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**Leading for innovation: an assessment of  
employee perceptions about leadership  
behaviours among senior and middle  
management staff at Rhodes University  
Library.**

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in the  
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Information Technology**

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## DECLARATION

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I, Wynand Dawid van der Walt, declare that this mini-dissertation, submitted by me, is my own work, that I have referenced all the sources that I have used and that no part was previously submitted at any tertiary institution.



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30 January 2017

Dedicated to Amy-Leigh, Erin and Sebastian

For you give meaning to it all

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## ABSTRACT

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Organisations require a leadership cohort that can drive transformation from within, if they wish to adapt innovatively towards ensuring sustainable relevance in a volatile and highly competitive global market. The same applies to academic library services that serve the needs of their respective institutions. Yet, as indicated by various studies, little attention is paid to the nature of leadership required to take academic libraries forward in an age where, especially in the South African academic environment, the maxim of “business unusual” holds true.

Transformational leadership is described as visionary and adaptive leadership aimed at increasing morale and motivation of staff, with an emphasis on follower development and empowerment towards self-leadership, driving entrepreneurial activities (Goethals, Soreson and Burns 2004b: 1558). The study explores aspects of the nature of transformational leadership, as well as the extent to which transformational leadership behaviours and attributes are perceived as being evident among the middle and senior library staff members at the Rhodes University Library.

The Full Range Leadership Model (FRLM) provided the framework for this study, and the Team Multifactor Leadership Questionnaire (TMLQ) was adapted and administered (via the Mind Garden Transform Hosting Solution) to all 42 staff members of the Rhodes Library. The data analysis was done based on the collated on the Mind Garden Transform Hosting Solution.

Based on the analysis of the data, it was concluded that the RUL leadership team is perceived as being predominantly transformational in nature, but with evidence to suggest that transactional and non-leadership behaviours occur more frequently than are conducive towards innovation. This conclusion is supported by the assessment of the perceptions of leadership outcomes that indicate perceived levels of some ineffectiveness, some dissatisfaction and insufficient extra effort on the side of the leadership team.

**Keywords:**

Transformational leadership, academic libraries (South Africa), library leadership, transactional leadership, non-leadership, Full-Range Leadership Model, Rhodes University Library.

## LIST OF ABBREVIATIONS

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ACRL	Association of College & Research Libraries
AFLIA	African Library and Information Associations and Institutions
CALL	Centre for African Library Leadership
CLIR	Council on Library & Information Resources
CLLA	Carnegie Library Leadership Academy
CLLP	Carnegie Library Leadership Project
FRLM	Full-Range Leadership Model
IS	Information Systems
LIASA	Library & Information Association of South Africa
LIS	Library and Information Science
MLQ	Multifactor Leadership Questionnaire
RLC	Research Libraries Consortium
RU	Rhodes University
RUL	Rhodes University Library
SALLP	South African Library Leadership Project
TMLQ	Team Multifactor Leadership Questionnaire
UPLS	University of Pretoria Library Services

# CHAPTER 1: INTRODUCTION AND BACKGROUND TO THIS STUDY

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## 1.1 INTRODUCTION

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This study focuses on an assessment of employee perceptions of leadership behaviours at the Rhodes University Library (RUL), with specific attention to transformational leadership in support of innovation. In this chapter the background to the study is provided, as well as the purpose, scope, limitations and the significance of the study.

## 1.2 INNOVATION AND LEADERSHIP: BACKGROUND

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Central to organisational sustainability is the fact that organisations constantly have to adapt in order to stay competitive and relevant in a global market environment (Cummings and Worley 2008: 506-507). Organisations strive to increase performance and efficacy through the production of products and rendering services that meet the changing needs of consumers. A critical requirement for organisations to ensure sustainability and growth is to be innovative (Daft 2004: 12-14). Yet, as is indicated by Johannessen et al. (in Conway and Steward 2009: 7) there is still a lack of agreement as to how to define the concept of ‘innovation’, and how to take ‘innovation’ beyond being merely a buzzword used in managerial and leadership circles.

The Advisory Committee on Measuring Innovation in the 21 Century Economy (2008: i) defines innovation as “... *the design, invention, development and/or implementation of new or altered products, services, processes, systems, organizational structures, or business models for the purpose of creating new value for customer[s]...*”. Kirby (2003: 132) provides a different definition in stating that innovation is the “... *application of creativity to solve problems and to exploit opportunities*”. These definitions articulate the concept of innovation as human activities within the context of organisations, and there for the concept of innovation is explored within the broader discipline of organisational behaviour.

Ward (2009) discusses the requirements for a paradigm shift, as originally proposed by Kaplan and Norton in 1996, within organisations, where the organisational effectiveness is directly and critically influenced by the leadership’s ability to proactively ‘invent/re-invent’ the organisation. It is understood therefore that certain leadership behaviours are more conducive to influence the work environment positively towards change, whereas other leadership behaviours might hinder or stifle positive developments (Pietersen 2002: 9-10).

Research by Sarros, Cooper and Santora (2008), Osborn and Marrion (2009), Chen et al. (2012), and Craig (2015), indicate a positive correlation between innovation (including *leading for innovation*) and transformational leadership. It forms the basis of this study in terms of the requirement for transformational leadership to enhance or develop a culture towards innovation, and the placement of leadership for innovation as a central or pivotal strategic imperative (Bass and Riggio 2006: 129-130; Bilton and Cummings 2010: 7-9). Furthermore, the literature also indicates that ‘leading for innovation’ and ‘transformational leadership’ are linked in that leading for innovation requires the respective leaders to display idealised influence towards the creation of an environment that is conducive to innovation and entrepreneurship (Renko et. al 2015: 57; Zacher and Rossing 2015: 54-56; Li, Mitchell and Boyle 2016: 67-69). The question arises as to what are the implications for the leadership of academic libraries?

### 1.3 ACADEMIC LIBRARY SERVICES AND INNOVATION

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Steven Bell, the 2012-2013 president of the *Association of College & Research Libraries* (ACRL) ranked leadership as one of the top 10 challenges that academic libraries faced in 2015 (Bell 2015). His statement was based on the perceived changing role that academic libraries held in relation to their respective educational institutions, and how leadership is critical in changing and shaping the library’s role and identity (Bell 2015). The development of responsive leadership to maintain and grow academic library services is of critical importance (Schreiber and Shannon 2008: 37; Satgoor 2015). Michalak (2012: 417) and Yeh and Walter (2016) attribute the main reason for rethinking of services at academic libraries, to the incorporation of “disruptive technologies” and how these technologies have changed user information seeking behaviour. Arguably, disruptive technologies may not be the only change catalyst. The leadership for innovation and adaptation challenge is not limited to the associated institutions of the ACRL, as is evident from the 2015 AfLIA Conference & 3<sup>rd</sup> African Library Summit held in 2015, with the theme ‘African Libraries Rising – Leadership and Innovation for Development’.

Informal and formal conversations within the South African library and information provisioning sector, as well as associated research, such as Riggs (1997), Raubenheimer and Müller (2006), Moropa (2010), the *Council on Library and Information Resources* (CLIR) (2008: 9), and Satgoor (2015: 2-3) indicate that the post-2000 academic library sector faces numerous challenges of which progressive leadership for sustainable and innovative academic support services is a key concern. Moreover, the *Council on Library and Information Resources* (2008: 11) recommend that “[i]nstitutions need to support environments, within and external to libraries, that not only promote but demand change” indicating that one of the requirements is to increase access to leadership

programmes that are reflective of the changing academic research, teaching and learning environment, thus by implication being innovative.

In response to this concern in South Africa, the past decade has seen various academic library leadership initiatives embarked on. These include the *Research Library Consortium's (RLC)* executive leadership academy, the establishment of the *Centre for African Library Leadership (CALL)*, as well as the *South African Library Leadership Project (SALLP)* under the auspices of the Library and Information Association of South Africa (LIASA), the *Carnegie Library Leadership Project (CLLP)* and, as discussed by De Boer et al. (2012) the *Carnegie Library Leadership Academy (CLLA)* between 2009 and 2012. The intention with these interventions was to develop and nurture high-level executive management and leadership capacity within the South African academic library services sector to respond to the changing academic landscape (Satgoor 2015: 7-10).

Notwithstanding the arguable success of these initiatives, leadership across all the South African academic library services could benefit from emulating leadership behaviours and strategies that are conducive to innovation, thereby increasing support for the teaching, learning and research trajectories associated with the respective institutions.

The academic library sector is not excluded from strategic alignment, or re-alignment, as the academic environment is constantly impacted on by external and internal forces, affecting library-related support for the academic project at the respective institutions. One of these forces is continuous technological change and the transition to newer and disruptive technologies (Tuschman and Smith 2004: 3). Driven by and based on technological advancements, as well as other environmental elements such as the digital native student population, academic libraries respond to the changes in the digital environment through the creation of strategies that are aimed at the development and implementation of innovative services and product offerings, and providing evidence of the value derived thereof such as the deployment of new technologies in the work environment (Makori and Mauti 2016: 2). Considering the pervasiveness and scope of technological developments, the evolving teaching, learning, research and scholarly communication environments in which academic libraries function, it is to be expected that the focus of modern academic library strategies is very much e-based and reflective of the changing organisational environment (Moropa 2010).

Considering that information communication technologies permeate all areas of the modern academic library services, it stands to reason that these academic library services are constantly impacted on by the transitional and developmental nature of both the current and newer information and communication technologies. Simultaneously the academic institutions served

by these library services, are being affected by technological changes within the educational environment, such as online teaching, open learning content and the use of social media in teaching and learning. The ability of academic libraries to adapt and be innovative in a mostly web-based environment is central to fulfilling its business objective. Leadership as a concept, and how leadership either negatively or positively affects an organisation's ability to adapt innovatively, needs to be considered as part of academic library strategy formulation and implementation (Jantz 2012: 4).

Approaches to human resource development (HRD) within strategic management of organisations differ in that two possible approaches have been identified (Garavan, Costine and Heraty 1995: 4-6):

- The first approach is to lead and develop staff in support of the strategies identified;
- The second approach is where strategies emerge as staff are led towards the development of their own inherent creative potential, through the provision of opportunities to explore and learn.

A study of academic library strategies from websites, articles, and available presentations, reveal different levels of strategy and e-strategy formulation and implementation, as well as being indicative of the aforementioned approaches. A number of academic libraries indicate sub-strategies together with goal-based staff development initiatives listed as a supporting requirement for attainment of these said sub-strategies. In comparison, a number of expressed academic library strategy formulations indicate leading, development and empowerment of staff as a key sub-strategy to establish a culture of innovation, an example being the University of Pretoria Library Services (UPLS) (Moropa 2010):

In 2012, the UPLS adopted a "High Tech, High Touch" approach as expressed in its mission statement (University of Pretoria. Library Services 2011). The mission statement underpins the Library's vision of being a "global leader through redefining academic librarianship" (University of Pretoria. Library Services 2011). The stated mission is to be achieved through a set of sub-strategies as encapsulated in the UPLS 2011-2015 medium-term strategy (University of Pretoria. Library Services 2012). The focus areas of the sub-strategies are:

- Leadership;
- Innovation and technology;
- Partnerships and client services, and;
- Staff development.

Key to the success of the overall strategy is the positioning and empowerment of staff towards leadership for innovation. UPLS embraces the concept of “*one institution, many leaders*” (Satgoor: 2011) which suggests the transformational leadership philosophy.

Academic libraries often approach innovation through the adoption and implementation of strategic plans that are based on accepted and perceived as being successful practices elsewhere, and adapted to their own respective environments. This process complies with the generally accepted understanding of what also constitutes ‘innovation’ (Li, Mitchell and Boyle 2016: 67). In comparison, Bass and Riggio (2006: 134-135) recommend defining and following a strategic approach intent on creating a conducive environment for innovation as a core aim, coupled with leadership development as an organisational undertaking. Without deliberating which of these strategic approaches are better as well as the subsequent value and impact of each of the respective approaches, it is evident that technologies, and by implication the innovative use of technologies, is central to academic library services strategies at RUL.

#### 1.4 THE RHODES UNIVERSITY LIBRARY

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In 2013 the RUL implemented a three-year strategy, referred to as the *RUL e-strategy* (Rhodes University Library: 2013). This strategy was aligned to, and supported the overarching business strategy of the university, and furthermore aligned to and incorporated in the broader Rhodes information systems (IS) strategy. The strategy is adapted to the digital era, and therefore is dependent on the provisioning of relevant IS-services and infrastructure. The *RUL e-strategy* indicates 8 focus areas (Rhodes University Library: 2013):

- The Library as space and how this is managed through and designed to support IS;
- E-Resources accessibility and provisioning;
- Open Scholarship and scholarly communication;
- The institutional repository;
- Digitisation and making accessible Rhodes research, as well as unique collections;
- Mobile technologies support;
- The Library website as a platform for services provisioning;
- Web 2.0 and the associated Lib 2.0 tools and applications.

Both the UPLS and the RUL strategies reflect the technology-driven environments in which the respective institutions function. Notwithstanding the contemporary relevance of the e-strategies, what is of critical importance is to reflect on the nature of the leadership required to drive these strategies effectively and efficiently, namely *leadership for innovation*.

## 1.5 PROBLEM STATEMENT: LEADERSHIP FOR INNOVATION

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The literature on leadership indicates the centrality of transformational leadership behaviours in support of a culture of innovation within the academic library environment. Riggs (1997; 2008: 3-17), Albritton (1998), Raubenheimer and Müller (2006), Castiglione (2006), Moropa (2010: 181-190), and Jantz (2012) suggest the need for a change in academic library leadership strategy to enhance and strengthen the position of the modern academic library as a central academic support service. Research into academic library leadership literature over the last 15 years focussed predominantly on leadership for innovation. Pienaar and Boshoff's study (1996), in examining the relationship between organisational creativity and innovation, identified the leadership as central to the success for a culture of innovation. The study by Pienaar et al. (1999) suggests that the culture of innovation acts as the catalyst to transform the organisation. Raubenheimer and Müller (2006: 235-236) examined 'innovative leadership models' and how the models propose a focus change away from managerial-orientated approaches towards a culture of leadership within the organisation.

This study explores transformational leadership, as well as the extent to which transformational leadership behaviours and attributes are perceived among the middle and senior library staff members at the RUL. It is expected that the assessment will establish if there is evidence of team-level transformational leadership by exploring the staff perceptions about transformational leadership in terms of key behaviours that are conducive to innovation at the RUL. Academic library services nationally and internationally should be able to reflect on leadership styles and leadership abilities within their own environments. Reflection on leadership behaviours should include an analysis of said impact on the creation of a conducive environment for creativity and innovation, as is proposed through the relationship between transformational leadership and innovation (Jung, Chow et al.: 2003; Mumford and Licuanan: 2004; and Chen et al.: 2012).

## 1.6 RESEARCH OBJECTIVES

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The main research objectives of this study are:

- To identify library staff perceptions about leadership behaviours at RUL.



- To identify if either the level of employment, or the division in which a member of staff is employed, affect perceptions about team-based leadership at RUL between the various divisions and employment levels at RUL.

## 1.7 RESEARCH QUESTIONS

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Acknowledging the established link between transformational leadership and leading for innovation based on studies conducted by Riggs (1997; 2008), Albritton (1998), Raubenheimer and Müller (2006), Castiglione (2006), Moropa (2010), and Jantz (2012), the following research question is posed:

*Based on the perceptions of staff, does the leadership at RUL display behaviours that are conducive to innovation?*

In order to identify the leadership behaviours at RUL, the following sub-questions are proposed:

- What are the RUL library staff's perceptions about leadership behaviours?
- Do the different occupational levels at RUL have different perceptions about leadership behaviours of the middle and senior management leadership team?
- Do the different divisional units at RUL have different perceptions about leadership behaviours of the middle and senior management leadership team?

## 1.8 ASSUMPTIONS

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The study assumes that aspects of transformational leadership behaviours are evident at RUL, and that the staff perceptions will reflect this. The study furthermore assumes that staff participating in the study will understand the questions and will respond truthfully their own perceptions and experiences.

## 1.9 VALUE OF THE STUDY

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The study is considered as being of value, in that:

The body of knowledge pertaining to academic library leadership within South Africa will be enhanced. This study will reflect on perceptions of transformational leadership at RUL, and through generalisation should make a valuable contribution towards the body of knowledge on academic library leadership, and specifically of transformational leadership towards the attainment of intended innovation-focussed strategies.

The increased awareness of transformational leadership at academic libraries allows for reflection on academic library leadership behaviours. An analysis of the RUL leadership and associated strategies, can inform other institutional library strategies. In addition, the study allows for the possible emulation of the transformational leadership strategy at other academic libraries, based on a possible enhanced RUL strategy. Therefore, academic libraries may better positioned strategically through the inculcation of transformational leadership behaviours.

The study will add to the body of knowledge about leadership South Africa and Africa, especially as the research emanates from within the continent, as opposed to research undertaken from outside of Africa about leadership in Africa (Fourie, Van der Merwe, Van der Merwe 2015).

### 1.10 CLARIFICATION OF KEY TERMS

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- **E-Strategy:** e-Strategy refers to the development and implementation of innovative services and products, driven by and based on technological advancements.
- **Full-Range Leadership Model:** A hybrid leadership model proposing a complete or full scope of leadership containing elements of transformational, transactional and non-leadership. This model assumes that all leaders display behaviours across the styles (Bass and Riggio 2006: 7-9).
- **Innovation:** The conceptualisation and implementation of ideas, products, processes and services that are beneficial to the attainment of the organisational vision (Li, Mitchell and Boyle 2016: 67; Zacher and Rosing 2015: 54).
- **Leadership:** The process of inspiring and empowering people towards a shared articulated vision (De Boer, Bothma and Olwagen 2012)
- **Leadership for innovation:** Leading an organisation towards innovation through the creation of a flexible and supportive environment in which staff are urged to experiment and be creative (Deschamps 2008: 19-20).
- **Team leadership:** The roles and responsibilities of leading an organisation is shared between different members of a team (Sosik and Jung 2010: 299).
- **Transactional leadership:** The leadership style bases expectations and rewards on transactions. Often the transaction is based on both the leader's and followers' respective self-interests (Goethals, Soreson and Burns 2004b: 1558)
- **Transformational leadership:** Visionary and adaptive leadership aimed at increasing morale and motivation of staff, with an emphasis on follower development and

empowerment towards self-leadership, in support of entrepreneurial activities (Goethals, Soreson and Burns 2004b: 1558).

## 1.11 DIVISION OF CHAPTERS

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- Chapter 1 serves as an introduction and background to the study, including presenting research questions and sub-questions.
- Chapter 2 presents the literature review on transformational leadership, and leadership for innovation, exploring the concepts and setting the framework for the study.
- Chapter 3 explores the data collection instrument, presents an analysis of the study population, and the method used to analyse the data.
- Chapter 4 presents and examines the data collected as well as including a discussion of the data results.
- Chapter 5 presents conclusions based on the findings derived, as well as indicates the limitations of the study and makes recommendations for future research.

## CHAPTER 2: TRANSFORMATIONAL LEADERSHIP

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### 2.1 INTRODUCTION

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This literature review introduces the ‘transformational leadership theory’ (TLT) as developed from previous leadership theories. Studies supporting the positive impact of transformational leadership on organisations are ongoing. In addition, the literature review presents the application of the TLT on shared leadership environments. This chapter also explores critique of the TLT, and studies of transformational leadership in academic libraries.

### 2.2 LEADERSHIP

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To better understand the impact of ‘transformational leadership’ it is required to firstly reflect on what is meant by leadership.

Bolden (2004: 4), in analysing a review of leadership research conducted by Stogdill (1974: 259), determines that there are multiple definitions of leadership. Both Riggs (2008: 5) and Northouse (2009: 1), drawing from Rost’s research on leadership definitions in 1991, conclude that more than 100 definitions of leadership have been identified. Bolden (2004: 4) assigns the challenge of a single widely accepted definition of leadership, to the fact that leadership as a social construct, is “*open to subjective interpretation*” and that the interpretation is therefore modelled according to personal paradigms. Kanste, Miettunen and Kyngäs (2007: 210) support Bolden’s interpretation, referring to leadership as a ‘*multi-dimensional construct*’.

Northouse (2009: 1-5) proposes that the plethora of definitions of leadership is due to how leadership is perceived as multi-dimensional, being defined according to traits, abilities, skills, behaviours, styles, relationships or a combination thereof. He argues, however, that all the mentioned dimensions are contributing facets of leadership. Furthermore, the complex nature and varied interpretations of leadership shape the various theories underpinning studies in leadership. Bolden (2004: 4-5) drawing from Grint (2004), indicated that the conceptualisation of leadership is problematic in view of the following theoretical contentions:

- Leadership as personal traits (state of being) versus actions (state of doing);
- Leadership based on position, thus leader by authority;
- Leadership as intentionally focussed interventions, as opposed to situationally focussed, through guiding the actions of followers caused by a specific incidence or set of circumstances.

The conceptualisation of leadership is furthermore influenced by one's own values and understanding pertaining to morality, adding an ethical dimension to the value and purpose of leadership (Bolden 2004: 4). Ciulla (2014: xv-xvi) however, argues that ethics is central to leadership and not just a single aspect within leadership behaviour. Leadership *per se* is defined within the complex nature of human relationships; leadership without the willingness of followers is viewed as coercion and not leadership, and therefore may be considered as unethical.

Downton (1973: 3-4) proposes that leadership as a construct should be specified in terms of an implicit definition as opposed to an exact definition, concluding that the meaning of leadership is determined by the purpose and its expected role within a societal system.

Kotter (1998: 41-42) identifies the establishment of a vision as well as the subsequent process of inspiring people towards attainment of the vision, as the central purpose of leadership.

Notwithstanding the various interpretations of leadership as a concept, for the purposes of this study, the definition of leadership as proposed by Hughes, Ginnett and Curphy's (1998), being "... *the process of influencing an organized group toward accomplishing its goals*", is used.

It should be considered that the various arguments relating to defining leadership, are not necessarily contradictory postulations, but rather resultant of different studies within specific environments and contexts, thereby contributing to the development of various theories about leadership (Lussier and Achua 2001: 4).

## 2.3 LEADERSHIP THEORIES

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The different interpretations of leadership should be considered in relation to leadership as understood and developed by the various groupings of people led throughout the ages. The following section briefly describes some of the mainstream leadership theories as is evident within the literature on leadership.

History abounds with examples of individuals who had the role of leader entrusted to them based on the lineage, e.g. leadership positioned family succession within monarchies, or where circumstances required or 'forced' individuals to take up leadership positions, e.g. heroic leadership. The leaders were often the elites of society, be it in political, military or cultural societal environments. The theory that leaders are born to lead is evident up to the mid 1900's – a popular held belief that gave impetus to the "great man theory", and the 'trait-based leadership theory' as defined by Carlyle (Walker 2006: 56). Both these theories argue for leader centrality poses that the traits or qualities of the individual directly determine the leadership outcomes (Lussier and Achau 2001: 16). These leadership theories are associated with an authoritarian

leadership style, which can be either positive and effective in achieving the intended purpose, or detrimental in that it creates total dependency of followers on the leaders, limiting creativity and the opportunity for subsequent leadership development among followers (Northouse 2009: 41). Some theorists maintain that leaders are both born and made, as some cognitive abilities are inborn, while other abilities are developed (Lussier and Achua 2001: 9).

The dominance of the trait-based leadership theory was replaced in the early 1950's with the 'behavioural leadership theory paradigm'. This paradigm, popularised by Mintzberg's managerial roles theory (1973), assumed that the ability to lead effectively can not necessarily be based on or limited to inherited or inborn traits. The theory rather suggested that a set of positive leadership behaviours and responsibilities can be discerned and categorised, developed and subsequently emulated by others (Yulk 2002: 28-31). The 'behavioural leadership theory' led to studies that were aimed at determining the nature of the relationship between followers and the leader, and how this relationship impacted on the success of organisations through the support, recognition and development by leaders of the persons being led. (Lussier and Achua 2001: 16-17; Yulk 2002: 75).

Both the 'trait theory' and the 'behavioural leadership theory' attempted to define universally applicable theories as to what is the most successful leadership style, and which qualities differentiate leaders from 'non-leaders'. Both these theories received criticism (Northouse 2007: 25) in that no consistent model or style of leadership was found applicable in all situations, and that environmental variables influenced the effectiveness of leaders, as described by the personal-situational theory (Bass 1990b: 38-39). Research findings concluded that different situations required different leadership approaches and styles, that the effectiveness of the leaders is contingent on environmental factors external to them, culminating in the 'contingency leadership theory' (Lussier and Achua 2001: 17-18), attributed to Hersey and Blanchard (1969: 26-34), who produced their seminal work on the 'situational leadership theory' in 1971 (Schedlitzki and Edwards 2014: 40-41).

The second half of the 20<sup>th</sup> century saw the formulation of various interaction and social learning theories within the humanistic leadership approach theories, which attempted to understand leadership impact on followers in relation to situations. Dominant interaction and social learning theories include the leader-role theory, reinforced-change theory, contingency theory, and the path-goal theory (Bass 1990b: 44-47).

Contemporary explanations propose hybrid leadership paradigms drawn from the insights of studies into the different leadership theories. These hybrid paradigms propose that a combination of behavioural, situational and cognitive elements allow for meaningful and holistic

explanations of leader-follower relationships (Bass 1990b: 52). The dominant hybrid paradigm is the TLT, as proposed by Burns in his work *Leadership* in 1978 (Burns 1978; Bass 1990b: 53).

## 2.4 TRANSFORMATIONAL LEADERSHIP THEORY

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The TLT is attributed to Bernard Bass, building on James MacGregor Burns' (1978) concept of large-scale social change and differentiated leadership approaches (Bass 1999: 9; Bass and Riggio 2006: 3-4; Gumusluoglu, 2009; Chen et al. 2012; Sun et al. 2012; Schedlitzki and Edwards 2014: 63-64). Bass continuing Burns' work, focussed on defining and further exploring and differentiating between transactional leadership and transformational leadership. Transactional leadership is defined as being exchange-based, whereas transformational leadership is when followers are empowered and developed, culminating in a willing move beyond 'self-interest' (Vera and Crossan 2004: 223-224; DuBrin 2010: 83; Wang et al. 2011; Díaz-Sáenz 2011: 299).

The concept 'transformational leadership' implies leading a process of change (DuBrin 2001: 75). The change is internal to each of the persons being led as well as the leader, in that transformational leadership influences how people feel about themselves in relation to the environment and an increase in self-awareness. According to Díaz-Sáenz (2011: 299) the change or transformation that constitutes transformational leadership, is brought about by a "*... process by which a leader fosters group or organizational performance beyond expectation...*". It is posed that increased self-esteem raises motivation and thereby empowers the individuals to strive to exceed beyond normal expectations (Schedlitzki and Edwards 2014: 66). Burns, based on an understanding of Maslow's Theory of Human Needs, realised that the transformation leadership process is underpinned by meeting the higher level needs of individuals within the organisation (Bell 2014). Furthermore, the change process transcends the organisational requirement of achieving its vision in that the individuals involved are changed as well. This transformational leadership process, as explained by DuBrin (2010: 84), constitutes:

- An increase in self-awareness of leaders and followers;
- Guiding followers to understand the organizational context;
- Supporting the search for employee self-fulfilment;
- Creating an environment where the need for change is understood at both emotional and intellectual levels by both leaders and followers;
- Stimulating a sense of urgency among followers related to the need for change;
- Stimulating commitment to greatness of the leaders and followers;
- Adopting and advocating a long-term broad perspective by the leaders and followers;
- Developing trust-based relationships between the leaders and followers;

- Prioritising and deployment of resources in areas that require change.

According to DuBrin's (2010: 84), transformational leaders inspire and influence followers towards attainment of the vision of the organisation, vitalize and energise thought processes aimed at innovation and differentiated thinking, prompting action considered beyond the norm, thereby contributing to the transformation of the organisation (Bass & Riggio 2006: 3). Martin (2015: 333) describes transformational leadership as concerned with "...building relationships among people and creating real, significant change by emphasizing values and creating a shared vision among those in the organization."

Oosthuizen (2007: 143) stresses the central role of the transformational leaders as change catalysts in organisational renewal and visionary and strategic positioning. Transformational leadership therefore is more concerned with what needs to be accomplished and with supportive influence, as opposed to personal attributes and characteristics (Lussier and Achua 2001: 381-382). As Bass (1985a: 26; 1990a: 21-22) indicates, the transformational leader uses a combination of charisma, consideration for individuals, and coupled with intellectual stimulation impresses on and inspires employees to focus efforts and commit towards a shared vision. Goethals, Sorenson and Burns (2004a: 1558) also add that this process "morally uplifts" followers towards personal leadership development.

The TLT recognises four behavioural dimensions that characterise transformational leadership. These behavioural dimensions or factors, referred to as the four I's of the TLT (Bass and Riggio 2006: 5-7; Roberts and Rowley 2008: 69; Díaz-Sáenz 2011: 301; Schedlitzki and Edwards 2014: 66-67), are

- *Idealised influence*: is the behaviour that inspires, i.e. charismatic behaviour. The behaviour of the leader positively influences the followers, stimulating aspirations to emulate the behaviour of the leader. This idealised influence requires a moral and ethical grounding to ensure that the relationship is based on trust as conveyed through both actions of and convictions expressed by the leaders. *Idealised influence* encapsulates both *idealised attributes* and *idealised behaviours* measured separately using the Team Multifactor Leadership Questionnaire (TMLQ) – discussed in Chapter 3.
- *Intellectual stimulation*: creating a learning environment where assumptions and the status quo are questioned, ideas are shared and the diversity thereof respected among members of the group. The learning environment supports innovative and visionary conceptualisations, and the freedom to openly express different ideas and approaches to problems.



- *Individualised consideration*: creating an environment that allows others to further develop their own abilities through understanding individual needs and allowing mentorship opportunities to develop leadership abilities among the participating team members.
- *Inspirational motivation*: stimulating interest above self-interest; looking towards the organisational interests by expressing optimism for the vision, and providing meaning to individual contributions towards attaining the vision.

These four dimensions of transformational leadership give recognition to the possible increase in positive performance of individuals towards a shared and common cause (Bass and Riggio 2006: 2), collectively contributing towards the attainment of the vision of the organisation (Haslam, Reicher and Platow 2011: 38-39).

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#### 2.4.1 TRANSFORMATIONAL LEADERSHIP: IMPACT

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The reviews of the literature on transformational leadership undertaken by Wang et al. (2011: 223-270), Schedlitzki and Edwards (2014: 73-75) and Kopperud, Martinsen and Humborstad (2014: 29-42) list research that indicate the positive impact of transformational leadership on organisational (and employee) performance. These studies suggest a measurable increase in employee commitment, motivation, loyalty towards the organisational, quality of output, and innovation, brought about by transformational leadership behaviours.

Studies by Lowe, Kroeck and Sivasubramaniam (1996), Bass et al. (2003), Jaussi and Dionne (2003: 475-498), and Wang et al. (2011: 223-270) analysed the relationship between transformational leadership and individual and group performance. The outcome of these studies indicate the positive impact of transformational leadership on the overall organisational performance. Hur, Van den Berg, and Wilderom (2011: 591-603) propose a direct relationship between transformational leadership and organisational effectiveness, where an increase in emotional intelligence of both the leader and followers, is associated with increased transformational leadership behaviours and practices. This study corroborates Jung, Wu and Chow's (2008: 582-594) findings that transformational leadership behaviours directly affect the extent to which the organisational climate is conducive to employee empowerment, creativity and innovation.

The literature review on studies about the perceived impact of transformational leadership within organisations indicates that studies are not limited to specific types of organisations, e.g. profit and non-profit organisations, countries, and cultures. As an example, acknowledging that the TLT is can be viewed as a western concept, Chen et al. (2012: 239-264) examined the impact

of transformational leadership within organisations within Asian markets, and found the results corroborated with results in similar studies undertaken in organisations within western markets. Bellé's (2013: 109-136) study on transformational leadership was undertaken within the context of the public services sector with supportive evidence of the applicability of the theory within non-profit organisations. Lam's (2002: 439-452) study investigated and established the cross-cultural applicability of the transformational leadership theory. Martin's (2015: 331-351) exploratory study of gender, age and experience in relation to transformational leadership indicates that women tend to be more transformative in their leadership approach as opposed to their male counterparts.

Gumusluoglu and Ilsev's (2009) developed a model to measure the perceived impact of transformational leadership on creativity at an individual level, and innovation at an organisational level. The study indicates the impact that transformational leadership behaviours by leaders have, as the study established increases in:

- intrinsic motivation of staff members,
- the sense of psychological empowerment, and
- perceptions of employees relating to positive support for innovation and creativity.

Aforementioned study by Gumusluoglu and Ilsev's (2009) bases the differentiation between creativity and innovation on Amabile et al.'s (1996) work, which proposed that creativity is the formulation or conceptualisation of ideas, and innovation the application or implementation of these creative ideas.

Bass and Riggio (2006: 129-141), through assessing the impact of transformational leadership on organisations, concluded that policies and processes within the organisation should be reflective of transformational leadership. They suggest that the implication of transformational leadership would be reflected in the following areas of organisational activities:

- Strategic plans – reflect measures of transparency, information flow (control and accessibility), and inclusivity of staff in strategic planning processes;
- Corporate image – staff project the positive image experienced at the organisation;
- Recruitment and selection policies – that express the quality of leadership which might attract better recruits;
- Personnel development – procedures and policies that encourage and nurture development;
- Job profiling – which assigns challenging tasks to staff members, as well as diverse responsibilities to increase performance;

- Organisational structuring and development - towards a shared and team-based leadership environment.

Transformational leadership behaviours impact positively on organisations, but as research on this topic progresses, the TLT draws critique as well.

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## 2.4.2 TRANSFORMATIONAL LEADERSHIP: CRITIQUE

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Arthur and Hardy (2014: 38-39) in researching Transformational Leadership, concluded that insufficient experimental studies have been conducted in support of the theory. The authors, although not questioning the validity of the theory, suggest that additional quasi-experimental research is required in order to confirm the impact of transformational leadership interventions. More recent studies in this area include an analysis of the impact of transformational leadership interventions on daily work engagement by Breevaart et al. (2014: 138-157).

Bellé (2013: 109) confirms that experimental and quasi-experimental studies indicate that transformational leadership is conditional. This view was already expressed in 1999 by Bass and Stedlmeier (1999: 181-183), who, in defending the Transformational Leadership Theory, stated that the transformational leadership process is conditionally based on ethical behaviour and moral integrity, thus "... pseudo- versus authentic transformational leaders". Bass and Riggio (2006: 12-13) and Avolio, Walumbwa and Weber (2009: 423) share Bass and Stedlmeier's (1999: 181-183) aforementioned view, and describe the requirements for 'authentic transformational leadership' in order to ensure that employees are not serving the needs of the leader, but, as per intention, serve the broader organisational vision towards mutual benefit. According to Avolio et al. (2004: 803-804), authentic transformational leaders are:

*"... persons who have achieved high levels of authenticity in that they know who they are, what they believe and value, and they act upon those values and beliefs while transparently interacting with others..."*

Rome and Rome (1967: 185) alluded to authentic organisations, in that the organisation's leadership as a collective inculcates the same values and behaviours as expected from 'authentic leaders' as individuals.

Osborn and Marion (2009: 191-206) proposed that though the impact of transformational leadership behaviours and practices is evident within certain organisations, the same impact is not necessarily evident in terms of innovation within cross-institutional alliances. The authors indicate that the organisational alliances should be taken into consideration when examining the impact of leadership approaches.

Similarly, as per Lam's (2002: 439-452) study, transformational leadership behaviours cannot be considered to be universally applicable, especially since research indicates a difference within cultural conceptualisations as to what ideal leaders are.

Hallinger (2003: 338) explains effective leadership as requiring both transactional and transformational leadership processes and postulations, indicative of the Full-Range Leadership Model theory, as opposed to Burns' (1978) original view that transformational and transactional leadership are mutually exclusive theories. The conceptual model of transformational leadership is referred to as the Full-Range Leadership Model (FRLM) as originally developed by Bass and Avolio (Schedlitzki and Edwards 2014: 66), which Dvir et al. (2002) used to further elaborate on the 'follower performance' model within the transformational leadership context.

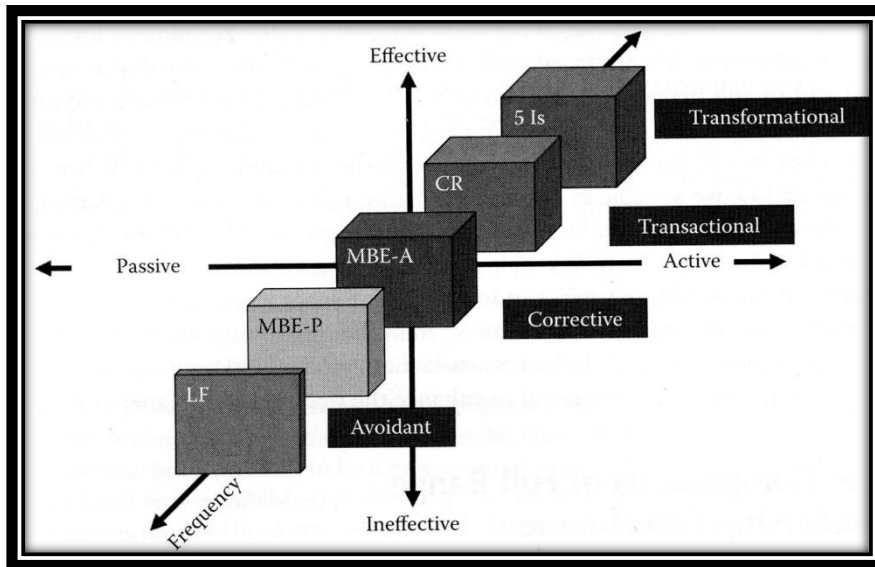
## 2.5 THE FULL-RANGE LEADERSHIP MODEL

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In developing the full-range leadership model, Bass, Avolio and colleagues elaborated on work undertaken on transformational leadership, extending the original 4 elements of transformational leadership (discussed in section 2.4) to include behaviours associated with transactional leadership as well as non-leadership (Avolio and Yammarino 2002: 10-11).

Bass and Riggio (2006: 7-9) proposed that all leaders show aspects of the various styles at some point, hence the model referred to as "full-range". It is, however, noted that leadership effectiveness in responding to the changing organisational environment increases with an increase in frequency of active transformational leadership behaviours (Sosik and Jung 2010: 9-10), as is illustrated in Figure 1 below.

**FIGURE 1: The Full-Range Leadership Model**



**FRLM Legend:**

LF = Laissez faire behaviours

MBE-P = Passive management-by-exception behaviours

MBE-A = Active management-by-exception behaviours

CR = Contingent reward behaviours

5 I's = Transformational leadership behaviours

**The Full-Range Leadership Model developed by Bass and Avolio (Sosik and Jung 2010: 10)**

The **transactional leadership** behaviours included in the FRLM are (Avolio and Yammarino 2002: 10-11):

- Contingent reward leadership where the desired outcomes are contingent on certain elements e.g. reward for agreed-to behaviours. Bass and Riggio (2006: 8) indicate that contingent reward can actually be both transactional, such as a fiscal reward, or transformational, e.g. praise;
- Both active and passive management-by-exception behaviour where corrective actions are taken based on a deviation from expected behaviours.

As illustrated in Figure 1 above, active transactional leadership behaviours contribute positively towards effectiveness, though not with the same impact as transformational leadership behaviours. On the contrary, passive transactional leadership behaviours contribute negatively towards the effectiveness of leadership (Sosik and Jung 2010: 9)

An aspect of **non-leadership** is added to the FRLM to accommodate for laissez-faire leadership, or the abdication of leadership responsibilities and/or roles (Avolio and Yammarino 2002: 10-11). These non-transaction behaviours between leaders and followers deter the effectiveness of

leadership, impacting negatively on the success of the organisation (Bass and Riggio 2006: 7-9; Sosik and Jung 2010: 9).

Leadership of modern organisations is not the sole responsibility of a single individual, but rather a responsibility shared by a number of individuals. Referred to as the distributed or shared leadership approach, the extension of leadership to groups of people within the organisation is in reaction to the increasingly changing and complex nature of organisational environments (Bass and Avolio 1994: 3-5; Lussier and Achua 2001: 302). Bass and Avolio (1994: 4) argued that the FRLM applies to the collective leadership group in as much as it does to individual leaders.

## 2.6 TRANSFORMATIONAL LEADERSHIP BY A TEAM

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Many organisations recognise that the transformation of the organisation towards sustainability and competitiveness includes allowing for leadership to be decentralised, enabling leaders at different levels within the organisation to share the leadership responsibilities and leadership influence (Lussier and Achua 2001: 302-303; Day and Halpin 2004: 3-4; Avolio, Walumbwa and Weber 2009: 432-432). Bass and Riggio (2006: 2) argue for the need to develop the “*collective leadership capacity*” as being a pivotal pillar of successful organisational transformation.

Avolio et al. (1996: 3-5) propose that an analysis of indicators of transformational leadership at individual leader level, can be applied to team leadership environments as well. The approach of leadership *by* a team as opposed to leadership *of* a team is referred to as collective leadership, shared leadership or distributed leadership. This approach is supported by Raubenheimer and Müller’s (2006: 235-236) view that the centre of power as is evident in traditional organisational hierarchies, needs to shift towards a shared leadership approach, where leadership skills are inculcated at individual level across all levels within the organisation. Shared leadership implies leadership at various levels within an organisation, therefore the transformational leader acts as a change and empowerment agent, allowing for team leadership and self-leadership to develop (Humphrey 2014: 12-13; 239-242) and in recognition of leadership potential also provides for leadership development needs (Davis and Langton 2009: 70-71).

Based on research on leadership by teams, the Team Multifactor Leadership Questionnaire (TMLQ) was designed as a measurement instrument for meso-level leadership analysis, as opposed to individual level leadership, using the FRLM as a framework for the analysis (Avolio et al. 1996: 7).

## 2.7 CONCLUSION

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The literature review, though not inclusive of all theories on leadership, indicates the diversity of approaches and studies that underpin the theories of leadership. Of these theories, transformational leadership is viewed as central to building organisations that are adaptive to change and innovation. The positive effects of transformational leadership on organisations have been well-researched and documented in key studies by Lowe, Kroeck and Sivasubramaniam (1996), Bass et al. (2003), Jaussi and Dionne (2003: 475-498), Gumusluoglu and Ilsev's (2009), Wang et al. (2011: 223-270), and Hur, Van den Berg, and Wilderom (2011: 591-603).

Transformational leadership augmented by transactional leadership and non-leadership approaches, encapsulates the Full-Range Leadership Model (Bass 1985b). Bass revealed through studying the effects of transformational leadership, that outcomes in terms of organisational effectiveness correlated to a combination of behaviours associated with both transformational and transactional leadership. The findings were also confirmed by Waldman, Bass and Yammarino (1990: 381-394), and Bass and Riggio (2006: 9-11).

Studies arguing for leadership by a team as opposed to an individual, consider how behaviours normally associated with individuals are displayed within a shared leadership environment (Dunphy and Bryant 1996: 677-699). In addition, studies reflect on shared leadership within the context of modern organisations, and how to assess the extent to which transformational leadership behaviours are evident within an organisation, and the positive effect it has on organisational creativity and innovation. The literature furthermore indicated appropriate tools for conducting research on transformational leadership.

## CHAPTER 3: RESEARCH METHODOLOGY

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### 3.1 INTRODUCTION

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Chapter 1 described the relationship between ‘leading for innovation’ and ‘transformational leadership’, and the relevance of this for academic library leadership in South Africa. Chapter 2 provided a review of the literature of transformational leadership, presenting both its definitions and its proposed positive impact. This chapter describes the research method used in this study, including the instrument used and the data gathering process and analysis method employed.

### 3.2 RESEARCH DESIGN

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Welman and Kruger (2001: 46) and Leedy (1993: 127) describe the research design as the process, strategy or plan followed in determine the research population and how the data will be gathered and the subsequent presentation of and conclusion drawn from the findings.

This study aimed to establish the extent to which transformational, transactional and non-leadership behaviours are evident at RUL, and if employees within different units and professional levels within the organisational hierarchy hold different perceptions about the perceived occurrence of transformational leadership behaviours. The research process therefore focussed on an analysis of the staff perceptions about the manifestation of leadership behaviours in everyday conduct. The qualitative approach was suitable as perceptions of individuals were determined using a Likert scale-based questionnaire.

Observation techniques and quantitative research design would not have been possible for the purposes of this study, especially where observation requires extensive knowledge of organisational behaviour (a lack of which will affect the reliability of the data gathered), and leadership styles and the resultant impact on teams within an organisation. In addition, observational techniques would require participants to be observed over an extensive period of time and at possible additional cost, as well as raising additional ethical concerns.

The literature on transformational leadership and qualitative research instruments used indicates that the Team Multifactor Leadership Questionnaire (TMLQ), as developed by Bass and Avolio (2005) using the Multifactor Leadership Questionnaire (MLQ) as a base, is able to determine employee perceptions about transformation leadership behaviours within teams. In



addition, this research instrument has been tested for reliability and validity, and was therefore found appropriate for this study.

### 3.3 RESEARCH INSTRUMENT

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Avolio and Yammarino (2002: 10-11) as well as Zacher and Rosing (2015: 59) indicate that the preferred measuring instrument used in transformational leadership research is the Multifactor Leadership Questionnaire (MLQ). The questionnaire was developed over a number of years in the 1990s and early 2000s, by Bernard Bass and Bruce Avolio, both internationally recognised for their research on leadership. The questionnaire is based on Bass' Transformational Leadership Theory (TLT) as a framework for transformational leadership, with specific attention to skills and leadership development in enhancement of entrepreneurial activities. The MLQ assesses an individual through an analysis of responses about his/her perceived leadership abilities and behaviours from subordinates and peers, as well as a self-rate assessment.

It is, however, the leadership displayed within a collective such as a leadership team), or a shared-leadership environment (Cawthorne 2010), that is of specific interest to this study. The Team Multifactor Leadership Questionnaire (TMLQ) considers the behaviours of team leadership behaviours in the form of shared leadership as proposed by Burns (Avolio et al. 1996: 39; Pearce & Conger 2003: 150). Taking into consideration leadership behaviours within team resulted in Avolio et al. (1996: 39), based on findings by Burns, to adapt the MLQ to allow researchers to study leadership behaviours, specifically transformational leadership behaviours, within a team as opposed to an individual only.

The TMLQ consists of 48 questions aimed at determining the prevalence of particular leadership behaviours based on the Full Range Leadership Model (FRLM). It includes a focus on aspects of transformational and transactional leadership, as well as non-leadership and outcomes of leadership. Three additional questions relate to employee perceptions about the overall effectiveness and satisfaction of the leadership being assessed. The elements of the TMLQ are based on the FRLM (discussed in Chapter 2) (Gockel and Werth 2010: 173):

- Transformational Leadership (5 factors):
  - Idealised Attributes (IA)
  - Idealised Behaviours (IB)
  - Inspiration Motivation (IM)
  - Intellectual Stimulation (IS)

- Individualised Consideration (IC)

The combination of Idealised Attributes and Idealised Behaviours is also referred to as Idealised Influence (Sosik and Jung 2010: 9-10) - see Chapter 2.4.

- Transactional Leadership (3 factors):
  - Contingent Reward (CR)
  - Management-by-exception Active (MBEA)
  - Management-by-exception Passive (MBEP)
- Passive/Avoidant Leadership (1 factor):
  - Laissez-Faire (LF)
- Additional Questions
  - Perceptions as to extra effort from the leaders
  - Perception of leadership effectiveness
  - General overall satisfaction with the leadership

The TMLQ is structured according to the above-mentioned dimensions, with 5 scales per dimension, requiring the participants to provide a rating based on the perceived frequency or occurrence rate of a specific behaviour. A Likert-scale provides for a possible range of 1 (being not at all) to 5 (frequently, if not always). Each participant is required to indicate one rating per statement.

Permission was granted by Mind Garden Inc., as the copyright holders of the measurement tool, to have three questions removed relating to demographics due to ethical concerns (see section 3.7 Ethical Concerns). In addition, permission was granted to add two questions that were required to address two of the sub-questions for the purpose of this study. The sub-questions were:

- Do the different occupational levels within the RUL structure have different perceptions about behaviours within the middle and senior management structure that may support or hinder innovation?
- Do the different divisional units within the RUL structure have different perceptions about behaviours within the middle and senior management structure that may support or hinder innovation?

In order to determine responses based on occupational levels and divisional unit deployment, the following two questions were included in the questionnaire:

Q51: Which section do you work in?:

- 1) Technical Services
- 2) User Services
- 3) Other

For the purposes of this study, the “Other” section include the administrative office, the Building Facilities & Management and the Information Technology (IT) unit, and staff working within Cory Library for Humanities Research. The reasoning for separating the staff within the Cory Library for Humanities Research is discussed under the limitations section of the chapter – see section 3.9.1.)

Q52: What is your level of employment?:

- 1) Senior Management (grades 16 and up)
- 2) Middle Management (grades 14 & 15)
- 3) Non-managerial levels (grades 1 – 13)

Both Q51 and Q52 allowed for cross-sectional data to be collated and compared, while still ensuring anonymity of participants and the leadership team being assessed.

### 3.4 RELIABILITY AND VALIDITY

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According to Babbie (2007: 143), a specific technique or instrument is reliable when repeated use to measure the same object or phenomenon, renders consistent results. Therefore, the same data will be collected with each application of the measurement tool within the same environment. The TMLQ, as tested within diverse environments (e.g. cultures, countries, organisational types etc.) proves to be reliable and consistent in terms of results analysed (Avolio & Bass 1996).

*Validity* is defined as the extent to which a measure accurately measures the concept for which it was designed (Babbie 2007: 146-147). A validity analysis was conducted by Avolio et al (1996: 11-12) through employing a confirmatory factor analysis (CFA) and fit indices to validate findings of different methods of assessing shared leadership. Their study confirmed a high validity rate for the use of the TMLQ for collective leadership assessment across the 9 factors or elements within the FRLM.

## 3.5 POPULATION AND SAMPLING

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The population refers to all the study objects which meet the study requirements in terms of attributes and characteristics, on which to base inferences on (Keyton 2011: 121; Davis 2014: 97-98).

The intention of the study is to ascertain employee perceptions about the leadership behaviours of the collective leadership team at RUL.

### 3.5.1 RHODES UNIVERSITY LIBRARY LEADERSHIP

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Considering the relationship between transformational leadership and strategic leadership, as indicated in the previous chapters, it is first required to present the context of leadership at RUL.

For the purposes of this study, leadership in an organisation implies the shared leadership role based on the extent to which individuals at certain levels within the organisational hierarchy are required to focus on tasks that are of strategic nature. The strategic nature of positions is reflected on the job profiles of the levels within the organisational hierarchy. At RUL the following positions (in order of highest to lowest strategic requirement) is viewed as the leadership (middle and senior management) entity within the Library Services:

#### ***The executive (or senior management) leadership:***

- The Director: Rhodes Library Services (80% strategic requirement)
- The three Head Librarians (60% strategic requirement):
  - Head Librarian: Technical Services;
  - Head Librarian: User & Research Support;
  - Head Librarian: Cory Library for Humanities Research

#### ***The operational (or middle management) leadership:***

- The 7 Principal Librarians (40% strategic requirement):
  - Principal Librarians within Technical Services
    - Principal Librarian: Acquisitions
    - Principal Librarian: Cataloguing & Metadata
    - Principal Librarian: Library Systems & Web Management

### Principal Librarians within Faculty Liaison Services

- Principal Librarian: Humanities
- Principal Librarian: Humanities & Education
- Principal Librarian: Science & Pharmacy
- Principal Librarian: Commerce & Law

Collectively these positions represent the senior and middle management component within the RUL structure, therefore representative of the collective leadership. The study aims to determine perceptions about transformational leadership of the collective leadership at RUL. It is therefore not only the leadership component that will evaluate themselves, but also all staff at RUL. It is assumed that due to the small number of staff within the division allowing for frequent contact between members of the leadership component and the rest of the staff members, as well as the inclusion of all staff in strategic review discussions, that all staff members are able to reflect on the leadership style of the leaders as a collective, and to respond on the questionnaire accordingly.

For the purpose of this study, the staff on the various occupational levels within the organisational structure served as the units of analysis. The total population of 42 staff members are categorised as follows (next page):

**TABLE 1: RUL STAFFING CATEGORIES**

<b>Managerial Levels</b>	<b>Number of Library Staff within occupational scale range</b>
<b>Executive &amp; Senior Management</b> (Rhodes Occupational Levels 16 up) Director: Rhodes Library Head: Cory Library Head: Technical Services Head: User & Research Support	4
<b>Middle Management</b> (Rhodes Occupational Levels 14 & 15) Principal Librarians: Technical Services Principal Librarians: User Services	7
<b>Non-Managerial Levels</b> (Rhodes Occupational Levels 6-13) Librarians: Technical Services Librarians: User & Research Support Librarians: Cory Assistant Librarians Senior Administrative Assistants Administrative Assistants ICT Specialists Assistant to the Director's Office Technical Support Assistant Archivist	31
<b>Total Staffing Component</b>	42

The target population consists of 42 staff members. The Cory Library for Humanities Research was only reintegrated into the RUL organisational structure in January of 2016. Therefore, the respondents at the Cory Library for Humanities Research may not have had sufficient time to form perceptions about the leadership behaviours of the RUL leadership team. In addition, the staff at Cory Library do not interact with staff of the main library on a daily basis – the main library being the building at which all but one of the identified leaders are stationed. As such, responses from this specific segment of the target population may be based on indirect experiences as opposed to direct regular contact, thereby having an impact on the results of the data collected. The staff at the Cory Library for Humanities Research is included in the target population. However, considering the impact that the recent re-integration combined with limited contact, may have on perceptions about the leadership team, for the purposes of this study the data collected from staff within the Cory Library for Humanities Research is separated (discussed under the limitations section of the chapter – see section 3.9.1.)

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### 3.5.2 SAMPLING

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Research processes make use of sampling where it is considered impractical to involve all members of the population in the study, or where it is deemed that the sample will be reflective of the general population. Sampling allows for limiting the study to a smaller number of participants, but retaining the probability that the sample is reflective of the larger population (Welman and Kruger 2001: 46-47).

For the purpose of this study, sampling is not considered, for the following reasons:

- The RUL consists of 42 full-time professional (LIS and technical) and semi-professional staff members. The close proximity of the division and units on campus, coupled with the small number of staff employed, made it practical and preferable to have involved the whole staff component in the study;
- All of the staff members are based at the RUL and as such are accessible.
- By including all staff members, sampling bias is avoided.

40 of the 42 staff members approached were willing to participate in the study. The high participation rate therefor eliminated the possibility of sampling error.

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### 3.6 STAFF PERCEPTIONS – POSSIBLE DIFFERENCES

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The researcher wished to establish if there was any correlation between the position employees hold within the organisational structure and perceptions that said employees may have. For the purpose of an analysis, possible relationships have been identified (marked C):

- C<sub>1</sub>: There is a relationship between the level of employment based on strategic requirements as per job profiles, and employee perceptions about leadership behaviours;
- C<sub>2</sub>: There is a relationship between the sectional divisions in which staff members are employed, and employee perceptions about leadership behaviours.

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### 3.7 DATA COLLECTION PROCEDURE

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The data collection section discusses the procedures followed to collect the data from the target population.

The questionnaire was conducted online using the Transform Hosting Solution (<http://www.MindGarden.com/multifactor-leadership-questionnaire/223-mlq-multi-transform-survey-hosting.html>). Only staff members who indicated their willingness to participate received an e-mail from Mind Garden containing the link to the questionnaire.

The said company collected the responses and provided the data to the researcher in a collated format. The reason for using a third party was to ensure total anonymity for participants as the researcher was serving on the management team being assessed. Of the 42 staff members approached for possible participation in the study, 40 responded using the online questionnaire.

### 3.8 DATA ANALYSIS

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The initial data analysis as undertaken by Mind Garden Inc. presented the data in correlated format, being that each of the question responses received was scored against the specific related attribute, e.g. responses on questions 2, 12, 22, 32 and 42 collectively determined the Idealized Attributes (IA) score.

The correlated data was provided by Mind Garden Inc. to the researcher in Microsoft Excel<sup>®</sup> format, in order to conduct the secondary data analysis. The cross-sectional analysis, meaning the analysis of data received based on employment level and similarly divisional or unit level, was undertaken using Microsoft Excel<sup>®</sup>.

### 3.9 ETHICAL CONSIDERATIONS

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Ethical social scientific research considers and requires researchers to adhere to norms that guide research conduct (Babbie 2007: 61-62). Ethical research processes require that participation be voluntary, that participants are not harmed in any way, and that anonymity and confidentiality is assured.

Ethical clearance was required in order to conduct this study. Permission to conduct this study was obtained from:

- 1) University of Pretoria: The Research Committee of the Department of Information Science, within the Faculty of Engineering, Built Environment and Information Technology.
- 2) Rhodes University Ethic Standards Committee (tracking number RU-HSD-16-01-0010).
- 3) The Director: Library Services for the study to be conducted at Rhodes Library.
- 4) The Director: Human Resources for permission for participation of RUL staff members.

The following measures were taken to ensure the preservation of privacy and anonymity of respondents to the questionnaire:

- Participation:
  - Potential participants were informed of the background to the study;



- Participation was voluntary and participants indicated their consent via completion of an informed consent form provided on request,
- Privacy and anonymity:
  - The consent form was not included in the online submission process, but provided to participants at the end of the meetings;
  - A third-party service provider (Mind Garden Inc.) was used to conduct the study online and to collate the data. Only staff members, who have agreed to participate, received an e-mail from said company with a link to the survey, providing each participant with the opportunity create a personal and unique password known only to the participant. Only the e-mail addresses of participants were provided to the said company, with no other personal information associated;
  - The service provider's Privacy Policy and Terms of Service documents were made available to participants.
  - The questionnaire did not require for indication of race, gender and age demographics, as completion of these questions would have rendered anonymity impossible for some staff members due to the small numbers within certain categories e.g. one white male employed within the RUL structure;
  - Responses were not linked to authentication information to ensure confidentiality.

### 3.10 LIMITATIONS

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Research methodological limitations, or constraints associated with research, may affect the reliability of the data collected, or influence the interpretation of the findings (Enslin 2014: 275). Research methodological imitations may include population sample size errors, unreliable data, responder bias, and language fluency of the responders (Price and Murnan 2004: 66-67).

Since the researcher is known to all members of staff at RUL as well as holding a senior position at RUL, and participants may have felt exposed irrespective of actions taken to ensure anonymity and confidentiality during the research process, may have led to possible responder bias.

### 3.11 CONCLUSION

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This chapter discussed the research approach followed in this study, including the suitability of the TMLQ as a measurement instrument, the target population, how the data was collected, and which measures were taken to ensure adherence to ethical requirements at RU. The chapter

furthermore discussed the methods employed to ensure confidentiality and anonymity of participating staff members.

The TMLQ was adapted to allow for the establishment of possible relationship between staff employment within the RUL structure and perceptions of leadership behaviours. The TMLQ was completed online by 40 of the 42 staff members, thereby ensuring a high response rate. A third-party service provider, Mind Garden using their Transform Hosting Service Solution, collated the raw data. The anonymised data was provided to the researcher for analysis.

The next chapter discusses the data results, the data analysis, and the subsequent findings based on the data analysis.

## CHAPTER 4: RESEARCH FINDINGS

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### 4.1 INTRODUCTION

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The preceding chapter described the methodology employed for the research. This chapter presents the descriptive statistics and discusses the data collected using the TMLQ. The chapter furthermore provides an interpretation of the data collected.

### 4.2 RESPONSE RATES

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Of the total population of 42 staff members at RUL, 40 members completed the questionnaires, thus 95% of the possible population participated. All 40 staff members that have indicated their willingness to participate, completed the questionnaire, thus a response rate of 100%. The responses of the 40 results sets have been included in the data analysis.

### 4.3 THE TMLQ AND THE RATING SCALES

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The questionnaire consisted of three sets of statements or questions, which all participants had to complete. Each section provided the respondent with different rating scales. The statements in the first and second section of the questionnaire are standard for this research instrument, and any alteration of these statements would have negatively affected the reliability and validity of the instrument.

#### 4.3.1 SECTION 1: QUESTIONS 1 – 48:

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Respondents had to read the statement and indicate their respective perceptions, using the rating scale, about a specific behaviour. As an example:

Question 1: Members of the RUL Leadership team “*avoid controversial issues that would produce conflict*”<sup>1</sup>

Using the five-point rating scale, the respondents had to indicate if the behaviour is perceived to occur (Avolio and Bass 1996: 53):

- 0 = ‘Not at all’
- 1 = ‘Once in a while’
- 2 = ‘Sometimes’

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<sup>1</sup> Question reproduced with permission from MindGarden, Inc.

- 3 = 'Fairly often'
- 4 = 'Frequently or always'

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#### 4.3.2 SECTION 2: QUESTIONS 49 – 50:

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Respondents had to read the two statements and indicate their respective perceptions, using the rating scale, about the effectiveness of leadership team. As an example:

Question 49: *"The overall effectiveness of the team can be classified as:"*<sup>2</sup>

Using the rating scale, the respondents had to indicate their perception of the effectiveness of the leadership team as being (Avolio and Bass 1996: 53):

- 1 = 'Not effective'
- 2 = 'Only slightly effective'
- 3 = 'Effective'
- 4 = 'Very effective'
- 5 = 'Extremely effective'

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#### 4.3.3 SECTION 3: QUESTIONS 51 – 52:

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The last section of the questionnaire was included by the researcher to obtain specific demographic information relating to occupational levels and divisional unit deployment. The two questions were:

Question 51: Which section do you work in?:

- 1) Technical Services
- 2) User Services
- 3) Other

Question 52: What is your level of employment?:

- 4) Senior Management (grades 16 and up)
- 5) Middle Management (grades 14 & 15)
- 6) Non-managerial levels (grades 1 – 13)

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<sup>2</sup> Question reproduced with permission from MindGarden, Inc.

#### 4.4 DATA COLLECTED AND DATA INTERPRETATION

The data was collected using the Mind Garden Transform Hosting Solution and the raw data provided to the researcher at the end of the data collection period. The raw data is provided in Annexure A.

A legend was provided by Mind Garden Inc. to group the data responses as received per question, to each of the relevant 9 behavioural elements of the FRLM, and the 3 general leadership outcomes. The statements and questions were grouped accordingly by elements:

**TABLE 2: TMLQ RATING LEGEND**

<b>Behavioural Element</b>	<b>Statements or questions relating to the specific element</b>
<b>FRLM</b>	
Idealized Attributes (IA)	2, 12, 22, 32, 42
Idealized Behaviours (IB)	4, 14, 24, 34, 44
Inspirational Motivation (INSP)	6, 16, 26, 36, 46
Intellectual Stimulation (IS)	8, 18, 28, 38, 47
Individualized Consideration (IC)	10, 20, 30, 40, 48
Contingent Reward (CR)	7, 15, 25, 35, 45
Management-by-Exception (Active) (MBEA)	5, 13, 23, 33, 43
Management-by-Exception (Passive) (MBEP)	3, 11, 21, 31, 41
Laissez-faire (LF)	1, 9, 19, 29, 39
<b>Leadership Outcomes</b>	
Extra Effort (EE)	17, 27, 37
Effectiveness (EFF)	49
Satisfaction (SAT)	50

The raw data is calculated and presented on two levels:

Firstly, the data as received from all participants was collated, without using the demographic data responses to segment the data. In order to establish generalised perceptions of all the participants, the mean values, or averages, were calculated. The mean values are an indication as to how often participants perceive certain behaviours to occur, or as in the case of the leadership outcomes questions, what the general perceptions are about the leadership team in terms of its

general effectiveness, effort and satisfaction about leadership abilities. In addition, the spread of data, or data range, serves to indicate how far values differ from the averages. The smaller the variance, the more agreement among the participants (Avolio's 2012: 20; Khan 2014: 213-214). The data is presented in section 4.5.

Secondly, the data as received from all participants was collated and, using the demographic data responses, segmented to establish if perceptions as listed in the previous paragraph, are different based on level of employment, and unit in which a person is employed. The data is presented in section 4.6.

## 4.5 DATA PRESENTATION: ALL PARTICIPANTS

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The main research objectives of this study are to measure library staff perceptions about team-based leadership behaviours at RUL. In order to do this all data collected is presented and discussed. The results of all participants were combined to establish perceptions across all levels of employment and units in which staff are employed. The data is presented and discussed as per the three leadership styles, and the leadership outcomes section. The average of each of the elements measured is listed, as well as the proposed benchmark for each of the elements evaluated. The table furthermore provides the variances for each of the behavioural elements.

### 4.5.1 TRANSFORMATIONAL LEADERSHIP BEHAVIOURS

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The 5 elements associated with *Transformational Leadership Behaviours* measured, using the TMLQ, were:

- Idealised Attributes (IA)
- Idealised Behaviours (IB)
- Inspirational Motivation (IM)
- Intellectual Stimulation (IS)
- Individualised Consideration (IC)

**TABLE 3: RUL TMLQ – TRANSFORMATIONAL LEADERSHIP BEHAVIOURS - ALL PARTICIPANTS**

FRLM Elements		Averages	Benchmark		Variances
			Min	Max	
<b>Transformational Leadership</b>	Idealized Attributes (IA)	2.4	3	4	1.01
	Idealized Behaviours (IB)	2.6	3	4	0.82
	Inspirational Motivation (INSP)	2.7	3	4	1.00
	Intellectual Stimulation (IS)	2.3	3	4	0.92
	Individualized Consideration (IC)	2.2	3	4	0.99

Bass and Avolio (2012: 17) suggest that the minimum perceived rate of occurrence (benchmark) required for teams to be viewed as transformational, is 3 (according to TMLQ rating scale), meaning that transformational leadership behaviours should be displayed at least ‘Fairly Often’. An increase towards a score of 4, in the perceived level of occurrence of these behaviours, implies increased transformational effectiveness within the team.

As indicated in Table 3, the perceptions across all the 5 categories, about the frequency of transformational leadership behaviours at RUL, all fall below the preferred level of perceived occurrence (2.4, 2.6, 2.7, 2.3, and 2.3). With *Transformational Leadership* score averages all within the “Sometimes” range, it is deduced that staff perceive certain behaviours among the leadership to occur less than it should in order to be viewed as an effective transformational team.

Furthermore, with *Transformational Leadership* behaviours having been measured as less than the benchmark (suggested range between 3 and 4), the probability increased that certain leadership behaviours that fall within the categories of *transactional* and/or *non-leadership* would be more prevalent.

#### 4.5.2 TRANSACTIONAL LEADERSHIP BEHAVIOURS

The 2 elements associated with *Transactional Leadership Behaviours* measured, using the TMLQ, were:

- Contingent Reward (CR)
- Management-by-exception (Active) (MBEA)

**TABLE 4: RUL TMLQ – TRANSACTIONAL LEADERSHIP BEHAVIOURS - ALL PARTICIPANTS**

FRLM Elements		Averages	Benchmark		Variances
			Min	Max	
<b>Transactional Leadership</b>	Contingent Reward (CR)	2.4	2	4	0.96
	Management-by-Exception (Active) (MBEA)	1.9	1	2	0.63

Bass and Avolio (2012: 17) suggest that the minimum perceived rate of occurrence (benchmark) required for teams in terms of behaviours relating to the Contingent Reward (CR) factor, is 2 ('Sometimes' on the TMLQ rating scale). The benchmark for Management-by-exception (Active) (MBEA) is between 1 ('Once in a while') and 2 ('Sometimes').

Based on the data analysis (Table 5), the RUL leadership team members display transactional leadership behaviours within the acceptable suggested levels (Bass and Avolio 2012: 17) for both Contingent Reward (CR) (2.4) and Management-by-exception (Active) (MBEA) (1.9).

#### 4.5.3 NON-LEADERSHIP BEHAVIOURS

The 2 elements associated with *Non-Leadership Behaviours* measured, using the TMLQ, were:

- Management-by-exception (Passive) (MBEP)
- Laissez-Faire (LF)

**TABLE 5: RUL TMLQ – NON-LEADERSHIP BEHAVIOURS - ALL PARTICIPANTS**

FRLM Elements		Averages	Benchmark		Variances
			Min	Max	
<b>Non-Leadership</b>	Management-by-Exception (Passive) (MBEP)	1.6	0	1	0.94
	Laissez-faire (LF)	1.6	0	1	0.82

Bass and Avolio (2012: 19) indicate that non-leadership behaviours should be avoided completely (occurrence rate of 'Not at all') but that 'Once in a while' is still considered as an acceptable frequency of occurrence for these non-leadership behaviours.

Based on the data analysis (Table 5), RUL team members indicated that the leadership team displays levels of non-leadership behaviours at a rate (1.6 and 1.6) that exceed both the minimum and acceptable rate of occurrence, 0 and 1, as suggested by Bass and Avolio (2012: 17)).



#### 4.5.4 LEADERSHIP OUTCOMES

The three general leadership outcomes measured are:

- Generate extra effort (EE)
- Is effective (EFF), and
- Generate satisfaction (SAT)

**TABLE 6: RUL TMLQ – LEADERSHIP OUTCOMES - ALL PARTICIPANTS**

FRLM Elements		Averages	Benchmark		Variances
			Min	Max	
<b>Leadership Outcomes</b>	Generate Extra Effort (EE)	Management-by-Exception (Passive) (MBEP)	3	4	1.11
	Is Effective (EFF)	Laissez-faire (LF)	3	4	0.92
	Generate Satisfaction (SAT)	Management-by-Exception (Passive) (MBEP)	3	4	1.19

Interpreting the collective averaged result sets of the 3 elements measured in terms of Leadership Outcomes, it is concluded that:

- The general perception of the participants at Rhodes Library is that the leadership team sometimes displays behaviours that are indicative of extra effort (2.3) in terms of motivating and encouraging each other to perform beyond their own perceived limits.
- The staff members perceived the leadership team to be only slightly effective (2.1) overall; and
- The staff members in general are somewhat dissatisfied (2.5) with the leadership abilities of the team.

All three Leadership Outcomes were rated as below the suggested benchmark of ranging between 3 and 4 as suggested by Bass and Avolio (2012: 17).

#### 4.6 PERCEPTIONS - DIFFERENCES

The second research objective of this study is to determine the differences in perceptions about team-based leadership within the various divisions and employment levels at RUL.

The following proposed relationships express one of the objectives of this study in terms of the possible differences in perceptions:

C<sub>1</sub>: The level of employment, based on strategic requirements as per job profiles, impacts on perceptions about leadership behaviours

C<sub>2</sub>: The sectional divisions in which staff members are employed, impacts on perceptions about leadership behaviours

The alternative relationships claim linear relationships between, firstly the level of employment of staff, and secondly the divisional environment, in relation to staff perceptions about leadership behaviours. In order to test these two alternative relationships, the data was analysed at employment and divisional levels.

#### 4.6.1 ANALYSIS OF PERCEPTIONS - EMPLOYMENT LEVEL

Table 7 presents the data collected per management level, together with the standard deviation for each of the factors of the management level.

**TABLE 7: RUL TMLQ - EMPLOYEMENT LEVEL DATA SET**

Factor	Senior Management		Middle Management		Non-Managerial	
	Average	Variances	Average	Variances	Average	Variances
<b><i>Transformational Leadership</i></b>						
Idealized Attributes (IA)	2.60	1.51	2.40	0.94	2.33	1.05
Idealized Behaviours (IB)	3.13	0.76	2.52	0.77	2.49	0.88
Inspirational Motivation (IM)	3.20	1.06	2.74	0.98	2.63	1.03
Intellectual Stimulation (IS)	3.00	0.92	2.45	0.91	2.63	0.88
Individualized Consideration (IC)	2.67	1.53	2.20	0.96	2.18	0.99
<b><i>Transactional Leadership</i></b>						
Contingent Reward (CR)	2.67	0.70	2.34	0.98	2.32	1.01
Management-by-Exception (Active) (MBEA)	2.33	0.42	1.72	0.60	1.98	0.66
<b><i>Non-leadership</i></b>						
Management-by-Exception (Passive) (MBEP)	1.07	0.61	1.58	0.97	1.60	0.96
Laissez-faire (LF)	1.13	0.81	1.81	0.78	1.52	0.85
<b><i>Leadership Outcomes</i></b>						
Generate Extra Effort (EE)	3.00	1.18	2.45	1.10	2.41	1.15

Is Effective (EFF)	2.00	1.00	2.16	0.76	2.00	1.08
Generate Satisfaction (SAT)	2.33	1.15	2.37	1.12	2.28	1.32

#### 4.6.1.1 SENIOR MANAGEMENT

The data indicates that senior management member are in agreement as to the perceived occurrence of leadership behaviours, with the exception of three factors measured being:

- Idealised Attributes (IA) (1.51)
- Inspirational Motivation (IM) (1.06)
- Individualised Consideration (IC) (1.53)

The averages for Senior Management staff members for Idealised Attributes (IA) (2.60) and Individualised Consideration (IC) (2.67), indicate the perceived occurrence of behaviours below the score of 3 (as suggested by Bass and Avolio (2012: 17)). Senior management members perceive the occurrence of behaviours relating to Contingent Reward (CR) (2.67) as above the minimum proposed benchmark, yet Management-by-exception (Active) (MBEA) (2.33) as exceeding the maximum suggested rate of occurrence as suggested by Bass and Avolio (2012: 17).

In addition, the variances indicate less agreement about the perceived rate of occurrence of behaviours relating to all three leadership outcomes:

- Generate Extra Effort (EE) (1.18)
- Is Effective (EFF) (1.00)
- Generate Satisfaction (SAT) (1.15)

#### 4.6.1.2 MIDDLE MANAGEMENT

The data indicates that the Middle Management group is in agreement about the perceived rate of occurrence of leadership behaviours, across all three of the leadership categories measured:

- Transformational Behaviours (2.40, 2.52, 2.74, 2.45, 2.20);
- Transactional Leadership Behaviours (2.34 and 1,72) ; and
- Non-leadership behaviours (1.58 and 1.81).

Middle management perceives the rate of occurrence of *Transactional Leadership* behaviours as within the range of the suggested benchmark (between 2 and 4 for CR, and 1 and 2 for MBEA) , but in contrast non-leadership behaviours as exceeding the suggested rate of occurrence (both suggested ranges between 0 and 1 as suggested by Bass and Avolio (2012: 17)).

The middle management members measured less agreement in terms of both the Generate Extra Effort (EE) (1.10) and Generate Satisfaction (SAT) (1.12) scores.

#### 4.6.1.3 NON-MANAGERIAL LEVEL MANAGEMENT

The variances in the data indicate that non-managerial level staff members' perceptions about the occurrence of leadership behaviours is similar, with the exception of three factors measured being:

- Idealised Attributes (IA) (1.05)
- Inspirational Motivation (IM) (1.03), and
- Contingent Reward (IC) (1.01)

The averages of the collected data from non-managerial staff, indicate the perceived rate of occurrence of behaviours below the benchmark of 3 (as suggested by Bass and Avolio (2012: 17)) for all behaviours regarding *Transformational Leadership* (2.33, 2.49, 2.63, 2.63 and 2.18). Regarding *Transactional Leadership* behaviours, the non-managerial staff cohort, although with a low level of consensus (1.01), indicated that Contingent Reward (CR) behaviours are sufficiently evident (2.32). Moreover, with a high level of consensus (0.66), the said cohort indicated that Management-by-exception (Active) (MBEA) behaviours fall within the preferred range of between 1 and 2 as suggested by Bass and Avolio (2012: 17). Additionally, the non-managerial cohort perceived non-leadership behaviours, both the Management-by-exception (Passive) (MBEP) (1.60) and non-involvement (LF) (1.52) behaviours, as occurring in excess of the preferred range of between 0 and 1 as suggested by Bass and Avolio (2012: 17).

Furthermore, the variances indicate disagreement among the non-managerial staff about the perceived rate of occurrence of behaviours relating to all three leadership outcomes, being,

- Generate Extra Effort (EE) (1.15)
- Is Effective (EFF) (1.08)
- Generate Satisfaction (SAT) (1.32)

#### 4.6.1.4 ASSUMED RELATIONSHIP 1 – EMPLOYMENT LEVELS DIFFERENCES

The first possible relationship was that:

C<sub>1</sub>: The level of employment based on strategic requirements as per job profiles, impacts on perceptions about leadership behaviours.

In order to determine if there is a correlation as to the employment level and the perceptions about the rate of leadership behaviours, a correlation coefficient analysis was applied to the data collated. The correlation coefficient (also referred to as Pearson's coefficient (Khan 2014: 214)), was calculated and is presented in Table 8.

**TABLE 8: RUL TMLQ - EMPLOYMENT LEVEL - PEARSON'S COEFFICIENT**

Factor	Senior Management	Middle Management	Non-Managerial	Pearson's Coefficient
<b><i>Transformational Leadership</i></b>				
Build Trust (IA)	2.60	2.40	2.33	0.96
Act with Integrity (IB)	3.13	2.52	2.49	0.89
Encourage Others (IM)	3.20	2.74	2.63	0.94
Encourage Innovative Thinking (IS)	3.00	2.20	2.18	0.88
Coach & Develop People (IC)	2.67	2.20	2.18	0.88
<b><i>Transactional Leadership</i></b>				
Reward Achievement (CR)	2.67	2.34	2.32	0.89
Monitor Deviations & Mistakes (MBEA)	2.33	1.72	1.98	0.57
<b><i>Non-Leadership</i></b>				
Fight Fires (MBEP)	1.07	1.58	1.60	-0.88
Avoid Involvement (LF)	1.13	1.81	1.52	-0.57
<b><i>Leadership Outcomes</i></b>				
Generate Extra Effort (EE)	3.00	2.45	2.41	0.89
Is Productive (EFF)	2.00	2.16	2.00	0.00
Generate Satisfaction (SAT)	2.33	2.38	2.28	0.51

Khan (2014: 214) provides the following interpretation of the correlation coefficient, which the researches have used to interpret the data as calculated:

- A coefficient within the -1.0 and -0.8 range indicates a strong negative correlation;
- A coefficient within the -0.7 and -0.3 range indicates a weak negative correlation;
- A coefficient within the -0.2 and 0.3 range indicates no correlation;
- A coefficient within the 0.4 and 0.7 range indicates a weak positive correlation;
- A coefficient within the 0.8 and 1.0 range indicates a strong positive correlation.

Applying Khan's (2014: 214) interpretation of the correlation coefficient, the relationships between employment level and perceptions about leadership, are presented.

A positive correlation was found between the respective employment levels and the averaged perceived rate of occurrence of each of the *Transformational Leadership* behaviours (0.96, 0.89, 0.94, 0.88, and 0.88).

In terms of *Transactional Leadership* behaviours, the interpretation of the correlation coefficient indicates a positive correlation between the respective employment levels and the averaged perceived rate of occurrence of Reward Achievement (CR) (0.89). The coefficient (0.57) indicates a weak positive correlation between the employment level as a factor, and Management-by-exception (Active) (MBEA).

An analysis of *non-leadership* behaviours indicate a negative correlation between the respective employment levels and the Management-by-exception (Passive) (MBEP) (-0.88) factor could be determined. A weak negative correlation between involvement avoidance (LF) (-0.57) behaviours and employment levels.

Variances in the correlation coefficient of the *Leadership Outcomes* were calculated, with a strong positive relation in terms of behaviours indicative of the generation of extra effort (EE) (0.89), a negative correlation in effectiveness behaviours (EFF) (0.00) and a weak positive correlation with behaviours indicative of satisfaction generation (SAT) (0.51).

Based on the combined analysis of the correlation coefficients presented, it can be concluded that there is inconclusive evidence in support of a positive correlation between the level of employment, and perceptions about rate of occurrence of leadership behaviours.

#### 4.6.2 ANALYSIS OF PERCEPTIONS - DIVISIONAL LEVEL

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Table 9 presents the data collected per division, together with the standard deviation for each of the factors division, as well as the standard deviation across the divisions.

**TABLE 9: RUL TMLQ - DIVISIONAL LEVEL DATA SET**

Elements	User Services		Technical Services		Other		Combined
	Averages	Standard Deviation	Averages	Standard Deviation	Averages	Standard Deviation	Standard Deviation
<i>Transformational Leadership</i>							
<b>Idealized Attributes (IA)</b>	2.27	1.01	2.26	1.06	2.80	0.91	0.31
<b>Idealized Behaviours (IB)</b>	2.29	0.89	2.69	0.74	2.57	0.67	0.21
<b>Inspirational Motivation (IM)</b>	2.54	1.22	2.68	0.76	3.16	0.69	0.33
<b>Intellectual Stimulation (IS)</b>	2.19	1.10	2.20	0.72	2.64	0.79	0.26
<b>Individualized Consideration (IC)</b>	2.19	1.03	1.97	0.97	2.67	0.91	0.36
<i>Transactional Leadership</i>							
<b>Contingent Reward (CR)</b>	2.10	1.07	2.48	0.83	2.69	0.87	0.30
<b>Management-by-Exception (Active) (MBEA)</b>	1.79	0.75	1.75	0.45	2.24	0.51	0.27
<i>Non-Leadership</i>							
<b>Management-by-Exception (Passive) (MBEP)</b>	1.49	1.07	1.68	0.69	1.49	1.04	0.11
<b>Laissez-faire (LF)</b>	1.71	0.84	1.60	0.82	1.51	0.87	0.10
<i>Leadership Outcomes</i>							
<b>Generate Extra Effort (EE)</b>	2.42	1.29	2.12	0.93	3.08	0.76	0.49
<b>Is Effective (EFF)</b>	1.94	0.80	2.15	0.90	2.22	1.20	0.15
<b>Generate Satisfaction (SAT)</b>	2.39	1.20	2.38	1.12	2.11	1.36	0.16

The data as presented in Table 9 is discussed per leadership style assessed as well as the leadership outcomes.

#### 4.6.2.1 TRANSFORMATIONAL LEADERSHIP

An analysis of the data presented (Table 9, p. 55) per division indicates that only the 'other' division indicated a score above the minimum required standard on one factor. The factor relates to the encouragement of others (Inspirational Motivation (IM) (3.16)), where the suggested rate is between 3 and 4 (Bass and Avolio 2012: 17)

The standard deviation (0.31, 0.21, 0.33, 0.26 and 0.36) indicates that staff members across the three divisions agree to the perceived occurrence of transformational leadership behaviours. However, there are noticeable standard deviations within the respective divisions. The deviation measured within the User Services division (2.27, 2.29, 2.54, 2.19 and 2.19) indicate the least consensus across the elements (1.01, 0.89, 1.22, 1.10 and 1.03) with the exception of Idealised Behaviours (IB) (0.89), which scored a deviation of less than one, thereby indicating more agreement on this one element. Less agreement was reached within the User Services division about:

- the development of trust-based relationships (Idealised Attributes (IA) (1.01)),
- positive encouragement of others (Inspirational Motivation (IM) (1.22)),
- encouragement of innovative thinking (Intellectual Stimulation (IS) (1.10)), and
- coaching and development of staff members (Individual Consideration (IC) (1.03)).

Within the Technical Services division, more agreement among staff members is evident across all the respective factors (1.06, 0.74, 0.76, 0.72 and 0.97) with the exception of:

- the development of trust-based relationships (Idealised Attributes (IA) (1.06)).

#### 4.6.2.2 TRANSACTIONAL LEADERSHIP

None of the three divisions attained the preferred minimum score of 3 for reward achievement (Contingent Reward (CR)) behaviours (2.10, 2.48 and 2.69). The standard deviations per division furthermore indicate a less agreement within the User Services division about perceptions about reward achievement (1.07).

The data indicated that staff perceptions, with a high level of agreement across all three divisional categories, as to the rate of occurrences where mistakes and deviations are being monitored (Management-by-exception (Active) (MBEA) (0.75, 0.45 and 0.27).



#### 4.6.2.3 NON-LEADERSHIP

The perceived the rate of occurrence of Management-by-exception (Passive) (MBEP) and Laissez-fair (LF) for all three staff levels, is higher than the levels suggested by Bass and Avolio (2012: 17). The standard deviation measurement also indicates less agreement within the respective divisions' perceptions about the occurrence rates of the mentioned behaviours (0.84, 0.82 and 0.87). The 'other' division shows a higher level of agreement about the perceived rate of occurrence of Laissez-fair (LF) (0.87) behaviours.

#### 4.6.2.4 LEADERSHIP OUTCOMES

The data on *leadership outcomes* provides insight into how staff perceive the effectiveness of the leadership team. With the exception of the division labelled 'other' (3.08), in terms of perceptions about Extra Effort (EE), which were rated within the suggested range levels for between 3 and 4, the staff in the User Services (2.49) and Technical Services (2.12) divisions did not rate the team as being effective as it could be. Specifically, perceptions about the levels of effectiveness (1.94, 2.15 and 2.22), and satisfaction (2.39, 2.38 and 2.11) were rated below the suggested rate of between 3 and 4 (Bass and Avolio 2012: 17).

#### 4.6.2.5 ASSUMED RELATIONSHIP 2 – DIVISIONAL DIFFERENCES

The second relationship proposed was:

C<sub>2</sub>: The sectional divisions in which staff members are employed impacts on perceptions about leadership behaviours.

In order to determine if there is a relationship between the divisional in which staff are employed, and the perceptions about the rate of leadership behaviours, the correlation coefficient was calculated using the divisional averages of the perceived rate of behaviours. Assigning a number to the divisional area of employment, the correlation coefficient (also referred to as Pearson's coefficient (Khan 2014: 214)), was calculated and is presented in Table 10 (next page).

**TABLE 10: RUL TMLQ - DIVISIONAL LEVEL - PEARSON'S COEFFICIENT**

	User Services	Technical Services	Other	Pearson's Coefficient
<b><i>Transformational Leadership</i></b>				
Idealized Attributes (IA)	2.27	2.26	2.80	0.86
Idealized Behaviours (IB)	2.29	2.69	2.57	0.68
Inspirational Motivation (IM)	2.54	2.68	3.16	0.95
Intellectual Stimulation (IS)	2.19	2.20	2.64	0.88
Individualized Consideration (IC)	2.19	1.97	2.67	0.67
<b><i>Transactional Leadership</i></b>				
Contingent Reward (CR)	2.10	2.48	2.69	0.99
Management-by-Exception (Active) (MBEA)	1.79	1.75	2.24	0.83
<b><i>Non-Leadership</i></b>				
Management-by-Exception (Passive) (MBEP)	1.49	1.68	1.49	0.00
Laissez-faire (LF)	1.71	1.60	1.51	-1.00
<b><i>Leadership Outcomes</i></b>				
Generate Extra Effort (EE)	2.42	2.12	3.08	0.67
Is Effective (EFF)	1.94	2.15	2.22	0.96
Generate Satisfaction (SAT)	2.39	2.38	2.11	-0.88

Khan (2014: 214) provides the following interpretation of the correlation coefficient, which the researches have used to interpret the data as calculated:

- A coefficient within the -1.0 and -0.8 range indicates a strong negative correlation;
- A coefficient within the -0.7 and -0.3 range indicates a weak negative correlation;
- A coefficient within the -0.2 and 0.3 range indicates no correlation;
- A coefficient within the 0.4 and 0.7 range indicates a weak positive correlation;
- A coefficient within the 0.8 and 1.0 range indicates a strong positive correlation.

Using Khan's (2014: 214) interpretation of the correlation coefficient, the relationships between the division in which staff members are employed, and perceptions about leadership, are presented.

A strong positive correlation between the respective divisional areas of employment and the averaged perceived rate of occurrence of each of the *Transformational Leadership* behaviours (0.86, 0.68, 0.95, 0.88 and 0.67) was determined, with the exception of behaviours associated with leadership integrity (Idealised Behaviours (IB)), which measured a weak positive correlation (0.68).

The coefficient for *Transactional Leadership* behaviours indicates a strong positive correlation between the divisional level of employment and the averaged perceived rate of occurrence of both the Reward Achievement (CR) (0.99) and Management-by-exception (Active) (MBEA) (0.83) factors.

The *non-leadership* behaviours coefficient indicates no correlation between the respective divisional areas of employment and the Management-by-exception (Passive) (MBEP) (0.00) and Laissez-fair (LF) (-1.00) behaviours.

The *Leadership Outcomes* coefficient indicates a weak positive relation in terms of behaviours indicative of the generation of extra effort (EE) (0.67), a strong positive correlation in productivity behaviours (EFF) (0.96) and a strong negative correlation with behaviours indicative of satisfaction generation (SAT) (-0.88).

Based on the interpretation of the correlation coefficients presented, it is established that there is inconclusive evidence as to a definitive relationship between divisional employment, and perceptions about the rate of occurrence of leadership behaviours.

#### 4.7 DISCUSSION

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The discussion considers each leadership factor measured separately based on perceived levels of occurrence. These factors define the different leadership behaviours grouped according to *Transformational Leadership*, *Transactional Leadership*, or *Non-Leadership* behaviours.

The *Transformational Leadership* behaviours outcomes measured, indicate that the RUL staff component perceived a less than required rate of behaviours that inspire employees to achieve optimal results towards the greater good of the organisation. Of the five *Transformational Leadership* elements measured (Table 3, p. 47), the research findings indicate that behaviours relating to Individualised Consideration (IC) (2.2), Intellectual Stimulation (IS) (2.3), and

Idealised Attributes (IA) (2.4) rated the lowest. Equally, Inspirational Motivation (IM) (2.7) and Idealised Behaviours (IB) (2.6), having a higher score than the three previous mentioned factors, still measured below the minimum rate of between 3 and 4 as suggested by Bass and Avolio (2012: 17). This, however, does not imply that the leadership team behaviours cannot be considered to be transformational at all, considering that all five of the sections measured an occurrence rate higher than “Not at all” or “Once in a while”, thereby indicative of positive behaviours that are more frequently perceived by staff members. This more frequent visible *Transformational Leadership* behaviours contribute toward the perceived effectiveness of the leadership component at RUL -- effectiveness which, as indicated by Bass and Riggio (2005: 9-10), includes an increase in commitment, loyalty and satisfaction among staff.

The *Transactional Leadership* behaviours measured (Table 4, p. 48) indicated an occurrence rate of both Contingent Reward (CR) (2.4) and Management-by-exception (Active) (MBEA) (1.9) behaviours within the range as suggested by Bass and Avolio (2012: 17). This implies that staff, in general, experience or observe the leadership team rewarding or disciplining staff members for performance outcomes. Positive and constructive contingent reward processes can increase effectiveness of teams, but not at the same level of impact as Transformational Leadership (Bass and Riggio 2005: 9-10). Based on the data analysis of the Management-by-exception (Active) (MBEA) behaviours (1.9), it can be concluded that staff may perceive that the leadership team is overly monitoring deviances from outcomes and standards expected. Although this can be viewed positively in light of corrective action taken at point of occurrence, it may be perceived as stifling the employee’s ability to innovate and be creative thereby curbing enthusiasm.

Conversely, Passive Management-by-exception (MBEP) (1.6) and Laissez-Faire (LF) (1.6) leadership behaviours (Table 5, p. 48) may lead to perceptions that the leadership team is ineffective in making decisions and taking actions (Bass and Riggio 2005: 9-10). The data indicates that staff perceive these non-leadership behaviours to occur, and using the rate of between 0 and 1 as suggested Bass and Avolio (2012: 17), these behaviours occur too frequently.

Bass and Riggio (2005: 9-10) argue that all of the three leadership styles, as represented in the Full Range Leadership model, are required for effective and efficient leadership, but that the combination, balance and frequency of said behaviours will determine the levels of effectiveness. The frequency preference is high occurrence rate of *Transformational Leadership* behaviours, less *Transactional Leadership* behaviours, with very infrequent if any *Non-Leadership behaviours*. In view of afore-mentioned frequency preference scale, it is concluded that the RUL leadership team is perceived to be well balanced with the exception of the Contingent Reward (CR) factor score

(2.4) with associated behaviours occurring at a rate similar to *Transformational Leadership* behaviours.

The Leadership Outcomes data (Table 6, p. 49) indicate that the RUL staff perceive the level of satisfaction (SAT), effectiveness (EFF) and extra effort (EE) below the rates as suggested by Bass and Avolio (2012: 17). These averages are close to the minimum preferred rate of 3, indicating that the leadership team displays behaviours that are close to the rates as suggested by Bass and Avolio (2012: 17). These scores should also be considered in relation to both *Transactional Leadership* and *Non-Leadership* scores, as an excessive rate of occurrence in behaviours in either of these leadership areas, affects negatively on the overall perceptions of effectiveness and efficiency of the team leadership, e.g. a high perceived occurrence rate of Laissez-fair behaviour may impact negatively on how staff perceive the effectiveness of the leadership team.

## 4.8 CONCLUSION

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This chapter presented the data collected using the TMLQ measurement instrument. The data presentation and analysis aimed to answer the research questions:

- to measure library staff perceptions about team-based leadership behaviours at RUL, and
- to establish if the various divisions and employment levels at RUL hold different perceptions about leadership behaviours at RUL. For the purpose of this comparative analysis, the data was collected, presented and analysed at cross-sectional level:
  - Data per three employment levels: senior management, middle management, and non-managerial (based on the percentage of strategic outputs as indicated on job profiles for specific positions);
  - Data per three divisions: User Services, Technical Services, and Other.

In order to determine if either the level of employment, or the division in which staff are employed can be considered as factors which may influence perceptions about leadership behaviours, the following assumed relationships were tested:

C<sub>1</sub>: The level of employment based on strategic requirements as per job profiles, impacts on perceptions about leadership behaviours

C<sub>2</sub>: The sectional divisions in which staff members are employed impacts on perceptions about leadership behaviours.

Using Pearson's coefficient test, data relating to both the two proposed relationships provided inconclusive evidence to support either one of these relationships. It is concluded that NO definitive correlation between either level of employment, or the division in which staff are

employed could be established. Therefore both these possible relationships were dismissed in terms of being contributing factors affecting perceptions about leadership behaviours.

It is concluded that the RUL leadership team is perceived as being predominantly transformational in nature, but with evidence to suggest that transactional and non-leadership behaviours occur above the rates as suggested by Bass and Avolio (2012: 17). This conclusion is supported by the assessment of the leadership outcomes that indicate perceived levels of some leadership ineffectiveness (2.5), some dissatisfaction with the leadership team's abilities (2.1), and insufficient extra effort (2.3) from the leadership team.

The next chapter concludes the study with a summary of the findings, as well as providing recommendations towards future research.

## CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

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### 5.1 INTRODUCTION

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The preceding chapters provided a background to the study, the literature review, described the methodology employed within the research, as well as presentation and discussion of the data reflecting perceptions about leadership at RUL. This chapter concludes the study through reflection on the research questions based on the findings, on indication of the contribution of this study towards the understanding of leadership for innovation at a South African academic library, and suggestions towards future research.

### 5.2 SUMMARY OF FINDINGS

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The findings of the study to the research questions are summarised as follows:

- A review of the literature on the effect of leadership behaviours on innovation indicates that Transformational Leadership behaviours are conducive towards creating an environment of innovation. Though Transformational Leadership is proposed as the most appropriate leadership style towards creating a conducive environment for innovation, leaders to show behaviours associated with transactional leadership and non-leadership, which can affect the effectiveness and efficiency of the leadership team.
- Team-based leadership can be measured using a number of instruments, but the Team Multifactor Leadership Questionnaire (TMLQ) is effective, reliable and sufficiently tested as a means to measure leadership behaviours within the Full Range Leadership model (FRLM) framework (Avolio et al. 1996: 7).
- The analysis of leadership at RUL, using the FRLM as a research tool, indicates that:
  - The RUL leadership team displays mostly behaviours associated with a transformational leadership style (Table 3, p. 47). Based on studies by Jung, Chow et al. 2003), Mumford and Licuanan (2004) and Chen et al. (2012) where the positive relationship between transformational leadership behaviours and innovation has been established, it stands to reason that the transformational leadership behaviours of the leaders at RUL, contribute positively towards creating an environment conducive for innovation;
  - That the transformational leadership behaviours of the leadership team at RUL, occurrence rate is below the levels for efficiency and effectiveness (Table 3, p. 47), as suggested by Bass and Avolio (2012: 17);

- The RUL leadership team displays behaviours associated with a transactional leadership style above the proposed occurrence rate (Table 4, p. 48), as suggested by Bass and Avolio (2012: 17), for efficiency and effectiveness;
  - The RUL leadership team displays behaviours associated with non-leadership styles above the proposed occurrence rate (Table 5, p. 48) as suggested by Bass and Avolio (2012: 17), for efficiency and effectiveness;
  - The RUL staff rate the leadership team as overall being only slightly effective (Table 6, p. 49);
  - The RUL staff rate the leadership team as somewhat below an acceptable standard for displaying extra effort (Table 6, p. 49);
  - The RUL staff indicate some dissatisfaction with the RUL leadership team's leadership abilities (Table 6, p. 49).
- The findings are inconclusive to suggest that the levels of employment at RUL, based on strategic requirements as per job profiles, impact on perceptions about leadership behaviours (Table 8, p. 53).
  - The findings are inconclusive to suggest that the sectional divisions at RUL in which staff members are employed, impact on perceptions about the RUL leadership behaviours (Table 10, p. 58).

The research findings have met the objectives of this study in that:

- Staff perceptions about the leadership behaviours at RUL have been identified, and,
- Possible differences in perception about team-based leadership at RUL, based on level of employment and division in which staff members are employed, has been identified.

Based on afore-mentioned findings, recommendations are made.

### 5.3 RECOMMENDATIONS

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It is recommended that the RUL leadership team, through an analysis of the TMLQ report, reflect on leadership behaviours that support, rather than hinder, the creation of optimal conditions for innovation to take place.

It is recommended that the RUL leadership team continually work towards the development of the necessary leadership skills, to further develop the transformational process required for an effective, efficient and innovative library service. To this end, the following specific recommendations are made:



- It is recommended that the RUL leadership team focus on increasing the rate of behaviours associated with *Transformational Leadership*, as all of these elements, that support the development of an environment conducive for innovation, scored below the rate as suggested by Bass and Avolio (2012: 17):
  - Idealised Attributes (IA)
  - Idealised Behaviours (IB)
  - Inspirational Motivation (IM)
  - Individualised Consideration (IC)
  - Intellectual Stimulation (IS)
- It is recommended that the RUL leadership team focus on decreasing the rate of behaviours associated with *Transactional Leadership*. Although behaviours associated with Contingent Reward (CR) and Active Management-by-exception (Active) (MBEA) styles can have a positive impact on creating an environment conducive to innovation, Bass and Riggio (2005: 9-10) indicate that these behaviours are less effective than *Transformational Leadership* behaviours, and therefore not as effective in creating an environment that is conducive for innovation.
- It is recommended that the RUL leadership team focus on eliminating behaviours associated with Passive Management-by-exception (MBEP) and Laissez-Faire (LF) leadership styles, as an occurrence of these behaviours impact negatively on an environment conducive to innovation.

In addition, it is recommended that the RUL Leadership team investigate and action strategies, policies and procedures that will ensure continual development of leaders across the scope of the organisation as recommended by Bass and Riggio (2006: 134-135), and Atwater and Atwater (1994: 147).

#### 5.4 ACADEMIC CONTRIBUTION OF THIS STUDY

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The value of the study, and academic contributions are:

- The key value of this study is that it is the first assessment of leadership behaviours at RUL, and how these behaviours contribute towards supporting an innovative environment. The step towards understanding behaviours allows appropriate corrective and supportive strategies to be developed and implemented.
- Although there is a plethora of research articles and books written on transformational management, this study is the first to use the TMLQ towards

understanding leadership at an academic library in South Africa. This adds to the body of knowledge on academic library leadership in South Africa.

- Furthermore, this study adds to the body of knowledge about leadership in, firstly South Africa, and secondly Africa, where the research was undertaken by a South African – an area for improvement as indicated by Fourie, Van der Merwe and Van der Merwe (2015: 18-19).
- Furthermore, this study examined the possibility of divisional and level of employment as contributing variables towards perceptions about leadership behaviours, and subsequently increasing the academic understanding of organisational behaviour.

## 5.5 SUGGESTED FUTURE RESEARCH

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A single study such as this one is insufficient to inform the transformational leadership agenda of academic library leadership in South Africa. Future studies may wish to either replicate the study at others organisations, or alternatively investigate to identify other aspects not considered within this study, e.g. the impact of the national political environment, or multiculturalism leadership within the organisation, on leadership development, shared-leadership and employee relations at an institutional level, and how these aspects impact on innovation.

Additionally, it is recognised that the body of knowledge is constantly being added to while these conceptual frameworks are interrogated for validity and relevance. These frameworks are open to being disputed and/or amended. A growing number of studies are now focusing on authentic leadership and its centrality within the transformational leadership paradigm (Hoch et al. 2016). Future studies may want to consider authentic leadership for improving on leadership development and organisational effectiveness towards innovative academic libraries.

This study is the first study (as far as the researcher could determine) at an academic library in South Africa, using the TMLQ as a research instrument. It is suggested that the study be replicated at other academic libraries and comparative studies be undertaken based on the outcomes of these studies at the academic libraries.

It is also recommended that for future research, that the impact of the various library leadership programmes as mentioned in chapter 1.3, be assessed in view of library leadership development.

It is furthermore suggested that future research be considered, taking into account observations by the researcher of this study during the research process:

- That the sensitivity of library leaders about leadership studies that may be perceived by them as being too personal in nature, be acknowledged. It would benefit the body of knowledge about academic library leadership if library leaders consider the positive benefit of having these studies conducted, recognizing the value it may have on their respective institutions as well as the academic library sector.
- That library leadership studies be conducted, but that the role of the researcher be considered during the process, especially where the researcher is one of the staff members and how staff members being aware of this fact, respond to the research process.
- That environmental factors and personal factors that may affect the research be considered for future studies. As an example, would the Fees Must Fall campaign have had an impact on the outcomes of this study if the data collection was undertaken during the arguably disruptive period, where it was observed that some staff were calling for more decisive actions from the library leadership team.

Organisational behaviour studies draw from a number of disciplines, e.g. psychology, management, law, etc., the complexity of understanding organisational behaviour cannot be overstated. The researcher acknowledges that the suggestions for future research may therefore not be comprehensive.

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## ANNEXURE 1: RHODES UNIVERSITY TEAM MULTIFACTOR LEADERSHIP - RESPONDENTS DATA

R = Respondent

Rhodes University Team Multifactor Leadership Questionnaire – Respondents Data																																									
	R 1	R 2	R 3	R 4	R 5	R 6	R 7	R 8	R 9	R 10	R 11	R 12	R 13	R 14	R 15	R 16	R 17	R 18	R 19	R 20	R 21	R 22	R 23	R 24	R 25	R 26	R 27	R 28	R 29	R 30	R 31	R 32	R 33	R 34	R 35	R 36	R 37	R 38	R 39	R 40	
Question 1	2	2	1	2	2	2	2	3	3	2	3	1	3	2	2	3	2	1	3	1	2	3	2	3	4	2	3	2	0	1	2	0	3	3	2	1	2	3	0	2	
Question 2	1	3	4	3	2	2	3	3	0	3	2	4	2	2	3	4	1	2	2	3	2	0	3	4	4	3	1	3	2	3	0	4	3	4	3	2	2	2	2	4	2
Question 3	1	1	1	2	2	1	2	3	2	3	3	0	1	1	0	4	3	1	2	0	1	0	1	1	3	0	4	2	0	0	0	0	0	0	2	2	0	0	4	0	2
Question 4	2	3	4	3	3	0	3	2	2	3	3	4	4	3	4	1	1	3	3	2	2	4	4	4	3	4	0	4	2	2	2	2	4	4	1	1	3	2	4	4	3
Question 5	2	1	0	2	2	2	2	3	1	2	2	2	0	3	3	0	2	1	1	1	2	3	1	4	4	4	2	2	3	3	2	3	3	2	3	2	3	4	1	3	
Question 6	2	4	4	3	3	3	3	2	1	0	3	3	3	4	4	2	1	3	0	4	2	4	3	4	4	4	1	4	2	3	2	4	4	2	3	2	4	4	4	2	
Question 7	1	3	4	2	3	2	2	3	0	0	4	4	4	3	3	0	1	2	0	3	1	4	2	3	2	4	1	4	1	2	0	4	3	2	1	3	4	2	4	3	
Question 8	2	2	4	2	3	1	2	2	1	0	3	3	0	3	3	0	0	2	0	2	2	3	2	4	2	4	0	2	2	2	1	3	4	2	2	2	2	3	0	4	0
Question 9	2	2	0	2	2	2	2	1	3	3	2	0	3	0	1	0	3	3	3	1	3	0	1	0	3	2	3	1	0	1	2	0	2	3	3	2	2	0	0	2	
Question 10	1	2	4	3	2	2	2	1	1	0	3	4	4	3	3	0	2	2	3	3	3	3	4	4	3	4	2	2	1	2	4	4	3	2	1	3	4	0	4	2	
Question 11	1	1	0	2	2	2	2	2	3	2	2	0	4	1	0	0	4	3	3	1	2	0	2	1	4	0	3	2	0	1	0	0	0	3	3	1	3	2	0	2	



Question 12	1	3	4	3	1	2	3	3	1	0	2	4	2	3	1	0	1	1	2	2	2	4	3	4	3	4	0	2	2	2	2	4	3	2	2	3	4	2	4	2	
Question 13	2	2	3	1	4	2	2	4	1	3	2	3	1	3	2	3	0	2	0	2	1	0	1	1	3	4	1	3	3	2	0	3	3	2	4	2	1	4	2	4	
Question 14	2	3	4	3	3	1	3	4	2	0	3	4	2	3	2	4	1	2	1	1	2	0	3	4	3	4	0	2	3	3	0	4	4	2	3	2	2	4	3	2	
Question 15	2	2	4	2	3	2	2	3	2	2	4	4	2	2	3	0	1	1	2	3	2	4	2	4	3	3	1	2	2	2	3	3	3	3	1	3	3	0	4	2	
Question 16	1	3	4	2	2	3	3	4	2	0	3	3	2	3	4	0	1	2	3	4	3	4	3	4	4	3	0	3	2	3	2	4	4	3	2	3	4	2	4	2	
Question 17	1	3	3	2	1	3	2	2	1	0	3	4	3	3	4	0	2	2	4	3	2	4	3	4	4	3	0	3	2	2	0	4	4	2	2	3	4	2	4	4	
Question 18	2	2	3	2	1	2	2	4	1	2	3	4	3	4	3	1	1	2	3	3	3	4	3	4	4	3	0	2	0	3	1	4	3	3	2	2	2	3	4	4	
Question 19	1	1	0	2	1	2	1	0	1	2	3	0	1	0	1	4	3	3	0	1	1	3	3	0	3	1	3	1	2	1	0	1	2	1	1	1	1	1	4	2	2
Question 20	1	2	3	1	0	2	2	2	2	0	4	4	0	3	4	0	0	2	2	4	3	4	2	4	2	4	0	2	2	2	1	4	3	2	1	3	4	3	4	3	
Question 21	3	3	0	2	3	2	2	2	0	2	0	1	0	2	1	4	2	1	2	2	1	0	1	1	3	0	3	1	4	2	1	1	1	0	3	2	1	4	2	4	
Question 22	2	3	3	2	1	3	2	3	1	0	2	3	3	3	3	0	1	1	0	3	2	4	3	4	4	4	1	2	2	3	2	4	3	2	3	2	3	0	4	2	
Question 23	2	2	0	2	2	1	2	0	1	2	3	1	3	3	0	3	3	2	0	2	2	0	2	1	3	2	2	1	3	2	0	1	2	2	1	0	4	0	1	2	
Question 24	3	3	4	2	4	2	3	4	2	2	3	3	3	3	4	0	2	1	2	3	1	4	2	3	3	4	1	2	2	2	0	4	3	3	2	3	4	0	4	2	
Question 25	2	3	4	2	2	1	2	4	1	2	2	3	3	3	0	0	2	3	2	3	2	4	3	4	3	4	1	2	2	2	0	3	3	1	3	2	3	3	4	2	

Question 26	3	3	3	1	1	3	3	4	3	2	4	4	4	4	3	0	1	2	0	3	3	4	3	4	4	4	0	3	0	3	1	4	2	3	2	3	4	4	4	3		
Question 27	2	3	3	1	0	3	2	3	3	1	2	4	1	4	4	0	0	1	0	3	2	4	3	4	4	4	0	4	2	3	1	4	3	2	3	3	4	4	4	3		
Question 28	3	3	4	3	3	3	3	2	3	2	3	2	0	3	3	0	2	2	2	1	3	2	3	3	3	3	1	2	3	3	0	4	3	3	2	1	3	4	2	3		
Question 29	1	1	0	3	0	1	1	0	2	3	3	0	4	2	0	4	3	2	3	1	1	0	1	0	3	1	2	1	0	0	0	0	0	0	2	1	1	1	0	4	0	1
Question 30	1	2	3	1	1	2	2	2	2	0	1	3	1	3	0	0	1	1	0	3	1	0	2	4	3	3	1	2	0	1	1	4	3	1	2	2	3	0	2	2		
Question 31	1	1	0	2	2	2	2	0	1	3	2	0	4	1	0	4	3	3	2	1	1	0	1	1	4	0	3	1	2	1	0	0	1	2	3	0	0	2	0	1		
Question 32	0	3	4	1	0	2	2	3	1	0	3	4	3	3	3	0	2	3	0	3	3	4	3	4	3	4	0	2	2	2	3	4	3	2	2	4	4	1	4	0		
Question 33	2	1	0	2	2	1	1	3	3	3	0	1	2	2	2	4	1	1	3	1	1	0	1	0	3	0	1	1	3	1	0	2	1	1	3	1	2	4	3	4		
Question 34	3	3	2	2	0	0	2	3	2	0	4	3	1	2	3	4	2	0	0	2	2	0	3	3	2	2	0	2	2	2	3	4	3	2	2	2	4	2	1	3		
Question 35	2	2	3	2	3	1	2	4	2	2	3	3	2	3	3	0	1	1	0	3	2	3	2	4	3	2	0	2	1	2	1	3	3	3	3	2	2	2	0	4	3	
Question 36	1	4	3	3	2	3	2	2	3	2	3	4	4	3	3	0	1	1	2	2	3	4	3	4	4	3	0	2	2	3	2	4	3	3	3	3	4	2	4	3		
Question 37	2	3	2	2	1	3	2	1	2	0	3	3	2	3	3	0	2	2	2	3	2	3	3	4	4	3	0	3	3	2	1	4	2	2	3	3	3	0	4	3		
Question 38	1	3	3	2	2	3	3	0	1	2	2	3	1	3	4	0	0	2	2	3	3	2	3	4	3	4	0	3	2	1	1	4	3	1	2	2	3	0	4	3		
Question 39	2	2	0	2	2	1	1	0	2	3	1	0	2	4	2	4	3	3	3	1	1	3	2	0	3	0	2	1	2	1	0	0	1	3	2	0	1	3	0	3		

Question 40	0	3	4	2	1	2	2	4	3	0	2	3	3	3	2	0	2	3	2	3	3	3	3	4	3	4	1	1	2	3	1	4	3	1	3	3	2	2	4	2		
Question 41	2	1	0	3	1	2	1	4	2	3	2	1	2	1	0	4	2	1	3	2	0	0	2	1	3	2	2	2	0	0	0	1	1	1	3	1	1	3	1	3	1	4
Question 42	1	3	4	2	2	1	2	4	2	0	4	4	3	3	3	0	1	2	0	2	3	4	3	4	3	3	1	1	0	3	2	4	3	1	3	3	4	2	4	3		
Question 43	2	1	2	2	1	2	1	3	1	2	2	0	2	3	4	4	2	1	2	0	2	1	0	4	2	4	3	1	0	0	0	2	3	2	3	2	2	0	2	2		
Question 44	3	3	4	3	4	3	2	4	3	2	4	3	4	3	4	0	2	2	2	3	3	4	4	4	4	4	4	1	2	1	4	0	4	4	2	2	3	3	3	4	4	
Question 45	3	3	4	2	2	3	3	4	2	0	1	4	2	2	1	0	2	2	0	4	3	2	4	4	4	4	0	2	2	3	1	4	4	2	2	4	4	1	4	2		
Question 46	3	3	3	2	3	3	2	3	3	0	2	3	4	4	3	2	0	1	2	3	3	4	4	3	4	4	0	2	2	4	1	4	4	2	2	3	4	1	4	3		
Question 47	2	3	4	3	3	2	2	3	2	0	0	3	0	3	4	0	1	1	1	3	2	4	3	4	3	3	0	1	2	3	2	4	4	2	1	3	3	2	4	2		
Question 48	2	3	2	2	0	3	2	4	2	0	2	4	0	3	2	0	1	1	0	3	2	4	3	4	3	4	1	2	1	3	2	4	4	2	3	3	3	2	4	2		
Question 49	1	3	3	1	2	2	3	2	2	1	2	4	2	2	3	1	1	1	2	2	2	3	2	3	2	3	1	1	1	3	2	3	3	2	2	3	2	0	4	1		
Question 50	1	3	4	1	2	2	3	3	3	1	3	4	1	3	3	0	1	1	1	3	3	3	3	4	3	3	1	3	1	4	3	3	3	2	2	4	3	2	0	0		
Question 51	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Question 52	1	2	2	2	2	2	2	3	3	3	3	3	3	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	