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**APPLICABILITY OF PRESCRIBED LEADERSHIP PILLARS FOR MIDDLE
MANAGERS IN THE ENERGY SECTOR**

BY

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MINOR- DISSERTATION

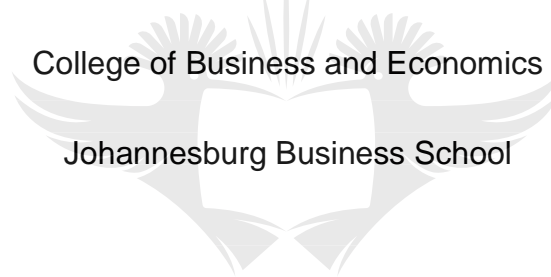
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MASTER'S IN PHILOSOPHY PERSONAL AND PROFESSIONAL LEADERSHIP

In the

College of Business and Economics

Johannesburg Business School



UNIVERSITY
OF
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Supervisor:

Dr Joyce Toendepi

DECLARATION OF INTENT AND ADHERENCE

I, Sindiswa Cynthia Kunene **Student number: 201463926** the undersigned, hereby declare that this dissertation submitted by me in partial fulfilment of the requirement of the Master's degree **MPhil in Personal and Professional Leadership** at the University of Johannesburg is my own original work, and that the intellectual property of the authors cited in the product was not compromised.

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ACKNOWLEDGEMENTS

I would like to first thank God for life, he gave me a second chance to finish what I started with intent and purpose.

Secondly I would like to thank my parents for a gift of love and opportunities they presented to me as both a child and an adult. I couldn't have done this without their direction and absolute belief in me to go beyond my capabilities. To all my five siblings, my nieces and nephews who trusted my abilities to study after being a wife, a mother, sister, friend and aunt.

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To all my prayer ladies (Hadassah), many thanks to you for your time, it was wonderful to hear of you praying for me and my family whilst I was trying to figure this studying after a long time. To all my friends, my colleagues, my leadership team at work, my class mates. This journey was impossible without you.

Lastly, thank you to my supervisor Dr Joyce Toendepi. You were wonderful and I only completed this journey because you held my hand very close. I thank God I was your student and your wisdom was beautifully experienced. Thank you kindly and may God Bless your heart.

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DEDICATIONS

This study is dedicated to my late father George Jabavu Ndamase, you are the best by far. ***Ahh! Vumba Le Nkawu!***



ABSTRACT

This study was conducted within the energy sector where there has been a substantial decline in investor and public confidence. The purpose of the research was to explore the applicability of the prescribed leadership pillars by middle managers within the energy sector. This sector grew by \$1.4 billion in 2009 to reach \$5 billion with electricity being the biggest generation dominator. However, there has been a decline in performance and profit levels as the organisation's credit rating was downgraded because of allegation of corruption, money laundering, ill-discipline and incompetence of some of its leaders.

The lack of understanding of the importance of the prescribed leadership pillars seemed to have created a gap. The organisation's failure to recognise the pillars of servant leadership, good governance, lack of disciplined execution, and non-responsive learning organisation has created performance and reputational challenges.

A qualitative research approach was used to gain an understanding on the enquiry that explored this socio-economic problem. Purposeful sampling was used as a deliberate method where the researcher used subjective judgement to select the participants for the research. The sample size was fifteen middle managers. Creswell (2014) six (6) stages of data analysis were used to analyse data from the interviews and five (5) main themes and eighteen sub themes emerged. The main theme was the expected behaviour of the leader and the story that the findings are telling is that the inappropriate leadership behaviours affect good governance which in turn affect the effectiveness of work teams who then fail to execute their duties. Furthermore the findings explore failure to implement disciplined execution which makes the organisation non-responsive to learning.

Based on the study findings it is recommended to revisit and re-align the pillars, servant leadership, leadership that creates learning organisation, good governance and discipline execution accordingly so that the expected leadership behaviours are lived and understood by all employees.

Key Words: Leadership, servant leadership, learning organisation, good governance, disciplined execution.

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CHAPTER 1 INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

A line has been drawn in the sand and organisations are taking themselves into the new future. This quest necessitates organisations to refocus and look at themselves. Recent developments in the leadership development field have heightened the need to look at leadership pillars within organisations.

The energy sector within which this research was conducted is a system that carries a usable form of energy from one place to the other (South Africa National Energy Act, No. 34, 2008, p. 5). This sector has grown by \$1.4 billion in 2009 to reach \$5 billion with electricity being the biggest generation dominator (Department of Energy, South Africa, Draft Integrated Energy Planning Report, 2012). According to the Draft Integrated Planning Report (2012, p. 16), new coal technologies will supply additional gigabytes by 2050 and 30 gigabytes in the renewable energy target case. This requires a great amount of shift to refocus the energy sector in delivering on its mandate.

Internal Corporate Plan Document (2015) and McKinsey (2012) argued that visiting the current strategy exercise necessitated the energy sector to identify leaders with capabilities to develop effective and conducive environments for a productive workforce. However, during the years 2014-2017, this sector reflected a high staff turnover because of allegations of corruption, money laundering, ill-discipline and incompetencies on the part of some leaders. The sector's credit rating was downgraded (Draft Annual Report, 2017) and that created inconsistencies on what was happening within the organisation. The downgrading severely affected the organisation's reputation. This reputational damage was not in alignment with the prescribed leadership pillars to which everyone, who is in a leadership position within the organisation, should subscribe. The following are the prescribed leadership pillars that this organisation endorsed:

- leadership with the heart of a servant;
- leadership that creates a learning organisation;
- leadership that is characterised by good governance; and

- leadership characterised by disciplined execution.

These prescribed leadership pillars were created to help leaders live up to the roles and values the organisation aspires leaders to reflect. In this chapter key terms, research objectives, research questions and problem statements are presented.

1.2 BACKGROUND

South Africa needs to generate more than 40 000 megawatts capacity by 2025; yet there is uncertainty, volatility, good governance challenges, ethical issues and a lack of clear leadership and planning within the organisation. These factors have impacted negatively on the image of the organisation under study, hence the need to revisit the prescribed leadership pillars. Sinek (2009, p. 147) argues that leadership development is necessary for organisations to be effective, because it gives a clear idea of how organisations need to act in any situation.

This organisation has gone through negative media attention because of a lack of good governance, authentic leadership, skills and ethical misalignment to the prescribed pillars. The decline in leadership aspects necessitates a relook at how the image and reputation of this organisation can be boosted. The refocus of the strategy and mind-set shift was initiated by management to review the image and reputation of this organisation. The consequences of not taking action towards leadership and applicability of the stipulated leadership pillars left the organisation with a number of vacant critical leadership positions. CEO turn over in recent years has created a gap in the appointment of substantial leadership, which resulted in the public outcry to appoint a new CEO. However, due to turbulence within the organisation, a new CEO was required to give direction in leadership. Furthermore corruption, downgrading, reputational damage and financial instability have been on the rise. The financial instability has impacted on the economic decline as the organisation has to meet the target of 30 gigawatts by 2050 (South Africa National Energy Act, 2008).

The demand for power is positively correlated to increase with Gross Domestic Product (GDP), because it gives rise to commercial, population and disposable income (Internal Corporate Plan Document, 2015). Challenges experienced in this organisation and within the energy sector will affect the economic growth of the

whole country and surrounding regions. The impact will be more damaging to both the organisation and stakeholders' point of view if the four prescribed leadership pillars are not fully applied and adhered to.

An opportunity exists for this organisation to play an important leadership role within the emerging countries. To date, organisations have struggled to articulate how they wish to be differentiated from the rest by aligning specific qualities of traits and behaviour to fit their leadership level. Yet, this could be achieved when all four leadership pillars are in congruency with organisational values. The prescribed leadership pillars could set apart this organisation's leadership from other leaders, because of the attraction of a diverse workforce which brings unique solutions to this organisation. Meyer (2017) argues that conceptualising good leadership is about all South African leaders who want to create consistency for leadership practice.

1.3 DEFINITION OF KEY CONCEPTS

For the purposes of this research, the following are the key concepts; leadership, leadership pillars, applicability and middle managers.

1.3.1 An overview of Leadership

Achua and Lussier (2013) argue that there are many leadership definitions; the difference is the complexity of what each person intends to highlight. However, the world is desperate for ethical effective leadership that serves others to invest in their development and fulfils a shared vision (Wong, 2017). Achua and Lussier (2013) agree that leadership is the ability to influence leaders and followers to achieve organisational goals through change. Leadership in this sector is defined as the process of influence that shapes perceptions of society towards the value of providing sustainable electricity for South Africa and the African continent (Ahmad, Omar, Rasid & Amid, 2012). However, it is also important to understand the leadership processes required to better articulate the role of leadership to optimally foster effective organisations (Morgeson, DeRue & Karam, 2010).

In addressing the leadership challenges, leadership processes require one to understand the nature of the teams. For this understanding, leaders can better articulate the leadership by fostering prescribed leadership pillars (Morgeson, et al.,

2010). The organisation endorsed four leadership pillars that were expected to be lived by, using specific behaviours.

1.3.2 Leadership with the heart of a servant

The first prescribed leadership pillar is that of servant leadership. Wong (2017) defines the servant leader as a leader whose purpose is to serve others, by investing in their well-being to accomplish specific tasks for the good of the organisation. This is consistent with Achua and Lussier (2013) in that leadership involves leaders who lead from a position of moral influence, not power. This is true for Hansen (2014) who believes that servant leaders are about alignment of people with strategies and leadership interventions that he believes are of value to individuals and organisations. For organisations to thrive, du Plessis (2015) suggests that leaders must be able to learn, adjust and change in response to new realities.

Individuals need to undergo a journey of self-discovery and personal transformation in order for them to be called servant leaders (Wong, 2017). Leaders call for some high level of selflessness, which can sometimes be unnatural in the real world (Achua & Lussier, 2013). Key characteristics and attributes associated with servant leadership are that of trust, vision and credibility, which cannot be separated from values. These attributes create a rapid shift from autocratic leadership based on how fast paced the world has become. Spears (2010) believes that there is more appetite in leaning towards servant leadership.

In demonstrating servant leadership attributes and characteristics, leaders need to foster equitable, social responsibility and a more human workplace by being more sensitive to societal expectations (Gotsis & Griman, 2016). Therefore servant leadership seeks to involve others in decision making based on ethical considerations, caring behaviour and caring for the organisation. Hence this pillar seeks to create a caring, trust based environment, which develops others and enables them to perform at their maximum best. Within the South African context of the culture of embracing diversity and multiculturalism, the multi-racial country embraces the concept of Ubuntu. This philosophy means humility, as it comes across as a way of defining who South Africans are in relation to others (South African Foreign Policy, White Paper, 2012). Within these origins of humanity, the

concept of Ubuntu highlights the values, principles of humanness and the value of community.

1.3.3 Leadership that Creates a Learning Organisation

The second prescribed pillar is that of leadership that creates a learning organisation. This pillar focuses on accountability for continuous improvements on processes and key interfaces. Learning organisations are referred to as continuously transforming organisations (Altinay, Dagli & Altinay, 2016). Rana, Ardichivili and Polesello (2016) agree that learning organisations are characterised by continuous learning processes that have the capability to change and transform, while Ng (2015) postulates that organisations need viable alternatives to generate learning solutions that could be solved in complex situations.

Challenges may arise in environments where uncertainty and rapid changing technologies require knowledge, skills and experience of their people. Organisations are exploring and implementing different strategies and initiatives to ensure that leaders are capable of coping with challenges of the 21st century (Rana, et al., 2016). Twenty-first century learning requires leaders to step back and allow learning to emerge rather than dictate how learning ought to be (Shin, Picken & Dess, 2017).

While globalisation and technological advancement is more competitive than ever, it is for this reason that this organisation must adapt and stay on the competitive edge to embrace learning. Altinay, Dagli and Altinay (2016) cited Senge (1999) that in learning organisations members collectively learn and continually develop their knowledge and skill to accomplish desired organisational outcomes and behaviours. This notion is relevant for this organisation because it requires that attention be paid to environmental scanning, collaborative efforts, shared goals and a review of the risks of non-conformance in organisational behaviour.

Pedler (2017) suggests that work has radically changed over the years as people move around and careers and expectations change, yet organisations are no longer playing the primary role in creating learning organisations. However, middle managers are expected to build strong relationships and a resilient workforce in house compared to creating costly training.

1.3.4 Leadership that is Characterised by Good Governance

The third leadership pillar is that of good governance. Corporate governance has been a topical issue in recent times. Since its inception, the central focus has been on strategic management, particularly around governance structure, strategic leadership and performance in organisations. El Kassar, El Gammal and Fahed-Sreih, (2018, p. 215) refer to corporate governance as mechanisms, processes and rules by which organisations are monitored, controlled and directed. Schwella (2014) speaks of good governance as democratic governance, which is specifically designed to add value on processes and dynamics. Toendepi (2016) argues that leadership is central to good governance and it is leadership's role to facilitate good governance in organisations.

King IV Report (2016) recommends a few characteristics that organisations should consider when making decisions of collective ethical stature. These characteristics are key dependencies in the ethical and good governance on the part of the leader. These are independence, inclusivity, competence, diligence and courage. It is for this organisation to proactively employ environmental responsibilities and to display congruence with personal ethics and organisational values. All those require a leader who has discipline in delivery, because the service delivery is aimed at serving customers effectively. Leaders need to be mindful with what they deliver because the long term view is under scrutiny when decisions are made haphazardly without considering the implications.

1.3.5 Leadership that is Characterised by Disciplined Execution

The fourth prescribed leadership pillar is that of leadership that is characterised by disciplined execution. This pillar takes on accountability, performance of the organisation, and prioritises efficient execution. Schwella (2014) suggests that to maintain discipline in organisations, leaders ought to continuously keep employees involved and interested in order to sustain work impact. Arguably, Fryer (2011) speaks of democratic leadership that would need to be embedded within governance structures that responds to human beings as generators of their own meaning and values. Lowly (2015) argue that the art of discipline is dealing with facts as they are as the ultimate strategy execution.

Evidently, strategies of the organisations are dependent on leaders who create clarity and who are held accountable for their performance. De Sousa and van Dierendonck (2014) argue that accountability is about ensuring that people are responsible for their actions and results. This is a concern for the organisation that does not ensure operational execution. The organisation would benefit from prioritising and enabling efficient execution because the consequences of not changing could result in reputational damage. Bad reputation results in lack of accountability and direction on the part of leadership.

1.3.6 Applicability

Schwella (2014) suggests that applicability of learning and transformation is done through motivation and creation of knowledge. That notion pays off in many organisations because it is part of continuous improvement that pursues organisational achievements and goals. Rana, et al., (2016) suggests that adult learners are problem centred and are interested in immediate application of learning, yet in this organisation they struggle to apply learning in their workplace. Hence, shared philosophy is only assumed when leaders are able to create an environment for learning and that environment must be conducive enough to allow application of learning to immediately take precedence. Arguably du Plessis (2015) believes that organisations tend to compartmentalise leaders so as to adjust their values to match the organisation's. Effectively, organisations expect leaders to behave completely differently at any given time.

1.3.7 Middle Managers

Middle managers serve as connectors between senior managers and junior managers, argue Stenvall, Nyholm and Rannisto (2015) because they tackle both tops and bottoms of the organisations. They are expected to support senior managers' concepts of a learning organisation and to articulate the vision for their lower level employees. Such expectation requires rigour and the breakthrough of many practices in organisations. With the organisation going through turmoil, middle managers are playing an integrative role for both downward and upward communication about strategy formulation and implementation (Ekaterini, 2011).

1.4 PROBLEM STATEMENT

This organisation must provide systems and access to knowledge to sustain their vision and mandate. The problem arose for this organisation when the behaviour and image of some leaders was questionable. The decline in investor and public confidence in this organisation prompted the need to look into the leadership pillars. The behaviours and attitudes of middle managers do not match what the public and outside world expect. This created a bad image and resulted in the downgrade by many rating agencies. On 28 March 2018 Moody's investor services downgraded this organisation to B2 from B1, similar to that of the Eurobonds ratings when they revised their rating on this organisation. While the downgrades are disappointing, it is worth noting that in its decision, the rating agency (Moody) acknowledged some positive strides the organisation was making by the appointment of the new board and interim group Chief Executive.

The lack of understanding of the importance of the leadership pillars created a gap on how the organisation is led. The application of the prescribed leadership pillars seems not widely practised within the organisation. The four prescribed leadership pillars are guidelines on what behaviour should be exhibited by middle managers in this organisation, yet due to a lack of application of these pillars, the organisation does not seem to be effectively led. All these challenges have had a negative impact on the organisation's bottom line and public image. The agencies had no choice but to downgrade the organisation from B-plus to a B-minus status. This has had a severe impact on the reputation of the organisation within South Africa and on the African continent.

1.5 MOTIVATION

Miller (2014) puts it out that a reputation is what one develops and what others perceive. It is what differentiates one organisation from the other, because of its competitive strengths, talents and behaviours of leaders. Therefore it outlines the individual and organisation's principles and the value they offer to their customers. Ahmad, et al., (2012) believe that leadership is made stronger by association, images, personalities and leadership traits which are all translated to customer benefits.

Neck and Manz (2012, p. 4) present a description of self-leadership as an important determination of who we are and what we do in a complex environment. Self-leadership thus becomes an essential building block for maintaining positive relationships within and outside stakeholders (Achua & Lussier, 2013). This notion of self-leadership becomes an enabler for leaders as it fosters relationships that are reciprocated. Miller (2014) and Sinek (2009) argue that to stay competitive and to improve the organisational image, strong leadership should leverage strength from the organisational human capital and inspire others.

1.6 RESEARCH QUESTIONS

The research consists of the main research question and three sub questions.

1.6.1 Main Research Question

- What is the middle manager's understanding and execution of the prescribed leadership pillars?

1.6.2 Sub Research Questions

- How are middle managers applying the prescribed leadership pillars?
- To what extent do middle managers apply the prescribed leadership pillars?
- What insights can be gained from this research for the benefit of middle management's application of pillars?

1.7 RESEARCH OBJECTIVES

1.7.1 The Main Research Objective:

- To explore middle management's understanding and execution of the prescribed leadership pillars

1.7.2 Sub-objectives:

- To explore the applicability of the four prescribed leadership pillars
- To assess how middle managers are applying the prescribed leadership pillars
- To gain insights from the research for the benefit of middle management on the application of the prescribed leadership pillars.

1.8 ANTICIPATED CONTRIBUTION OF THE STUDY

1.8.1 Theoretical Contribution

The research is expected to add to the existing literature on leadership, leadership pillars and values within the organisation.

1.8.2 Practical Contribution

The practical contribution projected for this organisation includes an understanding and application of the leadership pillars that can bring about a new dawn for the organisation. A good elaboration of the leadership pillars in this research will enable the leadership team to appreciate the need to apply these pillars. It would be meaningful for the research findings to help the organisation to invest in leaders who inspire others to take on leadership pillars, and an opportunity to re- focus the energy on building the reputation and image of the organisation.

1.8.3 Methodological Contributions

No methodological contribution is anticipated.

1.9 STRUCTURE OF RESEARCH

The structure of the research is as follows: In Chapter 1 the introduction, background, research objectives and research question as well as the research problem are presented. Chapter 2 is where literature is reviewed. In chapter 3 the research philosophy and research design are discussed. In chapter 4, the data is presented using direct quotes from the participants, and Chapter 5 is where the discussion, recommendation and conclusion are presented.

The next chapter is on literature review.

CHAPTER 2 LITERATURE REVIEW

2.1 INTRODUCTION

This chapter offers literature review on the key concepts that this research has undertaken. The key concepts of leadership, leadership pillars, applicability and middle managers are discussed in depth. Over the years, organisations in most sectors have gone through rigorous techniques and challenges to establish effective leadership, yet leadership as a concept, is difficult to explain. Amar and Hlupic (2016) suggest that organisational growth comes from innovation rather than the operational efficiencies. However the organisation under study has prescribed leadership pillars which suggest that mind-shift change will bring about operational efficiencies (Internal Strategy Document, 2015).

Amar and Hlupic (2016) and the Internal Strategy Document (2015) agree that mind-set shift can bring back the importance of the human element in the work place. Hence the importance of middle managers is crucial in closing the gap around the need to understand operational efficiencies. Managing employees, applying skills and knowledge has become an impossible role to fulfil in volatile situations, however many managers agree that human resources' processes often yield dubious results (Bucic, Robinson & Ramburuth, 2010).

2.2 LEADERSHIP

Karp (2012) believes that there is very little research has been done on the process of leadership, because the phenomenon is still multi-faceted. Various leadership researchers have championed specific types of leadership within the leadership domain, which result in various styles of leadership having been enriched through research (Rao, 2013). However, research has identified some leadership styles within the leadership domain. These include, but are not limited to, servant leadership, transformational, transactional, autocratic, democratic and soft leadership. De Sousa and van Dierendonck (2014) highlight the importance of servant leadership in the context of instability. It is argued that servant leadership is a holistic approach that focuses on follower development which encompasses all dimensions such as relational, ethical, emotional, spiritual and social dimensions (Eva, Sendjaya, Prajogo, Cavanagh & Robin, 2018). Achua and Lussier (2013)

agree that leadership is the ability to influence leaders and followers to achieve organisational goals through change.

Meanwhile, Farrell (2000) suggests that emphasis be put on teaching organisations to adopt leadership styles that are willing to promote learning. Complex environments call for a complex style of leadership. Toendepi (2016) notes that complexity is the greatest challenge facing leaders in the short to medium term. Power dynamics could lead to either autocratic or democratic roles, as leaders take responsibility (Karp, 2012). Democratic leadership is distinctly different from a position of power, as the responsibilities are distributed to aid decision-making (Gastil, 2009). Democratic leadership is about inclusivity, accommodation, information sharing and becoming visionaries. On the contrary, autocratic leadership is viewed as domineering and uninvolved, and is seen as unproductive in many organisations (Gastil, 2009).

While transactional leadership concentrates on tasks and rewards (Rao, 2013). Gardiner (2006) concurs and states that transactional leadership is an exchange between leader and follower. On the other hand, transformational leadership aims at operating beyond self; it prompts visionaries to combine existing and new knowledge based ideas (Bucic, et al., 2010). Gardiner (2006) emphasises that both transactional and transformational leadership styles are not mutually exclusive, but the same leader can use both situationally. Amar and Hlupic (2016) extend the argument that transformational leadership is about shared power and community building. Transformative leaders are viewed as courageous individuals who break boundaries through learning and motivating people to want to learn (Farrell, 2000). This style usually requires leaders that have a combination of inspiration, vision and idealised influence (Achua & Lussier, 2013)

Rao (2013) refers to soft leadership as leadership that leads through soft skills and people skills. It is often difficult to lead with soft leadership, for those that lead must first learn to humbly lead themselves and look within their strengths and weaknesses (Caldwell, Ichiho & Anderson, 2017). It is necessary to distinguish these leadership styles from one another, arguably they all have some common themes that are about leading themselves first, leading others and leading organisations. Achua and Lussier (2013) argue that there are many leadership styles and definitions, the difference is the complexity of what each person wishes to highlight. However, the

world is battling with effective ethical leadership that serves others and fulfils a shared vision (Wong, 2017). Leadership in the energy sector is defined as the process of influence (Internal Strategy Document, 2015). This influence shapes perceptions of society towards the value of providing sustainable electricity for South Africa and the African continent.

Often leaders find themselves pushed and pulled from one direction to another to make operational plans real, at the same time changing the operational plans into strategic plans that promise a future (Lowy, 2015). Olivier and Schwella (2016) reiterate that for leadership to adjust in an uncertain and dynamic environment, it requires growth in capability, alignment, confidence and agility to respond. This may require the abilities of a soft leader. The emphasis is on behaviour, attitude and the personality of people because it integrates participation and execution of the strategy as key variables (Oliver & Schwella, 2016; Rao, 2013). In essence, organisations need leadership that is focussed on goal setting, influencing people and great collaborators to achieve goals effectively.

2.3 PRESCRIBED LEADERSHIP PILLARS

This organisation has adopted leadership that embraces servant leadership characteristics, leadership that creates learning organisation, leadership that is characterised by good governance and leadership that is characterised by disciplined execution.

2.3.1 Leadership with the heart of a servant

Recent scandals have necessitated ethical leadership styles such as servant leadership to be considered as key enablers on organisational performance (Eva et al., 2018). However, the impact a leader has on performance is influenced by the context it operates under. The first prescribed leadership pillar is that of servant leadership. Wong (2017) defines a servant leader as one whose purpose is to serve others by investing in their well-being to accomplish specific tasks for the good of the organisation. Achua and Lussier (2013) agree that servant leadership is made up of leaders who lead from the position of moral influence and not of power. According to Bolden (2014), an alternative to moral influence is the value of humility, translated as Ubuntu, which is a philosophy that is directly translated as humanness. This human

philosophy of life and belief systems resides in people's daily experiences (Naburede, n.d). Notwithstanding that the philosophy of Ubuntu derived in South Africa, it stretches across international relations that respects all nations, people and cultures (South African Foreign Policy, White Paper, 2012). The concept of Ubuntu is consistent with an interpretivist approach, which seeks to understand the people and how they make sense of the world around them (Bolden, 2014).

The middle managers' views on the philosophy of humanity are supported by the notion that a leader that possesses servant leadership style is expected to retain his/her employees within the organisation to enable them to service customers, since more emphasis is on serving others (Zhao, Liu & Gao, 2016).

Sendjaya and Pekerti (2010, p.645) argue that leadership is not a style one can choose when it is convenient for them, it is a conviction that constantly manifests in the need to serve others without seeking personal gain. Hansen (2014) believes that servant leaders are about the alignment of people with strategies and leadership interventions that are believed to be of value to individuals and organisations. For organisations to thrive, du Plessis (2015) suggests that leaders must be able to learn, adjust and change in response to new realities. Zhao et al., (2016) reiterate that service industries cannot be oblivious to adjustments and changes because those are characterised by a high turnover rate.

Yang, Liu and Gu (2017) argue that only recently did servant leadership present significant potential influence on team or employee creativity. However, individuals need to undergo a journey of self-discovery and personal transformation for them to be called servant leaders (Wong, 2017). It is about servant hood because it compels the leader to be humble. Leaders call for some high level of selflessness which can sometimes be unnatural in the real world (Achua & Lussier, 2013). When leadership reflects, it requires the focus of leaders to help followers bring out their full potential in any situation (Yang et al., 2017).

It has been established that servant leadership is a spirit of serving others which is reflected in the behaviour (Zhao et al., 2016) expected from each manager to always consider others' needs first before individual needs. That introduces the key characteristics and attributes associated with servant leadership which are trust, vision and credibility and which cannot be separated from values (Wong, 2017; Zhao

et al., 2016). Sendjaya and Pekerti (2010) suggest that trust is an exchange behaviour that facilitates the leader's ability, integrity and benevolence as antecedents in a leader, as trust creates shared vision.

Amar and Hlupic (2016) agree that shared vision is when followers organise themselves and work in harmony towards a common objective. This shared vision can collectively identify with setting a personal example and appealing to commonly shared values (Sendjava & Pekerti, 2010). Shared goals are also associated with hope, vision and strategic capabilities of a leader, as vision shapes the personality, purpose and intention of the leader (Karp, 2012). Engelbrecht, Heine and Mahembe (2017) argue that the leader's commitment to the vision is an act of ethical leadership as it inspires others and brings about the credibility of leaders who want to grow organisations. The King IV Report (2016) talks about the inversion of influence, which refers to employees and peers perceived to be more credible than leaders. It refers to credibility as the quality of being trusted and believed in (King IV, 2016). It establishes the extent to which organisations demonstrate accountability by engaging with their stakeholders through trust and reputation.

Fryer (2011) argues that it is worth noting that democratic leadership could be undermined if credibility of the leaders is not dominant. According to Engelbrecht, et al., (2017), credibility of ethical leadership has a significant influence on leader and follower. However, Hopper (2017) finds it difficult for politicians to make a credible commitment towards their followers, especially in the African context. These attributes become part of servant leaders' behaviour, as they create a rapid shift from autocratic leadership based on how fast paced the world has become. Spears (2010) believes that there is more appetite in leaning towards servant leadership even in the toughest times in work contexts.

In demonstrating servant leadership attributes and characteristics, leaders need to foster equitable, social responsibility and become more human in the workplace by being more sensitive to societal expectations (Gotsis & Griman, 2016). This can be facilitated by leaders who are in possession of mentoring, coaching and training capabilities by providing support, ethical and a transparent work environment (Winston & Fields, 2015). Esser, Kahren, Mouzughi and Eomois (2018) describe servant leaders as those applying vision to inspire and motivate their followers and

praising creativity, innovation and change. Bennis (2010) also considers leaders as focusing on people while managers focus on structures.

Servant leadership seeks to involve others in decision making based on ethical considerations, caring behaviour and caring for the organisation, with emphasis on follower performance and development (Winston & Fields, 2015). Hence this prescribed leadership pillar seeks to create a caring, trust based environment, which develops others and enables them to perform at their maximum best. Claxton (2014) is of the opinion that there is no consensus on the real definition of servant leadership; however it is a viable style and theory worth considering helping organisations improve their well-being.

2.3.2 Leadership that Creates a Learning Organisation

The second prescribed leadership pillar is that of leadership that creates a learning organisation. This pillar focuses on accountability for continuous improvements on processes and key interfaces (Internal Strategy Document, 2015). According to Goede and Neuwirth (2014), accountability is a value that is often associated with concepts of responsibility and liability. Mendes, Gomes, Marques-Quintero, Lind and Curral, (2016) argue that twenty-first century organisations deal with so much pressure to be innovative in unpredictable environments. These environments are expected to continuously transform themselves into learning organisations. Altinay, Dagli and Altinay (2016) also put forward an argument that it is imperative for organisations to engage their resources and talent to achieve organisational goals. However, Shin et al., (2017) suggest that learning organisations do not rely on top management to tell them what to do but challenge the status quo. Hence it is increasingly important to understand how to promote adaptable responses under any circumstance (Mendes et al., 2016).

Rana, et al., (2016) agree that learning organisations are characterised by continuous learning processes that have a capability to change and transform. Similarly, Ng (2015) postulates that organisations need viable alternatives to generate learning solutions that could be solved in complex situations. Leadership has an impact on learning because leaders have to be skilled at sharing, collaboration and engagement with the ability to mitigate the dark side of change (McKenzie & Aitken, 2012). Shin et al., (2017), McKenzie and Aitken (2012) suggest

that in learning organisations, leaders nurture culture, dedication and ethical behaviour that encourages knowledge sharing because no one wants to be excluded in shaping the outcome of the organisation.

Thomas and Allen (2006) conceptualised the idea of learning as predominantly dependent on organisational culture that is strongly influenced by sub-cultures. Altinay, Dagli and Altinay (2016) speak of culture as transference of learning to facilitate and share information, openness, and collaboration amongst groups to become effective. This creates transferring of the learning experience as an essential component for the culture of organisations, as it clarifies its vision and values (Altinay et al., 2016). According to Hannah and Lester (2010) a culture that promotes learning has benefits of a diverse and open hub of knowledge and opinions. This is where novel models and solutions become part of the organisation.

Notwithstanding the challenges that come with learning organisations, it is necessary to create the culture of social capital to learn from previous mistakes. Challenges may arise in environments where uncertainty and rapid changing technologies require knowledge, skills and experience of their people. Organisations are exploring and implementing different strategies and initiatives to ensure that leaders are capable of coping with challenges of the 21st century (Rana, et al., 2016). Twenty-first century learning requires that leaders step back and allow learning to emerge rather than dictate how learning ought to be (Shin et al., 2017). While globalisation and technological advancements are more competitive than ever, it is for this reason that this organisation adapts and stays on the competitive edge to embrace learning.

Bucic, et al., (2010) state that there is an increasingly required ability to change, evaluate and implement a new course of action to accelerate new and existing knowledge. Claxton (2014) places emphasis on the value of each leader and individual employee, and the extent to which their ethical behaviour contributes to the bigger picture. Engelbrecht, et al., (2017) contribute that leaders who make a concerted effort to embrace individual views and perspective, value integrity and can be trustworthy. It has been demonstrated that leaders' efforts can influence subordinates, guide behaviour such as communication, ethical standards and disciplined execution (Engelbrecht, et al., 2017). The behaviours also include fairness and quick decision making, which can be challenging if servant leadership style is not used for the collective (Shank, Hill & Stang, 2013). Senge (1999) quoted

by Altinay, Dagli and Altinay (2016) state that in learning organisations, members collectively learn and continually develop their knowledge and skill to accomplish desired organisational outcomes and behaviours.

For organisations to thrive in volatile situations, it is important to scan the environment for resource optimisation and to aid decision making. Environmental scanning is a process of gathering and analysing information to assist organisations to make strategic decisions (Internal Strategy Document, 2015). Winston and Fields (2015) argue that leadership development occurs in the broader context of the work environment. Gotsis and Griman (2016) came to a realisation that diverse work environments are afforded opportunities to align with organisational goals. Shared goals necessitate inclusivity which creates collaborative efforts. In the absence of collaboration, organisations stand the risk of late decision making, a non-diversified workforce and no shared leadership (Fryer, 2011). Shared leadership is about a shared sense of purpose where leaders divert attention from the individual to the collective (Fryer, 2011).

De Sousa and van Dierendonck (2014) reiterate that leadership development can be about showing awareness for specific needs of the workforce to adapt in uncertain environments. While it is argued that leaders are truly transformational when there is an increased awareness of what is right, good and important, it is also important when they move followers beyond their self-interest for the good of the organisation (Fryer, 2011). Bucic, et al., (2010) suggest that learning organisations can either promote or inhibit team development if leadership and leadership style is not featured in team learning. Team learning is a process by which a collective of individuals who create a team, act as a whole to make sustainable improvements in organisations (Bucic, et al., 2010, p. 230). Alhaqbani, Reed, Savage and Ries (2016) put emphasis on the employees' need to be involved and empowered as this can adversely translate as reduction of their authority and ability to control. These can be also be seen as stressful events that cause middle managers' feelings of anxiety, tension and emotional exhaustion when work does not happen at the rate they expect (Giauque, 2016). However, managers who promote self-efficacy amongst their employees and create compelling stories for change successfully create opportunities for team learning (De Sousa & van Dierendonck, 2014).

Rao (2013) asserts that learning organisations respect failure but allow their partners and stakeholders to perform, because they put emphasis on reaching long term goals. Based on these learnings, strategy and organisational development, elements with the focus on learning and leadership are carried out successfully (Olivier & Schwella, 2016). Du Plessis (2015) found a need to critically look at learning organisations' lack of focus on spiritual dimensions which may assist in preventing organisations' learning abilities. Spirituality is a subjective matter although research has explored its meaning for many decades. Young and Koopsen (2011) describe spirituality as the journey of emerging themes. Themes such as meaning and purpose, hope, connectedness, belief systems and expression are regarded as key elements in the spiritual realm. There is a view that individuals must be willing to recognise the need to change, and therefore the shift must come from a place of desperation to lead and live spiritually (Young & Koopsen, 2011).

There are many definitions that agree with the journey that each person undertakes to find their spiritual path. Leadership prescription is that leaders must create and encourage space for learning to take place in the organisation by being facilitative rather than directive (Schwella, 2014). Imran, Ilyas, Aslam and Ur-Rahman (2016) suggest that transformation of organisations from a resource based view to a knowledge based view has increased over the years. Fairholm and Card (2009) argue that the resource based theory claims that organisations must have resources to carry out their operations. These resources must be valuable and sustainable. Imran et al., (2016) agree that in order to acquire a competitive advantage, organisations with resources learn faster and have sustainable competitive advantage as compared to their unresourced competitors. However, based on the volatility of business environments, organisational learning has become the source of competitive advantage for many.

Bucic, et al., (2010) argue that learning, as a key success factor in organisations, has prompted businesses to recognise the importance of learning in developing strategies and competencies. Altinay, Dagli and Altinay (2016) refer to learning organisations as those continuously transforming themselves. Arguably such perspective would seem to support the servant leadership model over transformational leadership under high uncertainty environments (De Sousa & van Dierendonck, 2014). It is often assumed that after a learning experience, learned

knowledge and skills are typically forgotten gradually or rapidly after the completion of a learning experience (Kim & Callahan, 2013).

A lack of a conducive environment for the newly acquired skill can offer limited comprehension, because adopting a leader centric perspective offers different dynamics of leadership (Mendes et al., 2016). Although transfer of learning and sharing experiences happens through teaming (Altinay, Dagli & Altinay, 2016), it seems that changes in behaviour have an impact on learning transfer, as learners perform their jobs differently after a learning experience (Kim & Callahan, 2013). From this perspective, leadership development should be planned around leaders acquiring knowledge to facilitate culture and learning transfer.

Bucic, et al., (2010) suggest that in competitive environments, leaders must implement diverse actions of flexibility and control as organisations try to restore balance. Even in dynamic organisations, organisational learning requires adaptive and progressive leadership that is more suitable. Many researchers suggest that it is imperative for organisations to be deliberate in delivering solutions that will facilitate learning in dynamic organisations (Altinay, Dagli & Altinay, 2016). This cannot be dependent on one solution and multiple approaches should be adopted by leaders (Bucic, et al., 2010).

2.3.3 Leadership that is characterised by good governance

The third prescribed leadership pillar is that of good governance. While corporate governance has been a topical issue in recent times, it has been recognised as part of leadership process in addition to management oversight (Hopkins, O'Neal & Williams, 2007). Since its inception, the central focus has been on strategic management, particularly around governance structure, strategic leadership and performance in organisations (Goede & Neuwirth, 2014). However, El-Kassar, Gammal and Fahed-Sreih (2018) refer to corporate governance as mechanisms, processes and rules by which organisations are monitored, controlled and directed. Schwella (2014) speaks of good governance as democratic governance, which is specifically designed to add value on processes and dynamics. Sadie, Furney, Chinsamy, Smit, Shepherd and Wolpert (2014) highlight specific elements of 'brand' that good governance aspires to become; these are protection of reputation, protection of share price, attraction of finances and restoring staff morale.

It is expected that organisations place values at the core; it seems as if ethical values are an illusion because some employees are unclear of what is expected (Hopper, 2017). Ethical values are described as those principles that are applied to organisations' activities, how decisions are made and the relationships between the organisations and their stakeholders (King IV, 2016, p.78). An interview from the Managing Director of the Rutherford family business in the United Kingdom, David Rutherford, defined ethical values as "something which is shaped from the top of the organisation. Anybody who comes in any form of relationship with the organisation is expected to conform with those values" (Fryer, 2011, p. 112).

King IV Report (2016, p. 33) recommends some characteristics that organisations must consider when making decisions of collective ethical stature. Organisations are bound by their standards to adhere to ethical values to make sound business with their stakeholders, and those standards are key dependencies to fulfil organisational branding. These characteristics are key dependencies on ethical and good governance on the part of the leader. These are independence, inclusivity, competence, diligence and courage (King IV, 2016).

Independence is an act of independence of mind in the interest of the organisation, where there is conflict of interest (perceived or actual) and this should be disclosed to the governing body in full detail. Shank et al., (2013) argue that researchers tend to evaluate a variety of factors that include a degree of independence of the board's financial disclosure, accountability and internal controls. Acting independently is also paramount for members of the governing body because they should balance the act of inclusivity. The second characteristic is that of inclusivity, which is an act of legitimacy, interest, and expectations of all stakeholders in decision making (Viljoen, 2015). The third characteristic is the act of competence, which refers to the expectation that members of the governing body should act responsibly for continual development of their competent abilities to govern individually or collectively (King IV, 2016). The fourth characteristic is that of diligence, which refers to performance of duties in a manner that sees members devoting their time to govern and exercise judgement on matters of the business. The fifth characteristic that speaks to members of the governing body is courage. Courage in this instance refers to acts of integrity, humility and respect in taking risks of all decisions in the best interest of the organisation (King IV, 2016).

While these characteristics are relevant and prudent for ethical leadership, Sadie, et.al, p.11, 2014) quoted Professor Mervyn King's opening key note address on 6th Premier Corporate Governance Conference that "stakeholder groups' requirements and expectations are becoming significant drivers of current corporate governance through leadership". It was emphasised that corporate governance codes cannot guarantee honest executive conduct and that corporate stakeholder relations are essential to business health. Therefore individual board members should continually assess their own practice of emotional intelligence as they execute their own responsibilities as leaders (Hopkins et al., 2007). Spears (2010) suggests many of these positive characteristics should be encouraged and practiced by all leaders.

There has been an increased interest in the potential impact of good governance on financial performance (Shank et al., 2013). Corporate governance, as referred to by El-Kassar et al., (2018) considered all possibilities of relationships with stakeholders and the transparency of how the business is run from an ethical, economic and financial point of view. Schwella (2014) reiterates that ethical governance should benefit from influences and inputs of others because transparency is paramount in forming formidable relationships. Although it is suggested that the relationship between financial performance and good governance should produce positive progressive results, only a few organisations achieve this because of their ethical and environmental good standing (Shank et al., 2013). According to Shank et al., (2013), there is no conclusive evidence of a positive correlation between performance and good corporate governance. However, the criteria were broadened for personal accountability to take precedence (Shank et.al, 2013; El-Kassar et al., 2018). Evidently, accountability has been listed as the key requirement of good governance (Goede & Neuwirth, 2014).

On the other hand political interference can affect good governance. Gardiner (2006) uses the political system in a metaphoric term as a virtue of what politics hides; political interference can lead to human degradation. Hopper (2017) argues that politicians and officials often use personal gain to build networks of supporters. These informal relations permeate formal structures, become interlinked and eventually institutionalise. This creates splits in organisations between those for the public and those that are for their personal gain (Hopper, 2017; Karp, 2012). Shank

et al., (2013) highlight the lack of financial disclosure and internal controls on all boards of directors and accounting officers.

It has been highlighted in the King IV Report (2016) that the first characteristic of independence is about full disclosure on conflict of interest, perceived or actual. Full disclosure and conflict of interest enhance transparency in running the organisations efficiently and effectively. Standard and Poor's (S&P) degrading of this organisation was based on accounting practices that were irregular, which impacted on the organisation's financial standing. Ineffective corporate governance structures put the organisation at risk. That also has a huge impact on the brand of the organisation. Ahmad, et al., (2012) reiterate that two distinct problems are obvious when dealing with brands, the first being the inability to realise the real value of the brand with its benefits, and secondly, the failure to grow the brand through leadership performance and value. Leaders need to be mindful of what they deliver because long term view is under scrutiny when decisions are made haphazardly without considering the implications (Internal Strategy Document, 2015).

An inquiry on the alleged state capture with the focus on governance issues, led to poor investor confidence, loss of public support and low staff morale. The role of board members is to clean up the current strategy and raise credibility of this organisation to ensure further progress through stakeholder engagement (Internal Strategy Document, 2015). It would seem reasonable to assume that there is a clear link between the board and corporate performance however research has not established that link (Shank et al., 2013). It is clear, however, that many organisations focus on providing effective corporate governance. The organisation under study's board needs to restore and exercise fiduciary duties by providing optimal, quality decision making and considering all risks and mitigation, while providing oversight in all areas of the business (Goede & Neuwirth, 2014; El-Kassar et al., 2018). Ludolph (2014) argues that in their pivotal roles, board members must provide rock solid support when matters are not properly organised to avoid penalties. Lack of that support may result in failure to develop the economy and fiscal crisis will erupt in large organisations (Hopper, 2017).

El-Kassar et al., (2018) confirms that it is critical for organisations to generate profits and to abide by laws and values, but they must aim to be ethical and socially supportive in their business, because they affect societies around their businesses.

Although Hopper (2017) argues that in practice it becomes difficult for leaders to make such choices because they often treat symptoms and not the causes of corruption and poor governance, all those ethical, social supportive and value driven characters require a leader who is disciplined in delivery, because the service delivery is aimed at serving others first.

2.3.4 Leadership that is characterised by disciplined execution

The fourth prescribed leadership pillar is that of leadership that is characterised by disciplined execution. This pillar takes on accountability, performance of the organisation, and prioritises efficient execution. Schwella (2014) suggests that to maintain discipline in organisations, leaders ought to continuously keep employees involved and interested in order to sustain work impact. The likes of Nelson Mandela, Mahatma Ghandi and Mother Theresa, are all examples of leaders who led unconditionally because they were servants first. However, Spear (2010) views discipline execution leaders to have preference of rigidity over flexibility, closeness over openness and authoritarian over democracy.

Arguably Fryer (2011) speaks of democratic leadership that would need to be embedded within governance structures which responds to human beings as generators of their own meaning and values. It has become apparent that some middle managers do not recognise their contribution on strategy development because of the lack of line of sight in the cascading objective of the organisation, which implies that middle managers have a small role to play in creating a learning environment and becoming leaders that create disciplined execution. Bates and Aitkins (2017) argue that a gap exists between strategy and disciplined execution. Leaders must embrace, model and communicate behaviours that are expected to be seen by organisations. Karp (2012) suggests that for managers to execute disciplined action they need to inspire others. Evidently, strategies of the organisations are dependent on leaders who create clarity and who are held accountable for their performance (Bates & Aitkins, 2017).

De Sousa and van Dierendonck (2014) contribute to the idea that accountability is about ensuring that people are responsible for their actions and results. In order to maintain discipline and sustain work impact, leaders need to continuously ask the questions and keep the teams involved to avoid problems (Schwella, 2014). Asking

the questions and involving everyone seems to be working because it creates an environment of trust and that translates to responsible and accountable teams (Bates & Aitkins, 2017). Teams can aid in balancing the equation particularly in the context of learning organisations (Church, 2014), as teams can apply a level of discipline. The role of teams in organisations becomes an important with its intricacies and complexities, as teams evolve (Chin, 2015).

Karp (2012) agrees that many organisations have sought out means to develop dynamic capabilities required for leaders to take on accountability in a workplace. That notion creates ethical leadership which shapes leaders' discipline into the craft of leadership. Engelbrecht, et al., (2017) highlight the importance of ethical leadership's credibility and integrity is on leaders' potential to influence. Integrity is referred to as adherence to moral principles which captures values (Engelbrecht, et al., 2017). Bates and Aitkins (2014) agree that leaders' presence and engagement builds trust, communicates across silos and wins credibility of teams, as leaders inspire people to go above and beyond their call of duty.

The bottom line for any organisation is dependent on disciplined execution. According to Lowy (2015), discipline execution is about getting things done by dealing with facts as they are. Furthermore, Olivier and Schwella (2016) argue that organisations may never succeed if strategy is not executed, as through execution, the strategy plan is reviewed to achieve efficiency. Disciplined execution's focus is to clean up governance, stabilise the business and re-energise in order to ensure business continuity to perform into the future (Internal Strategy Document, 2015).

This inter-dependency of strategy and execution is also associated with competencies to execute. Esser et al., (2018) highlight a few competencies that include self-awareness, self-confidence, and self-discipline in the context of leadership. Church (2014) argues that there is a wealth of expertise, knowledge and processes to execute work properly, but that organisations have been faced with many obstacles to execute properly. It has been established that to get into the leadership space, one needs the self-awareness, self-confidence and self-discipline competencies, however it is also important to bring one's authentic self into the leadership role (Esser et al., 2018).

Organisations are systems where there is interdependence of its various departments at execution. Smith (2012) says system thinking is a discipline for seeing wholes. It is a framework for seeing interrelationships rather than things, for seeing patterns of change rather than snapshots or blue prints. Senge (1993), as quoted by Viljoen (2013), argued that system thinking is about understanding relationships by linking the interactions between elements that comprise the entire system that are functional. Hence, system thinking is about relationships that are built to collect, share and preserve integration of work within organisations (Kim & Callahan, 2013). The relationships allow people to have the capacity to create information that can be absorbed to foster interdependency (Smith, 2012). However, the prominence of political associations disrupt systems in organisations. Organisational systems are not far removed from emotional human connectedness because people are more inclined towards supporting what they have been involved in (Lacoste & Dekker, 2016). Today system thinking is required more as complexities increase.

2.4 APPLICABILITY OF LEADERSHIP PILLARS

Schwella (2014) suggests that applicability of learning and information is done through motivation and creation of knowledge. Knowledge application is defined as a process of applying existing knowledge for doing routine tasks and problem solving (Imran et al., 2016). That notion pays off in many organisations because it is part of continuous improvement that pursues organisational achievements and goals. Rana et al., (2016) suggest that adult learners are problem centred and are interested in immediate application of learning, yet organisations struggle to apply learning in their workplace. Hence, shared philosophy is only assumed when leaders are able to create an environment for learning and that environment must be conducive to allow application of learning.

Arguably, du Plessis (2015) believes that organisations' compartmentalised leaders adjust their values to be applicable in organisations. Effectively, organisations expect leaders to behave completely differently in any given time. Imran et al., (2016) put more emphasis on existing literature that has explored employee learning, and how some links between knowledge and process are applied. These links have created conversion and application of learning. De Sousa and van Dierendonck (2014) argue that leadership is about effecting commitment to change through justice and

optimism, which seems to be applicable in different leadership approaches. Ideally, the tools and techniques in learning spaces are meant to help leaders apply their minds, however in practice it takes collaboration, resources and time to develop connection points (Church, 2014). Once the integration is established, leaders can build on consistency as teams learn to respect, communicate and collaborate across the board (Bates & Aitkins, 2017).

2.5 DESCRIPTION OF MIDDLE MANAGERS

Middle managers serve as connectors between senior managers and junior managers argue Stenvall, Nyholm and Rannisto (2015) because they tackle both the top and bottom of the organisations. They are expected to support senior managers' concept of a learning organisation and articulate the vision for their lower level employees. Such expectation requires honesty, respect, transparency and engagement (Bates & Aitkins, 2017). Rucic (2016) emphasises that middle managers must always keep in mind that their roles and activities are important. Not only are they responsible for cascading organisational goals to lower levels, they are also expected to translate activities to contribute to employee development. The expectation is also around creating and monitoring work schedules of governing boards (Human Resource Management International Digest, 2017).

Middle managers find themselves unappreciated at times because of a lack of communication from an executive (Human Resource Management International Digest (HRMID), 2017). HRMID (2017) suggest that teams operate in environments that are largely influenced by broader institutional goals where middle managers are most needed for guiding and directing front line teams to carry out organisational goals. Giauque (2016) argues that at the centre of organisational hierarchies lie middle managers who are responsible for implementing strategies and exercising control over junior staff, because of their mediating roles on operational levels within the organisations. However, the challenge for middle managers is to persuade for the absorption on capacity for learning and adaptability across different organisational levels (Hannah & Lester, 2009). Alhaqbani et al., (2016) offer that middle management plays an equally important role after implementation, ensuring a commitment to quality management and working towards the success of the

organisation. Chin (2015) acknowledges that teamwork has evolved because technology has expanded based on new world of work

Shin et al., (2017) suggest that often leadership takes on centre stage when it comes to decision making based on skillset, toolset and mind-set. When organisations go through turmoil, middle managers are often expected to perform miracles to create understanding for their employees. Although middle managers are currently confronted with increased work pressures, it is required of them to engage emotional intelligence at work to create legitimacy, by becoming more flexible in dealing with organisational issues and their employees (Giauque, 2016).

Middle managers have been interviewed to participate in exploring the depth of application of the prescribed leadership pillars, because they play a role in a learning environment. With the organisation going through turmoil, middle managers are playing an integrative role for both downward and upward communication about strategy formulation and implementation (Ekaterini, 2011). Clifton and Gentle (2015) were surprised by the openness of senior people and their ideas when levels were put aside, because middle managers were seen as people who connected all levels. Lacoste and Dekker (2016) brought forward a concept of emotional connectedness, which emphasised the role top management plays in monitoring the emotional connectedness. According to Gardiner (2006), connectedness is a web of relationships. Interconnectedness is the ability to be sensitive, to give assurance and to hold confidential information (Spears, 2010; Gardiner, 2006).

Hanson and Ford (2010) argue that complex organisations require adaptive leaders with both organisation and leadership view. According to Hanson and Ford (2010), adaptive leadership is a change movement that creates a platform for adaptive members to interact using facilitation rather than directiveness. This collective enables and fosters adaptive outcomes (Schwella, 2014) as it responds to complex and new problems. Adaptive leadership requires leaders to reflect and analyse before acting.

2.6 CONCLUSION

The significance of this chapter was to draw inferences on literature on the concepts of leadership. Within these leadership concepts, various literature studies have been conducted to establish how leadership shapes organisations based on their personalities and behaviours. The four leadership pillars still have a significant impact on organisational performance and identity (De Sousa & van Dierendonck, 2015; Schwella, 2014). Literature revealed that it is agreed that leaders and managers who seek to build organisations will impact the organisation positively. The purpose of the leadership pillars was to control and govern the leadership behaviour in this organisation.

The following chapter discusses research methodology and will address the research process and research design.



CHAPTER 3 RESEARCH METHODOLOGY

3.1 INTRODUCTION

Qualitative methods in the leadership space have gained momentum over the years as organisations and leaders are trying to find behavioral shifts (Saunders, Lewis & Thornhill, 2009). However, dynamic organisations seek dynamic theories and systems that require shifts to respond with agility to competitive and changing environments. Hence qualitative research was used to establish if middle managers responded by applying the prescribed leadership pillars in the workplace. To achieve this purpose, it was important to focus on an approach that identified middle managers who had been exposed to prescribed leadership pillars. Research philosophy, research design and ethical considerations are detailed below.

3.2 RESEARCH PHILOSOPHY

Saunders et al., (2009, p.107) argue that research philosophy is the development and nature of knowledge, because the researcher holds certain assumptions about the way the world is viewed. Basic assumptions of the researcher were based on the historical background in establishing the difficulty of applying the learnings on the prescribed leadership pillars and behavioural shifts after an exposure to some leadership interventions.

The parameters of ontology, epistemology and axiology guided the research method. Qualitative researchers believe that there are differences in ontology and epistemology between qualitative and quantitative methods (Eshlaghy, Chitsaz, Karimian & Charkhchi, 2011). The process of describing data in the simplest form in qualitative research is different from the process of description and comparison in quantitative research.

3.2.1 Ontology

According to Jing and van de Ven (2016, p. 560), ontology is defined as the study of being. Tubey, Rotich and Bengat (2015) describe ontology way of thinking to be that which is informed by the reality of the situation. Bahari (2010) also agrees that ontology is theory of nature of social phenomenon as an entity. Hence, in this research, interpretivism was adopted to address the ideological fit of the outcome

envisaged. It is in this context that the researcher undertook the research to get to the reality of participants and the environment in which they work. Bahari (2010) argues that in research an interpretivist view is widely accepted and recognised with its shortcomings, because there are social factors within which an objective reality is to be considered, contrary to the positivistic view which considers the law of cause and effect (Tubey et al., 2015).

Interpretivism as a descriptive approach suggests that the researcher interprets meaning while knowledge remains subjective (Viljoen, 2010). The emphasis in interpretivism is associated with feeling because in interpretivism researchers are seen as part of the social actors who interpret according to the participant's purpose and meaning (Creswell, 2013). This researcher used knowledge and understanding to probe more on the participant's understanding of being, without forcing issues. The research took on the interpretivism stance to address current challenges with which the organisation is struggling. Patel (2015) states that an interpretivist approach seeks to understand the culture through cycle processes of interpretation, sense making, understanding and action. Ontological assumptions in this research are based on researchers' history with the organisation.

3.2.2 Epistemology

Alhamdani (2016) put emphasis on interpretive phenomenology as an awareness of the researcher's position, views and reactions of what is being studied. Bahari (2010) is of the opinion that epistemological assumptions can be regarded as the nature of knowledge and how such knowledge can be known. Based on the two constructs of epistemology, the researcher looked into facts and what was acceptable knowledge as this had an impact on research and what is currently happening in the organisation. The researcher's truth was influenced by an existing body of knowledge, but does not necessarily become the truth to all.

Saunders et al., (2012) argue that the focus on epistemology is around the detail and reality of the situation. The use of researcher's experience and understanding prevailed in understanding the truth of the organisation's challenges. Hence the researcher's epistemology was informed by the nature of the knowledge that exists. The researcher's own reality was considered in undertaking this research

which did not influence participants' reality. Many of the participants had a different view of the organisation because that was their individual reality. Even though that was the case, the researcher respected each participant's view.

The researcher adopted the social constructivist paradigm as that view addresses the process of interaction and construction of meaning by participants. It was important for the researcher to understand the views of the participants, as their reality. This paradigm required that the researcher be intentional in understanding and interpreting participants' world-views. The intent was to make sense and interpret participants' experiences, beliefs and history around the prescribed leadership pillars.

3.2.3 Axiology

According to Saunders et al., (2012, p. 106) axiology is the researcher's judgement about values that includes values a researcher holds. The researcher's awareness of values, ethics and diversity was considered in undertaking this research. It was prudent that the researcher be aware of hers/his own blind spots and be sensitive to the truth of each participant. The respect for values that participants hold dear was respected in the same vain that the researcher respected hers/his own values. All participants were treated with dignity and respect in consideration of ethics and morals in undertaking the research. In the interpretivism philosophy, a researcher is value driven as one becomes part of the research process (Saunders et al., 2012). However, in qualitative research, the role of the researcher necessitates the researcher to identify personal values, assumptions and biases at the outset of the research. Hence the researcher was sensitive to the ethical values of each participant.

3.2.4 Research Approach

Khothari (2004, p. 5) defines qualitative research approach as a subjective assessment of attitudes, opinions and behaviour. The approach used in this research is a qualitative approach as it was influenced by the researcher's experiences and philosophical assumptions. Creswell (2013) suggested that the qualitative research paradigm is rooted in the understanding of the phenomenon being researched where a researcher makes gradual sense of the phenomenon. Qualitative research relates to the understanding of social factors which generates

words as a starting point of the construction of meaning and purpose rather than numbers (Aspers, 2009). Maxwell (2012) defines qualitative research as an intention to help better understand the meaning and perspective of the people being studied. For this reason, Silverman (2013) understands the call for each researcher to discover and defend qualitative methods to provide a view of different paradigms.

Qualitative research from a constructivism paradigm is about establishing purpose and meaning of the phenomenon from the participant's point of view (Creswell, 2013) while Khan (2014, p. 300) defines qualitative research as an enquiry of understanding based on distinct methodological traditions on enquiry that explore a social human problem. This research adopted an interpretative view as this view sought out meaningful factors such as social, environmental and experiences associated with this organisation in the energy sector environment. Alhamdani (2016) argues that in qualitative research the researcher needs to understand the nature of the data being collected and to choose a suitable approach to make sense. It was appropriate that the researcher used this approach as it helped in understanding the participant's reasons in applying the prescribed leadership pillars.

3.3 RESEARCH DESIGN

According to Creswell (2013), research design's emphasis is on the process of how the research will be done. Under research design, the sub-topics of population, sample, sampling, data collection, analysis and interpretation are discussed.

3.3.1 Population

Population is the audience to be studied in the research (Khan, 2014). Saunders et al., (2009) also describe population as a target audience or group members that are being researched. Khan (2014) goes on to highlight that the population being researched should have distinct characteristics from which to draw inferences. Population for this research were employees in the middle managerial positions who had been exposed to prescribed leadership pillars since its inception between the years 2013-2018. Creswell (2013) articulated specific characteristics that suggest that the population, the size and selection criteria be clear to eliminate bias in the research. The organisation has three levels of management; these comprise junior management (supervisors) at operational level, middle management at tactical level

and senior management at strategic level. The participants in this case are tactical level managers who manage junior (supervisors) managers and in some instances, manage their own peers.

Based on structural changes in this organisation, some middle managers are in specialists' roles, but still manage people; those were exceptions because they still work with teams where collaboration with others is critical. The population comprised representatives from the various departments who have gone through leadership programmes or who participated in any leadership conversation where leadership pillars were discussed. The number of managerial employees who have gone through leadership interventions where prescribed leadership pillars were part of content, is four thousand (4000) to date which constitutes the population of this research. Post matric qualification is a prerequisite for managerial employees in this organisation as they are required to manage others.

3.3.2 Sample

Ideally the sample represents the population with specific characteristics that indicate who and what the targeted audience is (Khan, 2014). However, for this research, only fifteen (15) participants were sampled to be interviewed. The sample was selected from all business areas across the entire organisation. These participants were selected from the database that reflects their participation in the leadership intervention programmes. They were exposed to the development of the leadership pillars or were involved in some form of learning and development where leadership pillars were discussed.

The sample of fifteen (15) middle managers was drawn from within a salary grade of fourteen to eighteen (14-18) as indicated on the organisational training database. There were nine (9) females and six (6) males. All of them fell within the age group of between thirty-five to fifty-five (35-55) years and with a minimum of three to five (3-5) years of managerial experience. These managers needed to have managerial experience spanning over three (3) or more years within the years 2013-2018 and from all regions where the organisation has a footprint. However, two (2) participants who were below the age of thirty-five (35) were also interviewed because they met the criteria. These two participants were also turning thirty-five (35) years later in the year 2018.

The organisation has a diverse workforce and experienced middle managers. According to the organisation's human resources database (2018), middle managers have been with the organisation for longer periods because they have been promoted through the ranks. All divisions and regions of the organisation were represented in the sample. There was no racial or gender discrimination in selecting the sample, as characteristics for each participant were not unique but a representation of the population that was researched. To eliminate bias in the research, Creswell (2013) emphasised the importance of stating clearly the characteristics of the population, the size and the selection. Fourteen (14) out of the fifteen (15) participants are based in the Gauteng region, however at managerial level the organisation structure is virtual. The managers could choose to be based anywhere and be responsible for different regions, most of them chose Gauteng.

Table 3.1 depicts the participant profile. It highlights the departments, number of years each participant has on managerial position, gender, age, race, post matric qualification and location where participants are based.

Table 3.1:
Participant Profile

Identifier	Dept.	Yrs. of Service: Managerial level	Grade/Level	Highest Qualification	Race	Age	Gender	Region
TP1	HR	15	P17	B. Admin	B	52	M	FS/NW
LP2	Distribution	20	S17	BSc	W	55	F	GP
VP3	Finance	9	M17	B Com	C	42	M	GP
KP4	Group IT	8	G16	B Tech	B	50	M	GP
VP5	ERI	6	M18	B Tech	B	34	F	GP
RP6	HR	3	M18	PhD	I	34	F	GP
PP7	ERI	12	S18	MA	B	46	F	GP
CP8	Generation	10	S18	BSc	W	42	F	MP
MP9	Security	15	P14	Adv Dip	B	40	F	GP
MP10	Procurement	4	M14	Dip SC	B	37	M	GP

Identifier	Dept.	Yrs. of Service: Managerial level	Grade/ Level	Highest Qualification	Race	Age	Gender	Region
CP11	Tax	3	M15	B Com	B	38	M	GP
NP12	Transmission	12	M16	B degree	W	48	M	GP
ZP13	Sustainability	8	M18	MA	I	35	F	GP
IP14	Sustainability	6	M15	Adv Dip	C	38	F	GP
YP15	HR	5	G16	B. A	B	36	F	GP

I – Indian

B- Black

W- White

C- Coloured

M – Male

F – Female

GP – Gauteng Province

MP – Mpumalanga Province

FS – Free State

NW – Northwest

Of the fifteen (15) interviewed middle managers, eight (8) were from services function division, where the leadership academy is situated in the structure of this organization, three (3) from the line functions, two (2) from subsidiaries and two (2) from strategic function. There were two anomalies in these profiles as two participants had managed employees before, but at the time of the interviews they had been moved to specialised fields where they worked independently.

3.3.3 Sampling

Creswell (2013) argues that sampling is about careful consideration of what has to be pulled from a specific population of interest. It is referred to as a method of deducing information about the whole population from a limited number of units (Khan, 2014 p. 305). Qualitative researchers are more likely to choose non-probability sampling techniques as the interest is more on understanding social processes (Creswell, 2014). This researcher adopted the purposeful sampling technique.

Purposeful/purposive sampling is a deliberate method where the researcher uses subjective judgment to select the participants (Khan, 2014). Cropley (2015) agrees

that in qualitative research, purposeful sampling is dependent on the researcher to select the people who would best cast light on the particular issue of interest and answer the research questions. Saunders et al., (2012) support that purposive sampling enables the researcher to select cases that will answer the research questions and to satisfy the objectives.

3.3.4 Data Collection Method

Tuli (2010, p.100) defines data gathering as a rich detailed description that describes social phenomenon where participants are encouraged to speak freely of their experience. Khan (2014) suggests that interviews are opportunities to uncover rich and complex information from people. Saunders et al., (2012) support the idea that an interview is a purposive discussion between one or more people to help gather data relevant for the research. Interviews were used as an art of getting information from one source to another. This can be done using face to face, telephonic, focus groups or indepth interviews as different methods to get that rich information. In qualitative research there are three types of interviews. These are structured, unstructured and semi structured interviews. However, for the purposes of this research the method used to gather data was semi structured interviews.

3.3.4.1 Semi structured interview

Kyale and Brinkmaan (2010, p. 10) define semi structured interviews as a conversation that has a purpose of obtaining a description of life experience in order to interpret the meaning of the described phenomena. Semi structured interviews are non-standardised because of the nature of the themes that could come from the interviews. However, they bring richness in the data collection. The semi-structured interviews were face-to-face. The advantage of face-to-face interviews was the exploration of the responses from the participants to gain more insights on the responses. At the same time, face-to-face interviews enabled personal contact with the participants, which is important for trust in the process. In that way the researcher would also look out for non-verbal communication and remain sensitive towards participants and respect the interviewing process. The unspoken words observed in interviews were rich and fed into the data that was collected.

An interview guide (Annexure B) was developed to guide collection of data from the participants. The questions from the interview guide were formulated to understand how participants were introduced to the leadership pillars, how they understood the pillars and how they are applying leadership pillars. The questions were drawn as a guide to have diverse conversation to determine behavioral shifts the organisation requires from each leader.

Semi structured interviews are popular in qualitative research because there is freedom to probe and ask clarity questions (Holloway & Wheeler, 2010). (Khan, 2014; Saunders et al., 2012) note that one-on-one interviews are beneficial because of the nature of interaction that gives the researcher an opportunity to probe even further during data collection. An information letter (Annexure C) was sent to each participant and served as an invitation to participate in the research.

All interviews were recorded. Consent to be recorded (Annexure D) was signed by each participant before the interview started. Participants were interviewed in privacy at their most convenient time and place. All participants were treated with dignity throughout the interview session and allowed them sufficient time to think about their responses. Each interview lasted for forty (40) minutes on average. All the interviews were conducted in English, however in instances where there was discomfort or ambiguity; some words were further explained or translated into Sotho and Zulu to explain the phenomenon under discussion. All interviews were conducted between the months of May-July 2018. Each participant was interviewed once.

3.3.5 Data Analysis

Fryer (2011) states that data gathering and data analysis usually happens simultaneously as processes that complement each other. According to Creswell (2014), data analysis is an ongoing process that involves analysing participants' information. In this research, thematic analysis was used to analyse data that was collected through semi structured interviews. Creswell (2014) says that thematic analysis involves using participants' information, and generally in analysis, the researcher follows a specific design to analyse data. Data was analysed using six (6) stages of data analysis (Creswell, 2014). These stages were used to bring comparison and finally common themes derived from the combination of similar concepts.

According to Creswell (2013), phase one is about organising and preparing data for analysis and includes transcribing verbatim the information from a recording device into written words. These transcripts formed part of the evidence of the interview having taken place. The transcribed information was highlighted in different colours to identify data that formed part of the initial codes. Table 3.2 below shows the process of initial coding.

Table 3.2:

Initial Coding

Participants Transcript	Initial Codes
<p>For example, if there is cancellation of the training next week the best is to cancel the venue, travel and accommodation so we do not lose more money by late cancellations, that speaks to disciplined execution. All that should be seamless because of the way you approach them. By being exemplary and doing the best you can. This can be achieved through your language, interaction with others. You can only change behaviour through role modelling. People may not notice, but it is just the way you interact with them that makes them feel appreciated. LP2</p>	<ul style="list-style-type: none"> • That speaks to disciplined execution. • By being exemplary and doing the best you can. • This can be achieved through your language, interaction with others. • You can only change behaviour through role modeling. • People may not notice, but it is just the way you interact with them that makes them feel appreciated.

Phase 2, based on Creswell (2013), is about the finding new codes. This phase happened simultaneously with phase one. Different codes, sub-themes and main themes emerged. Words and sentences with the same meaning were grouped together to create meaningful sub-themes. This action is supported by Fryer (2011) who said that there must be strong resonance of comparison, common themes, relationships and patterns to provide a theoretical exploration. According to Cropley (2015), the ability to interpret and accurately understand concepts from specific codes is key for any qualitative researcher. Themes emerged from grouping sub-themes with similar properties. Table 3.3 depicts how codes were put together to create the main theme as well as sub-themes.

Table 3.3:

Creation of Sub-Themes and Themes

Initial Codes	Sub-themes	Main themes
<ul style="list-style-type: none">- By being exemplary and doing the best you can.- This can be achieved through your language, interaction with others.- You can only change behaviour through role modeling.- People may not notice but it is just the way you interact with them that makes them feel appreciated.	<ul style="list-style-type: none">- Leading by example- Interconnectedness/Relationships- Role modeling	<ul style="list-style-type: none">- Expected leadership behaviour

According to Creswell (2014), phase three is about describing the setting of people or themes for analysis. This phase involved interpretation of data from emerging themes. The researcher used a process of making meaningful interpretation by putting together similar or shared meanings of the emerging themes to paint a story that the participants are putting forward.

According to Creswell (2014), stage four is about the use of the coding process to generate a description of what the participants said. Five (5) main themes and sixteen (16) sub-themes emerged from the analysis. All the sub-themes had the similarities that point to a leader who should have attributes and qualities of servant and disciplined leadership. The central theme was the expected leadership behaviour theme. This theme linked all other themes of Ubuntu, good governance, organisational culture, learning organisation and disciplined execution. The final phase was about interpreting the findings and presenting the report (Creswell, 2014).

3.3.6 Quality Data

Saunders et al., (2012) suggest that an approach to address authentic and credible academic work is through a range of strategies that is critical in reducing the scope of bias and increasing reliability. Notably, Cropley (2015) states that for data to be of high quality, it must be presented in a manner that is credible, accurate and truthful.

Rigour in this research was assessed through credibility, trustworthiness, conformability and transferability of the findings (Cropley, 2015).

3.3.6.1 Credibility

Credibility is understood in terms of reality. Cropley (2015) and Pandey (2014) agree that credibility of the research is about finding congruency between reality and the findings of the research. It was important for the researcher to be credible throughout the research in order to maintain trustworthiness amongst participants and the authenticity of the data gathered. In maintaining credibility, the use of any discriminatory language, unfair practice or suggestive thinking was forbidden because the interview was strictly professional and ethical. No names were used in any description in order to protect the image of people and the organisation in question. In further addressing credibility in this research, the researcher presented the true picture of the problem under scrutiny. Saunders et al., (2012) put emphasis on the ability of the researcher to demonstrate credibility through accuracy of the information provided and to draw conclusions.

3.3.6.2 Trustworthiness

Cropley (2015) suggests that trustworthiness is when the data is presented without bias on the part of the researcher. Trust was important for the researcher to build rapport with participants from the beginning, even though the interaction was only about forty (40) minutes. As suggested by Pandey (2014), credibility is the important factor to establish trustworthiness. It is expected of the qualitative researcher to put more emphasis on trustworthiness and credibility as this can affect the data (Khothari, 2004). Notably, the researcher trusted the database from which participants were drawn. Therefore building the rapport with each participant to create some level of trustworthiness of the process was incredibly important.

3.3.6.3 Conformity

Conformability is about confirming that the findings represent what the participants had said. The report was made available to the participants to validate. Cropley (2015) argues that conformity is about data collected and analysed which must be

done in a systematic and organized manner. The data collected was strictly documented using a process that worked for the researcher. Hence qualitative research relies on personal contact for richer and deeper insights (Tubey et al., 2015).

3.3.6.4 Transferability

Transferability is an element of credibility that addresses, amongst other elements, understanding the context in which the research was carried out so that it could be compared with other environments (Khothari, 2004). The researcher has no doubt that the research can be transferred to other settings with the same characteristics.

3.4 ETHICAL CONSIDERATIONS

The University of Johannesburg (UJ) guidelines that were adhered to when conducting this research include confidentiality, respect for humanity, integrity and personal values of the participants. Annexure F (Form A) is a requirement from UJ for ethical purposes. The researcher had an obligation to respect the rights, needs, values and desires of the participants. Both UJ and the energy sector where the research was conducted, expect their employees and students to be consistent in behaviours based on ethical principles (Ethics Guidelines, University of Johannesburg, 2009).

The researcher sought signatures of participants who volunteered to participate. A consent form (Annexure D) and permission to record the interviews (Annexure E) were signed by participants in advance to preserve confidentiality and integrity. Permission to do research from the sector was sought from the employer with all necessary documentation completed which is binding on the researcher's part. An approval letter was granted on condition that the organisation's name was not mentioned in the research other than using the industry description of energy sector. Annexure A is the letter from the organisation.

3.5 CONCLUSION

Research methodology plays a significant role in directing the gathering and analysis of data. Semi structured interviews were used to solicit information from the participants. The Creswell (2012) stages of thematic analysis were used in analysis.

Codes were grouped together and colour coded based on similarity of meaning. These codes were further grouped to create eighteen (18) sub-themes and five 5 main themes.

The next chapter discusses data presentation.



CHAPTER 4 DATA PRESENTATION

4.1 INTRODUCTION

Data presentation is about presenting what emerged from interviews. Five (5) major themes and eighteen (18) sub-themes emerged in this research. Data presentation takes on a format based on the themes.

4.2 PRESENTATION OF THEMES

Table 4.1 represents the themes and sub-themes that emerged.

Table 4.1:

Themes and Sub-themes

MAIN THEME	SUB-THEMES
Theme 1: Expected Leadership Behaviour	<ul style="list-style-type: none">- Interconnectedness- Interdependency- Spirituality- Relationships- Role modeling
Theme 2: The logic of an effective team	<ul style="list-style-type: none">- Reconnect to values- Dependability- Ubuntu
Theme 3: Good governance	<ul style="list-style-type: none">- Corruption- Trust and mistrust- Political interference and fear- Accountability and courage
Theme 4: Disciplined execution	<ul style="list-style-type: none">- Organisational systems- Systems thinking- Truthfulness and comradeship- Vulnerability
Theme 5: Learning organisation	<ul style="list-style-type: none">- Organisational culture- Future aspiration for the organisation

4.2.1 Theme 1: Expected Leadership Behaviour

Demonstrating leadership behaviour is paramount for any leader who inspires others. Many leadership definitions agree that a leader influences others through

their behaviour and role modeling. To be able to demonstrate those behaviours requires leaders with a sense of self-awareness and the ability to connect with others. There are leaders around the world, in our countries or workplaces who have demonstrated leadership behaviours that have influenced followers positively or negatively. Being a leader is a role that is regarded in high esteem because of the influence it has on others. Most participants believed that the organisation is in need of leaders that demonstrate expected leadership behaviour with a sound mindset.

“A good leader is that leader who is self-aware and very much conscious about shifts that are required as a leader” RP6.

“I am not surprised that employees do as they please because they see it in us as leaders” PP7.

“A leader with a heart of servant demonstrates that through connection on human level”, TP1.

“The way a leader interacts with people, they interact with people to make them see what is expected, by demonstrating expected leadership behaviours” LP2.

Some participants believe that humility can be role modeled, while some believe that behavioural change is needed to consider the way employees view leaders, through role modeling and living the leadership pillars beyond the workplace.

“Radical behaviour change, consciousness and deliberate interest in living the brand makes them better people, it goes beyond the organisation” VP3.

In addressing the leadership behaviour fully, it was necessary to unpack the sub-themes on which participants spoke very profoundly. The following were sub-themes that fall under theme one of expected leadership behaviour.

4.2.1.1 Interconnectedness

Interconnectedness is spiritual in some way for many individuals. Connection with others is often seen as a sense of identification that leaders connect through others. Interconnectedness and integration have been used interchangeably. Viljoen (2015) explains integration as comprehensive, inclusive, non-marginalising and embracing. Participants brought attention to the interconnectedness theme which postulates that

connection is the key to knowing your people and leading with a heart of a servant. Some participants pinpointed the idea of interconnection through the following:

“Heart of a servant is deeply embedded in and out of social setting and on human level, how to fit in some people. Is there a place in the leadership pillar within which heart of a servant exists in the workplace? Yes there is a place in the workplace. That is the purest form of deep connection with others” TP1.

“If you understand the other person, that's the motivation to work harder. Also it talks to customer service, be ready to serve, we don't serve ourselves. That will bring our company in good standing, and for me that is connecting on humanity level” KP4.

It seems that interconnectivity was important for some participants because it created soulfulness in recognising others from the basis of humanity. There was a strong resonance of how relationships were formed in this organisation. It is seemingly only a few who are privy to the direction the organisation is going, as those who are aligned to authority have better relations than others. This is a norm in many areas where the exchange of relationships and favours prevailed. In that way, forming solid relationships in this workplace depends on in or out groups. Supportive relationships, mutual trust, understanding, loyalty and respect prevail for those who are privileged in this organisation.

“The pillar with a heart of servant is through connection on human level, because it's embedded at that human level”, said TP1.

This participant emphasised the need for interconnectivity and spiritual connection as part of the servant leadership pillar.

“The impact on daily life, one needs to navigate in and around our behaviours and how we connect with the soul of the organisation to take us to the next level to form formidable relationships” TP1.

“Relationships are not that great with employees, feels like the organisation is punishing everybody for their mishaps” MP9.

“I see my leaders, colleagues, and staff behaving differently” MP10.

Interconnectedness is consistent with dependability. Dependability is associated with individuals needing each other on some level. The participants made claims that

when they collaborate with others, they get frustrated. This frustration stems from the organisation not giving full autonomy to middle managers. This brought dependability to a peak, as senior managers do not want to make decisions that serve the interests of the organisation. Participants believed that granting them full autonomy would change the organisation's governance processes and that dependency levels will drop.

“Middle managers don't have the greatest relationships with employees because of the power that has been stripped from them. Therefore that creates trust issues on their employees because they are seen as useless” MP10.

“No sense of social value in work being done” and there's “Lack of empowerment or autonomy” ZP13.

“Behaviours that are needed in the organisation to connect humans on another level are dependent on personal values and beliefs” TP1.

4.2.1.2 Interdependency

Interdependency is the recognition that human beings need each other to achieve excellence. The idea around interdependency is that each person considers some value, belief and culture of the organisation, as organisations also have their own values. Participants believed that each person must engage with another in some form or other. Most of the participants expressed frustration with business units working in silos, because of lack of collaboration.

“Some of the misunderstandings (between managers and employer) threaten the impact on both the workers and management at varying degrees” IP14.

“When I go for developmental exercise in the internal circles, purely because the pillars manifest themselves as they start with self to become an influence in others” VP3.

The participants pointed out that they need to be each other's keeper to create a safe net from the hostile environment that has been presented to them on different levels. Teams are meant to work effectively if leaders are motivating and supportive, but this is not the case in most instances at this organisation.

“Leadership is the biggest barrier because individuals are not willing to share information based on their past experiences from certain leaders, hence there will be individuals that are loafing, because they know they are protected” CP11.

4.2.1.3 Spirituality

Spirituality means to fulfil purpose and meaning, and different people have different spiritual journeys be it reflective practice, meditation, rituals and prayer. However, spirituality is a journey of self-discovery, yet complex in many ways with its intricacies. One of the renowned leadership consultants once said, *“The greatest tragedy in life is not death but life without a purpose, as it is dangerous to be alive and not know why you have been given life”* (Munroe, 2008). Leadership is also like spirituality because it requires one to be self-aware and also to be cognisant of others. It helps in re-energising individuals to find true self through paths that are not conventional. Leaders with this mindset find ways to re-ignite passion in others. Some participants had this to say concerning spirituality.

“Most people cannot distinguish between their meaning and purpose in their leadership roles in the workplace, because it’s not openly accepted to talk about that journey as a leader” NP12.

“Spiritual leadership has everything to do with values, attitudes and behaviours necessary to motivate learning organisations” PP7.

“Leaders are expected to hold it together even when times are tough, but it’s not easy to always stay stronger, but we ought to try” MP10.

The good thing about spirituality is that everybody has their path. To embrace it may be the greatest value for both self and others as it is a journey of new discoveries. It is important to note that the journey of spirituality should be taken when an individual is willing to make sacrifices and live their lives in fullness and wholesomeness of the spirit. It is a journey of odyssey that requires total quietness in one’s head to return from the journey changed. This can happen over time and space.

“What is the quality time spent on reinforcing these leadership behaviours, it is by helping with others like audits, and check ourselves and where we run short. I tend to call the person privately and we talk over it. I set example for

myself and generally am kind to others. I tend to befriend even the sweepers, and it is a way that I conduct myself and truly listening to each and every one committed to what other” say KP4.

Few participants had different views of what the responsibility towards others should be in relation to spiritual connectedness

“For me they lack spiritual connectedness because they believe that being bossy and bullying others is the right way to management” NP12.

4.2.2 Theme 2: The Logic of Effective Teams

There are certain processes that make up teamwork, amongst others team efficacy, synergy and interdependence. Teams generally have different dimensions that include goals they want to achieve, competencies, functions, roles and team objectives. Effective teams usually have clearly defined roles and responsibilities that need to be completed as a team and clear individual objectives. Participants had a good sense of understanding of teamwork as a fundamental principle in achieving organisational goals, yet most teams within the organisation do not function well.

“The big underlying question in leading others is how best can we lead in teams. We need to co-create through team efficacy” CP11.

“Effective teams need internal team processes to make them work”. These processes include but not limited to group learning, team efficacy, self-leadership, synergy and interdependence NP12.

“When I joined this team, it was evident that relationships were formed based on race, cliques and age” PZ13.

“My team thinks I’m good but I am also humbled by their performance and drive to do their best” VP5.

4.2.2.1 Reconnection to values

Leaders are usually drawn towards people who share the same values. Participants gave input that they believed that leaders inspire others through their deeds and actions. Those leaders are trustworthy and collaborate better with others. The organisational values are those values that the organisation believes will drive specific behaviours to optimally achieve goals. For this organisation they are zero

harm, integrity, innovation, sinobuntu, customer centricity and excellence. The majority of participants shared values like respect, integrity, honesty, discipline and humility to be aligned to those of the organisation.

“Organisation needed a set of behaviours that were concrete as pillars, even though they derived from the values” LP2.

“Behaviours that were needed in the organisation, but concretarised as brand, but it was focused on the values. There was lots of work under the values. This was seen as gaps on how are we getting there following the leadership pillars” LP2.

“Often people are drawn to leaders that share the same values, so know your people as a leader because that will take you a long way” TP1.

4.2.2.2 Dependability

According to Maslow (1943)'s hierarchy of needs, each individual has some basic needs they need to fulfil, however self-actualisation does not happen automatically. It is often believed that people need others to connect with, to belong to and have solid relationships with. In that regard, it is apparent that there are interdependences in formal and informal relationships. There is much influence in people when others do good or bad, therefore behaviour can be learned, unlearned or relearned.

“For me to do my job I need my team to work with me in identifying strategies, review risks and review systems in place, and that can be done if we all pull our heads together and work as a team” YP15.

“How they conduct themselves as each other's brother's keeper. I'm excited seeing my subordinates to become good examples of each of us, the impact is when we have financial appraisals and the examples they show case exciting behaviours” VP3.

4.2.2.3 Ubuntu

In South Africa Ubuntu is a basic philosophy that people treat others with dignity and humility. This includes creating a caring and trustworthy environment, promoting collaborative decision-making, effective teamwork and developing others to perform

at optimal levels. This was in alignment with what other participants viewed about the value of right behaviours within the organisation.

Participants repeatedly mentioned that people need others to function at optimum level, yet some senior managers make it difficult for some managers to carry out their duties and to make informed decisions because of their corrupt tendencies.

“My values determine who I am in the organisation, I am who I am because of others. I was brought up to consider others before me”, VP5.

“They (senior manager) do not provide clear direction for them to focus their efforts” CP8.

“My team thinks I’m good but I am also humbled by their performance and drive to do their best” VP5.

“There is no consequence management visible anywhere in the organisation, especially for those that are connected at the top” CP8. - Corruption.

“No sense of accountability nor responsibility because consequence management is non-existent” CP11.

Some participants highlighted the challenges around the working environment and described them as hostile and unwelcoming for new thinking and innovative ideas. Some of the participants highlighted arrogant behaviour on the part of some managers, who they believe mistreat subordinates.

“Employees are managed by fear, “you do or we will get rid of you” is the current status” CP8.

In true South African style, Ubuntu is unique as it addresses the idea of dependency and connectivity. “People are because of others” implies that there is a common purpose that all human beings endeavor to service humanity. Participants believed that they are of service to others, yet they are also dependent on the reciprocated relationships that benefit all and the organisation.

“I have influence over others, but I humble myself before them so I am not too pleased with myself to be too proud” KP4.

“You can only change behaviour through role modelling. People may not notice but it’s just the way you interact with them” LP2.

“I am responsible for my outputs, but I sometimes find it difficult to manage other people. Security has always been seen as a by the way function, because everybody thinks their jobs are better than others. However they need us when they are in trouble. For example when their laptops are stolen, they first come to us, even though we are equally important in our way” MP9.

“We climb the corporate ladder at each other’s expense. We do not see ourselves as part of the problem as middle managers, but always look for someone to blame” ZP13.

4.2.3 Theme 3: Good Governance

The organisation’s governance approach is focused on providing effective corporate governance that enables the board to exercise their fiduciary duties. South African government has well written policies and practices that seek to curb corruption practices, hence there are toll free numbers in all government institutions to minimise corruption. This suggests that ethical leadership is required in the South African public sector to promote good governance.

“Parliament’s Public Enterprises Committee started an inquiry into alleged state capture, with the focus being on investigation into governance practices. These governance issues led to poor investor confidence, loss of public support and general low confidence in the operation of the organisation” RP6.

The participants said they have observed employees’ bare minimum performance in their jobs as an indication that there is no motivational drive to go far and beyond because they are not sure whom to trust. Some of the participants felt that they have to be courageous to do their jobs even in difficult circumstances. Some said they are not courageous enough to voice their concerns about sensitive leadership issues.

“I understand what is being asked of me and it makes sense. I see that our structures, processes, and systems support execution of my tasks” MP10.

4.2.3.1 Corruption

Corruption is a dishonest and unethical behaviour which has permeated many facets of this organisation. Part of the disruptions have been caused by corrupt leadership which has been practicing unethical conduct. For the leadership pillars to be

recognised, workshops and leadership programmes were developed to bring awareness to the behaviour that the organisation envisages for each leader. These workshops were necessary for leadership to develop the required ethical and moral behaviours. There is a public outcry on this organisation's performance and conduct which has hindered the way business is done and all the blame is placed on leadership.

"Being a leader is putting each person in the leadership role under scrutiny because employees or followers look up to leaders. However not every leader is able to lead by example as it has appeared that there have been acts of misconduct on the part of some leaders, who have now put the organisation at risk in terms of reputational damage" RP6.

"You can't lead people if you have a corrupt mind, because this corruption is being led by top managers" ZP13.

There have been instances where some middle managers have been found to be insubordinate because they refused to act inappropriately. This dented the image and reputation of the organization, and the organisation was found to be a corrupt organisation. Corruption is one of the major problems that derails leaders. Based on the nature of corrupt leaders within the organisation as seen in the media, the organisation is now struggling to make ends meet because of bad reputation. However, there have been some inroads in combating corruption within this organisation.

"Leadership was the biggest barrier because individuals were not willing to share information because of past experiences. Hence we experienced some members that were loafing because they were protected by corrupt leaders" C11.

"Corruption being led by top managers" Z13.

Team work, caring for others and decision making seemed like a huge task from some of the leaders. Some participants did not believe that the leaders were holding up their role in a proper manner, as their inappropriate behaviour was not acceptable.

“There is a general sense that middle managers were sold out to senior management. They do not provide clear direction to them to focus their efforts” CP7.

“Internal communication often does not address personal concerns; people are always attacked for others’ wrong doings” IP14.

4.2.3.2 Trust and mistrust

Trust is usually earned through actions or deeds and, in the absence of trust, teams become dysfunctional and that causes problems. It has become difficult to ignore political interference in decision-making in this organisation that has led to a mistrust of senior managers and the executive. The participating middle managers feel betrayed and the lack of support from senior level management has created communication gaps in the organisation. However, some participants are happy with their senior managers’ leadership style and they have open communication channels.

“I think creation of trust relationships is when I am free to criticize my colleagues and I am not scared to talk to my boss, and we freely communicate with each other” KP4.

“I can easily rely on my boss for open communication. I think he trusts me to let me be, but I need to do more of that with my people” MP10.

Individuals’ fact or belief is usually expressed through living their truth and following their path according to their truth. Participants argued that some people were happy to share half-truths depending on the nature of their relationships with others. It seems as though the organisation’s reputation has been shattered by a lack of accountability and honesty from leadership. In that way participants felt that some critical information is withheld in order to protect senior managers and the executive. Some participants had a different view of what trust and mistrust means for them.

“If confronted with a situation, leadership pillars should not come as a stand-alone “Do not change according to the situation, but we need to exhibit truthfully and behave the same consistently, because honesty is the best quality” KP4.

It is clear that the participants work in a toxic and untrustworthy environment, however the leadership pillars are there to guide their expected behaviours. The possibility of lack of trust in the system seemed to prevail heavily on the middle managers and their subordinates.

4.2.3.3 Political interference and fear

The feeling of fear is often associated with being at risk of being endangered. Even though it was not necessarily expressed as fear, a lot of participants referred to fear as uncomfortable. They believed that fear ruins team effectiveness and interactions. Some subordinates in the organisation have strong social and political ties which makes it difficult for some participants to discipline their subordinates.

“Because there is a lot of political interference, this creates uncertainty and lack of trust because you don’t know who is connected to the authorities” MP9.

“I know the leadership pillars are meant to guide, but I know they are there even though no one takes responsibility to make them stick. I do talk about them but I fear not living up to them 100% because I am a leader being looked at if anything goes wrong” CP11.

“We often stuck in pain, fear and silence (Suffer from victim mentality)” ZP13.

“I have learned to engage my people more and stop blaming the organisation for not doing more than what I can offer. I have learnt not to numb my feelings when things don’t go my way, because of fear of not being liked” VP5.

“I do become fearful when I am called into my managers office for something I know I had control over but I didn’t attend to” MP9

4.2.3.4 Accountability and courage

Courage is acting fearlessly at any given time. It is the willingness to get to know and show who one is to others, wholeheartedly. A courageous leader takes on decisions even if they are not popular decisions. Many participants felt betrayed in some way or the other and lack courage in continuing to do their jobs. Due to the fact that politics plays a significant role in the running of this organisation, it seems that this

element of courage does not exist at all levels. The participants said that the people in authority are not accountable at all, as they ignore organisational values.

Most of participants confirmed their discomfort and lacked courage to discipline their subordinates when they have done sub-standard work. They have a tendency of doing it themselves to avoid conflict and delays in work progress. Some confirmed that they are afraid to voice their concerns with issues they feel will not sit well with their counterparts. For instance, when they see behaviour that is unbecoming from their counterparts, they turn a blind eye.

“I don’t have any direct reports, but I don’t see why I should always bring sanity to my colleagues especially that we are the same level. We are all middle managers, therefore each must take responsibility of their actions. I just don’t have guts ”m sorry” MP10.

“Living up to the leadership pillars requires courage, which I lack hence I left the managerial position where I had eight employees reporting to me, I just could not do it” NP12.

“As middle managers we need to be brave and tell the truth at all times” ZP13.

4.2.4 Theme 4: Disciplined Execution

When organisations are not diligent in their execution, it simply means they are not future focused in meeting their goals. A disciplined organisation creates clarity around roles, activities and expected behaviour. It is important that organisations’ leaders take responsibility at both individual and organisational level to be agile in executing their performance.

“I personally identify with disciplined execution. I cannot stand mediocracy, I therefore push my people to do far and beyond to deliver on the projects we working on” VP5.

“I show up in my work through some pillars however I identify more with the disciplined execution when I push my people to do great “VP5.

“Employees in this organisation are spoilt; they get away with bad behaviour because there is no disciplined execution” NP12.

4.2.4.1 Organisational system

According to the stratified systems theory by Jacque and Stamp (2006), organisations define work based on different themes of work which varies over a period of time. These are based on different complexities and variables like time span, decision making and the level of value add that each level of work brings.

“For me to do my job I need my team to work with me in identifying strategies, review risks and review systems in place, and that can be done if we all pull our heads together and work as a team” YP15.

Organisations are governed by statutory requirements and regulations. However some participants believe that some organisational systems seemed to be in conflict with personal beliefs.

“There are risks involved if risks and treatment are not reviewed, that could impact on the learning of leaders. Systemic factors which could have a negative impact on the application of learning in the workplace are huge” YP15.

4.2.4.2 Vulnerability

Vulnerability is the willingness to expose oneself to the possibility of criticism and judgment by others. This element of vulnerability is based on the possibility to learn and grow through others. Based on the idea that leadership is to know thyself and understand thy influence on others, participants did not want to expose much on this issue of fear. It seemed as if they are ruled by fear from different angles, however they instil that same fear in their teams when they are frustrated by the system.

Only a few participants confirmed that they have been in trouble previously for standing their ground, and when threatened with being moved to other business areas. This authoritarian rule has become the norm when things get tough in the system. No leader wants to be seen as if they are not in control of the situation, hence fear is normalised.

“I personally don't like being exposed as a failure because of what it does to people. People don't bring their best foot forward when they have been labelled as useless” RP6.

“I have learned to be vulnerable with others without being fearful of the consequences. I have learnt to be inclusive and allow my own emotions to display my fears and stop trying to numb them” VP5.

Vulnerability is a concept that is directly related to trust. Openness is key in dealing with vulnerability, because it relates to trust. People often try to protect themselves from exposure, because of fear of being ridiculed. Leaders are no different; the situation becomes risky when the relationship becomes toxic, yet the relationships within teams appear healthy.

4.2.5 Theme 5: Learning Organisation

Learning organisation creates room for informed risk taking and learning from mistakes. This organisation has been challenged by the inability to create innovative platforms to learn new things. The challenges stem from the rigidity of systems and policies. The organisation should go back to basics and create a culture of learning. This is what some participants said:

“I provide strategic guidance and oversight of the delivery of leadership learning needs within my division and for my clients. I also identify strategies to close the leadership competency gaps and priorities learning” YP15.

“All people should know that learning is key while ignorance is not an excuse” VP3.

It came across that few participants shared the same sentiments about individuals not waiting for others to teach them, but doing it themselves.

“There is no excuse for not doing it on your own because no one will give you a chance if you are not going out there to seek for it.”

“I am always prepared to assist, I do not want to work in silos. I want to be a servant. I want to learn from others and them to learn from me and the organisation. I cannot be a servant leader if I am not prepared to learn, without being arrogant” KP4.

“I’m still very much new in managing others, however the kind of work requires me to be diligent and no mistakes are allowed in this organisation” CP11.

4.2.5.1 Organisational culture

Culture is about norms, standards, values and the behaviour associated with that society. The way things are done and said forms part of the culture in organisations, and it becomes part of the social system. Culture is adaptive because individuals need to survive in the organisations.

“We have heard of situations where senior managers are said to have ignored the importance of value of the pillars, they are clearly not walking the talk” IP14.

It is worth noting that the culture in this organisation is dependent on hierarchy and reliant on those in government as shareholders. This has a significant impact on how employees view its organisation.

“Sometimes the culture is not conducive for different views. We are stuck with how things are done and that's frustrating at times. Young people want to explore their creative sides, but people who have been in the organisation for long reject such new ideas” YP15.

The organisational system seems to ignore the fact that the culture is not conducive for an organisation that strives to become a high performing organisation.

“Employees in this organisation are spoilt; they get away with bad behaviour because there is no disciplined execution. People do what pleases their hearts, because they have strong union representatives that are also as powerful as some executives” NP12.

“Sometimes I believe the pillars are just there as a tick box but individuals don't take them seriously. They get to be referred to in meetings and corridor talk but the behaviour is not shown” MP10.

“It should be borne in mind that the strikes could easily and negatively impact on the country's economy as a whole. These strikes directly and indirectly affects all sectors of development e.g. agriculture, mining, transportation, health, education, communication, construction, water, state security, etc” IP14.

4.2.5.2 Future aspiration of the organisation

Without vision, uncertainty prevails; hence, clarity is required to make a new normal. A “new normal” is required when there is uncertainty within organisations. “New normal” means standards of performance the organisations wants to instil so that new behaviours are adopted. Most of the participants want the best for the organisation, through leading themselves and their teams in a better manner.

“It is time that a new culture is created from the top, they should walk the talk through engagement with staff and empowerment of the next level to do the same through consequence management” CP8.

Some participants believed that the organisation requires turnaround strategies to change the organisational culture, systems and leadership in order to return to hiring competent staff. Some participants believed that there was some culture of dissonance; some believed it was entitlement, because it has always been part of the history that people in this organisation do not leave the organisation, but leave managers.

“There is some level of culture of entitlement in this organisation” IP14.

“Constant testing our cultural and belief system against that of the organisation” TP1.

“Drive towards same direction and have coordinated way to work and manage”TP1.

4.3 CONCLUSION

In this chapter data was presented based on the themes that emerged. Five (5) broad themes and eighteen (18) sub-themes highlighted the need for this organisation to create an environment that fosters collective participation and collective behavioral shifts. The main themes were expected leadership behaviours, the logic of Ubuntu, good governance, disciplined execution and learning organisation. The participants believed that this organisation still has an opportunity to change public perceptions by applying the prescribed leadership pillars across the organisation.

The next chapter covers discussion, recommendations and conclusion.

CHAPTER 5 DISCUSSION, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The idea of application of prescribed leadership pillars by middle managers is an important aspect that is expected by this organisation. As straight forward as it seemed, it was not seen as such because of the complexities in the application of these pillars. The major findings are discussed together with the literature in the answering of the research questions. Also included in this chapter are the recommendations, limitations, areas for further research and conclusion of the research.

5.2 DISCUSSION OF FINDINGS

The purpose of this research was to explore the applicability and execution of the prescribed leadership pillars within the energy sector. Five (5) main themes and eighteen (18) sub-themes emerged to assist in answering the main research question. The main themes were: 1) expected leadership behaviour; 2) logic of team effectiveness; 3) good governance; 4) disciplined execution and 5) learning organisation. The central theme was the expected leadership behaviour which connected all other themes to advance the participants' view on how leadership applies the prescribed leadership pillars. The story that the findings tell is that the inappropriate leadership behaviours affect good governance which in turn affects the effectiveness of work teams who then fail to execute their duties. Furthermore the findings explore failure to implement disciplined execution which makes the organisation non-responsive to learning.

5.2.1 Expected Leadership Behaviour

The art of influencing upwards and downwards presented unique complexities in this organisation. Middle managers serve as linch-pins between senior managers and junior managers because they tackle both the top and bottom ends of the organisations. Therefore, there are expected behavioural shifts that come with such a role. Expected leadership behaviour portrayed as a critical theme from most participants because leaders are expected to behave in a certain way to be able to

influence subordinates to behave or do work in the prescribed manner. The attribute of influencing others was perceived as very important as employees always feel that their leaders know better, hence their behaviours should be replicated. The same participants believed that they do not have the power to influence their peers to be able to influence subordinates in turn. This lack of behavioural shift contradicts one of the pillars of servant leadership which is a principle of serving others (Zhao et al., 2016). Winston and Fields (2015) emphasise servant leadership behaviour as involving others in decision making based on ethical considerations and caring for the organisation's goals. The findings indicate that the lack of influence displayed by middle managers emanates from usurped power by senior managers who use politics in their leadership style. Achua and Lussier (2013, p. 148) argue that it is not easy to influence subordinates in isolation, the whole team of middle managers requires "coalition influencing tactics" that should include the senior managers and the executive. This represents a gap between serving the needs of others and expected leadership behaviour.

Most of the participants have no sense of connection with their subordinates or senior managers. Achua and Lussier (2013) discuss the connection power as a chain of relationships that cascade from the executives through senior management to the middle managers. As a result middle managers are failing to apply the leadership pillars due to lack of experience, support, trust and autonomy. This has led to dysfunctional relationships within this organisation. These obscure relationships between middle managers and senior managers result in frustration on the former and a lack of appreciation on the latter group. The HRMID (2017) states that middle managers find themselves unappreciated at times because of a lack of communication from executives.

Giauque (2016) concurs and states that middle managers have feelings of anxiety, tension and emotional exhaustion when work does not happen. The findings show that most middle managers in this organisation are becoming frustrated and the senior managers are being blamed for lack of support and connection power. The participants highlighted the need for leadership to be visible and to be accountable for their actions. Alhaqbani, et al., (2016) state that leadership and commitment must be demonstrated by managers at all levels of an organisation, and not only on middle management level. It is also important for all leadership levels of the

organisation to ensure commitment towards achieving organisational goals. The organisation's middle management highlighted the plight that leadership pillars should be central for all employees in the business because it affects the reputation of the organisation if employees are not in sync with the organisational goals. The participants believed that it is their duty to empower and influence employees to maintain a specific and deliberate interconnection within the organisation.

Interconnectedness is the ability to be sensitive, to be engaged with other organisational people, to give assurance and hold confidential information (Spears, 2010; Gardiner, 2006). Toendepi (2016) reiterates the position in which interconnectedness is linked to Ubuntu, where harmony, continuity and understanding are required. In the absence of understanding and harmony, a lack of motivation to work may result in dissonance and disintegration of working relations. It seemed that the middle managers have challenges with integration points within the organisation as it does not avail them with a responsive work alignment. Viljoen (2015) explains integration as comprehensive, inclusive, non-marginalising and embracing. Findings concluded that connecting with others at human level yielded best results because people realised the sense of humanity on a much deeper level than being results driven.

The findings were linked to interdependence which is a collective of people pursuing the same goals (Bolden, 2014). It is believed to allow and extend relationships within the organisation in order to enhance the capacity to create information that is required for optimal collective performance (Smith, 2012). The participants, who shared their views about the lack of interdependence within the organisation, also said that interdependence is necessary for the creation and achievement of excellence. The middle managers believe that being interdependent on others can alleviate pressure placed on them by those at both the top and the bottom ends of the ladder.

Coupled with interconnectedness and dependency is the theme of spirituality mentioned by the participants. Spirituality in the work environment refers to caring and compassion for others that includes all other stakeholders of the organisation (Achua & Lussier, 2013). Young and Koopsen (2011) describe spirituality as the journey of emerging themes like meaning and purpose, hope, connectedness, belief systems and expression. Giacalone and Jurkeiwicz (2014) agree and state that

spirituality is an association of such experience searching for meaning and purpose, for example compassion, humility, generosity, respect and gratitude. These spiritual elements were raised by middle managers as lacking within the organisation. In many instances middle managers are expected to be self-aware and demonstrate spiritual maturity in leading others, yet they are not given an opportunity to live the prescribed leadership pillars and their personal values in the workplace. Achua and Lussier (2013) state that spirituality does result in increased performance as organisational people would be in harmony and would all understand organisational goals.

However, relationships and influence have a link with power and politics. The participants mentioned that the senior managers use their power to overlook them and influence the lower level employees. Participants also mentioned that some of their subordinates have too much power as they are high ranking union members who also have political connections. Hence, a number of participants lack trust in some relationships within the organisation and believe that should be leverage in the in-groups. Hopper (2017) argues that politicians and officials often use personal gain to build networks of supporters; these informal relations permeate formal structures which become interlinked and eventually institutionalised.

These links and political ties create splits in organisations between those that represent the public and those who are for their personal gain (Hopper, 2017; Karp, 2012). Relationships are key for any organisation because they allow people to have the capacity to create information that can be absorbed to foster interdependency (Smith, 2012). However, a lack of relations within systems also creates havoc in organisations when there is prominence in political and social associations. The difficulty with this organisation is that there is a strong reliance on others to lead more, hence participants alluded that the leadership role is not an easy one as there are expected behaviours that include being connected to organisational people and being spiritual.

5.2.2 Logic of Effective Teams

The idea of teamwork is confirmed by (Bates & Aitkins, 2014) who agree with the notion that leaders' presence and engagement builds trust, communicates across silos and wins credibility of teams, as leaders inspire people to go above and beyond

their call of duty. Turner (2012) emphasises the need for teams to work effectively as some teams are eager to help and teach. Teamwork forms part of diversity and creates platforms for communication channels that are solid, hence it is essential for most successful organisations to continue to embrace and to pursue promotion of teamwork (Chin, 2015).

The findings revealed that there is no teamwork in this organisation because of variables and dynamics that are brought by political interferences. Such political interference has resulted in disintegrated and dysfunctional teams. Participants found it very hard to trust each other as they fear political reprimand. Yet if the organisation is effectively integrated and aligned to goals, leaders can build on trust and consistency as teams learn to respect, communicate and collaborate (Bates and Aitkins, 2017). Schwella (2014) suggests that keeping the team involved in decision making avoids problems. The participants feel their contribution has been minimal because they are excluded. Viljoen (2015) stresses that inclusion unleashes energy into the system which in turn enables performance.

Ubuntu is described as the capacity to express compassion, dignity, humanity, caring and nation building (King 1V, 2016). Based on the concept of Ubuntu, Bolden (2014) emphasises the deep meaning of a sense of being which cannot be eliminated from the social context in which people find themselves. Findings revealed that the key elements of Ubuntu are lacking in maintaining humanity, interconnectedness and dependability within the organisation to form solid teams. Being dependent on others was an important element for most participants as it created the basis of humanity and shared values. According to Viljoen (2015), the Ubuntu philosophy embraces interconnectivity that fosters trust, shared values and a sense of belonging to the organisation and also has an impact on the performance of the organisation.

Leaders ought to align themselves with a vision of the organisation, to create a platform for connecting with the rest of the organisational people on a value basis and humanity level. It has become clear that cornerstone values are dignity, humanity and mutuality in the interests of building and maintaining communities within which mutual caring for most organisations occurs. Sendjava and Pekerti (2010) suggested that shared vision can collectively identify with setting a personal example and appealing to commonly shared values, whilehile (Karp, 2012) suggests

that shared goals are also associated with hope, vision and strategic capabilities of a leader, as vision shapes the personality, purpose and intention of the leader. However, findings show that there is misalignment on how these critical elements of humanity and values ought to be lived within this organisation.

The findings conclude that organisational values were considered in deriving the prescribed leadership pillars. Hopper (2017) believed that organisations are expected to place values at the core, yet ethical values are not understood in this organisation because some employees are unclear about organisational goals. El-Kassar et al., (2018) confirms that it is critical for organisations to generate profits in an ethical manner. Hopper (2017) agrees with the participants who believed that leaders in the organisation lived according to their own personal values but not those of the organisation. Hence King IV (2016) emphasises the ethical values and principles that should be applied in the organisation's outputs and daily activities. Findings suggest that this organisation should proactively employ environmental responsibilities and display congruence with personal ethics and organisational values.

5.2.3 Good governance

Good governance has been described as democratic governance, which is specifically designed to add value to processes and dynamics (Schwella, 2014). Whilst corporate governance should be at the core of any business, it does not seem to be the case in this organisation according to the participants. El-Kassar, et al., (2018) reiterated all considerations and possibilities of relationships with stakeholders and the transparency of how the business is run from ethical, economic and financial points of view. The function of good corporate governance in this organisation has been inconsistent with the definition by (El-Kassar et al., 2018) that corporate governance is all mechanisms, processes and rules by which organisations are monitored, controlled and directed.

The lack of good governance resulted in corrupt tendencies which have brought this organisation into disrepute. The participants revealed that the relationship with stakeholders has been a very bad relationship. Political interference is seen as affecting good governance in many ways. Findings reveal that there is an escalation in political interference and corruption.

Corruption is unethical behaviour that has been debated by many however it has been at the centre of the downfall for many political leaders. It is evident that political interference, power and greed have led to the downfall of many organisations because of the dysfunctional structures, lack of transparency and openness (Naidoo, 2012). The participants also believed that some leaders have been at the forefront of corrupt activities and the media has highlighted some irregularities and wasteful expenditure within the organisation. This behaviour created mistrust amongst middle managers within this organisation. Findings also suggest that the possibilities of political interference may be minimised as clear boundaries of accountability will increase levels of credibility.

Good governance is participatory and sensitive to the needs of society both current and futuristic (Toendepi, 2016). Evidently, corruption is a hindrance to good governance (Toendepi, 2016). The elements of good governance that (Sadie et al., 2014) highlight are all elements of 'brand' that good governance aspires to become; these are protection of reputation, protection of share price, attraction of finances and restoring of staff morale. Findings revealed that the low staff morale can be attributed to the reputational damage that has been publicised based on the corrupt tendencies.

The elements mentioned above are encouraged for any organisation to create the character of independence, inclusivity, competence, diligence and courage when making decisions of collective ethical stature (King IV, 2016). Findings suggest that independence is crucial for decision making as it creates inclusivity. This is congruent and emphasises that inclusivity (Viljoen, 2015), is an act of legitimacy, interest, and expectations of all stakeholders in decision making. Acting independently is also paramount for organisations because it brings balance of inclusivity.

The political, environmental, economic and legal aspects are considered where organisations do their business to be mindful of the societal impacts. Notwithstanding the act of competence, which refers to the expectation that leaders should act responsibly for continual development of their competent abilities to govern individually or collectively (King IV, 2016). This was not understood in the same way by participants as findings suggest that executives have not been accountable. This is expected to create a culture of good governance, accountability

and trust because organisations are bound to adhere to their standards and ethical values to make sound business with stakeholders (Goede & Neuwirth, 2014; Naidoo, 2012). The act of diligence refers to performance of duties in a manner that time is devoted by leaders to govern and exercise judgement on matters of the business. This element is critical for continuous assessment of leaders' own practice of emotional intelligence as they execute their own responsibilities (Hopkins et al., 2007). The findings spoke of leaders who are not courageous enough to tackle challenges head on. This was not consistent with the research that suggests that courageous leaders need to act with integrity, humility and respect in taking risks on all decisions in the best interest of the organisation (King IV, 2016). The participants lacked courage to blow the whistle against any transgressors and participants felt some level of uneasiness towards disciplining their direct employees or counterparts which lack of courage evidently leads to lack of discipline. McKenzie and Aitken (2012) argue that in organisations leaders nurture culture, dedication and ethical behaviour that encourage openness and transparency to shape the organisation. The lack of protection prohibited many officials from taking to the authorities what is corrupt within the system.

Leaders must be accountable and courageous, leaders should believe in acts of integrity, humility and respect in taking risks on all decisions in the best interest of the organisation (King IV, 2016). The findings suggest that governance can be promoted through ethical leadership which may eradicate corruption and promote courageous leaders to take on risk in their decision making. Engelbrecht, et al., (2017) believe that the importance of ethical leadership's credibility and integrity is on leaders' potential to influence. Good governance should produce positive progressive results for the organisation. De Sousa and van Dierendonck, (2014) state that accountability is ensuring that people are responsible for their actions and results.

5.2.4 Disciplined execution

Disciplined execution's focus is to clean up governance, stabilise the business and re-energise in order to ensure business continuity to perform into the future (Internal Strategy Document, 2015). Middle managers, as the strategy executors within this organisation, seem to have shifted the discipline onto others, hence the

understanding that the organisation is in dire need to be disciplined in their delivery. Some participants as middle managers said that it is difficult to hold the senior managers accountable because they lack self-respect and ignore the organisational values. The bottom line for any organisation is dependence on disciplined execution.

According to Lowy (2015), disciplined execution is about getting things done by dealing with facts as they are. Findings show that there has been a lack of discipline in many instances, and hence most chief executive officers do not finish their five (5) year terms. Church (2014) argues that in disciplined execution there ought to be expertise, knowledge and processes to execute work properly. However, participants cried foul as they believe that disciplined execution's focus is to clean up governance, stabilise the business and re-energise it in order to ensure business continuity based on the strategy (Internal Strategy Document, 2015). The behaviour embedded in disciplined execution is not role modelled by the senior managers and is a challenge in this organisation as it disrupts organisational systems.

Lacoste and Dekker (2016) argues that organisational systems are not far removed from emotional human connectedness as people are more inclined to support what they co-create. Kim and Callahan (2013) define system thinking as relationships that are built to collect, share and preserve integration of work within organisations. Participants indicated a need for the organisation to enable efficient execution because the consequences of not changing could result in reputational damage. Findings reveal that ill-discipline will create problems for the organisation. Schwella, (2014) believes that it would be a concern for this organisation not to ensure disciplined operational execution to sustain work impact. This is consistent with the argument that a gap exists between strategy and disciplined execution (Bates & Aitkins, 2017). Leaders must embrace, model and communicate behaviours that are expected to be seen by organisations. Karp (2012) agrees that for managers to execute disciplined action, they need to do inspire others.

The participants were very cautious about things that were said and done to avoid telling the truth and facts around leaders that were associated with acts of maladministration. How individuals chose to tell or withdraw the truth was dependent on relationships held with seniors. Hence people chose to keep quiet to avoid being victimised for telling the truth although there was a sense of comradeship when it

came to things left unsaid. Smith (2012) speaks of the truth as a subjective opinion and perspective.

Although vulnerability can be seen as a weakness, it is however willingness to expose oneself to the possibility of criticism and judgment by others because sense of trust in a leader is instilled (Sendjava & Pekerti, 2010). This is related to trust which is usually earned based on actions and deeds. Lowly (2015) emphasised the need for the trust to take precedence within the new organisational system. At that point the organisational system may be vulnerable and the success not guaranteed. There may be emerging emotions related to new ways of doing things, however the leadership role is projected as taking responsibility in risk taking, seeking autonomy and expressing their own fears or frustrations (Karp, 2012).

A significant amount of time and money is spent on middle managers to take on leadership roles. Findings reveal that the application of tools to create working organisational systems may be an essential and effective way of dealing with challenges of this organisation. However middle managers remain powerless with regards to decision making, creating a culture of fear. Clifton and Gentle (2015) however suggest that confidence in knowing that each person is vulnerable makes it easy to accept that everyone has a question which influences the ability to talk to others. Learning organisations are prone to learn from the experience to recreate a new world of work.

5.2.5 Learning organisation

Learning organisations are characterised by continuous learning processes that have a capability to change and transform (Rana et al., 2016). It is therefore embedded in the culture of learning organisations that leaders nurture culture, dedication and ethical behaviour that encourage knowledge sharing (McKenzie & Aitken, 2012; Shin et al., 2017). Culture is the way things are within specific groupings (Altinay et al., 2016).

Organisational systems have specific norms and standards on how things are done. The participants highlighted the need to create a learning organisation through behavioural change, because in broader context, middle managers influence learning in their teams. The behavioural change may facilitate and share information openly, collaborate more and become effective learning teams (Altinay et al., 2016).

This is true for Hannah and Lester (2010) who believed that a learning culture has benefits of a diverse and open hub of knowledge and opinions. That has been highlighted as a need for middle managers.

Leaders apply their minds, use collaboration, resources and time to develop connection points in the organisation (Church, 2014). Rupcic (2016) agrees that middle managers must always keep in mind that their roles and activities are important. Not only are the middle managers responsible for cascading organisational goals to lower levels, they are also expected to translate activities to contribute to employee development. The findings highlighted the need for an understanding of the prescribed leadership pillars because they have an impact on team development and performance.

The participants are frustrated by indecisiveness that has forced them to be fearful in addressing performance issues with their staff. However, Bucic, et al., (2010) view learning organisations as either promoting or inhibiting team development if leadership and leadership styles are not featured in team learning. The participants believed that it would be impossible to perform optimally if the work environment is not conducive. Findings reveal that the organisation is not utilising middle managers effectively, hence negatively affecting the performance of this organisation.

It is necessary for leaders of an organisation to be resilient in dealing with diversity and perception of others. The participants highlighted the need for middle managers to co-create a hub of knowledge and skills within specialised areas without interference from their superiors.

It is understood that learning organisations respect failure but allow their partners and stakeholders to perform because they place emphasis on reaching long term goals (Rao, 2013). The participants, however, did not believe that this was the case, as the organisation does not allow for mistakes and mistakes are not entirely welcomed. Arguably middle managers are expected to support senior managers' ideas of creating a learning organisation and to articulate the vision for their lower level employees. These expectations require middle managers to uphold certain values like honesty, respect, transparency and engagement (Bates & Aitkins, 2017). The emphasis that middle managers must always keep in mind that their roles and

activities are important, is not only true for senior managers, but it is also true for lower level employees (Rupcic, 2016).

The aspiration for the organisation in relation to middle managers applying the prescribed leadership pillars, is dependent on how well the demonstrated leadership pillars are lived. The importance of good talent in organisations is dependent on how much learning takes place in organisations. There is a need to challenge the status quo (Shin et al., 2017). Based on volatility of the environment, agility is required to create clarity, and understanding to create new vision for the organisation. Based on the culture of dissonance, findings reveal that the organisation may need to create the 'new normal' where everybody has a voice and lives according to the new meaning of the prescribed leadership pillars. Du Plessis (2015) is of the opinion that learning organisations should continuously expand their capacity to be flexible to create futuristic shared values and vision. This may benefit employees' connection with the organisation through a sense of purposefulness with the future of the organisation.

5.3 ANSWERING OF RESEARCH QUESTIONS

The main research question was: What is the middle manager's understanding and execution of the prescribed leadership pillars?

In answering the main research question, the participants who are middle managers understood what the four prescribed leadership pillars are and what they mean for the organisation. There is evidence that the behaviour displayed by each of the middle managers in execution of their day to day duties is not in line with the prescribed leadership pillars. The middle managers believed that connecting with others at a human level could yield better results for the organisation to practice and live by the prescribed leadership pillars. Therefore behavioural shifts, role modelling, and creating an environment where principles of Ubuntu are practiced, would best benefit the organisation.

The findings also revealed that middle managers influence both the top and bottom ends of the organisation and that they require a platform to engage both levels of their subordinates and the senior managers. Engagement builds trust argue Bates and Aitkins (2014) which wins credibility for the teams.

5.3.1 Sub-Research Question 1: How are Middle Managers Applying the Prescribed Leadership Pillars?

Whilst the middle managers understand the prescribed leadership pillars, they are not applying them fully in their daily work activities. There are pockets of the organisation where the prescribed leadership pillars are being applied. The findings show that the organisation is failing to address issues of maladministration and corruption, a sign that the pillars are not being applied and the transgressors are protected by politics within the system. The pillar around personal values and those of the organisation is understood by all participants, yet no one really practices what these mean. Findings reveal that application of each of the pillars would be a success if every employee practices good governance and is held accountable for their actions in disciplined execution.

5.3.2 Sub-Research Question 2: To What Extent Do Middle Managers Apply the Prescribed Pillars?

The findings reveal that middle managers do not apply the leadership pillars in full due to the interference of their work by senior managers and union leadership working in the organisation. The senior managers even by-pass middle managers to instruct those below them and union leaders refuse to take instructions due to their connections with the executives and senior managers. This affects the organisational performance as the system lacks accountability. Schwella's (2014) research on this organisation suggested that applicability of learning and information flow should be done through motivation and creation of knowledge. This is linked to the need for collaborated spaces, relationships and a trusting work environment.

5.3.3 Sub-Research Question 3: What Insights Can Be Gained from This Research for the Benefit of Middle Management Application of Pillars?

The findings show that all the participants understand and are aware of the prescribed leadership pillars. This research is raising awareness and consciousness for the organisation to re-look and review the applicability of the prescribed leadership pillars and to also re-align the organisational structure so that senior managers do not ignore or override middle managers' decisions. These leadership pillars should not only be hung on the walls in the managers' work spaces but be

applied by all organisational people according to the expectations of the organisation.

5.4 RECOMMENDATIONS

The following recommendations are put forward in order to assist this organisation in addressing how middle managers can effectively understand, apply and execute their duties for the benefit of the organisation.

5.4.1 Recommendation 1: Review organisational strategy

The prescribed leadership pillars formed part of the strategy of the organisation, yet they did not bring any meaning for most of the middle managers. It is recommended that the strategy be reviewed to assist the organisation to revisit, review and re-align the pillars accordingly so that the expected leadership behaviours are lived and understood by all employees. This will assist in co-creation of the pillars and every employee to take on accountability in building the organisational leadership behaviours. It will also help in understanding the vision the organisation is driving.

5.4.2 Recommendation 2: Embed leadership pillars in the vision of the organisation

Good behaviour should form part of the daily routine and not stand-alone behavioral shifts. It is therefore recommended that the leadership pillars' application be incentivised by rewarding employees who excel in their duties through the application of the pillars. Those succeeding will then mentor others and role model the pillars as expected.

5.4.3 Recommendation 3: Create organisational structure alignment with vision

Creating alignment in any organisation is necessary to understand the organisational goals and strategic intent. It is recommended that the organisation recognise the value of aligning the structure to strategy so that the individual objectives and values benefit both employee and organisation. There is a need for all employees to be supported, to be allowed to voice their concerns and to engage with each other to create social capital for optimal performance of the organisation. It is also

recommended that middle managers be provided with the necessary support and autonomy in decision making.

5.4.4 Practice good governance

Good governance creates mechanisms, processes and rules by which organisations are monitored, controlled and directed. These principles are necessary for quality service provision by the organisation. It is recommended that all employees are induced into ethical and governance behaviour of the organisation as an on-going process and not as a once off event.

5.4.5 Eliminate Corruption

Corruption in the procurement process should be checked. It is recommended that all people in leadership positions should be accountable for their performance with strict checks and balances. Appointments and promotions to critical positions should be on merit and not by political or union association.

5.5 RESEARCH LIMITATIONS

This research's limitations stem from the fact that the participation was limited to only fifteen (15) middle managers who are based in Gauteng, yet there are four thousand (4000) employees who are in the grade of middle managers. Due to time constraints and the size of the research, the sample could not be increased.

5.6 AREAS OF FURTHER STUDY

An opportunity exists for this research to be extended across other regions to measure the performance of all those in the middle management grade against the applicability of the prescribed leadership pillars. An opportunity exists for the organisation to explore the impact of political interference in running the organisation.

5.7 CONCLUSION

The research highlighted linkages between prescribed leadership pillars and the expected leadership behaviours the findings showed that the middle managers

understand the prescribed pillars but that they do not apply them fully due to lack of guidance and alignment from the senior managers. Other factors that affect the applicability of the pillars are political and union interference in the operations of the organisation. The findings show that most of the middle managers rose through the ranks. The major recommendation is that the strategy be reviewed to assist the organisation to revisit and re-align the pillars accordingly so that the expected leadership behaviours can be measured.

Good governance and elimination of corruption requires immediate attention in order to address and restore the reputation.



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ANNEXURES

Annexure A - Employer Letter



PUBLIC DOMAIN

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Eskom Holdings SOC Ltd
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Johannesburg
2157

Date:
14 March 2018

Enquiries:
Tel +27 011 800 5128

To: University of Johannesburg

COLLEGE OF BUSINESS AND ECONOMICS

Mrs Sindiswa Cynthia Kunene – Student Nr. 201463926 is a full time employee of Eskom within the Academy of Learning. Part of her development is to align to the strategic imperative of the EAL in addressing the competency gaps that exist within leadership. She is required to design and develop new content and further enhance what is currently available in the organisation by incorporating new and fresh ideas in the leadership space. This will strengthen the leadership faculty in all aspects, which Eskom will gain influential leaders so they can shape the future of leaders.

I therefore grant her permission to conduct her research within the Eskom environment, using Eskom employees as the organisation will gain tremendously from her.

Yours sincerely

Gerrit Walters

Senior Manager: Head of Leadership Faculty

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Eskom Holdings SOC Ltd Reg No 2002/015527/30

Annexure B - Interview Guide

Q1- Q4. Introduction to leadership brand pillars

1. How long have you been a middle manager in this organisation?
2. When were you introduced to leadership brand pillars
3. How were you introduced to leadership brand pillars
4. Did you know about them before you attended any leadership programme?

Q5- Q8. Your understanding of leadership brand pillars

5. What is your understanding of leadership brand pillars?
6. Which of these leadership brand pillars would you identify with, and why?
7. How would /do you live up to them?
8. How have you used each brand in your workplace?

Q9- Q12. How you applying or living up to leadership pillars

9. What is the impact of the pillars in your daily life?
10. How well do your direct reports and others understand the pillars?
11. What is the quality of time do you spend with your team to communicate the pillars?
12. What actions have you shown towards living up to the brand pillars?

UNIVERSITY
JOHANNESBURG

Annexure C – Research Information Letter



DEPARTMENT OF Industrial Psychology and People Management (IPPM) RESEARCH INFORMATION LETTER

19 March 2018

Good Day

My name is Sindiswa Kunene **I WOULD LIKE TO INVITE YOU TO PARTICIPATE** in a study entitled The APPLICABILITY OF PRESCRIBED LEADERSHIP BRAND PILLARS FOR MIDDLE MANAGERS IN THE ENERGY SECTOR.

Before you decide on whether to participate or not, I would like to explain why the research is being carried out and how you would be involved. The study is part of a research project being completed as a requirement for a Degree in PERSONAL AND PROFESSIONAL LEADERSHIP through the University of Johannesburg.

THE PURPOSE OF THIS STUDY assess how middle managers apply the prescribed leadership brand pillars .

Below, I have compiled a set of questions and answers that I believe will assist you in understanding the relevant details of participation in this study. Please read through them. If you have any further questions I will be happy to answer them for you.

DO I HAVE TO TAKE PART? It is up to you to decide to participate in the study. If you agree to participate a consent form will be availed for your signature.

WHAT EXACTLY WILL I BE EXPECTED TO DO IF I AGREE TO PARTICIPATE? You will be expected to share your understanding and experience of the prescribed leadership pillars as a middle manager using unstructured interview with me.

WHAT WILL HAPPEN IF I WANT TO WITHDRAW FROM THE STUDY? If you decide to participate, you are free to withdraw your consent at any time without giving a reason and without any consequence. However, you must inform me as soon as possible.

IF I CHOOSE TO PARTICIPATE, WILL THERE BE ANY EXPENSES TO ME, OR PAYMENT DUE TO ME: You will not be paid to participate in this study and you will not bear any expenses.

RISKS INVOLVED IN PARTICIPATION: There are no anticipated risks however should you perceive any we can discuss.

BENEFITS INVOLVED IN PARTICIPATION: Helping the organisation to align and refocus on the behaviours and attitude expected for middle managers.

WILL MY PARTICIPATION IN THIS STUDY BE KEPT CONFIDENTIAL? Yes, all names will be withdrawn once the data analysis starts. No one will be exposed of the details of the interviews except for content. The organisation will only have access to the full dissertation once approved.

WHAT WILL HAPPEN TO THE RESULTS OF THE STUDY? The results will be written into a research report that will be assessed. In some cases, results may also be published in a scientific journal. In either case, you will not be identifiable in any documents, reports or publications. You will be given access to the study results if you would like to see them, by contacting me.

WHO IS ORGANISING AND FUNDING THE STUDY? This study is independently organised and funded by me, under the guidance of my research supervisor at the Department of Industrial Psychology and People Management in the University of Johannesburg.

WHO HAS REVIEWED AND APPROVED THIS STUDY? Before this study was allowed to start, it was reviewed in order to protect your interests. This review was done first by the Department of Industrial Psychology and People Management in the University of Johannesburg.

WHAT IF THERE IS A PROBLEM? If you have any concerns or complaints about this study, its procedures or risks and benefits, you can ask me. You can contact me at any time if you feel you have any concerns about being a part of this study. My contact details are:

Sindiswa Kunene (Mobile) 082 532 2280 (O) 011 800 6069

If you feel any questions or complaints regarding your participation in this study have not been dealt with adequately you may also contact my research supervisor:

Dr Joyce Toendepi

FURTHER INFORMATION AND CONTACT DETAILS: Should you wish to have more specific information about this research project information, have any questions, concerns or complaints about this research study, its procedures, risks and benefits, you should communicate with me using any of the contact details given above.

Researcher:

Sindiswa Cynthia Kunene 082 532 2280



Annexure D - Consent to be Interviewed



DEPARTMENT OF Industrial Psychology and People Management (IPPM) RESEARCH CONSENT FORM OR INTERVIEWS TO BE AUDIO-TAPED

APPLICABILITY OF PRESCRIBED LEADERSHIP PILLARS FOR MIDDLE MANAGERS IN THE ENERGY SECTOR

Please initial each box below:

I hereby give consent for my interview, conducted as part of the above study, to be audio-taped.

I understand that my personal details and identifying data will be changed in order to protect my identity. The audio tapes used for recording my interview will be destroyed two years after publication of the research.

I have read this consent form and have been given the opportunity to ask questions.

Name of Participant

Sindiswa Cynthia Kunene

Name of Researcher

Signature of Participant

Signature of Researcher

Date

Date

Annexure E – Consent to be Audio Recorded



DEPARTMENT OF Industrial Psychology and People Management (IPPM) RESEARCH CONSENT FORM OR INTERVIEWS TO BE AUDIO-TAPED

The APPLICABILITY OF PRESCRIBED LEADERSHIP BRAND PILLARS FOR
MIDDLE MANAGERS IN THE ENERGY SECTOR

Please initial each box below:

I hereby give consent for my interview, conducted as part of the above study, to be audio-taped.

I understand that my personal details and identifying data will be changed in order to protect my identity. The audio tapes used for recording my interview will be destroyed two years after publication of the research.

I have read this consent form and have been given the opportunity to ask questions.

Name of Participant

Sindiswa Cynthia Kunene

Name of Researcher

Signature of Participant

Signature of Researcher

Date

Date

Aannexure F - Declaration of Intent

DECLARATION OF INTENT: ETHICS IN RESEARCH

Researcher: Sindiswa Cynthia Kunene _Department/centre/institute:
CBE_____

Title of research project/field/degree: _The Applicability of prescribed leadership
pillars for middle managers in the energy sector

Type of project:

Doctoral degree:

Masters degree:

Contract research: Client: ___Energy Sector_____

Other (please specify): ___N/A_____

I intend to familiarise myself and comply with the specifics of the following *ethical obligations* as contained in the faculty's or department's guidelines for ethics in research:

1. Conducting value-adding research
2. Applying relevant research and reporting methodologies
3. Where applicable, ensuring that those under my supervision also adhere to these obligations.

I intend to familiarise myself and comply with the specifics of the following *ethical research principles* as contained in the faculty's guidelines for ethics in research:

1. Achieve objectivity and maintain integrity in my research
2. Record and disclose my own data
3. Follow ethical publishing practices
4. Be accountable to society
5. Be sensitive to and respect my *subjects' right to privacy
6. Be sensitive to and respect my subjects' right to anonymity and confidentiality
7. Be sensitive to and respect my subjects' right to full disclosure about the research (informed consent)
8. Protect my subjects from harm (physical, psychological, emotional)
9. Protect the integrity of the environment.

* Subjects = individuals, groups of individuals or organisations.

___CS Kunene_____ **SIGNATURE** Date: _____2018___

Annexure G – Participants Transcripts

Theme 1: Expected Leadership Behaviour	Participant
<ul style="list-style-type: none"> - A leader with a heart of servant demonstrates that through connection on human level - Heart of a servant is deeply embedded in and out of social setting and on human level, how to fit in some people. Is there a place in the leadership pillar within which heart of a servant exist in workplace? Yes there is a place in the workplace. That is the purest form of deep connection with others. - If you understand the other person, that's the motivation to work harder. Also it talks to customer service, be ready to serve, we don't serve ourselves. - The pillar with a heart of servant is through connection on human level, because it's embedded at that human level. - The impact on daily life, one needs to navigate in and around our behaviours and how we connect with the soul of the organisation to take us to the next level to form formidable relationships. <p>Behaviours that are needed in the organisation to connect humans on another level are dependent on personal values and beliefs.</p> <ul style="list-style-type: none"> - What is the impact on daily life, they are navigators in our behaviors 	<p>TP1</p>
<ul style="list-style-type: none"> - The way a leader interacts with people, they interact with people to make them see what is expected, by demonstrating expected leadership behaviors - What we needed for our leaders is a set of behaviours to represent brand pillars, which initially were more than 8, but became 4 overtime based on best practice. - Its is a journey, and appointment of the CE, hopefully there's better direction form leadership. - Hopefully he (CE) stands up and talks about the leadership pillars so that when mentioned I better read up on those leadership brand pillar. 	<p>LP2</p>

<p>Radical behaviour change, consciousness and deliberate interest in living the brand makes them better people, it goes beyond the organisation.</p> <p>When I go for developmental exercise in the internal circles, purely because the pillars manifest themselves as it starts with self to become an influence in others</p> <p>When I go for developmental exercise in the internal circles, purely because of the brand pillars, I'm always aware of myself my surroundings as it starts with self to become an influence in others</p>	<p>VP3</p>
<ul style="list-style-type: none"> - What is the quality time spent on reinforcing these leadership behaviours, it is by helping with others like audits, and check ourselves and where we run short. I tend to call the person privately and we talk over it. I set example for myself and generally am kind to others. I tend to befriend even the sweepers, and it is a way that I conduct myself and truly listening to each and every one committed to what other. - That will bring our company in a good standing, and for me that is connecting on humanity level - They are separated in order for us to internalise, but use them as one thing to simplify we must internalise, because they are separated but we must not separated - All four of them must be realised. The reality is that the tendency is more on one than others. We should be able to live by them every day. 	<p>KP4</p>
<ul style="list-style-type: none"> - A good leader is that leader who is self-aware and very much conscious about shifts that are required as a leader - Brand pillars represent those shifts within the organisation. - The shifts removes the excuse that others don't do it so why should 	<p>RP6</p>
<ul style="list-style-type: none"> - I am not surprised that employees do as they please because they see it in us as leaders - Spiritual leadership has everything to do with values, attitudes and behaviors necessary to motivate learning organisations 	<p>PP7</p>

<ul style="list-style-type: none"> - It's difficult to follow brand pillars because of what we see happening with senior managers 	
<ul style="list-style-type: none"> - Relationships are not that great with employees, feels like the organisation is punishing everybody for their mishaps - These leadership pillars are important to adhere to, they are the best by far, but human beings choose which ones are more easier to implement and how best they can adhere to them. 	MP9
<ul style="list-style-type: none"> - I see my leaders, colleagues, and staff behaving differently. - Middle managers don't have the greatest relationships with employees because of the power that has been stripped from them. Therefore that creates trust issues on their employees because they are seen as useless <p>"Leaders are expected to hold it together even when times are tough, but it's not easy to always stay stronger, but we ought to try.</p>	MP10
<ul style="list-style-type: none"> - Leadership is the biggest barrier because individuals are not willing to share information based on their past experiences from certain leaders, hence there will be individuals that are loafing, because they know they are protected. 	CP11
<ul style="list-style-type: none"> - Most people cannot distinguish between their meaning and purpose in their leadership roles in the workplace, because it's not openly accepted to talk about that journey as a leader - For me they lack spiritual connectedness because they believe that being bossy and bullying others is the right way to management. 	NP12
<ul style="list-style-type: none"> - No sense of social value in work being done" and there's "Lack of empowerment or autonomy - Too many cancellation/reduction of benefits. 	ZP13
<ul style="list-style-type: none"> - Some of the misunderstandings (between managers and employer) threatens the impact on both the workers and management at varying degrees - This is also associated with the way the pillars are not lived by many middle managers. 	IP14

<ul style="list-style-type: none"> - My take is to do what is required and apply fairness. Sometimes leaders are reluctant to share information that could be perceived as negative - I only apply what I believe is right, because I'm aware of my own blind spots <p>I live up to the leadership pillars because I believe in them. I don't separate them from my own values.</p>	YP15
Theme 2: The logic of effective teams	Participant
<ul style="list-style-type: none"> - Often people are drawn to leaders that share the same values, so know your people as a leader because that will take you a long way 	TP1
<ul style="list-style-type: none"> - Organisation needed a set of behaviours that were concrete as pillars, even though they derived from the values - Behaviours that were needed in the organisation, but concretarised as brand, but it was focused on the values. There was lots of work under the values. This was seen as gaps on how are we getting there following the leadership pillars - You can only change behaviour through role modelling. People may not notice but it's just the way you interact with them. 	LP2
<ul style="list-style-type: none"> - How they conduct themselves as each other's brother's keeper. I'm excited seeing my subordinates to become good examples of each of us, the impact is when we have financial appraisals and the examples they show case exciting behaviors. - On a daily based you live by the pillars because they are all important as we need to learn to go about our daily activities. - Hope they apply these pillars with excitement on daily basis, with good relationships. 	VP3
<ul style="list-style-type: none"> - I have influence over others, but I humble myself before them so I am not too pleased with myself to be too proud. - The heart of the servant, if you understand the other person, that's the motivation to work harder. 	KP4
<ul style="list-style-type: none"> - My team thinks I'm good but I am also humbled by their performance and drive to do their best 	VP5

<ul style="list-style-type: none"> - My values determine who I am in the organisation, I am who I am because of others. I was brought up to consider others before me - My team thinks I'm good but I am also humbled by their performance and drive to do their best 	
<ul style="list-style-type: none"> - Leadership fosters team effectiveness, because it provides a sounding board on team needs, and what the team requires to work effectively. - It is a key leadership function to align team composition with the current and future environment of the team. The tasks involve ensuring that the team not only has the requisite knowledge and skills for task performance, but also that the team is composed in such a way that team members form trusting relationships. - I would like to believe that the team I lead is very much professional and know when it is functional or not. - To be in cooperative relationships, the pillars helps us to take each other to task to be honest about the things that are right and things that the organisation has entrusted us with. 	PP7
<ul style="list-style-type: none"> - They (senior manager) do not provide clear direction to them to focus their efforts. - Employees are managed by fear, "you do or we will get rid of you" is the current status. - There is no consequence management visible anywhere in the organisation, especially for those that are connected at the top - The senior team focuses on the wrong stuff, it seems there is an inability to prioritise. - Negativity means all the expressed issues that intentionally or unintentionally put Eskom in an undesirable light, it be through media, strikes, protest marches, hallway hush-hush talk- talk or in whatever way possible. 	CP8
<ul style="list-style-type: none"> - I am responsible for my outputs, but I sometimes find it difficult to manage other people. Security has always been seen as a by the way function, because everybody thinks their jobs are better than others. 	MP9

<p>However they need us when they are in trouble. For example when their laptops are stolen, they first come to us, even though we are equally important in our way.</p>	
<ul style="list-style-type: none"> - Middle managers don't have the greatest relationships with employee because of the power that has been stripped from them. Therefore that creates trust issues on their employees because they are seen as useless. - Leaders are expected to hold it together even when times are tough, but it's not easy to always stay stronger, but we have to try because we think beyond the organisation - It's difficult to reprimand the older generation, so I tend to do my bit. 	MP10
<ul style="list-style-type: none"> - The big underlying question in leading others is how best can we lead in teams. We need to co-create through team efficacy. - No sense of accountability nor responsibility because consequence management is non-existent. 	CP11
<ul style="list-style-type: none"> - Effective teams need internal team processes to make them work. These processes include but not limited to group learning, team efficacy, self-leadership, synergy and interdependence. - They believe that effective teams need internal team processes to make them work. 	NP12
<ul style="list-style-type: none"> - When I joined this team, it was evident that relationships were formed based on race, cliques and age - We climb the cooperate ladder at each other's expense. We do not see ourselves as part of the problem as middle managers, but always look for someone to blame. 	ZP13
<ul style="list-style-type: none"> - Trust issues 	IP14
<ul style="list-style-type: none"> - For me to do my job I need my team to work with me in identifying strategies, review risks and review systems in place, and that can be done if we all pull our heads together and work as a team - So leadership pillars are a great tool to use to redirect employees in the right direction. 	YP15

Theme 3: Good Governance	Participant
<ul style="list-style-type: none"> - One or two pillars you get challenged often, you don't get bombarded with good governance. - How have you made your counterparts, direct reportees and others understand the pillars, by being exemplary and doing the best you can. 	LP2
<ul style="list-style-type: none"> - Which of these pillars do you identify with and why? Depends were you are at, I ideally identify with all of them, especially that they are interrelated and integrated. - We are faced with unethical and very challenging situation, we are custodians of finances in this organisation. 	VP3
<ul style="list-style-type: none"> - I think creation of trust relationships is when I am free to criticize my colleagues and I am not scared to talk to my boss, and we freely communicate with each other. - If confronted with a situation, leadership pillars should not come as a stand- alone "Do not change according to the situation, but we need to exhibit truthfully and behave the same consistently, because honesty is the best quality. 	KP4
<ul style="list-style-type: none"> - I have learned to engage my people more and stop blaming the organisation for not doing more than what I can offer. I have learnt not to numb my feelings when things don't go my way, because of fear of not being liked. 	VP5
<ul style="list-style-type: none"> - Parliament's Public Enterprises Committee started an inquiry into alleged state capture, with the focus being on investigation into governance practices. These governance issues led to poor investor confidence, loss of public support and general low confidence in the operation of the organisation - Being a leader is putting each person in the leadership role under scrutiny because employees or followers look up to leaders. However not every leader is able to lead by example as it has appeared that there has been acts of misconduct on the part of some leaders, who have now put the organisation at risk in terms of reputational damage. 	RP6

<ul style="list-style-type: none"> - As a result, the organisation parted ways with several senior executives, and a new Board was appointed in January 2018. With regard to the audit opinion, Eskom implemented a turnaround programme and is in the process of adequately addressing the shortcomings identified to ensure completeness of reported irregular expenditure in terms of the Public Finance Management Act. - It is with this in mind that we need to think differently in these trying times and apply all the leadership pillars as expected. My role is to equip those that are not aware of their responsibility to take on accountability. 	
<ul style="list-style-type: none"> - For example decision that would impede on the high escalated cost would have to be verified by many stakeholders before approval. Even though that kills autonomy. - Even though that process has now put us in this predicament by issuing tenders to undeserving companies, while the work is done by the very internal people who are paid to do their jobs. - I personally would not like to leave the organisation in this state, but the ones with the power to make tough decisions surely ought to be judged by the decisions they have made. 	PP7
<ul style="list-style-type: none"> - There is a general sense that middle managers were sold out to senior management. They do not provide clear direction to them to focus their efforts - The organisation is over staffed at the top, there are around 1 E-Band to every 30 management (MPS) employees (No scientific proof provided). - Roles and responsibilities are blurred and it is seen that senior management is comfortable with this. To many vacancies, people act for long periods without appointment. Feedstock not of a good calibre to work with. No succession planning, Talent management is a paper exercise. 	CP8

<ul style="list-style-type: none"> - Because there is a lot of political interference, this creates uncertainty and lack of trust because you don't know who is connected to the authorities. - I do become fearful when I am called into my managers office for something I know I had control over but I didn't attend to - The organisation usually fails to communicate important information, but it makes perfect sense that we have to be aware of what's happening around us. 	MP9
<ul style="list-style-type: none"> - I understand what is being asked of me and it makes sense. I see that our structures, processes, and systems support execution of my tasks - I can easily rely on my boss for open communication. I think he trusts me to let me be, but I need to do more of that with my people - I don't have any direct reports, but I don't see why I should always bring sanity to my colleagues especially that we are the same level. We are all middle managers, therefore each must take responsibility of their actions. I just don't have guts, "m sorry. 	MP10
<ul style="list-style-type: none"> - Leadership was the biggest barrier because individuals were not willing to share information because of past experiences. Hence we experienced some members that were loafing because they were protected by corrupt leaders. - I know the leadership pillars are meant to guide, but I know they are there even though no one takes responsibility to make them stick. I do talk about them but I fear not living up to them 100% because I am a leader being looked at if anything goes wrong. 	CP11
<ul style="list-style-type: none"> - Living up to the leadership pillars requires courage, which I lack hence I left the managerial position where I had eight employees reporting to me, I just could not do it. 	NP12
<ul style="list-style-type: none"> - You can't lead people if you have a corrupt mind, because this corruption is being led by top managers - Corruption being led by top managers - We often stuck in pain, fear and silence (Suffer from victim mentality) 	ZP13

<ul style="list-style-type: none"> - As middle managers we need to be brave and tell the truth at all times. - System, policies that make work a night mare need to help the organisation to move forward fast because the same policies can impede progress with this changing environment. 	
<ul style="list-style-type: none"> - Internal communication often does not address personal concerns; people are always attacked for others wrong doing - There is lots of political interference - It's hard to living the Eskom Leadership Brand Pillars. 	IP14
Theme 4: Disciplined Execution	Participant
<ul style="list-style-type: none"> - No direct processes and certain processes are not linked to jobs - Ensuring application by managers in the workplace happens. 	TP1
<ul style="list-style-type: none"> - From a finance point of view we need to be accountable. Pros and cons of spending money make sure each person is accountable in their roles but that comes with challenges. 	VP3
<ul style="list-style-type: none"> - I personally identify with disciplined execution. I cannot stand mediocracy, I therefore push my people to do far and beyond to deliver on the projects we working on - I show up in my work through some pillars however I identify more with the disciplined execution when I push my people to do great - I have learned to be vulnerable with others without being fearful of the consequences. I have learnt to be inclusive and allow my own emotions to display my fears and stop trying to numb them. 	VP5
<ul style="list-style-type: none"> - I personally don't like being exposed as a failure because of what it does to people. People don't bring their best foot forward when they have been labelled as useless. - There are specific skills required for change. When people have the requisite knowledge and skill set it builds confidence and an appetite for action. 	RP6
<ul style="list-style-type: none"> - Middle managers feel that they must manage employee expectations whilst senior management is managing trade unions. - I can only do so much as a middle manager but it must be created by the organisation. 	CP8

- I will take full accountability when the organisation is also willing to meet me half way.	
- We have families to feed and reputation to uphold. No one wants to be seen as useless.	MP10
- The pillars are a guide but people still do go astray even if they are put up in their office walls.	CP11
- Employees in this organisation are spoilt; they get away with bad behaviour because there is no disciplined execution - People do what pleases their hearts, because they have strong union representatives that are also as powerful as some executives.	NP12
- Ensure that we execute as per customers' needs. We need to volunteer to conduct session on the very same research question and ask the business to contribute on the way forward.	ZP13
- Senior managers are said to ignore the importance of value of the Pillars. They are said not to be walking the talk.	IP14
- For me to do my job I need my team to work with me in identifying strategies, review risks and review systems in place, and that can be done if we all pull our heads together and work as a team - There are risks involved if risks and treatment are not reviewed, that could impact on the learning of leaders. - Systemic factors which could have a negative impact on the application of learning in the workplace are huge.	YP15
Theme 5: Learning Organisation	Participant
- Constant testing our cultural and belief system against that of the organisation - Drive towards same direction and have coordinated way to work and manage.	TP1
- All people should know that learning is key while ignorance is not an excuse.	VP3
- I am always prepared to assist, I don't not want to work in silos. I want to be a servant. I want to learn from others and them to learn from me and the organisation.	KP4

<p>I cannot be servant leader if I am not prepared to learn, without being arrogant</p> <ul style="list-style-type: none"> - If I don't learn I am being arrogant, and therefore the pillars are intertwined. 	
<ul style="list-style-type: none"> - Pillars were introduced when she was a change consultant before being employed full time by Eskom. She was part of the people who put together change processes in the HR space when new direction was set for the organisation. 	VP5
<ul style="list-style-type: none"> - It is time that a new culture is created from the top, they should walk the talk through engagement with staff and empowerment of the next level to do the same through consequence management - The feel is that boundary management is non-existent due to hierarchical structures. Quarterly goal management is done as paper exercises only, the rhythm is not felt. - Long term vision is not expressed and then managed from the top. 	CP8
<ul style="list-style-type: none"> - Sometimes I believe the pillars are just there as a tick box but individuals don't take them seriously. They get to be referred to in meetings and corridor talk but the behaviour is not shown. 	MP10
<ul style="list-style-type: none"> - I'm still very much new in managing others, however the kind of work requires me to be diligent and no mistakes are allowed in this organisation. 	CP11
<ul style="list-style-type: none"> - Employees in this organisation are spoilt; they get away with bad behaviour because there is no disciplined execution. People do what pleases their hearts, because they have strong union representatives that are also as powerful as some executives. 	NP12
<ul style="list-style-type: none"> - We have heard of situations where senior managers are said to have ignored the importance of value of the Pillars, they are clearly not walking the talk. - It should be borne in mind that the strikes could easily and negatively impact on the country's economy as a whole. These strikes directly and indirectly affects all sectors of development e.g. agriculture, mining, transportation, health, education, communication, construction, water, state security, etc. 	IP14

<ul style="list-style-type: none"> - There is some level of culture of entitlement in this organisation - In recent years the organisation has been experiencing strikes like never before. Sadly unions are very powerful in this organisation as it they drive the bargaining unit agenda even if it's not in the best interest of the organisation. The agreed bargaining platforms are used as a way to disrupt organisational effectiveness - Eskom` employees have a culture of entitlement. 	
<ul style="list-style-type: none"> - I provide strategic guidance and oversight of the delivery of leadership learning needs within my division and for my clients. I also Identify strategies to close the leadership competency gaps and priorities learning - Sometimes the culture is not conducive for different views. We are stuck with how things are done and that's frustrating at times. Young people want to explore their creative sides, but people who have been in the organisation for long rejects such new ideas. - For me to give direction is expected from my outputs, however the decision lies with line managers to implement. I cannot force them, but I have to show them why it's important. - As a leader in the learning space, it's impossible to think that the interventions provided are the only thing that changes people's minds and behaviour, but we have to believe that they buy into it for it to work. - Because the review, effectiveness and efficiency of leadership development learning interventions is required 	<p>YP15</p>

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