



Cape Peninsula
University of Technology

**The influence of participative leadership on worker performance
in a hybrid social enterprise in Cape Town**

by

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degree**

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Date

ABSTRACT

The study was prompted by the need to understand the influence of participative leadership styles on worker performance in a hybrid social enterprise in Cape Town against a background of their importance in solving social problems in the nation. To achieve this, the following objectives were set: to determine the additive or complementary effect of participative leadership in a hybrid social enterprise and to make recommendations on how participative leadership can improve worker performance.

A positivist philosophy, a mixed methods research approach and a descriptive research design were adopted. The study's target population is 60 team members from four different departments who work for the social enterprise in Cape Town and report to a department representative in the following departments: finance department, clinical department, production department, and administration department. Structured questionnaires were administered to the participants. A response rate of 83% was achieved. Microsoft Excel was used to analyse the collected data.

The study's findings revealed a significant positive relationship between employee behaviour and the participative leadership style. The results also showed a positive influence of the leader's education level on his/ her work integration behaviour. However, age, gender and race did not affect the participative leadership mechanism in the social enterprise under research. The study recommended that decision-making and delegation activities in participative leadership be further perfected as they are the main sources of disharmony when the leadership style is used. Future studies should also examine decision-making strategies to ascertain how each strategy positively affects South African enterprises' employee behaviour.

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DEDICATION

I dedicate this research:

- To my late Grandmother, uMaMthembu Nothobile Ndamase; ugqatso ulufezile ngam.
- To my parents, Siphon Gift Mtilwa and Nontandazo Ndamase-Mtilwa; konke endikwenzayo yimizamo yam, yokubonisa abantu iiNtliziyo zenu.
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TABLE OF CONTENTS

DECLARATION	ii
ABSTRACT.....	iii
ACKNOWLEDGEMENTS.....	iv
DEDICATION	v
TABLE OF CONTENTS.....	vi
LIST OF FIGURES.....	x
LIST OF TABLES.....	xi
CHAPTER ONE: BACK GROUND AND PURPOSE OF THE STUDY	1
1.1. Introduction	1
1.2. Background	1
1.3. Problem Statement.....	2
1.4. Rationale and significance of the study.	2
1.5. Objectives of the Study	3
1.5.1. Primary objective	3
1.5.2. Secondary objectives	3
1.6. Research Questions	3
1.7. Research Methodology.....	3
1.8. Research limitations.....	4
1.9. Ethical consideration.....	4
1.10. Outline of the dissertation	5
1.11. Chapter Summary	5
CHAPTER TWO: OVARALL LEADERSHIP AND LEADERSHIP STYLES.....	6
2.1. Introduction	6
2.2. Overall Leadership	6
2.2.1. Defining Leadership	6
2.2.2. Overall Leadership and motivation.....	7
2.3. Leadership and the theories underpinning it	8
2.3.1. Leadership theories and styles.....	9
2.3.2. Transactional Leadership	9
2.3.3. Transformational Leadership.....	11
2.3.4. Situational Leadership.....	14
2.3.5. Contingency Theory	15
2.3.6. Behavioural Theory	16

2.3.7.	Trait Theory	16
2.3.8.	Charismatic Theory	17
2.3.9.	Laissez-Faire Leadership.....	18
2.3.10.	Autocratic Style of Leadership	19
2.4.	Chapter Summary	20
CHAPTER THREE: SOCIAL ENTERPRISE AND PARTICIPATIVE LEADERSHIP		21
3.1.	Introduction	21
3.2.	Conceptualisation of the Social Enterprise	21
3.2.1.	What are Social enterprises	22
3.2.2.	Definitional Crisis of Social Entrepreneurship	22
3.2.3.	Key Characteristics of social enterprises.....	23
3.2.4.	Hybrid social enterprises in South Africa	25
3.2.5.	Operational scope of Social Enterprises in South Africa.....	26
3.2.6.	Funding of South African Social Enterprises and future outlook.....	26
3.2.7.	Leadership in Social Enterprise	27
3.3.	Conceptualisation of the Participative leadership Theory.....	27
3.4.	The Concept of Participative Leadership style.....	27
3.4.1.	Characteristics of a participatory leader	29
3.4.2.	Aspects of participation in an organisation	30
3.4.3.	Participative leadership Impact on organisational performance	31
3.4.4.	Management and Participative leadership.....	32
3.4.5.	Participative leadership and innovation	32
3.4.6.	Positive and negative influences of participative leadership	33
3.4.7.	It fosters employee creativity	33
3.4.8.	It improves workplace morale	33
3.4.9.	It enables quicker acceptance of workplace regulations and choices.....	33
3.4.14.	Challenges of Participative leadership.....	35
3.4.15.	Conceptualization of Employee performance model	35
3.4.16.	Participative Techniques.....	36
3.5.	Theories underpinning employee performance and participative leadership.....	38
3.6.	Study Theoretical Framework.....	39
3.6.1.	Gaps in the study area	40
3.6.2.	Best methodology to solve the research problem.....	41
3.7.	Chapter Summary	41
CHAPTER FOUR: RESEARCH METHODOLOGY		42
4.1.	Introduction	42

4.2.	Research Problem	42
4.3.	Secondary objectives	42
4.4.	Research Questions	42
4.5.	Research Philosophy	43
4.6.	Research Approach	43
4.7.	Research design	44
4.8.	Delimitation of study	44
4.9.	Research Processes	44
4.9.1.	Unit of Investigation.....	44
4.9.2.	Population and Sample Selection	44
4.9.3.	Population selection	45
4.9.4.	Sample Selection.....	45
4.9.5.	Data Collection.....	46
4.9.6.	Data Collection Instruments	46
4.9.7.	Data Collection Fieldwork	47
4.9.8.	Data analysis procedure.....	47
4.10.	Reliability and Validity.....	47
4.10.1.	Reliability.....	47
4.10.2.	Validity	48
4.11.	Ethical Considerations.....	48
4.11.1.	Informed Consent	49
4.11.2.	Voluntary Participation	49
4.11.3.	Confidentiality and anonymity.....	49
4.12.	Chapter Summary	50
CHAPTER FIVE: DATA ANALYSIS		51
5.1.	Introduction	51
5.1.1.	Problem statement	51
5.1.2.	Research questions	51
5.1.3.	Aim of the study.....	51
5.2.	Questionnaire Response Rate.....	51
5.3.	Demographic characteristics of the survey participants	52
5.3.1.	Gender of Respondents	54
5.3.2.	Work Experience of the respondents	54
5.3.3.	Work Position of the Respondents	55
5.3.4.	Work integration.....	56
5.3.5.	Mentorship.....	57

5.3.6. Educational Level	59
5.4. Section B: Likert Scale	59
5.5. Section C: Open-ended Question.....	70
5.6. Chapter Summary	71
CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS.....	73
6.1. Introduction	73
6.2. Summary of the Findings	73
6.3. Statement of Objectives	75
6.3.1. To determine the addictive or complimentary effect of participative leadership in a hybrid social enterprise	75
6.3.2. To make recommendations on how participative leadership can improve worker performance	76
6.4. Recommended Area(s) for further study.....	77
6.5. Chapter Summary	77
REFERENCES.....	78
Appendix A: Dissertation Questionnaire	89
Appendix B: Section C- Qualitative: Open-end question	95
Appendix C: Language Editor Certificate	98
Appendix D: Report on Turnitin Similarity Index	99
Appendix E: Permission letter for data collection	100
Appendix F: Ethical clearance certificate.....	101

LIST OF FIGURES

FIGURE 3.1: KEY DIMENSIONS OF SOCIAL ENTERPRISE (BORZAGA & DEFURNY, 2001)	23
FIGURE 3.2: THEORY: SOCIAL ENTERPRISE'S POSITION (NESTA/ YOUNG FOUNDATION 2011)	24
FIGURE 3.3: THE SOCIAL ENTERPRISE SPECTRUM (DEES ET AL., 2001)	25
FIGURE 3.4: THE CONCEPTUAL MODEL OF THE EFFECT OF PARTICIPATIVE LEADERSHIP ON EMPLOYEE PERFORMANCE (ETIKAN & ALKASSIM, 2006).....	40
FIGURE 4.1: FIGURE ISLAND SHOWING THE RELATIONSHIP BETWEEN SAMPLE AND POPULATION (HTTPS://WWW.SIGMAMAGIC.COM/BLOGS/ONLINE-SAMPLE-SIZE-CALCULATORS/)	45
FIGURE 5.1: GENDER OF RESPONDENTS	54
FIGURE 5.2: WORK EXPERIENCE OF PARTICIPANTS	55
FIGURE 5.3: WORK POSITION OF THE RESPONDENTS.....	55
FIGURE 5.4: EDUCATIONAL LEVEL OF RESPONDENTS	59
FIGURE 5.5: RESPONSES TO STATEMENTS 1 AND 2	60
FIGURE 5.6: RESPONSES TO STATEMENT 3	61
FIGURE 5.7: RESPONSES TO STATEMENTS: 4, 5 AND 6.....	62
FIGURE 5.8: RESPONSES TO STATEMENTS: 8 & 11	63
FIGURE 5.9: RESPONSES TO STATEMENTS 18, 22 AND 23.....	64
FIGURE 5.10: RESPONSES TO STATEMENTS 19, 20 AND 21.....	65
FIGURE 5.11: RESPONSES TO STATEMENTS 25 AND 29	66
FIGURE 5.12: RESPONSES TO STATEMENT 33	67
FIGURE 5.13: RESPONSES TO STATEMENT 34	67
FIGURE 5.14: RESPONSES TO STATEMENTS 35 AND 36	68

LIST OF TABLES

TABLE 3.1: ECONOMIC/ENTREPRENEURIAL DIMENSIONS OF SOCIAL ASPECTS	24
TABLE 5.1: QUESTIONNAIRE RESPONSE RATE:	52
TABLE 5.2: THE PARTICIPANTS' DEMOGRAPHIC CHARACTERISTICS.....	53
TABLE 5.3: WORK INTEGRATION	56
TABLE 5.4: EMPLOYEE MENTORSHIP	58

CHAPTER ONE: BACK GROUND AND PURPOSE OF THE STUDY

1.1. Introduction

Participative leadership style motivates employees to perform better in a hybrid social enterprise. The rationale for this study is outlined in this opening chapter, and a summary of the dissertation is presented. The chapter begins by outlining the study's background. The problem statement, research questions, and research objectives are then introduced. This chapter also explores the research's significance and delineation. This chapter also includes a brief overview of how the study was carried out.

1.2. Background

As a consequence of societal behaviour, business conditions are evolving extremely, and new behaviours and operational tasks for businesses to peak organisational performance are being created in private sectors, Global markets, and consumer awareness; however, leadership excellence is the core element of critical progress, so leadership styles play a fundamental role in enhancing employee performance (Mohiuddin, 2017:18). As stated by Dolatabadi and Safa (2010:31), leadership style relates to the way leaders conduct themselves or treat the people they lead, and a manager's leadership quality and efficiency are the main criteria in assessing organisational success. Employee behaviours, such as their acceptance of the organisation's plan and organisational context, have been influenced by leadership style, which is linked to both organisational results and employee job performance (Dolatabadi and Safa 2010:31). Barbakus, as cited by (Bortoluzzi et al. 2014), suggests that the managers follow a style of leadership that can affect their employees. According to Somech (2003:1005), although different leadership styles can influence workers' actions differently, management must pay close attention to which leadership style they follow. A study of all factors likely to interrupt employees' emotions, experiences, performance, and commitment should be measured so that their work satisfaction experience is encouraged and the well-being of the organisation's leadership style is upgraded (Girma 2016:1).

Participative leadership can be described as a collective decision-making tool or at least a tool that influences decisions made by a senior executive and their

employees (Somech 2003:1005). Participative leadership differs from other “traditional theories” that emphasise rational processes as it focuses on emotions and values. In addition, the new theories accept the significance of the leader’s role in making events communicative for followers. These leadership theories help us understand how leaders inspire and encourage followers to dedicate themselves and accomplish more (Bortoluzzi et al., 2014). Sarah Driver-Jowitt (2017) Hybrid social enterprises are hybrid organizations, finding innovative ways to challenge the traditional thinking about non-profit organizations (by focusing on economically sustainable models) and for-profit businesses (by focusing on solving social issues). The primary aim of this study is to investigate the extent to which participative leadership style influences worker performance in a hybrid social enterprise by evaluating how participative leadership style can motivate employees to perform better in a hybrid social enterprise. The second aim is to contribute to advancing knowledge regarding the relationship between employees’ performance and participative leadership.

1.3. Problem Statement

Identifying a problem certainly does not mean something is wrong with that particular condition and needs to be corrected instantly. A problem could also point us in the direction of finding the right solutions that might help to fix a prevailing situation; thus, it is correct to define a problem as any condition where a gap can be found between a real and desired state. The social enterprise has been attempting to cultivate an organizational culture conducive to the production of high-quality products that can contribute to the social and economic development. The research seeks to identify participative leadership’s negative and positive influences and how they influence a hybrid social enterprise. To achieve this, research needs to evaluate the influence of participative leadership styles on employee performance in a hybrid social enterprise.

1.4. Rationale and significance of the study.

Because there has not been much research done in this area, the findings of this study will add to the existing understanding of participative leadership. There is little literature on this issue, particularly in influencing employees in the hybrid social enterprise. This research will also help policymakers and decision-makers improve

their leadership style by offering a reference. Furthermore, the interviewees' replies will be used to provide input to the hybrid social enterprise functional departments. The researcher will suggest how participatory leadership might improve worker performance in this research.

1.5. Objectives of the Study

1.5.1. Primary objective

- To determine the influence of participative leadership on worker performance in a hybrid social enterprise.

1.5.2. Secondary objectives

- To determine the additive or complementary effect of participative leadership in a hybrid social enterprise.
- To make recommendations on how participative leadership can improve workers' performance in a hybrid social enterprise.

1.6. Research Questions

- What aspect of participative leadership encourages employee performance?
- What are the positive and negative influences of the participative leadership style?

1.7. Research Methodology

This section includes some background information on how the research was carried out. It summarises the study's research technique and design and clearly indicates why those methods and designs fit this study best. The research methodology is described in detail in Chapter Three of this dissertation.

The research technique is a hybrid method approach. For this analysis, the researcher used a quantitative approach, which aligns with the positivist paradigm and uses deductive logic and quantitative research methods. While the larger part of the data will be quantitative, a small percentage of qualitative data was also be collected. This study predominantly employed the descriptive research design. It is beneficial for gaining a thorough understanding of the subject. When the study aims to identify characteristics, behaviours, trends, and categories, descriptive research is a good approach, according to Bazely (2007).

The study's target population were team members from four different departments who work for the hybrid social enterprise in Cape Town and report to a department representative in the finance department, clinical department, production department, and administration department. This study uses the non-random, non-probability sampling technique, which means that participants were chosen purposively based on their availability and willingness to participate, and the sample may not be representative of other characteristics such as age and sex.

The investigation utilised two kinds of information, secondary data and primary data. The literature review, particularly regarding skills and knowledge transfer mechanisms, was covered by secondary data acquired from books, newspapers, academic journals, dissertations and theses, trusted online sources and government distributions. The primary data was collected directly from structured participant interviews using the standard questionnaire as the data collection instrument. Respondents were emailed a copy of the questionnaire, which was used to collect data. Respondents could complete a version on Google Forms or a managed version on Microsoft Word. The data analysis was thoroughly discussed after receiving the results. This is presented in Chapter Four of this research.

1.8. Research limitations

Because of costs, time, and logistics, the study will gather responses from employees within a single Hybrid social enterprise in Cape Town, and therefore the results might not apply to all hybrid social enterprises in the Province or South Africa.

1.9. Ethical consideration

The researcher understands the need for ethical consideration, both as being practised and as a necessity by the Cape Peninsula University of Technology ethics committee. Participants were informed about the objectives of the research. The rights of all the participants involved in this research were treated with respect, and their responses were kept private. Critical to this was maintaining the participant's dignity, allowing them a right to pull out from the research process when they want to and not asking culturally sensitive questions and allowing them not to respond to certain questions that may be considered offensive.

1.10. Outline of the dissertation

Chapter 1: This section of the proposal deals with the study's introduction, which provides background information.

Chapter 2: This chapter will go through leadership characteristics and theories in depth. There are several leadership theories. The chapter will define the styles further and separate/compare them to other leadership theories.

Chapter 3: The chapter focuses on the Social enterprise and participative leadership styles in general, with special reference to behavioural theories and their application in the work environment.

Chapter 4: The chapter focuses on the research methodology covering all aspects of the design and the methodology. The population, sampling, data collection, and analysis concluding with reporting of the findings accompany this.

Chapter 5: This chapter reveals the measured results. Data interpretation, data analysis

Chapter 6: This chapter summarises the findings, draws conclusions, and makes recommendations.

1.11. Chapter Summary

This chapter provided context for the research and explained why it was conducted. It also presented the problems that this research aims to address, as well as the research's general and specific objectives. The research design and methodology, and chapter division were all discussed, and the chapter division was presented.

CHAPTER TWO: OVERALL LEADERSHIP AND LEADERSHIP STYLES

2.1. Introduction

This chapter will go through leadership characteristics and theories in depth. There are several leadership theories, including Great Man Theory, trait theory, situational theories, contingency theories, and transactional and transformational theories, which will be discussed in detail in this chapter. The chapter will define the styles further and separate/compare them to other leadership theories.

2.2. Overall Leadership

The leadership style significantly impacts employees' ability to perform, grow, and contribute to positive change to achieve organisational goals. In the context of a company, "leadership" refers to the tactics seniors use in their day-to-day interactions with employees. There are various facets to leadership, such as what is expected, how things are done, how individuals hold themselves, their views, issues observed in the environment in which they operate, and how the problems affect workers' moods, performance, and behaviour. Some leaders stick to the leadership style they established from the outset, regardless of the situation. A variety of organisations worldwide classify all leaders by the leadership style they pick. This study investigates the effect of participatory leadership style on worker performance. Participative leadership is appropriate when an organisation requires advanced issue solving or when departments working developments are conducting meetings and attaining objectives and tasks (Amanchukwu, (and Ololube :2015)

2.2.1. Defining Leadership

According to Nanjundeswaraswamy and Swamy (2014) leadership is a social control mechanism in which the leader seeks the voluntary cooperation of subordinates to attain organisational objectives. In the context of businesses, the term "leadership" refers to the strategies used by seniors in their daily interactions with workers. Leadership may be described as "the capacity to inspire confidence and support among those required to achieve organisational goals" (DuBrin, 2010: 3). Yukl (2008:8) defined leadership as the act of persuading others to understand and agree on what needs to be done and how it should be done, as well as the process of assisting individual and collective efforts to achieve shared goals.

Leadership is an important aspect of organisations that has the ability to handle change (Sarros & Santora, 2001); it is one of the most critical requirements for each organisation's success (Murphy & Ensher, 2008). Leadership is described as “the capacity to inspire confidence and support among those required to achieve corporate goals” (DuBrin, 2007:2). Leadership is a personal relationship in which one person guides, coordinates, and supervises the performance of a common job by another. Leadership appears to be about uniting people around similar goals and empowering them to take the necessary measures to achieve them. It has to do with the capacity to persuade individuals or groups to work together to achieve common goals.

Leadership encompasses several characteristics, including ideals, standards, conventions, objects or concerns seen in the workplace, and influences workers' emotions, performance, and behaviour. The study's findings revealed diverse types or styles of leadership practised in various businesses, cultures, and working environments. Some leaders blend leadership styles based on their current mood or sentiments, but others stick to the same style regardless of the situation. All leaders have their own styles, which are influenced by corporate culture and are likely to produce a management style that dominates and defines a standard of behaviour for leaders who are expected to adopt (Shurbagi and Zahari, 2012:67). According to Nanjundeswaraswamy and Swamy (2014, 1), leadership style is the behavioural pattern that distinguishes a leader. Companies now require strong leaders who understand the dynamics of a rapidly changing global climate. By definition, leadership style is leadership behaviour with two distinct dimensions: the task dimension, which includes goal setting, organisation, direction, and control, and the relationship dimension, which includes support, communication, interaction, and active listening (Hersey and Blanchard, 1988).

2.2.2. Overall Leadership and motivation

Employee motivation is an important factor in initiative capabilities. According to Rost (2013:177), “the viability of authority is dependent on an effect method, in which employees labor to attain objectives without being intimidated or coerced, but rather via one's inspiration.” Inspiration is one of the most important aspects that may help a company reach its goals. “The degree to which deliberate application is directed toward a purpose” is how inspiration might be defined (Robbin, 2012:35).

Jones (2014:129) states that “driven employees often trust that they are contributing something valuable” and that their interests are valued. Since the twentieth century, several scholars have dissected motivational variables and proposed various ideas about motivation. Pioneer’s major goal is to steer workers toward a goal. Motivational hypotheses are one of the leadership theories that might be considered a spine. These ideas recognised money as a major effect on representative motivation and believed that the greatest way to motivate employees is by overpayment and motivation. Initial inspiration theories spurred the expansion of initiative styles, for example, customary and value-based administration.

2.3. Leadership and the theories underpinning it

According to Pereira et al. (2020), the concept of leadership and the quest for an ideal leader model are recurring issues in companies and a recurring subject in academic study. Leadership is critical in every company, and its impacts can be seen at all levels as leaders assist plan and executing the corporate vision and mission to ensure that the business achieves its intended goals. Leadership is such a massive task in any enterprise, ranging from motivating others to cooperating in necessary organisational tasks to determine which tasks are important for the organisation in the first place, that research into this diverse area is constantly required in order to make organisations efficient and effective.

Given the broadness of the phrase, many authors have defined leadership in various ways. Yukl describes leadership as “the process of persuading others to comprehend and agree on what has to be done and how to accomplish it, and it entails influencing a group of persons who share a same goal” (Yukl, 2010). According to Bass (1990), the definition of leadership is tied to the objective of the endeavour to define it and hence provides a wide variety of alternatives. The mere utterance of the word “leadership” implies the presence of followers. As a result, Robbins and Coulter (2005) and Northouse (2007) define leadership as a process of influencing and guiding others to attain goals. According to Ensley et al. (2005), leaders influence group members’ behaviour, beliefs, and sentiments in the desired way. According to the authors Wehrich and Koontz (2005), leadership is the skill of persuading individuals to work voluntarily and enthusiastically toward attaining collective goals. As can be observed from the multiplicity of definitions, leadership

literature demonstrates inconsistencies and ambiguities in defining the idea, which has resulted in many theories, techniques, and styles, as mentioned in the sections below.

2.3.1. Leadership theories and styles

According to Baron and Parent (2015), leadership theories pinpoint why certain people become rulers. They attempt to identify their habits for individuals to acquire and support their leadership qualities in certain situations. A leadership style is the overall pattern of a leader's behaviours as seen by their personnel, and it includes the leader's ideology, talents, and attitudes in practice. The leader's behaviour is approximately equal to the terminology style. It is how the leader impacts his or her followers (Luthans, 1977). There are several ways to lead, and each leader has their unique style. The most common approaches are autocratic, bureaucratic, and laissez-faire. Management professionals have experienced a revolution in how they define leadership and their views toward it during the last several decades. They have shifted from a traditional dictatorial style to a more creative, participatory one. It was concluded somewhere along the way that not everything old was evil, and not everything new was good. Rather, several styles were required for different situations, and each leader needed to understand when to use which technique. Varied leadership styles can have significantly different consequences on the service-related activities of workers. This part will examine how leadership style affects shared customer values, role clarity, and workers' dedication to service excellence. Among the theories and styles are:

2.3.2. Transactional Leadership

Bass (1985) defined transactional leadership as to how leaders expect followers to perform services in exchange for payment and fulfilling their demands. The transactional leadership concept is based on economic contract, economic exchange or cost-benefit concept, which is done in the short-term (MacKenzie et al., 2001, Rowold, 2008, Seltzer, Bass, 1990). They contend that transactional leaders influence followers by controlling their behaviours, rewarding agreed-upon behaviours, and eliminating performance problems using corrective transactions between leader and followers. Transactional leaders demonstrate contingent reward by clarifying follower expectations and offering recognition and rewards when goals are achieved (Groves, LaRocca 2011, 512). Contingent reward

behaviour, passive management-by-exception, and active management-by-exception are all examples of transactional leadership (a form of monitoring). A transactional leader uses the contingent incentives plan to convey performance expectations to his or her followers, and he or she praises successful performance. Contractual agreements are the primary motivators for transactional leaders (Bass, 1985), while extrinsic rewards are used to boost followers' drive.

This management technique describes scenarios in which incentives are utilised to motivate people. The most important component is self-interest, which refers to both employees and managers earning remuneration if the duties inside a company are completed successfully and according to plan. In addition, both sides get a favourable image. On the other hand, employees are subjected to some sort of punishment if they fail to fulfil duties as intended by management. It is essentially a bureaucratic management style (Belias & Koustelios, 2014). The idea is also known as management theory and is distinguished by 28 kinds of interaction between the leader and their follower. As a result, in order for the idea to work, the group's leader must be able to reward his or her supporters.

According to McCleskey, (2014), Transactional leadership, also known as management leadership, focuses on the role of supervision, organisation, and group performance. Transactional leadership is a type of leadership in which the leader encourages his followers to follow him by rewarding and punishing them. These leaders examine the work of their followers for flaws and deviations. The style is very effective in times of crisis and emergency, as well as when projects must be completed in a very precise manner. Managers and subordinates share information under transactional leadership in companies. The exchange of incentives and objectives between employees and management is regarded to be a transactional leadership style. Transactional leaders are more concerned with task completion and employee compliance and depend largely on organisational rewards and penalties to motivate employees. Transactional leaders display contingent rewards by establishing follower expectations and delivering acknowledgement and incentives when goals are met (Antonakis & House, 2014)

Hirtz, et al. (2017), identified the following Qualities of Transactional Leadership:

- Transactional leaders utilise rewards and penalties to entice their followers to follow them. They are extrinsic motivators that elicit only the most rudimentary levels of obedience from followers. They accept the current organisation's aims, structure, and culture. Transactional leaders are usually directive and action-oriented.
- Transactional leaders are willing to compromise and work within current processes to achieve the organisation's goals. When it comes to fixing difficulties, they tend to think beyond the box.
- Transactional leadership is generally a passive style of leadership. Establishing standards for rewarding followers and preserving the status quo are the most common behaviours connected with this form of leadership.
- There are two aspects of transactional leadership: contingent compensation and management-by-exception. Contingent reward acknowledges and rewards high performance while also rewarding effort. Management-by-exception preserves the status quo and intervenes when subordinates act inappropriately.

2.3.3. Transformational Leadership

According to transformational leadership theory, transformational leadership is linked to group and organisational success and individual follower performance (Bass, 1985; Conger & Kanungo, 1998; Shamir, House, & Arthur, 1993). M. Salahuddin of Mecca claims (2010: 10). Transformational leadership theory is about leaders who inspire positive transformation in their followers by encouraging them to look out for one another and act in the group's best interests (Warrilow, 2012). The capacity of leaders to influence and inspire followers through their visions, creativity, objectives, and actions is the emphasis of transformational leadership. In companies, transformational leadership is critical for nurturing and promoting organisational leadership, knowledge generation, and knowledge application (Ash, 1997). Different perspectives and ideas are encouraged by transformational leaders. They operate as catalysts, accelerating the acquisition and dissemination

of information. They, too, improve the process of information interpretation by permitting the expression of alternative viewpoints and ideas, challenging old assumptions and beliefs, and generating fresh perspectives. On the other hand, transformational leaders may assist organisational members' cognitive and behavioural changes due to prior phases of organisational learning (Zagorek, Dimovski, and Kerlavaj, 2009). In companies, transformational leadership is critical in nurturing and promoting organisational leadership, knowledge generation, and knowledge application (Ash, 1997).

Transformational leaders inspire their followers to go beyond self-interests for the welfare of the team and company by building and conveying a shared vision. Individualised concern, intellectual stimulation, idealised influence (charisma), and inspiring motivation are all part of transformational leadership. Shamir et al. (1993) found that transformational leaders instil in their followers the idea that they can attain the goals that have been set for them and that these elevated levels of self-efficacy have a favourable impact on performance (Bandura, 1986). Finally, transformational leaders act as excellent coaches and mentors to their subordinates, giving them the guidance and resources they require to do their tasks (e.g., Howell & Hall-Merenda, 1999). Transformational leadership links with positive outcomes on an individual and organisational level. Transformational leaders inspire followers to pursue higher-order needs such as self-actualisation and self-esteem (Bass, 1985), and they are powerful in shifting followers' motivation toward "self-sacrifice and organisational goals above personal interests" (Bass, 1995).

Transformational leaders place a great value on their followers' connections and show customised concern when addressing their requirements for empowerment, accomplishment, increased self-efficacy, and personal growth. However, leadership styles do not take into account all of the aspects that drive innovation. Cummings, Midodzi, Wong, and Estabrooks (Cummings, Midodzi, Wong, and Estabrooks) (2010). Transformational leaders uphold a responsibility ethic by carrying out important leadership obligations regardless of the consequences and by considering followers as goals rather than a means to an end. Indeed, a recent study on ethical leadership (Knights and O'Leary, 2006) reflects the need for a greater emphasis on the treatment of followers throughout the leadership process,

as well as the ethical implications of this, and far less attention to the leader's self-enhancement needs and shareholder expectations.

This Leadership theory is a mechanism through which an individual interacts with others and produces a better connection, resulting in motivation, which is also known as relationship theory. This notion is said to represent the genuine core of leadership, as it is centred on a leader's personal presence rather than bureaucracy. Knights and O'Leary (2006) define transactional management as the polar opposite. Motivating subordinates is the goal of transformational leadership. An example is when employees are made aware of the importance of the task at hand, and the leader takes the lead in motivating them to complete the assignment effectively. This approach aims to get people to put their self-interest aside and work together to complete a job (Thahier et al., 2014).

A transformative leader motivates and inspires his or her people to accomplish amazing results (Robbins and Coulter, 2007). They are able to arouse, excite, and inspire followers to put forth the extra effort to achieve group goals by paying attention to individual followers' concerns and developmental needs; they change followers' awareness of issues by helping them to look at old problems in new ways; and they can arouse, excite, and inspire followers to put forth the extra effort to achieve group goals. James Macgregor Burns established the idea of transformational leadership in 1978 in his descriptive study on political leaders, but it has since extended into organisational psychology and management, with further revisions by Bass and Avolio; Jung & Sosik, 2003. In companies, transformational leadership is critical for nurturing and promoting organisational leadership, knowledge generation, and knowledge application (Ash, 1997). The capacity of leaders to influence and inspire followers through their vision, creativity, objectives, and actions is the emphasis of transformational leadership.

Transformational Leadership Factors

- According to Bass (1985), transformational leadership consists of four unique characteristics: charisma, inspiration, individual concern, and intellectual stimulation.
- Charisma or idealised influence: the degree to which a leader acts admirably, demonstrates convictions and takes stances that encourage followers to identify

with a leader who has a defined set of principles and functions as a role model for them.

- Inspirational motivation: the extent to which the leader articulates a vision that appeals to and inspires followers with hope for the future while also providing significance for the current tasks at hand.
- Intellectual stimulation: the extent to which the leader challenges assumptions, stimulates, and encourages creativity in followers - by providing a framework for followers to see how they connect [to the leader, the organisation, each other, and the goal], they can creatively overcome any obstacles that stand in the way of the mission.
- Individual and personal attention: the extent to which the leader caters to the requirements of each individual follower, acts as a mentor or coach, and respects and appreciates the individual's contribution to the team. This satisfies and strengthens each team member's need for self-fulfilment and self-worth, motivating followers to strive for even greater success and progress.

2.3.4. Situational Leadership

Contingency theorists believed that the leader was at the centre of the leader-subordinate relationship, whereas situational theorists believed that the subordinates were crucial in defining the relationship. Though situational leadership focuses primarily on the leader, it emphasises the importance of focusing on the group dynamic. "These investigations of group dynamics and leadership have given rise to some of our present ideas of group dynamics and leadership." According to situational leadership theory, a leader's style should match the maturity of his or her subordinates (Bass, 1997). "The situational leadership model, initially proposed in 1969, proposed that there is no one-size-fits-all approach to leadership, and that effective leaders must be able to adapt to changing circumstances and shift their leadership style from task-oriented to relationship-oriented." According to situational theory, leaders should pick the optimal course of action depending on the situational conditions or circumstances. Certain leadership styles may be more suited to different sorts of decision-making.

According to the theory, leadership is influenced by the scenario in which an individual interacts, the location in which the individual performs his or her tasks, and the relationship between the leaders and the groups. According to this

leadership philosophy, effective leadership necessitates a reasonable grasp of the current circumstance to adopt an acceptable reaction (McCleskey, 2014). As a result, rather than the inherent behaviours of a leader, it blends directive and supporting parts of leadership in a specific circumstance.

2.3.5. Contingency Theory

The notion suggests that there is no one-size-fits-all approach to managing people. It incorporates all leadership styles depending on various scenarios that demonstrate that persons function at the top level in different places and the bottom level in different situations. According to the contingency theory, to assume the most suitable leadership style, leaders must alter their actions based on a reasonable knowledge of the scenario or current conditions (Vidal et al., 2017). As a result, unlike the situational theory, this theory focuses on changing leadership behaviour to establish the best leadership style. In every scenario, the conditions dictate the leadership style required, including the management approach expressed by managers, which can range from autocratic to democratic. As a result, according to the contingency theory, leadership qualities are influenced by situational conditions. Fielder's contingency theory of leadership effectiveness, Cognitive resource theory, and Strategic contingencies theory are all leadership approaches based on the contingency theory (Vidal et al., 2017).

According to contingency theories, no one leadership style can be considered exact since it is dependent on circumstances such as the quality of the followers, their position, and a variety of other variables. According to this view, there is no one-size-fits-all approach to leadership since the internal and external characteristics of the environment force the leader to adapt to the circumstances. Leaders, in most circumstances, do not only change the dynamics and atmosphere of the company; they also affect the people who work there. In a broad sense, theories of contingency are a type of behavioural theory that contends that there is no one best technique for leading/organising and that the leadership style that works in one situation may not work in another (Greenleaf, 1977).

Contingency theories of leadership focus on certain environmental variables that may influence which leadership style is most suited for a given work circumstance. According to this notion, there is no one-size-fits-all leadership style that can be

used in all situations. Success is determined by various factors, including leadership style, follower characteristics, and situational factors (Cherry, 2012). According to contingency theory, successful leadership is determined by the degree of fit between a leader's attributes and leadership style and the demands of a particular scenario (Lamb, 2013).

2.3.6. Behavioural Theory

This theory has been utilised to link management and leadership in the past. It implies that outstanding leaders are cultivated rather than born. This type of leadership depends on the scenario in which leadership is required. It suggests that a person may be more knowledgeable about a certain field than others or that the person chosen to lead is more popular. Others might be able to follow the person's instructions (Strom et al., 2013). The notion is founded on the idea that the most successful leadership results from an individual's conduct, in which the leader and their followers interact.

The concept that exceptional leaders are formed, not born, underpins behavioural leadership theories. The focus of this leadership paradigm is on the behaviours of leaders rather than on their intellectual skills or interior moods. According to behavioural theory, people may learn to be leaders via training and observation. A thorough comparison of authoritarian and democratic leadership styles has sparked interest in leaders' behaviour, according to Naylor (1999). Groups led by certain categories of leaders have been seen to function differently:

- As long as the leader is present, autocratic groupings will function smoothly. On the other hand, group members are frequently dissatisfied with the leadership style and show animosity.
- Democratically led organisations do almost as well as authoritarian organisations. On the other hand, group members have more good sentiments and no antagonism. Most crucial, group members' efforts continue even when the leader is not there.

2.3.7. Trait Theory

A trait is a natural characteristic of a person, whereas competence is the skill or aptitude of a person to perform a task (Geddes & Grosset, 1998). The characteristic hypothesis proposes that people are born with specific attributes or features that

make them better leaders. Trait theories frequently identify leaders as having a certain personality or behavioural features in common. Early thinkers believed that born leaders have physical and psychological features that separate them from non-leaders. Trait theories neglected the assumptions concerning whether leadership characteristics are inherited or acquired. Because of the failure to identify the features that every single good leader shared, trait theory has fallen out of favour as an inaccessible component.

The great man or trait theory is the most common method for distinguishing leaders from managers. According to this notion, leadership is innate. Accepting responsibility, regulating, and even pursuing fame via leadership is an inborn need. According to this belief, leaders are born, not formed, and they are naturally risk-takers. According to this notion, leaders have common personal features and attributes, and leadership is an inherent talent that people have or do not have. According to the trait hypothesis, individuals acquire leadership qualities from birth or have them intrinsically, which allows them to excel in their jobs as successful leaders. Individuals with certain characteristics, such as innovation and responsibility, are more likely to become successful leaders, which are vital skills to have while leading others (Alsubaie, 2021).

2.3.8. Charismatic Theory

This leadership paradigm depicts leaders in their most ruthless form. It is a style of leadership that is not bureaucratic in nature. It is seen as a revolutionary kind of transformative leadership. Leaders impact those who follow them out of respect and affection. In this perspective, self-interest and rewards are irrelevant. Task completion depends on a charismatic leader who inspires employees to work toward the organisation's objectives and aims (Thahier et al., 2014). Leadership styles are the outcome of a leader's ideology and experience. They include the autocratic leader who makes commands that must be carried out by his subordinates, as well as the participatory or democratic leader who delivers group instructions and ensures that policies are implemented (Khan et al., 2016). A laissez-faire leader, on the other hand, does not lead but rather focuses on getting the group to the goal and abdicates his position to delegate all of the group's responsibilities to him.

2.3.9. Laissez-Faire Leadership

The laissez-faire leadership style is often known as “hands-off” leadership. It is one in which the boss offers employees as much flexibility as possible and gives them little or no direction. Employees are given complete control or power. They must set their own goals, make decisions, and handle issues. This technique can be beneficial when group members are highly qualified in a given field. Leaders that are laissez-faire delegate duties and postpone making judgments may allow teams unlimited autonomy in their work and the ability to establish their own deadlines. Leaders who practice laissez-faire frequently give their subordinates the authority to make decisions regarding their job (Chaudhry & Javed, 2012). They assist teams with resources and guidance when necessary but generally stay out of it. This leadership style may be beneficial if the leader routinely checks the performance and provides feedback to team members.

When to apply the Laissez-faire style

This is an effective style to use when	This style should not be used when
Employees are highly skilled, experienced, and educated.	It makes employees feel insecure about the unavailability of a manager.
Employees have pride in their work and the drive to do it successfully on their own.	The manager cannot provide regular feedback to let employees know how well they are doing.
Outside experts, such as staff specialists or consultants, are being used	Managers are unable to thank employees for their good work.
Employees are trustworthy and experienced.	The manager does not understand his or her responsibilities and hopes the employees can cover for him or her.

Advantages and disadvantages of the Laissez-faire style

Advantages of Laissez-faire Style	Disadvantages of Laissez-faire Style
There is a lot of freedom and freedom to choose	The group attempts to overstep the limit.
Own social structures	Team members are no longer taken seriously.
No burden on the team members.	The group does not stick together.
Sometimes: independent.	Tolerance between the group members is destroyed.

The group leader hardly requires any preparation time.	No responsibility.
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Without making any suggestions or complaints, a laissez-faire leader lives and works with whatever system is in place. Goals and objectives are set only when they are absolutely essential. The boss is not a control freak and delegates control to his or her subordinates. He or she avoids making decisions as much as possible and prefers to avoid conversation but communicates only when absolutely necessary.

2.3.10. Autocratic Style of Leadership

The autocratic style of leadership is commonly referred to as the traditional method. It is one in which the manager wields as much control as possible and makes all of the decisions. Employees are not permitted to provide feedback or discuss with the manager. Employees are required to follow instructions without question. A systematic set of incentives and punishments is used to create a motivational atmosphere. According to several research studies, firms with a large number of authoritarian leaders have more turnover and absenteeism than others. Autocratic leadership is a type of transactional leadership in which the boss has entire control over his or her employees. Staff and team members have limited opportunities to offer proposals, even if they are in the team's or organisation's best interest.

These studies make the following points about the autocratic style:

- Use threats and punishment to sway staff.
- Do not put your faith in your employees.
- No employee involvement is allowed.
- Autocratic rule is not always a terrible thing. It is not always the most effective style to utilise.
- New, untrained staff do not know what to do or how to accomplish it.
- The only way to provide effective supervision is to give clear directions and instructions.
- Employees are unresponsive to any other type of leadership.
- High-volume production is required on a daily basis.
- There is a certain amount of time to make a decision.

- A subordinate questions a manager's authority.
- The neighbourhood was not well-managed.
- Work with another department or entity must be coordinated.

The autocratic leadership style should not be used when:

- Employees feel nervous, afraid, or resentful of their bosses.
- Employees expect their voices to be heard.
- Employees learn to rely on their boss for all of their decisions.
- Employee morale is low, and there is a lot of turnover and absenteeism.

2.4. Chapter Summary

Leadership and the various leadership styles were discussed in this chapter. Trait leadership theory, Behavioural leadership theory, Situational leadership theory, Transactional leadership theory, Transformational leadership theory, Charismatic leadership theory, Autocratic leadership theory and Laissez faire leadership were among the leadership theories discussed. It can be concluded that there are various types of leadership styles and theories within the leadership concept. Different leaders are defined by the various styles they portray, but the styles explain what type of leader that particular is and which type is effective and efficient for that specific organization.

CHAPTER THREE: SOCIAL ENTERPRISE AND PARTICIPATIVE LEADERSHIP

3.1. Introduction

In this chapter, the concept of Participative leadership is explored, then the hybrid social enterprise in Cape Town, as well as the issues affecting its growth, are presented, followed by how participative leadership affects employee performance in a hybrid social enterprise. The focus is then shifted to discussing the positive and negative influences of participative leadership. Lastly, a discussion of the ability of participative leadership to influence employee performance is conducted, the research's theoretical framework is presented, and a comprehensive chapter summary is given. Participative leadership is the independent variable, and Employee performance is the dependent variable in this study.

3.2. Conceptualisation of the Social Enterprise

As there is a rising desire and requirement for organisations to embrace corporate governance, there is also a great deal of interest in social enterprises as communities want organisations that are more focused on social responsibility and ethics. According to the report by (Chang & Jeong, 2021), there is a rising demand for research on how social companies may be successfully run. Doherty et al. (2014) previously said that the concept of social enterprise (SE) as a fully defined organisation has lately caught the attention of policymakers and practitioners throughout the world, and there is a corresponding growth in scholarly interest, as evidenced in the rising count of articles in the education and professional development regarding SE as a unique category of companies. According to Chell (2007), preliminary SE research was dominated by efforts to describe their specific traits and explain their origin and was followed by studies that studied SE management and performance. According to the researchers (Parkinson & Howorth, 2008; Sepulveda et al., 2013), most of the initial studies on SEs were theoretical and seeking for good, and in reaction, most new studies have presented new theories to explain their formation and most importantly, the ethical, authority, and emancipatory elements of SE as alluded to earlier in this paragraph, demonstrating the consistency of the study.

3.2.1. What are Social enterprises

According to the research by (Pereira et al., 2020), the world we will encounter in a few decades may be described by the key term “uncertain.” The significant issues now being faced include, but are not limited to, the Covid-19 epidemic. Social disorder, starvation, war, environmental irresponsibility, poverty, depletion of natural resources, and various other maladies must be addressed; otherwise, they will become more complicated; consequently, research must seek to preserve the human species and the earth. According to this line of thought, people and organisations must strive for economic, social, and environmental sustainability. In this setting, entrepreneurial practices inspired by social, environmental, cultural, and political goals have already begun to develop. According to the researchers (André & Pache, 2016), the aforementioned entrepreneurial activities have increased globally and achieved importance to the point of attracting media, academic, and government interest.

The organisations that emerged from these entrepreneurial approaches are known as social businesses (social enterprises, enterprises 2.5, inclusive businesses, or impact businesses). They may be hybrid organisations, which integrate qualities of non-profit organisations with the financial viability of traditional organisations. Because of the complexity of these companies, managers must possess unique characteristics, and the job of the leader becomes critical to the execution of the objective of these social businesses.

3.2.2. Definitional Crisis of Social Entrepreneurship

According to the paper *Social Enterprises in South Africa: Discovering a Vibrant Sector* (2018), while there is worldwide interest in social entrepreneurship among scholars and practitioners, there is no agreement on how social business should be defined; rather, the definition of social enterprise can take numerous shapes, depending on the legal and cultural variations of each nation. Some academics say that the lack of agreement stifles scientific advancement. Scholars have attempted to define social entrepreneurship from a variety of angles. There are process-based definitions, such as the formation of non-profits, new structures to tackle social problems, creative behaviour for social aims, and social value creation activities, and then there are entrepreneur-centric ones. Initially, social entrepreneurship was thought to be an activity carried out by non-profit organisations seeking to collect

finances to finance charity initiatives. Later, social entrepreneurship was defined as a sort of entrepreneurship with the distinguishing feature of a motivating focus on the social effect.

Another difficulty in defining social entrepreneurship is the contradiction between achieving financial gain and promoting social benefits. It is commonly acknowledged that focusing on attaining a social or environmental objective is a distinguishing element of social entrepreneurship. However, it is less obvious how this emphasis can be maintained when some level of commercial viability is required for financial sustainability.

Not only are social businesses diverse, but their size and scope can also vary greatly. Any definition must encompass basic local activities such as distributing books to a remote school in the Eastern Cape and more complicated initiatives such as a Fairtrade network that promotes and defends the interests of small-scale farmers in emerging economies. The table below summarises the major aspects that define a social enterprise.

DIMENSION	EXPLANATION	REFERENCE
Explicit social mission, more important than profit	An explicit social or environmental mission is generally agreed to be the most important characteristic of a social enterprise.	Dees (1998); Boschee & McClurg (2003); Abu-Saifan (2012); Lepoutre, Justo, Terjesen & Bosma (2013)
Operates like a business	Social enterprises sell goods and services to their customers. This makes them less dependent on donor funding than conventional non-profit organisations.	Abu Saifan (2012); Kodzi (2015)
Proportion of revenue from trading as part of overall income	The proportion of traded revenue distinguishes social enterprises from not-for-profit organisations. The goods or services traded can be related, unrelated or central to the organisation's social or environmental mission. There is debate about the level at which traded income assists the organisation in becoming financially sustainable.	Littlewood & Holt (2015); Hoogendoorn, Pennings & Thurik, (2010); Boschee & McClurg (2003)
Proportion of profit/ surplus reinvested	Some scholars argue all profits or surpluses should be reinvested in the organisation, but this does exclude structures such as cooperatives that distribute profits to members, or paying dividends or interest to investors.	Urban (2008); Hoogendoorn et al (2010); Villeneuve-Smith & Temple (2015)
Social enterprise as innovator	Innovation may occur at the start of the enterprise by creating a unique business model or solution to address a social problem, or it may manifest in the way the organisation operates.	Dees (1998); Urban (2008); Villeneuve-Smith & Temple (2015)
Level of social impact	Social enterprises measure the extent of their social change or impact, an activity that is almost universally demanded by stakeholders, donors and impact investors.	Herrington Kew & Kew (2015)
Legal structure	Some scholars believe that social enterprises must have the legal form of a non-profit organisation, while others argue for no limitation on legal structure. In South Africa, social enterprises may adopt a variety of legal forms.	Hoogendoorn et al (2010)
Governance	Social enterprises vary in terms of the extent to which stakeholders participate and are involved in its governance.	Hoogendoorn et al (2010)
Located in type of area, scope of operation, type of beneficiary served	Social enterprises can be found in rural or poorer areas, serving customers and beneficiaries in otherwise underserved markets and are often highly localised in focus. Some scholars have recently argued for the importance of context in the emergence of social enterprises, particularly in Africa.	Riviera-Santos et al (2015); Dacin Dacin & Matear (2010)

Figure 3.1: Key dimensions of social enterprise (Borzaga & Defourny, 2001)

3.2.3. Key Characteristics of social enterprises

According to the book by (Borzaga & Defourny, 2001), Social enterprises can be categorised by dividing them according to the social and economic standards they are subject to. The table below can better sum up the characterisation.

Table 3.1: Economic/Entrepreneurial Dimensions of Social Aspects

Social Aspects	Economic/Entrepreneurial Dimensions
An explicit aim is to benefit the community.	A continuous activity, producing and selling goods and/or services.
• An initiative launched by a group of citizens.	• A high degree of autonomy.
• Decision-making power is not based on capital ownership.	• A significant level of economic risk.
• A participatory nature involving the various parties affected by the activity.	• A minimum amount of paid work.
• Limited profit distribution.	

Figure 3.2 depicts three features of social firms proposed by the Social Enterprise Coalition (2003). First, enterprise orientation is concerned with the creation and selling of goods, as well as market competition. Second, social aspirations have specific social goals, such as job creation, training, and community service supply. Third, as an independent organisation whose ownership structure is founded on stakeholder participation, profit is dispersed to stakeholder groups or utilised for community purposes. According to the features of the social enterprise and its location on the spectrum between non-profit and for-profit firms, social enterprises fall between the typical non-profit and for-profit entities.



Figure 3.2: Theory: Social enterprise’s position (Nesta/ Young Foundation 2011)

The table below depicts the operational mandates of social companies as illustrated in the book *The Social Enterprise Spectrum*. In *Enterprising Nonprofits: A Social Entrepreneur's Toolkit* (Dees et al., 2001).

	Purely Philanthropic	Continuum of Options Hybrids	Purely Commercial
General Motives, Methods, and Goals	Appeal to goodwill Mission-driven Social value creation	Mixed motives Balance of mission and market Social and economic value	Appeal to self-interest Market-driven Economic value creation
Key Stakeholders			
Beneficiaries	Pay nothing	Subsidized rates and/or mix of full payers and those who pay nothing	Pay full market rates
Capital	Donation and grants	Below-market capital and/or mix of full payers and those who pay nothing	Market rate capital
Workforce	Volunteers	Below-market wages and/or mix of full volunteers and fully paid staff	Market rate compensation
Suppliers	Make in-kind donations	Special discounts and/or mix of in-kind and full price	Charge market prices

Figure 3.3: The Social Enterprise Spectrum (Dees et al., 2001)

3.2.4. Hybrid social enterprises in South Africa

According to the GIBS, University of Pretoria Report (Gordon Institute of Business Sciences, 2018), which is the most complete source of social business research material in South Africa, South African social enterprises either emphasise their social and environmental mission or strike a compromise between their mission and profit. The vast majority of people do not rely on grants or gifts. However, they regard themselves as non-profit organisations or social enterprises rather than corporations, religious organisations, or community organisations. The majority of the social enterprises included in the research were situated in Gauteng or the Western Cape, despite the fact that they exist in all provinces. The majority of them have been in operation for more than three years. They have frequently taken on the legal form of a non-profit organisation. However, one-quarter have chosen a for-profit legal structure, and others have a mix of non-profit and for-profit organisations. They are, on average, modest, with just 12% earning more than R1 million. They are, however, expanding, with more than 65 percent reporting growth over inflation. The majority do not produce a profit or surplus, while about one-fifth do. Those that do generate money tend to reinvest in growing their businesses. The vast majority employ between one and fifty employees and serve fewer than 100 individuals every month.

3.2.5. Operational scope of Social Enterprises in South Africa

They are often small, community-based organisations that focus on providing fundamental needs in the education, health, and housing sectors. The vast majority are interested in skill development or promoting education and literacy. Their concentration is frequently on certain disadvantaged populations, such as children and youth, or on assisting women or strengthening a specific neighbourhood. Many social enterprises in the country have improved the quality of their goods/services and developed a business strategy over time (Karanda & Toledano, 2012). Approximately half have increased the number of beneficiaries they serve, formed a new and significant collaboration with another organisation, or introduced new goods and services. Social enterprises consider themselves to be creative. They all believe that innovation makes their businesses more efficient, allowing them to serve more people and provide higher-quality goods and services (Rivera-Santos et al., 2015). For many, innovation enabled them to earn more profits and operate at a lower cost than competitors. Half typically include stakeholders (workers, suppliers, subcontractors, and community people) in decision-making, frequently through advisory boards, boards of directors, or community trusts. Many have set up internal monitoring and learning systems, and some have even produced integrated reports on their social and environmental influence. Most organisations monitor and analyse their impact on recipients on a weekly or monthly basis.

3.2.6. Funding of South African Social Enterprises and future outlook

They were most likely to apply for money from government institutions, charity foundations, and corporate social investment funds, although they were largely successful in getting contributions from the general people. They are less likely to seek finance from commercial banks or equity partners, but they are more likely to be successful in getting these funds since they are equally adept at seeking funding from other sources. Generally, monies are utilised to pay running costs or provide further assistance to current recipients (Fonteneau, 2011). Most SEs anticipate strong growth in their organisations over the next 12 months, resulting in greater services to existing beneficiaries, as well as the introduction of new goods and services and the acquisition of new clients.

3.2.7. Leadership in Social Enterprise

Leadership is the important variable in optimising material, human, and fiscal resources toward fulfilling these goals and boosting organisational performance. Even if the precise purpose or objective of social enterprises is somewhere between meeting economic and social needs, the element of organisational performance is just as important as it is in any other business. According to the researchers (Pasricha et al., 2018), only a tiny percentage of the study in the field of Social Enterprise has attempted to define the sort of leadership required for social enterprises to fulfil their goals. Some research has been done to determine the best type of leadership for social enterprises. According to the authors (Austin et al., 2006), the leadership style in a social company is often defined by the social enterprise's growth stage. Cornelissen et al. (2021) discovered that leadership in a social business aids in continual adaptation and assists members of the company in becoming gradually better able to combine diverse aims and values as part of a common hybrid identity. This research aims to determine how participatory leadership styles can influence employee performance in hybrid social businesses at different growth phases.

3.3. Conceptualisation of the Participative leadership Theory

There are many dimensions involved in leadership, such as what is expected, how things are done, how people carry themselves, their beliefs, problems witnessed in the environment in which they work and how the problems affect workers' feelings and performance, and their behaviour. Even though some research on SE states that leadership tends to change as the organisation evolves, some leaders follow their initial leadership style irrespective of the conditions or changes in the future. This study aims to determine the influence of participatory leadership style on worker performance (Craig, Charles & Manz 2019).

3.4. The Concept of Participative Leadership style

There are several definitions of participative leadership in the literature, just as there are for the term leadership. According to Puni et al. (2014) in Kowo et al. (2018), participative leadership is defined as the process through which the superior and his or her subordinates make joint decisions or at least share influence in decision making. Kahai et al. (1997) defined participatory leadership as "when team

members are consulted during decision-making and problem-solving procedures.” Furthermore, Bass (1990) earlier described participative leadership as “the balancing of authority and the sharing of problem-solving with subordinates by engaging them before making a decision.” According to Vroom (2019), a participative leadership style is one in which individuals take on more involvement in the decision-making process. When all these descriptions are combined, the major takeaway point is that participative leadership shows a leader’s ability to create a cooperative, supportive, empowering, and democratic working environment. The approach may be used in any organisation where all individuals are responsible for participating and exchanging thoughts. Participatory leadership, also known as shared leadership or democratic leadership, is a leadership style in which members of a group or team play more active roles in decision-making.

Participative leadership has few connections with the association-situated one. However, various examinations describe participative leadership as unique in relation to relationship-situated administration (Bass and Bass, 2009:6). The fundamental recognising viewpoint is that participative leaders do not just accept inputs from subordinates. They likewise really urge their followers to speak on account of difference (Cammann, Fincham, Jenkins and Klesh, 1979:73). These leaders also practice strengthening and offer basic leadership methods to followers. This suggests stimulating and encouraging the subordinate to be actively involved and share administrative choices (Bass and Bass, 2009:6). The most important part of participative leadership is the involvement of followers in decision-making (Ribeiro and Comeche, 2007). Followers are given objectives and the opportunity to achieve them, accepting accountability for their individual work (Cammann et al., 1979:73).

According to Gupta (2013:2), the participative leader has consultative practices, for example, pleading to subordinates for thoughts before settling on an extreme decision, although they hold official decision power. A participative leader communicates obligations to followers by including them in the planning process, basic leadership, and usages stages (Negron, 2008:4). Employees that are influenced turn to be self-coordinated and create a propelled group, consequently giving a more prominent steady group and proprietorship among individuals (Hersey, Blanchard 2008:102). The participative leadership style is appropriate

when followers demonstrate an absent decision or when they have not followed a process (Negron 2008: 4). The participative leadership style works better when employees are very prepared and devoted to their work (Moorhead and Griffins, 2012:2). The participative leadership style of administration has a high level of consultation between the leaders and subordinates. This can be observed when subordinates are engaged in decision-making by their leaders (Speedy 2013:49). This connection is important for achieving a great representative execution, prompting great workers to feel acknowledged and well regarded (Luthan, 2011:4).

Participative leadership emphasise that the administration meets with subordinates before setting important decisions about the organisation. When an organisation starts a decision-making process, the outcomes of the decisions can have an extraordinary influence on the organisation's security and its workers (Shafritz, 2010:5). Asking employees to join when deciding about the organisation's future strengthens the current connection between them and the initiative (Robbins, 2014:22). One of the advantages of involving subordinates in the decision-making process combines the extended trust that the leaders have in their followers (Moshal, 2009: 18). Leaders who do not include their followers in decision-making risk losing their subordinates' confidence. Some workers may believe that the company is making decisions behind their backs about its uncertain arrangements because those plans incorporate opposed results for workers. This may negatively affect worker execution (Gupta, 2012:2).

Including employees when making an organisation's decision empowers those in power to convey straightforwardness in the work environment (Sinek, 2014:6). Additionally, Participative leadership indicates worker inspiration as a building square to major worker performance. Employees' inspiration plays a pivotal part in leadership competence, which prompts impressive performance.

3.4.1. Characteristics of a participatory leader

According to Kowo et al, (2018), participatory leaders:

- Communicate the broad picture, such as the company's priorities and performance outcomes, as well as work units' connections to the larger organisation.

- Involve employees in developing realistic goals, acceptable evaluation methods, and suitable rewards.
- Appropriately delegate and develop employee talent.
- Provide staff with clear instructions and the resources they require.
- Encourage teamwork by concentrating on both process and task.

3.4.2. Aspects of participation in an organisation

Direct and indirect participation is also possible. Direct participation in decision-making refers to participative processes in which employees are involved in decisions about their immediate task or environment. This type of participation is most commonly found in productivity negotiation, which is an agreement between a worker and his employer under which an increase in productivity results in an increase in pay. According to Dull (2010), an indirect kind of participation is one in which employees participate in decision-making through their chosen representatives or delegates. Kowo et al, (2018) identified four participatory methods:

- Delegation: the transfer of power from superiors to subordinates.
- Committee Action: Committees are an important means of continuously obtaining feedback from many organisational members. Most organisations have standing committees dealing with ongoing or new issues. These may be linked to company policy objectives and activities. Special committees may be formed depending on the organisational structure to deal with finances, employment rules, complaints, disciplinary issues, and several other organisational problems and activities.
- Questioning: Managers who respect their subordinates' expertise, opinions, and judgement may obtain a pretty high level of engagement merely by asking questions. Here, the participatory leader solicits information and ideas that will increase the quality of their subordinates' intellect and problem-solving abilities.
- Shared Goals: Participative leaders are more likely to become part of goal-oriented management and comparable programmes. An MBO programme should ideally be extremely interactive.

3.4.3. Participative leadership Impact on organisational performance

Organisational total capacity is influenced by the impacts of the organisation's particular culture and leadership style. Various researchers in the most recent decades have shown the most interest in studying the connection between these two impacts. Muhiuddin (1993:18) stated that a leader's capacity to comprehend and carry out work inside an organisational culture that is already existing plays an essential part in leadership efficiency. Schein (2010:25) said that a leader supports an organisation's culture. Leaders build up many organisational cultures that reflect particular principles, and qualities, prompting innovation and the use of relating work culture.

Participative leadership encourages subordinates to voice their thoughts and opinions to improve organisational efficiency (Yan & Tan, 2013). Most organisations' goals and objectives are frequently not met due to inadequate leadership, and the repercussions manifest as staff stress, dissatisfaction, a lack of innovation, cynicism, high employee turnover, and low productivity (Yulk et al., 2014). Poor leadership in organisations undermines the human spirit to work and their degree of dedication, both of which are required to increase organisational productivity. According to Zandi et al, (2019), prior research on participative leadership styles found that when leaders show respect for and confidence in workers in the organisation's decision-making process and take their opinions into account when performing work tasks, the leaders demonstrate participative behaviour. The findings also show a general positive connection between job productivity and participative leadership.

Participative leadership concentrates on the characteristics that motivate followers. According to Nader (2019:15), participative leadership can play an important role in natural motivation by improving followers' employment through collectiveness and independence. At the same time, other leaders have to always remind their adherents about the vision, yet devotees of participative leaders are directed in the direction of a vision accepted by the share of supporters. It is not hard for participative leaders to persuade workers. In addition, popularity-based basic leadership helps employees understand that their inputs are considered. This will influence them to feel part of the team. According to Gibbs (2007:25), hostile participative leadership in decision-making can lead to stress, reduced confidence,

reduced inspiration and low performance. Allowing subordinates to participate in decision-making is the primary vehicle driven by participative leadership. Crane (2016:15) states that there is an arrangement of thought processes when supervisors and subordinates utilise participative decision leadership.

3.4.4. Management and Participative leadership

Leaders or supervisors are the fundamental obstacle in the accomplishment of participative leadership. White (2015:12) states that seniors oppose participative leadership in decision-making in view of being scared of losing their power. According to Crane (2016), seniors have no idea about participative leadership advantages. Crane (2016:1) states, "when leaders don't completely subscribe to participative decision-making leadership, its performance inside the organization is practiced to be rough or nonexistent". Thus, employees infrequently can see themselves as preferred to choose.

3.4.5. Participative leadership and innovation

According to Sinek (2014:22), currently, there is a great agreement about the possibility that the participative leadership style motivates innovation. Participative leadership in decision-making is the most preferred approach for supervisors because many individuals participate when an organization makes decisions and feel part of the decision. This can encourage the rise of new thoughts and tends to take out complaints amid usage. Wide participation likewise guarantees that fewer angles are neglected and tends to lessen the injury of real changes. A survey of the related writing additionally demonstrates that worker contribution and participative basic leadership are connected to, and fundamental for, development. Sinek (2014:21) contends that participative basic leadership can be regarded as a foundation that directs and composes development.

Moshal (2009:3) states that innovation needs to be seen and actualized like an open door which outcome in making other or distinctive products and services. Moreover, productivity can be a thought, practice, process, or product that changes another critical thinking thought into an application. Numerous researchers in the previous decade have connected participative leadership with innovation. There is a relationship between productivity and participative leadership (Kearney et al., 2007:16). Gong, Huang and Farh (2009:14) demonstrated that research and

development performance in innovation was decidedly identified with participative leadership initiative.

3.4.6. Positive and negative influences of participative leadership

The positive impacts of participative leadership include the fact that the participative leadership style is trusted with the enhancement and encouragement of employee work performance (Alsubaie, 2021). Employees are supplied and trusted with pertinent knowledge about organizational issues impacting the organisation. Employees can vote in a participatory setting, and the outcome is influenced by the majority (Strom et al., 2013). Despite the fact that this style of leadership is frequently regarded as sluggish in decision-making, it has more advantages than other styles and is the best management strategy for any firm. Some of the benefits of participative leadership are as follows:

3.4.7. It fosters employee creativity

Since employees under this kind of leadership are given a chance to be part of the organization and to have a say in the organizational operations and challenges, the employees become more creative. According to (Morhart et al., 2011), participative leadership allows employees to apply their creativity to generate more productive work and make the business more effective.

3.4.8. It improves workplace morale

Employees appear to be more grateful and driven in all their endeavours when they are allowed to participate in the company's decision-making process. They tend to work harder when given the opportunity to see their contributions adopted. Employees who are aware of their effect on regulations controlling their job, according to Richardson (2013), will take a more active part in improving working conditions.

3.4.9. It enables quicker acceptance of workplace regulations and choices.

According to Mosadegh & Yarmohammadian, (2016), policies and decisions established through a general agreement are more likely to be accepted by employees in a participative workplace. This protects the organisation from the resistance and disputes that new policies are likely to generate. The process of putting ideas into action will improve.

3.4.10. Retention

As defined by Zhang et al. (2015), retention is the practice of providing employees with the potential to raise their wages through increased performance. Employees are given the opportunity to contribute to the achievement of company goals in such instances. They are inspired to participate in the organization's growth and development, be devoted to the firm, and strive toward future advancements. Even though participative leadership is one of the greatest leadership styles, it has its own set of problems and downsides. The following are some of the negative effects of participative leadership:

3.4.11. Competing for leadership

Even though a decision has an immediate impact, it is practically difficult for a participative leader to make an instantaneous decision since he or she must educate everyone in the organisation, and debates must take place before execution can take place. According to Hendriks & Karsten, (2014), decision-making in a participative context necessitates leaders deferring to their team members. It is a style of leadership that is distinguished by difficulties in decision-making, particularly when time is limited because every team member must be allowed to participate in the decision-making process.

3.4.12. Misapplication Can Lead to Organizational Discord

According to Keohane (2016), participative leadership seeks to provide every voice with a platform, yet some leaders may regularly favour one person's opinion(s) above the rest of the employees. Even if the reasons are true, other team members may assume that their perspectives and experiences are less important and may cease participating in the decision-making process. Other team members may begin to feel devalued over time, resulting in decreased productivity.

3.4.13. Difficulty in Reaching a Compromise

Even with various levels of experience and criticism, Keohane (2016) believes it may be difficult to get a real consensus using the participatory approach of leadership. Leaders are always seen at the top of the chain. Even in a participative setting, someone must be trusted to make the final choice. Team members may

provide feedback and contributions on a problem, but the team will still look to their leader to make the best decision based on the various ideas.

3.4.14. Challenges of Participative leadership

Even though the vast majority of the outcomes from hypothetical and research studies point to the accomplishment of an organization's participative leadership and the preference of workers to be involved in problem-solving that influences the workers' welfare, doubtlessly, most organizations are likely to move their initiative to strong and participative leadership styles. However, a generous portion of the organizations still decides without involving everyone (Crane, 2016:25). This issue can be because of cultural motives or because leaders do not know or are persuaded that support is an organization's stable approach.

3.4.15. Conceptualization of Employee performance model

According to Orabi, (2016), employee performance is defined as employees' outputs that satisfy the standards. Employee performance may also refer to how a member of staff performs their job, completes needed tasks, and behaves in the workplace. Performance measures include work quantity, quality, and efficiency. When leaders monitor employee performance, they may get a sense of how the organization is doing. This not only serves to highlight what organizations could do now to better their business, but it also feeds into future growth strategies. However, focusing on employee performance benefits more than simply the organization. It also assists employees in reaching their full potential while increasing overall performance, both of which may positively influence morale and the quality of work done. Finally, and most significantly, clients may be disappointed if employees are underperforming. As a result, the entire organisation may suffer from poor performance and struggle to meet objectives. According to Hermina & Yosepha, (2019), performance in performing its tasks is not independent but constantly linked to:

- Job satisfaction among employees
- Level of remuneration offered
- Influenced by individual talents, abilities, and characteristics

3.4.16. Participative Techniques

Since developing the participative leadership hypothesis, researchers have developed rules to apply participative leadership strategies.

Setting participative culture

Setting the culture is the most important advancement of applying participative leadership (Schmidt, 1985:21). "An organization should keep running its culture not the leader." A leader could play a role in setting a way for cooperation by empowering and using esteems, for example, encouraging individual's responsibilities, making information available, and having a sense of duty regarding persistent empowering and collaboration (Branch 2015:20). Leaders need to set a case by empowering employees' interests, putting on the respected esteems and using approaches that are acknowledged by the dominant par.

Clearly defined goals

Members that are part of decision-making need to be completely mindful of the objectives of why they gathered so that they can work toward the objectives (Crane 1976:6). For example, if the objective of the meeting is of the generational unit, the leader needs to be clear about the importance of the meeting, what the expected outcome of the meeting is, and what quality of principles needs to be delivered.

Rewards system

Even though participative leadership focuses on workers' individual characteristics and needs, the other needs are important too, particularly when it comes to innovation and creation conditions. A monetary prize can be attached to a result. Workers must understand that participation can bring rewards (Crane 2016:12). According to Robbin (2012:14), "participative leader can base the rewards as a result to execution and configuration remunerates, in a way that can urge workers to add their talents, get information, improve cooperation, perform duties in a way that will help the organization."

Holding workers responsible for the decision made

Decision-making leadership needs to be held responsible for their activities within a specified time they agreed to work. This will guarantee that issues do not start

unlimited arguments and that positive moves are taken to define the issue (Crane, 1976:15). Branch (2015:2) states that it is important to hold each representative who agreed with a certain choice accountable with no exception so that they are more careful and committed to their decision.

Information sharing

Lawler et al. (1998) stated that participative leadership must provide information about the organization's executions, objectives, plans and techniques, innovations, and candidate performance. Sharing data through information acknowledgement and free correspondence is fundamental for workers. This can enable them to make important commitments to the organization (Branch 2015:2). Landsdale (2012:2) contends that two routes add information to innovation and need to be shared through correspondence among pioneers and subordinates to build the measure of support.

Knowledge development and training

As per Ledford (2013:14), participative leaders must create learning advancement and preparation techniques to give aptitudes in cooperative decision-making and critical thinking. Branch (2015:6) contends that "learning and preparing empowers workers to add to hierarchical execution". Thus, leaders must understand that everybody needs the aptitudes and capacities to carry out their activity and take an interest.

Sharing power

Participative leaders have to share the basic leadership control utilizing an assortment of strategies and devices, for example, basic leadership gatherings, quality circles, boards of trustees, study input, or proposal frameworks to empower workers to utilize and apply the data and information successfully (Branch 2015:2)

Leadership role

Just because the gathering made the decision, it does not suggest that the task can be appointed to aggregate individuals. Participative leadership is vastly different from open enterprise initiatives. Leaders must participate fully in decision-making leadership and consider themselves part of the group. Participative leaders need to

stand and encourage every subordinate to take up space and look for new commitments (Branch 2015:2). According to Crane (1976:14), participative leaders must compose representative endeavours in light of financial conditions, authoritative structure and physical.

3.5. Theories underpinning employee performance and participative leadership

Several theories in the literature can help us better understand the relationship between participative leadership and employee performance, including the following.

Theories Based on Need

Individual political, social, and psychological advantages are provided by the phenomena of acknowledgement. It is by far the most important of human wants, second only to food, and as Heike (2009) points out, "without recognition, people in general would not have a life beyond basically animal existence" (Bergen & Bressler, 2014). The role of recognition in motivating human activity may be gauged by its inclusion in various theories of motivation; the desire for recognition has been included in both conventional and modern theories of motivation. Maslow (1943) emphasised recognition as a notion in his key work 'A theory of human motivation.' Recognition may be noticed in connection to an individual's social needs and requirements at the higher end of the hierarchy (Schein, 2010). Recognition as a member of a team fulfils an individual's social need, and recognition for accomplishment helps boost self-esteem. Huang (2010) refined Maslow's hierarchy of needs theory to focus on three primary wants: authority, association, and accomplishment.

Process Theories

Process theories offer meaning to the 'value' associated with the rewards system. Vroom's expectation theory (1964) presents the most detailed and effective description of labour motivation. According to Sarros, Brain, and Santora (2008), after thirty years of beginning, there is a reduction in expectancy theory research, indicating that the core issues about the theory have been addressed and that the theory has matured.) It is said that expectancy theory has been utilised "as a generic

framework for analysing, understanding, or evaluating employee behavior" (Ambrose and Kulik 1999, p.236).

Mechanisms of trust

This exemplifies how participative leadership affects job performance. There is mounting evidence that participative leadership impacts subordinate work performance by instilling more trust in the supervisor, particularly among non-managerial staff (Huang et al., 2010). Affective trust is the emotional bond between two people in a relationship while engaging in a reciprocal social transaction (Amstrong, 2009). Participative leaders should elicit affective trust in their subordinates by creating a tight emotional link between the two parties by offering chances and support for them to assume responsibility and participate in decision-making (Huang et al. 2010).

3.6. Study Theoretical Framework

The social learning theory will be employed as the theoretical foundation for this investigation. Rowe (2001) researched the foundations of reinforcement theory and proposed that behaviour stems from its consequences but also involves ongoing learning and adaptation to one's environment and that most learning occurs vicariously through observation of others. Thus, the theory explains behaviour as a function of the individual and his or her social environment, as well as the connection between the two. Another important component of Social learning theory is self-regulation, which entails managing one's own behaviour or transferring behaviour from external to internal sources.

This self-regulation is accomplished through three steps: self-observation (observing and tracking one's own behaviour), judgement (comparing one's conduct to a standard), and self-response (rewarding or punishing oneself through the comparison with the standard). Individuals develop a feeling of self-esteem as a result of this self-regulatory system. It is based on the premise that an individual's self-belief in his or her capacity to accomplish a task has a major impact on that individual's ability to perform (Etikan & Alkassim, 2016), and the link between performance and efficacy has been empirically proved. This study's conceptual model is shown below.

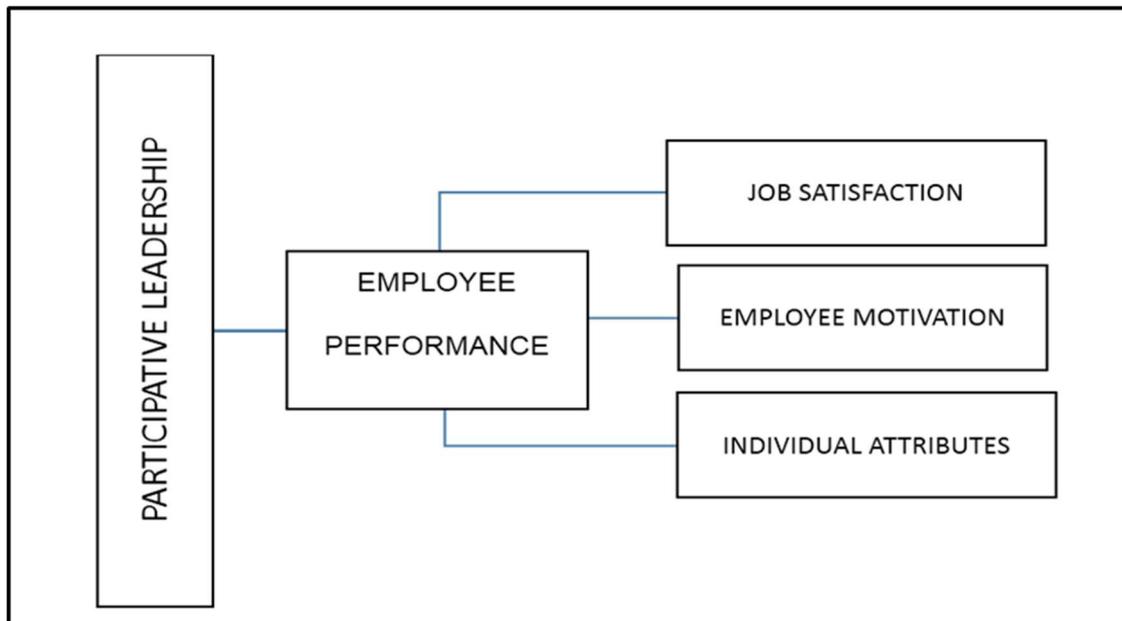


Figure 3.4: The Conceptual model of the effect of participative leadership on employee performance (Etikan & Alkassim, 2006)

3.6.1. Gaps in the study area

In recent years, there have been several debates on the participatory management approach (Kowo et al., 2018). Participation, which has been described as allowing workers to participate in decision-making on issues affecting them and their job, has been fraught with controversy. Commenting on the controversy surrounding it. According to Joshi and Roh (2011), participation is a tool for expanding organisational authority to workers. The ability to consult with an individual on issues minimises his chances of deviating from the core corporate goal. Participation can thus play a role in boosting efficiency. Robins (2014) says the same thing about involvement. "Decisions can only be as good as their execution, and people who engage in formulating them are typically quite devoted to seeing them through." Participation is typically viewed as an exclusive club by certain managers. It should be realised that participatory leadership is more than just a technique for achieving corporate goals. Managers must validate a number of tools in order to achieve objectives and aims. According to Adams (2017), it is simple to exploit participatory management for the manager's profit rather than the benefit of the employee and business.

It should be noted, as previously said, that not everyone shares this favourable perspective of participatory democracy or the benefits of direct engagement in the workplace. Unions, for example, contend that participatory processes are really harmful to workers' welfare and sidestep the safeguards afforded by collective representation (Wiesenthal et al., 2015). Regardless of the different debates, the literature assessment affirms the association between involvement and output. As a result, this study aims to contribute to the current literature on the Participative Leadership Style by investigating its conceptual and theoretical concepts and influence on employee performance.

3.6.2. Best methodology to solve the research problem

This study involves the study of causality, or the effect participative leadership (independent variable) imposes on employee performance (dependent variable) in a social enterprise. Therefore, the quantitative research methodology is the best research method to study this type of research problem. Quantitative research designs place a premium on objectivity when measuring and reporting occurrences (McMillan & Schumacher, 2010). As a result, by employing numbers, statistics, structure, and control, the study design maximises objectivity. Experimental and non-experimental design are major sub-categories of quantitative design. The emphasis of the quantitative design is on acquiring data about naturally occurring occurrences. Most of the data acquired are in the form of words, and the researcher must seek and investigate in various ways until a thorough comprehension is obtained.

3.7. Chapter Summary

This chapter reviewed the mainstream literature on participative leadership, employee performance, and social enterprises to fully understand the setup and links of these important concepts in the study issue, allowing the research problem to be understood and answers to be disseminated. The following chapter will go into the research approach.

CHAPTER FOUR: RESEARCH METHODOLOGY

4.1. Introduction

This chapter describes the research design and methodology used to conduct the study. It contains information on the biographical area in which the research was conducted, the research participants, the population, and the sample selection techniques, as well as the data gathering techniques, the data instrument utilised in data collection, and the rationale for the instrument selection. Finally, the methods for analysing the data collected are discussed, as is the ethical issue raised during the process.

4.2. Research Problem

Identifying a problem certainly does not mean something is wrong with that particular condition and needs to be corrected instantly. A problem could also point us in the direction of finding the right solutions that might help to fix a prevailing situation; thus, it is correct to define a problem as any condition where a gap can be found between a real and desired state. The social enterprise has been attempting to cultivate an organizational culture conducive to the production of high-quality products that can contribute to the social and economic development. The research seeks to identify the additive and complementary effect of the participative leadership style in a hybrid social enterprise? To achieve this, research needs to evaluate the influence of participative leadership styles on employee performance in a hybrid social enterprise.

4.3. Secondary objectives

- To determine the additive or complementary effect of participative leadership in a hybrid social enterprise.
- To make recommendations on how participative leadership can improve workers' performance in a hybrid social enterprise.

4.4. Research Questions

- What aspect of participative leadership encourages employee performance?
- What are the additive and complementary effect of the participative leadership style in a hybrid social enterprise?

4.5. Research Philosophy

According to Rocco, Bliss, Gallagher, and Perez-Prado (2013:19), a paradigm is a worldview; the researcher's investigation is driven by a simple collection of beliefs or assumptions. Researchers reported their own worldviews, paradigms, or beliefs to the analysis, which influence how it is conducted and written. This study used the positivist paradigm, which enabled the researcher to collect and analyse data using quantitative methods. According to Neuman (2014:97), positivism has become a negative epithet that should be avoided, despite the fact that its users prefer accurate quantitative data and primarily employ experiments, surveys, and statistics. Positivism is mostly quantitative in nature and is founded on a set of general laws that researchers utilize to develop law-like generalizations (Wahyumi, 2012:71; Neuman, 2014:99). The positivist approach indicates that the researcher is approaching social science through the eyes or perspective of a natural scientist (Saunders et al., 2009:113; Wahyumi, 2012:71).

4.6. Research Approach

According to Jowah (2015:102), study methodology describes how methodologies are employed to implement the research design. In measuring and characterising phenomena, quantitative research designs prioritise objectivity (McMillan & Schumacher, 2010). As a result, the study design uses numbers, statistics, structure, and control to maximise objectivity. The quantitative design focuses on collecting data about naturally occurring occurrences. The majority of the information acquired is in the form of words. Therefore the researcher must seek and investigate using a variety of approaches until a thorough comprehension is reached. The quantitative technique was used to benefit the research. The research technique is a hybrid method approach. For this analysis, the researcher used a quantitative approach, which aligns with the positivist paradigm and uses deductive logic and quantitative research methods. While the larger part of the data will be quantitative, a small percentage of qualitative data will also be collected. The structured questionnaire is divided into three sections: Section A is for biographical information, Section B is for Likert scale perceptions, and Section C is for open-ended qualitative analysis questions.

4.7. Research design

As Thomas (2017:104-105) described, the research design is the road map or direction to be followed or what is to be done during the research, which is crucial in any research project. This study predominantly employed the descriptive research design. It is beneficial for gaining a thorough understanding of the subject. When the study aims to identify characteristics, behaviours, trends, and categories, descriptive research is a good approach, according to Bazely (2007). What, who, where, how, and when are all questions that descriptive research addresses. It is used to figure out what is happening currently. Descriptive research, also known as statistical analysis, explains real-world phenomena (Ram, 2010). Because this research aims to evaluate the influence of participative leadership on worker performance, descriptive research was appropriate.

4.8. Delimitation of study

The scope of this study was limited to a hybrid social enterprise in Cape Town. The researcher opted not to observe multiple hybrid social enterprises in order to have a better understanding of the impact of participative leadership on worker performance in the hybrid social company

4.9. Research Processes

4.9.1. Unit of Investigation

The units of the investigation were the hybrid social enterprise leaders and the employees in the organization. The research's main goal was to see how participative leadership influences employee performance in a hybrid social enterprise in Cape Town.

4.9.2. Population and Sample Selection

Samples are selected from populations. Figure 4.1 is an illustration that demonstrates the difference between population and sample.

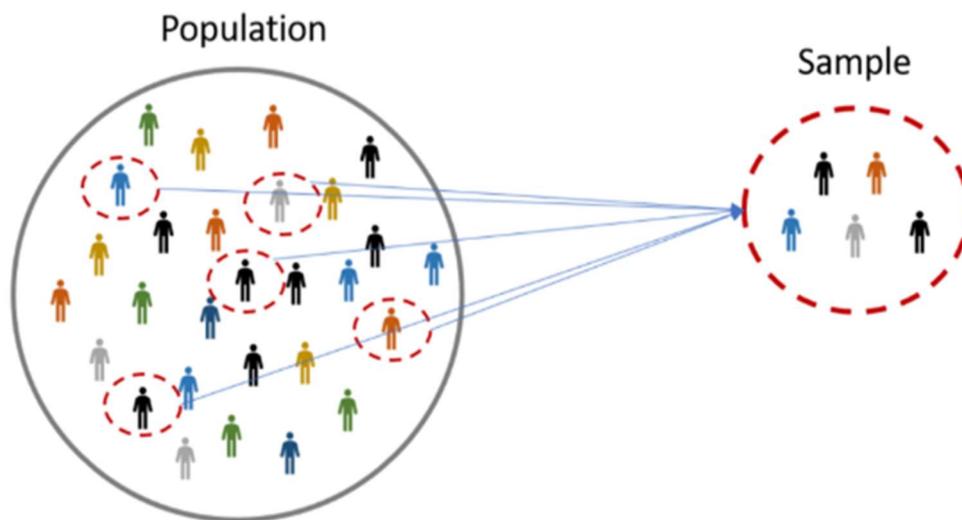


Figure 4.1: Figure Island showing the relationship between sample and population (<https://www.sigmamagic.com/blogs/online-sample-size-calculators/>)

4.9.3. Population selection

“Population,” according to Hungler and Polit (1993:37), is “the sum of all the members, units, that conform to a set of requirements or from which information can be obtained.” The study’s target population were team members from four different departments who work for the hybrid social enterprise in Cape Town and report to a department representative in the finance department, clinical department, production department, and administration department. The survey was opened to staff member below the level of senior management who is closely acquainted with and thus influenced by the department leadership representative. Among those participating in the execution of work in various departments were administrators, consultants, team members, and all internal stakeholders.

4.9.4. Sample Selection

The sampling method utilized was non-probability or purposive sampling, and the unit of study was self-selected. The sample size is usually not mathematically specified when using a non-probability sampling method; the researcher calculates the sample size based on the design of the analysis (Kumar, 2012:160). This study uses the non-random, non-probability sampling technique, which means that

participants were chosen purposively based on their availability and willingness to participate, and the sample may not be representative of other characteristics such as age and sex. The number of employees below the level of senior management within a chosen hybrid social enterprise was obtained, excluding department representatives, resulting in a sample size of 60 employees, including mid-level leaders and general employees from the four different departments.

4.9.5. Data Collection

Data collection is the procedure of gathering and quantifying information that enables one to answer test hypotheses, state research questions and also evaluate the outcomes. The data methods, depending on the type of research, include observation, document review, measurement, questioning and/or a combination of different methods (Abawi, 2014). Nsengimana (2017:72) concurs that information collection hold. However, the researcher must make each step a compelling one. The investigation utilized two kinds of information, secondary data and primary data. The literature review, particularly regarding skills and knowledge transfer mechanisms, was covered by secondary data acquired from books, newspapers, academic journals, dissertations and theses, trusted online sources and government distributions. The primary data was collected directly from participant structured interviews using the standard questionnaire as the data collection instrument (See the attached appendix A).

4.9.6. Data Collection Instruments

Data were collected among the mid-level leaders and general team members using a multifactor leadership questionnaire (see the attached appendix A). Researchers Cooper and Schindler (2008:329) stated that one common way to collect research data is using a questionnaire. According to Krathwohl (1993:376), questionnaires may collect significant volumes of data from a study population while also being cost-effective. Questionnaires allow researchers to assess how a group behaves by examining a population sample (Jackson 2003:132). A letter accompanied each questionnaire explaining the purpose of the study and the significance of completion. These questionnaire interviews were emailed to the interviewees, and a return date was agreed on. The questionnaire was divided into sections and had the following sections:

4.9.6.1. Biography (Section A).

4.9.6.2. Likert scale (Section B): Leadership better decision-making, Empowerment and ownership and Motivating employees.

4.9.6.3. Open-ended questions (Section C).

4.9.7. Data Collection Fieldwork

Respondents were emailed a copy of the questionnaire, which was used to collect data. Respondents could fill out a version on Google Forms or a managed version on Microsoft Word. A pilot study was performed, using the results of which the questionnaire was reconstructed, taking into account the feedback received from those who took part in the pre-survey. Before being distributed to the sample population, the questionnaire was submitted to a statistician for professional review. Face-to-face interviews were used to aid in achieving a good response rate and clarifying any aspects of the query that the prospective respondent did not understand.

4.9.8. Data analysis procedure

The research examined whether the participative leadership style influences employees to perform better in a hybrid social enterprise. Data is displayed in an organized way that makes it easier to come to a conclusion. The questionnaire was coded by entering raw data into a Microsoft Excel spreadsheet because it is the most easily accessible tool. This helped convert the data into illustrations, Tables, Graphs, and pie charts. As data from the survey was collected through a self-response questionnaire, it might not be possible for respondents to answer all items. Deletion was used when more than 50% of items or an entire section was missed. Descriptive analysis was done for the few qualitative questions in section c of the questionnaire.

4.10. Reliability and Validity

4.10.1. Reliability

According to Burns and Burns (2008), an assessment of the quality of research is essential if the findings are to be incorporated into practice, and not just the study's findings but also the research's reliability must be taken into account. In a quantitative study, rigour refers to the amount to which the researchers strived to improve the study's quality, and it is quantified by measuring the study's validity and

reliability. Reliability is the degree to which a trial or any estimating technique yields a similar outcome on rehearsed preliminaries. Reliability in quantitative research refers to the stability or consistency of the data collection instrument, in this case, the questionnaire, in producing the same results if the study is repeated. This will be achieved through test-retest reliability. A questionnaire was created and trial-tested on 10 targeted participants. With the assistance of a statistician, flaws were identified and corrected, and the instrument's reliability and validity were assessed. The questionnaire was administered to participants in the hybrid social enterprise after the corrections had been made and checked by the statistician.

4.10.2. Validity

Validity in quantitative tests refers to the degree of agreement of results or conclusions from the questionnaire with the real world, which will be done through pilot testing of the questionnaire. Burns & Burns (2008), Validity is concerned with whether a measuring device measures what we want it to measure, whereas reliability is concerned with the precision and dependability of data obtained. External and internal validity are the two forms of validity that researchers must evaluate. The generalizability of findings retrieved from a sample population to the entire population is referred to as external validity. There are two elements of external validity to consider: population validity and ecological validity. As a result, the researcher believed that limiting data collection to certain departments would offer a more realistic picture of participative leadership's influence in a hybrid social enterprise. As a result, this study is externally valid within the selected Departments in the hybrid social enterprise, and more research should be done to generalise the findings. The questionnaire was based on past participative studies, which helped preserve the study's construct validity.

4.11. Ethical Considerations

According to ethical standards, the researcher must:

- a) obtain informed consent from potential examination participants,
- b) maintain their secrecy and confidentiality,
- c) Refrain from using beguiling practices,
- d) limit the risk of mischief to participants, and
- e) provide participants with the option to withdraw from the examination.

The researcher understood the need for ethical consideration, both as being practised and as a necessity by the Cape Peninsula University of Technology ethics committee, see appendix F for ethical clearance certificate. The research's objectives were communicated to the participants, the rights of all the participants involved in this research were treated with respect, and their responses were kept private. Critical to this was maintaining the participant's dignity, allowing them a right to pull out from the research process when they want to and not asking culturally sensitive questions and allowing them not to respond to certain questions that may be considered offensive.

4.11.1. Informed Consent

The Faculty Research Committee was consulted for ethical research clearance (see attached appendix F). Because this research was done at a hybrid social enterprise, the researcher had to obtain permission from the firm before beginning the interviews (see attached appendix E). Before the researcher began the study, the participants were told about the goal of the investigation, which included information about how the data would be gathered. The researcher asked the participants to sign an informed consent form.

4.11.2. Voluntary Participation

Participants in the study were informed that taking part in the survey was entirely voluntary and that they would not be pressured to do so. They were also informed that they might change their minds and opt-out of the data collection process at any moment.

4.11.3. Confidentiality and anonymity

The researcher safeguarded the anonymity of the research participants by using numerical codes rather than their real names to identify them. Because an individual does the interviews online and in a one-on-one setting rather than in focus groups, the participants' identity is preserved. The data collected was not shared with anyone else, it was kept private, and was maintained on a password-protected computer. Before data was collected, the selected organizations had to approve questionnaires to ensure that the researcher did not violate the organizations' privacy and confidentiality policies and that the organisation's name would not be disclosed in publications.

4.12. Chapter Summary

The research's main objective is to understand the influence of participative leadership on employee performance in a hybrid social enterprise. The target population and sample size were 60 team members from four different departments who work for the social enterprise in Cape Town and report to a department representative in the finance department, clinical department, production department, and administration department. The quantitative research method was used for the study. The study only used two types of data: primary and secondary data. An interview questionnaire was used to collect data.

CHAPTER FIVE: DATA ANALYSIS

5.1. Introduction

This chapter focuses on data analysis, interpretation, and the presentation of research findings. This chapter goes into detail on the interviews that were conducted during the study process, as well as the conclusions that were reached after analyzing the responses of the 50 participants. The problem statement, major research questions, and study objective are provided below for the reader's convenience. The following discussion is intended to meet the research objectives outlined in the first chapter of this study.

5.1.1. Problem statement

The influence of participative leadership demands the need to identify problem areas and help improve the affected areas. To achieve this, research needs to evaluate the influence of participative leadership styles on worker performance in a hybrid social enterprise.

5.1.2. Research questions

5. What aspect of participative leadership encourages employee performance?
6. What are the positive and negative influences of the participative leadership style?

5.1.3. Aim of the study

- To explore how participative leadership affect worker performance in a hybrid social enterprise in South Africa.

The findings are detailed in the following sections. The chapter concludes with an overview of the findings and the themes that emerged from them.

5.2. Questionnaire Response Rate

The researcher employed a convenience sampling strategy which targeted 60 participants. Sixty questionnaires were allotted to the employees, including mid-level leaders and general employees from the four different departments. Table 5.1 below shows the number of participants who returned the fully answered questionnaires.

Table 5.1: Questionnaire response rate:

	Administered	Returned	Response Rate (%)
	60	50	83
Total	60	50	83

The table shows that out of the 60 questionnaires that were given out, 50 were returned, giving a response rate of 83%. Many past studies show that obtaining a strike rate of 100% is usually challenging. It should be mentioned that in research, some surveys are frequently not returned or are lost. Due to the added workload caused by the COVID-19 scenario, it was not easy to reach certain respondents who had previously agreed to be research participants in the study above. Seo & Park (2018) stated that a response rate greater than or equal to 50% is adequately succinct in providing useable information to conduct a study. The current study had a response rate that was way above 50%, making the results more and more conclusive and can be trusted.

5.3. Demographic characteristics of the survey participants

This was section A of the questionnaire. A demographic analysis studies the population based on factors such as age, gender, work experience, and educational level. The personal data also helped contextualize the findings and formulate appropriate recommendations. Table 5.2 below gives some of the demographic parameters of this study.

Table 5.2: The participants' demographic characteristics

Variable	Category	Number	Percentage %
Gender			
	Female	15	30
	Male	31	62
	Prefer not to say	4	8
Work Experience	Years		
	0-5	30	60
	6-10	9	18
	11-15	8	16
	16+	3	6
Educational Level			
	Degree and above	13	26
	Diploma	5	10
	Certificate		
	Matric	10	20
	Below Matric	21	42
	Did not Respond	1	2
Work Position			
	Leader	7	14
	Team Member	37	74
	Other	6	12

5.3.1. Gender of Respondents

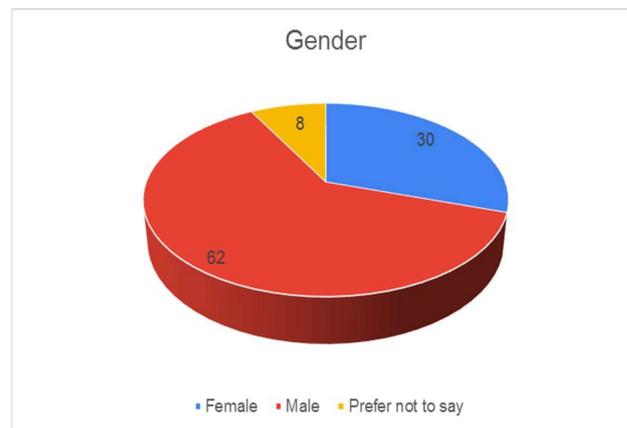


Figure 5.1: Gender of respondents

Figure 5.1 shows that of the 50 respondents, more males (62%) than females (30%) participated in the survey, while the remainder decided not to indicate their gender. The statistics show that more male employees of the social enterprise were reached and responded than their female counterparts. According to Tannenbaum et al. (2016:4), it is critical to determine the gender of participants during the study since gender affects decision-making, communication, stakeholder involvement, and how people behave and perceive themselves and each other. Gender had no impact in this situation because the studies were based on the participants' own experiences.

5.3.2. Work Experience of the respondents

From Figure 5.2 below, it can be seen that the majority of the respondents are in the group with less than 5 years' experience in the work position and the trend decreases as years of experience goes higher. The theory here was that the longer individuals were in a system, the more likely they were to distinguish between systems that worked and those that did not. As a result, this question was critical in determining the extent to which respondents were exposed to two or more leadership traits. Years of experience aid in determining whether or not management styles are acceptable to respondents. Figure 5.2 shows a diversity of work experience among the respondents.

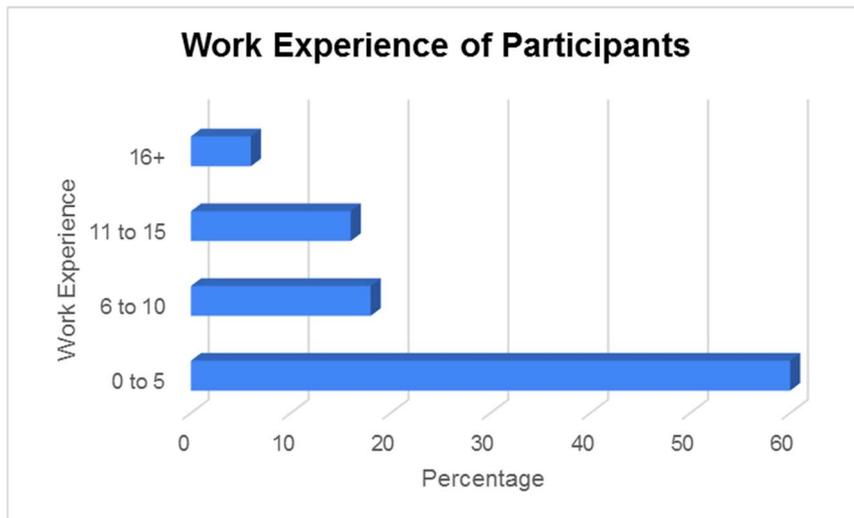


Figure 5.2: Work experience of participants

5.3.3. Work Position of the Respondents

The respondents' employment positions are illustrated below in Figure 5.3. The anticipation of this question was that the respondent's position in the organization contributes to determining their potential to offer the appropriate answer. In the organization, managers may not discuss leadership's influence on them but rather what they believe is acceptable to the subordinate. On the other hand, the subordinate may be better equipped to express how the leadership affects their motivation and performance.



Figure 5.3: Work Position of the Respondents

74% of the respondents identify themselves as team members implying that they reported to another person. The following 14% serve as team leaders, meaning they provide direction, instructions, and advice to the teams they lead under the supervision of the manager. 12% classified as other, meaning they do not know where they belong in the company.

5.3.4. Work integration

Table 5.3: Work integration

Question	Yes	No	“Other”-Response
Do you integrate your work? (i.e. do you use other information to help you understand your work better)	85.7%	14.3%	
If yes to the Question above, where do you get the data that helps you integrate your operation?			(83%) “Our Experiences” (17%) “My experience”

Because the two questions are related, they will be evaluated concurrently. The first question asked to the participants was, do they integrate their work, i.e. do they use other information to help them understand their work better, 85.7% of the respondents claimed that yes, they do, and only 14.3% said No. From the literature review, we gather that social enterprises are very complex organizations in their operational scope, and the intricacy of these organizations necessitates certain characteristics in their managers. The position of the leader becomes critical to the success of these social enterprises.

The main objective of this research was to identify the features of participative leadership that encourage employee performance. Hence this section investigates how work integration, as one of the factors, affects the choice of leadership style,

which in turn affects employee performance. Work integration is the building of insight and understanding that creates the leader's foundation for exercising effective leadership. First, this involves insights into the team's strengths and weaknesses, the corporate culture, and the most important internal stakeholders. Secondly, integration is concerned with clarity about what effect the leader must create through the leadership compared to his or her personal strengths.

In line with the definition, 85.7% of the social enterprise employees under research do integrate their work; hence the organization can be said to have an effective leadership because work integration makes it possible for the leader to make the right, necessary decisions more quickly because they better understand the stakeholders, the culture and the team dynamics thus achieving more effective leadership.

The second question was, if you answered yes to Question 4, where do you get the data that helps you integrate your operation? Of the 85 percent of employees who said they practice work integration, 83 percent said they get the information they use to integrate their work from team "our" experiences, implying that most employees understand that participative leadership is about team experiences rather than personal experience, and 17 percent said they use personal experience.

5.3.5. Mentorship

- Question 7: Have you been involved in mentoring or coaching Subordinates/peers?
- Question 8: If yes who did you mentor

Table 5.4: Employee mentorship

Question	Yes	No	“Other”-Response
Have you been involved in mentoring or coaching Subordinates/peers?	100%		
If yes who did you mentor?			<ul style="list-style-type: none"> • 42% mentored those willing • 58% mentored those within the organization

Because the two questions are related, they will be evaluated concurrently. According to academics (Ofobruku & Nwakoby, 2015), organisations are social systems in which human resources are the most significant components for effectiveness and efficiency. Organizations require successful managers and employees to fulfil their goals, and they cannot thrive without their employees' efforts and improved performance. As a result, company executives frequently say that competent and devoted workers are the sole long-term source of competitive advantage (Mayfield, Mayfield, 2007). However, to ensure that these experienced and devoted individuals enhance the organization, tactics such as training, incentive, and mentorship are used.

From the results in Table 5.4, all the employees (100%) in the social enterprise have been involved in mentorship activities. According to the literature analysis in Chapter 2, Social Enterprises combine non-profit organisations' features with typical businesses' financial viability. The complexity of these organizations necessitates unique characteristics for their managers, and the role of the leader in influencing worker performance becomes critical to the achievement of the mission of these social businesses, as workers must constantly change as the social enterprises seek to expand the services they offer in order to reach a larger audience.

The last section in the table involved whom leaders mentored. This section highlights a key part of the mentorship process in social enterprises, the challenges. 42% of the leaders said they mentored those willing. The other 58% said they mentored those within the Structure. The variety of responses demonstrates that there is no organizational agreement on mentorship.

5.3.6. Educational Level

- **Question 9: What is your highest level of education;** The purpose of this question was to determine the degree of qualification of persons working in the hybrid social enterprise. Figure 5.4 below shows that the employees have a diversity of educational backgrounds.

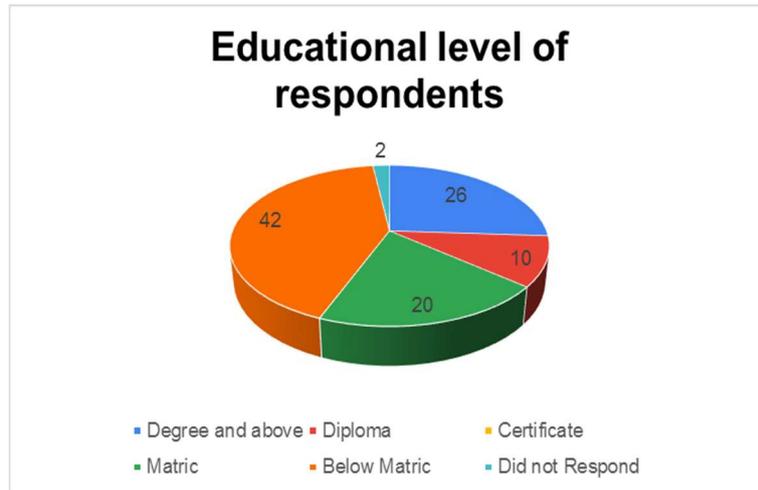


Figure 5.4: Educational level of respondents

The majority, or 42%, of the respondents employed in the social enterprises, had below matric education, followed by degree holders at 26%, and the last group is those with certificates. 2% of the participants chose not to respond.

5.4. Section B: Likert Scale

Section B of the questionnaire comprises statements based on current leadership theory in the literature. The statements attempt to assess the validity of the theoretical assumptions developed throughout the literature review. The scale asks respondents to rate their level of agreement or disagreement with certain statements on a symmetric agree-disagree scale, and the responses are scored on a scale of 1 to 5. Rankings range from 1 to 5, with 1: strongly disagree, 2: disagree, 3: Neutral, 4: agree, and 5: Strongly agree.

Statement 1: I accept that a leader does not know everything needed in the workplace.

Statement 2: I know that a leader must have answers to all our problems.

The two statements are opposites. Therefore, they were analyzed simultaneously, and the answers are given in figure 5.5. From the Statement 1 graph in figure 5.5, it can be seen that the majority (77%) of the followers understand that a leader does not know everything, 14% were indifferent to the statement, and the remainder disagreed that a leader does not know everything. In Statement 2, the majority (44%) disagreed with the assertion that a leader must know everything, against 32% who agreed. The figure below depicts the answers to the two statements above.

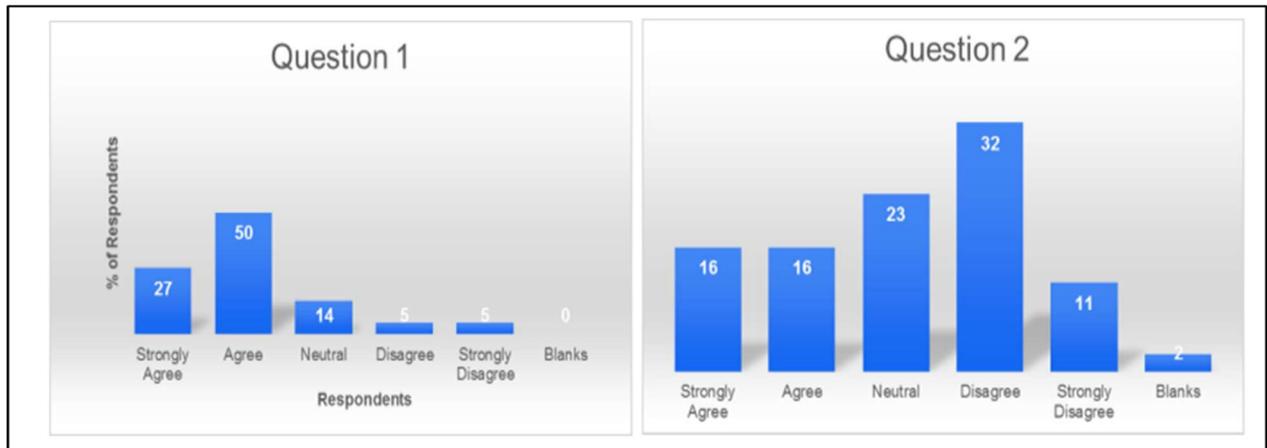


Figure 5.5: Responses to Statements 1 and 2

Based on participative leadership literature reviewed in chapter 2, a participative leader must recognize that in today's complex business world, answers are rarely straightforward; hence a leader must be there to set the direction for employees rather than the destination. This calls for the leader to be more drawn towards vision setting rather than achievements (Lavoie & Riese, 2018). The conclusion is that the employees agree that the leaders do not know everything in the organisation in question.

Statement 3: Our leader collaborates with subordinates.

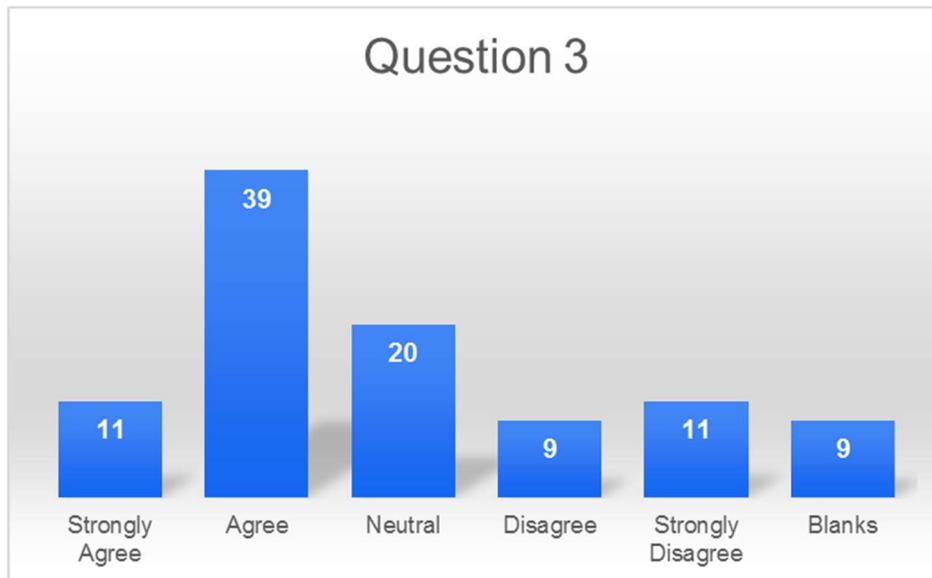


Figure 5.6: Responses to Statement 3

Most (50%) of the respondents agreed that their leaders collaborate with them, against 20%, which stated the opposite. This poll shows that the social enterprise leaders adopt and constantly use participative leadership as indicated by the collaborative nature of the leaders.

Statement 4: I am happy with a leader that makes decisions on his own.

Statement 5: I am happy with a leader that tells me what to do.

Statement 6: I do not like it if a leader does not consult me on issues to do with my tasks and problems.

The above Statements (4, 5 and 6) aimed to understand the position of the employees toward consultative and individualistic leaders, and these Statements are reflective of the organizational culture. Participative leaders go a step further from consulting with employees and aim to influence how their followers do their work. The results of the statement are given in figure 5.7 below.

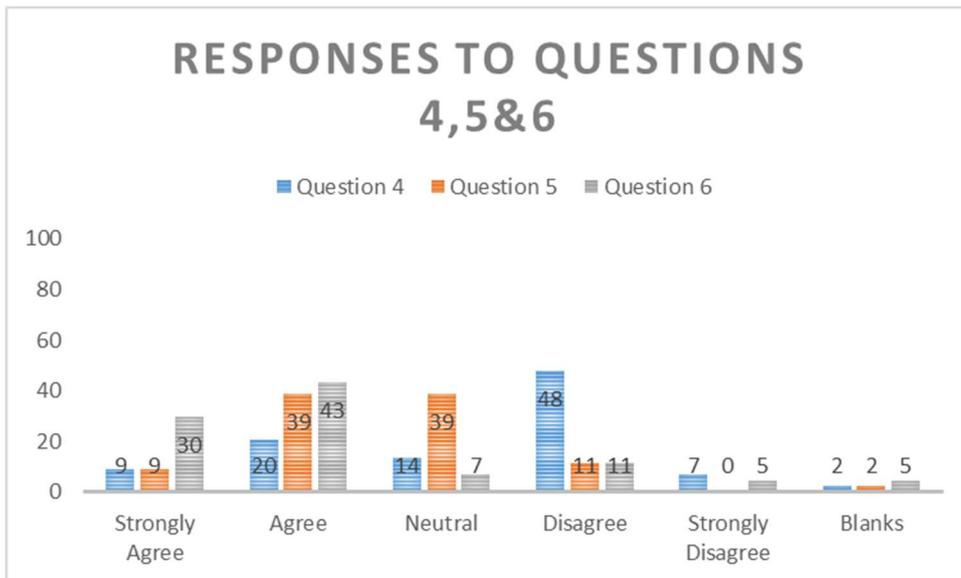


Figure 5.7: Responses to statements: 4, 5 and 6

From the above diagram, it can be noted that from Statement 4, 29% only of the respondents were happy with an individualist leader against a majority of 55%. From Statement 5, 48% of the respondents said they liked to be told by the leader what to do, against 11% who did not like to be told what to do. An overwhelming 73% agreed they do not like it if the leaders do not consult them on issues concerning their tasks, against 16% who argued to the contrary. The key deductions to these Statements are that workers do not like individualistic leaders in the social enterprises. Rather, they favour consultative leaders who engage them on issues that concern them and their abilities and like workers who tell them what to do.

Statement 8: A leader that consults with everyone is actually a more powerful leader.

Statement 11: A leader must not consult on everything otherwise they become powerless.

This set of statements above (8 and 11) relates to statements 1 and 2 in that if a leader feels they do not know everything, they will tend to be more dependent on the employees, and if they feel they know everything, they tend to be individualistic. This may be defined in terms of behavioural management theory, which claims that it is a type of leadership that is based on the scenario in which leadership might be

the nature of the work. The responses of the employees to these statements are shown in 5.8 below:

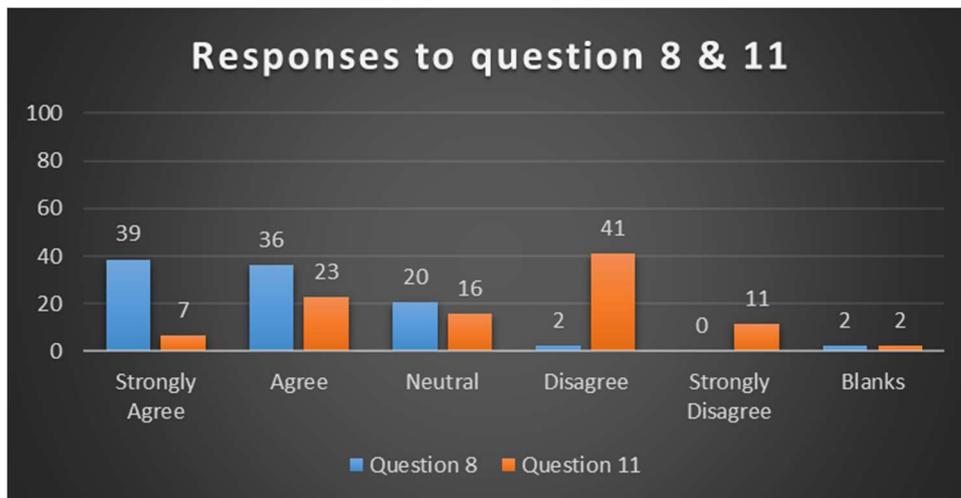


Figure 5.8: Responses to Statements: 8 & 11

From the diagram above, it can be seen that a majority of 75% of the respondents agreed that consultative leaders are powerful, and a majority of 52% disagreed that consulting makes a leader weak. The key deduction to these key responses highlights that the majority of the employee like consultative leaders.

Statement 18: a good leader should go beyond their call of duty to help weak employees for them to perform.

Statement 22: my leader closely watches the activities of the subordinates to give assistance promptly.

Statement 23: when I have a problem my leader does not want to assist me.

Leaders should inspire and motivate their teams to work to their full capabilities and provide support services that empower project team members. These three statements (18, 22, and 23) are designed to determine whether team members receive the necessary assistance from their leaders.

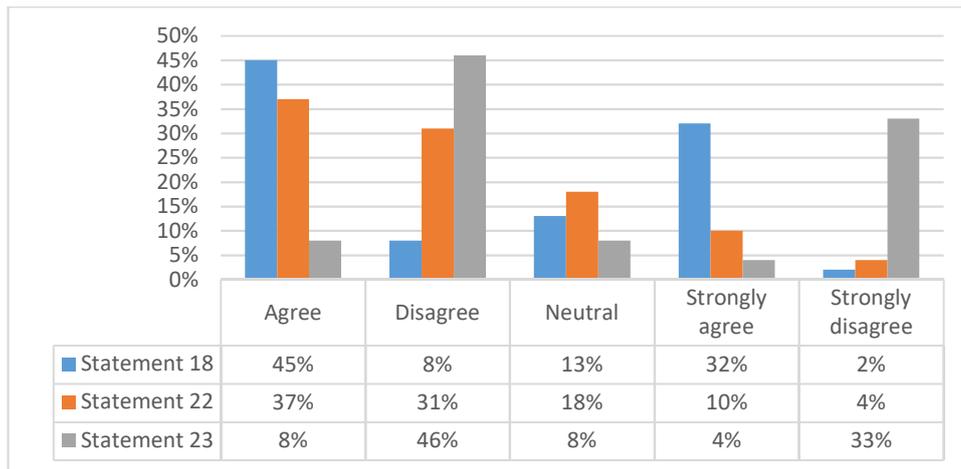


Figure 5.9: Responses to Statements 18, 22 and 23

From the Statement 18 graph in Figure 5.9, it can be seen that the majority (77%) of the participants agreed with the statement and (13%) were neutral to the statement, and the remainder (10%) disagreed. In Statement 22, the majority (47%) agreed with the statement, 35 % disagreed, and 18% were neutral. Statement 23 (79%) disagreed with the statement, while (8%) remained neutral, and 12% agreed with the statement. The major takeaway from these statements is that even though workers in the hybrid social enterprise are empowered to work without supervision, assistance is offered when needed.

Statement 19: My leader believes that people are generally lazy and may have to keep an eye on them.

Statement 20: My leader knows that people are responsible enough to work without close supervision.

Statement 21: My leader is known for empowering subordinates to work on their own without close supervision.

These statements above (19, 20 and 21) examined how leaders treat their subordinates because they do not believe they can function without supervision. They want to investigate micromanagement from the perspective of a hybrid social company since employees may not be responsible enough to save money. Micromanagement in its most severe forms is a managing condition closely connected to workplace bullying and narcissistic conduct

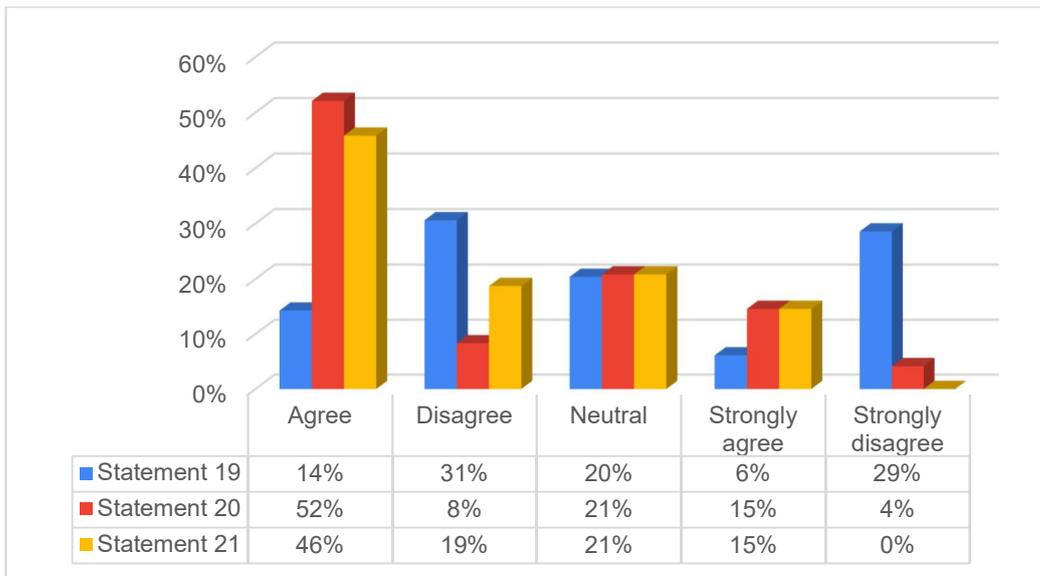


Figure 5.10: Responses to Statements 19, 20 and 21

From the Statement 19 graph in figure 5.10, it can be seen that the majority (60%) of the followers disagreed with the statement and 20% were neutral to the statement, and the remainder, 20% agreed. In Statement 20, the majority (67%) agreed with the statement, 12% disagreed, and 21% were neutral. Statement 21 46% agreed with the statement while 20% remained neutral and 34% disagreed with the statement. The major takeaway from these statements is that workers in social enterprises have independence and are empowered to work without supervision. Therefore the primary focus would be on quality and results rather than continual requests for detailed performance feedback.

Statement 25: I don't like a leader who wants me to be involved in issues that the Leader is paid for and I am not rewarded for.

Statement 29. A leader that gives me extra responsibilities without extra pay is literally taking me for granted and abusing me.

There are drawbacks to the mentorship process and consultative process of participative leadership. These two statements 25 and 29 summarized the negative effects of the consultative process where the employees feel that if they are consulted and are given extra roles without additional remuneration, they will be abused. The results of the two Statements are given in figure 5.11 below.

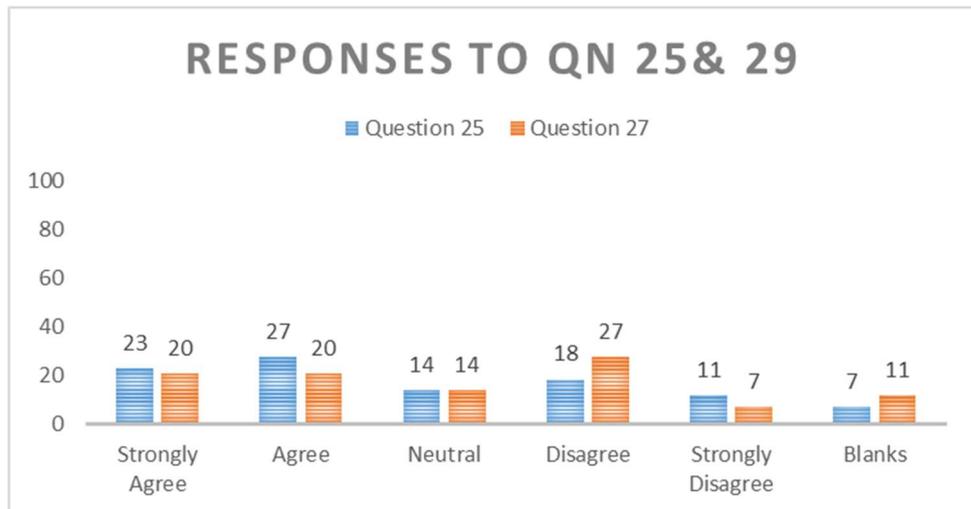


Figure 5.11: Responses to Statements 25 and 29

From figure 5.11, one can note that the majority of the respondents to Statements 25 (50%) agreed that they do not want to be given extra roles without extra remuneration against 34% who argued to the contrary. 40% agreed that being given extra roles without extra remuneration is abuse in statement 29 against 34% who disagreed. The indifferent and no response percentages were high in both statements accounting for 16% in Statement 25 and 25% in Statement 29. It is clear that the team feel they should be rewarded for their efforts.

Statement 33: I think participative leadership can improve worker performance.

This statement aimed to determine how the workers feel about this leadership style and whether participative leadership influences worker performance.

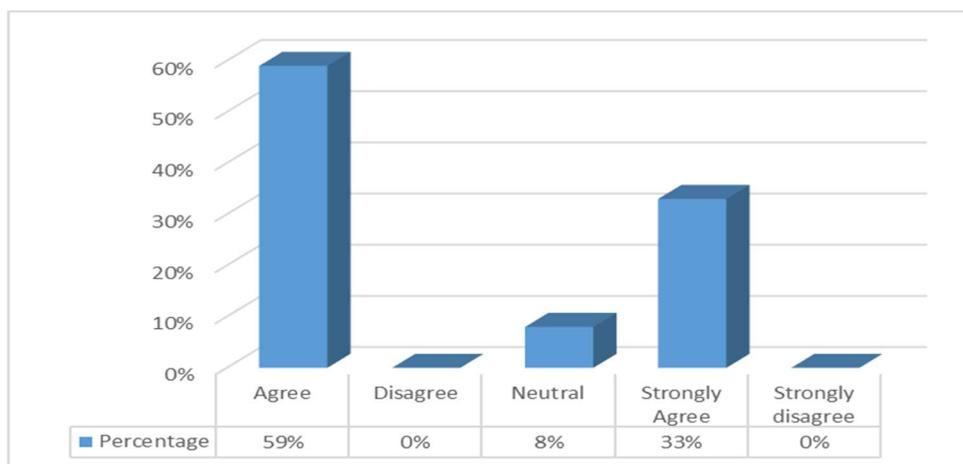


Figure 5.12: Responses to Statement 33

59% of the respondents agreed that participative leadership could influence workers' performance, and the 8% remainder was indifferent and who did not respond. Employees at the hybrid Social enterprise believe that the participative leadership style can help improve employees' performance

Statement 34: My Company uses participative leadership in our daily duties

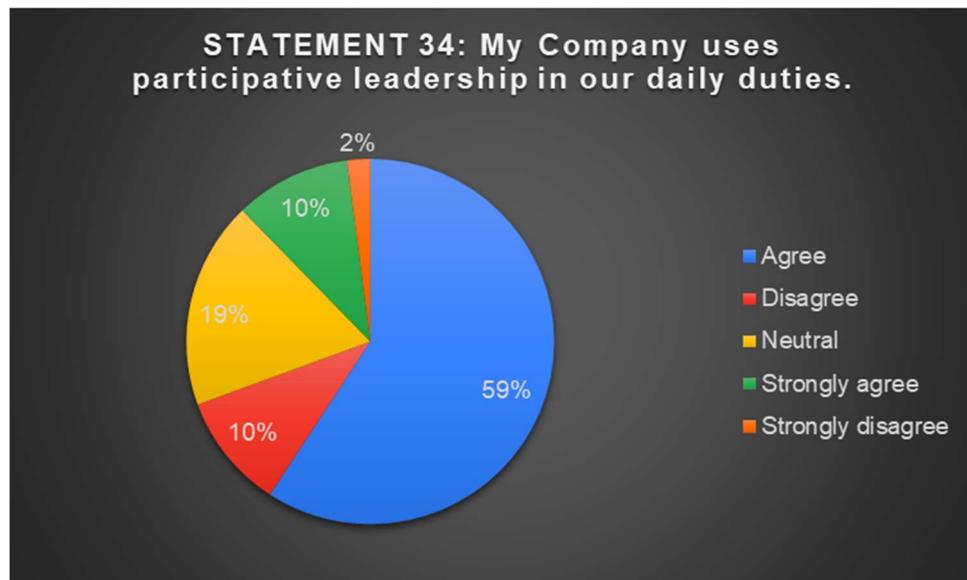


Figure 5.13: Responses to Statement 34

69% of the respondents agreed that the social enterprise under question uses participative leadership against 31% who were indifferent and neutral. It can be concluded that participative leadership does play a role in the success of the hybrid social enterprise.

Statement 35: Participative leadership helps me to expand my reasoning.

Statement 36: Participative leadership helps me understand what I have to do.

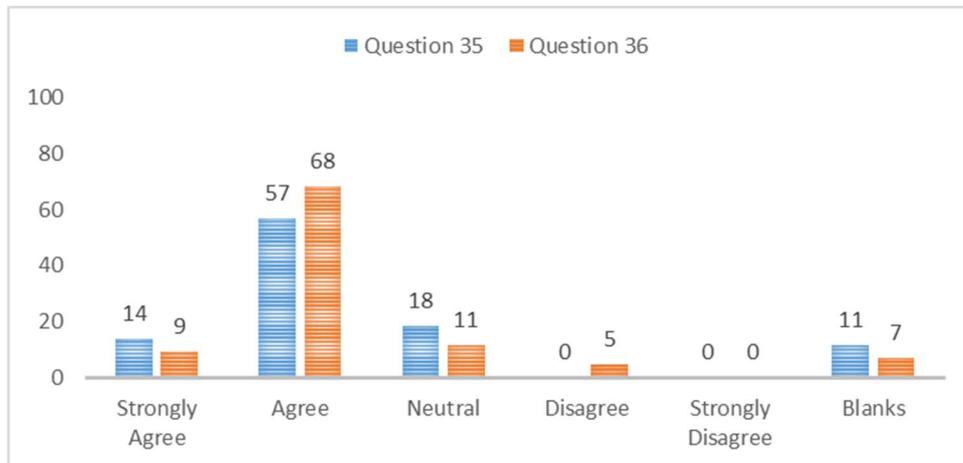


Figure 5.14: Responses to Statements 35 and 36

71% and 77 % agreed to Statement 35 and 36, respectively. Therefore, from these overwhelmingly high figures, it can be concluded that participative leadership can influence worker performance and the organization’s performance

Question 37. Please shortly explain in your own words your understanding of the term “Participative Leadership”

From section 4.3, which looked at the Hybrid social enterprise leadership’s approach and views towards participative leadership, we discovered that businesses require successful managers and workers to fulfil their goals and that they cannot thrive without the employees' efforts and improved performance. Two points are key here; leaders have to be effective and do their followers. Two key tenets leadership of participative leadership were developed from the questionnaire, which helps explain participative leadership and attempts to get to the organizational definition of participative leadership from both the leaders and the team members. Because the respondents discussed the subject differently, these responses could not be categorized.

The questionnaire and answers to it are given in the appendix section. From the definition of both the leaders and team members on participative leadership, the following key points were noted, the employees at Social Enterprise agreed that participative leadership is founded upon everyone’s:

- “Involvement”
- “Collaboration”
- “Collective Action”
- “Working Together”
- “Taking Part in Leadership”

According to Gupta (2013:2), the participative leader has consultative practices, for example, pleading to subordinates for thoughts before settling on an extreme decision, although they hold official decision power. A participative leader communicates obligations to followers by including them in the planning process, basic leadership, and usages stages (Negron, 2008:4). The essential terms may be emphasized overleaf from the definition of participatory leadership from multiple scholars above, indicating that this research was in line with the theoretical research, so this study was efficient. Secondly, the following two aspects of participative leadership were found to be the key drivers of worker performance:

- Work Integration from both the team and leaders’ experience with the team.
- Employee Mentorship.

In leading the team towards attaining organizational goals, the leader who integrates his/her work will be knowledgeable about the organizational dynamics in terms of the team and organizational culture. Such a leader using this knowledge can influence and boost worker performance. Moreover, a leader who is eager to learn from the team’s experiences and, as a consequence, will make inclusive judgments from the experiences, which can lead employees to commit better to their work.

Most respondents agreed that a leader does not know everything, so most leaders must be proactive in their work integration and tap into employees’ experiences, especially since some employees have more experience than the leaders. Employees’ inspiration plays a pivotal part in leadership competence, which prompts impressive performance. In questions 35 and 36 of the previous sections, most respondents agreed that participative leadership helps them expand their reasoning and understand what they must do. In line with these questions, In (Ofobruku & Nwakoby 2015), the researcher Arogundade (2013) described a mentor as "someone who helps an individual's personal and professional progress

by sharing expertise and insight gathered over time." Mentoring is a personal development relationship in which a more experienced or educated someone assists less experienced individuals. However, in questions 25 and 29 in the questionnaire, employees suggested that they don't like a leader who wants them to be involved in issues that the Leader is paid for and that they are not rewarded for. They also feel that a leader that gives them extra responsibilities without extra pay is literally taking them for granted and abusing them. These questions gave the key back draws of such a kind of worker influence as some of the workers will feel they will be exploited or abused because, under such a kind of influence, the mentor must develop the mentee's skills often by delegating some of his work to them. However, as highlighted in section 5.4, with increased education, individuals began to reason and understand organisational dynamics such that the mentors must stress the need for constant training to overcome these drawbacks.

5.5. Section C: Open-ended Question

The open-ended section had two main functions: it enabled respondents to submit anything extra related to the issue and gave respondents a chance to communicate with the interviewer (See appendix B). As a result, this section made room for more qualitative research, which was part of the study approach chosen by employing a descriptive research design. Respondents were asked to contribute information in the same format as in prior sections of the questionnaire.

Question 38. What are the positive and negative influences of the participative leadership style?

According to the literature, participative leadership is one of the best forms of leadership. Employees can vote in a participative environment, and the outcome is determined by the majority (Strom et al., 2013). Despite the fact that this style of leadership is frequently regarded as a slowdown in decision-making, it has more advantages than other styles and is the best management strategy for any organization. Below are some of the advantages and disadvantages of the responses highlighted in the participative leadership questionnaire used to gather answers to these research questions:

Advantages of participative leadership

- Employee empowerment through employee capacity building.
- Builds employee confidence,
- Encourages teamwork and workplace collaboration.
- Employees feel heard and supported.
- Organizational productivity is boosted.
- Helps employees recognize their self-worth.
- Expands and enhances the relationship between leaders and subordinates.
- Employees' work responsibility is enhanced
- Helps more and more employees to understand the task at hand.

Negative influences of participative leadership

- The leader will have to wait for all team members to complete tasks before moving on to other goals as all steps involve a consultative process;
- Some team members get frustrated as the strong team members end up taking on most of the responsibilities and end up being completely overwhelmed;
- The Decision-making process can take longer as it relies on every team member.
- It can be a tiring process as it relies on engagement and conversation. It might not work for everyone (some people like to be told what they must do, as shown in questions 5 and 6 of the employee perceptions section).
- The urgent decision cannot be made without upsetting team members, even though a business opportunity has risen.
- Team members' differences and problems with each other lengthen the consultative process.
- Even though there should be collective responsibility for failed decisions, higher management tends to blame the leader after a joint decision fails.
- Not every employee is a team player.

5.6. Chapter Summary

This chapter included data analysis, presentation, and discussion utilizing the study technique described in Chapter 4. This data analysis was critical in validating the examined mainstream literature on participative leadership, employee performance,

and social enterprises to comprehend the setup and links of these key concepts in the proposed study so that the research problem could be addressed and answers developed.

According to the literature, the most important part of participative leadership is the involvement of followers in decision-making (Ribeiro and Comeche, 2007). Here followers are given objectives and the opportunity to achieve them, accepting accountability for their individual work (Cammann et al., 1979:73). Statement 33 in the employee perceptions inquires if this leadership style can influence workers' performance, and the responses were overwhelming in favour of the fact that participative leadership can improve employee performance. Sixty percent of the respondents in question 34 cited that their social enterprises use participative leadership as the main management style, and it could be seen from the leadership analysis that the organization uses participative leadership style. Questions 35 and 36 conclude by giving evidence that participative leadership actually influences workers, as over 70% of the respondents answered that participative leadership helps them to expand their reasoning and helps them understand what they have to do in their immediate tasks; hence this study has shown that participative leadership when used in social enterprises, can influence worker performance.

The last section, Section 5.5, showed that the analyzed data was sufficient for providing answers to the research objectives and questions, and as such, the study's aim was fulfilled. Hence the study can be said to be successful. The next chapter will deal with the summative conclusion of this study.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1. Introduction

This final chapter of the study outlines the conclusions and recommendations emerging from the findings. This study's research objectives are recapped, and each objective's achievement is assessed. The research's value to the body of knowledge is also underlined. The chapter concludes with suggestions for areas of further research.

6.2. Summary of the Findings

According to a field survey, participative leadership favours and significantly impacts staff productivity. Participative leadership has been proven to be a powerful strategy for increasing the workforce's productivity. In line with Mohammed's (2014) assertion that incorporating employees in the decision-making process in the workplace greatly improves productivity, the researcher's analytical study supports this conclusion. The study also found a strong link between leaders' ability to motivate their teams and their use of a participatory leadership style. According to research, an organization's motivation will rise if its executives adopt a participatory approach. In addition, when subordinates participate in motivational work, their job is more effective. It is consistent with Brown (2011)'s findings that workers' engagement in the decision-making process pertaining to the things that influence them and their jobs is one of the motivating psychological activities that may be utilized to boost employee motivation, morale, and productivity.

Participative leadership was investigated as a factor in employee performance in this study. The Internet was used to gather information and learn more about the impact of a participative leadership style on the productivity of an organization's workforce. Respondents agreed or strongly agreed that leaders should consult their people when facing a challenge. By incorporating workers in decision-making, respondents said that the decisions made by management had been of excellent quality. The participative leadership style was found to enhance the quality of products and services provided by workers, and participants agreed or strongly agreed that the usage of the participative leadership style boosted employee innovation.

Employee job satisfaction and participative leadership style were found to have a significant positive correlation. Participative leadership encourages all workers to participate actively in all parts of the organization, making them feel more important. According to Lamb (2013), this type of leadership is characterized by a purposeful focus on employee participation, increasing staff commitment and fostering greater teamwork. The end outcome is better quality and a more sustainable decision-making process. The quality of life at work has been enhanced.

Research has shown that employees' work satisfaction is positively correlated with supervisors or managers soliciting input from team members or subordinates on how to carry out assigned tasks. According to Yukl (2013), a participatory leadership style aims to motivate people from the inside out by providing them with an enriching work environment. Job enrichment may be achieved by a range of factors, including improved freedom at work, the opportunity to pick from various employment options, and an overall sense of empowerment. Consequently, the consequence is that commercial bank workers participate democratically in decision-making, helping them feel linked to the firm.

According to the majority of respondents, including employees in the decision-making process improves the quality of the decisions made by leaders and increases their respect and trust. Results show that an employee's performance improves when a participatory leadership style is used. Based on this, the study finds that good employee performance is attained when leaders constantly consult their employees.

Participatory leadership is becoming increasingly popular in the workplace. According to this study's findings, most employees in the organization investigated have accepted and implemented the concept to achieve strong working relationships and establish goals. The study's aims and research questions shaped the hypotheses, which were then tested. Researchers found that participatory leadership is more prevalent than other forms of management in the organization. Participatory leadership is still a function of individual managers' leadership style and not company policy, according to a larger majority of the people; however, they stated that this should be a company-wide policy rather than an issue of one person's leadership style.

The study confirms that the participatory leadership style may be utilized as a motivating tool to enhance workers' morale since research has shown a favourable association between participatory leadership style and employee productivity. The study found that organizations' use of leadership styles and managerial conduct significantly impacted workers' willingness to contribute to their organizations' quest for development and survival. This study showed that workers' productivity is positively correlated with their ability to participate in decision-making processes. Participative management approaches can help improve employee morale. An industrial setting that encourages workers to take an active role in making decisions that influence their job and performance is favourable to productivity.

This form of leadership style places a heavy premium on employee participation in the organization's decision-making process. The results also demonstrate that a participatory leadership style considerably impacts staff performance. In light of this research, the study suggests that leaders in the workplace and other contexts routinely use this approach. When making choices that have an impact on the organization and its employees, they should make it a priority to get employee opinions.

6.3. Statement of Objectives

This section discusses the degree to which the research objectives were realized.

6.3.1. To determine the additive or complimentary effect of participative leadership in a hybrid social enterprise

It has been observed in the last chapter that the social enterprise under investigation uses participative leadership as the main leadership style. The leadership and the team members stress the importance of work integration from the team experiences, which helps the team use the collective or collaborative experiences to solve challenges and determine the way forward. In terms of teamwork, employee involvement and worker mentorship draw the team together so that they work together toward collective success under collectively determined goals. This way of leadership is what makes this type of leadership successful. The following positive influences of participative leadership were noted from the respondents' views of the successes of participative leadership:

- Employee empowerment through employee capacity building;
- Builds employee confidence;
- Encourages teamwork and workplace collaboration;
- Employees feel heard and supported;
- Organizational productivity is boosted;
- Helps employees recognize their self-worth;
- Expands and enhances the relationship between leaders and subordinates;
- Employees' work responsibility is enhanced; and
- Helps more and more employees to understand the task at hand.

The points above show that this objective has been achieved. The study can be said to be successful.

6.3.2. To make recommendations on how participative leadership can improve worker performance

The majority of the respondents in the survey were confident that participative leadership could influence workers' performance in social enterprises. The following points were observed from the results:

- One of the observed points is that most workers like leaders who are open with them when it comes to their work, and this can influence them positively as they will know what to do and how to do it. Since the work in social enterprises is diverse and needs multi-skilled workers, when leaders are open, the workers will be keen to take on new roles and learn effectively, thus boosting organizational productivity.
- Another point is that a notable number of the workers are of the notion that when leaders delegate the work to subordinates, they must make sure the workers are happy to take on the work and explain to them the benefits of being delegated work in the process of mentorship. Most employees think that they are being abused or used if work is delegated to them, and the boss takes all of the credit.
- There should be collective responsibility for both failed and successful decisions since they both are collectively made. This will make both the team and the leader accountable for the decisions made and remove the influence of the decisions made from personal feelings and team discord.

- The leader using this leadership style must be aware of each individual worker and team member's preferences through the team experiences to see whether they are team or individual-oriented so that they manage them well and draw out full potential from them.

6.4. Recommended Area(s) for further study

The area of collective decision-making was found by this study as the weak link in the participative leadership concept and required serious theoretical reconsiderations toward the perfection of the participative leadership mechanism. The researchers advise further studies to be carried out in the following areas:

- How to make organizations more democratic without collective decision-making.
- Enhancing delegation processes in organizations.

6.5. Chapter Summary

The study has helped the researcher full understand leadership and management in organizations. The researcher now appreciates how participative leadership styles influence employee and organizational behaviour towards attaining organizational goals. Since these organizational dynamics are one area management has to be aware of if they are to steer the team's performance positively towards the attainment of organizational goals in a way that engages and maintains teamwork and workplace unity. This study has reached all its objectives and can be termed very successful. The study has examined the participative leadership style in the context of social enterprises and has found out that it is one of the best leadership styles and has the potential to unite the organization powerfully, however as with any leadership style, it has its drawbacks which may be termed situation-specific in some cases but the major drawback centres around the concept of collective decision making.

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Appendix A: Dissertation Questionnaire

Name: Okuhle Mtilwa

Email address: mtilwaok@gmail.com

Contact Number: 0838700342

TITLE: THE INFLUENCE OF PARTICIPATIVE LEADERSHIP STYLE ON WORKER PERFORMANCE IN A HYBRID SOCIAL ENTERPRISE.

To whom it may concern

This Questionnaire seeks to understand the influence of Participative Leadership style on worker performance in a hybrid social enterprise. The influence of participative leadership style demands the need to identify problem areas and seek to develop a model that could help improve those areas. This research contributes to the emerging discussions through consideration of a hybrid social enterprise in Cape Town. The significance of this research is to establish the negatives and positives of the participative leadership style as a panacea to the problem of motivating the employee performance. The findings will determine the impact of participative leadership style on worker performance in a hybrid social enterprise, the addictive or complimentary effect of participative leadership in a hybrid social enterprise and also make recommendations on how can participative leadership improve workers performance.

I would like you to take few minutes of your time to answer the following questions. This is a scholarly exercise; kindly don't put your name or any check that may prompt you being recognized. This data is private and your confidentiality will be secured. The discoveries will be distributed as a rundown of recognitions by numerous different respondents. You can omit any question that you do not feel comfortable with.

Thank you

SECTION A

BIOGRAPHY

1. What is your position in the organization?

Leader	Team member	Consultant	Other
--------	-------------	------------	-------

2. Other, please

specify.....

3. For how long have you been in this industry / position?

0-5 years	6-10 years	11-16 years	16 ears +
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4. Do you integrate your work? (i.e do you user other information to help you understand your work better) (Y/N)

5. If yes to question 4, where do you get the data that helps you to integrate your operations?

My experience	Our experience	Coded data	Other
---------------	----------------	------------	-------

6. If other, please specify

.....

7. Have you been involved in mentoring / coaching subordinates / peers? (Y/N).....

8. If yes, who did you mentor or coach?

Those willing	Within the structure	Other
---------------	----------------------	-------

9. If other, please specify

.....

10. What is your highest level of education?

Below matric	Matric	Diploma	Degree
--------------	--------	---------	--------

11. If any other qualification please state

.....

12. Please state the Educational Department from which you come from

.....

SECTION B: LEADERSHIP

Using the Likert scale below please rank your answers by crossing the appropriate / most relevant number / box. 1= strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree.

Please think of the “Stronger Together” project when rating the following statements		Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
BETTER DECISION MAKING		0	0	0	0	0
1	I accept that a leaders does not know everything needed in the workplace.	1	2	3	4	5
2	I know that a leader must have answers to all our problems.	1	2	3	4	5
3	Our leader collaborates with subordinates.	1	2	3	4	5
4	I am happy with a leader that makes decisions on his own.	1	2	3	4	5
5	I am happy with a leader that tells me what to do.	1	2	3	4	5
6	I do not like it if a leader that does not consult me on issues to do with my tasks and problems.	1	2	3	4	5
7	Our leader does consult us on issues to do with our tasks and problems.	1	2	3	4	5
8	A leader that consults with everyone is actually a more powerful leader.	1	2	3	4	5
9	I respect a leader that is decisive and does not waste time consulting subordinates.	1	2	3	4	5
10	Our leader consults on everything there is to be decided on if it affects all people.	1	2	3	4	5
11	A leader must not consult on everything otherwise they become powerless.	1	2	3	4	5

	EMPOWERMENT AND OWNERSHIP	0	0	0	0	0
12	My leader leaves me to work on my own until I have a problem.	1	2	3	4	5
13	My leader keeps an eye on his subordinates in case they do wrong things and cause losses.	1	2	3	4	5
14	My leader works together / along with the subordinates to accomplish the tasks assigned.	1	2	3	4	5
15	My leader does not leave workers alone and wait only for problems to be solved.	1	2	3	4	5
16	My leader teaches you how to do something and then leave you to work on your own without interference.	1	2	3	4	5
17	My leader puts pressure on subordinates to perform their tasks as assigned to them.	1	2	3	4	5
18	A good leader should go beyond their call of duty to help weak employees for them to perform.	1	2	3	4	5
19	My leader believes that people are generally lazy and may have to keep an eye on them.	1	2	3	4	5
20	My leader knows that people are responsible enough to work without close supervision.	1	2	3	4	5
21	My leader is known for empowering subordinates to work on their own without close supervision.	1	2	3	4	5
22	My leader closely watch the activities of the subordinates to give assistance promptly.	1	2	3	4	5
24	When I have a problem my leader does not want to assist me.	1	2	3	4	5
	MOTIVATION	0	0	0	0	0
25	I love a leader that gives me a sense of being useful in the organization and around my tasks assigned to me.	1	2	3	4	5
26	I don't like a leader who wants me to be involved in issues that the manager is paid for and I am not rewarded for.	1	2	3	4	5
27	I feel motivated when I am given information on how I should perform tasks I am not conversant with.	1	2	3	4	5
28	I am prepared to commit myself to my work if I am allowed to be part of the decision-making process.	1	2	3	4	5
29	I like a leader who incorporates my ideas in the operations.	1	2	3	4	5
30	A leader that gives me extra responsibilities without extra pay is literally taking me for granted and abusing me.	1	2	3	4	5
31	I don't want someone to come and talk to me about work that I know so well and yet they try to tell me what to do.	1	2	3	4	5

32	Leaders who want to involve everyone in decision making delay the processes when they wait on everyone to participate.	1	2	3	4	5
33	I am motivated by a leader who knows what should be done, makes decisions and tells me the way forward.	1	2	3	4	5
	PARTICIPATIVE LEADERSHIP STYLE	0	0	0	0	0
34	I think participative leadership can improve worker's performance.	1	2	3	4	5
35	My company uses participative leadership in our daily duties.	1	2	3	4	5
36	Participative leadership helps me to expand my reasoning.	1	2	3	4	5
37	Participative leadership helps me understand what I have do.	1	2	3	4	5

38. Please shortly explain in your own words your understanding of the term "Participative Leadership"

.....

SECTION C: PARTICIPATIVE LEADERSHIP (POSITIVE AND NEGATIVE)

List the 5 positive ways that you think participative leadership affects workers performance.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

List the 5 negative ways that you think participative leadership affects workers performance

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

Please State your gender

Male	Female	Prefer not to say
------	--------	-------------------

THANK YOU FOR THE COOPERATION / NO INFORMATION WILL BE PASSED ON TO ANYONE / STRICTLY CONFIDENTIAL.

Appendix B: Section C- Qualitative: Open-end question

Table 0.1: Descriptive questions about participative leadership

Please shortly explain in your own words your understanding of the term “Participative Leadership”	List the 4 positive ways that you think Participative leadership affects workers performance	List the 4 negative ways that you think participative leadership affects workers performance
<p>Moving away from hierarchical organogram to a flat structure where collaboration and participation in decision making is encouraged</p>	<ul style="list-style-type: none"> • Empowerment, • Capacitate, • Build confidence, • Encourage team work 	<ul style="list-style-type: none"> • Relying on team members to complete tasks before moving on; • Team members get frustrated with each other; • The same strong team members end up taking on most of the responsibilities and end up being completely overwhelmed; • Some team members can feel left behind and dis-empowered.
<p>Participative Leadership is a form of leadership in which all individuals in an organisation are involved, through a process of input and consultation, in the decision making process of the organisation. This means that leadership can base decisions on the feedback of the entire team and organisation and use this to guide their process.</p>	<ul style="list-style-type: none"> • Motivation. • Collaboration. • Feeling heard and supported. • Productivity. 	<ul style="list-style-type: none"> • Decision making process can take longer. • Relies more on people to be self-motivated and engaged. • Can be a tiring process as it relies on engagement and conversation. • Might not work for everyone (some people like to be told what they must do).

<p>It is when everyone is involved decision or issues which affects individuals or everyone (democratic leadership)</p>	<ul style="list-style-type: none"> • Employees will believe that their leader has confidence • Promotes self-efficacy. <ul style="list-style-type: none"> • People recognizes their self-worth. • Expand the relationship between leaders and subordinates 	<ul style="list-style-type: none"> ✚ You cannot make an urgent decision and action even though an opportunity has risen. ✚ You will always find other people who will differ from seeing/viewing things the way you do. ✚ They will cause long time meetings even bring confusion to others. 3) Perception from other subordinates of their ideas being stolen and used somewhere may develop. 4) They is a likelihood of blaming the leader after a joint decision fails
<p>Getting involved in the project</p>	<ul style="list-style-type: none"> • Up Skill, • Positivity, • Take Responsibility 	<ul style="list-style-type: none"> ✚ Refusing to be part of the team ✚ Be a bad team leader.
<p>The understanding that i will not always be part of the decision making process, but that there are opportunities for this to take place and that when those opportunities do arise that my thoughts, ideas and perspectives on things are considered.</p>	<ul style="list-style-type: none"> ✚ Encourages collaboration, ✚ Sharing organisational process with everyone, ✚ Might assist in staff motivation, ✚ Encourages team work 	<ul style="list-style-type: none"> ✚ There may be delays in processes. ✚ Some leaders may not be skilled in the ability to included everyone, ✚ Some staff might feel left out

Someone that involves everyone to work together and get the work done

- Team work,
- Understanding the task at hand.

 People don't want to share knowledge with the team can delay the process.

Appendix C: Language Editor Certificate



27 June 2022
Pretoria, South Africa

To whom it may concern,

I hereby confirm that I undertook the language editing for the thesis:

The influence of participative leadership on worker performance in a hybrid social enterprise in Cape Town

by Okuhle Mtilwa

The work was well written overall.

A handwritten signature in black ink, appearing to read 'Cillié Swart', is positioned above the contact information.

Cillié Swart BA (Harvard) MBA (Kuehne)
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pjcswart@transkaroo.net

Appendix D: Report on Turnitin Similarity Index

The influence of participative leadership style on worker performance in a hybrid social enterprise in Cape Town

ORIGINALITY REPORT

17% SIMILARITY INDEX	13% INTERNET SOURCES	2% PUBLICATIONS	8% STUDENT PAPERS
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Appendix E: Permission letter for data collection



Robust Inclusive Impact

To Whom It May Concern

This is to certify that Okuhle Mtilwa has been given permission to carry out research for his M.Tech Degree at Shonaquip Social Enterprise on conditions that no private or confidential information is requested from the participants. The research is titled *"The influence of participative leadership style on worker performance in a hybrid social enterprise in Cape Town"*

He is welcome to conduct the interviews and collect data in line with the research questions presented to me which will assist us in the ongoing learning and development of our social enterprise model of building our internal ecosystem of change.

Yours sincerely

Shona McDonald
Founding Director
19/04/2021



Appendix F: Ethical clearance certificate



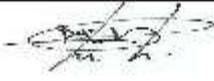
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Email: fbmsethics@cput.ac.za

Office of the Chairperson Research Ethics Committee	FACULTY: BUSINESS AND MANAGEMENT SCIENCES
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The Faculty's Research Ethics Committee (FREC) on 15 June 2021, ethics APPROVAL was granted to Okuhle Mtilwa (211284335) for a research activity for MTech: Business Administration in Project Management at Cape Peninsula University of Technology.

Title of dissertation / thesis / project:	The influence of participative leadership style on worker performance in a hybrid social enterprise in Cape Town Lead Supervisor (s): Mr Stanley Fore
---	--

Decision: **APPROVED**

 Signed: Chairperson: Research Ethics Committee	9 September 2021 Date
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The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the CPUT Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study requires that the researcher stops the study and immediately informs the chairperson of the relevant Faculty Ethics Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing accompanied by a progress report.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, notably compliance with the Bill of Rights as provided for in the Constitution of the Republic of South Africa, 1996 (the Constitution) and where applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003 and/or other legislations that is relevant.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after two (2) years for Masters and Doctorate research project from the date of issue of the Ethics Certificate. Submission of a completed research ethics progress report (REC 6) will constitute an application for renewal of Ethics Research Committee approval.

Clearance Certificate No | 2021 FBMSREC 051