THE INFLUENCE OF LEADERSHIP STYLES ON ORGANISATIONAL TEAM CULTURE IN A SOUTH AFRICAN MINING ORGANIZATION.

BY

DHEREN GOVENDER

STUDENT NO: 19956172

Dissertation submitted in fulfilment of the requirements for the Master's Degree in Management Sciences in Business Administration at the Durban University of Technology

Supervisor: Dr L.M Lekhanya

PhD (UWC): Management, D-Tech (DUT): Marketing

December 2017

Declaration

I, the undersigned, Mr D Govender hereby declare that the dissertation is my own original work and that it has not been submitted, and will not be presented at any other University for a similar or any other degree award.

Dheren Govender

Dedication

Om Sai Ram

I would first and foremost thank God in his various forms as worshiped by the various religions, for carrying me through this dissertation from start to completion.

I would like to thank my late grand uncle and aunt Mr EV Naidoo and Mrs S Naidoo, for those long walks and talks in the garden as a child which gave me with the courage to face my fears and look beyond my own limitations. To my maternal grandmother the late Mrs MM Naidoo I would like to say thank you for always supporting and believing in me.To my, "third eye" Dr K Pillay my grand mum form over the bearing seas, I say thank you for your support in my academic pursuits over the years.

To my parents Mr and Mrs S & V Govender and my brother Mr P Govender, I would like to say thank you for all you have done and continue to do in supporting me through this dissertation.

To my wife Usha, thank you for your support through this dissertation and for delivering our first child safely.

To my son Vihar you were born right in the middle of preparing this study. You are the reason I stayed on track to complete it, you are my inspiration. I dedicate this dissertation to you my boy and always remember, "Knowledge is power".

Om Hare Rama, Hare Krishna.

Om Namah Shivaya.

Love all serve all.

Acknowledgements

I hereby wish to express my gratitude to the following people for the support, input and motivation that enabled this thesis to be successfully completed:

ABSTRACT

The purpose of this study was to assess the impact of leadership styles on organizational team culture in a South African based mining organization. Senior management of the company has noted different shop floor team cultures which seem to be affecting productivity negatively. This project will give emphasis on the context of leaders of an organization and the amount of influence or non-influence leadership has on shop floor team culture.

This study used a quantitative method research design. The research was conducted at the site logistics department of mining company X based in the Northern KwaZulu-Natal (KZN).The aim of this study is to determine the current shop floor team culture using the Organizational Cultural Assessment Instrument (OCAI) developed by Cameron and Quinn (2011) and the current leadership styles governing these teams using the, Multifactor Leadership Questionnaire (MLQ) developed by Avolio and Bass (2004). These measuring instruments have demonstrated proven reliability and validity in previous studies. The analysis of data was done using the Statistics Package for Social Scientists (SPSS) version 24.0, with the results presented by figures and tables.

The study seeks to improve team practices and productivity. The target population of the study was made up of the 4 teams that make up the site logistics department and their immediate team leader/ supervisor. The sample size of the study was 114 employees in total i.e., 110 shop floor team members and the 4 team leaders.

The findings of the study revealed that the leadership styles of the team leader's does have an influence on organizational/team culture within the department. The study further revealed the miss alignment of the overall leadership style of all the team leaders to the to the perceived organizational direction of the senior management with regards to the leadership strategy.

TABLE OF CONTENTS

List of tables and figures

List of Acronyms

OCAI	Organizational Culture Assesment Instrument
MLQ	Multifactor Leadership Questioner
SD	Standard Deviation
KZN	Kwa Zulu Natal
IREC	Institutional Research Ethics Committee
SA	South Africa
SPSS	Statistics Package for Social Scientist

CHAPTER 1

THE INFLUENCE OF LEADERSHIP STYLES ON ORGANISATIONAL TEAM CULTURE IN A SOUTH AFRICAN MINING ORGANIZATION.

1.1 Introduction.

This chapter provides a general outlook of the research. The beginning of the chapter concentrates on the thesis background, followed by the objectives, research questions and scope of the thesis.

Leaders are unique, and varying leadership styles may influence transformation differently, with some leaders being more effective than others. According to Naidu and Van Der Walt (2005:2). Leadership varies in definition due to its complexity and diverse contexts ranging from business to politics and organization. Most leadership gurus have discrepancies in their definition and none seem to share the same view about its actual meaning. (John Adair's Definition of leadership 2007) He argued that leaders must personify the qualities desired; he noted that for a leader to be successful, one has to attend to the task at hand, the needs of the team and the needs of the individual.

Together with leadership, organizational culture has also gained momentum in the organizational behaviour research (Wallace &Weese 1995).Schein (2004) mentioned that leadership and organizational culture are purported to be tightly joined concepts. He continually explained that leaders must have a deep understanding to communicate and create new visions and inspire followers' commitment to the vision. He wrote that "the unique and essential function of leadership is the manipulation of culture". Every organization has its own unique culture or value set, and different organization may have its own comprehension of culture meaning. The culture of the organization is typically created unconsciously, based on the values of the top management or the founders of an organization (Sun 2008).

This chapter will provide a brief background about leadership styles and its influence to team /organisational culture at mining company X. It will discuss the research problem of the study, the goals and objectives of the study, rationale of the study, research methodology, limitations and overview of the study.

As in most research, the results generated from this research are limited to the confines of the case study only. This is as a result of the fact that the research was carried out under a closely monitored organization and the results might be different if done in another establishment. Also, the re-search does not encompass all the employees working in the case company. However, the principles of leadership remains the same, therefore there will be an element of connectivity wherever this research result is applied.

1.1.1 Definition of core concepts and terminology.

Leadership Styles is the adaptation of varying techniques used by leaders to provide guidance and influence participation of subordinates in a specified course to be navigated (Flynn 2009).

Transformational leadership is a people-oriented leadership style that encourages subordinates to excel beyond normal performance levels for the sake of the organisation. In this process, emotional attachments occur between the leader and follower (Mester, Visser and Roodt 2005).

Transactional leadership is a task-orientated leadership style, relating to reward based performance initiatives (Naidu and Van De Walt 2005).

Laissez-Faire leadership is a passive style that is reflected by high levels of avoidance, indecisiveness and indifference (McColl-Kennedy and Anderson 2005).

Organizational/team culture is defined as the deep rooted beliefs, values, and assumptions widely shared by organizational members that shape the identity and behavioural norms for the group (Schein 2004).

1.2 Background.

The Research area is based in the Northern KwaZulu-Natal (KZN) Miningregion.During challenging times, mining companies can choose to pursue a 'survival strategy' or a 'leadership strategy'. Those pursuing a survival strategy will cut costs to the bone while adopting a risk-averse posture and focus on defending their core business. Other companies adopt a leadership strategy, looking to identify unusual opportunities, enabling the mining company to gain ground during the downturn and to make step changes in performance (Deloitte 2013:3). From the statements above, it seems that the mining sector in South Africa is in a serious dilemma, Could influential leadership foster a work culture that could reduce the effects of the global crisis on current mining operative practices and increase performance? According to Yukl (2010), the last century leadership theories have evolved and have become important in understanding the objectives that leaders have. From the early theories to the most recent theories on transformational leadership, the theories both past and present try to outline characteristics that make a perfect and successful leader. Transformational leadership is a relatively new leadership theory that gained popularity in research literature in the late 1970s. Since its inception in 1978, transformational leadership gained acceptance as a prominent theory in leadership studies (Yukl 2010).Transactional leadership involves the exchange of rewards and punishments for behaviours and focuses on task performance, whereas transformational leadership involves motivating followers and focuses on cohesion and(Anderson and Sun 2015).Transactional leaders gain power over followers by offering contingent rewards or incentives in exchange for performance (Hargis,Watt and Piotrowski 2011).Laissez-faire leaders do not participate in the decision-making process and allow team members to sort out difficulties internally and make their own decisions (Skogstad et al 2015). Consequently, the degree to which an individual has the capacity to impact an organisation's culture may be profoundly reliant on his or her identity. A leader, who is exceptionally influential and has the capacity to gain the respect of their subordinates, will effectively have the capacity to present an arrangement of convictions, standards and qualities that are necessary for constructing a culture. In a differential perspective, Schein (2004) does not trust that the essential demonstration of leadership automatically delivers culture. Rather, he feels that it

creates compliance amongst followers to obey authority. In the event that a leader's activity results in achievement, their convictions and qualities will be strengthened and come to be perceived as shared amongst the gathering of subordinates. What was at one time the leader's individual conviction has developed to wind up a common conviction. It determines much of the group's behaviour and the rules and norms are taught to new comers in a socialization process that is a reflection of culture (Schein 2004).Literature on leadership identifies transformational leadership, transactional leadership and laissez-faire leadership as the three common leadership styles in the current climate, with transformational leadership and transactional leadership being the most dominant. Hence, this study hopes to verify how much of an influence leadership has on organisational team culture.

1.3 Research objective.

1.3.1 Problem statement.

Mining company X has had varying styles of leadership over the 3 decades of operation, but the core aim all through these years was to maintain good relations with employees, especially at shop floor level. In recent times, due to various economic downturns, the company required employees to assist in the reduction of operational costs in order to remain profitable through current declining market conditions. In order for this process to succeed, management required current teams in the site logistics department to absorb certain tasks done by external contractors, for example, housekeeping during maintenance activities would have added 15% extra workload per individual whose current workload rate is at 80%(these figures where formulated through work studies and audited by an external subject matter expert (SME) during the 2015 year. These requests were issued by senior management to the first line leadership to roll out and attain compliance from their respective teams. The requests were met with strong resentment from the 4 teams, as recent KeyPerformance Indicators (KPI) of the teams show that there was a moral decline of 20% and a productivity decline of 25% for the 2015 year. Eisenberger and Stinglhamber's (2011) organizational support theory states that "that favourable treatment of employees by first line managers enhances the employee's perception that the organization values their contributions and cares about their well-being".

4

Could the leadership style of the first line managers have created a gap in the team's culture for negativity to grow?

1.3.2 Research aims and objectives.

What is the effect on team/organisational culture of the leadership strategy of mining company X?

1.3 Significance of the study.

This study will draw on diverse approaches from the history of leadership theory and its implicit or explicit effects on fostering the desired organizational team culture in mining companies operating in the Northern KZN region of Southern Africa. Histories of leadership theory have shown that, although having a probable relation to organisational culture, the criteria for the definition of leadership has differed across time and place. This study aims to investigate the influence of leadership styles on team culture.

1.5 Research questions.

The following sub-objectives are drawn from the overall aim of the study:

To determine the current culture of the teams;

      To identify the leadership style of the first line managers;

      To examine the influence of team performance leading on culture formation; and

      To determine which leadership style best predicts the required team culture.

1.6 Limitations and scope of the study.

The study will be limited to a review of literature pertaining to transformational leadership, transactional leadership, laissez-faire leadership and team culture in the site logistics department. Due to logistical and time constraints, the study will be confined to mining company named Company X, which is located at northern KZN.

This study will be conducted to establish team culture levels with varying leadership styles among salaried employees within production departments in the selected mine only.

1.7 Delimitations.

The study was limited to a single plant of a larger organization and may not necessary reflect the findings of the organization as a whole. The study will be based in northern KZN in the mining and resource sector and will be conducted on the shop floor.

1.8 Literature review.

In particular, this study applies the "full-range leadership theory" as conceptualized and developed by Avolio and Yammarino (2013) who distinguishes between three major types of leadership behaviour: laissez-faire (non-leadership), transactional and transformational leadership. The works of Garriga and Melé (2013: 69) suggest that the organisation's culture generally include the following four major dimensions: policy and strategy; management processes; people; and leadership. The people and leadership elements are regarded as forming part of the informal organisation that exerts a significant influence on employee behaviour. Employee preferences as to how they wish to be managed and how they experience the dominant leadership style also influence the way that culture develops (Liden, Wayne, Liao and Meuser 2014:1434).Research by Wright, Sturdy and Wylie (2012:652) indicates that employees at different levels in an organisational hierarchy have different ideals of organisational culture. This implication is that the culture observed at higher levels of the organisation and its implicit triggers might be different to the culture on the team shop floor level and its implicit triggers.

1.8.1 Organisational culture.

Organisational culture is a terminology that's extensively used but one that seems to give rise to a grade of doubt in terms of assessing its effectiveness on transitional variables in an organisation. For the past number of years, most academics and social scientists studying organisations suggest that the concept of culture refers to the practices that organisations develop around their handling of people (Ehlers 2013).According to Daft (2015) an important trend in managerial thinking in recent times has been a push for leaders to try to create strong organisational cultures. Schein (2012) also suggests that culture and leadership are conceptually intertwined. To describe the importance of culture to an organisation, Schein (2012) uses an analogy that culture is to a group what personality or character is to an individual. Apart from Schein (2012), other authoritative sources in the culture field have come to similar conclusions. Cameron and Quinn (2011:23) alluded to culture as the organization's identity while Thomas and Peterson (2014) refer to it as shared values, underlying assumptions, and behavioural expectations that govern decision-making. It is important to note that there is not just one organisational culture. It is widely recognised by the academic literature that different organisations have varied cultures. The Organizational Cultural Assessment Instrument (OCAI) tool was developed by Cameron and Quinn (2011:23) as a means for organizations to quantify organizational culture. The OCAI formulates 4 types of cultures.

1.8.1.1 Types of organisational culture.

- ➢ **Clan Culture**: "Is characterized by a friendly place to work that feels like an extended family. Leaders are thought of as mentors and perhaps even as parent figures"(Cameron and Quinn 2011:23).

- ➢ **Adhocracy Culture**: "Is characterized by a dynamic, entrepreneurial, and creative workplace. People stick their necks out and take risks. Effective leadership is visionary, innovative, and risk-oriented"(Cameron and Quinn 2011:23).

➢ **Hierarchy Culture**: "Is characterized by a formalized and structured place to work.Procedures govern what people do. Effective leaders are good coordinators and organizers" (Cameron and Quinn 2011:23).

➢ **Market Culture**: "Is a results-oriented workplace. Leaders are hard-driving producers and competitors. They are tough and demanding" (Cameron and Quinn 2011:23).

An exploration into the suggestion from Schein (2012) that culture and leadership are conceptually intertwined allows an assumption that leadership styles might have an explicit or implicit effect on organisational culture. Such an assumption promulgates a deeper look at literature theories of leadership styles and proposes a correlation to team culture.

1.8.2 Leadership.

Northouse (2012) postulates that leadership is a mechanism which an individual uses to influence team mates towards accomplishing common goals. Literature on leadership styles identifies transformational leadership, transactional leadership and laissez-faire leadership as the three common leadership styles in the current leadership climate, with transformational leadership and transactional leadership being the most dominant (Antonakis and House 2014:746).To quantify the type of leadership styles used by a leader, the use of the Multifactor Leadership Questionnaire (MLQ), developed by Avolio and Bass (2004), is often utilised.

1.8.2.1 Transactional Leadership.

This theory bases itself on the benefits of a reward system and on an assumption that affording employees with rewards will have a positive effect on them. Giltinane (2013) postulates that such a method, however, is evident of a movement away from common values of the team and focuses on the task management only. These leaders provide structure and methodical processes, which, however could lead to a

situation whereby subordinates cannot function without leaders. This defeats the objective of teamwork, shared values and goals (Giltinane 2013).

1.8.2.2 Transformational leadership.

This theory relates to leaders who motivate their employees to perform well and to pursue opportunities to develop themselves. They are engaged on a more transparent level with their employees and this sharing of knowledge allows the employee to grow his/her own capacity to gain leadership skills and, at the same time, reduces the stress placed on the leader as subordinates are functioning at an optimum level with minimal need for supervision. Though this style of leadership has been boasted to be one that encompasses that which would be a very successful method, there has been suggestions that this style of leadership, coupled with the transactional approach, would be a better option (Giltinane 2013).

1.8.2.3 Laissez-faire Leadership.

This theory is slated on non-initiative leaders who will dependably abstain from getting included with decision making on team leadership and will entrust the team the freedom to do as they please with the hope that the required output will be achieved. The basis of this type of leadership is on the premise that employees know their jobs and best be left on their own (Skogstad et al 2015).

1.9 Research methodology.

1.9.1 Research design.

Yin (2013) affirms that a case study involves in-depth research of an individual unit, or group to create understanding of a social phenomenon. The unit of analysis forms the most integral part of this type of design and is what differentiates it from other designs as it is the ingredient that informs its status as a case study .If such a design were to be employed for the current proposed study, it would be limited in choosing a

specific grouping, for example, only operators from grade 6 to grade 10 and their first line mangers. Their experiences will inform their views given the same contextual backgrounds within which they function. Therefore the design of this proposed study of mining company x is shaped into the form of a single case study which would be the best suited for the research at hand.

This study focuses on collecting, analysing, and mixing both qualitative and quantitative data as a method (Creswell 2013), and is being presented and analyzed using quantitative techniques.

The mixed method study in this research will be aimed at ascertaining the types of leadership styles currently utilised by first line management and also the identification of current team culture. The research will also identify the preferred team culture and determine the preferred influencing leadership style or styles

.

1.9.2 Research instrument.

1.9.2.1 Questionnaires.

The questionnaire will consist of an attachment explaining the purpose and importance of the study. Respondents will also be assured that their identity would remain anonymous and responses treated with confidentiality. Biographical data will be captured first, followed by the individual cultural assessment questionnaire and the leadership styles' questionnaire.

1.9.2.2 Population\target population.

According to Levy and Lemeshow (2013), the population includes all members of the specific group that the researcher intends to study, and population members share common characteristics that distinguish the population from other groups.

The target population for this study will comprise of all the grade 6 to 10 employees of the logistics department and their 4 line mangers, i.e., 114 employees of company X.

1.9.2.3 Sampling method.

According to Suen, Lee-Jen Wu and Hui-Man and Hao-Hsien (2014),a core characteristic of probability sampling techniques is that units are selected from the population at random using probabilistic methods. This enables researchers to make statistical inferences from the sample being studied to the population of interest.The sample in this study is a purposive/judgment sample of the employees working in the site logistics department totaling 114 employees. Therefore, this study is based on the non-probability sampling. Suen and Ary (2014) infer that the testing of an entire population is generally not possible and recommend that sampling techniques be used to gather data that represent the population.

1.9.2.4 Data analysis.

The Statistical Package for the Social Science (SPSS) package will be used to analyze the quantitative data. The raw data will be edited to ensure that they will be free of errors. Each questionnaire will be evaluated and counted to ensure that all required fields were properly answered by the respondents.

1.9.2.4.1 Data analysis: Descriptive Statistics.

Descriptive statistics will be computed in the form of frequency tables to obtain the profile of the sample and to describe the basic features of the data. Frequency tables list items and utilise tally marks to record the number of times they occur.

1.9.2.4.2 Data analysis: Inferential Statistics.

To ascertain the influence of the biographic variables on leadership styles and organisational team culture, inferential statistics such as the Chi Square test and Wilcoxon Signed Ranks Testwill be computed. Cronbach's Alpha will be used to determine reliability of organisational team culture questioner.

1.10 Ethical considerations.

Institutional Research Ethics Committee (IREC) letter of information and consent letter for participants is also attached to this PG2a submission .the letters provide additional information relating to the code of ethic that will be met by this study. The letters in form respondents of their rights and address the issues of anonymity and confidentiality (please see Annexure F and G respectively).

The goal of ethics in research is to ensure that no one is harmed or suffers adverse consequences from the research activities(Mertens2014).The researcher has undertaken to protect the rights of the respondents by:

➢ Ensuring that none of the respondents will be named in the study;

➢ Respondents will be selected to participate without compulsion;

➢ All respondents will be informed of the reason and purpose of the research; and

➢ Informed consent will be sought from the management of the selected company before the commencement of this research initiative.

1.12 Outline of chapters.

The report on this research study comprises of five chapters which cover thefollowing areas, namely:

CHAPTER 1: INTRODUCTION.
This chapter introduces the study and provides an overview of the research problem, objectives, rationale of the study, research methodology and associated limitations ofthe study.

CHAPTER 2: LITERATURE REVIEW.
The literature review provides an overview of job satisfaction and leadership styles. Itstrategically draws content from the current body of knowledge, critically analysing shortcomings and controversies from associated research initiatives related to theresearch problem. It also presents scientifically supported evidence from pastsstudies of relationships between the subject constructs to be measured.

CHAPTER 3: RESEARCH METHODOLOGY.
The research methodology chapter describes the methodology employed forcollection and gathering of data for this study. It provides insight into the descriptionof the sample, the measuring instrument, data collection procedures and varioustechniques of data analysis. It also reviews the validity and reliability of the researchstudy, highlighting shortcomings where errors might have occurred.

CHAPTER 4: ANALYSIS OF RESULTS.
The purpose of this chapter is to present the statistical analysis of the data obtainedfrom the research instrument. Analysis will be processed and presented inmeaningfull terms for clear interpretation by the reader.

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

This chapter contains meaningful conclusions drawn from the analysis of resultswhen compared to previous related literature. Recommendations for further studiesin this field are made.

1.13 Conclusion.

The problem to be investigated was formulated with a brief related background. Objectives of the study were defined and a literature review was conducted. Delimitations relating to the study and administering of the questionnaires wereaddressed. The methodology used to collect and analyse data for presentation was also addressed.

The following chapter will encompass a more detailed and structured review ofrelated literature pertaining to the field of this intended research study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction.

This chapter discusses literature related to leadership styles and organisational team culture. It reviews theories, models and sources of leadership styles and organisational culture. It also critically analyses this relationship between these variables based on findings and recommendations from previous research. The strategic aim of the literature review is to build a conceptual foundation from which understanding can be drawn from previous related literature. Findings and revelations will introduce a stigma that could influence developmental opportunities throughout the research process. The review incorporates national and international research initiatives that relate to the field of this study.

2.2 Identifying the leadership style of first line managers.

2.2.1 Leadership.

Leadership is a process by which an individual influences working colleagues towards accomplishing common goals (Flynn 2009). It involves influencing the participation of colleagues and providing guidance in a specified course to be navigated. According to Abu-Shamaa, Al-Rabayah, and Khasawneh (2015) an effective leadership style influences change and creates the impetus for transformation. The role played by a leader could be viewed as an influential change-agent. Levi (2015) views leadership as a process whereby leaders develop a shared vision and set the tone to influence the behaviours of all in the organisation towards achieving common values. The shared vision creates alignment by developing a common mental model for employees to follow. Walizer (2017) defines leadership as a relationship between leaders and followers within a social group. It entails supplying a vision, creating power and using this power for individuals to

realize the vision. Leadership is also viewed as a process of initiating, executing and evaluating aspects of organisational change.

Literature suggests that leadership styles are situational and have enhanced individual and organisational success in many ways. Leaders actively create the tempo and provide guidelines for employees to follow (Levi 2015). Literature also cites leadership as a process which ordinary people use to bring about the best from themselves and others. It entails empowering others to make decisions, thereby translating the vision into reality through effective execution of the strategy. It is also viewed as a process of influencing people to do more than is normally expected of them. Ezzat, Agogué, Cassotti, Le Masson ,and Weil (2016) explain that effective leadership requires leading others to think innovatively and promoting the discovery of new solutions to problems. With the view that leadership is about coping with change, this study identifies leadership as the ability to influence employees to engage in transformation interventions by aligning individual goals with that of the leader, and ultimately, the organisation. Transformation is viewed as the ability to do things differently than in the past. It can also be viewed as the creation of a new entity, not improving on something that already exists. Therefore, transformation interventions will be defined as interventions that bring about change to do things differently, which is supported by Ezzat,etal (2016).

Literature on leadership identifies transformational leadership, transactional leadership and laissez-faire leadership as the three common leadership styles in the current climate, with transformational leadership and transactional leadership being the most dominant (Chemers 2014).The three most dominant leadership styles in the current climate will be discussed below.

2.2.2 Leadership Styles.

Table 2.2.2 Linked theories of leadership style.

Leadership style approach	Theories	Features
1.Authoritarian (autocratic)	Transactional	➢ Decides alone.

16

		➢ Power orientated. ➢ Task orientated.
2.Participative(democratic)	Transformational	➢ People orientated. ➢ Encourages participation. ➢ Delegates to group/team.
3.Situational (delegative)	Leissez faire	➢ Provides little or no direction. ➢ Consults individually. ➢ Does not criticize.

Source: Bass (2008).

2.2.2.1 Transformational Leadership.

Research highlights transformational leadership as a preferred style to enhance performance levels in organisations. According to Tanner (2015), transformational leaders are described as leaders who broaden and elevate the interests of their followers, stimulate awareness and enable them to transcend their own interests for the betterment of the organisation. Transformational leadership is viewed as a people-oriented leadership style where emotional attachments occur between the leader and follower. Much emphasis is placed on emotions and values where the role of the leader plays an integral part in making activities meaningful for followers. The degree to which a leader is seen to be transformational largely depends on one's influence on the follower. According to Winkler and Marshall (2016), transformational leaders gain influence through a relationship-building process and are seen to be trusting and supportive. Transformational leaders strategically

enhance job satisfaction levels by imparting a clear mission, vision and values to their followers. They have the ability to inspire and motivate followers to perform extraordinary behaviours, enhancing their performance levels. Undoubtedly, the transformational leader must harness skills to effectively communicate the vision and appeal to the interests of followers. A transformational leader takes a firm stand when faced with issues of controversy and expresses confidence regarding the attainment of specific goals. Transformational leaders also inspire, develop, encourage and coach followers through trust and support. According to Martin (2015) employees are most satisfied when their leader is supportive and considerate. A successful transformational leader influences followers to perform extraordinary behaviours to go beyond the call of duty. Winkler and Marshall (2016) view transformational leaders as people who inspire their followers to work towards the good of the company both in the short-term and long-term. Inspiration is created through influence and awareness about outcomes that relate to the realization of the organisation's vision. Martin (2015) describes transformational leadership as process whereby a strong personal identification is maintained with the leader. Employees are energized and empowered through participation to embrace an exciting and optimistic vision of the future rather than receiving personal monitory gain. The transformational leader is able to create stamina to effectively implement and sustain transformation initiatives in an organisation. Participation and empowerment are strategically afforded to employees to act in a proactive manner to enhance the vision. Northouse (2015) also explains that transformational leadership interventions are becoming necessity for growing organisations to become competitive in the global environment. Personal values that could have started out as separate but related, ultimately end up being fused into one common purpose, unleashing high amounts of energy and enthusiasm that reinforces the concept of a shared vision. Transformational leaders have the ability to influence followers to perform at maximum levels. This is achieved through their influence to inspire and challenge innovative thinking among followers with a view to solving problems differently.

2.2.2.2Transformational leadership attributes.

➢ **Idealised Influence.**

The leader embraces high moral and ethical values and reinforces pride, respect and faith among followers. The leader makes an effort to promote his/her beliefs and values through influence (Flynn 2009). Idealised influence comes into play when the leader expresses a sense of conviction and confidence, when making high impact decisions in the face of threats Hunter (2016). Through role modelling, followers are encouraged to take calculated riskswhen solving complex problems and observe how they can become moreresponsible and confident. Through Idealised influence, leaders are able to providefollowers with a sense of vision and mission, exhibit confidence whilst instilling motions within their followers. Tanner (2015) , also describes Idealised influence as a process where the leader install's faith, pride and respect among followers through inspiration. Coaching and mentoring initiatives allow for autonomy in decision making within a supportive environment.

➢ **Intellectual stimulation.**

Intellectual stimulation centres on promoting innovative ideas and creativity among followers. Intellectual stimulation occurs when the leader encourages creativity among followers to look for new and more efficient ways of solving problems compared to methods employed in the past (Franco and Matos,2015).Much effort is placed on encouraging followers to proactively search for new ideas and to "solve problems in new ways" when faced with challenges during daily activities. The leader encourages followers to challenge their conventional problem solving abilities and explore other avenues in order to stimulate deeper and innovative thinking (Muller 2013). Thinking abilities of followers are enhanced when status quo is challenged. This process generates new insights and revelations among followers thereby increasing their criteria for success. Brainstorming and problem solving techniques are utilized to guide the innovative thinking process.

➢ **Individualised Consideration.**

Individualised consideration centres on identifying and addressing individual needs of followers through coaching and mentoring initiatives. Yasin, Fernando and Caputi (2013) explains individualised consideration, as a process whereby the leader identifies individual uniqueness, links the individuals' current needs to the organisation's needs and provides coaching, mentoring and growth opportunities. Effective leaders must demonstrate concern for individual needs and attend to these needs on an individual basis. A common realization is that the skills and experience levels, needs and expectations vary considerably among individuals. Arnold (2016) suggests, an interpersonal connection is paramount to understanding followers personally, with the view of strategically addressing their concerns. A supportive and caring climate is created byte leader, who plays the role of a listener who carefully identifies strengths, weaknesses and development potentials of individuals. Woodcock (2017) explains that the leader's aim is to assist with individual personal development, while assessing ways to help individuals in meeting their aspirations. Leaders allow followers to grow through personal challenges, through the process of delegated authority. From the examination of the above literature, a transformational leader can be viewed as a people orientated person who aligns followers towards the vision and goals of an organisation. The transformational leader can also be characterized as an empathetic person who focuses on people development. Previous studies have indicated that transformational leadership results in higher levels of job satisfaction than transactional leadership.

2.2.2.3 Transactional Leadership.

Transactional leadership refers to a task-orientated leadership style, relating to reward- based performance initiatives (Herrmann and Felfe 2014). Transactional leaders motivate employees towards attainment of stated goals by clarifying job roles. Transactional leaders are seen as leaders who reward employees for task completion, thereby attaining power from the transactions. According to Nal (2015), a high degree of focus is placed on goal achievement together with a rational exchange reward system for good performance and punishment for sub-standard

performance.Northouse (2015), also views transactional leadership as a social exchange process whereby tasks are agreed to and clarified between the leader and follower on the basis that a successfully completed task will result in a reward and avoidance of punishment. According to Hart (2014), a transactional leader views the leader-follower relationship as a "measure for measure" agreement where mutual trade-off is commonly agreed to by both parties. A transactional leader follower relationship is governed more by contractual agreements rather than trust. Northouse (2015) contends that transactional leadership entails the management of employees' behaviours and organisational resources towards achieving short term objectives. The transactional leader can, therefore, be viewed as a manager who focuses on daily administrative functions, taking on a conservative approach to work, in order to obtain immediate results. The leader can also be viewed as a person who is marginally concerned about empowering followers to engage in personal development for purposes of going beyond their self-interest. Consequently, the transactional leader is seen as a more task than relation- orientated person, who depends on the need for power to engage in constructive transactions with followers (Andreassen, Hetland, Pallesen and Notelaers 2011).From the examination of the above literature, a transactional leader can be viewed as a task- orientated person who utilizes power to exercise command and control in order to gain compliance from followers. The leader implicitly clarifies task requirements with associated rewards for compliance or punishment for noncompliance.

2.2.2.4 Transactional leadership attributes.

> **Active Management by Exception.**

The leader actively monitors activities of followers, in search of errors, deviations from standards or failures. De Cremer (2013) view's this dimension as a proactive management style whereby the leader closely watches performance of followers and takes corrective action to avoid potential problems before they arise. An example can be illustrated where a leader continuously observes an employee's problem solving ability when problems arise. Crosby (2013), states that the leader hastily corrects the employee who does not apply effective problem solving techniques. The leader is also seen as a monitor who applies corrective measures when deviations

from set standards are noted. The leader is inclined to reinforce rules in order to minimize mistakes, utilising negative reinforcement patterns. This dimension is known to be more task than relation orientated. In summary, the leader intervenes if actual effort does not match expected effort by the follower, which is viewed as an exception. The next transactional leadership attribute to be discussed is constructive transaction.

➢ Constructive Transaction.

The leader-follower interaction is proactive where emphasis is placed on rewards for meeting expected goals. The leader obtains agreement from followers on what must be done and what the rewards would be for the followers involved with the task. Success criteria are agreed upon by both parties with the achievement being either rewarded or punished. Positive reinforcement patterns are used where the leader implicitly clarifies performance standards in order to reinforce follower credibility that valued rewards will be a result of good performance (Xirasagar 2008). The leader also proactively determines needs' levels and expectations of subordinates and makes recommendations to enhance performance levels, in an attempt to provide equitable rewards when tasks are successfully accomplished. According to Andreassen, Hetland, Pallesen and Notelaers (2011), the leader uses rewards, praise and promises to motivate followers to achieve performance levels agreed to by both parties.

➢ Passive Management by Exception.

Andreassen, Hetland, Pallesen and Notelaers (2011) view passive management by exception as part of a passive leadership style. Xirasagar (2008) also views passive management by exception as a process whereby the leader takes a passive,re-active approach and waits for errors to occur before taking appropriate action. The leader is not inclined to set standards and put new systems in place and assumes that the status quo is acceptable. An example can be illustrated where the leader gives a follower a low performance rating without discussing prior work performance. The leader only considers deviations from standards and errors made by the follower while no merit is given for effort or good performance. The recourse often entails

negative feedback or reprimand, with associated negative behavioural consequences from followers.

2.2.2.5 Laissez-Faire Leadership.

According to Bassarab (2010), laissez-faire leadership is a passive style that is reflected by high levels of avoidance, indecisiveness and indifference. It is also commonly viewed as the absence of leadership where the leader takes an "acquiescent" approach, abdicating responsibility, delaying decisions and gives no feedback to employees' (Xirasagar 2008). The leader makes no attempt to motivate followers or to satisfy their individual needs. It is also viewed as an avoidance of leadership responsibilities which could result in a lack of direction for the organisation. The laissez-faire leader is also viewed as an inactive rather than proactive individual who procrastinates, wherever possible. There are no rewards or feedback to subordinates and developmental needs are left to individuals for self-management. Billig (2015) view's laissez-faire leadership as a lethargic leadership style where the leader displays no sense of motivation or urgency. The leader assumes that followers are intrinsically motivated and should be left alone to accomplish their tasks. All the above authors define the Laissez – Fair Leadership with their own words according to their given definitions the idea of this type of leadership is same. The authors define that in this style the leaders normally don't want their interference in decision making process.

2.2.2.6 Laissez-Faire Leadership attributes.

In contrast to transformational and transactional leadership styles, leaders who adopt the laissez-faire leadership style exercise little control over the followers and let the followers have freedom to carry out their assigned tasks without direct supervision. The laissez faire leader delegates decision-making to the team and agrees to abide by their resolutions (Wu &Shiu 2009).

2.3 Determining the current culture of a team.

2.3.1 Organizational Culture.

Organizational culture is "the set of rooted, taken-for-granted implicit assumptions that a team holds and that determines how it perceives, thinks about, and reacts to its various environments",(Smither, Houston, and McIntire 2016). Further, definitions of organizational culture include, Culture is commonly held and relatively stable beliefs, attitudes and values that exist within the organization, and Culture represents an interdependent set of values and ways of behaving that are common in a community and that tend to perpetuate themselves sometimes over long periods of time (Ferraro, and Briody 2017).

Three important aspects of organizational culture are highlighted from these definitions. Firstly, organizational culture is passed on to new employees through socialization. Secondly, the organizational culture influences behavior at work and finally, organizational culture operates at different levels in any organization (Sinding, Waldstrom, Kinicki, and Kreitner 2014).Organizational culture influences the type of organizational structure adopted by a company or organization as well as the practices, policies and characteristics, which in turn influence the social processes and in the end influence the employees' behavior in the organization (Sinding, Waldstrom, Kinicki, and Kreitner 2014).The reason why organizations and/or companies should focus on the organizational culture is therefore clear. Only if the management of an organization or company is aware of the perception of the current organizational culture among its members, can the future be predicted to some extent and unwanted and unforeseen behavior be avoided or prevented. Hershatter and Epstein (2010) is of the opinion that unremitting, unpredictable and alarming uncertainty makes it difficult for any organization to stay relevant, predict and prepare for the future, and to maintain direction. Sessa and London (2015) infers that the management of an organization can create a positive and supportive work environment by influencing the organizational culture. Unwanted and unforeseen behavior can therefore be effectively managed through organizational culture.Alvesson (2012) postulates that organizational culture as part of effective management can only be utilized if management understands the manifestation and different typologies of organizational culture.

2.3.2What is organizational culture?

There is no single definition for organizational culture. The topic has beenstudied from a variety of perspectives ranging from disciplines such as anthropology and sociology, to the applied disciplines of organizational behaviour, management science, and organizational commitment. The following definitions are views of authors from the applied sciences. Disciplines and are more relevant to the scope of this research document.

Schein (2011) postulates that culture, as a concept, has had a long and chequered history. In the last decade, it has been used by some organizational researchers and managers to indicate the climate and practices that organizations develop around their handling of people or to refer to the espoused values and credo of an organization. Schein (2011) further defines culture as a pattern of shared basic assumptions that the group learned as it solved problems of external adaptation and internal integration that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. Scott (2013) defines organizational culture as the collection of traditions, values, beliefs, policies, and attitudes that constitute a pervasive context for everything one does and thinks in an organization. Fang (2012) refers to culture as a, complex paradigm which includes knowledge, belief, art, morals, law, custom, and other capabilities and habits acquired by man in a society. Scott and Davis(2015) states that organizational culture refers to a system of shared meaning held by members that distinguish one organization from other organizations. Edgar, Gray, Browning and Dwyer (2014) believes that these shared meanings are a set of key characteristics, and that the organization values and the essence of an organization's culture can be captured in seven primary characteristics.

➤ **Innovation and risk taking**. The degree to which employees are encouraged to be innovative and take risks.

➤ **Attention to detail**. The degree to which employees are expected to exhibit precision analysis and attention to detail.

- ➤ **Outcome orientation**. The degree to which management focuses on results or outcomes rather than on the techniques and processes used to achieve those outcomes.

- ➤ **People orientation**. The degree to which management decisions take into consideration the effect of outcomes on people within the organization.

- ➤ **Team orientation**. The degree to which work activities are organized around teams rather than individuals.

- ➤ **Aggressiveness**. The degree to which people are aggressive and competitive rather than easy going.

- ➤ **Stability**. The degree to which organizational activities emphasize maintaining the status quo in contrast to growth.

Each of these characteristics exists on a continuum from low to high. Appraising the organization on these seven characteristics, gives a composite picture of the organization's culture. Moorhead and Griffin (2011) feel compelled to develop their own definitions of culture. These may vary from the very broad definitions to the highly specific. Most definitions refer to some sort of values, beliefs, and attitudes that are held by individuals and the organization. Upon close examination of the definitions, it can be assumed that there exists a general agreement that organizational culture comprises common beliefs, attitudes, and values. These values according, to Moorhead and Griffin (2011), help employees understand how they should act in the organizations.

2.3.3 The cultural web.

McDonald and Foster(2013) presents a cultural web, as illustrated in figure below, which brings together different aspects for the analysis of organizational culture.

Figure2.3.3.1 The cultural web of an organization.
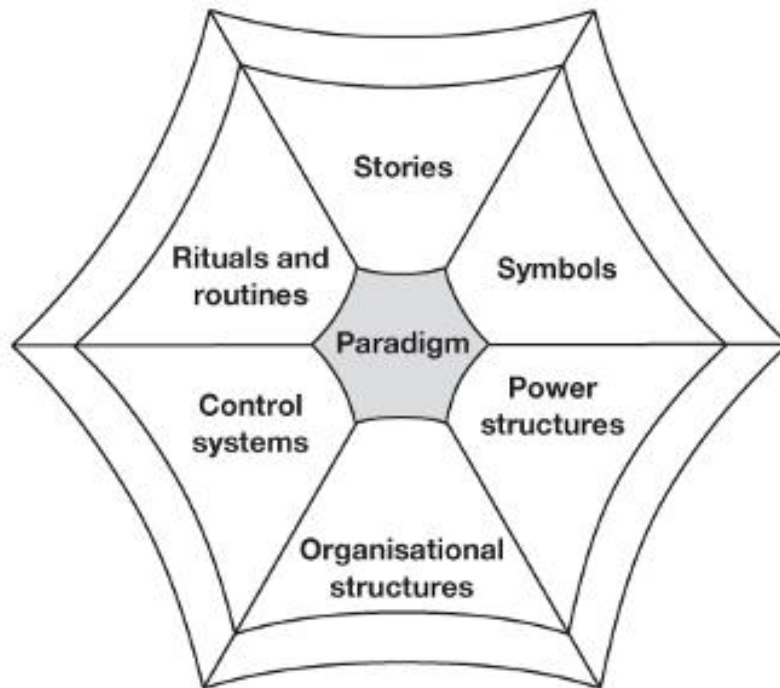
Source: McDonald and Foster (2013)

The different aspects of the cultural web are as follows:

➢ **Routines:** The ways that members of the organization behave towards each other and towards those outside the organization and which make up how things are done or how things should happen.

➢ **Rituals:** The special events through which the organization emphasizes what is particularly important and can include formal organizational processes and informal processes.

➢ **Stories:** Told by members of the organization which embed the present and flag up important events and personalities, and typically have to do with success, failures, heroes, villains, and mavericks.

- ➢ **Symbols:** Such as logos, offices, cars, titles, type of language or terminology commonly used which becomes a shorthand representation of the nature of the organization.

- ➢ **Power structures:** The most powerful individuals or groups in the organization which may be based on management position and seniority, but, in some organizations, power can be lodged with other levels or functions.

- ➢ **Control Systems:** The measurement and reward systems that emphasize what it is important to monitor and to focus attention and activity upon for example, stewardship of funds or quality of service.

- ➢ **Organization structure:** This reflects power structures and defines important relationships and activities within the organization, and involves both formal structure and control and less formal systems McDonald and Foster (2013).

All of these aspects, which make up the cultural web, help define and develop the culture of an organization.

2.3.4 Levels of organizational culture.

Organisational culture exists on several levels, which differ in terms of visibility and resistance to change. When it comes to changing the culture of the organization, it becomes difficult to determine which are more, and which are less important elements that help shape an organization's culture. Hofstede (1990) developed a four - layered hierarchical model of culture which helps to identify and categorise the constituent elements of culture. Hogan and Coote (2014) agrees with Hofstede (1990) and gives support for the four layered model of culture.

Figure 2.3.4.1Levels of organizational culture.
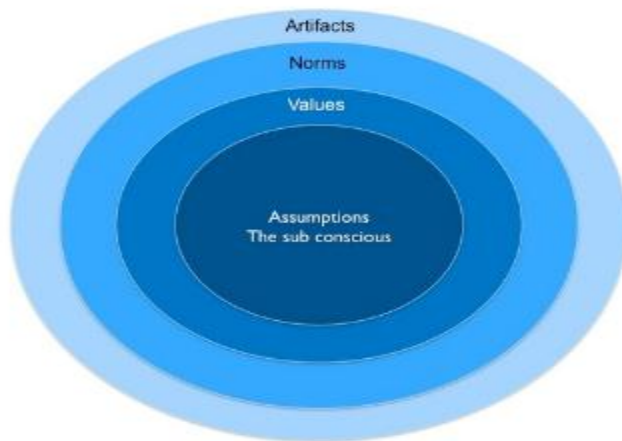
Source: Hogan and Coote (2014)

➢ The least visible or deepest level is that of basic **shared assumptions**, which represents beliefs about reliability and human nature that are taken for granted.

➢ The next level of culture is that of **cultural values**, which represent collective beliefs, assumptions, and feelings about what things aregood, normal, rational, and valuable. Cultural values might be very different in different organizations; in some, employees may care deeply about money, but, in others, they may care more about chronological innovation or employee well-being.

➢ The next level is that of **norms**, which are more visible and somewhat easier to change than values. The reason is that people may be unaware of the values that bind them together.

➢ ☐The most superficial level of organizational culture consists of symbols/artefacts. **Cultural symbols/artefacts** are words (jargon or slang), gestures, and picture or other physical objects that carry a particular meaning within a culture Hogan and Coote (2014).Although there are various other hierarchical models of culture, it is important to note that actual organizational cultures are not as neat and tidy as the models seem to imply. Where there are cultures, there are also usually sub .cultures, where there is agreement

about cultures, there can also be disagreements and counter cultures; and there can also be significant differences between espoused culture and culture in practice (Kaynak and Herbig 2014).

2.3.5 The importance of organizational culture.

Harper (2015) attests that culture helps to account for variations among organizations and managers, both nationally and internationally. Culture helps to explain why different groups of people perceive things in their own way and perform things differently from other groups. Culture can help reduce complexity and uncertainty. It provides a consistency in outlook and values, and makes possible the process of decision-making, co-ordination and control. .There is nothing accidental about cultural strengths. There is a relationship between an organizations culture and its performance. Stein (2017) explains that culture performs the following functions:

➢ Culture supplements rational management: creation of work culture is time-consuming process. Therefore, organization culture cannot suddenly change the behaviour of people in an organization. Culture communicates to people through symbols, values, physical settings and language, and, thereby supplements the rational management tools such as technology and structure.

➢ Culture facilitates induction and socialisation: induction is a process through which new entrants to an organization are socialized and indoctrinated in the expectations of the organization; its cultural norms and undefined conduct. The newcomer imbibes the culture of the organization, which may involve changing his / her attitudes and beliefs to achieving an internalised commitment to the organization.

➢ Culture promotes a code of conduct: a strong culture in an organization explicitly communicates modes of behaviour so that people are conscious that certain behaviours are expected and others would never be visible. The

presence of a strong culture would be evident where members share a set of beliefs, values, and assumptions which would influence their behaviour in an invisible way. Where culture has been fully assimilated by people, they persistently indulge in a typical behaviour in a spontaneous way. Promotion of the culture of quality can help achieve good business results.

➢ Sub-cultures contribute to organizational diversity: sub-cultures, and sub-systems of values and assumptions, which may be based on departmentalisation, activity centres, or geographical locations, provide meaning to the interests of localized specific groups of people within the macro organization.

Sub-cultures can affect the organization in many ways:

➢　They may perpetuate and strengthen the existing culture.

➢　They may promote something very different from those existing.

➢　They may promote a totally opposite sub-culture (beliefs and values) or counter culture when in a difficult situation.Schein (2013) suggests that organizational culture is even more important today than it was in the past. Increased competition, globalization, mergers, acquisitions, alliances and various workforce developments.

➢　Co-ordination and integration across organizational units in order to improve efficiency, quality, and speed of designing, manufacturing and delivering products and services.

➢　Product and strategy innovation.

➢　Process innovation and the ability to successfully introduce new technologies and programmes.

31

- Effective management of dispersed work units and increase workforce diversity.

- Cross cultural management of global enterprises and multi-national partnerships.

- Construction of net or hybrid cultures that merge aspects of culture from what were distinct organizations prior to an acquisition or merger.

- Management of workforce diversity.

- Facilitation and support of teamwork.

It becomes more important because maximizing the value of employees as intellectual assets requires a culture that promotes their intellectual participation and facilitates both individual and organizational learning, new knowledge creation and application, and willingness to share knowledge with others. Harper (2015) draws further attention to the importance of culture by attesting to the fact that, without exception, the dominance and coherence of culture proved to be an essential quality of excellent companies. Moreover, the stronger the culture, the more it was directed to the marketplace, the less need was there for policy manuals, organization charts, or detailed procedures and rules. In these companies, people in all parts of the organization know what they are supposed to do in most situations because a handful of guiding values is very clear. Therefore the importance of an organization's culture cannot be over emphasized. The beliefs, stories and symbols of an organization help shape the culture of that organization and it is important for management to realise that culture is an integral part of their business and every effort must be made to preserve or improve it.

2.4 The creation of organizational culture.

Thompson (2013) postulates that as a concept, culture is indivisiblefromthe notion of human society. Cooperrider and Srivastva (2017) support's Thompson in the opinion that an organization cannot be separated from the culture of society. To try and change the prevailing culture within an organisation, one has to take cognisance of

the relevant societal culture. Alvesson (2012) on the other hand, argues that a company's organization culture does not explode out of air and, once it is established, it does not dissolve away. An organization's current customs, traditions, and general way of doing things are largely due to what it has done before and the degree of success It has had with these endeavours. This leads one to its ultimate source of an organization's culture: its founders. Alvesson (2012) also states that the founders of an organization have a major impact on that organization's early culture. They have a vision of what the organization should be, and they are unconstrained by previous customs and ideologies. The process of culture creation occurs in three ways.

> First, founders only hire and keep employees who think and feel the way they do.

> Second, they indoctrinate and socialize these employees to their way of thinking and feeling.

> Finally, the founders own behaviour acts as a role model that encourages employees to identify with them and thereby internalize their beliefs, values, and assumptions.

When the organization succeeds, the founder's vision becomes seen as a primary determinant of that success. At this point, the founder's entire personalities become embedded in the culture of the organization. Alvesson (2012) further explains that culture is transmitted to employees in a number of forms, the most potent being, stories, rituals, symbols, and languages.

2.4.1 Stories.

Alvesson (2012) believes that culture is learned by employees who listen to other employees or managers who relate stories about how earlier managers, or even founders of companies, treated their customers, or how they handled tricky situations

that arise in the company. Stories such as these circulate through many organizations, consequently transmitting the culture from year to year.

2.4.2 Rituals.

Rituals are repetitive sequences of activities that express and reinforce the key values of the organization, which goals are more important, which people are important, and which are expendable. Certain organizations hold rituals in the form of annual award ceremonies, in recognition of outstanding services or in recognition of success at achieving certain targets set by the organization, e.g. production targets. These functions act as a motivator, publicly recognizing outstanding performance.

2.4.3 Material Symbols.

According to Alvesson (2012) the perks top executives are given, are all examples of material symbols. The material symbols convey to employees who is important, the degree of respect desired by top management, and the kinds of behaviour that is appropriate.

2.4.4Language.

Many organizations and units within organizations use language as a way to identify members of a culture or a sub-culture. By learning this language, members attest to their acceptance of the culture and, in doing so, help to preserve it. Organizations over time often develop unique terms to describe equipment, offices, key personnel, suppliers, customers, or products that relate to their business. New employees are frequently overwhelmed with acronyms and jargon that, after six months on the job, become fully part of their language. Once grasped, this terminology acts as common denominator that unites members of a given culture or subculture (Alvesson, 2016). Larry Page and Sergey Brin founders of Google is an example of a founder's who has had an immeasurable impact on his organization's culture. Other examples include the late Steve Jobs of Apple,Mark Zukerburg of Facebook and many more

entrepreneurs that have invested their personalities as well as their effort in shaping their largely successful organisations to what it is today.Wibbeke and McArthur (2013) believe that culture is essentially learnt. They contend that culture is created around critical incidents; where norms and beliefs arise around the way members respond to these critical incidents. Another way of culture creation is the modelling by leader figures that permits group members to identify with them and internalize their values and assumptions. The organization's culture results from the interaction between the founders. Biases and assumptions, and what the original members, who the founders initially employ, learn subsequently from their own experiences.

2.5 The influence of team performance leading on culture formation.

2.5.1 Factors that influence culture creation.

The factors that influence the formation of the organizational culture, in general, and of the organizational culture of business, are numerous.Moran, Abramson, and Moran (2014) affirm the following influences of culture creation to be, the working group, the style of leadership of the managers, the organizational characteristics, the founders and owners and the environment.

2.5.1.1 The working group (people).

The working groups appear in organizations in different forms. The working force is created by a formal authority, the organizations being networks of working groups. The variables that determine the formation of the group can be delimitated into the personal characteristics (personality, experience, training, and attitudes), situational variables (Moran, Abramson, and Moran2014). Groups appear due to the need of affiliation, the necessity to reach the goals, physical approach, and compatibility between the personalities, the attitudes and values of the individuals. The nature of the group and the number of members affect the perceptions regarding the nature of the organizational culture. Jenner, Barnes and James(2013) infer that the employee brings into the organization convictions, attitudes, behaviours, from whose intertwining results the organizational culture. The implication regarding the mission

of the group influences the cultural perceptions. At the same time, the relationships within the group are decisive for the process of creation of the organization's culture. The general existent attitudes towards the risk and the existence of conflict, the types of relationships of communication will have a considerable impact upon the working group (Moran, Abramson, and Moran 2014). They affect, at the same time, the amplitude of the innovation and organizational creativeness. According these factors, the members of the organization will develop an impression about the workplace they are in (Ahmadi, Veiseh and Azam2014).

2.5.1.2 The style of leadership of the managers (leadership).

This has a considerable effect upon the culture of a group. If the manager is distant towards his/her subordinates, this attitude can have a negative impact upon the culture (Moran, Abramson, and Moran 2014). The trust in the manager, the embodiment of the chief in a positive example can influence favourably the efficacy of the group. Haynie, Mossholder and Harris, (2016) are of the opinion that managers always influence substantially the organizational culture and their influence being proportional to the hierarchical level. At the same hierarchical level the influence differs from one manager to another because the level of training and the leading style are not the same.

2.5.1.3 The organizational characteristics (organization).

The organizations differ according attributes as measure and complexity. Between the complexity of the organization's culture and the size of the company (that can be expressed through the business figure, capital, number of employees) there is a direct proportional report. Moreover, the big organizations tend to higher degrees of specialization and towards a bigger impersonal character (Moran, Abramson, and Moran 2014). Usually, in the small companies the culture is more homogenous, while in the big companies are clearly shaped the sub-cultures. The organizations, also, differ according the degree of formalization (expressed in rules, politics, and norms) and after the degree of decentralization and autonomy. The history of the company represents a factor with profound influence upon the organizational culture

with tradition; at the same time, it differentiates the cultures of these organizations from the cultures of the new enterprises (Harrington and Santiago 2015). The stage of the life cycle of the company can constitute an important factor rarely taken into consideration. The economic situation of the company influences the organizational culture by its restrictions and economic facilities.

2.5.1.4 The founders and owners.

Moran, Abramson, and Moran (2014) affirm that the founders create the philosophy of the company and determine the basic values. The owners of the company can exert their influence from more points of view: of the type of owner (natural and/or juridical persons), the number of owners. When there are a reduced number of owners, their influence can be more profound.

2.5.1.6 The environment (environment and athmosphere).

The juridical environment can influence the organizational culture positively or negatively (Onkila 2015). When it includes contradictory elements its influence upon the organizational culture is negative. The economic environment of the company reflects the status of the national economy. Thus, the economic crisis is also reflected at the organizational level. The individual who enter or are within an organization of businesses are injected with the values, beliefs, attitudes that come from the national culture (Moran, Abramson, and Moran 2014). The economic culture is derived from the national culture and presents particularities for each country. The technique and technology used refer to the degree of technical endowment and the type of technologies used, which have implications over the organizational culture. Thus, the amplification of the degree of technical endowment of the companies has implications over the content of the organizational culture, after the reduction of the frequency and intensity of human contacts (Morelos-Gómez, José, and Tomás José Fontalvo-Herrera 2014).

2.6 Types of organizational culture and influencing attributes.

Büschgens, Bausch and Balkin (2013), describe four types of cultures: bureaucratic culture, clan culture, entrepreneurial culture, and market culture.

2.6.1 Bureaucratic/Hierarchy culture.

An organization that values formality, rules, standard operating procedures and hierarchical co-ordination has a bureaucratic culture. Long term concerns of bureaucracy are predictability, efficiency, and stability. Its members highly value standardized goods and customer service (Büschgens, Bausch and Balkin 2013). Behavioral norms support formality over informality. Belias and Koustelios (2014) ascertain that managers view their roles as being good coordinators, organizers, and enforcers of certain rules and standards. Tasks, responsibilities, and authority for all employees are clearly defined. The organization's many rules and processes are spelled out in thick manuals and employees believe that their duty is to go by the book and follow legalistic processes.

2.6.2 Clan culture.

Büschgens, Bausch and Balkin (2013), are of the opinion that tradition, loyalty, personal commitment, extensive socialization, teamwork, self-management, and social influences are attributes of clan culture. Its members recognize an obligation beyond the simple exchange of labour for a salary. The members understand that their contributions to the organization may exceed any contractual agreements. The individual's long-term commitment to the organization is exchanged for the organization's long-term commitment to the individual. Individuals believe that the organization will treat them fairly in terms of salary increases, promotions, and other forms of recognition. Consequently, they hold themselves accountable to the organization for their actions (Belias and Koustelios2014).

2.6.3 Adhocracy /entrepreneurial culture.

High levels of risk taking, dynamism, and creativity characterize an entrepreneurial culture (Büschgens, Bausch and Balkin 2013). There is a commitment to experimentation, Innovation, and being on the leading edge. This culture does not just quickly react to changes in the environment, it creates change. Effectiveness means providing new and unique products and rapid growth. Individual initiative, flexibility, and freedom foster growth and are encouraged and well rewarded.

2.6.4 Market culture.

The achievements of measurable and demanding goals, especially those that are financial and market-based, characterize a market culture. Hard driving competitiveness and a profit orientation prevail throughout the organization. Ina market culture, the relationship between individual and organization is contractual (Büschgens, Bausch and Balkin 2013). The individual is responsible for some levels of rewards in return. A market culture does not exert much informal, social pressure on an organization's members. They do not share a common set of expectations regarding management style or philosophy. The absence of a long-term commitment by both parties results in a weak socializing process (Valmohammadi and Roshanzamir 2015).These four culture types all represent different types of management philosophies or styles. The cultures of these organizations are governed by how these companies are run or the beliefs of the founders of the organization. Essentially, the cultures in these organizations are driven top -down, with emphasis on the type of business or industry that this organization serves (Büschgens, Bausch and Balkin 2013).

Table 2.6.5 Additional features of the four core culture types.

Clan		Adhocracy
	Workplace	Dynamic, entrepreneurial, creative.
Friendly.		
		Take risks, ready for change, meet new challenges, initiative.
Like an extended family.	People	
Loyalty, tradition, teamwork.		Commitment to experimentation and innovation.
	Glue	
Human resource development, high cohesion, morale.		
		Growth, acquirement of new resources.
Sensitivity to customers, concern for people.	Long-term focus	
Japanese firms mainly after WWII.	Success	Aerospace, software development, think-tank consulting.
	Example	

Hierarchy		Market
	Workplace	
Formalized, structured		Result-oriented.
	People	Competitive, goal oriented.
Procedure governed		
		Reputation, success.
Formal rules and policies	Glue	
		Competitive actions, achievement of measurable goals, targets.
Stability, predictability, efficiency		
	Long-term focus	Market share and penetration, market leadership.
Low cost, dependable delivery, smooth scheduling.		
	Success	Organizations with results driven or
Large organizations, Government, Mining etc.	Example	competitive approach.

Source: Adapted from, Cameron and Quinn 2006.

2.7 Determining the link between leadership style and team culture.

2.7.1 Connection between organisational culture and leadership.

Many authors have indicated to the strong relationship between organisational culture and leadership in organisations. Fullan (2014) supports the notion that the survival of an organisation depends upon the change and responsiveness of a culture as influenced by effective leadership. Heskett (2014) observed that the most obvious factor that distinguished the success of major cultural change from those that fail, was competent leadership. Vargas (2015) concluded that leaders who inspired and helped create adaptive cultures possessed the qualities of transformational leaders. According to Liden, Wayne, Liao and Meuser (2014) the perceived relationship across samples was stronger between organizational culture and leadership effectiveness than between organizational culture and personal effectiveness.

2.7.2 The link between leadership and organisational culture.

Organisational culture and leadership have an empirical link to each other and each plays a part in determining organisational effectiveness (Hogan and Coote 2014). Furthermore, organisational culture may have an influence on the effectiveness of leaders. The organisation's culture develops in large part from its leadership, while the culture of an organisation can also affect the development of its leadership. For example, transactional leaders work within their organisational cultures following existing rules, procedures, and norms; transformational leaders change their culture by first understanding it and then realigning the organisation's culture with a new vision and a revision of its shared assumptions, values, and norms (Schimmoeller 2010).Effective organisations require both tactical and strategic thinking, as well as culture building by its leaders. Strategic thinking helps to create and build the vision of an agency's future. The vision can emerge and move forward as the leader constructs a culture that is dedicated to supporting that vision. The culture is the setting within which the vision takes hold. In turn, the vision may also determine the characteristics of the organisation's culture. Tyssen, Wald, and Spieth (2014) postulates that transformational leaders have been characterised by four separate

41

components or characteristics denoted as the bases of transformational leadership. These four factors are idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration. Transformational leaders integrate creative insight, persistence and energy, intuition and sensitivity to the needs of others to "forge the strategy-culture alloy" for their organisations. In contrast, transactional leaders are characterised by contingent reward and management-by-exception styles of leadership. Essentially, transactional leaders develop exchanges or agreements with their followers, pointing out what the followers will receive if they do something right as well as wrong (Ciulla2014). They work within the existing culture, framing their decisions and action based on the operative norms and procedures characterising their respective organisations. In a highly innovative and satisfying organisational culture we are likely to see transformational leaders who build on assumptions such as people are trustworthy and purposeful, everyone has a unique contribution to make and complex problems are handled at the lowest level possible. Leaders who build such cultures and articulate them to followers typically exhibit a sense of vision and purpose. They align others around the vision and empower others to take greater responsibility for achieving the vision. Such leaders facilitate and teach followers. They foster a culture of creative change and growth, rather than one which maintains the status quo (Daft 2014). They take personal responsibility for the development of their followers. Their followers operate under the assumption that all organisational members should be developed to their full potential. There is a constant interplay between culture and leadership. Leaders create mechanisms for cultural development and the reinforcement of norms and behaviours expressed within the boundaries of the culture. The characteristics and qualities of an organisation's culture are taught by its leadership and eventually adopted by its followers. At one extreme, a leader accepts no deviation from standard operating procedures, managing-by-exception in a highly transactional fashion, while at the other extreme another leader rewards followers when they apply rules in creative ways or if they break them when the overall mission of the organisation is best served. How leaders react to problems, resolve crises, reward and punish followers is all relevant to an organisation's culture as well as how the leader is viewed both internally by followers and externally by clients/customers. To reiterate, the culture affects leadership as much as leadership affects culture. For instance, a strong organisational culture, with values and internal guides for more

autonomy at lower levels, can prevent top administration from increasing its personal power at the expense of middle-level administration. Leaders need to be attentive to the conservativeness reflected in beliefs, values, assumptions, rites, and ceremonies embedded in the culture that can hinder efforts to change the organisation. They need to modify key aspects of culture, when it is possible to do so, to fit with new directions desired by the leadership and membership of the organisation. For example, they can invent new rites to replace the old, some of which symbolise the value of change itself. An example is the ceremonial introduction of a new product or process to replace an older one. As organisations move across time, external constraints change forcing the company to question its deeply rooted assumptions and values. As new members are brought into the organisation, they too will often challenge deeply held assumptions even though organisations often hire people who have similar values to those dominant in the organisational culture. Consequently, it is incumbent upon the leaders in the organisation to view the development of assumptions and values as an evolutionary process by which the organisation and its membership periodically question its assumptions and change them if the conditions warrant such change. Early in its development, an organisational culture is the "glue" that holds the organisation together as a source of identity and distinctive competence (Freiling and Fichtner2010). Unfortunately, in an organisation's decline, its culture can become a constraint on innovation since its roots are in the organisation's past It has been suggested that leaders can help develop, shape, and maintain a desired organisational culture and that they may affect organisational innovativeness by creating new sets of shared values (Tyssen, Wald, and Spieth 2014). When organisations first form, leaders have a major effect on the emerging culture. At that point, they are, definers, and givers of culture, who can create and infuse the values, beliefs, and assumptions that they believe are necessary and good for the organisation (Freiling and Fichtner2010).As anorganisation grows and develops, employees draw on their own experiences, and the resulting culture reflects the total group's experience as well as those parts of the founders beliefs that seemed to work in practice. The extent to which organisational values are shared among employees is another important point to keep in mind when linking leadership and organisational culture. It has been suggested that the degree of buy-in to the leader's culture-related messages determines the homogeneity or heterogeneity of organisational culture. Employees will be more

likely to be committed to and identify with the leader if this person's vision is based on the values and moral justifications that are acceptable to the employees. If employees do not support the leader's stance, divergent subcultures may arise in the organisation (Jaskyte2010).There are a mired of studies displaying the link between leadership style and organizational culture across various industries and countries. Table 2.7.2.1 below, samples a few of these studies with an aim for exposing the common traits between these two pillars of management sciences i.e. leadership style and organizational culture. It is inferred in other literature and the one's tabulated below that the common themes seem to be that transactional leadership seems to influence/ favour a hierarchical organizational team culture, transformational leadership seems to influence/ favour a clan and/or adhocracy organizational team culture and laissez-faire leadership negatively influences / favour all fourculture types but at times can lean towards a market culture organizational team.

Table 2.7.2.1 The interplay between leadership and organizational culture.

Researche-r	Dimensions of leadership style	Organizat-ional culture compone nts	Industry /Area	Results/Findings
Irtaimeh (2011).	Transformational leadership.	Adhocracy.	Communicatio -ns / Jordan.	The study aimed to investigate the impact of transformational leadership on organizational culture. The research showed that 67.2 percent of the variance in Adhocracy culture could be attributed to the transformational leadership of organizational leaders
Vankovich	Laissez-faire	Clan.	Nursing/	The purpose of this study was

44

(2007).	leadership. Transactional leadership. Transformational leadership.	Adhocracy. Market. Hierarchy.	America.	to investigate the relationship between leadership styles and organizational culture within schools of nursing, the result showed that measures for transformational leadership had significantly predictive value for the clan, adhocracy and market cultures. Transactional leadership was found to have significantly predictive value for the adhocracy and hierarchy cultures, while laissez-faire leadership was found to have significantly predictive value for the market cultures.
Flemming And Flemming (2017).	Transformational Leadership.	Clan. Adhocracy.	Public and private sectors organizations.	This study has investigated the link between transformational leadership styles, corporate organizational culture types and performance. Results from the study infers that Transformational leadership traits are embedded in clan, adhocracy cultures
Giritli, Öney-Yazıcı, Topçu-Oraz and Acar	Transformational leadership. Transactional leadership.	Clan. Hierarchy. Adhocracy.	Construction and mining/ Turkey.	The aim of this study was look at the influence of leadership on organizational culture. The findings infer that transformational leadership predicted adhocracy cultures,

(2013).				transactional leadership predicted hierarchy and clan cultures.
Lok and Crawford (1999).	Laissez-faire leadership. Transactional leadership. Transformational leadership.	Clan. Adhocracy. Market. Hierarchy	United Kingdom	This study has investigated the link between leadership and performance and between culture and performance in Uk companies. The study was complex in nature as it linked 3 facets of social studies together ie; leadership style, organizational culture and organizational performance. The results between leadership style and organizational culture are interpreted as follow. Transformational Leadership predicted clan and adhocracy cultures, transactional leadership predicted hierarchy and clan and laissez-faire leadership was found to predict market cultures.
Block (2003).	Laissez-faire leadership. Transactional leadership. Transformational leadership.	Clan. Adhocracy. Market. Hierarchy	Unknown.	The aim of this study was to examine the nature of the relationship between leadership and organizational culture in a privately owned large manufactures .Transformational leadership,

				culture connection produced significant positive correlations clan and adhocracy cultures.Transactional leaders are able to establish a sense of trust with followers through the application of contingent rewards and seems to be correlated to hierarchy and market cultures. Laissez-faire leadership showed negative correlations to the four organizational culture types.
Atwell (2017)	Laissez-faire leadership. Transactional leadership. Transformational leadership	Clan. Adhocracy. Market. Hierarchy	Education/ Middle East	This paper investigated the relationship between organizational culture and perceptions of leadership style of principals. The result from the study infers that transformational leaders were found in clan, adhocracy, and market cultures. Transactional leaders were found in clan cultures and hierarchy cultures.A lack of relationship or negative relationship across all four culture styles was found with laissez-faire leaders.

2.7.3 Approach in terms of leader behaviour.

Leadership is one of the factors that condition substantially the activities, processes and psychosocial phenomena in synthetic organisations expressing how relatively stable and a specific leader (Mihaela 2012). Leadership occurs whenever a group of people together and harmonize their efforts to achieve a common goal. As in any enterprise there is a formal organization and informal organization, which often varies considerably, informal leaders cannot identify with managers, those with leadership in enterprise hierarchy (Marion and Gonzales 2013). In these circumstances it is obvious that a good manager will always be a good leader, but a leader is not always good manager. Northouse (2015) infers that leadership is a part of management and has the ability to motivate others to seek defined objectives. It is the human factor that ensures consistency group and motivates you to achieve goals. Management activities as: planning, organization and decision making are kept inactive until the leader triggers the power of motivation in people and guide them to specific purposes. Leadership can be defined as a person's ability to exert such influence on others through communication, directing them to meet certain goals. Exercise influence on others is the essence of leadership. Formal leadership, which refers to the managers of an organization, formal or legitimate is their right to influence others by virtue of their hierarchical position in the organization. Informal leadership is not an official right to influence others, but lies in the intrinsic qualities of a person to exercise influence in an informal group (Northouse2015). As the use of teams has increased in organizations, research has begun to focus on the role of leadership in fostering team success. Obtaining an understanding of team leadership processes requires one to first understand the nature of team functioning. From this understanding, we can better articulate the role of leadership in fostering team effectiveness.Team work is characterized by recurring cycles of mutually dependent interaction.Team leadership can thus be viewed as oriented around team need satisfaction (with the ultimate aim of fostering team effectiveness). Whoever (inside or outside the team) assumes responsibility for satisfying a team's needs can be viewed as taking on a team leadership role. This view of team leadership is consistent with functional leadership theory.

2.8 Work teams.

Work teams represent a meaningful Way for organizations to enhance their productivity. Work teams are a relatively new concept, although some companies have been doing this since the 1970s. Teams should be distinguished from groups:

A group is two or more members with a clear leader who perform independent jobs with individual accountability, evaluation and rewards (Katzenbach and Smith 2015).A team is a small number of members With shared leadership who perform interdependent jobs with both individual and group accountability, evaluation and rewards .In this regard teams are usually smaller, close-knit units, as opposed to groups, which are normally large (Katzenbach and Smith 2015).In this regard Work teams are the focus, as opposed to other types of teams in the organization. There are certain reasons why work teams perform well and certain reasons why they do not. In this sense, work teams bring together complementary skills and experiences that exceed those of any individual working alone. This broader mix of skills enables work teams to respond faster to challenges, and problem solving and creativity are stimulated. In this regard, the team structure is more flexible and dynamic than any group structure (Katzenbach and Smith 2015).According to Woodcock (2017) companies that employ work teams seem to accomplish more and less time is wasted. Culturally, homogeneous work teams are more likely to pass quicker through the initial stages of team formation than culturally heterogeneous work teams .Heterogeneous work teams have to deal with various cultural issues first and this could delay the process. Some of the major problems include language, norms on communication, status between cultures and loyalty to the cultural group. Needless to say these problems should be sorted out before work teams could perform optimally(Tröster, Mehra and van Knippenberg 2014).

2.9 Work teams vs groups.

Work teams can be defined as body that exists to engage organizationally relevant tasks and also maintain a certain degree of affiliation in terms of goals and tasks that manage and maintain their boundaries. That is immersed in an organizational

context which limits their activity and influences the extent of their interchange with other teams within the organization (Levi 2015).

Work Groups can be defined in terms of the degree to which members are allowed to participate in decisions. Self-management and participation are presumed to enhance group effectiveness by increasing member's sense of responsibility and ownership of work (Carton and Tewfik 2016).

2.10 Differences between group and team.

A common distinction refers to applicability. Commonly teams are engaged in sporting or process/production activities. They have to apply certain functions, and roles of team members are related to these functions. Teams are generally constituted in parts of larger organizations and their members have the knowledge, skills and specialized abilities related to the tasks they have to perform. This distinction also appears in research on groups and teams. Research on groups are made, usually in laboratories, in predetermined conditions, while the studies on teams are conducted "online" and focuses on how work teams are actually used or how they function at the place of work (Levi 2015).

Table2.10.1Differences between group and team.

	Team	Group
Size	Limited	Medium to Large
Selection	Crucial	Immaterial
Leadership	Shared/rotating	Focused leader
Performance	Individual and collective	Individual
Member	Common goals and commitment	Common goals
Culture	Dynamic interaction	No opponents
Work Products	Collective	Individual

Source: Levi (2015)

2.11 Team leadership.

The last decade of research in this field have been characterized by three pivotal aspects:

1. The consideration of leadership as something external to the team.

2. Coaching, and shared leadership. External leadership embodies the traditional paradigm in the study of team leadership.

3. The influence of a figure external to the team and responsible for its performance. The basic assumption is that this figure generates the general lines of the team's work, coordinates its activity and links it to other units of the organization. Research has essentially focused on identifying how leaders' actions facilitate or hinder team performance (Santos, Caetano and Tavares 2015). In this sense, type of leadership is seen as an input that affects different team processes

> ➤ Learning
> ➤ Coordination
> ➤ Problem management
> ➤ The extent to which information is shared

The concept of teamwork is not a new idea; however it is increasingly common as the way of organising works in contemporary organisations due to a more complex, challenging, and competitive environment. This is particularly obvious in multinational corporations (Levi 2015).Over the last decade; many companies have embraced some form of work teams and have incorporated this organizational structure to their global affiliate (Katzenbach and Smith 2015). Teams have become an integral part of the majority of today's organisations, which are characterised by the flattening of traditional and hierarchical structures (Katzenbach and Smith 2015). Bartsch, Ebers and Maurer (2013) infers that organisations across industries rely increasingly on project teams or product development teams to compete in the irrespective markets.

Evidence suggests that having teamwork benefits the organisational culture. The advantages of teamwork include increased productivity and effective decision making quality improvement, greater innovation, and higher employee satisfaction (Bartsch, Ebers and Maurer 2013). Teams are likely to be more flexible andresponsive to new challenges of today organisation than are traditional forms of

groupwork, because of their characteristics, such as quick assembling, easy deployment and disassembling. Teams have the ability in responding to the challenges, because of integrated complementary skills and experiences they have (Katzenbach and Smith 2015).

2.11.1 The role of team leaders.

To date, the leadership literature has little agreement about the specific roles and responsibilities of a team leader as organizations must adapt the roles of the leaders to their team needs .A number of scholars believe that the team leaders should have significant roles for the teams. The majority of studies have identified two key roles of team leaders:

- ➢ Facilitating the team process (problem solving, coaching, and supporting team members.
- ➢ Managing the team's external boundary (representing the team with upper management, internal teams, customers, and suppliers) gathers information from the external environment and shares with the team in the internal environment (Hu and Liden 2015).

2.12 Explanatory framework for the effectiveness of work teams.

Successful teamwork relies upon synergism existing between all team members creating an environment where they are all willing to contribute and participate in order to promote and nurture a positive, effective team environment. Team members must be flexible enough to adapt to cooperative working environments where goals are achieved through collaboration and social interdependence rather than individualized, competitive goals (Levi 2015).Research has provided a number of attributes required for successful teamwork. Many of these attributes have been consistently identified in the literature. A summary of literature on the successful attributes needed for effective teamwork as follows:

- ➢ **Commitment to team success and shared goals:** Team members are committed to the success of the team and their shared goals for the project.

Successful teams are motivated, engaged and aim to achieve at the highest level (Alexander and Van Knippenberg 2014).

➢ **Interdependence**: Team members need to create an environment where together they can contribute far more than as individuals. A positive interdependent team environment brings out the best in each person enabling the team to achieve their goals at a far superior level Individuals promote and encourage their fellow team members to achieve, contribute, and learn (Maruping, Venkatesh, Thatcher and Patel 2015).

➢ **Interpersonal skills:** Includes the ability to discuss issues openly with team members, be honest, trustworthy, and supportive and show respect and commitment to the team and to its individuals. Fostering a caring work environment is important including the ability to work effectively with other team members (Katzenbach and Smith 2015.

➢ **Open communication and positive feedback**: Actively listening to the concerns and needs of team members and valuing their contribution and expressing this helps to create an effective work environment. Team members should be willing to give and receive constructive criticism and provide authentic feedback (Wheelan 2014).

➢ **Appropriate team composition:** Team members need to be fully aware of their specific team role and understand what is expected of them in terms of their contribution to the team and the project (Woodcock 2017).

➢ **Commitment to team processes:** Leadership and accountability, team members need to be accountable for their contribution to the team and the project. They need to be aware of team processes, best practice and new ideas. Effective leadership is essential for team success including shared decision-making and problem solving (Riemer and Harenberg 2014).

2.13 Organizational culture and work teams.

Culture in an organization refers to collective values and norms. Those that favour innovation or incorporate shared expectations of success may especially foster team effectiveness. For instance, "brilliant" companies valued such things as superior quality and service, attention to detail, and support of innovation. Firms that report success in applying work teams have had similar cultures, often guided by philosophies of top managers but culture may be more a property of work units than a pervasive feature of whole organizations .Organizational culture probably figures most prominently in the effectiveness of work teams least clearly defined as work units. For example, new production teams may look to the wider culture for values and norms. In organizations moving toward self-management, values consistent with team autonomy may foster self-direction (Körner, Wirtz, Bengel and Göritz2015).

2.14 Conclusion.

Organizational culture can be likened to an extended family, and the leader is a mentor and a role model for employees. Of all known leadership styles in management practice, it follows that there is no perfect driving style because an effective leadership style depends on the adequacy of the management situation. Therefore the most realistic approach is to consider leadership style on the situation as it is exercised. The personality of the leader and his subordinates capacity, leads the same leader to use different leadership styles. The leader sees the big picture, but needs the help of others to make this picture a reality. It is also observed that from the available literature, all the studies conducted are related to the large sector which interns reveal that leadership style and organizational/team culture are interrelated.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction.

According to Bryman (2012), social research involves, the research on topics relating to questions relevant to the social scientific fields such as sociology, human geography, social policy, politics. This type of research evolves from changing social concerns and phenomenon that develop over time that raises interest and results in social scientist executing deep investigation on the relevant subject matter. This research seeks to provide academic contributions on many socially-related matters to create better understanding and possible recommendations. With this in mind, this section begins with the definition of research methodology, followed by the two methodologies that one could employ when executing research, listing their advantages and disadvantages. Secondly, discussion on the different steps of research methodology, namely research design, data collection, sampling , data preparation (coding) , data analysis, an assessment of the validity and reliability of the research, followed by limitations of the study and finally ethical considerations has been executed.

3.1.1 What is Research Methodology?

Research methodology as a systematic, focused and orderly collection of data for the purpose of obtaining information, to solve or answer a particular research problem or question (Bryman and Bell 2015).Research methodology therefore entails a way of doing something, in this instance a way or method of how to execute research on a specific area of interest.

3.1.2 Research Strategies.

A research strategy is a "general orientation to the conduct of social research" (Bryman 2012). There are three strategies that researchers could use when executing social research. They are namely, quantitative research, qualitative research and mixed methods research. Quantitative research strategy is to collect data that can be quantified with the use of numeracy's. This strategy is deductive and uses the natural scientific model that involves positivism. Qualitative research strategy on the other hand is used in order to extract data from words. It is inductive in nature and involves interpreting. A mixed method is a combination of qualitative and quantitative research methods (Bryman 2012).

3.1.3 Qualitative Research Strategy.

This strategy boasts an inductive nature and serves to inform current or generate new theories that may be derived out of data collected. Its methodological interpretive stance seeks to understand the world as an ever changing reality, which must be understood by interpreting human behaviour and it's relationship to the changing world.

3.1.4 Advantages of a Qualitative Approach.

There are very distinguishing characteristics that exist which differentiates quantitative from qualitative research (Barnham 2015).They include the purpose of the research, nature of the research process, methods of data collection, form of reasoning used in analysis of the data collected and the manner in which the findings are conveyed (Barnham 2015).The qualitative research framework is governed by a more comprehensive in-depth exploration from a respondent's perspective.This has the potential of eliminating any ambiguity, as the researcher is able to probe and confirm with the interviewee what specific statements meant. An added reason for using this research technique was that different respondents would have different views and experiences and to capture this using a quantitative approach may limit a

respondent's ability to respond given that there are set answers from which to choose from rather than leaving it open-ended so that all possible answers can be explored. A qualitative framework is "more likely to lead to serendipitous findings and to new theoretical integrations", helping researchers go beyond initial preconceptions and frameworks (Corbin, Strauss and Strauss2014). They allude to the fact that the use of words rather than numeracy's, can be very valuable to readers as, words, especially when they are organised into incidents or stories, have a concrete, vivid, meaningful flavour that often proves far more convincing to a reader another researcher, a policymaker, a practitioner than pages of numbers(Corbin, Strauss and Strauss 2014).

3.1.5 Disadvantages of qualitative research.

Despite its many advantages, qualitative research does have a number of disadvantages as a method of choice. Bryman and Bell(2015) states that a disadvantage of the qualitative research method is that it does not allow for statistical analyses, but rather focuses on individual's interpretation of the world. Due to it's ambiguous nature, qualitative data is open to wider interpretation than numbers, creating room for misinterpretation based on a researcher's bias and to influence the research quality. Another disadvantage to be cognisant of is that a small sample size is presumed to be representative of a larger higher education population/industry and thus the findings obtained will be generalised to similar organisations in the same sector (Denscombe2014).

3.1.6 Quantitative Research Strategy.

Quantitative research strategy is described as, entailing the collection of numerical data as exhibiting a view of the relationship between theory and research as deductive and predilection for a natural science approach, and of positivism in particular, and as having an objectivist conception of social reality (Bryman 2012). This approach entails a hypothesis that is deduced from theory which is tested. It

involves a process that is linear and not iterative as one finds with qualitative research strategy.

3.1.7 Advantages of Quantitative Research Strategy.

This approach is founded on four main components, namely:

- Measurement (the search for indicators) .Allows for delineation of fine differences between people in terms of characteristics. Gives a consistent yardstick for measurement. Precise estimates of the degree of relationship between concepts

- Causality. Inferences of causes

- Generalization. Being able to use the findings across different contexts

- Replication. The study when replicated produces the same findings emphasising reliability and validity of the data produced.
(Bryman 2012)

3.1.8 Disadvantages of Quantitative Research Strategy.

Bryman (2012) alludes to four criticisms of this strategy:

- Failure to distinguish people and social institutions from 'the world of nature'. These researchers do not acknowledge the differences between the social and the natural world.
- The measurement process reflects an artificial sense of precision and accuracy
- The reliance on instruments and procedures hinders the connection between research and everyday life.
- The analysis of relationships between variables creates a static view of social life that is independent of people's lives (Bryman 2012).

3.1.9 Mixed Methods Research Strategy.

Mixed methods use the qualitative and quantitative strategies either concurrently, sequentially or transformative (Creswell 2013). Cameron (2015) states that mixed methods research has evolved through four phases from its formative phase in the 1950s through the paradigm debate (could quantitative and qualitative data be combined) and the procedural period (procedures for designing a mixed method study) to the emerging recent interest phase.

This study investigated the relationship between team leadership and organizational team culture at mining company X. This study focuses on collecting, analysing, and mixing both qualitative and quantitative data as a method (Creswell 2013), and is being presented and analyzed using quantitative techniques being presented and analyzed using quantitative techniques.A self-administered survey questionnaire method was used which comprised of qualitative statements or question and analysed quantitatively. Simple random sampling was used as the preferred type of probability sampling for this research. According to Mertens (2014), simple random sampling affords each member of the population the same chance of being included in the sample. Bryman and Bell (2015) explain that with this sampling method, there is almost no opportunity for human bias because the process is not dependent on the employees' availability.

3.2 Research Design.

3.2.1 Case Study: Sequential Explanatory Design.

The research design selected for this study was a mixed methods case study that employed a sequential explanatory design (Creswell 2013). The chosen research design provided empirical evidence to answer the research questions and test the hypotheses. Cameron (2015) defines mixed methods research as, a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many

phases in the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone. The sequential explanatory design involved a single phase research approach. The collection of data was done, followed by analysis of the data (Creswell 2013). The strengths of this design were that it was not complicated implement and report as the steps fall into clear stages. Possible weaknesses of this design were that it required extensive data collection which took a long time to execute (Creswell 2013). The sequential explanatory research design was suitable for this study as the proposed leadership model and team culture assessment was based on established theory. The qualitatively pre-questions in the assessment's explored participants' views in more depth, helping to interpret the quantitative findings Cameron (2015).

3.2.2 Survey Method.

Creswell (2013) states that: A survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. From sample results, the researcher generalizes or makes claims about the population. Fowler (2013) defines the survey research method as, "a research technique that puts questions to a sample of respondents by means of a questionnaire or an interview". Fink (2012) states that there are three general reasons for conducting surveys; description (what questions), explanation (why questions), and exploration (initial search).Fink (2012) describes a cross-sectional survey as, "data collected at one point in time from a sample selected to describe some larger population at that time". This mixed methods case study was explanatory in nature as it attempted to establish why the relationships between the study variables exist. This study used a cross-sectional survey with the questionnaires for leadership style, and team/organizational culture completed at one point in time. This study employed self-administered survey questionnaires, completed under the direct supervision of the researcher at each team meeting.

3.3 Setting of the Study.

3.3.1 Natural Settings.

Research takes place within the respondent's natural working environment, without distracting normal workflow. Respondents are observed in their real life working environments. This method normally consumes time because the researcher has no leverage to alter the natural working environment. Data is known to be more representative of real life situations rather than when situations are simulated (Bougie and Sekaran 2016).

3.3.2 Contrived Settings.

A contrived setting is one where a specific subject being studied is simulated by the researcher in order to gather data. This setting offers greater control to the researcher where data collection becomes more efficient and quick. However, data may not be representative of real life situations (Bougie and Sekaran 2016).
The study was conducted in a natural working environment in the production related area within the organization. Questionnaires were manually completed by respondents in their respective offices or control rooms to which they belonged.

3.4 TIME HORIZON.

3.4.1 Cross Sectional Study.

A cross sectional study can also be viewed as a social survey study where data is collected by a questionnaire or structured interview. This type of study involves collection of data for a wide range of variables at a single point in time. Response data on variables of interest are collected simultaneously. Data can then be analyzed order to establish relationships. Cross sectional design is known to be associated with quantitative research (Bell and Bryman 2015).

3.4.2 Longitudinal Study.

Longitudinal design is typically used when the researcher wishes to map changes invariables over a longer time period. It involves repeat surveying of samples at different points in time. A sample should be surveyed at least twice, allowing for an adequate time lag between surveys (Bell and Bryman 2015). This study was cross-sectional in nature as data was collected from various respondents of the sample population at one point in time (De Vaus 2013).

3.5 Sampling design.

3.5.1 Sample Size

According to Levy and Lemeshow (2013), the population includes all members of the specific group that the researcher intends to study, and population members share common characteristics that distinguish the population from other groups. The target population for this study will comprise of all the grade 6 to 10 employees of the logistics department and their 4 line mangers, i.e., 114 employee's of company X.

3.5.2 Sample Method

Simple random sampling was used as the preferred type of probability sampling for this research. According to Denscombe (2014) simple random sampling affords each member of the population the same chance of being included in the sample.Bryman and Bell (2015) explain that with this sampling method, there is almost no opportunity for human bias because the process is not dependent on the employee's availability.

3.6 Questionnaire design.

Two standard rating bi-lingual questionnaires, English and Zulu were formulated and administered to employees within the sampling population. Questions were formulated from the review of relevant literature in order to provide valuable insight into the objectives of the study. Questions were also designed in a well-structured

manner to maintain simplicity, make them easier to understand and prevent ambiguity.

3.6.1 Questionnaire Content.

The questionnaire consisted of seven pages. Annexure D explained the purpose and importance of the study. Respondents were also assured that their identity would remain anonymous and responses treated with confidentiality. Biographical data was captured in Annexure A, followed by the culture assessment questionnaire in Annexure C and the leadership styles questionnaire in Annexure B.

The research instrument consisted of four sections:

• The culture assessment questionnaire (shop floor teams only).

• The leadership styles questionnaire (first line leaders only).

• Letter of consent.

• The biographical information section.

All Questioners were available in the Zulu language medium.

3.6.2 Letter of Consent.

The purpose of the letter of consent was to introduce the researcher to the respondents. In addition, the reasons for conducting the research study were clearly outlined. Respondents were also assured that their identities and responses would be treated with confidentiality. Mention was also made that participation was voluntary and respondents could withdraw from the study at any time they wished to. Furthermore, a letter of consent was submitted to the manager of the department, requesting permission to carry out the survey (Annexure D).

3.6.3 The Biographical Information Section.

The biographical questions comprised the following;

➢ Gender

➢ Age

➢ Job grade

➢ Production department

➢ Years of service

➢ Race

3.6.4 Multifactor Leadership Questionnaire (MLQ).

The survey instrument used to assess leadership style was the Multifactor Leadership Questionnaire Form 5X (MLQ) (Avolio and Bass, 2004).The MLQ consisting of 45 items is the latest version of the original MLQ survey questionnaire developed by Bass in 1985. The purpose of the questionnaire was to distinguish the three leadership styles. The questionnaire measured five components of transformational leadership, three components of transactional leadership and one component of laissez fair leadership. The questionnaire consisted of 45questions.Questions 2,6,8,9,10,13,14,15,18,19,21,23,24,25,28,29,30,33,34and 36 deal with the three attributes of transformational leadership. Questions 1,3,4,11,12, 16,17,20,22,26,32,38,39 and42deal with the three attributes of transactional leadership. Questions 5, 7, 27, 31 and 40 address laissez-faire leadership. Questions 37,38,39,40,41,42,43,44 and 45 deal with outcomes of leadership i.e.,extra effort, effectiveness, satisfaction. All questions use a five-point likert measurement scale, with "not at all" forming the one end of the continuum and "always", the other end. Respondents were required to tick the selected box for not at all, once in a while, sometimes, fairly often and always, respectively. Instructions were given regarding the rating of the questions.

3.6.5 Organizational Culture Assessment Instrument (OCAI).

Needed to be completed by the rest of the sample population which was alloperator's**.**The purpose of OCAI Instrument is to assess six key dimensions oforganizational culture; dominant characteristics, organizational leadership, management of employees, organizational glue, strategic emphases and criteria of success. Each item has four alternatives, each representing a culture type. 100 points need to be divided among these four alternatives, depending on the extent to which each alternative is similar to your own organization. People are rating the organization as it is currently, the Now, and how it is Preferred. The OCAI is based on a theoretical model known as the Competing Values Framework. This framework

is extremely useful in organizing and interpreting a wide variety of organizational phenomena. In the last couple of decades, writers have proposed a variety of dimensions and attributes of organizational culture.A questionnaire is easy to analyze and provides more uniformity .The Organizational Culture Assessment Instrument (OCAI) is practical, timely, manageable and valid method for diagnosing the organizational culture of an organization. Cameron and Quinn (2006) developed this instrument. Each item has four alternatives, each representing a culture type, A=Clan, B=Adhocracy, C=Market and D=Hierarchy. Hundred points need to be divided among these four alternatives, depending on the extent to which each alternative is similar to your own organization. Give a higher number of points to the alternative that is most similar to your organization. People are rating the organization in the current state, the now, and what is preferred (Cameron& Quinn 2006).

3.7 Data collection.

Bryman and Bell (2015) explain that surveys are used when the researcher wants to gather opinions of respondents from a large population. Since the aim of the research was to gather and measure, the survey method was applicable. Due to the sensitivity of the topic, all responses were treated as anonymous. All completed questionnaires were placed in sealed boxes at strategic points within the organisation. An independent research assistant was utilised for administering of questionnaires and data collection. The research assistant was also briefed about the subject matter in order to assist respondents who needed clarity on questions.

3.8 Data analyses.

Statistical Package for the Social Sciences (SPSS) package was used to analyse the data. The raw data was edited to ensure that it was free of errors. Editing was also necessary to allow for easy capturing into the SPSS package. Each questionnaire was evaluated and counted to ensure that all required fields were properly answered by the respondents. Questionnaires were also recounted to verify that the minimum sample size was achieved for the given population. Various analyses were performed from thecaptured data.

3.9 Descriptive statistics.

Descriptive statistics were computed in the form of frequency tables to obtain the profile of the sample and to describe the basic features of the data. Frequency tables list items and utilise tally marks to record the number of times they occur (Frankfort-Nachmias and Leon-Guerrero 2017).

3.10 Frequencies and percentages.

A frequency is a count of the number of times an event occurred in a given category Bryman and Bell (2015). One such category is gender that is made up of males and females. The total number of times respondents indicated that they were male were computed as a frequency. The procedure also applied for females.Percentages were represented as the proportion of males or females from the total number of respondents (Frankfort-Nachmias and Leon-Guerrero 2017).In this study, frequencies were used to determine the profile of the sample. Percentages serve a two-fold purpose in data presentation. They simplify data by reducing all numbers to a common range 0-100. Secondly, they present data in astandard format for the purposes of comparison.

3.11 Inferential statistics.

Bryman and Bell (2015) infers that to ascertain the influence of the biographic variables on leadership styles and team/organizational culture, inferential statistics such as the Chi-square and Kruskal Wallis Test were computed.Correlation analyses were used to determine the relationship between the different teams in the team/organizational culture questioner.

3.12 Pilot survey.

A pilot study is crucial when research is based on self-completed questionnaires. A pilot study is also desirable to ensure that the final survey questions operate well and the survey as a whole functions well. Pilot studies also enable the researcher to determine the adequacy of instructions and how well they flow (Bryman and Bell

2015).A pilot test was conducted using the questionnaires to detect possible flaws in measurement, identify unclear formulated items and, more importantly, to observe non-verbal behaviors. Necessary alterations were then done to the questionnaires before conducting the research.

3.13 Validity.

For the purpose of this study, validity was established by means of face and content validity. Face validity is a property of a test intended to measure something. Content validity is a non-statistical type of validity also known a logical validity. A pilot test was conducted to detect possible flaws in measurement, to identify unclear formulated items and, more importantly, to observe non-verbal behaviors (Moser and Kalton 2017).The pilot test was conducted with ten employees from the sampling population. The questionnaire was designed to be simple and user friendly. In addition, the research assistant was in a capable position to address concerns from respondents.

3.14 Reliability.

Reliability refers to the extent to which a measure of a concept is stable Bryman and Bell (2015). Reliability analysis was used to test internal consistencies of each construct ensuring a high degree of generalization across items within the test. For the purpose of this study, reliability was established by computing Cronbach's Coefficient (Alpha, Cho and Kim2015).The central consideration of validity concerning the process of data collection is that of reliability. Triangulation is defined as the use of either qualitative or quantitative or both in studying the same phenomenon for the purpose of increasing study credibility. This implies that triangulation is the combination of two or more methodological approaches, theoretical perspectives, data sources, investigators and analysis methods to study the same phenomenon. Triangulation is also a tool that can be used to prove reliability and validity. By using the same methods used by other researchers mu to produce similar results (Brannen 2017). The statistical tools used to evaluate each sub-problem and the findings of the study are reported in chapter four.

3.15 Ethics.

According to Bryman and Bell, (2015) ethics plays a role when there is a possibility of "harm to the participants", "a lack of informed consent", "an invasion of privacy" and when deception may be used during the study. In response to the above, a consent form was formulated to address ethical considerations. The consent form provided a comprehensive explanation with regards to whom the researcher is, what the focus of study was and explained what is expected from the interviewees when they participate. It advised that participation is voluntary so that the individual does not feel coerced or under duress to participate. The form also emphasized the right to privacy which is covered by the anonymity of respondents and the researcher's commitment to ensure that confidentiality is never compromised. The consent form was read to the participant's before they began the survey, and the respondent was given the opportunity to request clarification before confirming their consent to proceed survey.

3.17 Conclusion.

This chapter outlined the research methodology applied in the study. The discussion of the methodology allows for an easier understanding of the following chapter, which focuses on the presentation of results.

CHAPTER 4

DATA ANALYSIS

4.1 Introduction.

This chapter commences with a detailed analysis of data that provides an insight into the findings of the study, accompanied by numerical and graphical representations of the data and interpretation of results. The presentation of detailed analysis and findings, which were extracted from questionnaires administered to employees at mining company X northern Ken at the site logistics department, is discussed in this chapter. Analysis of the data entailed the use of descriptive statistics in the form of frequency distribution tables, percentages and crosstabulations. The research questions for this study were evaluated using inferential statistics in the form of the Chi-square test and Kruskal Wallis Test. Cronbach's Alpha was used to determine the reliability of the questionnaire. The data collected from the responses was analysed with SPSS version 24.0.

4.1.1 The Sample.

In total, 140questionnaires were despatched and 110 employees and 4 team leaders were returned which gave a 91.2% response rate.

4.1.2 The Research Instrument.

The research instrument consisted of 98 items, with a level of measurement at a nominal or an ordinal level. The questionnaire was divided into 3 sections which measured various themes as illustrated below:

1   Biographical data.
2   Multifactor Leadership Questionnaire.
3   Organizational Culture Assessment Instrument.

Presentation of results:

4.2 Section A: Biographical Data.

This section summarises the biographical characteristics of the respondents. The table below describes the overall (combined) gender distribution by age.

Table 4.2.1 Biographical characteristics of the respondents.

| | | | Gender | | Total |
			Male	Female	
Total	Age	18-20	Count	3	0	3
			% within Age	100.0%	0.0%	100.0%
			% within Gender	3.0%	0.0%	2.6%
			% of Total	2.6%	0.0%	2.6%
		21-30	Count	8	3	11
			% within Age	72.7%	27.3%	100.0%
			% within Gender	8.0%	21.4%	9.6%
			% of Total	7.0%	2.6%	9.6%
		31-40	Count	50	10	60
			% within Age	83.3%	16.7%	100.0%
			% within Gender	50.0%	71.4%	52.6%
			% of Total	43.9%	8.8%	52.6%
		41-50	Count	29	1	30
			% within Age	96.7%	3.3%	100.0%
			% within Gender	29.0%	7.1%	26.3%
			% of Total	25.4%	0.9%	26.3%
		51-60	Count	10	0	10
			% within Age	100.0%	0.0%	100.0%
			% within Gender	10.0%	0.0%	8.8%
			% of Total	8.8%	0.0%	8.8%
	Total		Count	100	14	114
			% within Age	87.7%	12.3%	100.0%
			% within Gender	100.0%	100.0%	100.0%
			% of Total	87.7%	12.3%	100.0%

Overall, the ratio of males to females is approximately 9:1 (87.7%: 12.3%).Within the age category of 31 to 40 years, 83.3% were male. Within the category of males

(only), 50.0% were between the ages of 31 to 40 years. This category of males between the ages of 31 to 40 years formed 43.9% of the total sample.

Table 4.2.2 The sample was comprised of 4 teams.

	Frequency	Percent
Team A	30	26.3
Team B	28	24.6
Team C	29	25.4
Team D	27	23.7
Total	114	100.0

Figure4.2.2 The sample was comprised of 4 teams.
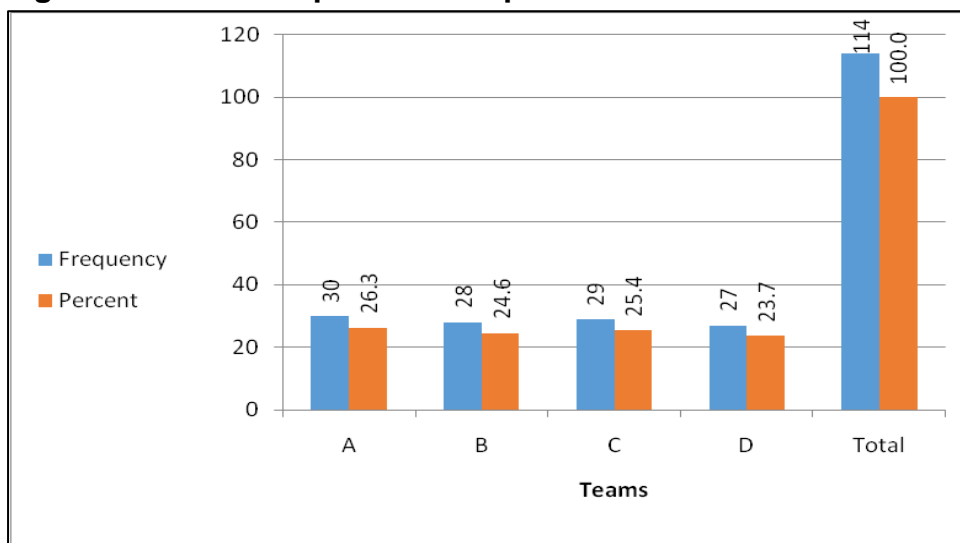
The results of Table 4.2.1 and Figure 4.2.1 above reflect that the participants in this sample represented 4 teams within the site logistics department of mining company X in northern Kzn. These 4 teams in the sample has been named the following ,Team A which consists of 30 employees (26.3%) ,Team B which consists of 28 employees (24.6%),Team C which consists of 29 employees (25.4%) and Team D which consists of 27 employees (23.7%) .

Figure 4.2.3 Each team has a team leader.

	Frequency	Percent
Yes	4	3.5
No	110	96.5
Total	114	100.0

Each of the teams has a Leader which totals to 4 (3.5%). This relatively small to the sample of employees of 110 (96.5%).

Table 4.2.4 The gender of sample.

	Frequency	Percent
Male	100	87.7
Female	14	12.3
Total	114	100.0

Figure 4.2.4 Gender of the sample.
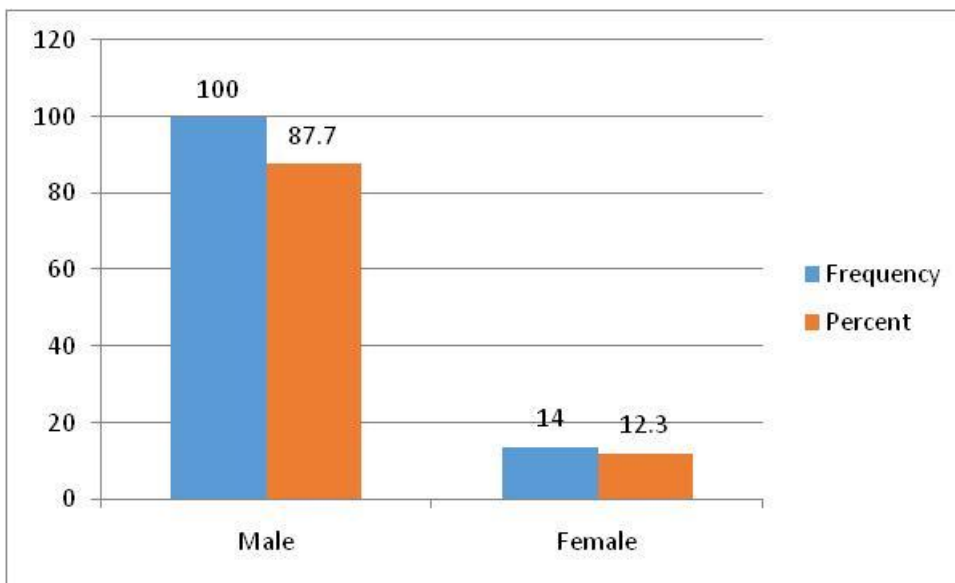
The findings of the study in Table 4.2.2 and Figure 4.2.2 suggest that the majority of participants were males at a100 (87.7%) and with females comprising 14(12.3 %).The sample although disproportionate between males and females is in line with the current mining industry gender dispensation within South Africa, were females are currently occupying at 57806 (13.2%) positions, Chamber of mines (2017).

Table 4.2.5 The age of team members in the sample.

	Frequency	Percent
18-20	3	2.6
21-30	11	9.6
31-40	60	52.6
41-50	30	26.3
51-60	10	8.8
Total	114	100.0

Figure 4.2.5 The age of team members in the sample.
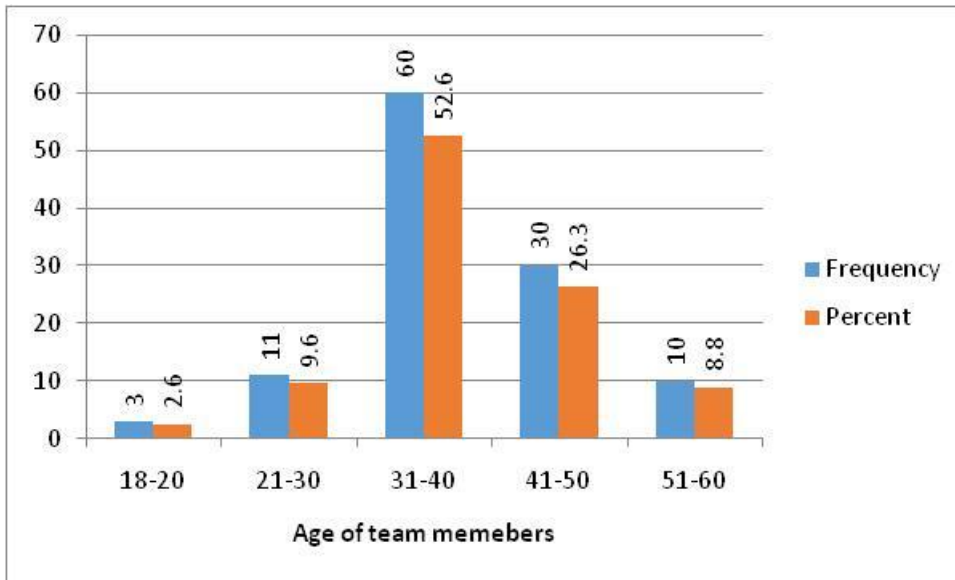
The findings of the study in Table 4.2.3 and Figure 4.2.2 show that the lowest number 3(2.6 %) of the participants was less than 21years old, while 11(9.6%) were from 21 –30 years. Participants between the ages of 31 – 40 were 60 (52.6%) of respondents while participants between age of 40-49 were 30 (26.3%), then the respondents between the age of 51 – 60 were 10 (8.8%). The participants at the age of 31-40 were the most keen to participate in the study being the majority in the sample, this infers to a higher team acknowledgement of leadership - team culture signification within this group.

Figure 4.2.6 job grades of the employees.
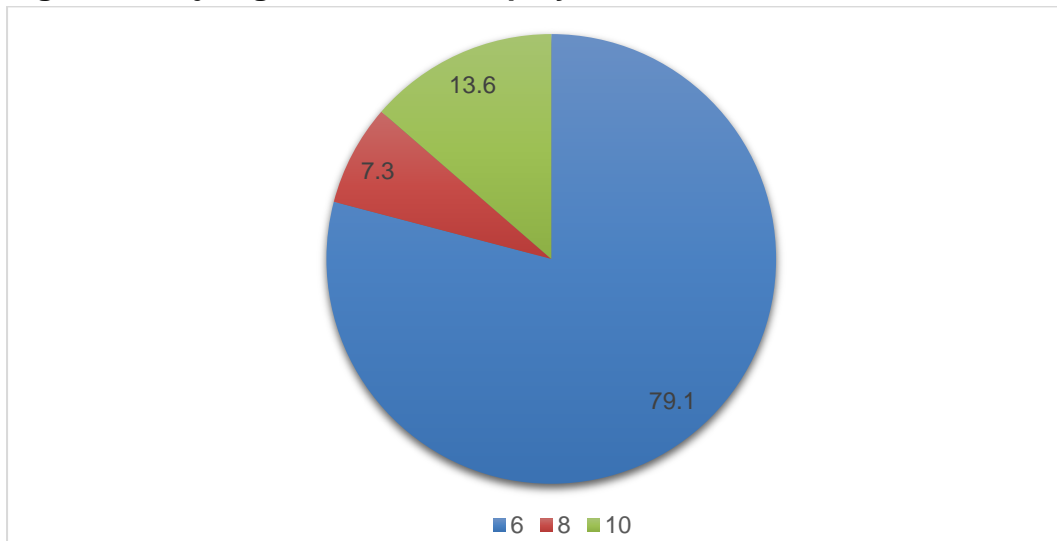
Regarding job grades, the majority of subjects were grade 6 operators (79.1%) followed by shift charge hands grade 10 (19%) and senior operators grade 8 (7.3%).

Figure 4.2.7length of service of the respondents.
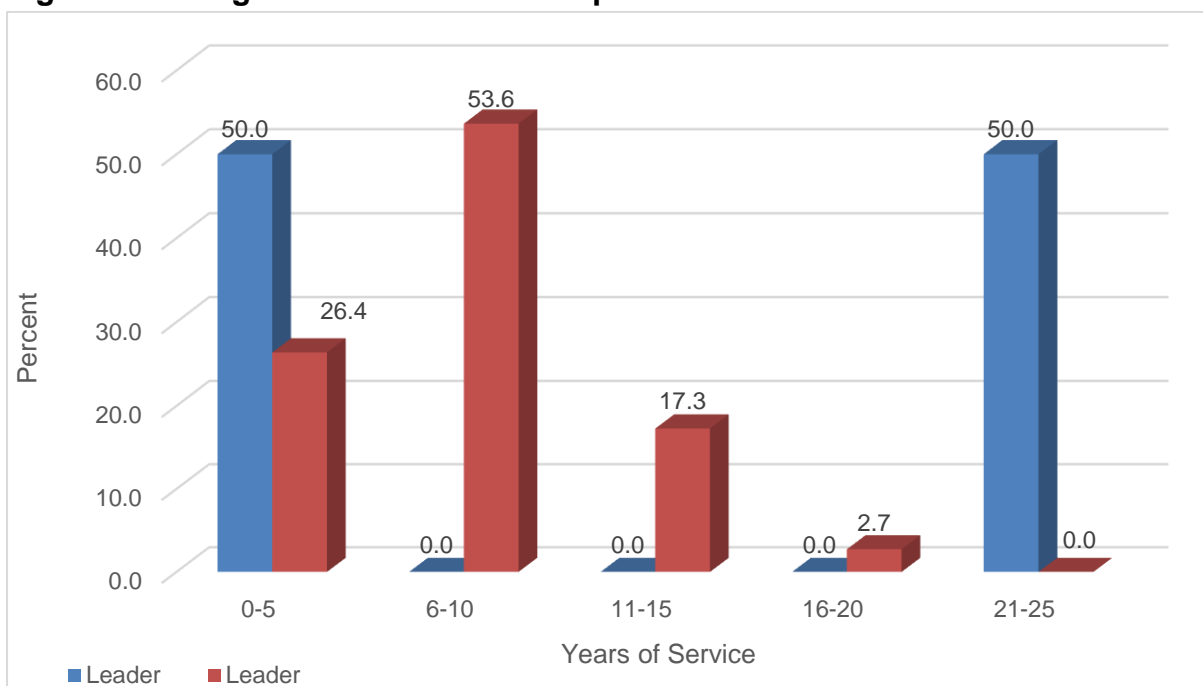
Seventy percent of the employees had been in employ for between 6 to 15 years. Half of the Leaders were employed for more than 21 years. This implies that respondents had been in employ for a while and this is a useful statistic as it indicates responses from experienced workers.

Figure 4.2.8 Racial composition of the sample.
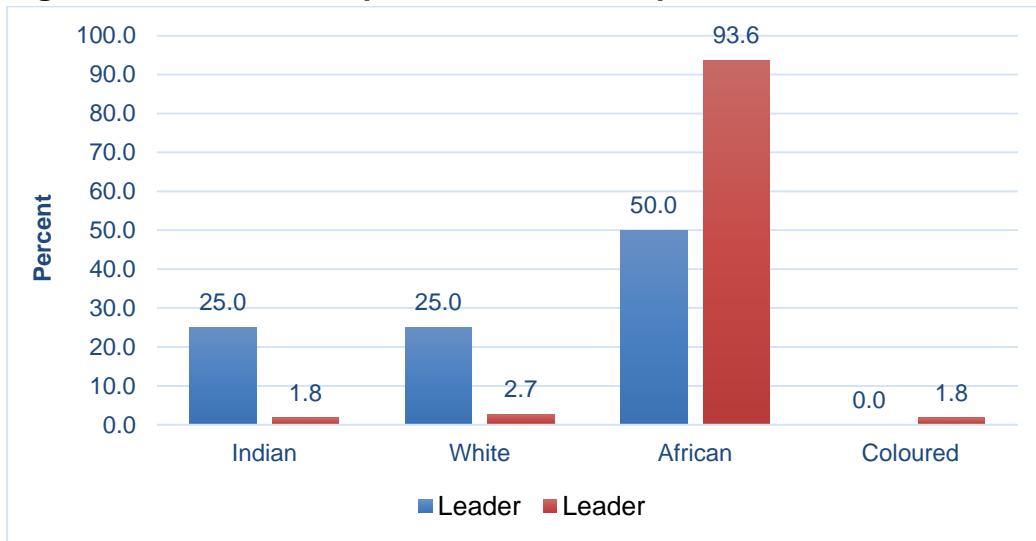
Regarding race groups, Blacks comprised the majority (93.6%) followed by Whites (2.7%) ,Indians (1.8%) and Coloured (1.8%).The leader sample Blacks comprised the majority (50%) ,followed by Whites (25%) and Indians(25%) .

4.2.9 Cross-tabulation.

Cross-tabulation analysis, also known as contingency table analysis, is most often used to analyse categorical (nominal measurement scale). A cross-tabulation is a two (or more dimensional table that records the number (frequency) of respondents that have the specific characteristics described in the cells of the table. Cross-tabulation tables provide a wealth of information about the relationship between the variables

Table: 4.2.9.1 Gender

			Team				Total
			A	B	C	D	
Gender	Male	Count	26	23	25	23	97
		% within Team	89.7%	85.2%	89.3%	88.5%	88.2%
	Female	Count	3	4	3	3	13
		% within Team	10.3%	14.8%	10.7%	11.5%	11.8%
Total		Count	29	27	28	26	110
		% within Team	100.0%	100.0%	100.0%	100.0%	100.0%

Table4.2.6.1represents the cross tabulation of females amongst the teams.Team A, C, D is constant, around 10.3% to 11.5%.Team B however has 14.8% inferring a larger female population within the team.

Table: 4.2.9.2 Age

			Team				Total
			A	B	C	D	
Age	18-20	Count	0	0	1	2	3
		% within Team	0.0%	0.0%	3.6%	7.7%	2.7%
	21-30	Count	2	3	5	1	11
		% within Team	6.9%	11.1%	17.9%	3.8%	10.0%
	31-40	Count	16	14	14	15	59
		% within Team	55.2%	51.9%	50.0%	57.7%	53.6%
	41-50	Count	9	8	6	6	29
		% within Team	31.0%	29.6%	21.4%	23.1%	26.4%
	51-60	Count	2	2	2	2	8
		% within Team	6.9%	7.4%	7.1%	7.7%	7.3%
Total		Count	29	27	28	26	110
		% within Team	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4.2.6.2represents the cross tabulation of age between the 4 teams. The age group of 31 to 40 revels to be the majority amongst the 4 teams, with an over all weighting of 53.6%.

Table: 4.2.9.3Years of service

			Team				Total
			A	B	C	D	
Years Of Service	0-5	Count	7	7	7	8	29
		% within Team	24.1%	25.9%	25.0%	30.8%	26.4%
	6-10	Count	15	14	16	14	59
		% within Team	51.7%	51.9%	57.1%	53.8%	53.6%
	11-15	Count	6	5	4	4	19
		% within Team	20.7%	18.5%	14.3%	15.4%	17.3%
	16-20	Count	1	1	1	0	3
		% within Team	3.4%	3.7%	3.6%	0.0%	2.7%
Total		Count	29	27	28	26	110
		% within Team	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4.2.6.3 represents the cross tabulation of years of service of the 4 teams. The 6-10 years of service is the overall majority within the department with 53.6%.

Section Analysis.

Survey research demands the same standards in research practice as any other research approach, and journal editors and the broader research community will judge a report of survey research with the same level of rigour as any other research report. This is not to say that survey research need be particularly difficult or complex; the point to emphasize is that researchers should be aware of the steps required in survey research, and should be systematic and thoughtful in the planning, execution, and reporting of the project. For this study the different types of instruments where used to collect data although one of them was the Likert tool.

4.3 Section B – Team Leaders only.

This section deals with the team leaders as a group. Samples from the multifactor leadership questionnaire (MLQ) are being sampled under the subgroups of transactional leadership, transformational leadership, laissez-faire leadership and the outcomes of leadership styles.

4.3.1 Transactional leadership.

Table 4.3.1.1 Contingent Reward.

		N	Mean	Std. Deviation
I make it clear what rewards one can receive when performance goals are achieved.	B1	4	3.00	0.82
I articulate a compelling vision of the future.	B11	4	2.75	0.50
I help others to develop their strengths.	B16	4	2.25	1.50
I am absent when needed.	B35	3	1.67	1.53

Figure 4.3.1.1 Contingent Reward.
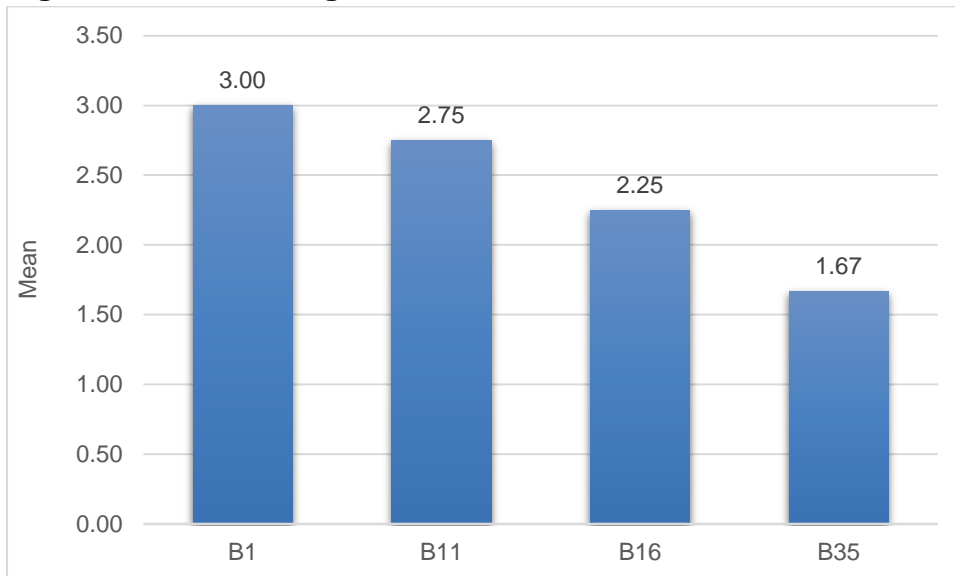
Table 4.3.1.1 and Figure 4.3.1.1 indicates that the first two statements ,B1 and B11 have values that correpond to high frequent occurrence (sd=0.82 and sd=0.50 respectivley). These statements relates to articulation of rewards and vision. The statements, B16 and B35 coresponds to a low frequent occurrence (sd=1.50 and sd=1.53 respectivley). This infers that there are as many leaders who help others develop their strengths as there are that do not.

Table 4.3.1.2 Management-by-exception (active).

		N	Mean	Std. Deviation
I go beyond self-interest for the good of the group.	B3	4	2.50	1.29
I direct my attention toward failures to meet standards.	B12	4	2.00	0.82
I suggest new ways of looking at how to complete assignments.	B17	4	3.00	0.82
I express confidence that goals will be achieved.	B20	4	3.25	0.50

Figure 4.3.1.2 Management-by-exception (active).

Table 4.3.1.2 and Figure 4.3.1.2 indicates that last three statements ,B12, B17 and B20 have values that correpond to high frequent occurrence (sd=0.82, sd=0.82 and sd=0.50 respectivley). These statements relates to goal/target achievement. This infers that the leaders in the sample keep goal accomplishment at the forefront of their leadersip styles. The first statement, B3with the low frequent occurrence (sd=1.29) seems to implies that the team leaders self interst is the bases of their leadership strategy.

4.3.2 Transformational leadership.

Table 4.3.2.1 Intellectual Stimulation.

		N	Mean	Std. Deviation
I show that I am a firm believer in "if it ain't broke, don't fix it".	B2	4	2.50	0.58
I consider the moral and ethical consequences of decisions.	B8	3	1.67	0.58
I provide others with assistance in exchange for their efforts.	B30	4	3.25	0.50
I fail to interfere on irregularities, mistakes, exceptions and deviations from standards.	B32	3	1.33	1.15

79

Figure 4.3.2.1 Intellectual Stimulation.
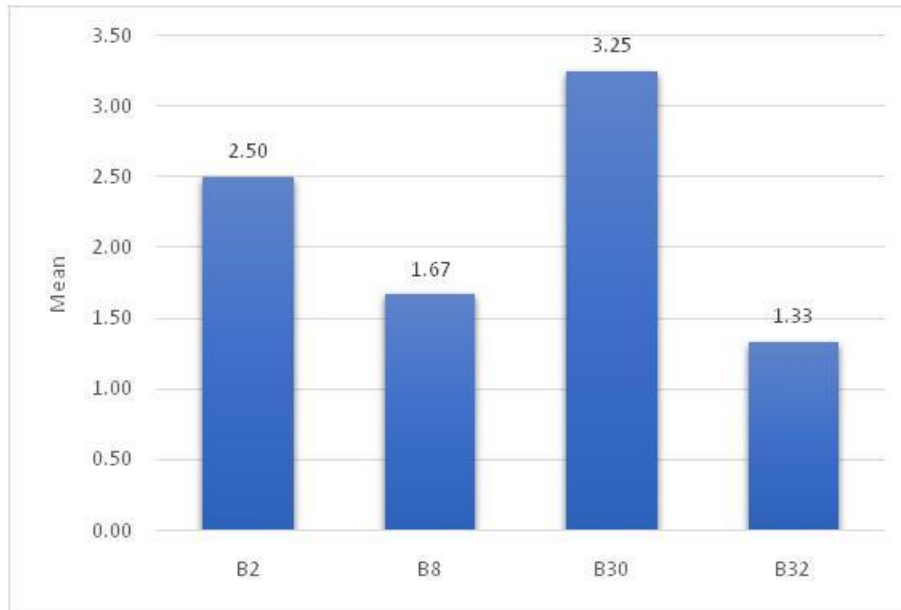
Table 4.3.2.1 and Figure 4.3.2.1 indicates that the two statements, B2,B8 and B30 have values that correspond to high frequent occurrence (sd=0.58, sd=0.58 and sd=0.50 respectivley). These statements imply leaders in the sample seem to possess moral values and are performance driven. The low frequent occurrence (sd=1.15) score for the last statement, B32 implies that team leaders are generally moral, this further concretes the leaders as being a group of high morality and fairness.

Table 4.3.2.2 Inspirational Motivation.

		N	Mean	Std. Deviation
I keep track of all mistakes.	B9	4	2.50	1.29
I avoid making decisions.	B13	4	1.75	1.26
I heighten others desire to succeed.	B26	4	2.50	1.00

		N	Mean	Std. Deviation
I seek differing perspectives when solving problems.	B36	4	3.00	0.82

Figure 4.3.2.2 Inspirational Motivation.
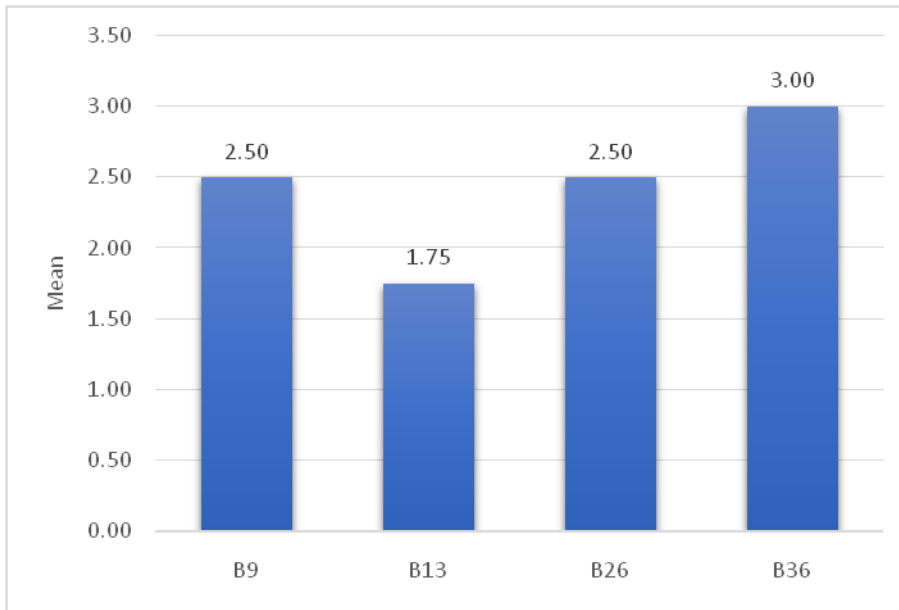
Table 4.3.2.2 and Figure 4.3.2.2 indicates that the two statements, B9 and B13 have values that correspond to low frequent occurrence (sd=1.29 and sd=1.26 respectivley). These statements imply leaders in the sample seem to make those tough decisions but don't acknowledge if there are flaws in past decisions that were made. The third statement, B26corresponds to a mean of central scoring (sd=1.00) infers that the team leaders do motivate team members in self-development however its not full compliant. The fourth statement B36 with a high frequent occurrence (sd=0.82) infers that the leaders ask for help when problems arise and solutions are not clearly visible.

4.3.3: Passive avoidant leadership .

Table 4.3.3.1 Laissez-faire leadership.

		N	Mean	Std. Deviation
I demonstrate that problems must become chronic before I take action.	B5	3	3.00	1.00
I concentrate my attention on dealing with mistakes, complaints and	B7	4	3.00	0.82

failures.

I increase others willingness to try harder.	B28	4	3.00	0.82
I avoid getting involved when important issues arise.	B33	4	1.75	2.06

Figure 4.3.3.1 Laissez-faire leadership.
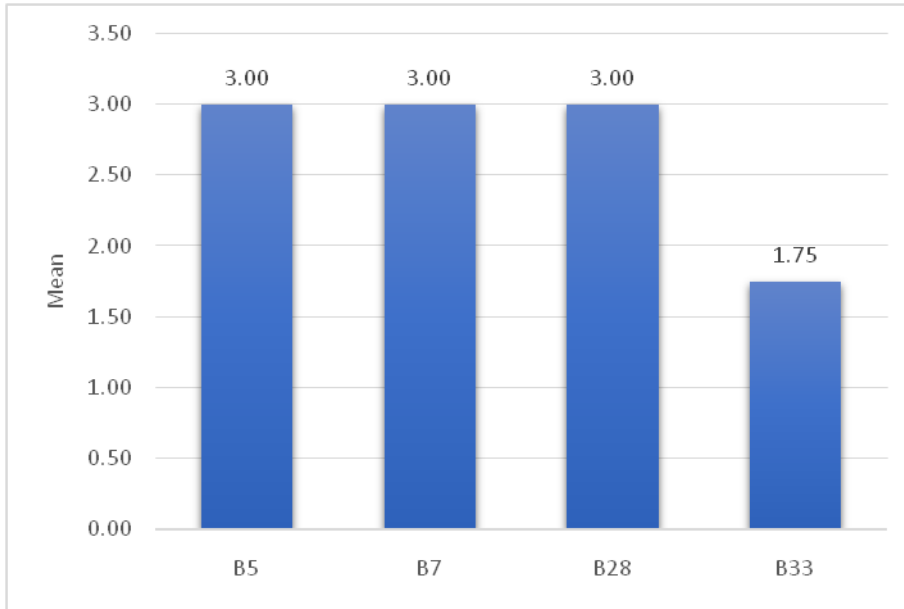
Table 4.3.3.1 and Figure 4.3.3.1 indicates that the two statements, B7 and B28 (sd=0.82) have values that correspond to high frequent occurrence. These statements imply leaders in the sample seem be involved with in the workings of the team monitoring performance and motivating the team to strive for more difficult goals. The first statement, B5 corresponds to a mean of central scoring (sd=1.00) and shows the leaders as involved with teams functioning however they is a bit of a delay in dealing with issues timeously. The last question B33 has a very low frequent occurrence (sd=2.06) which shows the leaders are empowered to make decisions that affect the team.

4.4 Outcomes of Leadership styles of team leaders as a group.

Table 4.4.1 Extra Effort.

		N	Mean	Std. Deviation
I discuss in specific terms on who is responsible for achieving performance targets.	B39	4	3.25	0.96
I specify the importance of having a strong sense of purpose.	B42	4	3.00	0.82
I emphasize the importance of having a collective sense of the mission.	B44	3	3.33	0.58

Figure 4.4.1 Extra Effort.
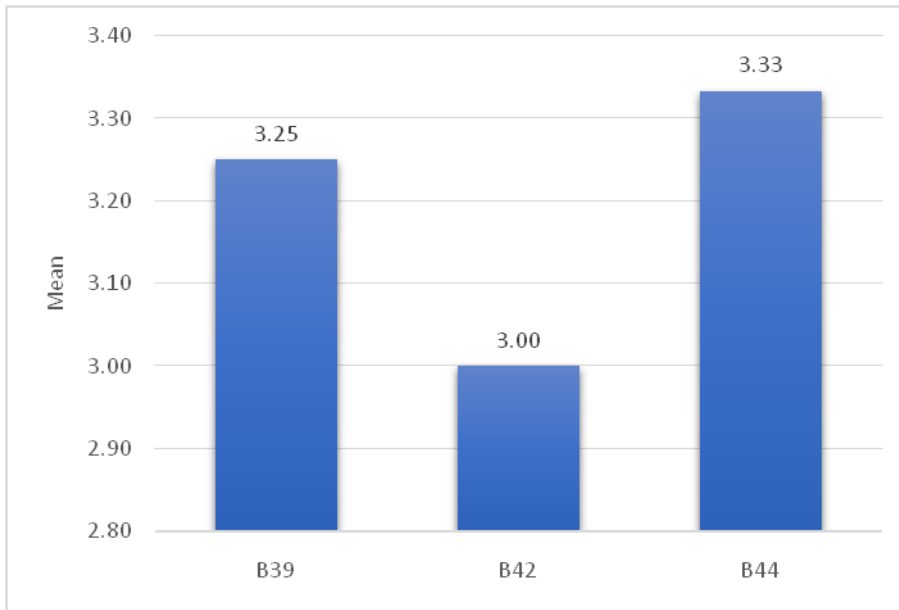
Table 4.4.1and Figure 4.4.1 indicates that last statement, B44 a have a value that correspond to a high frequent occurrence (sd=0.58). This statement implies that leaders in the sample understand the overall mission of the department and organization. The first and second statement B39 and B42 (sd=0.96 and sd=0.82 respectivley) have frequent occurrence that corresponds to a mean of central scoring. This infers that the leaders clear on the mission of the team and are aligning the teams with the requirements of the department and organization.

Figure 4.4.2 Effectiveness.

		N	Mean	Std. Deviation
I talk optimistically about the future.	B37	3	3.33	0.58
I wait for things to go wrong before taking action.	B40	3	2.67	0.58
I spend time teaching and coaching.	B43	4	3.25	0.96
I express satisfaction when others meet expectations.	B45	3	3.33	0.58

Table 4.4.2 Effectiveness.
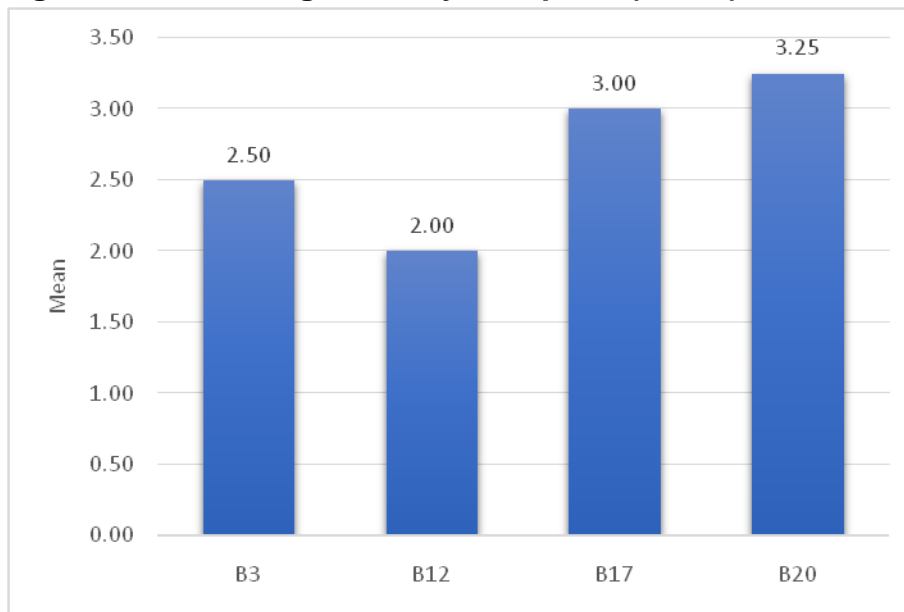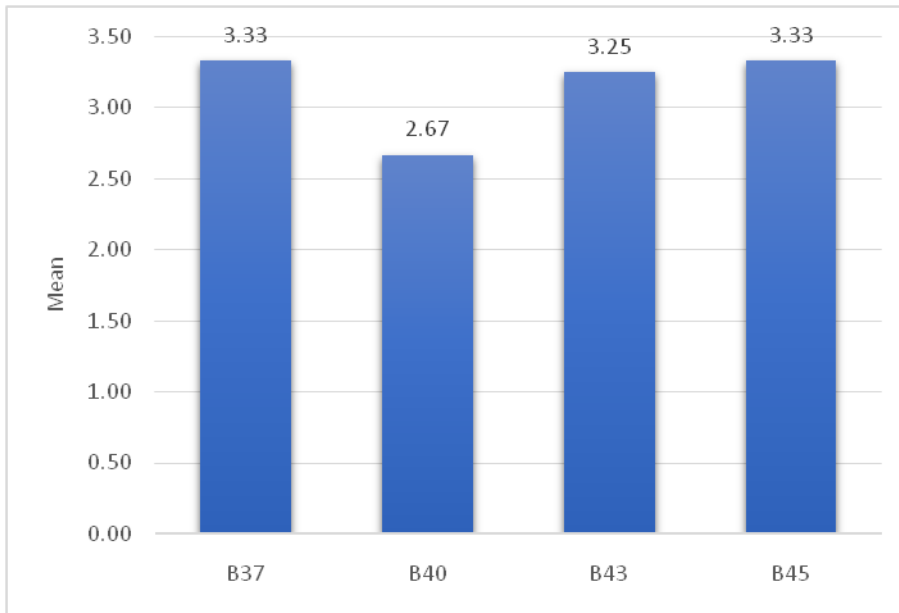

Table 4.4.2 and Figure 4.4.2 indicates that statements B40, B40 and B45 have a value that correspond to high frequent occurrence (sd=0.58). These statements imply that leaders in the sample leads teams that are effective in achieving the desired results.However the low frequent occurrence (sd=0.96) in statement B43 indicates that there are some leaders that purely lead the teams and don't empower the teams to self-management.

Figure 4.4.3: Satisfaction.

		N	Mean	Std. Deviation
I instill pride in others for being associated with me.	B38	4	2.50	1.73
I talk enthusiastically about what needs to be accomplished.	B41	4	3.00	0.82

Table 4.4.3:Satisfaction.
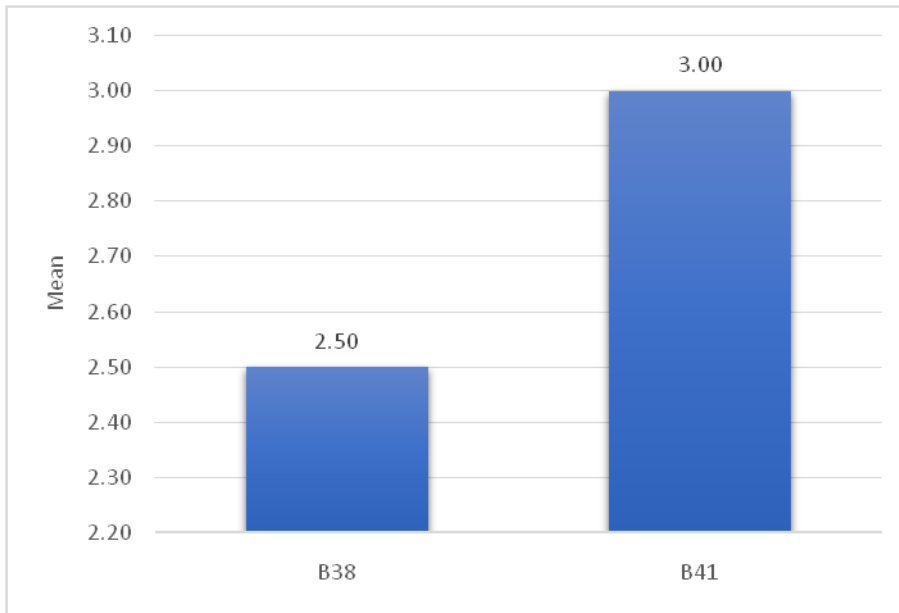
Table 4.4.3 and Figure 4.4.3 indicates that statement,B41hasa value that corresponds to high frequent occurrence (sd=0.82). This implies that the leaders in the sample own the goals of the department and organization and believes in achieving them. With statement B38 corresponds to a low frequent occurrence (sd=1.73) which infers that the leaders do not value themselves in the leadership role.

4.5: Identifying the primary leadership style of the team leaders combined.

Table 4.5.1 leadership style of the team leaders combined.
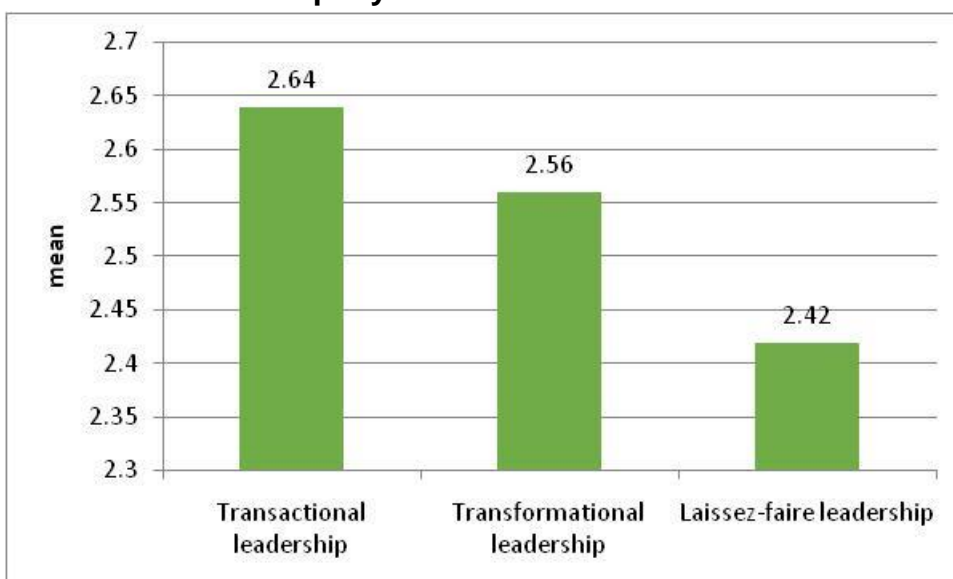
Table 4.5.1displays a higher mean values for transactional, laissez-faire leadership style and a low value for transformational leadership style. This was calculated using the MLQ for combined team leaders.

4.6 Identifying the leadership style of the first line managers.

The use of the mean's derived from the multifactor leadership questioner will be used to determine the leader ship style of the four team leaders i.e. Team A, Team B, Team C and Team D the tables illustrated below are a sample of each leaders mean on questions derived from the three leadership types, transactional, transformational and laissez-fair.

4.6.1 Transactional leadership.

Figure 4.6.1.1 Contingent Reward.
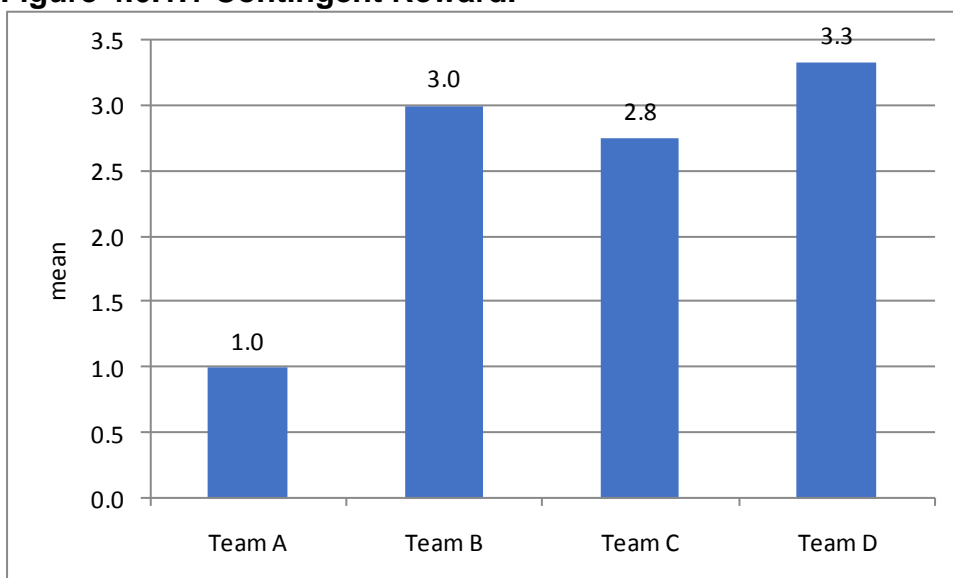
Figure 4.6.1.1 indicates transactional leadership styles that are reflected by contingent reward which involves, rewarding for efforts made by team members. Leader of Team A has a mean of 1.0, Team B has a mean of 3.0, Team C has a mean of 2.8 and Team D has a mean of 3.3.These are corrective transactional dimensions and imply that the current research Team B, C and D scored high means, implying that aremore 'active' in providing employees with corrective action and feedback to improve. Unlike the low mean score of the Team A leader.

4.6.2 Transformational leadership.

Figure 4.6.2.1 Individual consideration.
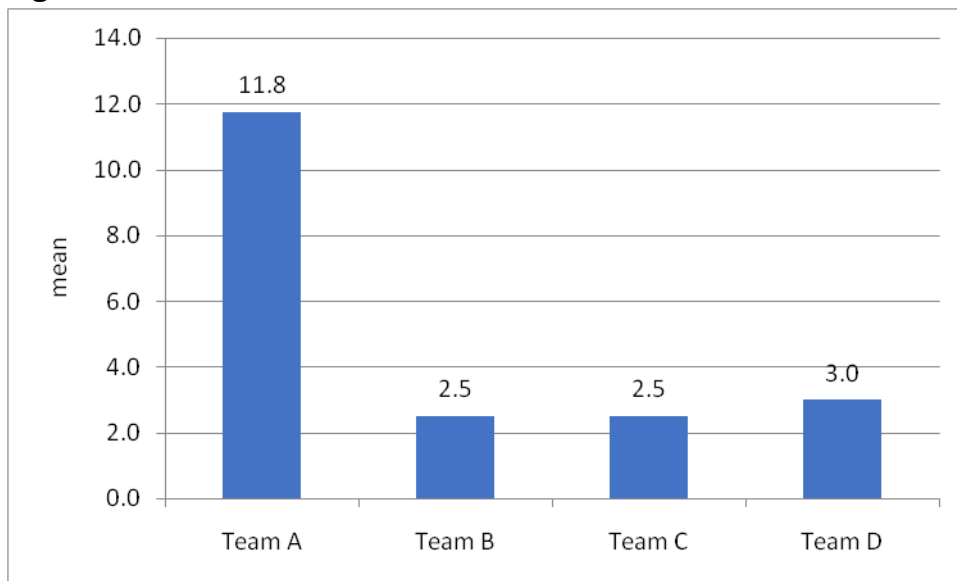
Figure 4.6.2.1 indicates transformational leadership styles that are reflected by individualized consideration, which reflects a score of 11.8 for the leader of Team A, which is significantly high and may be related to an individual's need to support and to encourage personal growth in team members. The mean scoring on Team B, C and D are remarkably low at 2.5, 2.5 and 3.0 respectively. This infers that the leadership manages at team level mostly, rarely looking within the team to develop individuals.

4.6.3 Passive – avoidant leadership.

Figure 4.6.3.1Laissez-faire leadership.
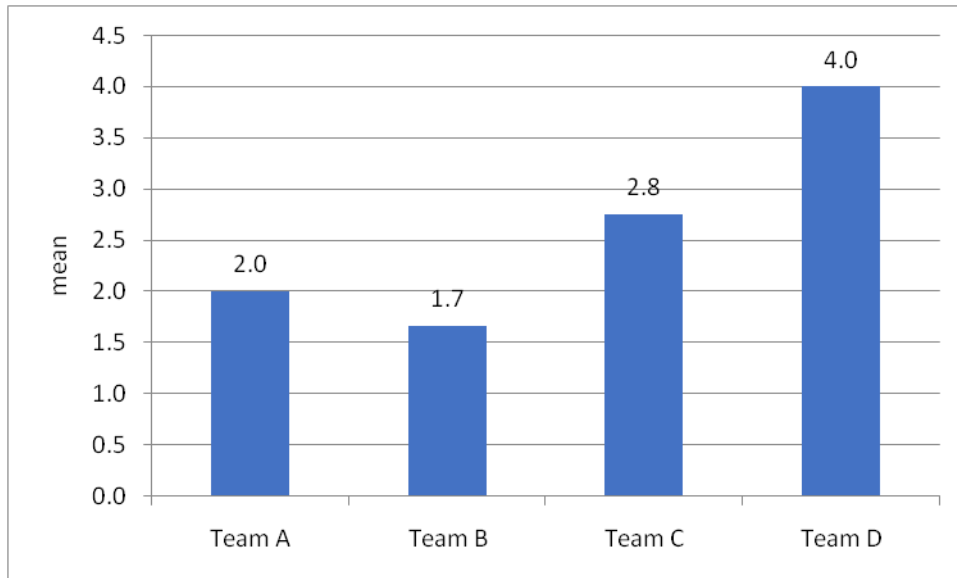
Figure 4.6.3.1 indicates Passive – avoidant leadership that are reflected by laissez-faire leadership, which reflects a score of 4.0 for the leader of Team D, which is significantly high and infers that the leader of this team avoids managing the team, leaving the team to direct itself . The mean scoring on Team A, B and D are low at 2.0, 1.7. This infers that the leadership of these teams are involved in decision making .Then mean scoring of 2.8 for Team C leadership is a bit high which infers that the leader is involved with decision making of the team but also suggests that the leader avoids difficult decisions ,leaving the team to find its own direction.

4.7 Classifying the leadership styles of the four team leaders.

Figure 4.7.1 leadership styles of the four team leaders.
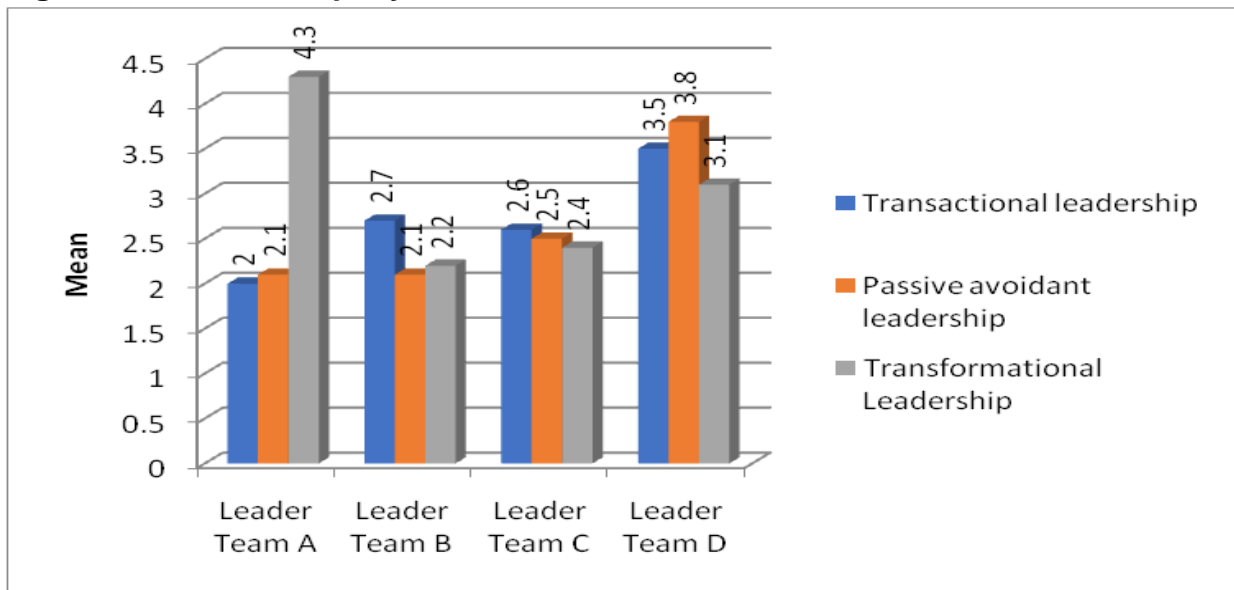
Figure 4.7.1 references the mean data from the MLQ completed by the four team leaders. The data indicates that all the team leaders seem to posses all the traits of the leadership styles but some are more dominant than others which tends to take the helm of the leadership style. The leader of Team A (mean=4.3) seems to have a dominant transformational leadership style. The leader of Team B (mean=2.7) and Team C (mean=2.6) seems to have a dominant transactional leadership style. The leader of Team D (mean=3.8) seems to have a dominant passive avoidant leadership style.

4.7 Chi-square test.

The chi-square independence test is a procedure for testing if two categorical variables are independent in some population. This holds if the frequency distribution of one variable is identical for each level of other variables.To determine whether the scoring patterns per statement were significantly different per option, a chi square test was done. The null hypothesis claims that similar numbers of respondents scored across each option for each statement (one statement at a time). The alternate states that there is a significant difference between the levels of agreement and disagreement(Sharpe2015).

4.8: Chi square test multifactor leadership questioner.

Table 4.8.1: Chi square test results

	Chi-Square	df	Asymp. Sig.	Exact Sig.	Point Probability
I make it clear what rewards one can receive when performance goals are achieved.	0.5	2	0.779	1	0.444
I show that I am a firm believer in "if it ain't broke, don't fix it".	0	1	1	1	0.375
I go beyond self-interest for the good of the group.	0	3	1	1	0.094
I treat others as individuals rather than a member of the group.	0	2	1	1	0.222
I demonstrate that problems must become chronic before I take action.	0	2	1	1	0.222
I act in ways that others build respect for me.	1	1	0.317	0.625	0.5
I concentrate my attention on dealing with mistakes, complaints and failures.	0.5	2	0.779	1	0.444
I consider the moral and ethical consequences of decisions.	0.33	1	0.564	1	0.75
I keep track of all mistakes.	0	3	1	1	0.094
I display a sense of power and confidence.	0	1	1	1	0.375
I articulate a compelling vision of the future.	1	1	0.317	0.625	0.5
I direct my attention toward failures to meet standards.	0.5	2	0.779	1	0.444
I avoid making decisions.	0.5	2	0.779	1	0.444
I consider an individual as having different needs, abilities and aspirations from others.	0.33	1	0.564	1	0.75
I get others to look at problems from different angles.	0	1	1	1	0.375
I help others to develop their strengths.	1	1	0.317	0.625	0.5
I suggest new ways of looking at how to complete assignments.	0.5	2	0.779	1	0.444
I delay responding to urgent questions.	0	3	1	1	0.094
I emphasize the importance of having a collective sense of mission.	0.5	2	0.779	1	0.444
I express confidence that goals will be achieved.	1	1	0.317	0.625	0.5
I am effective in meeting other's job-related needs.	0.5	2	0.779	1	0.444
I use methods of leadership that are satisfying.	1	1	0.317	0.625	0.5
I get others to do more than they are expected to do.	1	1	0.317	0.625	0.5
I am effective in representing others to higher authority.	1	1	0.317	0.625	0.5
I work with others in a satisfactory way.	0.33	1	0.564	1	0.75
I heighten others desire to succeed.	1	1	0.317	0.625	0.5
I am effective in meeting organizational requirements.	0.5	2	0.779	1	0.444
I increase others willingness to try harder.	0.5	2	0.779	1	0.444
I lead a group that is effective.	0.5	2	0.779	1	0.444
I provide others with assistance in exchange for their efforts.	1	1	0.317	0.625	0.5
I re-examine critical assumptions to question whether they are appropriate.	1	1	0.317	0.625	0.5
I fail to interfere on irregularities, mistakes, exceptions and deviations from standards.	0.33	1	0.564	1	0.75
I avoid getting involved when important issues arise.	0.5	2	0.779	1	0.444
I talk about my most important values and beliefs.	0.5	2	0.779	1	0.444
I am absent when needed.	0	2	1	1	0.222
I seek differing perspectives when solving problems.	0.5	2	0.779	1	0.444
I talk optimistically about the future.	0.33	1	0.564	1	0.75
I instill pride in others for being associated with me.	0.5	2	0.779	1	0.444
I discuss in specific terms on who is responsible for achieving performance targets.	0.5	2	0.779	1	0.444
I wait for things to go wrong before taking action.	0.33	1	0.564	1	0.75
I talk enthusiastically about what needs to be accomplished.	0.5	2	0.779	1	0.444
I specify the importance of having a strong sense of purpose.	0.5	2	0.779	1	0.444
I spend time teaching and coaching.	0.5	2	0.779	1	0.444
I emphasize the importance of having a collective sense of the mission.	0.33	1	0.564	1	0.75
I express satisfaction when others meet expectations.	0.33	1	0.564	1	0.75

Table 4.8.1: None of the p-values are significant. This infers that there was a similar pattern scoring by the team leaders. This also implies that the mean scores are a very good reflection of their perceptions. Correlations cannot be used as there are only 4 respondents, literature states that 30 respondents or more are required (Bujang and Adnan2016).

4.9 Section C - Organizational Culture.

This section looks at data analysis from the organizational culture assessment instrument (OCAI). The OCAI is broken up into 6 sub groups namely, dominant characteristics, organizational leadership, management of employees, organizational glue, strategic emphases and criteria of success. These sub group's form part of the 4 organizational cultures measured .i.e. clan, adhocracy, market and hierarchy.

Table 4.9.1 The organisational culture assessment instrument (OCAI) results for the 4 teams.

Team		A_Now Clan	B_Now Adhocracy	C_Now Market	D_Now Hierarchy	A_Pref Clan	B_Pref Adhocracy	C_Pref Market	D_Pref Hierarchy	Now Total	Pref Total
A	N	28	28	28	28	28	28	27	28	28	28
	Mean	0.4405	0.6250	0.5952	0.5714	0.4821	0.5298	0.4630	0.5238	2.2321	1.9821
	Std. Deviation	0.2231	0.1674	0.2418	0.2583	0.2845	0.1700	0.1556	0.1854	0.4287	0.5815
B	N	26	26	26	26	26	26	24	26	26	26
	Mean	0.4423	0.6474	0.5769	0.6218	0.4551	0.5385	0.4514	0.5577	2.2885	1.9679
	Std. Deviation	0.1882	0.1360	0.2798	0.2811	0.2927	0.1844	0.1251	0.1695	0.3075	0.5497
C	N	28	28	28	28	28	27	27	28	28	28
	Mean	0.4881	0.6131	0.6012	0.5833	0.4940	0.5370	0.4815	0.5179	2.2857	1.9940
	Std. Deviation	0.2937	0.1873	0.2095	0.2335	0.2663	0.1750	0.1556	0.1994	0.6476	0.5991
D	N	26	26	26	26	26	26	26	25	26	26
	Mean	0.4103	0.4487	0.5449	0.5064	0.6474	0.6154	0.5769	0.5133	1.9103	2.3333
	Std. Deviation	0.3026	0.2042	0.1379	0.2133	0.2227	0.1226	0.1352	0.2036	0.7662	0.5944
Total	N	108	108	108	108	108	107	104	107	108	108
	Mean	0.4460	0.5849	0.5802	0.5710	0.5185	0.5545	0.4936	0.5280	2.1821	2.0664
	Std. Deviation	0.2545	0.1899	0.2214	0.2477	0.2747	0.1663	0.1503	0.1880	0.5793	0.5932

Figure 4.9.1 The organisational culture assessment instrument (OCAI) results for the 4 teams (mean values).
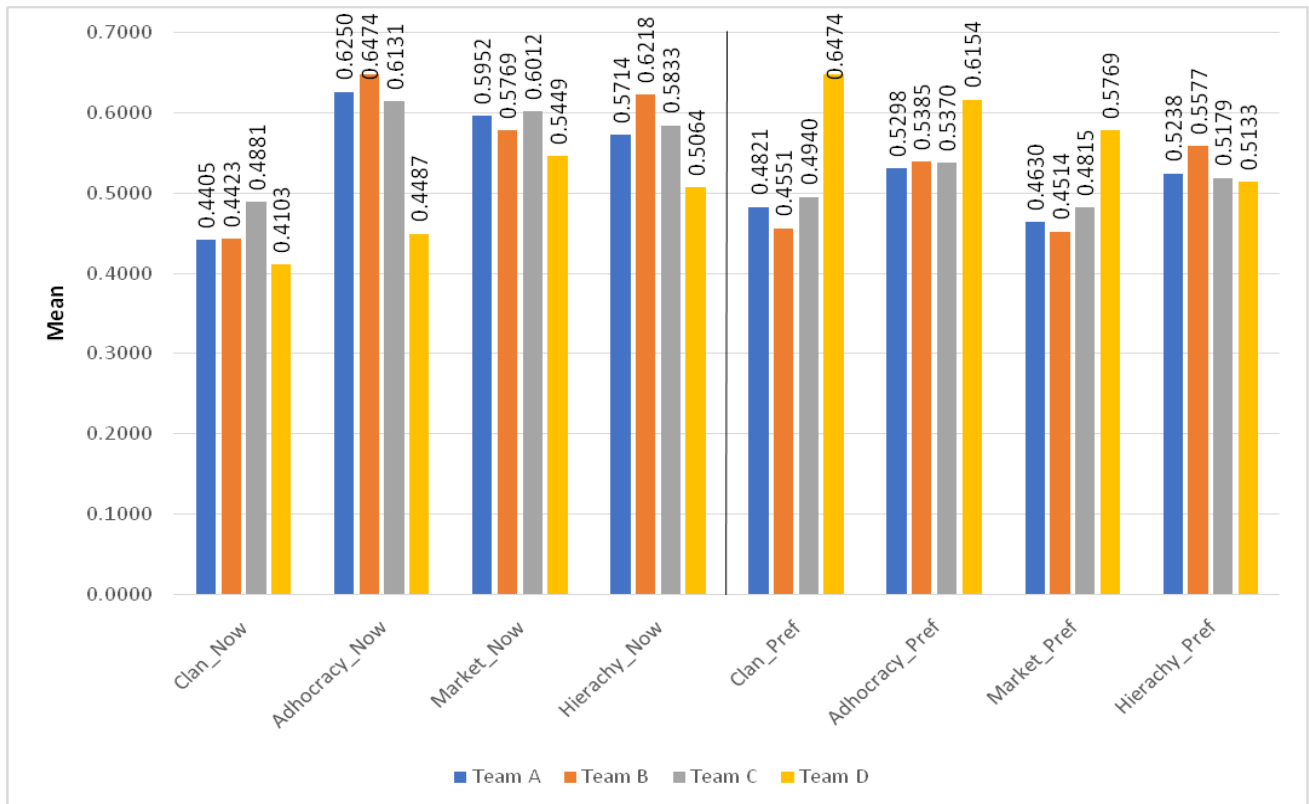
Table 4.9.1 and Figure 4.9.1 indicates computations from the OCAI to ascertain the probable team organizational cultures of the four teams operating in the site logistics department at mining company X. The OCAI in this case was used to determine the type of team culture currently experienced by each team and try's to determine the preferred culture for each of the teams. It is noted that all teams posses traits of all organizational cultures determined by the OCAI, however ever the highest mean value will determine the dominant culture type. Data from the highest mean values infers the following, Team A current culture infers alignment to adhocracy organizational culture and prefers an adhocracy organizational culture. Team B current culture infers alignment to adhocracy organizational culture and prefers a hierarchy organizational culture. Team C current culture infers alignment to adhocracy organizational culture and prefers an adhocracy organizational culture. Team D current culture infers alignment to market organizational culture and prefers a clan organizational culture.

4.9.2 An overall comparison of the OCAI now vs the preferred.

Table 4.9.2.1 Wilcoxon Signed Ranks Test.

	A_Pref - A_Now Clan	B_Pref - B_Now Adhocracy	C_Pref - C_Now Market	D_Pref - D_Now Hierarchy	Pref Total - Now Total
Test Statistics[a]					
Z	-2.236[b]	-.467[c]	-3.076[c]	-1.750[c]	-.994[c]
Asymp. Sig.	0.025	0.641	0.002	0.080	0.320

a. Wilcoxon Signed Ranks Test, b. Based on negative ranks, c. Based on positive ranks.

Table 4.9.2.1 indicates computations derived from the Wilcoxon Signed Ranks Test. It is noticed that there is a significant difference in the central values for Clan and Market cultures. Further interpretation indicates high central scoring from the mean on Clan and Market cultures derived from figure 4.9.2.1.This infers that Clan and Market cultures are not dominant cultures when the four team's organizational cultures are combined for now and preferred as seen below in table 4.9.2.2,hence the high central scoring.

Figure 4.9.2.2 Combined teams now and preferred organizational culture.
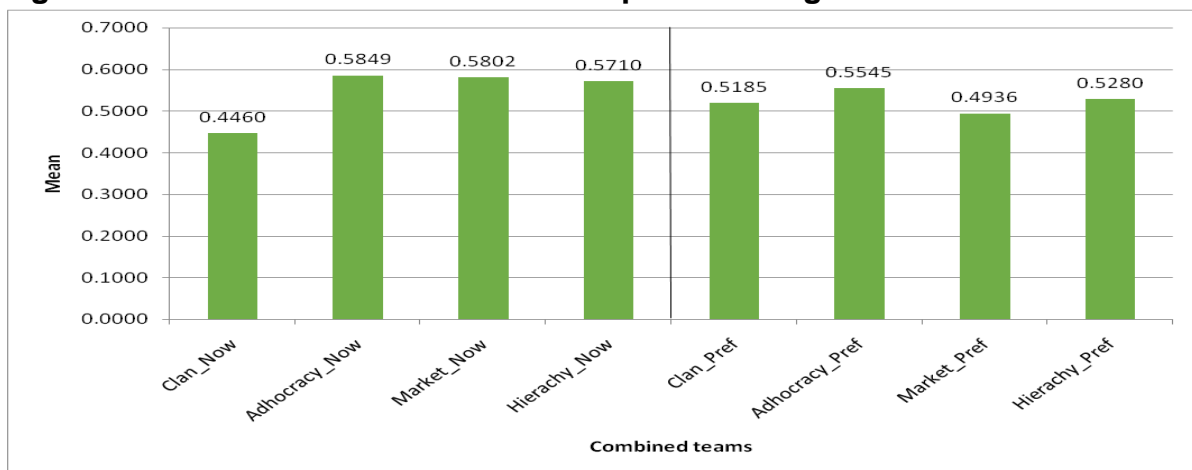
Figure 4.9.2:2 indicates the combined means of all four teams cultures to determine the overall dominant team culture that is currently in place amongst all the teams and also the dominant preferred culture. A low variance amongst the mean scores indicates aspects of the 4 organizational team cultures i.e. clan, adhocracy, market and hierarchy are used in collaborating the team's culture however an overall dominant culture still exists. Interpretation of table 4.9.2.2 indicates a dominant

current team culture as being adhocracy and the preferred overall dominant culture to be adhocracy.

A more detailed analysis of the team organizational culture comparisons per category revealed the following as seen in figure 4.9.3 below.

Figure 4.9.3 Kruskal Wallis test.

Test Statistics[a,b]

	TeamA_Now	TeamB_Now	TeamC_Now	TeamD_Now	Team A_Pref	TeamB_Pref	Team C_Pref	TeamD_Pref	Now Total	Pref Total
Chi-Square	2.377	17.161	1.656	2.805	7.873	6.302	10.952	0.486	7.469	5.981
df	3	3	3	3	3	3	3	3	3	3
Asymp. Sig.	0.498	0.001	0.647	0.423	0.049	0.098	0.012	0.922	0.058	0.113

a. Kruskal Wallis Test, b. Grouping Variable: Team

Figure 4.9.3 indicates analysis from the, Kruskal Wallis test which revelled the following. The p-values for all sections except the 2 highlighted were all above 0.05 (the level of significance). This means that there was no difference in the central scoring patterns amongst the Teams. Team A preferred has borderline p-value and is not considered significant.

Team B now and Team C preferred indicate that all of the teams did not score similarly. Mann Whitney tests were used (results in the appendix) to compare the groups and the following were observed:

There were significant differences between Team D and each of Team B and Team C.A possible explanation for this difference in Team D could be due to Team D having the lowest population in the sample size amongst the four teams which consists of (27 total respondents -1 team leader) 26 employees as derived from Table 4.2.1 and Figure 4.2.2, this impacted number of questioners received and possibly resulted in the significant difference seen between Team D and Team B and C .There was no difference amongst the other combinations.

4.9.4: Section C –OCAI frequencies.

The figures below indicate the scoring patterns per team for each of the categories.

Statements are derived from the OCAI.

Figure 4.9.4.1: Dominant Characteristics.

	Now				Preferred			
	Team A	Team B	Team C	Team D	Team A	Team B	Team C	Team D
Statement 1A	16.0	10.7	18.1	17.4	24.6	27.1	25.7	32.8
Statement 1B	28.0	29.3	26.4	19.6	21.5	18.6	20.0	25.4
Statement 1C	29.3	32.0	27.8	19.6	16.9	13.6	24.3	32.8
Statement 1D	26.7	28.0	27.8	43.5	36.9	40.7	30.0	9.0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.9.4.1: Dominant Characteristics.
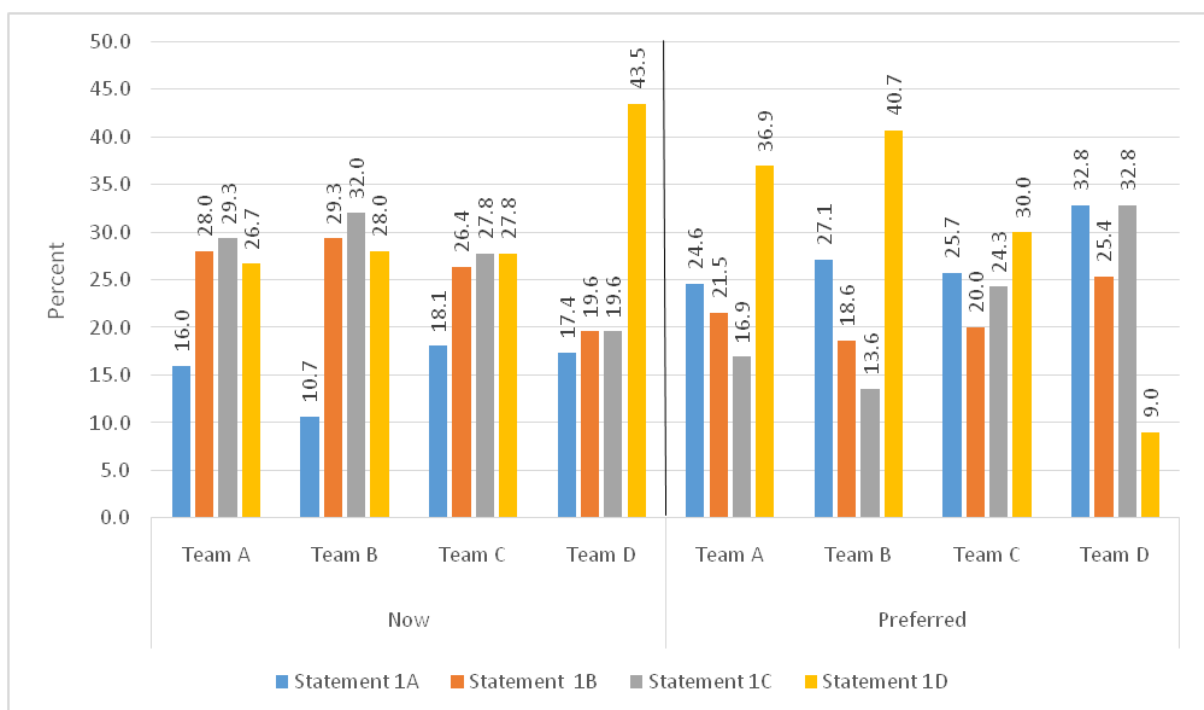
Figure 4.9.4.1 and table 4.9.4.1 represents the 'dominant characteristics'sub section in the OCAI. The analysis of the data indicates that Team D scored highly in statement 1Dnow (43.5%), (The organization is a very controlled and structured place. Formal procedures generally govern what people do). Team B (40.7%), Team

A (36.9%) and Team C (30.0%) on the other hand scored highly in statement 1D preferred This infers that majority of the members of these teams prefers a structured team culture. The other statements have little variance with regards to the scoring.

Figure 4.9.4.2: Organizational Leadership.

	Now				Preferred			
	A	B	C	D	A	B	C	D
Statement 2A	21.4	22.5	26.0	30.3	28.2	31.2	27.9	18.4
Statement 2B	28.6	27.5	26.0	25.8	29.5	27.3	29.4	28.9
Statement 2C	19.0	17.5	22.0	30.3	29.5	31.2	25.0	7.9
Statement 2D	31.0	32.5	26.0	13.6	12.8	10.4	17.6	44.7
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.9.4.2: Organizational Leadership.

Figure 4.9.4.2 and table 4.9.4.2 represents the 'organizational leadership 'sub section in the OCAI. The analysis of the data indicates a high variance on Team D (44.7%) statement 2D preferred, (The leadership in the organisation is generally considered to exemplify co-ordinating, organizing, or smooth-running efficiency).This

infers that Team D team culture prefers leadership that is visible and on hand. The other statements have little variance with regards to the scoring.

Table 4.9.4.3 Management of Employees.

	Now				Preferred			
	A	B	C	D	A	B	C	D
Statement 3A	28.2	31.2	25.4	28.1	18.4	15.6	17.0	22.1
Statement 3B	24.4	24.7	25.4	25.0	26.3	28.1	25.5	24.7
Statement 3C	26.9	24.7	26.8	21.9	18.4	18.8	23.4	27.3
Statement 3D	20.5	19.5	22.5	25.0	36.8	37.5	34.0	26.0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Figure4.9.4.3 Management of Employees.

Figure 4.9.4.3 and table 4.9.4.3 represents the 'management of employees 'sub section in the OCAI. The analysis of the data indicates High variance on statement 3Dpreferred, (The management style in the organization is characterised by hard-driving competitiveness, high demands, and achievement) preferred from teams, A (36.8%), B (37.5%) and C (34.0%) .This infers that the team culture of the 3 stated teams prefers a leadership style focused on goal accomplishment and characterised

97

by 'effort for reward'. The other statements have little variance with regards to the scoring.

Table 4.9.4.4 Organizational glue.

	Now				Preferred			
	A	B	C	D	A	B	C	D
Statement 4A	22.8	24.0	22.2	16.7	14.8	7.8	22.6	44.2
Statement 4B	29.8	32.0	28.6	26.7	32.8	34.4	30.2	23.3
Statement 4C	24.6	22.0	23.8	26.7	27.9	26.6	24.5	20.9
Statement 4D	22.8	22.0	25.4	30.0	24.6	31.3	22.6	11.6
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Figure 4.9.4.4 Organizational glue.
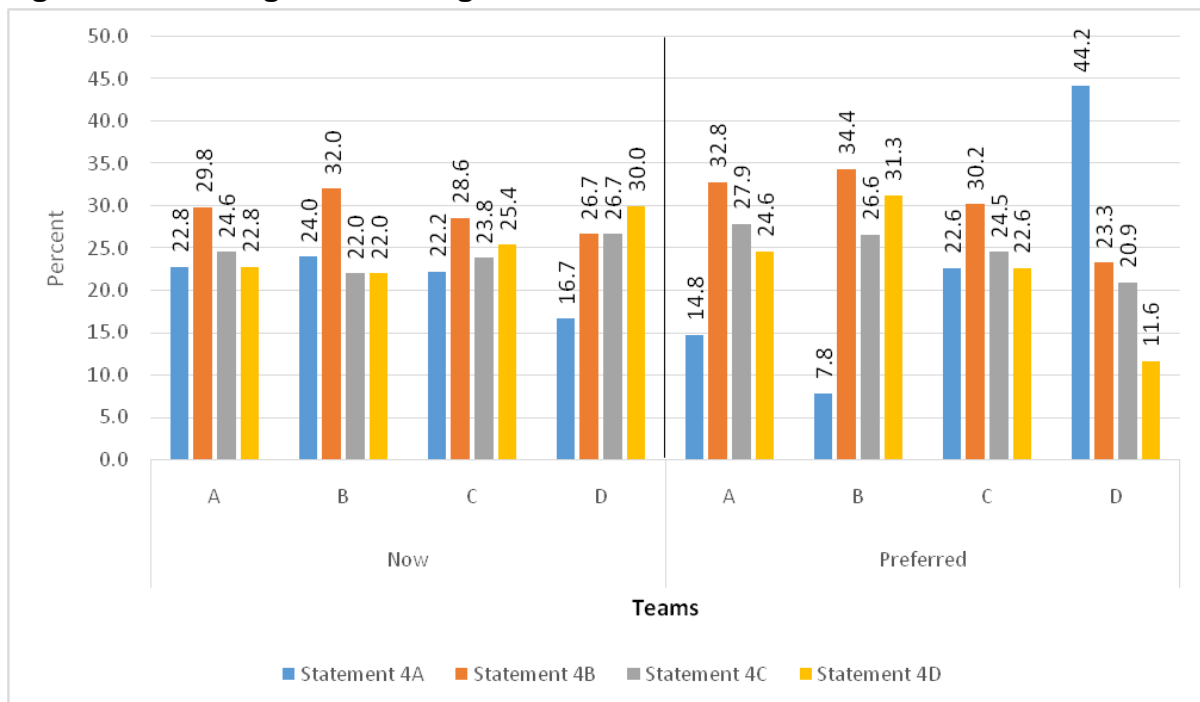
Figure 4.9.4.4 and table 4.9.4.4 represents the 'organizational glue 'sub section in the OCAI. The analysis of the data indicates high variance from Team D on statement 4A preferred, (The glue that holds the organization together is loyalty and mutual trust. Commitment to this organization runs high).This infers that team culture of Team D prefers to have 'trust' as a common bound that's interwoven through the organization. However data from Team B indicates a low variance to statement 4A (7.8%) preferred, inferring that loyalty is not a 'deal breaker' when it comes to team

culture formation. The other statements have little variance with regards to the scoring.

Table4.9.4.5 Strategic Emphases.

	Now				Preferred			
	A	B	C	D	A	B	C	D
Statement 5A	11.8	6.7	18.2	20.5	40.0	42.1	34.0	27.3
Statement 5B	31.4	35.6	29.1	25.6	15.6	23.7	19.1	21.2
Statement 5C	31.4	26.7	27.3	23.1	8.9	0.0	17.0	28.8
Statement 5D	25.5	31.1	25.5	30.8	35.6	34.2	29.8	22.7
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Figure 4.9.4.5Strategic Emphases.
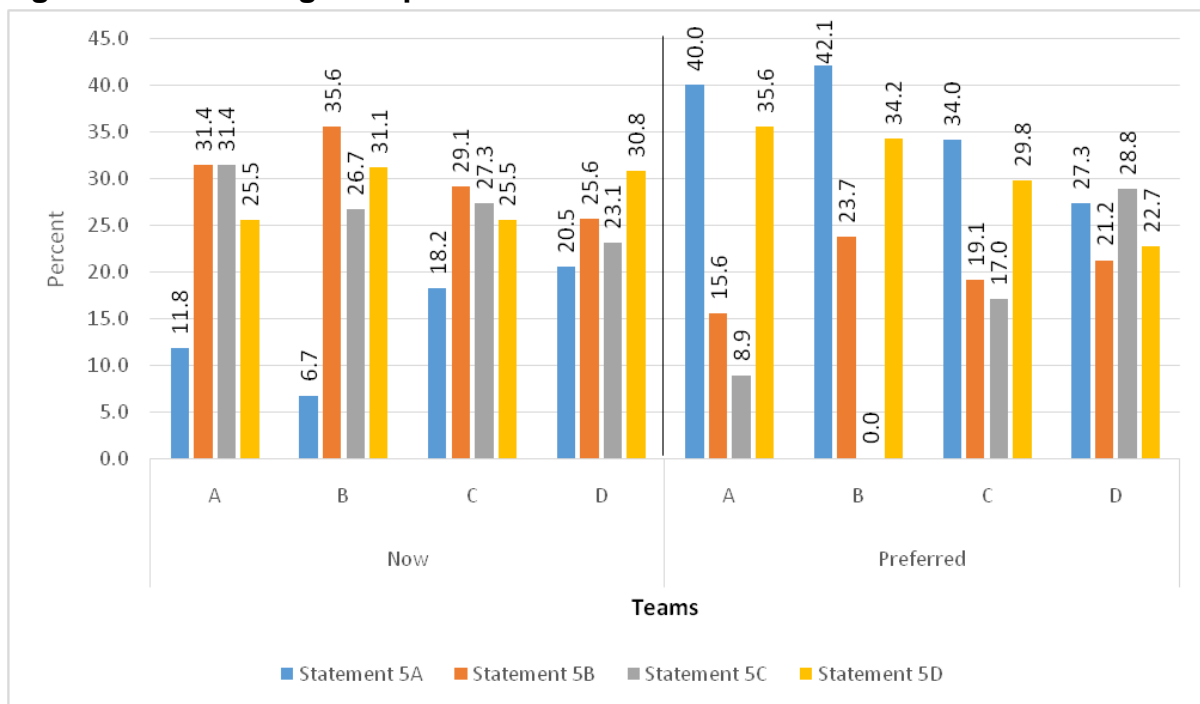
Figure 4.9.4.5 and table 4.9.4.5 represents the 'Strategic Emphases 'sub section in the OCAI. The analysis of the data indicates low variance on statement 5A (6.7%) now, (The organization emphasizes human development. High trust, openness, and participation persist) from Team B. Inferring that the current team culture disregards individual motivation. A hi variance in statement 5A preferred is observed from Team A (40%), B (42.1%) and C (34.0%),which infers a preference for team cultures for the stated teams to empower and motivate team members. A nil percentile is noted

for statement 5C preferred, (The organization emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant) on Team B. This infers that members of this team feel a team culture that is highly competitive is undesirable.Theother statements have little variance with regards to the scoring.

Table 4.9.4.6 Criteria of Success.

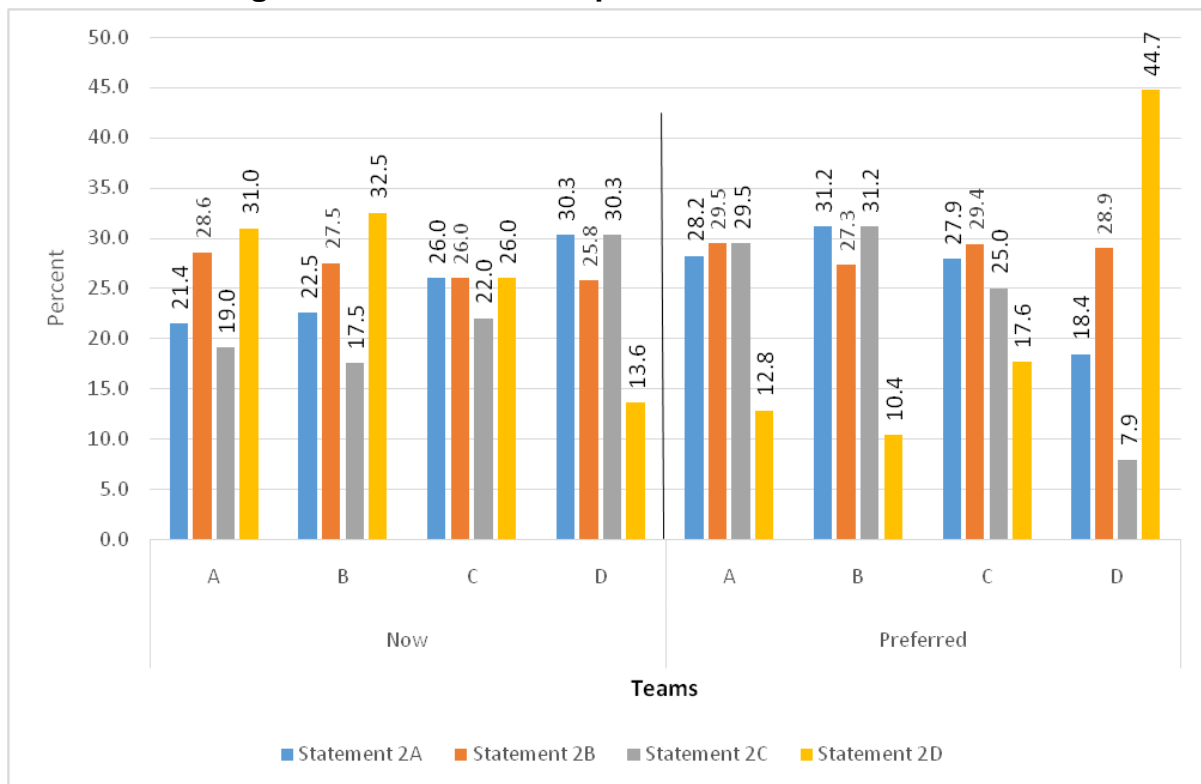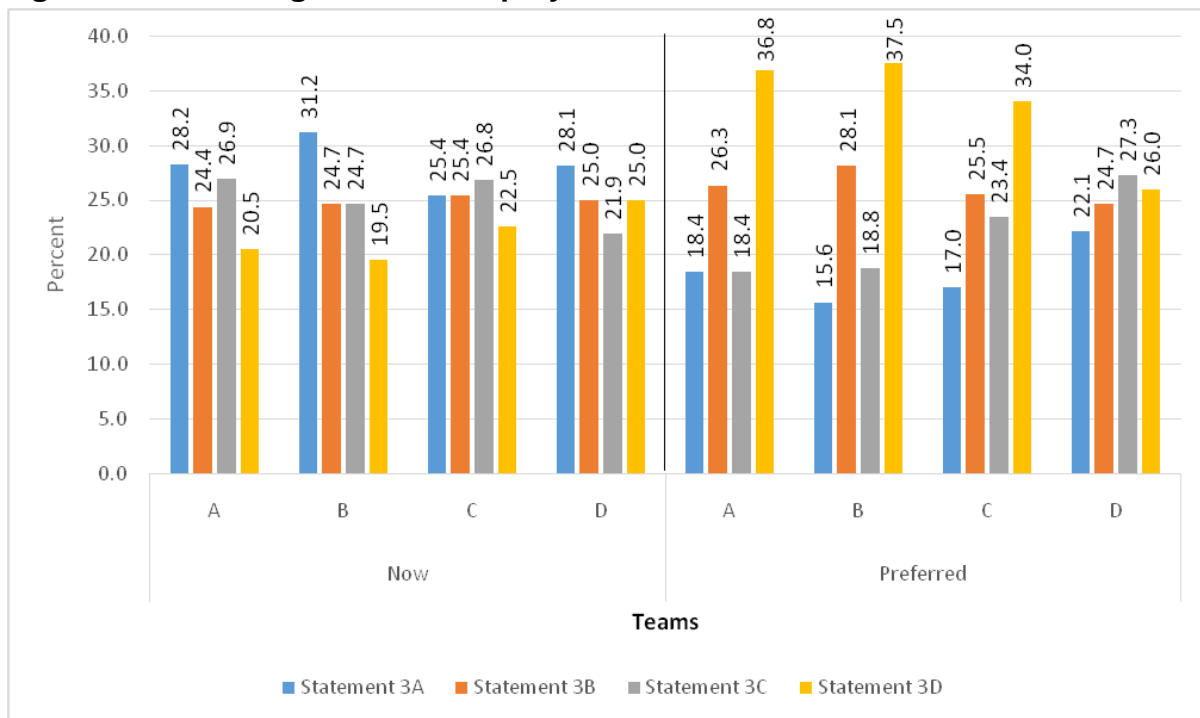|	Now				Preferred			
	A	B	C	D	A	B	C	D
Statement 6A	16.7	18.6	19.2	16.4	19.6	13.5	20.0	24.7
Statement 6B	27.8	24.3	26.0	18.2	32.6	32.4	32.0	34.2
Statement 6C	26.4	24.3	28.8	43.6	28.3	27.0	24.0	21.9
Statement 6D	29.2	32.9	26.0	21.8	19.6	27.0	24.0	19.2
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Figure 4.9.4.6 Criteria of Success.
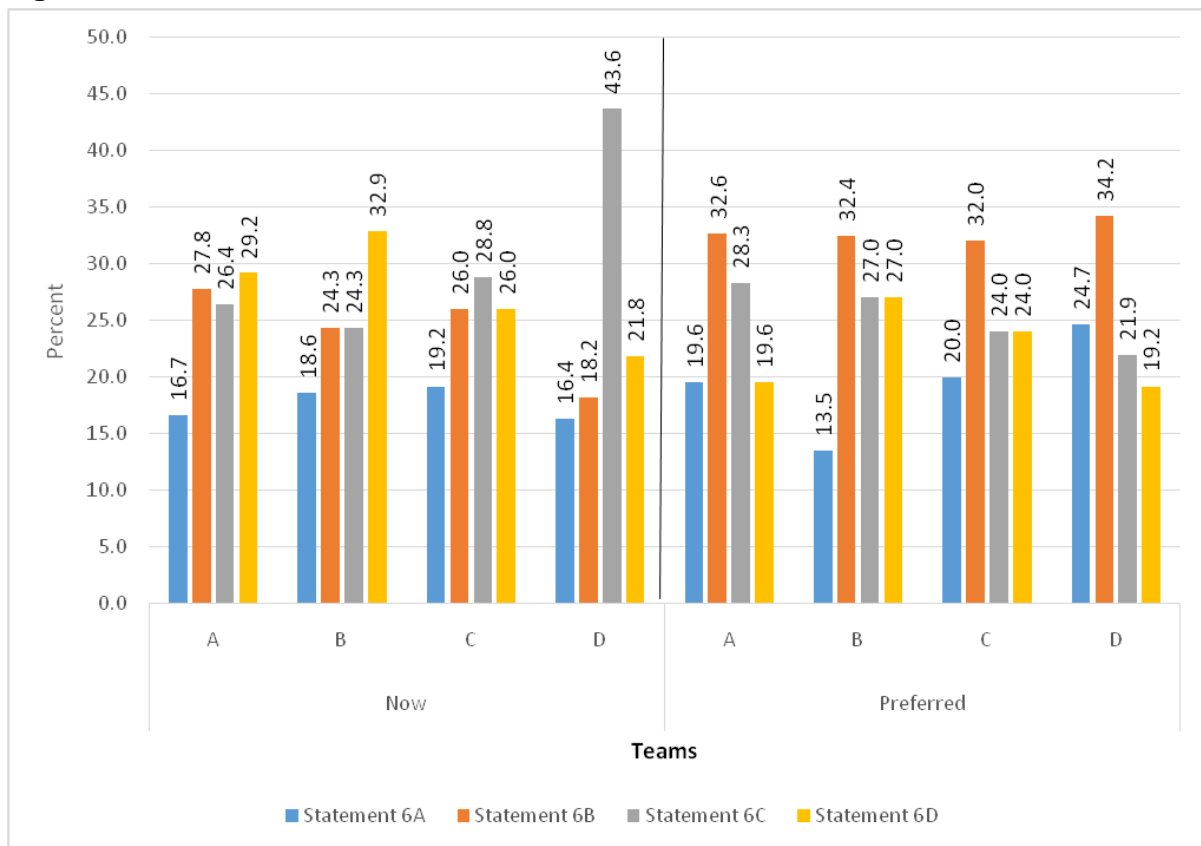
Figure 4.9.4.4 and table 4.9.4.4 represents the 'Criteria of Success 'sub section in the OCAI. The analysis of the data indicates high variance in statement 6C (43.6%)

now, (The organization defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is the key) from Team D. This infers that the team's current culture is one of one of high competitiveness. Statement 6B preferred, (The organization defines success on the basis of having the most unique or newest products. It is a product leader and innovator), has similar variance across all 4 teams on culture preferred i.e. Team A (32.6%),B (32.4%),C (32.0%) and D (34.2%) .This infers a preferred team culture of pride and innovation.

4.10 Identifying the current team culture and the preferred team culture for the 4 teams.

Figure 4.10.1 Scoring from the OCAI.
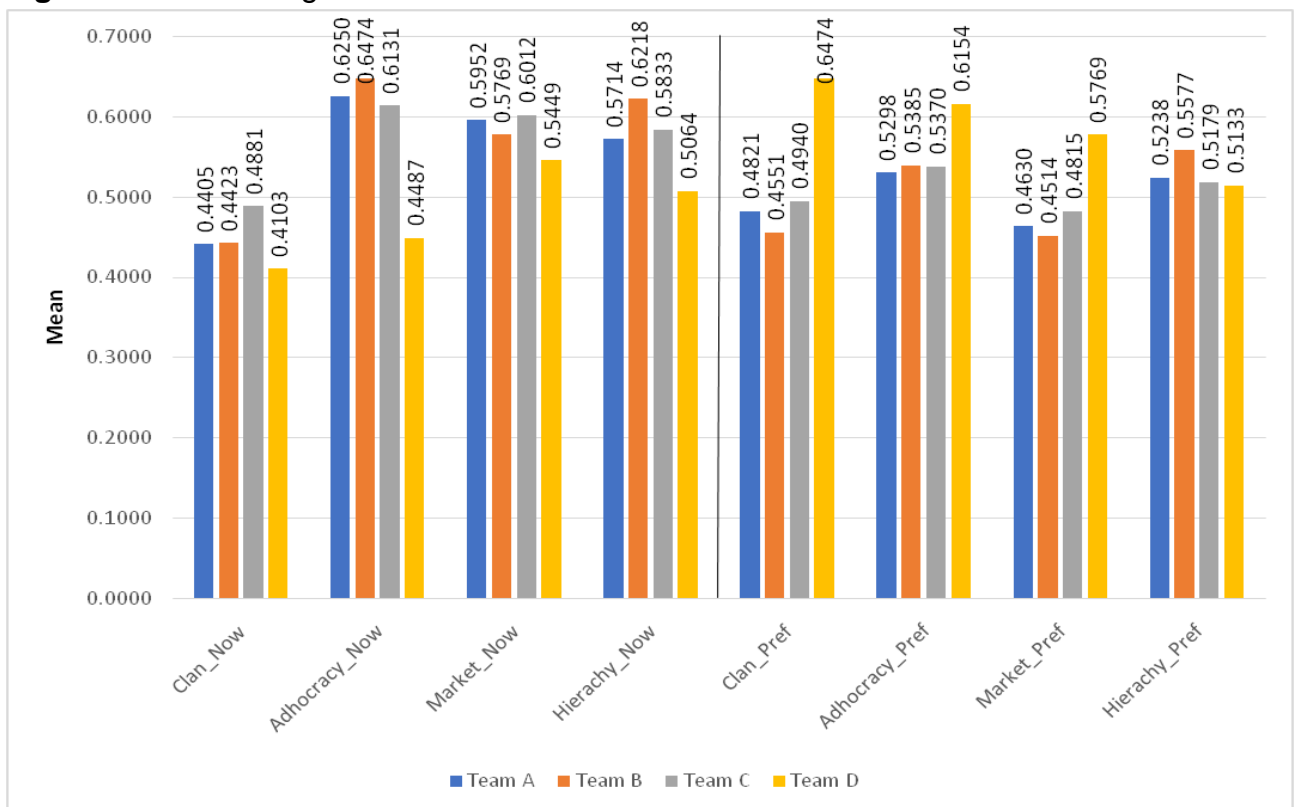
Table 4.10.1 represents the scoring from the OCAI of all 4 teams in the site logistics department at mining company X. The data is presented as mean scoring for organizational team culture types, in the now and preferred category .it is important to note that there are very small variances amongst the culture types, as aspects from different culture types might be browed when forming the current or preferred team culture .With this said it is also worth while noting that a dominant culture

101

prevails over the borrowed aspects. In identifying the current culture the data infers that Team A currently operates with a dominant adhocracy culture (0.6250) and prefers to operate with a dominant adhocracy culture (0.5298). Team B currently operates with a dominant adhocracy culture (0.6474) and prefers to operate with a dominant hierarchy culture (0.5577).Team C currently operates with a dominant adhocracy culture (0.6131) and prefers to operate with a dominant adhocracy culture (0.5370).Team D currently operates with a dominant market culture (0.5449) and prefers to operate with a dominant clan culture (0.56474).

4.11 Reliability Statistics.

The two most important aspects of precision are reliability and validity.Reliability and validity of the MLQ was determined by the means of triangulation as the current study only has 4 respondents in the MLQ and literature theory requires more than 30 respondents to prove reliability by the means of measurements (Bujang and Adnan 2016). The MLQ was found to be reliable in many past studies and cemented its frame work for identifying leadership styles .Further to this the MLQ used in this study was sent to an Independent subject matter expert consulting for mining company x to validate the questions in the questioner, it was found to reliable and in line with the theme of the MLQ. Reliability of the OCAI is computed by taking several measurements on the same subject. A reliability coefficient of 0.600 or higher is considered as "acceptable". The overall Conbrach's Alpha was calculated at 0.647 and 0.650 the questioner is considered acceptable (listed in appendix).

4.12 Conclusion.

The response rate of the study was 91.2%.Reliability for the findings on demographic variables were presented using figures and tables and charts. An important factor to note is the significant number of similarities in responses from participants. The findings also revealed that there is a significant positive relationship between objectives

The next chapter presents the conclusions and recommendations of the study. In addition, the achievement of the objectives of the study will be presented. Furthermore, the limitations of the study and areas for further study will be highlighted.

CHAPTER 5

RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction.

This chapter is going to discuss the findings related to the literature reviewed, research questions, conclusions and implications of the study as well as recommendations for further study, along with a brief conclusion of this chapter.

5.2 Summary of the theoretical study.

➢ The overall objective of the study was to investigate the effect on team/organizational culture of the leadership strategy of mining company X. According to the main objective and sub-objectives of the study, the research design and framework for the literature review was developed.

➢ Chapter two presented a detailed overview of the three dominant leadership styles and organizational /team culture theories. The literature also discussed the influence of leadership styles on culture formation.

5.3 Summary of the empirical study.

➢ The research study was analysed and presented in chapter 4. The study was mixed qualitative questions presented in a quantitatively and 140 questionnaires were administered to respondents in order to extract sufficient information for analysis and interpretation of results 114 where received. All relevant research instruments were translated in Zulu to ensure that all respondents under stood the questions being asked.

➢ The research was implemented using a methodical structure of planning, collection of data, analysis of data, interpretation and presentation of results and, finally, report writing.

5.4 Findings relating to the literature review.

A number of studies were conducted over the years in various industries and situations to try and predict which type of leadership style influences which type of organisational/team culture a sample of these studys were done by, Irtaimeh (2011),Vankovich (2007) and ,Flemming and Flemming (2017). The common themes were derived from reviews of research conducted in other studies and areas. The data from these studies inferred the following common themes ,to be that transactional leadership seems to influence/ favour a hierarchical organizational culture, transformational leadership seems to influence/favour a clan or/and adhocracy organizational culture and laissez-faire leadership negatively influences / favour all four culture types buy at times can lean towards a market organizational culture.

5.5 Conclusions on key findings.

5.5.1 To determine the current organizational /team culture of the teams.

The OCAI was used to determine the current and preferred culture of each individual team. The analysis' of the data revelled that a team might have had more than 1 trait of organizational culture ,this was determined by analyses of the mean scores done chapter 4 this revelled that the teams had high mean values on different types of organizational culture but had 1 dominant culture type. Team A currently operates with a dominant adhocracy culture (mean =0.6250) and prefers to operate with a dominant adhocracy culture (mean =0.5298).Team B currently operates with a dominant adhocracy culture (mean =0.6474) and prefers to operate with a dominant hierarchy culture (mean =0.5577).Team C currently operates with a dominant adhocracy culture (mean =0.6131) and prefers to operate with a dominant adhocracy culture (mean =0.5370).Team D currently operates with a dominant market culture (mean =0.5449) and prefers to operate with a dominant clan culture (mean =0.56474).

5.5.2 To identify the leadership style of the first line team leaders.

The MLQ was used to determine the leadership style of the first line team leaders. For this research to be done all 4 team leaders had to participate in the survey as they were a key factor in the research. The 4 leaders were willing to participate which was analysed in chapter 4 the results as follows, the leader of Team A (mean=4.3) seems to have a dominant transformational leadership style. The leader of Team B (mean=2.7) and Team C (mean=2.6) seems to have a dominant transactional leadership style. The leader of Team D (mean=3.8) seems to have a dominant passive avoidant leadership style.

5.5.4 To examine the influence of team performance leading on culture formation.

The factors that influence the formation of the organizational culture, in general, and of the organizational culture of business, are numerous.Moran, Abramson, and Moran (2014) affirm the following influences of culture creation to be, the working group, the style of leadership of the managers, the organizational characteristics, the founders and owners and the environment. Successful teamwork relies upon synergism existing between all team members creating an environment where they are all willing to contribute and participate in order to promote and nurture a positive, effective team environment. Team members must be flexible enough to adapt to cooperative working environments where goals are achieved through collaboration and social interdependence rather than individualised, competitive goals (Levi 2015).Although there are other factors of team performance, literature infers effective leadership is essential for team success (Riemer and Harenberg 2014). In this research we have identified the leadership styles and the organizational team culture of each of the team leaders and teams.

Table 5.5.3.1 Table of influence.

Team Leaders	Leadership style	Teams	Team/organizational culture (current)
Team A	transformational	Team A	adhocracy culture
Team B	transactional	Team B	adhocracy culture
Team C	transactional	Team C	adhocracy culture
Team D	laissez-faire	Team D	market culture

Table 5.5.3.1 represents a summary of data analysed from chapter 4. A view of the literature infers common themes of leadership styles that influence organizational culture reviewed in chapter 2.The data in table 5.5.3.1 presents the common variant of these themes. The literature on team performance from chapter 2 as well also lends to the commonality of leadership styles playing an intrical part of team performance. Upon examination of the data analysed and literature reviewed, lends the researcher to suggest that leadership styles influences team performance which intern influences culture creation. Leadership styles are seen to be the promoter of team performance and the foundation of organizational team culture creation.

5.5.5 To determine which leadership style best predicts the required team culture.

The OCAI was used as the tool to identify the preferred dominant organisational team culture of the 4 teams. To predict the leadership style that will be required to fulfil the preferred organizational team culture requires the review of literature that used to determine the common themes of leadership style influence on organizational team culture.

Table 5.5.3.2 Table of influence and preference.

Leadership style (influencing).	Team/organizational culture (matched).		Teams.	Team/organizational culture (preferred).
transformational	adhocracy and/or clan culture		Team A	adhocracy culture
transactional	hierarchy and/or adhocracy culture		Team B	hierarchy culture
laissez-faire	market culture		Team C	adhocracy culture
			Team D	clan culture

Table 5.5.3.2 indicates the influencing leadership style to the dominant team organizational culture gathered from literature. The table also indicates the teams preferred team organizational cultures. Further analysis of the literature and table 5.5.3.1 and 5.5.3.2 suggests the following from the researcher for Team A to achieve a dominant adhocracy team organizational culture will require the leader of Team A to continue with the leadership style currently in place but invest more energy grooming the factors as stated in chapter 2 that influence an adhocracy team organizational culture from a leadership perspective and dissolve the attributes that influence a clan team organizational culture, thus promoting a more refined and pure adhocracy team organizational culture. The leader of Team B should also follow the suggestion of the Team A leader but dissolve the attributes of an adhocracy team organizational culture and promote the attributes of hierarchy team organizational culture, thus promoting a strong hierarchy team organizational culture. The Team C leader should follow the exact suggestion made to the Team A leader in order to foster a more solid adhocracy team organizational culture. The leader of Team D should try and adopt a more transformational leadership style to foster a clan team organizational culture.

5.5.6 What is the effect on team organizational culture of the leadership strategy of mining company X?

Mining company X promotes a transformational form of leadership style to be adopted by its leaders. This is done by continuous leadership evaluations and leader workshops and trainings. This type of leadership has been the company's strategy has been in place for the past 3 years. Data from the MLQ and OCAI was further analyzed to determine the overall leadership style and the overall team organizational culture. The overall leadership style of the combined 4 team leaders was found to be a transactional leadership style (mean=2.64) and the overall team organizational culture of the combined 4 teams was found to be a dominant adhocracy team organizational culture (mean=0.5849). From the analysis the leadership style of the team leaders it is evident that a relook at the company's leadership strategy is required in order to align its leaders with the leadership style of the company's preference.

5.5.7 Recommendations.

➢ Due to the nature of the study it is recommended that the research at the company be performed at a quarterly rate to ensure accuracy in data and to track changes made in leadership styles and to adjust accordingly to the desired leadership style of the company.

➢ The research should be applied to other departments to compare results and review the overall leadership style strategy in place.

➢ The study although small in comparison to others in the similar sphere targets the most critical functions within a mining organization, the shop floor team members and its immediate leader. It gives insight into the synergy between workers and leaders. This type of study should be replicated to other industry's that has the similar leadership structure.

➢ Passive-avoidant behaviour by a leader in this context should be avoided as it is associated with a negative perception of supervisor effectiveness by followers. The supervisor needs to be actively involved in daily operations.

- The leadership strategy of management seems to cascade down through the supervisors to the workforce, therefore management priorities have a major influence on the workforce culture.
- Due to the small number of team leaders correlations could not be performed. There are different divisions in the company and a more representative group from each division could provide more reliable results in terms of leadership styles of the company.

5.5.8 Research implications of this study.

This study included both theoretical and practical issues with regards to leadership and team culture in minning industry within the northern KZN region.

5.5.8.1 Implications for mining industry in the surrounding communities.

The priority should be given to the mining companies and the surrounding communities and government agencies to develop new concepts and theories in the field of leadership and team culture in the minning industry operation in northern KZN. Theories must highlight the understanding of the challenges of first line leadership and indicate practical theories to foster a healthier team culture creation.

5.5.8.2 Practical implications of this study.

The practical implications of this study will therefore benefit the South African minning companies and all relevant stakeholders when formulating new policies with regard to the developmental growth of leadership in South Africa in particular KZN province.

5.5.9 Limitations of the study.

The data gathering method was limited to the completion of questionnaires sent to the participants. Other methods like interviews could also supplied further valuable information regarding the perceptions of participants. The study was conducted in the South African division of a multi-national mining company. It would therefore be difficult to use the results from this research in a more general approach in the global organisation. A significant limitation of the research is that there were only 4 team

leaders, and for the research to be prudent all 4 team leaders had to participate. Due to the small number of team leaders correlations on OCAI could not be performed.

5.5.10 Recomendations for further study.

➢ Confirm the validity of the MLQ instrument in the context of mining in northern KZN, by doing correlations on a larger sample.
➢ Conduct a study across several companies within the mining industry in South Africa to confirm the external validity of the OCAI and MLQ when translated into the various official languages.

5.6 Conclusion.

This research has highlighted the influence of leadership styles on team organizational culture within mining company X in the site logistics department. Leadership is viewed as one of the fundamental drivers of organizational success for both now and the future. Organizational success is achieved through the willingness and active participation of employees promoting an integrated work culture aligned with the organizations beliefs and strategies. The leadership style of the leader is vital in maintaining this formulation. The recommendations discussed in this chapter suggest some changes that could possibly be considered by senior management to increase the impact of team organizational culture for the employees within the department. This study will assist leaders to better understand leadership qualities that act as drivers to enhance team culture engagement of employees, ultimately leading to organizational success.

References

Abu-Shamaa, R. Al-Rabayah, W.A. and Khasawneh, R.T. 2015.The effect of job satisfaction and work engagement on organizational commitment:*IUP Journal of Organizational Behavior,* 14(4): 7.

Ahmadi, S.A.A., Veiseh, S.M. and AzamTadayon, F.K. 2014. Investigation of relationship between organizational culture and job satisfaction of faculty members of university of Ilam Iran: *Asian Journal of Management Research,* 5 (2):210-222.

Alexander, L. and Van Knippenberg, D. 2014. Teams in pursuit of radical innovation: A goal orientation perspective. *Academy of Management Review,* 39(4): 423-438.

Alvesson, M. 2012. *Understanding organizational culture.* 2nd ed. London: SAGE.

Anderson, M.H. and Sun, P.Y. 2015. Reviewing Leadership Styles: Overlaps and the Need for a New 'Full-Range'Theory. *International Journal of Management Reviews,*17(4):460-482*.*

Antonakis, J. and House, R.J. 2014. Instrumental leadership: Measurement and extension of transformational–transactional leadership theory. *The Leadership Quarterly,* 25(4):746-771*.*

Antonakis, J. and House, R.J. 2014. Instrumental leadership: Measurement and extension of transformational–transactional leadership theory. *The Leadership Quarterly,* 25(4):746-771*.* California: Sage publications*.*

Arnold, J., 2016. Coaching Skills for Leaders in the Workplace, Revised Edition: *How to unlock potential and maximise performance.* Hachette UK.

Atwell, A.D., 2017. The Relationship between Organizational Culture and Perceptions of Leadership Style of Principals in the Middle East:*The Chicago School of Professional Psychology*.

Avolio, B. J. & Bass, B. M. (2004). Multifactor leadership questionnaire: *manual and sampler set* (3rd ed.).Menlo Park, CA: Mind Garden*.*

Avolio, B.J. and Yammarino, F.J.,2013.Transformational and charismatic leadership: *The road ahead Bingley*: Emerald Group Publishing.

Barnham, C., 2015. Quantitative and qualitative research: *Perceptual foundations. International Journal of Market Research,* 57(6):837-854.

Bartsch, V., Ebers, M. and Maurer, I., 2013. Learning in project-based organizations: The role of project teams' social capital for overcoming barriers to learning:*International Journal of Project Management,* 31(2): 239-251.

Bass B.M (2008). The Bass Hand book of leadership: theory, *research and managerial applications 4th edition*. Free press New York.

Bassarab, C., 2010. *Understanding how the leaders of three failed investment banks mismanaged early warning signals during the 2008 credit crisis*. Alliant International University, San Francisco Bay.

Belias, D. and Koustelios, A., 2014. Organizational culture and job satisfaction: *A review. International Review of Management and Marketing,* 4(2): 132.

Billig, M., 2015. Kurt Lewin's Leadership Studies and His Legacy to Social Psychology: Is There Nothing as Practical as a Good Theory?:*Journal for the Theory of Social Behaviour,* 45(4):440-460.

Block, L., 2003. The leadership-culture connection: an exploratory investigation: *Leadership & Organization Development Journal,* 24(6): 318-334*.*

Brannen, J. 2017.Mixing methods: *Qualitative and quantitative research.*Routledge.

Bryman, A. and Bell, E., 2015. *Business research methods.*Oxford university press.

Bryman, A., 2012. *Social Research Methods.*Oxford: Oxford University Press.

Bujang, M.A. and Adnan, T.H., 2016. Requirements for minimum sample size for sensitivity and specificity analysis:*Journal of clinical and diagnostic research* 10(10):1.

Büschgens, T., Bausch, A. and Balkin, D.B., 2013. Organizational culture and innovation: A meta-analytic review:*Journal of product innovation management,* 30(4):763-781*.*

Cameron, K. S.& Quinn, R. E. 2011. *Diagnosing and changing organizational culture: Based on the competing values framework*. 3rd ed. Hoboken: NJ & Sons.

Cameron, K. S., & Quinn, R. E. (2006).*Diagnosing and changing organizational culture: Based on the competing values framework* (Rev. ed.). San Francisco, CA: Jossey-Bass.

Cameron, R., 2015. *The emerging use of mixed methods in educational research.*Meanings and Motivation in Education Research:103.

Carton, A.M. and Tewfik, B.A., 2016.*Perspective - A New Look at Conflict Management in Work Groups: Organization Science*, 27(5): 1125-1141.

Chamber of mines. 2017. Women in minning. [ONLINE] Available at: http://www.chamberofmines.org.za/industry-news/publications/fact-sheets/send/3-fact-sheets/424-women-in-mining. [Accessed 01 September 2017].

Chemers, Martin., 2014.*An integrative theory of leadership.*Psychology Press.

Ciulla, J.B. ed., 2014.Ethics*, the heart of leadership.*Wadsworth/Thomson Learning :ABC-CLIO.

Cooper, D.R. and Schindler, P.S. 2011.*Business Research Methods.*1221 Avenue of the Americas. New York, NY, 10020.

Cooperrider, D. and Srivastva, S., 2017. Appreciative Inquiry in Organizational Life.*In Research in organizational change and development.*Emerald Publishing Limited:81-142.

Corbin, J., Strauss, A. and Strauss, A.L., 2014. *Basics of qualitative research.*Sage.

Creswell, J.W. 2013.Research design: *Qualitative, quantitative, and mixed methods approaches.* California: Sage publications.

Crosby, A., 2013. *Creativity and performance in industrial organization.Routledge Culture: Based on the competing values framework*(Vol 3). MA: Addison-Wesley.

Culture In Zain Cellular Communications Company Operating In Jordan'.*European Journal Of Economics,*Finance And Administrative Sciences. Issue (37): 122-137.

Daft, R. 2015. *Organization theory and design.* Boston: Cengage learning.

Daft, R.L., 2014. *The leadership experience.* Cengage Learning.

De Cremer, D., 2013. *The proactive leader: How to overcome procrastination and be a bold decision-maker.* Springer.

De Vaus, D., 2013. *Surveys in social research.*Routledge.

Deloitte. 2015.*Tough choices facing the South African mining industry*(online).,2013.Availablehttp://http://www2.deloitte.com/content/dam/Deloitte/za/Documents/energy-resources/ZA_ToughChoices_05062014.pdf/ (Accessed 16 December 2015):3-9.

Denscombe, M., 2014.*The good research guide: for small-scale social research projects.* McGraw-Hill Education UK.

DeVellis, R.F. 2012.*Scale development: Theory and applications* (Vol. 26). California: Sage publications.

Edgar, F., Gray, B., Browning, V. and Dwyer, K., 2014. *Cultural drivers of high performing knowledge-intensive service organisations:Journal of Management & Organization,* 20(1): 56-78.

Ehlers, U.D. 2013.*Open learning cultures: A guide to quality, evaluation, and assessment for future learning.* Berlin: Springer Science & Business Media.

Eisenberger, R.&Stinglhamber, F., 2011.*Perceived organizational support: Fostering enthusiastic and productive employees.* Washington DC: American Psychological Association Books.

Ezzat, H., Agogué, M., Cassotti, M., Le Masson, P. and Weil, B., 2016, *June. Leadership-driven Ideation: The Cognitive Effects of Directive Feedbacks on Creativity.* In European Academy of Management-EURAM.

Fang, T., Yin Yang,2012 .*A new perspective on culture. Management and organization Review,* 8(1):25-50.

Ferraro, G.P. and Briody, E.K., 2017. *The cultural dimension of global business.*Taylor& Francis.

Fink, A., 2012. *How to conduct surveys: A step-by-step guide: A step-by-step guide.* Sage Publications.

Flemming, P.L. and Flemming, B.E., 2017. *The Link between Transformational Leadership Traits and Corporate Culture Types: The Prerequisites for Sustainable Performance in Public and Private Sectors Organizations.* Business and Management Studies, 3(1):55-70.

Fowler, F.J., 2013.*Survey research methods.*Sage publications.

Franco, M. and Matos, P.G., 2015.*Leadership styles in SMEs: a mixed-method approach.* International Entrepreneurship and Management Journal, 11(2): 425-451.

Frankfort-Nachmias, C. and Leon-Guerrero, A., 2017.*Social statistics for a diverse society.*Sage Publications.

Freiling, J. and Fichtner, H., 2010. *Organizational culture as the glue between people and organization*: A competence-based view on learning and competence building. German Journal of Human Resource Management, 24(2): 152-172.

Fullan, M., 2014.*Leading in a culture of change personal action guide and workbook.*John Wiley & Sons.

Garriga, E. and Melé, D. 2013. Corporate social responsibility theories: Mapping the territory. *In Citation Classics from the Journal of Business Ethics Rotterdam*: Springer: 69-96.

Giltinane, C.L. 2013. *Leadership styles and theories.*Nursing Standard, 27(41):35-39.

Giritli, H., Öney-Yazıcı, E., Topçu-Oraz, G. and Acar, E., 2013.The interplay between leadership and organizational culture in the Turkish construction sector.*International Journal of Project Management*, 31(2):228-238.

Hargis, M.B., Watt, J.D. and Piotrowski, C. 2011. Developing leaders: Examining the role of transactional and transformational leadership across business contexts. *Organization Development Journal*, 29(3):51.

Harper, C., 2015. Organizations: *Structures, processes and outcomes.* Routledge.

Harrington, S.J. and Santiago, J., 2015. *Organizational Culture and Telecommuters' Quality of Work Life and Professional Isolation.*Communications of the IIMA, 6(3):1.

Hart, P.T., 2014. *Understanding public leadership.* Palgrave Macmillan.

Haynie, J.J., Mossholder, K.W. and Harris, S.G., 2016. Justice and job engagement: The role of senior management trust. *Journal of Organizational Behavior*, 37(6):889-910.

Herrmann, D. and Felfe, J., 2014. Effects of leadership style, creativity technique and personal initiative on employee creativity. *British Journal of Management*, 25(2):209-227.

Hershatter, A. and Epstein, M., 2010. Millennials and the world of work: An organization and management perspective. *Journal of Business and Psychology*, 25(2):211-223.

Heskett, J., 2014. Notes from the search for deep indicators in services.*Journal of Service Management*, 25(3):298-309.

Hetland, H., Hetland, J., SchouAndreassen, C., Pallesen, S. and Notelaers, G., 2011.*Leadership and fulfillment of the three basic psychological needs at work*.Career Development International, 16(5):507-523.

Hogan, S.J. and Coote, L.V., 2014. Organizational culture, innovation, and performance: A test of Schein's model. *Journal of Business Research*, 67(8):1609-1621.

Hu, J. and Liden, R.C., 2015. Making a difference in the teamwork: Linking team prosocial motivation to team processes and effectiveness.*Academy of Management Journal*, 58(4):1102-1127.

Hunter, G.S., 2016. Small Acts of Leadership: *12 Intentional Behaviors that Lead to Big Impact*. Routledge.

Irtaimeh, H. J., 2011. 'Transformational Leadership And Adhocracy C

Jaskyte, K., 2010. An exploratory examination of correlates of organizational culture.*Administration in Social Work*, 34(5): 423-441.

Jenner, M., Barnes, J. and James, S., 2013. Learning by leading: Using organisation transformation to develop leadership capacity in East Thames Group. The *International Journal of Leadership in Public Services*, 9(3/4): 116-124.

Katzenbach, J.R. and Smith, D.K., 2015. The wisdom of teams: *Creating the high-performance organization*. Harvard Business Review Press.

Kaynak, E. and Herbig, P., 2014. *Handbook of cross-cultural marketing*.Routledge.

Körner, M., Wirtz, M.A., Bengel, J. and Göritz, A.S., 2015.Relationship of organizational culture, teamwork and job satisfaction in interprofessional teams. *BMC health services research*, 15(1): 243.

Krejcie, R.V.& Morgan, D.W. 1970. Determining Sample Size for Research Activities.*Educational and Psychological Measurement*, (30):607-610.

Levi, D., 2015. *Group dynamics for teams*.Sage Publications.

Levy, P.S. and Lemeshow, S. 2013.Sampling of populations: *methods and applications*. John Wiley & Sons.

Liden, R.C., Wayne, S.J., Liao, C. and Meuser, J.D., 2014. Servant leadership and serving culture: Influence on individual and unit performance. *Academy of Management Journal*, 57(5): 1434-1452.

Lok, P. and Crawford, J., 1999. The relationship between commitment and organizational culture, subculture, leadership style and job satisfaction in

organizational change and development.*Leadership& Organization Development Journal*, 20(7): 365-374.

Marion, R. and Gonzales, L.D., 2013. Leadership in education: *Organizational theory for the practitioner*. Waveland press.

Martin, J., 2015. Leadership in academic libraries: Exploratory research on the use of transformational and transactional leadership styles. ACRL 2015 Proceedings.

Maruping, L.M., Venkatesh, V., Thatcher, S.M. and Patel, P.C., 2015. Folding under pressure or rising to the occasion? Perceived time pressure and the moderating role of team temporal leadership.Academy of Management Journal, 58(5): 1313-1333.

McDonald, S. and Foster, R.A., 2013. The use of Johnson's Cultural Web to improve understanding of organisational culture: a critical review. *International Journal of Management*, 30(4): 340.

Mertens, D.M. 2014. Research and evaluation in education and psychology: *Integrating diversity with quantitative, qualitative, and mixed methods*. California: Sage publications.

Mihaela, R., 2012. Social Aspects of Working Groups.Ovidius University Annals, Economic Sciences Series*, 12(1)*:1145-1150.

Moran, R.T., Abramson, N.R. and Moran, S.V., 2014.*Managing cultural differences.*Routledge.

Moser, C.A. and Kalton, G., 2017.Survey methods in social investigation.Routledge.

Muller, H., 2013. Leading the Epic Revolution: How CIOs Drive Innovation and Create Value Across the Enterprise. John Wiley & Sons.

NAL, I., 2015. Professional Autonomy, Accountability and Efficient Leadership.

Northouse, P. G. 2012. Leadership: Theory and practice. Thousand Oaks, CA: Sage.

Northouse, P.G., 2015. Leadership: Theory and practice. Sage publications.

Onkila, T., 2015.Pride or embarrassment?Employees' emotions and corporate social responsibility.*Corporate Social Responsibility and Environmental Management*, 22(4): 222-236.

Pasmore, W.A. and Woodman, R.W., 2017. The Future of Research and Practice in Organizational Change and Development.Emerald Publishing Limited: 33-37.

Riemer, H.A. and Harenberg, S., 2014. Leadership in a team sport context: Implications for coaches. *Positive human functioning from a multidimensional perspective, (3)*:133-156.

Santos, J.P., Caetano, A. and Tavares, S.M., 2015. Is training leaders in functional leadership a useful tool for improving the performance of leadership functions and team effectiveness?.The Leadership Quarterly, 26(3): 470-484.

Schein, E. 2012.Corporate culture.Handbook for Strategic HR: Best Practices in Organization Development from the OD Network. Washington DC: American Management Association.

Schein, E., 2011. The concept of organizational culture: Why bother. Classics of organization theory.

Schein, E.H., 2013. The culture factor in safety culture. Safety Management in Context: Cross-Industry Learning for Theory and Practice, Swiss Re Centre for Global Dialogue, Zurich, Switzerland.

Schein, E.H.,2004. Organizational Culture and Leadership.3rdedition. SanFrancisco: Jossey-Bass.

Schimmoeller, L.J., 2010. Leadership styles in competing organizational cultures. Leadership Review, 10(2):125-141.

Schwab, D.P., 2011. Research methods for organizational studies.New York: Psychology Press.

Scott, W.R. and Davis, G.F., 2015. Organizations and organizing: Rational, natural and open systems perspectives. Routledge.

Scott, W.R., 2013. Institutions and organizations: *Ideas, interests, and iden*tities. Sage Publications.

Sekaran, U. and Bougie, R., 2016. Research methods for business: A skill building approach. John Wiley & Sons.

Sessa, V.I. and London, M., 2015. Continuous learning in organizations: Individual, group, and organizational perspectives. Psychology Press.

Sharpe, D., 2015. Your chi-square test is statistically significant: Now what?.Practical Assessment, Research & Evaluation, 20.

Shaughnessy, J.Zechmeister, E.B.&Zechmeister., J.S.2009. *Research methods in psychology.8thed.* New York: McGraw-Hill.

Sinding, K., Waldstrøm, C., Kinicki, A. and Kreitner, R., 2014. Organisational Behaviour. McGraw-Hill Companies.

Skogstad, A., Aasland, M.S., Nielsen, M.B., Hetland, J., Matthiesen, S.B. and Einarsen, S., 2015. The Relative Effects of Constructive, Laissez-Faire, and Tyrannical Leadership on Subordinate Job Satisfaction.Zeitschrift für Psychologie. 222(4):221-232.

Smither, R., Houston, J. and McIntire, S., 2016. Organization development: Strategies for changing environments. Routledge.

Stein, H.F., 2017. Listening deeply: An approach to understanding and consulting in organizational culture.University of Missouri Press.

Suen, H.K. and Ary, D. 2014.Analyzing quantitative behavioral observation data.New York: Psychology Press.

Suen, L.J.W., Huang, H.M. and Lee, H.H., 2014. A comparison of convenience sampling and purposive sampling. Hu Li ZaZhi, 61(3):105.

Tanner, T., 2015.The Role of Transformational Leadership on Team Performance (Doctoral dissertation, University of Maryland University College).

Thomas, D.C. and Peterson, M.F. 2014. Cross-cultural management: Essential concepts. California: Sage Publications.

Thompson, J.B., 2013. Ideology and modern culture: Critical social theory in the era of mass communication. John Wiley & Sons.

Tröster, C., Mehra, A. and van Knippenberg, D., 2014. Structuring for team success: The interactive effects of network structure and cultural diversity on team potency and performance.Organizational Behavior and Human Decision Processes, 124(2): 255.

Tyssen, A.K., Wald, A. and Spieth, P., 2014. The challenge of transactional and transformational leadership in projects.International Journal of Project Management, 32(3): 365-375.

Valmohammadi, C. and Roshanzamir, S., 2015. The guidelines of improvement: Relations among organizational culture, TQM and performance. *International Journal of Production Economics*, 164:167-178.

Vankovich Mullins, Debra K., "The Relationship Between Leadership Styles and Organizational Culture withinSchools of Nursing" (2007). Theses, Dissertations and Capstones. 773.

Vargas, M.I.R., 2015. Determinant factors for small business to achieve innovation, high performance and competitiveness: organizational learning and leadership style. Procedia-Social and Behavioral Sciences, 169: 43-52.

Walizer, C.E., 2017. Perceptions of Organizational Change Among Minority Owners of Small Businesses (Doctoral dissertation, Walden University).

Wheelan, S.A., 2014. Creating effective teams: A guide for members and leaders.Sage Publications.

Woodcock, M., 2017.Team development manual.Routledge.

Wibbeke, E.S. and McArthur, S., 2013. Global business leadership.Routledge.

Winkler, M.R. and Marshall, E.S., 2016. Creating and Shaping the Organizational Environment and Culture to Support Practice Excellence. Transformational Leadership in Nursing: From Expert Clinician to Influential Leader, p.247.

Woodcock, M., 2017.Team development manual.Routledge.

Wright, C. Sturdy, A. and Wylie, N. 2012. Management innovation through standardization: Consultants as standardizers of organizational practice. Research Policy, 41(3):652-662.

Wu, F. and Shiu, C., 2009. The Relationship between leadership styles and foreign English teachers job satisfaction in adult English cram schools: Evidences in Taiwan. *The Journal of American Academy of Business*, 14(2): 75-82.

YasinGhadi, M., Fernando, M. and Caputi, P., 2013. Transformational leadership and work engagement: The mediating effect of meaning in work. *Leadership & Organization Development Journal*, 34(6): 532-550.

Yin, R.K., 2013. Case study research: Design and methods.5th edition. California: Sagepublications.

Yukl, G. A. 2010. Leadership in organizations.7th ed. Upper Saddle River, NJ: PrenticeHall

Annexure A

Questionnaire: Biographical
About Yourself
Where applicable, mark the appropriate box with a cross (x).

GENDER	MALE			FEMALE		
AGE	18-20	21-30	31-40	41-50	51-60	61-63
JOB GRADE	6	7	8	9	10	
DEPARTMENT						
YEARS OF SERVICE	0-5	6-10	11-15	16-20	21-25	26-30	31-35
RACE	INDIAN		WHITE	BLACK		COLOURED

Isithasiselo   A

Uhla lwemibuzo: umlando
Mayelana nawe

Lapho kufanele khona, beka uphawu lwesiphambano ebhokisini(x)

UBULILI	ISILISA			ISIFAZANA		
IMINYAKA	18-20	21-30	31-40	41-50	51-60	61-63
IZINGA LOMSEBENZI	6	7	8	9	10	
UMNYANGO						
IMINYAKA USEBENZA	0 -5	6 -10	11 -15	16-20	21-25	26-30	31-35
UHLANGA	UMNDIYA		OMHLOPHE	OMNYAMA		KHALATHI

Annexure B

Questionnaire: Leadership Style

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

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

Use the following scale to answer the questions. Please mark your answer with an (X).

NOT AT ALL 0	ONCE IN A WHILE 1	SOMETIMES 2	FAIRLY OFTEN 3	FREQUENTLY IF NOT ALWAYS 4

1.	I make it clear what rewards one can receive when performance goals are achieved.	0	1	2	3	4
2.	I show that I am a firm believer in "if it ain't broke, don't fix it".	0	1	2	3	4
3.	I go beyond self-interest for the good of the group.	0	1	2	3	4
4.	I treat others as individuals rather than a member of the group.	0	1	2	3	4
5.	I demonstrate that problems must become chronic before I take action.	0	1	2	3	4
6.	I act in ways that others build respect for me.	0	1	2	3	4
7.	I concentrate my attention on dealing with mistakes, complaints and failures.	0	1	2	3	4
8.	I consider the moral and ethical consequences of decisions.	0	1	2	3	4
9.	I keep track of all mistakes.	0	1	2	3	4
10.	I display a sense of power and confidence.	0	1	2	3	4
11.	I articulate a compelling vision of the future.	0	1	2	3	4
12.	I direct my attention toward failures to meet standards.	0	1	2	3	4
13.	I avoid making decisions.	0	1	2	3	4
14.	I consider an individual as having different needs, abilities and aspirations from others.	0	1	2	3	4
15.	I get others to look at problems from different angles.	0	1	2	3	4
16.	I help others to develop their strengths.	0	1	2	3	4
17.	I suggest new ways of looking at how to complete assignments.	0	1	2	3	4
18.	I delay responding to urgent questions.	0	1	2	3	4
19.	I emphasize the importance of having a collective sense of mission.	0	1	2	3	4

20.	I express confidence that goals will be achieved.	0	1	2	3	4
21.	I am effective in meeting other's job-related needs.	0	1	2	3	4
22.	I use methods of leadership that are satisfying.	0	1	2	3	4
23.	I get others to do more than they are expected to do.	0	1	2	3	4
24.	I am effective in representing others to higher authority.	0	1	2	3	4
25.	I work with others in a satisfactory way.	0	1	2	3	4
26.	I heighten others desire to succeed.	0	1	2	3	4
27.	I am effective in meeting organizational requirements.	0	1	2	3	4
28.	I increase others willingness to try harder.	0	1	2	3	4
29.	I lead a group that is effective.	0	1	2	3	4
30.	I provide others with assistance in exchange for their efforts.	0	1	2	3	4
31.	I re-examine critical assumptions to question whether they are appropriate.	0	1	2	3	4
32.	I fail to interfere on irregularities, mistakes, exceptions and deviations from standards.	0	1	2	3	4
33.	I avoid getting involved when important issues arise.	0	1	2	3	4
34.	I talk about my most important values and beliefs.	0	1	2	3	4
35.	I am absent when needed.	0	1	2	3	4
36.	I seek differing perspectives when solving problems.	0	1	2	3	4
37.	I talk optimistically about the future.	0	1	2	3	4
38.	I instill pride in others for being associated with me.	0	1	2	3	4
39.	I discuss in specific terms on who is responsible for achieving performance targets.	0	1	2	3	4
40.	I wait for things to go wrong before taking action.	0	1	2	3	4
41.	I talk enthusiastically about what needs to be accomplished.	0	1	2	3	4
42.	I specify the importance of having a strong sense of purpose.	0	1	2	3	4
43.	I spend time teaching and coaching.	0	1	2	3	4
44.	I emphasize the importance of having a collective sense of the mission.	0	1	2	3	4
45.	I express satisfaction when others meet expectations.	0	1	2	3	4

Isithasiselo B

Uhla lwemibizo: Indlela yokuhola

Loluhla lwemibuzo luzochaza kabanzi mayelana nendlela yobuyoli bakho uma uthatha ukubheka.Phendula yonke into kulelishidi lezimpendulo. Uma kukhona okungenamsebenzi,noma ungenasiqiniseko,noma ungayazi impendulo, shiya isikhala.

Zingama shumi amane nanhlanu izitatimende ezichazayo nezisohlwini lwamakhasi alandelayo. Yahlulela ngasinye isitatimende esihambisana nawe.Igama "abanye"lingasho ontanga, amakilayenti noma abathengi, imibiko,abaqondisi noma ngamunye.

Sebenzisa isikali esilandelayo ukuphendula imibuzo. Beka uphawu lwesiphambano kwimpendulo yakho(x)

LUTHO NEZE 0	KANYE NGESIKHATHI 1	NGEZINYE IZIKHATHI 2	NGOKUVAMILE 3	NGOKUVAMILE UMA KUNGENJALO 4

1.	Ngiwubeka ucace umvuzo ongatholwa umuntu ozuze imigomo yokusebenza.	0	1	2	3	4
2.	Ngiyakhombisa ukuth ngikholelwa ngokuqina ekutheni "uma kungaphukile, ungalungisi"	0	1	2	3	4
3.	Ngisebenza ngokweqile ukwenzela iqembu okuhle.	0	1	2	3	4
4.	Ngiphathaa abanye njengabantu hhayi nje njengelungu leqembu.	0	1	2	3	4
5.	Ngiyakhombisa ukuthi izinkinga kufanele zibe izinqinamba ngaphambi kokuthatha izinyathelo.	0	1	2	3	4
6.	Ngenza izinto ngendlela yokuthi abanye bangakhele inhlonipho.	0	1	2	3	4
7.	Ngigxila ekunakeni nokubhekana namaphutha, izikhalazo nokuhluleka.	0	1	2	3	4
8.	Ngicabanga ngemiphumela yesinqumo sokuziphatha kwabantu.	0	1	2	3	4
9.	Ngigcina isilandelelo samaphutha onke.	0	1	2	3	4
10.	Ngibonisa umqondo wamandla nokuzethemba.	0	1	2	3	4
11.	Ngiphimisela umbono obuqandikhanda ngekusasa.	0	1	2	3	4
12.	Ngibhekana ngqo maqondana nalabo abahluleka ukufica amazinga.	0	1	2	3	4

13.	Nguyakugwema ukuthatha izinqumo.	0	1	2	3	4
14.	Ngicabanga umuntu ngamunye njengonezidinga ezahlukile,amakhono,amaphupho kwabanye.	0	1	2	3	4
15.	Ngithola abanye ukuba izinkinga nakuma engela ahlukene.	0	1	2	3	4
16.	Ngisiza abantu ukuthuthukisa amandla abo.	0	1	2	3	4
17.	Nginikezela ngezindlela ezintsha zokusiza abantu ukuthi bengawuqeda kanjani umsebenzi abawunikeziwe.	0	1	2	3	4
18.	Ngithatha isikhathi eside ukuphendula imibuzo ephuthumayo.	0	1	2	3	4
19.	Ngugcizelela ukubaluleka kokuqukatha umqondo ngenhloso.	0	1	2	3	4
20.	Ngiveza ukuzethemba ekutheni imigomo izozuzwa.	0	1	2	3	4
21.	Ngiyaphumelela ekugcineni izidingo zabanye abantu ezihlobene nomsebenzi	0	1	2	3	4
22.	Ngisebenzisa izindlela zobuholi ezanelisayo.	0	1	2	3	4
423.	Ngenza ukuba abantu benze ukungaphezu kwalokho okulindelwe.	0	1	2	3	4
24.	Ngiyaphumelela ekumeleni abanye abantu ukuba bathole igunya eliphakeme.	0	1	2	3	4
25.	Ngisebenza nabanye ngendlela egculisayo.	0	1	2	3	4
26.	Ngiphakamisa izifiso zabanye ukuba ziphumelele.	0	1	2	3	4
27.	Ngiyaphumelela ekugcineni izidingo zenhlangano.	0	1	2	3	4
28.	Ngandisa ukuzimisela kubantu ukuthi bezame kakhudlwana.	0	1	2	3	4
29.	Ngihola iqembu eliphumelelayo.	0	1	2	3	4
30.	Nginikezela ngosizo kwabanye ngemizamo yabo.	0	1	2	3	4
31.	Ngihlolisisa ukucabangela okubucayi ukuba ingabe kufanele yini.	0	1	2	3	4
32.	Ngiyehluleka ukugxambukela ezintweni ezingahambi kahle,amaphutha,okuhlukile,ukuphambuka kulokho okusezingeni.	0	1	2	3	4
33.	Ngiyakugwema ukuzimbandakanya uma kuvela izindaba ezibalulekile.	0	1	2	3	4
34.	Ngiyakhuluma ngamagugu abalulekile nezinkolelo zami.	0	1	2	3	4
35.	Angitholakali uma ngidingeka.	0	1	2	3	4
36.	Ngifuna imibono eyahlukahlukene uma ngixazulula izinkinga.	0	1	2	3	4
37.	Nginethemba lokuhle uma ngikhuluma ngekusasa.	0	1	2	3	4
38.	Ngifaka ukuzigqaja kulabo abahambisana nami.	0	1	2	3	4

39.	Siyaxoxisana ngokwemibandela ukuthi ubani ozimisele ngokuzuza umsebenzi odingakalayo noqondiwe.	0	1	2	3	4
40.	Ngiyalinda izinto zihambe ngikungaqondile ngaphambi kokuba ngitha the izinyathelo.	0	1	2	3	4
41.	Ngikhuluma nginomdlandla ngezinto okumele zifezeke.	0	1	2	3	4
42.	Ngiyacacisa ngokubaluleka kokuba nomqondo oqongile wenhloso.	0	1	2	3	4
43.	Ngichitha isikhathi ukufundisa nokuqeqesha.	0	1	2	3	4
44.	Ngigcizelela ukubaluleka kokuqukethe umqondo nenhloso.	0	1	2	3	4
45.	Ngiveza ukugculiseka uma abantu benze okulindelekile.	0	1	2	3	4

Annexure C

Questionnaire: Organizational Culture

Please indicate if the statements below relate to the current culture of your team or your preferred culture. If the statements are not applicable please leave them blank. The statements could be relevant in both cases. Please mark the appropriate box/s with a cross (X**).**

1.	Dominant Characteristics	Now	Preferred
A	The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.		
B	The organization is a very dynamic entrepreneurial place. People are willing to stick their necks out and take risks.		
C	The organization is very results orientated .A major concern is with getting the job done. People are very competitive and achievement orientated.		
D	The organization is a very controlled and structured place. Formal procedures generally govern what people do.		
	Total		
2.	**Organizational Leadership**	**Now**	**Preferred**
A	The leadership in the organization is generally considered to exemplify mentoring, facilitating, or nurturing.		
B	The leadership in the organization is generally considered to exemplify entrepreneurship, innovating, or risk taking.		
C	The leadership in the organization is generally considered to exemplify a no-nonsense, aggressive, results-orientated focus.		
D	The leadership in the organisation is generally considered to exemplify co-ordinating, organizing, or smooth-running efficiency.		
	Total		
3.	**Management of Employees**	**Now**	**Preferred**
A	The management style in the organization is characterised by teamwork, consensus, and participation.		
B	The management style in the organization is characterised by individual risk-talking, innovation, freedom, and uniqueness.		
C	The management style in the organization is characterised by hard-driving competitiveness, high demands, and achievement.		
D	The management style in the organization is characterised by security of employment, conformity, predictability, and stability in relationships.		

	Total		

4.	**Organizational glue**	**Now**	**Preferred**
A	The glue that holds the organization together is loyalty and mutual trust. Commitment to this organization runs high.		
B	The glue that holds the organization together is commitment to innovation and development. There is an emphasis on being the cutting edge.		
C	The glue that holds the organization together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes.		
D	The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important.		
	Total		

5.	**Strategic Emphases**	**Now**	**Preferred**
A	The organization emphasizes human development. High trust, openness, and participation persist.		
B	The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.		
C	The organization emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant.		
D	The organization emphasizes permanence and stability. Efficiency, control and smooth operations are important.		
	Total		

6.	**Criteria of Success**	**Now**	**Preferred**
A	The organization defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.		
B	The organization defines success on the basis of having the most unique or newest products. It is a product leader and innovator.		
C	The organization defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is the key.		

D	The organization defines success on the basis of efficiency. Dependable delivery, smooth scheduling and low-cost production are critical.		
	Total		

Isithasiselo   C

Uhla lwemibuzo: Usiko lwenhlangano

Khombisa ukuthi ingabe lesisitatimende esingezansi sihlobene nosiko lwamanje lweqembu lakho noma usiko oluncamelayo.Uma singasebenzi shiya isikhala.Isitatimende singafaneleka kuzo zombili izimo.Beka uphawu lwesiphambano ebhokisini elifanele.(x)

1.	Izici ezivelele kunazo zonke	MANJE	NCAMELA
A	Inhlangano yindawo siqu kakhulu,Ifana nomndeni onwetshiwe abantu babukeka babelana kakhulu ngokwabo.		
B	Inhlangano yindawo ebhizinisi layo lishukumisa kakhulu.Abantu bazimisele ngokuzikhandla bezifake engozini.		
C	Inhlangano iyimiphumela ngamakhasimende.Okukhathaza kakhulu ukuthola ukuthi umsebenzi mawenziwe abantu bayancintisana nemiphumela ngamakhasimende.		
D	Inhlangano yindawo eyakhiwe ngokulawula.Inqubo esemthethweni ngokuvamile iyona ebusa okwenziwa abantu.		
	Sekuhlangene		
2.	Ubuholi benhlangano	Manje	Ncamela
A	Ubuholi kwinhlangano ngokuvamile kubhekwa ukuba kubonise uqeqesho,kube lula futhi kukhulise.		
B	Ubuholi kwinhlangano ngokuvamile kubhekwa ukuba kubonise ezamabhizinisi, ukusungula nokuzifaka engozini.		
C	Ubuholi kwinhlangano ngokuvamile kubhekwa ukuba kungabonisi umbhedo, ulaka imiphumela eqondile.		
D	Ubuholi kwinhlangano ngokuvamile kubhekwa ukuba kubonise ukuhlobanisa izinto,ukuhlela nokuhamba bushelezi.		
	Sekuhlangene		
3.	Ukuphathwa kwabasebenzi	Manje	Ncamela
A	Isitayela sokuphatha enhlanganweni sibhekene nokubambisana, nokuvumelana,nokubamba iqhaza.		
B	Isitayela sokuphatha enhlanganweni sibhekene nokuthi umuntu ngayedwana azifake engozini, asungule akhululeke, futhi abe		

	inqayizivele.		
C	Isitayela sokuphatha enhlanganweni sibhekene nokuncintisana ngokuzikhandla, izimfuno eziphezulu nokuphumelela.		
D	Isitayela sokuphatha enhlanganweni sibhekene nokuvikeleka kwemisebenzi,ukuvumelana, ukubikezela nokuhlaliseka ebudlelwaneni.		
	Sekuhlangene		
4.	**Ubumbano Lwenhlangano**	**Manje**	**Ncamela**
A	Into ehlanganisa inhlangano ukuba ibumbane ukwethembeka,nokuthembana.Ukuzibophezela kulenhlangano kusezingeni eliphakeme.		
B	Into ehlanganisa inhlangano ibumbane ukuzibophezela ekusunguleni izinto ezintsha nokuthuthukiswa.Kunokugcizelelwa kokuba sonqenqemeni.		
C	Into ehlanganisa inhlangano ibumbane ukugcizelelwa kwempumelelo nomgomo wokufezwayo.Ulaka nokuwina izinto ezivamile.		
D	Into ehlanganisa inhlangano ibumbane imithetho ehlelekile nezinqubomgomo.Ukugcina inhlangano ihamba bushelezi kubalulekile.		
	Sekuhlangene		
5.	**Ukugcizelela Amasu**	**Manje**	**Ncamela**
A	Inhlangano igcizelela ukuthuthukiswa kobuntu.Ukwethembana, ukuvuleleka,nokubamba iqhaza ngokuphikelela.		
B	Inhlangano igcizelela ukuzuza izinsiza ezintsha nokwakha izinselelo ezintsha. Ukuzama izinto ezintsha nokuthembela emathubeni kuyigugu.		
C	Inhlangano igcizelela izezno zokuncintisana nempumelelo. Ukushayisa kokuqondiwe nokuwina esigcawini sokuhweba kudlangile.		
D	Inhlangano igcizelela okungeke kwaphela nozinzo. Ukuqeqesha, isilawuli nemisebenzi ehamba bushelezi kubalulekile.		
	Sekuhlangene		
6.	**Izimiso zempumelelo**	**Manje**	**Ncamela**
A	Inhlangano ichaza impumelelo esisekelweni sokuthuthukiswa kwabantu, izinsiza,ukubambisana,ukuzinikela kwabasebenzi nokukhathalela abantu.		
B	Inhlangano ichaza impumelelo esisekelweni sokuba nohlobo		

132

	lomkhiqizo oluhlukile nolusha.Ingumholi mkhiqizo nomsunguli.		
C	Inhlangano ichaza impumelelo esisekelweni sokuwina esigcawini sokuhwebelana nokushesha ngejubane emncintiswaneni.Ubuholi bokuncintisana kwezezimakethe kuwukhiye.		
D	Inhlngano ichaza impumelelo esisekelweni sokuqeqesha. Ukulethwa kokuthembela ,ukuhlela nokuthiqizwa okungaphakeme ngokwezindleko kubucayi.		
	Sekuhlangene		

Annexure D

Request for gatekeeper's permisssion
<u>The Manager</u>

Mrs Deshni Reddy

Company X

Dear Maam

<u>Re: Request for consent to administer a survey within Site Logistics Department at Company X.</u>

I am currently studying for a Master's Degree in Business Administration at the Durban University of Technology (DUT). The title of my dissertation is "Influence of leadership styles on organisational team culture in a South African mining organization"

This study is limited to the department in which I am currently employed. The company will be referred to as company X (as agreed in our first meeting that the company and the manufactured products should not be named), located in northern KwaZulu-Natal,

The overall aim of the study is to investigate the impact of leadership styles on team culture.

The sub-objectives of this study are:

> To determine the current culture of the team;

> To identify the leadership style of the first line managers;

> To examine the influence of leadership style/s leading in team culture formation; and

> To determine which leadership style best predicts the required team culture.

Given the previous workshops we attended on 'leadership development ', my study aims to analyse which leadership style influences team culture and to develop it to enable the team to respond to these challenging economic conditions timorously.

Findings of the study could contribute to the effectiveness of the organisation and increase its competitive advantage in the face of present and future threats. Findings will also help the organisation to better understand drivers that relate to team culture, thereby adopting a proactive rather than a reactive approach when addressing this construct. Other researchers conducting similar studies will be able to compare their results to this study, thereby adding content to what is already known in this area.

I will be grateful if you could afford me the opportunity to continue with this research within our organisation.

Your's faithfully

Regards

Dheren Govender

Isithasiselo D

Isicelo semvume ka mlindisango
<u>Umphathi omkhulu</u>
Nkk Deshni Reddy
Nkampani X

Mam Othandekayo

**<u>Isicelo semvume yokwenza inhlolovo ngaphakathi komnyango wakwa Logistics
eNkampanini X.</u>**

Okwamanje ngifundela iziqu eziphezulu zokuphatha ibhizinisi enyuvesi yochwepheshe yase
Thekwini(DUT).Isihloko senkulumo mpikiswano sami sithi "Ithonya lesitayela sobuholi
kwisiko lethimba lenhlangano enhlanganweni yezokumbiwa eNingizimu Afrika".
Lesisifundo silinganisiwe emnyangweni okumanje ngiqashwe ngaphansi kwawo. Inkampani
izobizwa ngokuthi iNkampani X (njengoba kwakuvunyelenwe emhlanganweni wethu
wokuqala ukuthi inkampani nemikhiqizo ekhiqizwayo ayizoqanjwa magama), eyakhiwe
eNyakatho yeKwaZulu Natali.
Inhloso jikelele yalesisifundo ukuphenya umthelela wesitayela sobuholi kusiko lwethimba.
Izinjongo zalesisifundo zimiz kanje:

      Ukunquma usiko lwethimba lwamanje;
      Ukukhombisa isitayela sobuholi sabaphathi;
      Ukuhlola ithonya lesitayela sobuholi esoholela ekwakhekeni kwesiko lethimba; futhi
      Ukunquma ukuthi ingabe isiphi isitayela sobuholi esibikezela kahle usiko lwethimba
Oludingekayo.

Njengoba sike sathamela amaworkshops ngokwedlule' ekuthuthukisweni kobuholi', inhloso
yesifundo sami ukuhlaziya ukuthi ingabe isiphi isitayela sobuholi esinomthelela osikweni
lwethimba nokuthuthukisa ukuze ithimba likwazi ukuphedula kulezizinselelo zesimo
sezomnotho kusenesikhsthi.
Okutholakele kulesisifundo kungafaka isandla empumelelweni futhi kukhuphule inzuzo
yokuncintisana kulezizinsongo zamanje nezakusasa.Okutholakele kuzophinde kusize
inhlangano iqonde kancono abashayeli abahlobene nosiko lwethimba . Lapho bamukele
mathupha kunokuthatha indlela esheshayo uma kukhulunywa ngalokhu. Abanye
abancwaningi abaqhuba isifundo esifanayo bazokwazi ukuba baqhathanise imiphumela
yabo kulesisifundo, lapho bagcwalisele kokuqukethwe kulokhu osekuvele kwaziwa
kulendawo.
Ngingabonga kakhulu uma ungamgipha ithuba lokuba ngiqhubeke nalolucwaningo
ngaphakathi kwenhlangano yethu.

Ozithobayo
Dheren Govender
9265193

AnnexureE

Gate keeper's letter

16/01/2016

Mr D. Govender

Durban University of Technology

Masters Dissertation

RE: Permission To Conduct Research

Your Request dated 24/12/2105 refers.

Gatekeepers' permission is hereby granted to you to conduct research at Company X, Northern KZN, within the Logistics department, towards your Master of Science dissertation in the following research areas:

1) Evaluation of current first line leadership styles.
2) Evaluation of team shop floor culture (current and preferred)

I trust the data will be treated with the respective confidentiality and anonymity as outlined in our previous communication.

Yours Sincerely

Ms D Reddy (Manager: Logistics)

Isithasiselo E

Mnu D. Govender

Durban University of Technology

Ucwaningo oluthuthukisiwe lwesifundo

Imvume yokuphatha ucwaningo

Isicelo sakho sangomhla zingama 24/12/2015 simi kanje.

Uyanikwa imvume yomlindisango ukuba uqhube ucwaningo kwinkampani X, Enyakatho yeKwaZulu Natal,Ngaphansi komnyango wezokuthutha, maqondana noncwaningo lwesayansi lwamakhosi kulezindawo zocwaningo ezilandelayo:

1)Ukuhlola isitayela sobuholi bamanje

2)Ukuhlola usiko lwethimba lwabasebenzi (lwamanje nongalusebenzisa)

Ngiyethemba ukuthi ulwazi luzophathwa ngemfihlo efanele nenhloniphekile njengoba ichazwe kwinkulumo edlule.
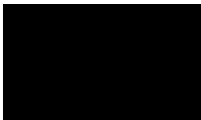
Ozithobayo

Nksz D. Reddy (Umphathi :Logistics)

Annexure F

Letter of information

Title of the Research Study: Influence of leadership styles on organisational team culture in a South African mining organization.**Principal Investigator/s/researcher:** Mr. Dheren Govender (B-Tech Business Management).

Co-Investigator/s/supervisor/s:DR LM Lekhanya

Brief Introduction and Purpose of the Study: The purpose of this study is to examine the influence of leadership styles on team shop floor culture in the site logistics division in a mining company based in northern KwaZulu-Natal. Senior management of company X has noted different shop floor team cultures which seem to be affecting productivity negatively.

Outline of the Procedures: The research will take place on site at mining company X in the site logistics team centre. A meeting prior to the study is going to be held with all participants to explain their responsibilities, outcomes and to allow them an opportunity to enquire about the study. A letter to participants, as per PG2a, will be drafted to request consent and to provide information regarding the study.

Risks or Discomforts to the Participant: Not applicable. The study does not involve any medical or scientific procedures to be carried out on participants.

Benefits: There will be no monetary or other benefits derived from study to the participants or researcher.

Reason/s why the Participant May Be Withdrawn from the Study: There will be no adverse consequences for the participants should they choose to withdraw from participating in the study.

Remuneration: No remuneration will be given to participants to participate in the survey.

Costs of the Study: The participants will not be expected to cover any costs towards the study.

Confidentiality: The contents of the study will not be disclosed to anyone in any form. The participants will also be de-identified, and I will be the sole custodian of the information and records obtained from the study.

Research-related Injury: I am currently in process of obtaining the Gatekeeper's consent, and since the study will be conducted during working hours, the participants are indemnified by the Mining Company X according to the Mine Health and Safety Act, 1996 (Act No. 29 of 1996), should any research-related injury or adverse reaction occurs.

Persons to Contact in the Event of Any Problems or Queries: Please contact the researcher (0827713335.), my supervisor (0313736767)

or the Institutional Research Ethics administrator on 031 373 2900. Complaints can be reported to the DVC: TIP, Prof F. Otieno on 031 373 2382 or dvctip@dut.ac.za.

General: Potential participants must be assured that participation is voluntary and the approximate number of participants to be included should be disclosed. A copy of the information letter should be issued to participants. The information letter and consent form must be translated and provided in the primary spoken language of the research population e.g. isiZul

Isithasiselo F

Incwadi yemininingwane

Isihloko socwaningo lwesifundo: Umthelela wesitayela sobuholi besiko kwithimba lenhlangano kwezokumbiwa phansi eNingizimu Afrika.

Umphenyi ophezulu/Umcwaningi: Mnu. Dheren Govender (B-Tech Ukuphathwa kwebhizinisi).

Umphenyi/Umqondisi: Dr LM Lekhanya

Isethulo esifushane nenhloso yesifundo: Inhloso yalesisifundo   ukuhlola umthelela wesitayela sobuholi   kusiko lwabasebenzi esiqeshini sezokuthutha enkampanini yezokumbiwa phansi eseNyakatho neKwaZulu- Natali. Abaphathi abaphezulu beNkampani X baqaphele ukuhluka   kosiko lwethimba lwabasebenzi   olubukeka luthinta umkhiqizo ngendlela engeyinhle.

Uhlaka lwezinqubo: Ucwaningo luzoba kwisayithi   enkampanini yezokumbiwa X esikhungeni sethimba lezokuthutha, kuzobanjwa umhlangano nabo bonke abahlanganyeli ngaphambi kwesifundo ukubachazela ngemithwalo, nangemiphumela yabo, bazothola nethuba lokubuza meyelana nesifundo. Incwadi yabahlanganyeli njengePG2a izohlelwa ukuba kucelwe imvume nokuthi kutholakale imininingwane mayelana nesifundo.

Ubungozi noma ukungakhululeki komhlanganyeli: Akusebenzi. Isifundo asihlanganisi ezokwelapha noma izinqubo zesayensi ukuba kwenziwe kubahlanganyeli.

Izinzuzo: Akuzoba bikho ukubolekwa kwezezimali noma ezinye izinzuzo ezisuselwa kwisifundo kubasunguli noma kumcwaningi.

Izizathu ezingenza umhlanganyeli ahoxiswe kwisifundo: Ayikho imiphumela engemihle kubahlanganyeli uma bezikhethela ukuhoxa ekutheni bengasahlanganyeli kulesisifundo.

Umholo: Awukho umholo ozonikezwa umhlanganyeli ukuba ahlanganyele kwinhlolovo.

Izindleko zesifundo: Abahlanganyeli abalindelekile ukuthwala izindleko maqondana nesifundo.

Ukugcinwa kwemfihlo: Okuqukethwe yilesisifundo angeke kwadalulwa kumuntu nanoma ngayiphi indlela.Abahlanganyeli bazokhonjiswa, mina ngizobhekana ngqo nemininingwane namarekhodi atholwe esifundweni.

Ukulimala okuhlobene nesifundo: Njengamanje ngisezinhlelweni zokuthola imvume yomlindisango, futhi njengoba isifundo sizophathwa noma siqhutshwe ngamahora omsebenzi, abahlanganyeli bazobuyiselwa yinkampani X yezokumbiwa Ngokusho komthetho wezokumbiwa ezempilo nezokuphepha, 1996(umthetho wama. 29 ka 1996),uma ngabe kunokulimala okuhlobene nocwaningo.

Abantu ongaxhumana nabo uma kukhona inkinga noma imibuzo: Xhumana nomcwaningi(0827713335),umqondisi wami(031376767)noma umlawuli wesikhungo ku 0313732900.izikhalazo zingabikwa kuDVC:TIP,Prof F. Otieno ku 0313732382 noma dvctip@dut.ac.za.

Jikelele: Abangaba ababamba iqhaza kufanele bazi ukuthi ukuhlanganyela kungokokuzithandela futhi cishe inombolo yabahlanganyeli abazongenela kufanele ivezwe. Ikhophi yencwadi yemininingwane izonikezelwa kubahlanganyeli.Incwadi yemininingwane nefomu lemvume kufanele ihunyushwe bese inikezelwe kwizilimi ezikhulunywayo zocwaningo lwabantu.NjengeSiZulu.

Appendix

Correlations OCAI

		Now Number of Items	Cronbach's Alpha	Preferred Number of Items	Cronbach's Alpha
C1	Dominant Characteristics	3	0.490	4	0.576
C2	Organizational Leadership	3	0.421	3	0.707
C3	Management of Employees	4	0.783	4	0.784
C4	Organizational glue	3	0.479	4	0.693
C5	Strategic Emphases	3	0.555	4	0.670
C6	Criteria of Success	3	0.519	4	0.463
	Overall		0.647		0.650

Mann-Whitney Test

Ranks

Team		N	Mean Rank	Sum of Ranks
B_Now	A	28	26.79	750.00
	B	26	28.27	735.00
	Total	54		
C_Pref	A	27	26.41	713.00
	B	24	25.54	613.00
	Total	51		