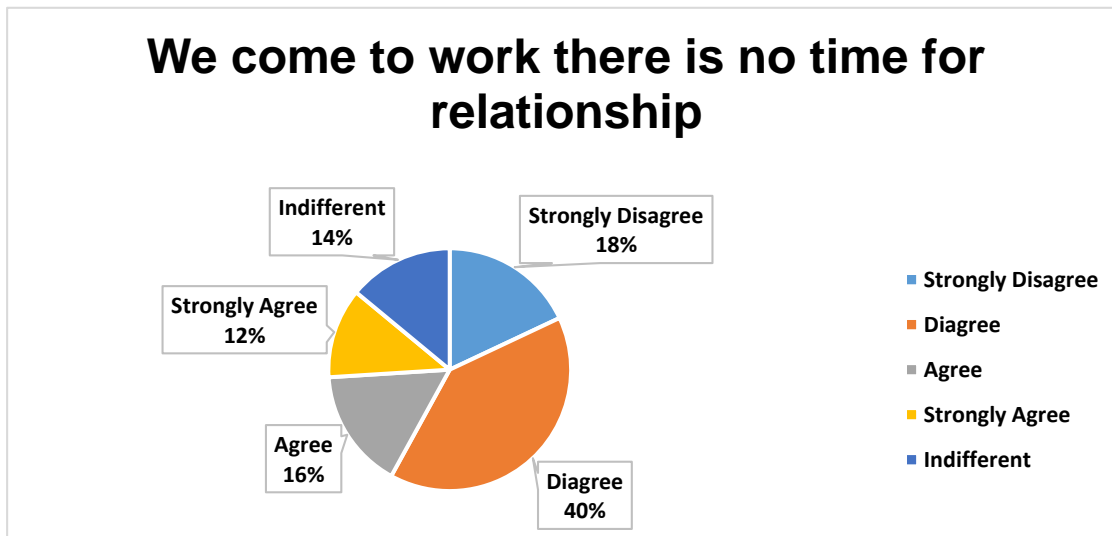
Source: own construction

The figure 5.7 reveal that the majority of the employees which represent 40% disagreed on the idea of not having time for relationship, 18% of respondent disagreed strongly on the idea of not having relationship with other employees, 16% of respondents agreed and 12 % of respondents strongly agreed on the idea that most of the employees have time to work together and share relationship, and only 14% respondents   remained indifferent on the idea of working together and sharing good relationship.

STATEMENT 2: Family problems do not belong to the workplace, we come to work.

RESPONSE: The intention of this question was to make a difference between family issues and workplace issues. In the environment and the society, employees are confronted with many realities and problems. This question will assist in order to obtain from the respondents their point of view in order to come up with a good result.

Figure 5.8:   Family problems do not belong to the workplace, we come to work
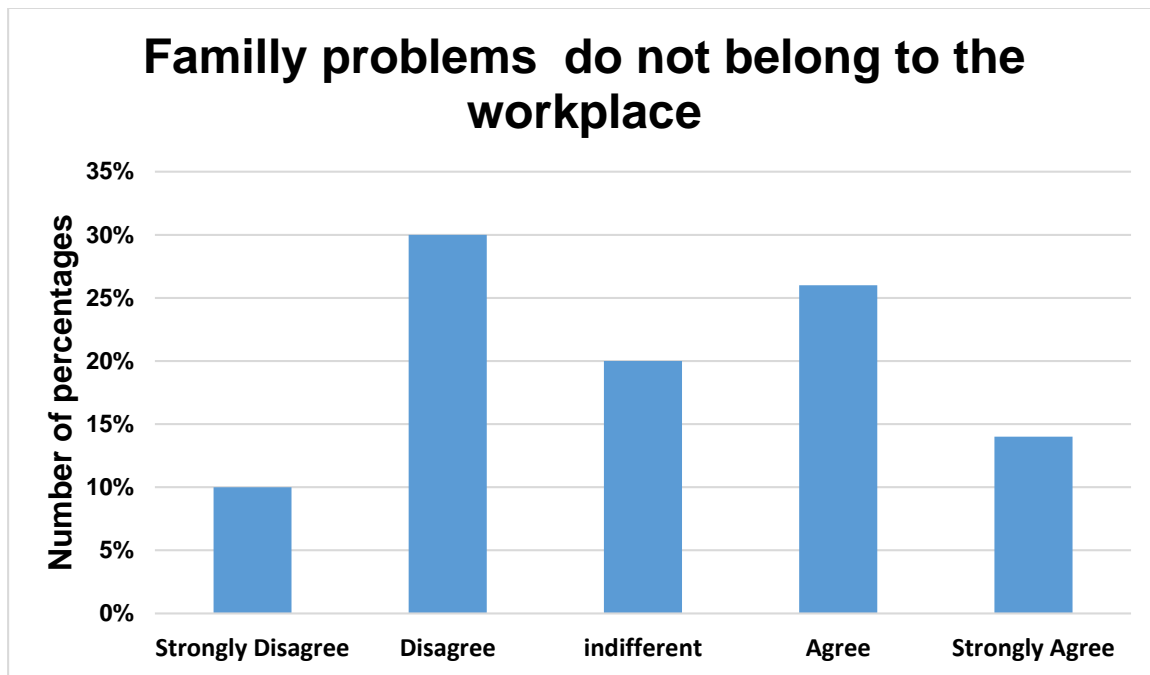
Source: Own construction

The figure 5.8 revealed that 10 % of respondents strongly disagreed on the point of that family issue do not belong to the work place, the majority of the respondents which represent 30% of respondents   disagreed because family issues cannot be ignored because it reduces performance but instead employees need to obtain assistance from work side in order to perform well.   26 % of respondents agreed and only 14 % of respondents strongly agreed on the idea of not mixing the both issue together, employees have to separate both family and workplace issues so that the organisation may not be affected.   20 % of respondents remained indifferent to the idea.

STATEMENT 3: Everyone has a task to be performed and that needs to be done first.

RESPONSE: The intention was to state that because everyone has a task to be performed, it is assumed therefore that everyone would have to perform what they are employed for. This to the exclusion of other things to do with relationships and others. The response is indicated in the figure 5.9 below.

Figure 5.9:   Everyone has a task to be performed and that needs to be done first.
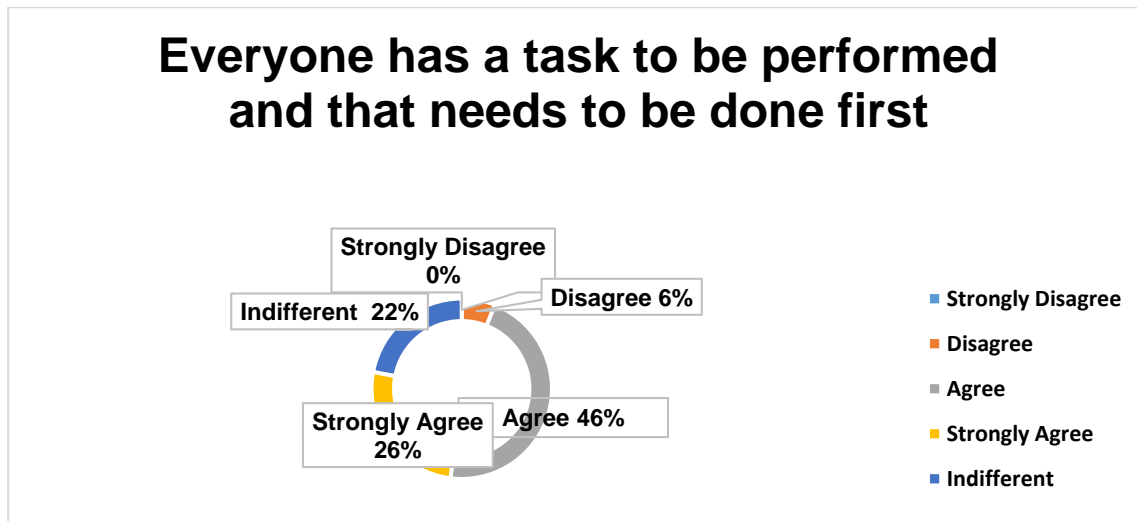
Source: own construction

 Figures 5.9 revealed that of 0% of respondents strongly disagreed, 6% of respondent disagreed that everyone has a task to be performed first. The total of this percentage shows that there is only a small number of employees on which managers cannot expect them to perform first a task before doing others tasks. 22 % respondents of remained indifferent regarding the task that first need to be performed.   46 % of respondents agreed that mangers can expect employees to perform a task first and 26 of respondent strongly agreed that employees will perform a task first.   When putting together the number of percentages which are over 50 % of the total of respondents who support the idea that manager can expect employees to perform a task first before doing other tasks.

STATEMENT 4: A good worker knows how to separate work from personal life.

RESPONSES: The intention of this question was to understand how the respondents view and separate their personal life with the work. The details of the respondents as reported by them are provided in figure 5.2.10 below.

Figure 5.10:   A good worker knows how to separate work from personal life
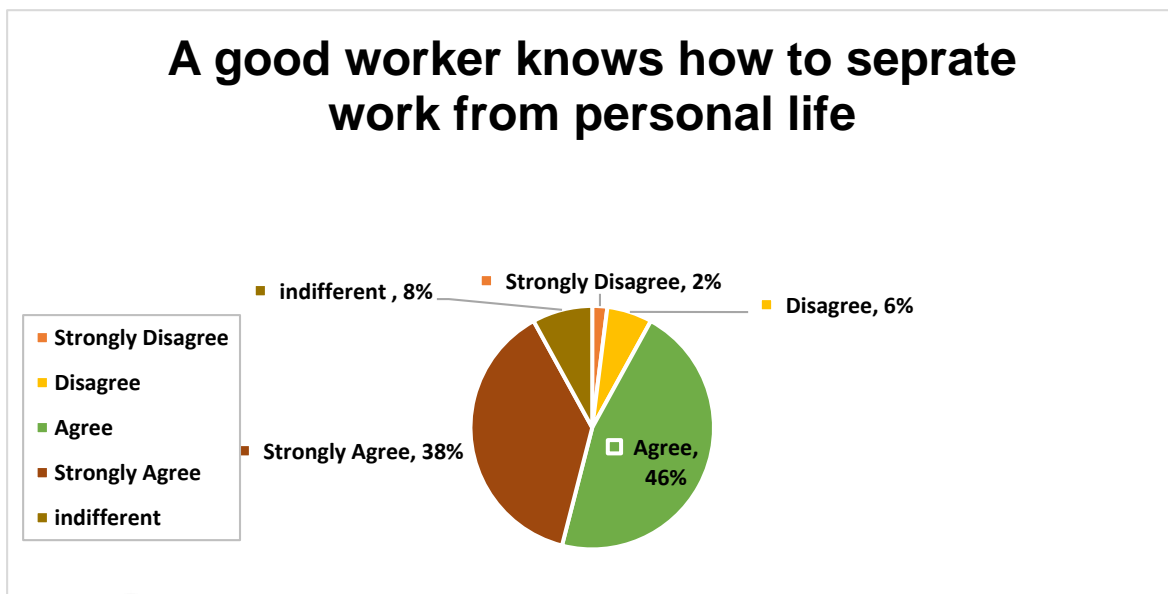
Source: Own construction

The data analysis indicates that 2% of respondents strongly disagreed that a good worker knows how to separate work from personal life and 6 % of respondents disagreed on the point.   The indifferent point of view of the respondents is 8% on the point.   The majority of the respondents represented by 46% of respondents who agreed and 38% of them strongly agreed. By the look of this results more than 70% of respondents support the idea that a good worker knows how to separate work from personal life. Because this can reduce the level of productivity in the organisation

STATEMENT 5: Workers are generally lazy and must be given tasks to accomplish.

RESPONSE: The question was specifically intended to identify the relevance of the respondents to the study by understanding their positions on seeing the workers as generally lazy and the task that workers must be given a task to accomplish in the organisation.

Figure 5.11: Workers are generally lazy and must be given tasks to accomplish.

Workers are generally lazy and must be given task to accomplish
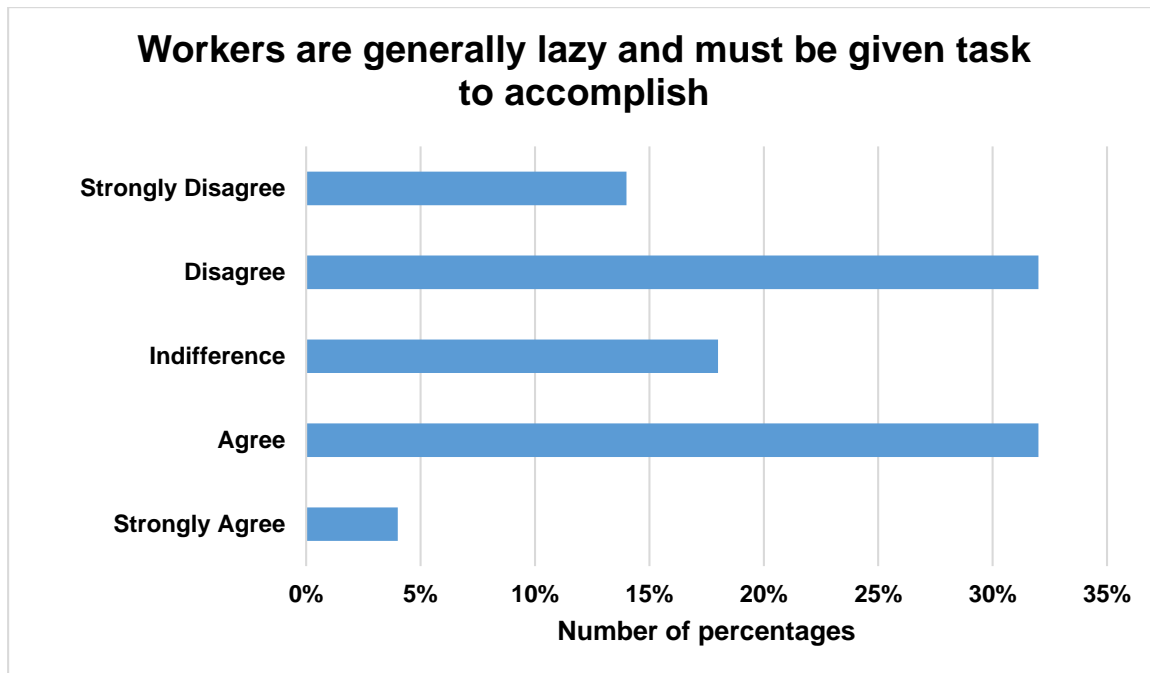
Source: Own construction

The above graphic shows only a small number of percentage of 4% strongly agreed and 14 % strongly disagreed that workers are generally lazy and must be given task to accomplish.   18% of respondents decide to remain indifferent on the point. There are also equal percentages   which represented by   32 % of respondents that agreed and disagreed on the idea of workers are generally lazy and must be given task to accomplish. By looking closely on those two equal percentages, the idea is that those who agreed, see that employees lack the determination that why managers have to give task to accomplish and those who disagreed lack motivation to perform what is expected from them.

STATEMENT 6: Setting tasks makes people perform because they know what to do.

RESPONSES: The question was specifically intended to identify the perception of the respondents regarding the setting of tasks that employees have to perform as they know what to do in the organisation.

Figure 5.12:   Setting tasks makes people perform because they know what to do.
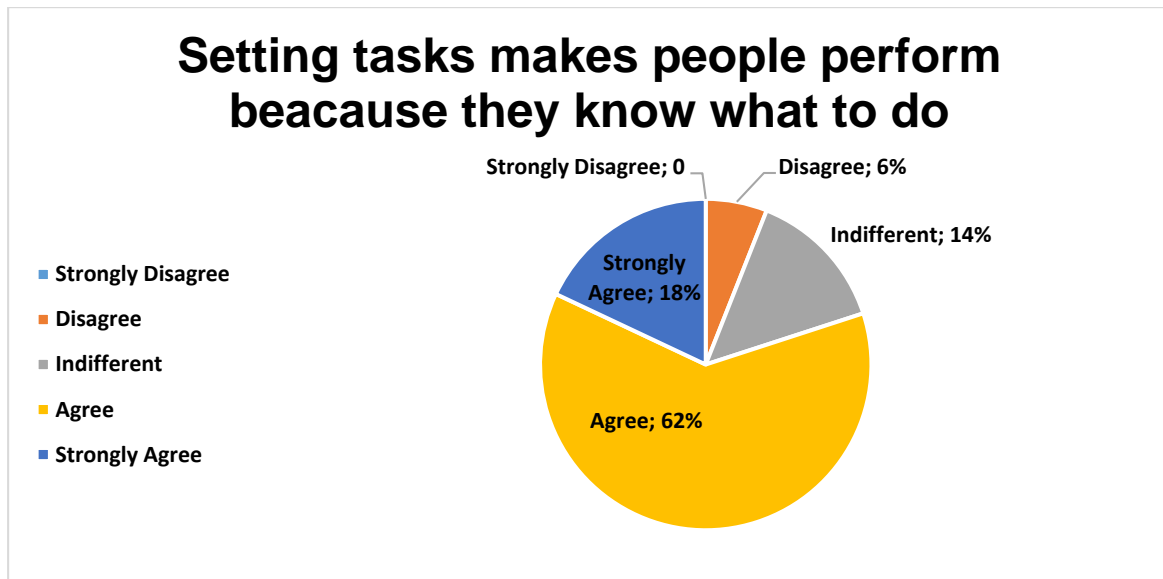
Source: Own construction

The data analysis reveal that a huge numbers of 62% of the respondents agreed that setting tasks makes people perform because they know what to do and 18% of them strongly agreed on that point. The totality of both percentage which represent 80% of response accepted that employees perform tasks better because they know what to do.

The others 20% on the graphic represent 14% of respondents who remained indifferent to that point and only a small number of 6 % respondents disagreed on the setting tasks that makes people perform because they know what to do.

STSTEMENT 7:   A good manager sets out clearly defined tasks for the employees.

Response: The intension of this question was to obtain from the respondents their point of view regarding setting out of clearly defined tasks for employees by managers.

Figure 5.13:   A good manager sets out clearly defined tasks for the employees.
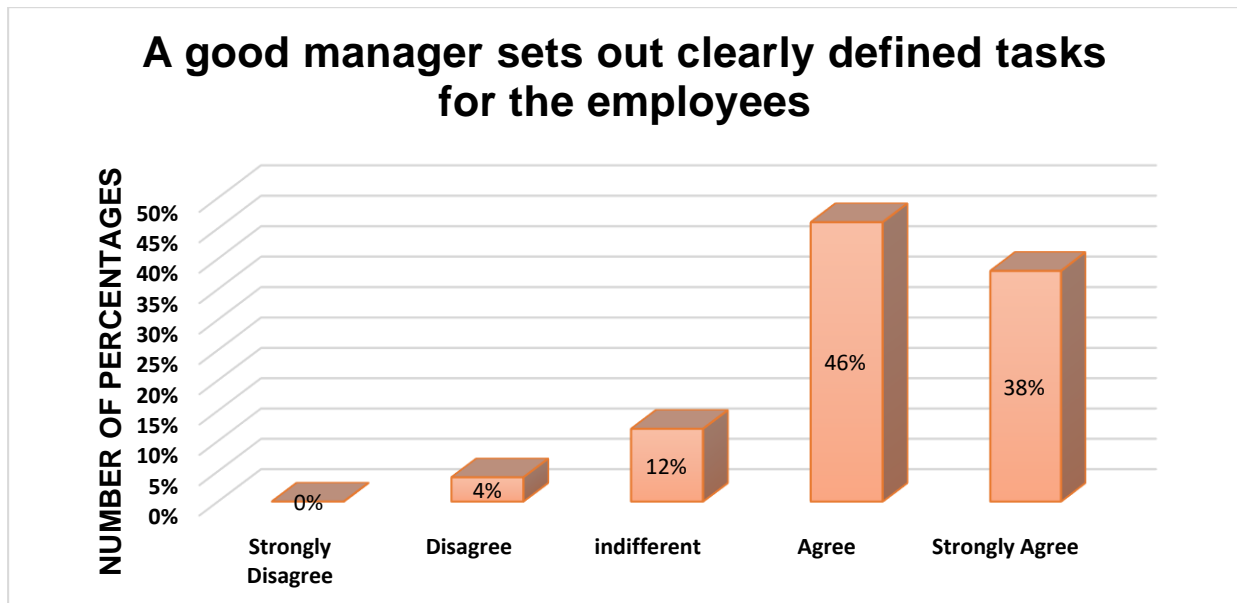
Source: own construction

An average of 4% of respondents disagreed that a good manager sets out clearly defined tasks for the employees where 0% of respondents strongly disagreed and 4% disagreed on that point. 12% of respondents remained indifferent.   Over 84% respondents which represent 46% of people who agreed and 38% of people who strongly agreed that a good manager sets out clearly defined tasks for employees as it is expected that managers should give employees tasks that they need to perform in order to obtain what it is expected from them.

STSTEMENT 8: A good manager must think for workers and give them direction.

Response: The question was specifically intended to evaluate the thinking of a good manager for workers when giving them direction. The details of the respondents as reported by them are provided in figure 5.2.14 below.

Figure 5.14: A good manager must think for workers and give them direction.

A good manager must think for workers and give them direction

Source: own construction

The data analysis indicate that the majority of respondents which represent 62% agreed that a good manager must think for workers and give them direction whom 46% agreed and 16 % strongly agreed because employees may not have a clear vision about what to do and managers may find themselves in the position of thinking for their workers. 16 % of respondents remained indifferent. 4 % of respondents strongly disagree and 18% disagreed that mangers have to make think on what workers has to do. They think that the direction from managers is not appropriate so workers can think on themselves and make decision.

STATEMENT 9: You cannot leave the employees to work alone less them mess up.

Response: The intension of question was to evaluate the thinking of the respondents by understanding the point of if employees can be left alone less they mess up in the organisation. The details of the respondents as reported by them are provided in figure 5.15 below.

Figure 5.15:   You cannot leave the employees to work alone less them mess up.
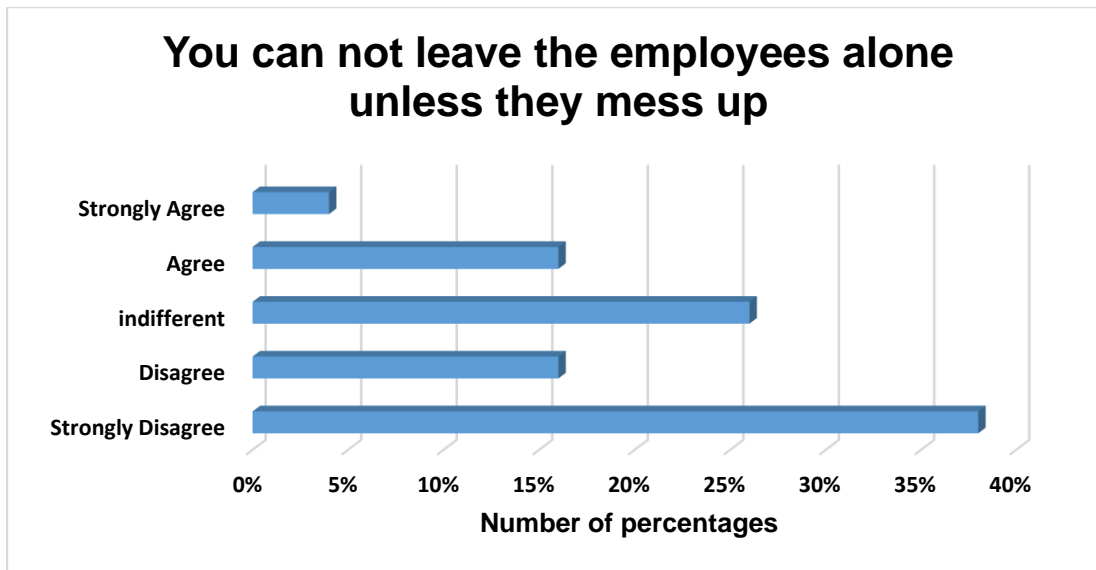
Source: own construction

A total of 54 % respondents disagreed with the point that you cannot leave the employees to work alone less they mess up (38% agreed and 16% strongly disagreed).   The respondents who disagreed with this point feel that letting employees work alone promotes creativity and also the ability to make decisions. Total 20% respondents that support this point feel that employees may make mistakes that may cost the business large sums of money (16% agreed and 4% strongly disagreed). Only 26 % of respondents remained indifferent

STATEMENT 10: It is easier to set goals and targets if work is defined in daily tasks.

RESPONSE: The intention of this question was to find out if it is easy to set goals and targets if work is defined in daily tasks, the respondents had to provide their opinion that would assist our research to carry in an accurate way.

Figure 5.16: It's easier to set goals and targets if work is defined in daily tasks.

Source: own construction

A total of 84% of the respondents give their opinion and agree that it is easier to set goals and targets if work is defined in daily tasks. Managers this job of setting the goals and target easy when work is defined in daily tasks.

Y THEORY

STATEMENT 11: Workers work well if they have their targets set by themselves

RESPONSE: The intention of this question was to identify how well workers work when the targets are set by themselves. The details of the respondents as reported by them are provided in figure 5.17 below.

Figure 5.17: Workers work well if they have their targets set by themselves.
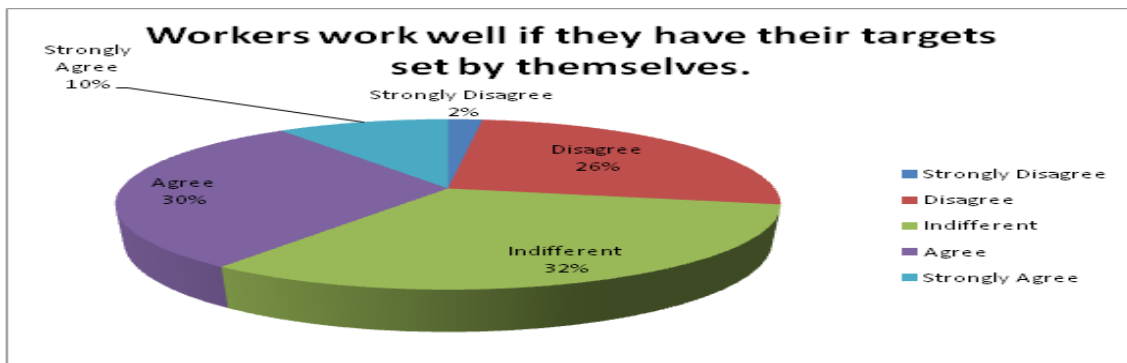
Source: Own construction

A combined strongly agreeing (10%) and agreeing (30%) totalling 40% is followed by neutral at 32% which is uncomfortably high. Those disagreeing comprise of strongly disagreeing at a low 2% and 26% disagreeing, totalling 28% of those disagreeing. The employees are divided on this issue and no generalisations can be made in this regard.

STATEMENT 12: Give employees a direction they will find the road for themselves (on their own)

RESPONSE: This statement was meant to extract the opinion of the respondents in the belief that the Y theory stipulates that employees are responsible enough to find ways to perform their tasks. This is contrasted with the X theory which suggests or makes reference to employees as people who are lazy and who cannot think for themselves. The respondents' opinions are reported in figure 5.18 below.

Figure 5.18: Give employees and direction they will find the road themselves
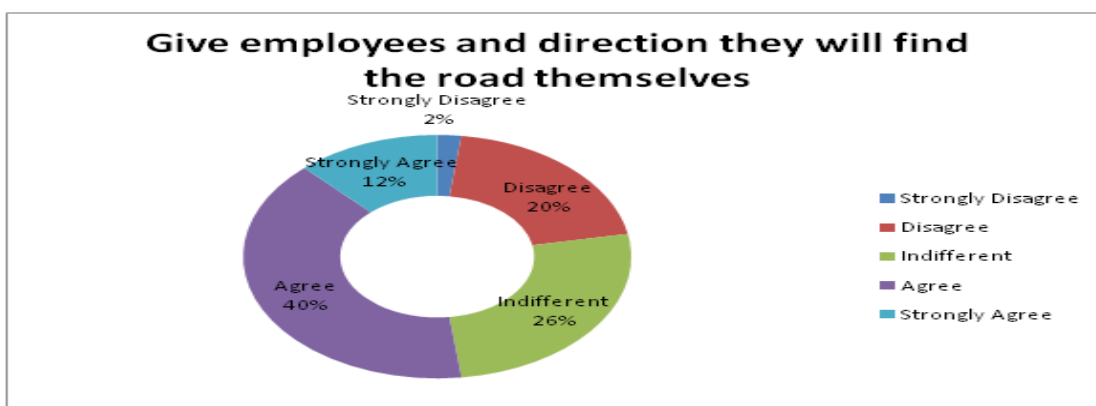
Source; own construction

Just over a ¼ (26%) of the respondents preferred to be neutral, which is rather disturbing. 52% (strongly agreeing at 12% and agreeing at 40%) are of the view that employees can find their own direction if allowed to. Those disagreeing accounted for 22% only. It can be generalised that employees will be able to find their own way to operate if allowed to. This agrees with the theory Y assertions.

STATEMENT 13: Workers perform better if you care about their personal problems.

RESPONSE: The statement is based on the assumption that the same person that comes to work has a social life outside of the workplace. This social life exerts pressures on the employee that may impact on their ability to focus and to function. Consequently, if the management pays interest on the employee, then they are bound to motivate the employee by lessening the personal burden which inevitably impacts on the concentration and ultimately performance. The respondents' opinions are illustrated in figure 5.19 below.

Figure 5.19:   Workers perform better if you care about their personal problems.
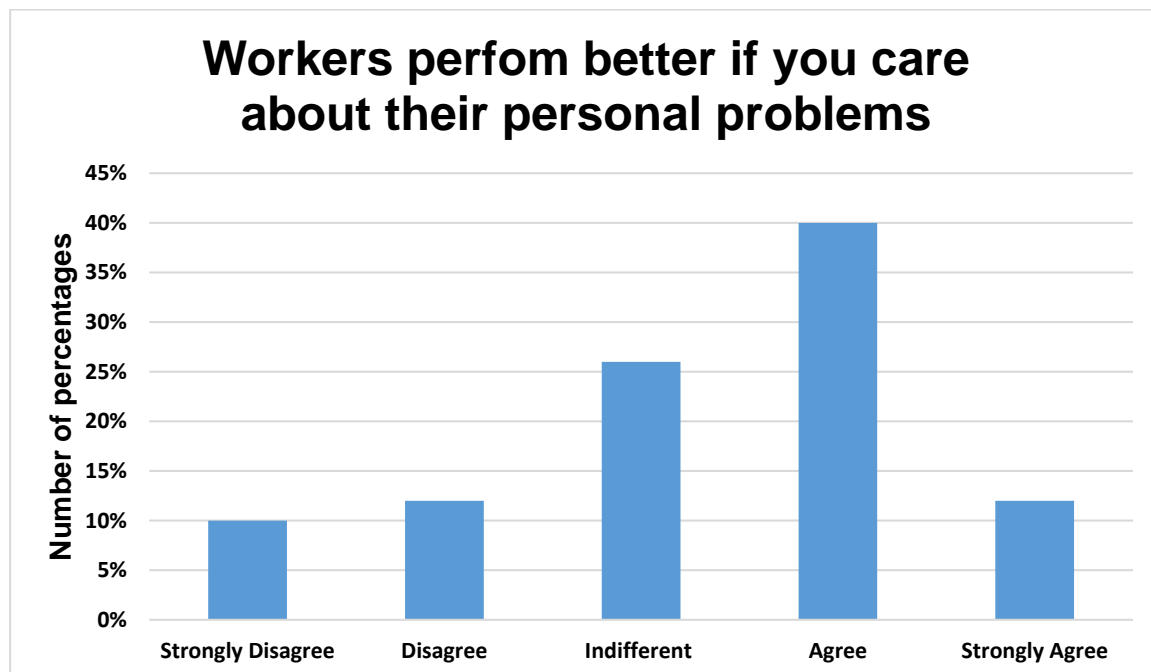
Source: own construction

Indifferent (neutral) remains high at just over a ¼ (26%) of the respondents, 52% (total) asserting that workers whose managers care for their personal concerns

perform better. With those disagreeing at 22% total, it can be generalised that showing empathy on the employees will make them perform better at their tasks.

STATEMENT 14: Sharing with workers' problems will allow for loyalty to you.

RESPONSE The question was specifically intended to find out if the sharing with workers' personal problems will generate a senses of loyalty which is a strong feeling of support to you. The details of the respondents as reported by them are provided in figure 5.20 below.

Figure: 5.20: Sharing with workers' problems will allow for loyalty to you.
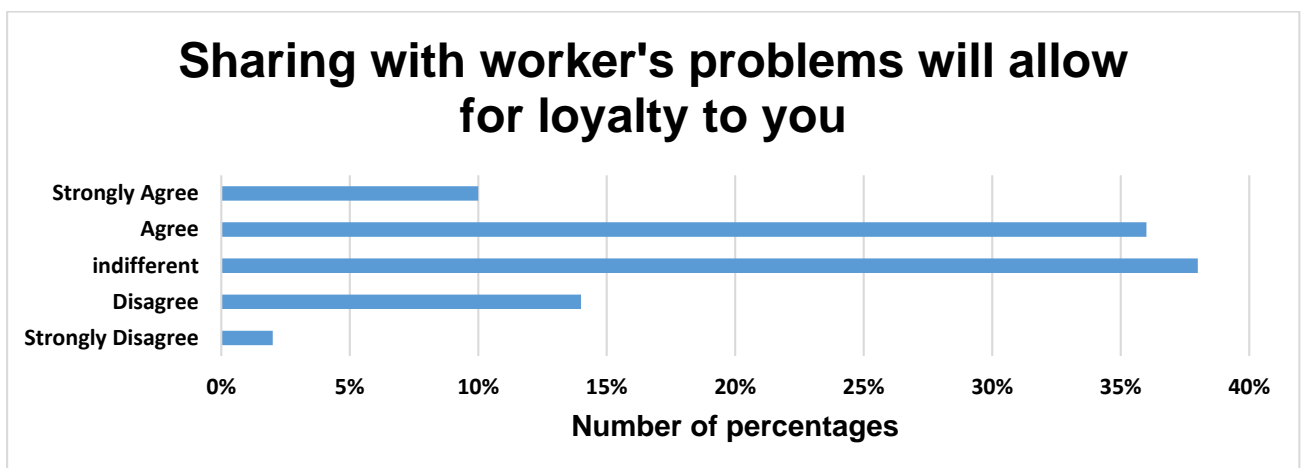
Source: Own construction

A huge number of people are indifferent at 38% almost equal to those agreeing at 36%. The total number of those agreeing (agree and strongly agree combined) is 46% leaving no room for generalisation. Those strongly disagreeing and agreeing constitute a combined 16%, showing somewhat that there is a leaning towards accepting that helping subord

STATEMENT 15: An employee left to work alone is empowered and performs well.

RESPONSES: The intension was to find out the opinion of the respondents on this issue of subordinate empowerment. Too often the attitude of the manager or leader towards the subordinates of followers determines how they will manage or lead those under them. The response is recorded in figure 5.21 below.

Figure 5.21: An employee left to work alone is empowered and performs well.

An employee left to work alone is empowered and performs well
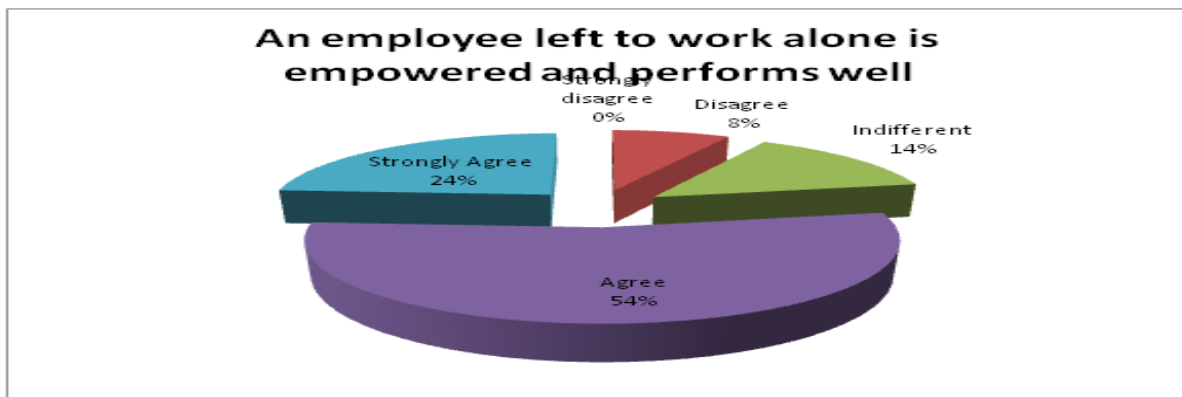
Source: Own construction

A total of 78% of the respondents agreed that employees, if left alone, can become empowered and are likely to perform well. It can be generalised here that the management knows and understands the importance of empowerment by allowing subordinates the opportunity to think for themselves. Those who are ambivalent are at 14% with only 8% disagreeing. It would appear that the X theory is not practised by most managers or supervisors, rather opting for the Y theory as an approach to effective management.

STATEMENT 16: Employees who solve problems are more accountable and reliable.

RESPONSE: This was meant to measure the management's perception or experience with the subordinates who may have been enabled to solve problems. It was assumed that when an individual performs well in any task, they should feel that they are worth something. To this assertion the respondents' opinions are recorded diagrammatically in figure 5.22 below.

Figure 5.22: Empowered employees feel more accountable and reliable

Figure: Employees who solve problems are more accountable and reliable — bar chart showing Strongly Disagree 2%, Disagree 2%, indifferent 4%, Agree 60%, Strongly Agree 32%.
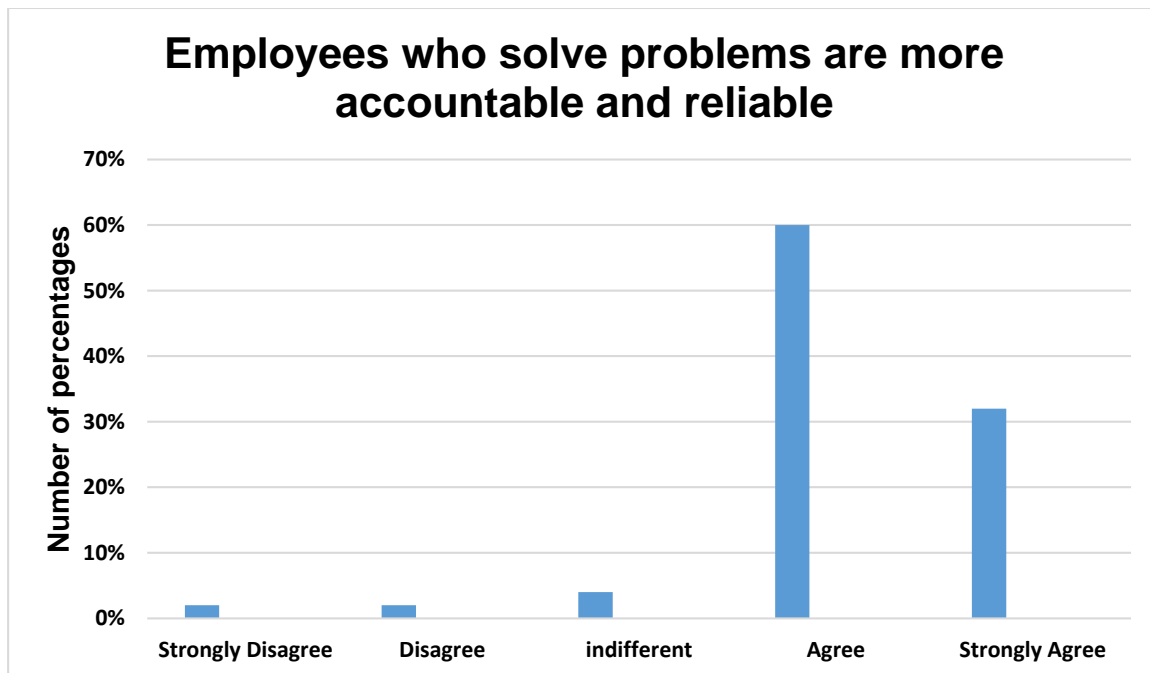
Source: own construction

A convincingly high response of 92% agreed (60% agreed and 32% strongly agreed) that allowing the subordinates to solve some problems increases their desire to be responsible. As indicated in previous findings above, subordinates feel empowered when they are given work to do on their own. It can be generalised that empowering employees improves levels of accountability, trust and reliability.

STATEMENT 17: Discuss issues in detail with employees and leave them to work.

RESPONSE: This emanated from conflicting or seeming opposing views – long discussions with the subordinates may entail making finer details that may be considered by some subordinates as "common sense." On the other hand it may be a result of good relations with the subordinates, this was meant in the spirit of the Y theory. The response from the participants is in figure 5.23 below.

Figure 5.23: Discuss issues in detail with employees and leave them to work.
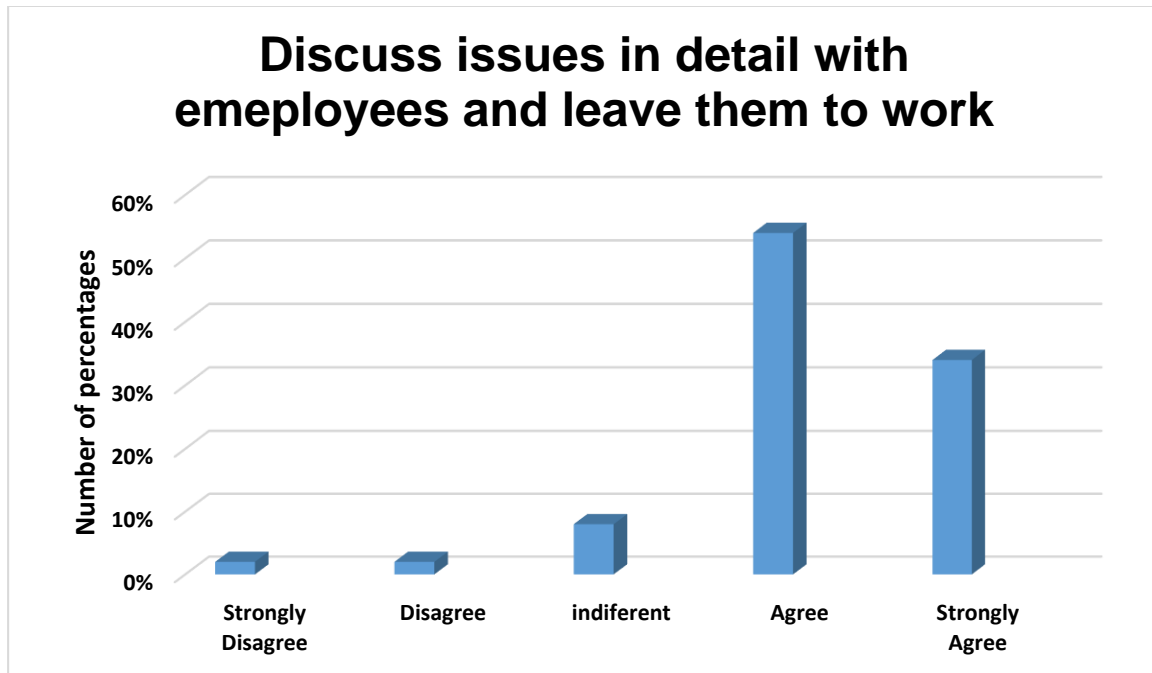
Source: Own construction

The majority of the respondents (88% - 54 agreeing and 34% strongly agreeing) believe that the discussion of issue in details with employees is corrected and employee can continue to work perfectly afterward. A smaller amount of people are indifferent to the discussion issue.

STATEMENT 18: A well- informed employee finds easy better ways of solving problems.

RESPONSE : A well inform employee is capable of bring solution the any issue or problem an organisation may face, the intension of this question was to understand how easy a well-informed employees find better way of solving problem.

Figure 5.24: A well- informed employee finds easy better ways of solving problems.
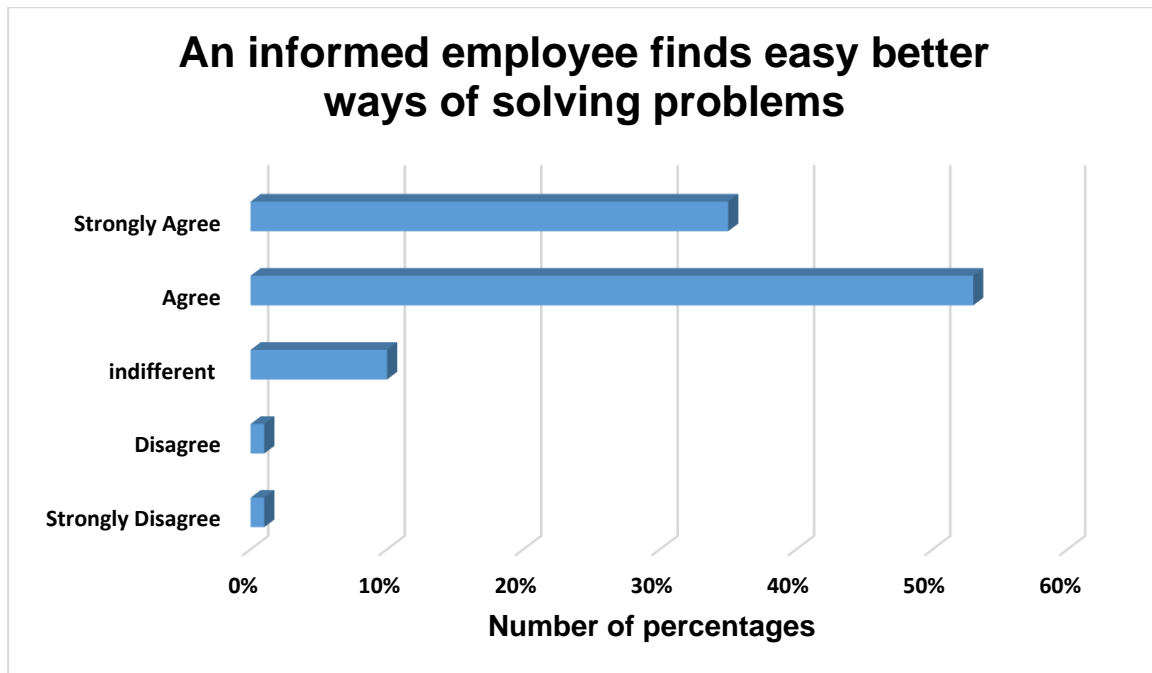
Source: Own construction

The data analysis show that a huge numbers of respondents accept and agreed that a well-informed employee finds easy better way of solving problem and only10 % of people are indifferent to this notion. It appear that respond also disagreed

STATEMENT 19: Empowering employees to think is like giving them ownership.

Response: The intension of the question is to understand how empowered employees think. Empowering mean sharing or delegating power or authority to employee so that they may be able to work efficiently and effectively in the organisation.

Figure 5.25: Empowering employees to think is like giving them ownership.
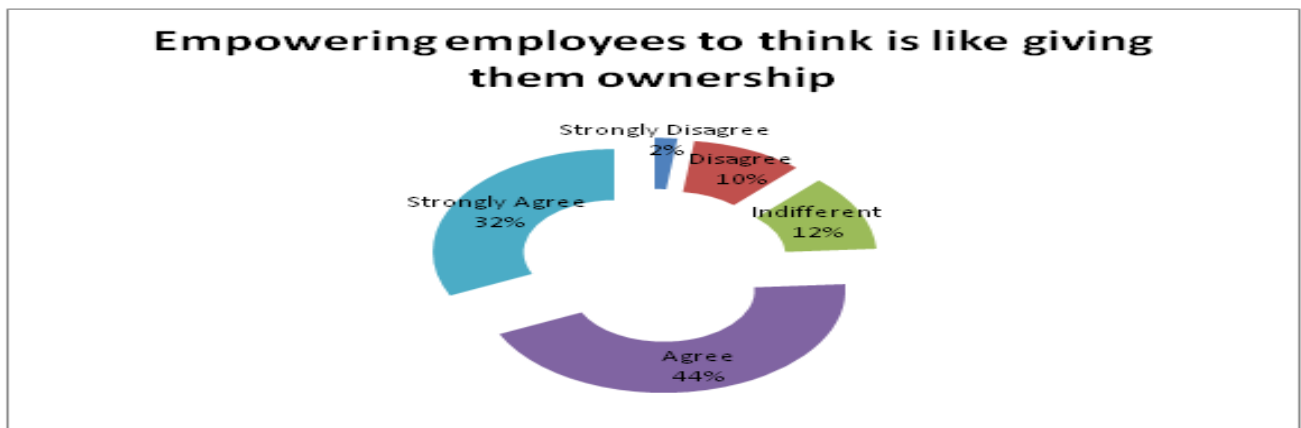
Source: own construction

The figure 5.25 depict that 44% of respondent support the idea of empowering employees is like giving them power, follow by 32% of respond who strong agree with the question. 12 % of respondents are indifferent and over 12%of respondents disagree that empowering employees will effect give them more power

STATEMENT 20:   Employees will protect a business where they think they belong.

The feeling of belonging is one of the most important needs an employees need to satisfy which is being part of a family, group, etc.

Figure 5.26:   Employees will protect a business where they think they belong.
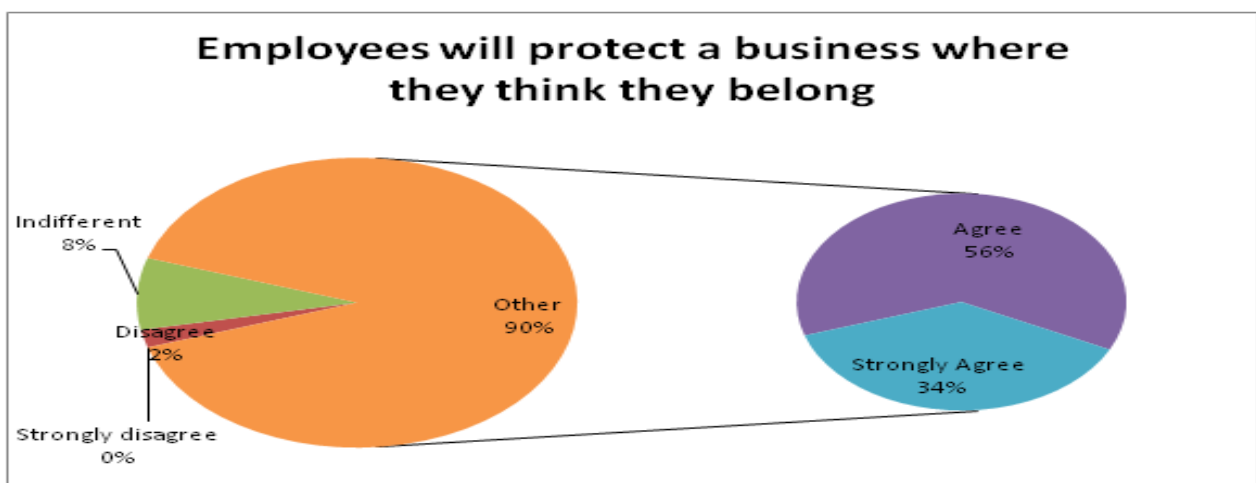
Source: own construction

The pie chart on figure 5.2.26 describe most of the respondents (56% and 34%) agreed that employees will protect a business where they think they belong. We notice that a number of 2%of respondents disagreed with the idea and only 8% of respond are indifferent to this question. In conclusion, where employees feel safe and secure, is a place of rest for them and they will make sure it is protected

.5.2.3 SECTION C: Open ended questions.

This section was deliberately intended to open up the discussion with the respondents, and thus allow respondents to air any other issues or matters they may have considered important. The section acknowledges that, no matter how scrupulous the preparation may have been, there would always be another aspect that may have been left out during the preparation of the questionnaire. The respondents were requested to supply any information in relation to specific aspects of the research. The same format of question / statement and response has been applied here.

REQUEST 1:   What problems you will have if you allow employees to work on their own.

Figure 5.27: Problems you will have if you allow employees to work on their own.
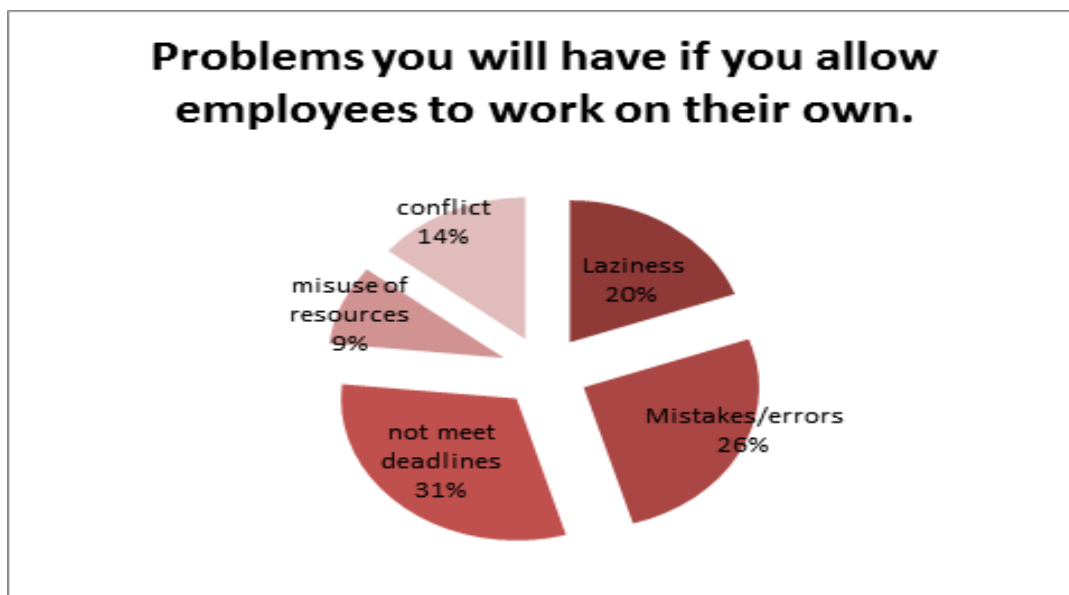
Source own construction

When the employees are left to work on their own, it may create a problem when employees do not deliver what is expected from them and not meet the deadline. 331 % of respondents do not meet the deadline. 26 % of respond make errors, 20 % are lazy and 14% of respondent have conflict

REQUEST 2:   What advantages of allowing employees to work without close supervision.

When employees work without close supervision there will be some advantages that will follow. Employees will develop the ability of being creative and improve productivity in the organisation

Figure 5.28: Advantages of allowing employees to work without close supervision.
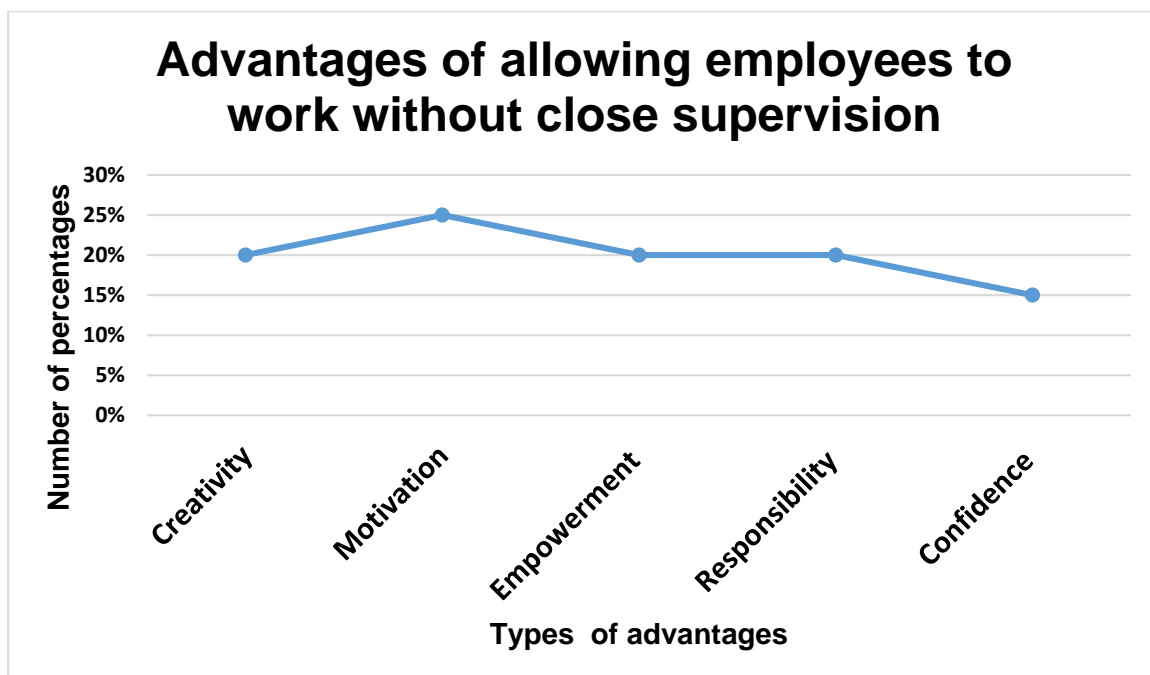
Source: own construction

REQUEST 3: What things you think you do best towards employees as a good manager.

Most managers believe that appraisals are what they do best towards their employees as a good manager. The second best is how they communicate with their employees and by empowering them. The least number of managers motivate the employees who work under them

Figure 5.29: Things you think you do best towards employees as a good manager.

Source: data from the research

It is interesting to note that the managers choose the following as the top five items that they consider are signs of good management. These were selected from numerous other items, and grouped / classified since most of them were the same thing said differently. Of concern is the fact that few of the managers completed or listed the five items requested for. Many possibilities, either the management were reluctant to show what they think is proper management, or they had no clue what constitutes good management. The items listed were, namely; communication, appraisal, motivation, training and delegation.

5.3 CONCLUSION

The research findings are eye-opening to a great extent, considering that there is a seeming "self-contradiction" amongst the respondents. In many issues they seem not to be sure whether they ought to be 'friends' with employees or not. Too often there is no consistency when the same question is asked in difference words at a different time. By and large there seems to be a strong agreement that there is a relationship between providing adequate information to employees and their ability thereafter to

perform well. Empowerment features dominantly in that it is constantly accepted that empowered employees feel that they belong, they will take ownership and that they are responsible and accountable. The next chapter provides the final summarised (condensed) details of the findings, the conclusions and the recommendations. In that last part of the research also all the limitations and opportunities for further research have been suggested.

CHAPTER 6

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The main objective of this research was to identify and create a nomenclature of leadership styles that will motivate subordinates in the academic environment to be productive.   In the previous chapter, the results were obtained from the work field after conducting   Questionnaires on Leadership styles commonly applied by managers to motivate subordinates to perform; a survey of managers' perception at a university of technology in the Western Cape.   In this chapters, the objectives is to provide suitable recommendations and resolutions that will assist the researcher in providing valuable course of action in order to complete this research.

This chapter provides a general evaluation of the research aim, objectives, findings, conclusions, and recommendations. The importance of this chapter, however, is on meeting the final objective of the study, namely to formulate principles and guidelines and recommend approaches that can be applied to the development of leadership style(s) that are prone to motivate subordinate to perform and to suggest the best leadership styles that may have significant positive effects on followers leading to motivation and high performance.   In the definition, recommendation program is about giving suggestion or proposal of the best course of action that a user may be interested in.

6.2 RECOMMENDATION

QUESTION 1:   What is your position in the organisation?

 Response: According to the record of table 6.1, the results indicated that 22 % of respondents were Human Resource managers, 18 % of respondents were heads of department, and 38 % of respondents were involved in the administrative work and 22% for others

Table 6.1: The position in the organisation

What is your position in the organisation?	Percentage
HR Manager	22%
Head of Department	18%
Administration	38%
Other	22%

Source: Author's own construction

Recommendation

Most of the people are involved in the administrative work, the executive management has to increase the number of HODs in order to manage employees according to the degree of their level in the organisation.

QUESTION 2:   How long have you been in the organisation?

Response: The data analyses showed that a huge numbers of respondents are part of management. For less than 5 years, 44 % of respondents were managers, from 6 to 10 years a percentage of 30% of respondents have been working as managers, from 11 to 15 years a percentage of 18 % have been involved and only 8% have been managers for more than 16 years

Table 6.2: Time in the organisation

How long have you been in the organisation?	0–5 years	6 - 10 years	11-15 years	16 - more years
Percentage	44%	30%	18%	8%

Source: Author's own construction

Recommendation: The data analysis has shown that 44% of respondents have a small year of experience, less than five years as managers. When people in the workplace have few years of experience as managers, this may affect the organisation in many way. The employees may suffer of inexperience and incompetency when it

come to the point of managing the issue of the organisation. Leaders may not be able to convey a good direction to his employees because of lack of experience.   Leaders need to be involved in many programs of the organisation in order to obtain good experience and increase year of experience for a better performance.

 QUESTION 3:   Have you been through management training?

Responses: the data analysis revealed that the majority of the respondents fairly regularly participated through management training by a percentage of 32%,   26 %of respondents participated sometimes in the management training ,24% always participate and 18% of respondents do not go through management training

Table 6.3: Management training

Have you been through management training?	No	Sometimes	Fairly regularly	Always
Percentage	18%	26%	32%	24%

 Source: Author' own construction

Recommendation: According to the data analysis revealed in this research, over 56% of respondents have been through management training. The management training is a way of teaching people a particular skill. The university need people who have skills and knowledge that why the management training need to be incorporated in the organisation and encouraged employees in order to increased job satisfaction and morale among employees. The involvement of training in the university among employees will increase also the level of motivation and increase the capacity of productivity which will yield a great benefit for the organisation.

QUESTION 4:   What is the highest educational qualification?

 Responses: The data the university has a huge number of people who have the highest educational qualification (degree) which represent 60% of respondents, 24% and 12% of respondents possess respectively a diploma and matric as qualification , 4 % of respondents have matric technical and no respondent have qualification below matric.

Table 6.4: The highest educational qualification

What is your highest education qualification	Below matric	Matric only	Matric + technical	Diploma	Degree
percentage	0%	12%	4%	24%	60%

Source: Author's own construction

Recommendation: The University is a place of education. The data analysis in the table 6.4 indicate that more than 60% of employees have high qualification of the degree. The university has to encourage his employees to develop themselves more in research through training and teaching so that they may fit well in their work and perform better with sufficient skills and knowledge in the workplace.   The executive management has to put in place sufficient resources for the development of the all staffs in all level of the university and sometime finance their studies in order to obtain higher and better qualifications.   When employees are developed in their area of knowledge and with high and great qualification, the university will obtain a valuable reputation in the societies of having competent workers with high qualification.

QUESTION 5:   How many people are under you as a manager?

Respondents: Research revealed that 32% of respondents represented are responsible for 6 to 10 people, 18% of managers are responsible respectively for 0 to 5 people and 16 to 20 people, 12% and 16% of managers are responsible respectively for 21 to 30 people and 11 to 15 people and only a small number of 4% of managers responsible of 31 to 50 people.

Table 6.5: People under you as a manager

How many people are under you as manager	0-5 people	6-10 people	11-15 people	16-20 people	21-30 people	31-50 people
Percentage	18%	32%	16%	18%	12%	4%

Source: Author's own construction

Recommendation: Research in 6.5 show that a large number of managers which represent 32 percent, manage a small numbers of employees such as from 0 to 5 people and from 6 to 10 people. Having a small number of employees under your control is benefit in term of management. As managers you will be able to control in a proper what employees do and their performance and contribution to the organisation. When managers manage a large numbers of people, they may lose control over their employees for example in the above table where only 4% of managers are responsible for 31 to 50 people and more. The executive management need to appoint more managers in order to put different people under their direction. It is only in this way that the mangers will be able to manager correctly the people

QUESTION 6: What skills do people who report to you have?

Responses: 44% of employees have technical skill such as mathematic and information technology skill .etc. 14% have mathematic skill and 6 %of employees possess other skill. And 36% of employees have no specific skill, this mean that the university have employees with no critical skill.

Table 6.6: The skills of people who report to you have.

What skills do people who report to you have?	No specific skill	Technical skill	Mathematical skill	Other
Percentage	**36%**	**44%**	**14%**	**6%**

Source: Author's own construction

Recommendation: Recently the department of home affairs in 2014 reported that there is shortage of skills in South Africa especially in some important area of industries which required the critical skills. As the result from the data analysis demonstrated that a huge number of employees which represent close to 32% of respondents do not have specific skill/critical skills. Critical skills refers to a particular capabilities needed within an occupation (Smith: 2014: 2). The university has to do a research analysis to evaluate what skills are available in the university and what skills are shortlisted in order to develop some strategies that will assist the university

in the promotion and development of staffs in a specific way so that the job may be well performed in the organisation.

STATEMENT 1:   We come to work and there is no time for relationship

Responses: The data analysis revealed that a total of 58% of respondents disagreed on the idea of not having relationship with employees. This means working and sharing good relation together as employees, 16% agreed and 12% strongly agreed on the idea that there is no time for relationship and only 14% of respondents are indifferent.

Table 6.7:   We come to work and there is no time for relationship

SCALE	Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree
Percentage	18%	40%	14%	16%	12%

Source: Author's own construction

Recommendation: In the figure 6.7, the majority of respondents disagreed on the idea that when employees come to work in the organisation they do not find the time to create relationship with other employees. Relationship in the workplace is very important.   When the executive management create a working place and employ different people to work in that specific place. They need to create a conceived environment, where employees will work and feel belonging to the organisation or the community.   The executive management need to encourage a good flow of communication between employees and managers and between employees themselves. Good communication create a good relationship. When employee feel good in their workplace, the performance and the productivity of the organisation will increase and go higher.

STATEMENT 2:   Family problems do not belong to the workplace, we come to work.

Responses: the figure revealed that 30% and 10% of respondents respectively disagreed and strongly disagreed that family problems don not belong to the work place, this means the issue of the family need to be considered in order to perform

well at work.   26% agreed and 14% of respondents strongly agreed. This means employees have to separate the family issue with the workplace.

Table 6.8: Family problems do not belong to the workplace, we come to work.

SCALE	Strongly disagree	Disagree	Indifferent	Agree	Strongly agree
Percentage	10%	30%	20%	26%	14%

Source: Author's own construction

Recommendation: The figure 6.8 present an equal result of 40% of respondents who agreed and 40% of respondents who disagreed. Most of people live in the societies where there are a lot of challenges and difficulties. Those challenges affect people wherever they are. The executive management has to think how to assist employees in their needs.   The first thing to do, is to call for the employees and try to find out the problem that is affecting them.   Secondly, after diagnosing, different challenges that employees may have. The managers will have to develop strategies that they will use in order to assist the employees their problem and needs. That support will boost the employee's ability and motivate them to perform well in the organisation.

STATEMENT 3:   Everyone has a task to be performed and that needs to be done first.

Responses: The 6.9 figure revealed that a total of 72% agreed that employees can be expected to perform a task first before doing others tasks. 22% of respondents remained indifferent in the task that fist need to be perform and small numbers of 6% of respondents disagreed about this idea of performing a task first before doing others tasks.

Table 6.9:   Everyone has a task to be performed and that needs to be done first.

SCALE	Strongly disagree	Disagree	Indifferent	Agree	Strongly agree
Percentage	0%	6%	22%	46%	26%

Source: Author's own construction

Recommendation: The majority of respondents agreed that it was expected the employee will have to perform as specific task before doing other tasks.

Employees who are taken for the first time in the organisation, have to perform a task or be involved in the training before doing others tasks that the organisation may provide. The executive management has make sure that the employee are enough competent to perform the task that is given to them for the first time. After that the competency of the employees will be evaluated in such way that executive management will be able to entrust the   employees for more task that need to be perform.   The employees need to be flexible and competent to perform well the different tasks that are given to them.

STATEMENT 4:   A good worker knows how to separate work from personal life.

Responses: The data analysis show that more than 70% of respondents agreed with 46% and strongly agreed with 38% that a good works know how to separate work from personal life as this reduce the level of productivity in the organisation.   8 % of respondent remained indifferent to the idea and a minority of respondent disagreed and strongly disagreed respectively with 6% and 2% to the idea that a good worker knows how to separate work from personal life.

Table 6.10: A good worker knows how to separate work from personal life.

SCALE	Strongly disagree	Disagree	Indifferent	Agree	Strongly agree
Percentage	2%	6%	8%	46%	38%

Source: Author's own construction

Recommendation: Over 70% of respondents agreed that a good worker know how to separate work from personal life. An employees may compromise when it comes to mix his work and his personal life.   Employees have to learn how to separate and manage both lives. The employees have to create time for themselves and take a break in order to solve personal issues and after solving those issues employee may come back at work and continue to perform different tasks by maintaining stability and peace of mind

STATEMENT 5:   Workers are generally lazy and must be given tasks to accomplish.

Response: it was expected that the majority of the respondents would disagreed that workers are generally lazy and must be given tasks to accomplish. The two percentages equal   which represented by   32 % of respondents that agreed and disagreed on the idea of workers are generally lazy and must be given task to accomplish. A small number of percentage of 4% strongly agreed and 14 % strongly disagreed that workers are generally lazy and must be given task to accomplish. 18% of respondents decide to remain indifferent on the point.

Table 6.11: Workers are generally lazy and must be given tasks to accomplish

SCALE	Strongly disagree	Disagree	Indifferent	Agree	Strongly agree
Percentage	14%	32%	18%	32%	4%

Source: Author's Own construction

Recommendation: The data analyses in figure 6.11 show that over 40% of respondents disagreed that workers are generally lazy and must be given task to accomplish.   This analysis show that workers may lack a certain direction, guidance and determination in their work that why a task need to be given to them in order to keep them busy in the accomplishment of their task.   The executive management have to use the tools of motivation such as (salary, promotion, bonus, money and recognition) in order to motivate the employees.

STATEMENT 6: Setting tasks makes people perform because they know what to do.

Responses: It was expected that the majority of the respondents would agree on the idea that employees perform tasks better because they know what to do. The totality of both percentage which represent 80% of respondents accepted that employees perform tasks better because they know what to do. 14% remained indifferent and only a small minority disagreed on this idea.

Table 6.12: Setting tasks makes people perform because they know what to do.

SCALE	Strongly disagree	Disagree	Indifferent	Agree	Strongly agree
Percentage	0%	6%	14%	62%	18%

Source: Author's own construction

Recommendation: The majority of respondents agreed about the idea that setting task make people perform because they know what to do.   The executive management have the responsibility to communicate the vision of what need to be done to all employees in order for them to know what to do.

The success of the performance of a task depend on knowing what to do. That why managers need to make sure that communication between them and the employees are well established and that the vision is also share and well communicated to the employees for a better performance of the task.

STATEMENT 7:   A good manager sets out clearly defined tasks for the employees.

Response: It was expected that the majority of respondent will agreed on the idea that a good managers sets out clearly defined tasks for the employees.   Over 84% respondents which represent 46% of people who agreed and 38% of people who strongly agreed that a good manager sets out clearly defined tasks for employees as it is expected that managers should give employees tasks that they need to perform in order to obtain what it is expected from them. An average of 4% of respondents disagreed that a good manager sets out clearly defined tasks for the employees where 0% of respondents strongly disagreed and 4% disagreed on that point

Table 6.13:   A good manager sets out clearly defined tasks for the employees

SCALE	Strongly disagree	Disagree	Indifferent	Agree	Strongly agree
Percentage	0%	4%	12%	48%	36%

Source: Author's own construction

Recommendation: Over 80% of the respondents accepted that a good manager set out clearly defined tasks for the employees.   Managers have to set tasks that must be clear, concise and understandable to all employees. When a task is set clear to all the employees. They will focus on what to do and the confusion and the frustration will not occult the vision given to them.

STATEMENT 8:   A good manager must think for workers and give them direction.

Response : The data analysis indicate 62 % of respondent which represent the majority of   respondents agreed that a good manager must think for workers and give them direction, 4 % of respondents strongly disagree and 18% disagreed that mangers have to make think on what workers has to do. They think that the direction from managers is not appropriate so workers can think on themselves and make decision.

Table 6.14:   A good manager must think for workers and give them direction.

SCALE	Strongly disagree	Disagree	Indifferent	Agree	Strongly agree
Percentage	4%	18%	16%	46%	16%

Source: Author's own construction

Recommendation: Managers have to always think about their workers. This means that they have to make sure that employees obtain all the support needed for the guidance of the task that need to be performed and also provide a clear direction that show employees where to go according to the vision of the leaders

Managers have to give employees some space to think and make decision for themselves. If managers always make decision for the employees, they will not grow and develop themselves. That why a good leadership will assist managers to decide on what to do and show a make good decision and direction.

STATEMENT 9:   You cannot leave the employees to work alone less them mess up.

Responses: 38 % of respondents disagree   and 16 % of respondents strongly disagreed that employees cannot be left to work alone unless they mess up. The respondents who disagreed with this point feel that letting employees work alone promotes creativity and also the ability to make decisions. Total 20% of respondents that support this point feel that employees may make mistakes that may cost the business a lot in term of the cost.

Table 6.15:   You cannot leave the employees to work alone less them mess up.

SCALE	Strongly disagree	Disagree	Indifferent	Agree	Strongly agree
Percentage	16%	38%	26%	16%	4%

Source: Author's own construction

Recommendation: Managers are people who set out the task for employees and guide them in the right direction. But when employees are left alone to work on a task, they develop some personal abilities on them. They promote creativity and make decision.

If the executive management decide to leave the worker alone, employees will be able to develop some degree of creativity in them and base on that they will be making important decision that will assist the entire of the organisation to go forward.

STATEMENT 10:   It's easier to set goals and targets if work is defined in daily tasks.

Response: A total of 84% of respondents agreed that it is easy to set goals and targets if worker is defined in daily tasks, 14% of respondents decided to remain indifferent and only 2% of respondents strongly disagreed about this idea.

Table 6.16: It's easier to set goals and targets if work is defined in daily tasks.

SCALE	Strongly disagree	Disagree	Indifferent	Agree	Strongly agree
Percentage	2%	0%	14%	54%	30%

Source: own construction

Recommendation: The table 6.2.16 show that over 80% of respondents agreed that it is easy to set goals and target if work is defined in a daily tasks. The clarity and the precision of clear goals on the tasks, will determine the success of the entire organisation. The executive management has to consider to communicate to their subordinate a well and a clear defined work to allow them to know what to do. Based on the information provided the employees will be able to focus and target on the job that need to be perform in order to be successful in the organisation.

STATEMENT 11:   Workers work well if they have their targets set by themselves.

Response: According to the figure 5.18 revealed that are 32% respondents are indifferent when it come work well if the target are set by themselves. A total 28 % of respondents disagreed to the question and 30% agreed that workers work well when target are set by themselves.

Table 6.17: Workers work well if they have their targets set by themselves.

SCALE	Strongly disagree	Disagree	Indifferent	Agree	Strongly agree
Percentage	2%	26%	32%	30%	10%

Source: Author's own construction

Recommendation: Empowerment is one the most important component that stimulate employees to perform well in the organisation. The executive management has to empower employees by giving them authority to perform in the organisation. By doing this employees will feel considered and valorised in the organisation.

Employees will be able to target exactly what to do by making themselves decision in the organisation.

STATEMENT 12: Give employees and direction they will find the road themselves

Response: The majority of respondents of 52% agreed that if you give employees direction, they will be able to find the road themselves. A total of 22%of respondents disagree on this idea. 26% of respondents decide to remain indifferent about this situation of giving employees direction in order for them to find the way themselves

Table 6.18: Give employees and direction they will find the road themselves

SCALE	Strongly disagree	Disagree	Indifferent	Agree	Strongly agree
Percentage	2%	20%	26%	40%	12%

Source: Author's own construction

Recommendation: Good Leaders are the one that give direction to their subordinates (employees). Employees obtain a certain set of instructions from their leaders that allow them to perform well in the accordance of the instruction that is given to them. The executive management has to encourage employees to make decision by themselves for the tasks that need to be performed by following the clear instruction of management for a better direction.

STATEMENT 13: Workers perform better if you care about their personal problems.

Response: Over 50% of respondents agreed to perform better if their problems are taken care of.   A total of 14% of the respondents did not support this opinion and disagreed. They think that personal problem must be separated from the work.

Table 6.19: Workers perform better if you care about their personal problems.

SCALE	Strongly disagree	Disagree	Indifferent	Agree	Strongly agree
Percentage	2%	12%	26%	40%	12%

Source: Author's own construction

Recommendation: Based on the result obtained from the data analysis, the executive management has to think about the well-being of the employees in the organisation. The   need and the want of the employees have to be put in a level of standard where the executive management will care and try to satisfy in order to boost the level of performance of the employees.

STATEMENT 14:   Sharing with workers' problems will allow for loyalty to you.

Response: The majority of people with a percentage of 38% decided to remain indifferent about the idea that sharing with workers' problem would allow for loyalty. 46% of the respondents agreed about the question and only 16 % disagree about the sharing of the problem with workers.

Table 6.20: Sharing with workers' problems will allow for loyalty to you.

SCALE	Strongly disagree	Disagree	Indifferent	Agree	Strongly agree
Percentage	2%	14%	38%	36%	10%

Source: Author's own construction

Recommendation: When leaders share problems with employees regularly a feeling of trust is established between them. As the result of data show in the table above, some of employees prefer to keep their problems for themselves rather than to share it. Employees prefer to separate their person problems with the work. Loyalty involve a repeated commitment to the employees in the organisation. Leaders have to take some of their time to approach their employees regularly in order to create an environment of loyalty and trust among them in order to come with the necessary assistance to the employees' problem or need.

STATEMENT 15:   An employee left to work alone is empowered and performs well.

 Responses: A huge numbers of respondents is 70 % supported that if employees are left to work alone, they would feel empower and would perform well in the organisation. 14% remain indifferent and only a minority of 8% disagreed about the idea.

Table 6.21: An employee left to work alone is empowered and performs well.

SCALE	Strongly disagree	Disagree	Indifferent	Agree	Strongly agree
Percentage	0%	8%	14%	54%	24%

Source: Author's own construction

Recommendation: The Employees need to be empowered in the organisation. This means that they have to receive some authority or some power from their leaders in order to achieve certain objectives of the organisation. Empowerment allows employees to develop personal characteristics and the possibility to make the decision. As the data analysis indicated in the table 6.2.21 above, about the position of most of the respondents, leaders have to encourage the empowerment by putting employees in the position of power in the organisation for a better result.

STATEMENT 16:   Employees who solve problems are more accountable and reliable.

 Responses: 92% of respondent in unanimity agreed that employees who solve problem are more accountable and reliable, 6% of respondents are indifferent and 2% only strongly disagreed on this question.

Table 6. 22:   Employees who solve problems are more accountable and reliable.

SCALE	Strongly disagree	Disagree	Indifferent	Agree	Strongly agree
Percentage	2%	0%	6%	60%	32%

Source: Author's own construction

Recommendation: Solving problem in the organisation is a specific skill that employees need to have in order to perform well. When employees are able to solve different problems or issues in the organisation. The executive management have to keep a record of all the actions and decisions made by employees for a good justification. Employees in the organisation have to act in the responsible way in order to for them to be able justify all their actions and decisions.

STATEMENT 17:   Discuss issues in detail with employees and leave them to work.

 Responses: a total of 88 respondent support the idea of discussing different issues with employees and give them the opportunity to work will allow them to perform well in the organisation, just a small numbers of 14% of respondents remained indifferent about the question.

Table 6.23: Discuss issues in detail with employees and leave them to work.

SCALE	Strongly disagree	Disagree	Indifferent	Agree	Strongly agree
Percentage	0%	2%	12%	54%	34%

Source: Author's own construction

Recommendation: The information is clear when it is fully explained or communicated in details to the employees. The details of the information will serve as a mean of instruction and will allow the employees to understand the direction of where go and what to do in the organisation.

STATEMENT 18:   A well- informed employee finds easy better ways of solving problems.

Response: Most of the respondents agreed in unanimity with 90 percent that a well-informed employee finds easy better ways of solving problem and only 10% of the rest of respondents remain indifferent.

Table 6. 24: A well- informed employee finds easy better ways of solving problems.

SCALE	Strongly disagree	Disagree	Indifferent	Agree	Strongly agree
Percentage	0%	2%	10%	54%	36%

Source: Author's own construction

Recommendation: Solving problems required the knowledge. This mean that it requires the skills obtained through experiences and good information. When employees are well informed about the issues that the organisation faces, based on their experience obtained, they will be able to solve the issue in an easy and professional way.

STATEMENT 19:   Empowering employees to think is like giving them ownership.

Response: the majority of the respondents with a total percentage of 76,   think that empowering employees to think is like giving them ownership, 12 % only remained indifferent and the other 12% of respondents disagree about the question.

Table 6.25: Empowering employees to think is like giving them ownership.

SCALE	Strongly disagree	Disagree	Indifferent	Agree	Strongly agree
Percentage	2%	10%	12%	32%	44%

Source: Author's own construction

Recommendation: the executive management have to share power with employees by giving them little authority to make decision and to develop their abilities and potential characters

STATEMENT 20:   Employees will protect a business where they think they belong.

 Response: The pie chart on figure 5.2.26 describe most of the respondents (56% and 34%) agreed that employees will protect a business where they think they belong. We notice that a number of 2%of respondents disagreed with the idea and only 8% of respond are indifferent to this question.

Table 6.26:   Employees will protect a business where they think they belong.

SCALE	Strongly disagree	Disagree	Indifferent	Agree	Strongly agree
Percentage	0%	2%	8%	56%	34%

Source: Author's own construction

Recommendation: Leaders of the organisation have to create an environment that will accommodate all employees in a place where employees share beliefs, behaviours and feeling of belonging to an organisation. When employees believe and share something with conviction on certain philosophies. This will push them to protect in return the organisation where they belong.

REQUEST 1:   What problems you will have if you allow employees to work on their own.

Response When the employees are left to work on their own, it may create a problem when employees do not deliver what is expected from them and not meet the deadline. 31 % of respondents do not meet the deadline. 26 % of respond make errors, 20 % are lazy and 14% of respondent have conflict.

Table 6.27: Problems you will have if you allow employees to work on their own.

SCALE	Conflict	Misuse of resource	Laziness	Mistakes/ errors	Not meet deadline
Percentage	14%	9%	20%	26%	31%

Source: Author's own construction

Recommendation: Leaders in the organisation can allow employees to make decision by themselves about what to do regarding the objectives of the organisation. One of scary point is that if employees are given the opportunity to perform alone in the organisation, they may lose in the middle of road control over different tasks that were given to them and also not meet the deadline. Employees by working alone may also make mistakes along the way for lack of direction which can cause a negative impact on the business in term of performance and productivity.

REQUEST 2: What advantages of allowing employees to work without close supervision.

Responses: As the data analysis indicated in the table 6.2.28.1 that majority of respondent with 31% accepted that employees will increase confidence, 26 % voted for responsibility, 20% of respondents accepted the empowerment and 14% voted for the creativity and only a small number of 9% of respondents who agreed that working without close supervision stimulate motivation.

Table 6.28: Advantages of allowing employees to work without close supervision.

SCALE	Creativity	motivation	Empowerment	Responsibility	Confidence
Percentage	14%	9%	20%	26%	31%

Source: Author's own construction

Recommendation: When employees are working without close supervision, there are some advantages that will follow. Employee will be able to develop the ability of being creative and confidence in order to perform well in the organisation. The executive management has to establish a system of motivating employees through good salary and promotion and also empowering employees but at the end of every decision or action, the executive management have to control employees by allowing them to justify their behaviors.

REQUEST 3:   What things you think you do best towards employees as a good manager.

Responses: Most managers believe that appraisals are what they do best towards their employees as a good manager. The second best is how they communicate with their employees and by empowering them. The least number of managers motivate the employees who work under them

Table 6.29: Things you think you do best towards employees as a good manager.

SCALE	communication	Appraisal	motivation	training	Delegate
Percentage	20%	25%	15%	18%	22%

Source: Author's own construction

Recommendation: in order for the executive management to do best towards the employees when managing them is to communicate important information that give to all employees a clear vision of what do and where to go in the business and providing also appropriate tasks that need to be performed following by a system of motivation that can boost employees to a high performance and higher productivity.

6.3 SUMMARY OF THE FINDINGS

The research findings above have been summarized into a few items that stood out for the researcher. This are recorded below in ascending order starting with the lowest percentages to the highest. It is assumed that where the scores are higher, there the managers feel strongly about those issues. Some of the items left out had more to do with the management failing to have majority thoughts on these issues. In one instant,

a report on the managers' inability to positively take a stand is considered ambiguous and there stands out. The issues outstanding in this research are listed in order from the least to the most important according to the percentage scores.

1. No consensus on; Workers work well if they have their targets set by themselves.

2. A split of 46% (disagree) and 38% (agree) over the belief that workers are generally lazy and must be given tasks and supervised closely to accomplish their tasks.

3. Only 52% managers believe that if you give employees direction they will find the road themselves.

4. Only 52% believe that workers perform better if you care about their personal problems.

5. Only 56% of management has been through training, not clear what exactly they were trained in.

6. Only 58% of the managers think that work involves good relationships at work if the employees are to perform well.

7. A high 62% of the managers believe that a good manager must think for workers and give them direction.

8. A good portion (76%) of the managers believe that empowering employees to think is like giving them ownership.

9. A good 76% of the managers think that because each one has their own task to perform they have to perform it with no excuse – no room for personal problems

10. A good 78% believe that an employee left to work alone is empowered and performs well.

11. A large portion of managers (80%) believe that setting tasks makes people perform because they know what to do.

12. A majority 84% of the managers / supervisors have a diploma and or a degree as their highest qualification.

13. A resounding 84% of the managers think that a good worker knows how to separate work from personal life.

14. A good portion of the managers (84%) believe that a good manager sets out clearly defined tasks for the employees.

15. A good part of the managers (84%) think that good management is when goals and targets are set as daily tasks.

16. A good portion (88%) of the managers believe that you should discuss issues in detail with employees and leave them to work.

17. A resounding 90% of the managers believe that a well- informed employee finds easy and better ways of solving problems.

18. A resounding 90% of the managers believe that employees will protect a business or an organisation where they think they belong.

19. A resounding 92% of the managers believe that employees who solve problems are more accountable and reliable.

6.4 CONCLUSION

This study was focused on leadership styles commonly applied by managers to motivate subordinates to perform. The impact has been revealed as both positive and negative since managers display different leadership behaviours to subordinates. In the work environment, there are many situations may take place and thereby create circumstances which affect the employees and the entire organisation. There are situations where leaders need to make decisions alone. Those decisions may be directive which mean that leaders take a straightforward decision without consulting others employees by using their authorities, powers and positions. In other situations, leaders need to consult in order to respond to diverse problems that the organisation may face. This decision is achieved through collaboration and team work in the organisation. Communication is a vital component between leaders and employees in the organisation. Good communication practices are at the heart of every successful business. Leaders in the organisation need to be good communicators to their employees meaning they need to have the ability to convey a message to others by using different medium in the way that employees will be able to understand and respond to the message in the right way. All leadership styles that leaders may use in every situations, need to work very closely in the association with communication skills with their subordinates. With great power comes great responsibility (Parker, 2003:2).

APPENDIX - QUESTIONNAIRE

> **TITLE; Leadership styles commonly applied by managers to motivate subordinates to perform; a survey of managers' perception at a university of technology in the Western Cape.**

> **Dear Respondent; You are not compelled to participate in this survey and you are free to withdraw if you are not comfortable. Please do not put any identification marks for yourself and your organisation.**

SECTION A

BIOGRAPHY

Please cross the applicable boxes below.

1. **What is your position in the organisation?**

Head Administrator	HOD	HR Manager	Other

2. **How long have been involved in the organisation?**

0-5years	6-10years	11-15years	16 years and above

3. **Have you been through management training?**

No	sometimes	Fairly regularly	Always

4. **What is your highest educational qualification?**

Matric only	Matric + technical	Diploma	Degree

5. **How many people are under you as a manager?**

0-10people	11-20people	11-15years	16 years and above

6. **What skills do people who report to you have?**

Mathematic skill	Technical skill	No specific skill	Other

SECTION B

In the Likert scale below, rank your perceptions on the statements by ticking the most appropriate box [1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly disagree.

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	WHAT IS YOUR UNDERSTANDING OF WHAT IS LEADERSHIP?					
1	We come to work and there is no time for relationship	1	2	3	4	5
2	Family problems do not belong to the workplace, we come to work.	1	2	3	4	5
3	Everyone has a task to be performed and that needs to be done first.	1	2	3	4	5
4	A good worker knows how to separate work from personal life.	1	2	3	4	5
5	Workers are generally lazy and must be given tasks to accomplish.	1	2	3	4	5
6	Setting tasks makes people perform because they know what to do.	1	2	3	4	5
	LEADER AND RELATIONSHIP WITH SUBORDINATES	0	0	0	0	0
7	A good manager sets out clearly defined tasks for the employees.	1	2	3	4	5
8	A good manager must think for workers and give them direction.	1	2	3	4	5
9	You cannot leave the employees to work alone less them mess up.	1	2	3	4	5
10	It is easier to set goals and targets if work is defined in daily tasks.	1	2	3	4	5
11	Workers work well if they have their targets set by themselves	1	2	3	4	5
12	Give employees a direction they will find the road for themselves	1	2	3	4	5
	DECISION MAKING - LEADER FUNCTION AT THE WORKPLACE	0	0	0	0	0
13	Workers perform better if you care about their personal problems.	1	2	3	4	5
14	Sharing with workers' problems will allow for loyalty to you.	1	2	3	4	5
15	An employee left to work alone is empowered and performs well.	1	2	3	4	5
16	Employees who solve problems are more accountable and reliable.	1	2	3	4	5

17	Discuss issues in detail with employees and leave them to work.	1	2	3	4	5
18	A well- informed employee finds easy better ways of solving problems.	1	2	3	4	5
	PEOPLE FOCUSED LEADERSHIP	0	0	0	0	0
19	Empowering employees to think is like giving them ownership.	1	2	3	4	5
20	Employees will protect a business where they think they belong.	1	2	3	4	5

SECTION C – Open ended questions

As a supervisor or manager, you most certainly have someone you report to and thus as a subordinate you have expectations, please list below.

A. What Problems you will have if you allow employees to work on their own.

1 ……………………………………………………………………………………

2.……………………………………………………………………………………

3.……………………………………………………………………………………

4.……………………………………………………………………………………

B. What are the Advantages allowing employees to work without close supervision?

1.……………………………………………………………………………………..

2.……………………………………………………………………………………..

3.…………………………………………………………………………………….

4.……………………………………………………………………………………..

C. What are things you think you do best towards employees as a good manager?

1.……………………………………………………………………………………

2.……………………………………………………………………………………

3.…………………………………………………………………………………….

4.……………………………………………………………………………………..

Thank you for participating your identity is protected

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