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The effects of leadership style on individuals' motivation and performance in the South African banking sector

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ABSTRACT

Leadership in organisations, and its effect on motivation and performance has been researched extensively for decades. Research has shown that leadership influences employee motivation and performance and that effective leadership in organisations can lead to a motivated workforce that enhances performance for the success of organisations. However, there has been limited research done on effective leadership at South African banks, and the effect of that leadership on employee motivation and performance. There is also a lack of empirical research on leadership, motivation and performance of senior managers and executives in the South African banking sector, a group considered important given the fact that they are responsible for the operational performance of their organisations. This study looks at the effects of leadership behaviours in the South African banking sector, and their influence on the motivation and performance of a diverse group of senior managers and executives, with a view to expanding the body of knowledge on the subject.

A qualitative study involving interviews of senior managers and executives from the South African banking sector is undertaken.
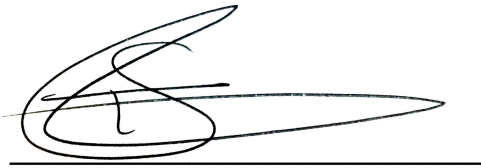
The study findings suggest that there are a number of dominant leadership styles in the South African Banking sector, and the respective traits are found to have both positive and negative impacts on motivation and performance of individuals.

KEYWORDS:

DECLARATION

I declare that this research project is my own work. It is submitted in partial fulfilment of the requirements of the degree of Masters of Business Administration at the Gordon Institute of Business Science, University of Pretoria. It has not been submitted before for any degree or examination in any other university. I further submit a declaration that I have obtained the necessary authorization and consent to carry out this research

Tsholofelo Kamau

6th November 2017

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1.1 Introduction

This chapter introduces the research topic and its main themes. It also provides insights into the South African banking sector, that is, the corporate environment where the research will be conducted. Lastly, the chapter will also give details of the research problem, and the purpose of the research.

Globally the banking sector is experiencing a transformation as a result of a challenging economic climate, changes in the regulatory environment and changes in customer behaviour. This is no different for South Africa. South African banks can no longer rely on traditional methods of operating to keep all its stakeholders satisfied in this fast-paced, technologically advanced economic environment. Not only do they need to find new and innovative ways to remain relevant to a diverse and changing customer base, but also to their employees who are under extreme pressure to deliver on organisational goals. South African banks have the further complexity of a changing demographic in as far as its leader profile is concerned. The changing demographic of executives and senior managers is a unique phenomenon in organisations across the country (Mathur-Helm, 2005). To remain competitive, and to succeed in this changing business environment, South African banks require employees that are motivated to perform at their best.

Employees are perceived to be the most valuable asset of an organisation, thus the success of an organisation is dependent on the performance of its employees (Kiarie, Maru, & Cheruiyot, 2017). Banks need to ensure that they understand what the most effective leadership styles are for motivating senior managers and executives, and how those motivation methods can be used to enhance performance. In order for employees to perform, they need to be motivated to do so (Tebeian, 2012). Motivation is, therefore, central to the performance of employees and is based on varying values, behaviours and leadership. Motivation and the manner in which employees are led determine their involvement and commitment to their work (Zareen, Razzaq, & Mujtaba, 2015). , Therefore, when, employees are motivated, they tend to work hard to achieve their goals. According to Chatterjee and Mohanty (2017), employees are motivated when they have effective leadership, which leads to

the success of the organisation. It stands to reason therefore that the leadership strategies for motivation must be effective for performance to be enhanced. Therefore leaders in South African banks need to recognise the leadership styles effective for leading today's senior managers and executives whose profile has diversified since South Africa became a democracy in 1994. This research will investigate the effects that leadership behaviours have on the motivation and performance of senior managers and executives in South African banks.

1.2   Definition of Problem Statement

In today's rapidly changing business environment, and with globalisation and technology, a new breed of organisation has emerged (Sutherland, Naidu, Seabela, Crosson, & Nyembe, 2015). The business environment is complex and dynamic, requiring highly qualified and experienced professionals to be employed. The ability to lead these highly qualified and skilled individuals effectively is important for the success of the organisation. According to Igbal, Anwar and Haider (2015), effective leaders stimulated employee performance. It was, therefore, important for leaders to use motivation methods, which kept employees motivated, to ensure performance and goal delivery. The South African banking sector forms part of this changing business environment, and an investigation into its leadership culture and motivation methods are of interest to the researcher.

South Africa is considered the regional leader in terms of its financial markets. Its financial markets' development is ranked eleventh out of 138 countries ranked by the World Economic Forum's Global Competitiveness Index (World Economic Forum, 2016). While considered to be well developed, large and sophisticated, the South African banking sector is highly regulated, with high levels of bureaucracy (International Monetary Fund, 2014). The bureaucratic processes, coupled with legacy computer systems, and a changing leader profile compound the sector's challenges, which has an impact on team morale and individuals' motivation and performance. It is therefore important that leaders understand what motivates employees to perform at their peak in order to get the best performance out of them in spite of the challenges. Wiley (2010) suggested that the role of leadership was to motivate employees and that business success was achieved through motivated employees. This was evident in the success of one of South Africa's four largest

banks, First National Bank, which led the innovation race in South African banking under former Chief Executive Michael Jordaan. He credits the bank's success in part, to the employees, as the leader, he created an environment where people felt empowered and encouraged. They could be innovative and they performed well (Plaatjes, 2013). This suggests that a culture of high motivation is built by the leader to achieve high levels of business success. Not only are leaders expected to set goals and be the visionaries of the organisation in which they work; they also needed to motivate employees towards achieving those goals. By understanding what motivated employees, leaders focused on these motivating factors and enhanced employee performance (Wiley, 2010). This research explored the leadership styles necessary to instil sound motivation strategies in South African banks that stimulated employee motivation and enhanced performance, specifically in senior managers and executives.

Existing research noted that leadership styles, such as Transformational, Transactional and/or Laissez-fair, have been found to influence employee motivation and performance (Mozammel & Haan, 2016; Popli & Rizvi, 2015; Zareen et al., 2014). However, the extent to which other styles of leadership influenced the performance and motivation of senior managers and executives in a dynamic sector, such as banking, still need to be explored further. Zareen et al. (2015) stressed the lack of empirical research currently available on this topic, and the apparent need for a better understanding of the link between appropriate leadership attributes, motivation and performance in the banking sector of a developing market.

The context of this research is the South African banking sector, an industry that had been in existence for more than 150 years. Its leaders need to ensure that their motivation strategies for senior managers and executives have evolved, and are constantly being enhanced to suit the changing business environment and the diverse workforce it employs. Failure to do this may result in reduced levels of performance from some key employees and a loss of valuable skills and institutional knowledge. An unmotivated workforce may cause the sector to lag behind its international counterparts and risk becoming uncompetitive.

Ultimately, the issue of the most appropriate leadership styles to drive performance and motivation in the South African banking sector needs to be explored. Zareen et

al. (2015) in their research on leadership and motivation, clearly identify the gap in the literature by pointing out that research studies on leadership and motivation in the banking sector have focused mostly on developed countries and are not always comparable with the realities, cultures and challenges experienced in developing markets.

South African banking context was particularly unique in that its leader profile has begun to change demographically with a move towards the training and development of more black, possibly younger executives to redress the country's historical inequalities. Motivation factors, particularly for senior managers and executives, may therefore differ and vary as a result of this diversity. This was confirmed by Pintaric and Hunjet (2016) who found that some factors of motivation were age group specific, and others varied depending on employees' level of education. Given the on-going changes in the banking sector, this research will explore any new leadership and motivation dynamics that are yet to be uncovered, which could be useful in bridging training and development gaps for this new breed of leader.

1.3   Research Objectives

This research aimed to contribute to the study of leadership and motivation in the banking sector in a developing market, with a specific focus on South African senior managers and executives. This will be done through the investigation of the factors that leaders should consider when they want to lead in organisations that seek well performing and motivated staff. The focus of this study was on skilled individuals, to capture the view of high-ranking managers and executives. The main objectives of the study were as follows:

- To investigate the leadership styles and behaviours that are most prevalent in the South African banking sector;
- To explore the various leadership styles and attributes that contribute to employee performance and motivation, and to understand the effects of these leadership styles on the motivation and performance of senior bank managers and executives;
- To recommend leadership styles and attributes those are considered to play an important role in encouraging senior bank managers and executives to

perform and stay motivated in the South African banking sector.

1.4   Significance of Study

Leaders of organisations are expected to ensure that their teams are performed at optimal levels to achieve the organisation's goals, which was also applicable to the banking sector. The effects of leadership in the daily lives of senior managers and executives, therefore, need to be understood. The complexity of today's organisation, coupled with highly qualified managers and executives, makes it impractical for any one leadership style to singularly provide the leadership strategy that is required to motivate team managers and ensure their performance. Although literature exists on leadership and performance, it has focused primarily on comparisons between two or three leadership styles, with the purpose of determining which is most effective, or the order of their effectiveness from most effective to least effective (Chatterjee & Mohanty, 2017; Iqbal et al., 2015; Zareen et al., 2015). The literature has also mainly focused on general staff. This research sought to identify the complex elements of leadership present in the banking sector, and to determine the effects of these multiple leadership profiles in motivating senior managers and executives to perform.

This study is significant because it is becoming increasingly important for leaders to be able to identify factors that increase employee motivation, because in banking, excellent service can only be provided by motivated employees (Pintaric & Hunjet, 2016). Pintaric and Hunjet (2016) confirmed that motivated employees do contribute to the effectiveness and competitiveness of an organisation. Therefore, failure to understand the effects of leadership behaviours on the motivation of senior managers means banks run the risk of continuing leadership practices that do not build the motivation required for senior managers to perform.

1.5   Purpose of the Study

Significant emphasis is often placed on financial incentives to ensure motivation and performance in the banking sector (Akhtar, Aziz, Hussain, Ali, & Salman, 2014). This research sought to uncover the effects that leadership had on motivation, outside of the financial incentives. While relatively little research on the effects of leadership styles on the motivation and performance of employees in banking has

been conducted, most of it focused on specific types of leadership behaviours, such as Transactional and Transformational leadership, with a focus on staff in general. This study is therefore of great importance, as it considered a wide range of leadership behaviours, each having varied effects on a diverse group of senior bank managers and executives. This study did not restrict the leadership styles to a predetermined list. Instead, it allowed senior managers to speak freely, noting any descriptors that best described their ideas on leadership, the leadership behaviours they have observed in banking, the behaviours of leaders they report to, and the drivers of motivation in the sector.

The purpose of the research was to identify the effects and influence of leadership styles on performance and motivation in senior managers and executives in the South African banking sector. Determining the most effective style of leadership for promoting employee motivation and performance will enable leaders to place greater focus on the development and enhancement of those behaviours to improve performance. To this end, those leadership styles are highlighted to implement sound motivation strategies in banks, so as to stimulate employee motivation and improve/enhance employee performance.

CHAPTER 2: LITERATURE REVIEW

2.1   Introduction

Chapter 1 provided an overview of the research problem, and defined the research problem and objectives of the study. This chapter analyses the academic literature reviewed for this study and discusses definitions of leadership, the history of leadership and the theories linked to leadership. It provides insights into descriptions of various leadership concepts, and links these leadership concepts and theories to performance and motivation theories.

2.2   Leadership

The study of leadership dated back hundreds of years. Leadership Theory has evolved substantially since then, from the historic Great Man theory to the later Trait approaches of leadership, which focused on the characteristics and behaviours of successful leaders (Bolden, Gosling, Marturano, & Dennison, 2003). Leadership was defined in terms of leader traits and behaviours, patterns of interactions, role relationship and the concept of influence (Yukl, 1989). More recently, theories began to consider the role of followers, and the contextual nature of leadership (Bolden et al., 2003). The role of followers was an important aspect for this research, as the views of the follower will be instrumental in answering the research questions of this study.

Leadership has been given many definitions through decades of studies and literature. Definitions used by theorists seem to depend on their views or perspectives, and are influenced by their specific agendas (Yukl, 1989). Northouse (2013, p.5) dissected the concept of leadership into four components, namely that – it was a process – it involved influence – it occurred in groups – and it involved common goals. This then gave rise to the definition of leadership being "a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2013, p.5). The focus of this research is somewhat linked to this view, as it focused on the effects leaders had on followers, which is, in some respects, aligned to leader influence. This paper, therefore, relied on those definitions that associate leadership with influence, to understand the effects of the leadership role in

organisations. Yukl (2010) also defined leadership in terms of influence, as "the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individuals and collective efforts to accomplish shared objectives" (Yukl, 2010 p.26). Similarly, House as expressed by Yukl (2010), defined leadership as "the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization". More recently, Grobler and Du Plessis (2016) defined leadership as "a process through which individuals within a group or organisation influence events, select goals and strategies, and encourage people to achieve objectives, while enlisting support from outside the organisation" (Grobler and Du Plessis, 2016 p. 3). These definitions are aligned to the purpose of this research, which is, to determine the effect a leader's behaviour has on how people perform at work, analysed through the concept of influence.

Alternatively, leadership could be defined in terms of persuasion. Adair as expressed by Iqbal et al. (2015) defined leadership as the ability to persuade others to seek defined objectives enthusiastically. It is the human factor, which binds a group together to improve its performance and to direct them towards goals. This definition is aligned to other scholars who define leadership in terms of encouraging or directing people towards a goal (Grobler & du Plessis, 2016; Yukl, 1989). This study's interest in the above leadership definitions is based on the premise that if leaders of organisations understood how leadership styles influence and impact employee behaviour, they could enhance employee performance, which, in turn, could improve the performance of the organisation (George, Chiba, & Scheepers, 2017). When the effects of the leadership styles exhibited by leaders are understood, leaders might be able to influence employee performance through exhibiting the leadership behaviours that are effective in achieving organisational goals.

2.2.1   The Trait Theory

The Trait Theory was first studied in the early 20th Century (Northouse, 2013). The theory followed on from the historic Great Man theories of leadership, which suggested that leaders were born and not made. At that time, leadership was attributed to genetic attributes, that you were born a leader, usually based on your status or class (Gehring, 2007). In the early 20th Century, the Great Man theory

evolved into the Trait Theory in an attempt to identify the character traits that good leaders possessed. The Trait Theory was instrumental in identifying the characteristics of a good leader. It suggested that the possession of certain character traits contributed to effective leadership, and that leaders possessed superior qualities that differentiated them from non-leaders (Henman, 2011). The main focus of the Trait Theory was leadership characteristics and personal qualities (Robbins & Judge, 2015). The main notion of this theory was that leaders had to possess superior abilities that enabled them to effectively control and influence people. The Trait Theory attempted to capture the essence of this concept of a leader through the creation of a list of traits that would always ensure that a leader was successful. It provided a benchmark for what to look for in a leader, and what traits one should possess if they aspired to be good leaders (Robbins & Judge, 2015).

It was suggested that the Trait Theory could be used by organisations to provide feedback on personal assessments on people's character strengths and overall leadership effectiveness (Northouse, 2013). Gehring (2007) agreed, noting that organisations could benefit from using tools that identified traits and assisted in understanding personalities and how traits affect effective leadership. Gehring (2007) further noted that this could assist organisations in assessing whether individuals were the right fit for specific leadership roles.

Ralph Stogdill challenged the Trait Theory in 1948 after his research uncovered that the possession of certain traits alone did not guarantee leadership success (Gehring, 2007; Northouse, 2013). Traits on their own do not make a leader, and cannot be considered in isolation from other actions or behaviours that yield success (Kirkpatrick & Locke, 1991; Northouse, 2013). Stodgill's seminal work proposed that one does not become a leader by merely possessing a combination of traits, and that situational factors influence leadership (Kirkpatrick & Locke, 1991; Northouse, 2013). This suggested that a list of character traits would not guarantee good leadership, and that different situations would require different sets of traits. Stogdill's research emphasised the importance of considering the role of circumstances and situations when analysing the behaviour and actions of a leader. One was not a leader merely as a result of the traits they possessed, but by demonstrating traits that are relevant to the situation under which they are functioning at the time (Northouse, 2013). This view formed the basis of this research, as this study considered leadership within the

specific context of the banking sector in South Africa – a complex industry that requires its leaders to be adaptable to various situations. Another factor that was critical to this research was Stodgill's idea of what leadership really was. In criticizing the Trait Theory, Stodgill defined leadership as a relationship between people, in a social situation, rather than a set of qualities possessed by a leader. This research's view of leadership is similar to Stodgill's, in that it does not view leadership as a state of being by one person, but as a working relationship between leader and follower (Northouse, 2013).

2.2.2 Situational Leadership

Researchers Hersey and Blanchard studied the Situational Leadership approach in the early 1970s, with further developments in the 1980s. The theory posits that a leader needs to be adaptable and have the ability to adjust their style of leadership according to the task, the circumstance, or the situation at hand (Irby, 2011; Yukl, 1989). This could apply to the South African banking sector, where experience, knowledge and educational levels vary significantly between employees and at times, members of the same team. Situational leadership focused on the subordinate as it is the developmental level of the subordinate that determined which leadership behaviour is most appropriate in that situation (Bolden et al., 2003). The focus on the subordinate was useful for this research's choice of research subject - senior managers and executives in banking. The research subjects were requested to reflect on their leaders' approach and their preferred style of leadership. The situational leadership approach requires leaders to use the most effective leadership style depending on the situation or the employee (Irby, 2011). The Situational Leadership Theory implied that context matters, that different situations require unique styles of leadership, and that leaders should adapt their style based on different situations (Northouse, 2013). Similarly, Bolden et al. (2003) suggested that leadership is dependent on each individual situation and that no one style is superior to another.

The Hersey and Blanchard model is divided into four quadrants that measure employee maturity levels. The theory proposes that leadership style should be adapted to fit the employee's level of task maturity (Irby, 2011; Yukl, 2010c). Depending on an employee's task maturity level, the leader must decide which of the

four leadership styles to use, delegating, coaching, supporting or directing. These styles are described as follows:

- **Delegating**: Clear and specific instructions are given by the leader to the subordinate. This style matches an employee with a low task maturity level .
- **Coaching:** Here the leader encourages two-way communication with his subordinate, which motivates and builds the confidence of the subordinate. This approach matches an employee with a moderate task maturity level.
- **Supporting:** Both leader and subordinate share the decision-making roles, and the leader is not expected to take the lead alone. This approach is also suited to subordinates with a moderate task maturity level.
- **Directing:** This approach is best suited to subordinates who are competent and motivated to take on the full responsibility of a task. The subordinates would, therefore, have a high task maturity level and be confident enough to take on task allocated to them (Bolden et al., 2003).

Situational leadership, therefore, required that a leader first evaluate the level of maturity of the subordinate for the task in question. Once the task maturity level of the employee is established, the leader can determine the appropriate leadership behaviour (Bolden et al., 2003). The maturity level of the subordinate, therefore, determines the leadership approach. This leadership approach placed emphasis on the fact that leaders needed to be flexible and adaptive when dealing with subordinates, that context matters, therefore, they need to vary their behaviour as situations change (Yukl, 2010c).

While Situational Leadership has been praised in earlier studies, and used by many organisations as part of leadership training, some shortcomings of the theory have been identified. Irby (2011) proposed that situational leadership lacked the ability to address the personal needs of each employee in an age-diverse team. This critique might be relevant in this study because the South African banking industry is transitioning from old to new leadership., Another critique of situational leadership, identified in later studies, was that it focused on employee competence rather than commitment, suggesting that a committed employee who was not competent would not do well regardless of how motivated they might be (Bolden et al., 2003). This is where this theory may fall short in this study, which incorporates motivation as an

integral part of its research objectives. As a result of some of its shortcomings, situational leadership is usually covered along with other types of leadership styles when training on leadership in organisations.

2.2.3 Transactional Leadership

The researcher behind the Transactional Leadership Theory was James MacGregor Burns, and his studies on this topic date back to 1978. Transactional leadership occurred when the intention of the leader and follower is for an economic, political or psychological exchange to occur, with the focus being on the behaviour of the follower (Yahaya & Ebrahim, 2015). The interaction between leader and follower was purely for the exchange of a benefit that is of value to both parties (Yahaya & Ebrahim, 2015).

Later, in 1985, Bass developed the Transactional Leadership Theory further and distinguished three dimensions to the theory, namely contingent reward and two forms of management by exception - active and passive (Anderson & Sun, 2017; Bass, 1990). Contingent reward was the extent to which the leader constructs and establishes their expectations of the follower and articulates the reward for accomplishing those expectations. "Management by exception – active" is when the leader anticipates and is on the lookout for deviations from the instructions and takes corrective action. Management by exception – passive; is where the leader takes action only once the follower has already deviated from the instruction and the corrective action happens after the fact (Anderson & Sun, 2017; Bass, 1990).

A weakness in Transactional leadership was that it lacked the ability to bind the leader and follower beyond a transaction, and has no higher purpose beyond that transaction (McCleskey, 2014). Followers performed tasks for their leaders in exchange for praise or reward, and also as a means to avoid punishment for not achieving the set goals. It is not focussed on the long-term personal development of the follower (Bass, 1990; Naber & Moffett, 2017). The leaders trade reward for punishment in exchange for performance, a style that usually reflects on the culture of an organisation (Froehlich, Segers, & Van den Bossche, 2014). Relationships between leader and follower tend to be shallow and short-term, for immediate reward.

The literature does, however, note some positive aspects of this leadership style and posits that in some situations it can be appropriate, for example in the short-term, as tasks can be completed quickly, and objectives can be met with the immediate reward and fulfilment of the follower's self-interest (McCleskey, 2014). This view is supported by Breevaart, Bakker, Hetland, Demerouti, Olsen and Espevik (2014), who pointed out that Transactional leadership's most effective characteristic is its ability to provide followers with contingent reward, that is, material incentives for tasks to be successfully completed - a style perhaps more suited to employees who are not self-motivated.

2.2.4   Transformational Leadership

James MacGregor Burns was behind both Transactional and Transformational Leadership Theories, and drew a contrast between the two. Burns defined a Transformational leader as someone who can raise the consciousness of his followers, raising their aspirations past self-interest to the interests of the organisation (McCleskey, 2014). A Transformational leader motivates followers to do more than they initially intended, and sometimes more than they thought they could, and as a result achieves high performance (Bass & Riggio, 2006). Bass (1990) said Transformational leadership had its strengths in the fact that it could motivate employees to look beyond their self-interest for the benefit of the team. It occurs when leaders broaden and elevate their employees and the interests of those employees, inspiring them towards a shared vision and goal for the organisation (Bass & Riggio, 2006). Unlike some of the older theories, the Transformational Leadership Theory has the needs of the follower as a focal point, and is characterised by its ability to empower, inspire and motivate employees, giving meaning to their work, rather than just reward (Kezar, Carducci, & Contreras-McGavin, 2006).

Bass' theory identified four main characteristics exhibited by Transformational leaders that achieve organisational outcomes through their followers. They are the following:

- **Idealised influence:** Leaders exhibit behaviours that followers want to emulate, behaviours that get leaders to be viewed as role models by their

followers.

- **Inspirational motivation:** Leaders exhibit behaviours that motivate and inspire followers, providing meaning to their work and a compelling vision for the future.

- **Intellectual stimulation:** The leader encourages new ideas and creative problem-solving. This leader's behaviour allows for new ideas for approaching problems and creates a safe environment for followers to experiment and learn, without fear of criticism.

- **Individualised consideration:** Leaders act as a coach and mentor, giving individualised attention to their followers. They create a supportive environment that enables the personal development of followers. They also create opportunities for new learning and growth. When they delegate tasks, they monitor their followers to see if additional support is required or to assess the progress of the task, with followers never feeling like they are being checked on (Bass & Riggio, 2006; Breevaart et al., 2014; McCleskey, 2014).

Over the years, further research has uncovered some conceptual weaknesses in aspects of the Transformational Leadership Theory. It has been criticised for being weak in explaining effective leadership, citing that the influence processes identified were vague (Yukl, 1999). The theory was further criticised for being unable to explain leader influence at group or organisation level, focusing mainly on individual followers only. Behaviours associated with Transformational leadership were found to possess diverse components, which made their definitions ambiguous. There was also some overlap observed in the four components of Transformational leadership (Yukl, 1999). Yukl (1999) further pointed out that the theory failed to show situational impact or to take context into account, and it assumes that the leadership process will be effective in all situations.

Today, Transformational leadership remains a popular leadership theory and research topic, with new literature and studies emerging regularly. Studies still indicate that Transformational leaders have the ability to encourage followers to be innovative and creative, displaying out-of-the-box thinking when solving problems (Malik, Javed, & Hassan, 2017). Breevaart et al. (2014) found similar results in an earlier study, which showed that Transformational leadership was one of the factors

that were positively related to a follower's work engagement. This consequently improved employee performance, which, in turn, ensured organisational goals are met. Yukl (2010d) further noted that Transformational leadership makes followers less dependent on their leaders through its ability to empower followers and give them autonomy.

2.2.5 Laissez-faire Leadership

Bass developed the Laissez-faire Leadership Theory in 1985, during the time of his enhancements of Burns' theories of Transactional and Transformational leadership. Bass' leadership model consisted of a classification of the three leadership types, namely of Transactional, Transformational and Laissez-faire leadership (Yahaya & Ebrahim, 2015).

The Laissez-faire style of leadership was generally not categorised as an effective form of leadership by existing literature, as this style of leadership is characterised as passive and absent, with a tendency to avoid taking responsibility (Froehlich et al., 2014). Yahaya & Ebrahim (2015) also pointed out that a Laissez-faire leader avoids giving direction, and does not get involved in the development of followers. Irby (2011) found that employees do not desire an absent or passive leader, which is aligned with existing research on the effects of the Laissez-faire leadership style in organisations. Some studies describe Laissez-faire leadership as a lack of leadership, and consider it to be a non-leader characteristic or as being the absence of effective leadership (Yahaya & Ebrahim, 2015; Yukl, 2010b).

Others, however, consider it an alternative style of leadership depending on the situation at hand. They use the entire range of Bass' leadership styles and include Laissez-faire leadership as an option for leaders to switch to when the situation allows it (Popli & Rizvi, 2015). Although discouraged in early literature, Laissez-faire leadership is of particular interest to the researcher, because it was one of six leadership styles most commonly found in business and was viewed as a style that allowed employees to make their own decisions and act independently (Rubin, 2013).

Rubin (2013) described it as a delegative style of leadership although the leader was still responsible for defining the goals and is ultimately responsible for the outcomes.

Rubin's more contemporary view suggested that there was a place for Laissez-faire leadership in today's organisations that have experienced employees who are highly skilled and self-motivated. Employees are given the space to make decisions and act independently. In the right environment, Laissez-faire leadership has some positive aspects; it allows employees to work on their own, therefore empowering skilled employees by giving them independence and ownership of their work and their efforts, which, in turn, increases motivation (Rubin, 2013). Leaders who delegate significant authority to their followers contribute to their development of self-confidence and create teams that can manage themselves and make their own decisions.

However, because the leader provided little to no direction to the followers, this style of leadership has been found to overwhelm employees who are not self-motivated or those who need to be given direction (Rubin, 2013). They interpreted empowerment as Laissez-faire in the negative sense, where delegation and autonomy in decision-making is seen to be an ineffective way of leading them (Humborstad & Giessner, 2015). Quintana, Park and Cabrera (2015) concurred with this view, having found that Laissez-faire leadership was seen to be ineffective by some employees.

2.2.6   Authentic Leadership Theory

With corporate scandals under the spotlight and media reports of dishonesty by organisation leaders being made public, there has been a growing body of literature beyond Transformational and Transactional leadership theories with greater attention being placed on authentic leadership (Lyubovnikova, Legood, Turner, & Mamakouka, 2017). Today's business world is highly complex and demanding with rapid technological advancements and increasing competition. This has made leadership more difficult as the business environment has become more challenging (Avolio & Gardner, 2005). Authentic leadership was, therefore, relevant to this study, in that it considers the current business environment and its obstacles. This leadership approach is said to be challenging in the modern age due to the difficulty in instilling good leadership practices in today's business environment with its many competing values at play (Van Wart, 2013).

Authentic leadership is defined as:

> "a pattern of leader behaviour that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, and fostering positive self-development" (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008).

The authentic leader is viewed as being self-aware and knowing oneself, and thus capable of acknowledging their strengths and weaknesses. As a result, their actions are in accordance with their true self, and are consistent with their values, beliefs, thoughts, and emotions (Avolio & Gardner, 2005; Walumbwa et al., 2008).

Authentic leaders led by example and, therefore, promoted self-awareness and self-regulation in their followers (Walumbwa et al., 2008). This view was supported by Van Wart (2013), who added that the authentic leader was transparent and encouraged openness, which created an environment that promoted effective communication, feedback and self-improvement in followers, which contributes to job satisfaction and performance.

Some shortcomings in the theory are that there is still work to be done on defining and measuring authentic leadership, Further, the effects of authentic leadership across different cultures and situations are also vague. This is a gap in the theory that could be developed further, to strengthen its constructs (Avolio, Walumbwa, & Weber, 2009). Van Wart (2013) shares a similar sentiment, noting that the correct tools for measuring authentic leadership still need to be developed, suggesting that there is still room for further research in this field.

2.3   Employee Motivation and Performance

2.3.1 Performance

Performance is perceived as the core of organisational success. In the context of employee work-performance, it is defined as behaviours or actions that are relevant to the goal of the organization in question (McCloy, Campbell, & Cudeck, 1994).

Expectations of performance are not linear, they are complex and are determined by the work done, based on job specifications and components (McCloy et al., 1994).

According to (Anitha, 2013) leadership is one of the more crucial factors that enhance employee performance in organisations. Leaders are responsible for communicating to their employees regarding their efforts and significant contributions to organisational success. Employees that are aware of their contributions tend to be engaged and interested in their responsibilities, which results in the enhancement of their performance (Anitha, 2013).

The concept of engagement has very strong links to performance. A recent study on employee engagement and performance shared a similar view, and suggested that for employees to perform, they have to be engaged, which, in turn, allows them to meet organisational goals (Bedarkar & Pandita, 2014). The study focused on three key drivers of engagement that can impact performance. These were communication, work-life balance, and leadership. It went on to link employee engagement with intrinsic motivation, noting further that it could lead to creativity, authenticity and ethical behaviour, which, in turn, results in high performance (Bedarkar & Pandita, 2014).

2.3.2 Motivation

Motivation is what makes people act and behave in a certain way and is generally controlled by many forces. Buble, Juras and Matić (2014) posit that the term motivation is inherent in the definitions of leadership and leadership styles, which is a relevant link for the purposes of this research. Zareen et al. (2015) defined motivation as forces that determine the direction of a person's behaviour, their level of effort and level of persistence that, which energised, directed and sustained behaviour. Literature splits the theory into internal needs and external or context needs (Sparks & Repede, 2016). There have been several theories on motivation, each attempting to explain what drives humans to do what they do (Sparks & Repede, 2016). The most widely researched theories are those of Abraham Maslow, David McClelland and Frederick Herzberg, which are discussed in some detail below.

2.3.2.1 Maslow's Theory of Motivation

Literature credits one of the oldest theories on motivation to Abraham Maslow, and his 1940's hierarchy of human needs, which are classified as external or context needs. The hierarchy started from the bottom of a pyramid with physiological needs, then security needs, social needs, the need for esteem, and ends at the top with the need for self-actualisation (Hofstede, 1980). (**Figure 2-1**)
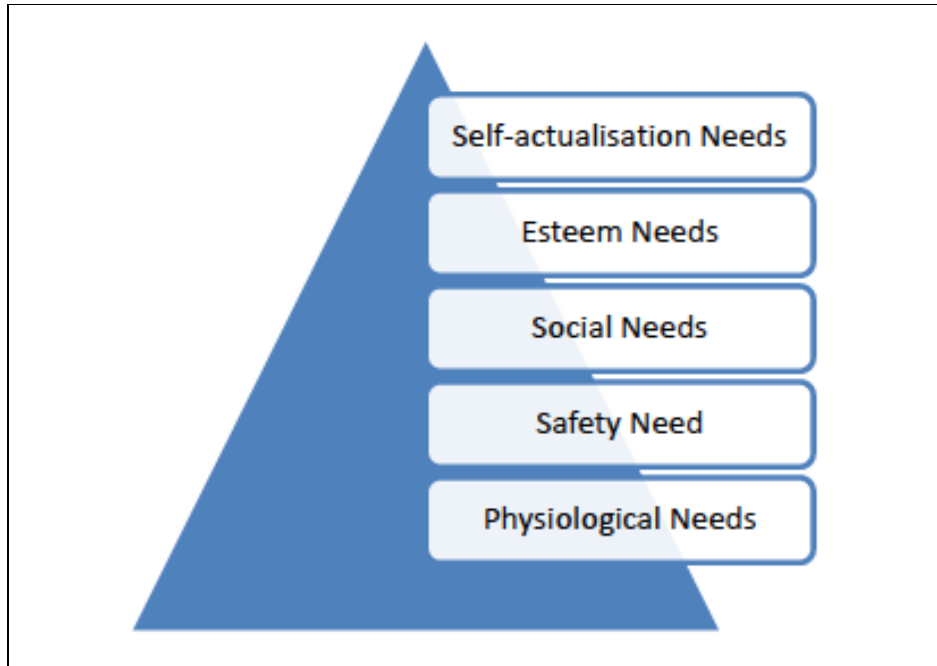
Figure 2-1: Maslow's Hierarchy of Needs

(Source: Kreitner and Kinicki as cited by Narsee, 2012.)

The theory proposed that a higher need would only become active if the lower needs have been satisfied. In contrast, Berl, Williamson, & Powell (1984) critiqued this theory, highlighting that Maslow's framework assumed that unsatisfied needs stimulated behaviour, while satisfied needs did not. Further adding, that the fact that people's needs range from the most basic to the more complex, and that individuals must, at least minimally, satisfy a lower level before moving upward and activating a new area of need was far-reaching (Berl et al., 1984). This view echoed that of Hofstede (1980), who pointed out that the order of needs, as outlined by Maslow's hierarchy, did not have universal representation, because Maslow described the order of human needs with a U.S. middle-class value system in mind. The theory

could, therefore, not be applied universally.

Other critics challenged Maslow's definition of a need, pointing out that for Maslow, needs were not created, but were rather in our nature and were a part of us, existing independently within humans (Geller, 1982). Geller's (1982) criticism noted that humans actively thought out their needs, and that needs were not just some biological process or blind impulse, they were highly complex and were significant and meaningful to the specific person experiencing them. While heavily criticised, this theory forms the basis of the motivation theory as we know it today, and continues to have significant relevance in the world today.

2.3.2.2 McClelland Theory of Motivation

Scholars have analysed the David McClelland's Three Needs Theory of Human Motivation in great detail (Sparks & Repede, 2016) (**Figure 2-2**). This needs-theory, developed by McClelland in 1961, contrasted Maslow, in that it moved away from a hierarchy of needs and instead argued that people had several needs which often competed with each other at the same time (Steers, Mowday, & Shapiro, 2004). McClelland's theory focused on the internal motive needs or drivers that direct and sustain human behaviour, which are Achievement, Affiliation and Power;

- The **achievement** motive was associated with people who are driven, detail oriented, focused, well-organised, procedure and process oriented, with a preference for consistency and predictability.
- The **affiliation** aspect of the theory was associated with friendly people, who are more focused on interpersonal relationships and harmony than on results and outcomes. They are concerned with the connection to and acceptance from others. They are loyal, trusting and empathetic.
- The **power** motive (asserters) was associated with a high need for power. These individuals are candid, decisive, courageous and risk-takers. They challenge the status quo and drive results, are concerned with control and can be sceptical and slow to trust others (Sparks & Repede, 2016).

While these motives can be found in all people, there is usually one, which is dominant, particularly under stress. McClelland's theory assisted leaders in understanding the driving forces that govern individual behaviour. It outlined and

clearly defined the needs as they related to employee behaviour in organisations, and as a result became useful as motivation tools in organisations (Steers et al., 2004).

Figure 2-2: McClelland's Motivational Needs

(Source: www.bankofinfo.com/need-theory-of-motivation/)

2.3.2.3   Herzberg Theory of Motivation

Herzberg's theory of motivation dates back to 1959. It is known as the two-factor theory of motivation, and has been applied in organisations to develop leaders to improve in their ability to identify barriers to employee motivation in order to target improvement efforts where necessary (Irby, 2011) (**Figure 2-3**). Herzberg sought to understand how work activities and the nature of one's job influenced motivation and performance (Steers et al., 2004). The theory identified factors that contribute to employee dissatisfaction as different from those that influence employee satisfaction or motivation. As Herzberg (1968) put it, "the factors involved in producing job satisfaction (and motivation) are separate and distinct from the factors that lead to job dissatisfaction" (p.56). The theory found that motivators, which are also referred to as motivation or intrinsic factors, were the primary cause of satisfaction. They included achievement, recognition and personal advancement, and that hygiene or extrinsic factors were the primary cause of dissatisfaction in the workplace (Herzberg, 2003). Hygiene factors are defined as factors surrounding the job or

extrinsic to the job, but not directly involved in the work itself, such as working conditions, company policy, salary, job security, annual leave, etc. (Irby, 2011).
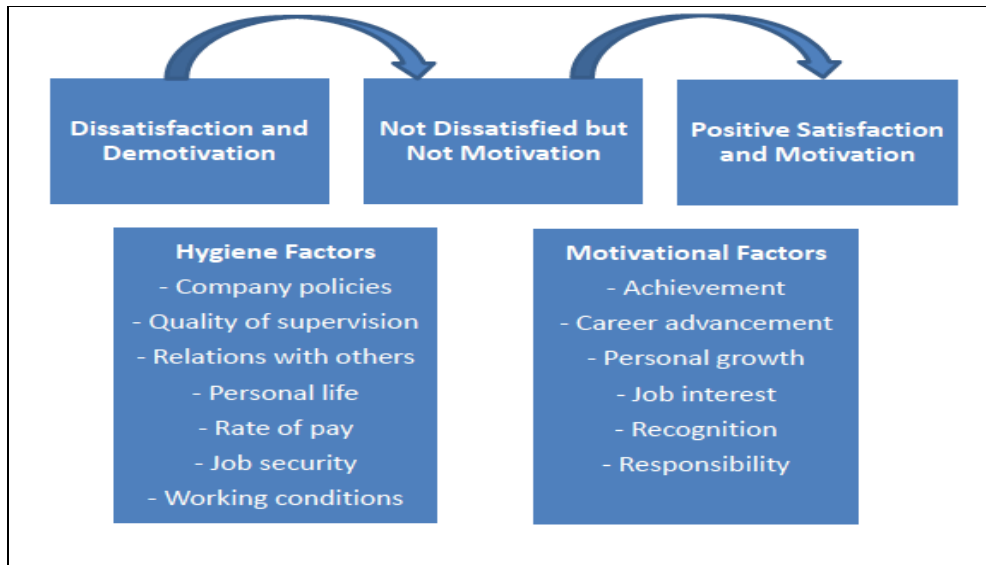
Figure 2-3: Herzberg's Two-Factor Theory

(Source: Grobler, Warnich, Carrell, Elbert and Hatfield, as cited by Narsee, 2012)

If hygiene or extrinsic factors are not satisfied, employees will not be satisfied. If only the hygiene factors are satisfied, employees will still not be satisfied; therefore, both motivation and hygiene factors must be satisfied for employees to be satisfied (Hofstede, 1980). Herzberg (2003, p.86) found that "people were motivated by interesting work, challenge, and increasing responsibility" - intrinsic factors that answer people's deep-seated need for growth and achievement.

In the literature on motivation, extrinsic and intrinsic motivation was also considered as a behaviour. Extrinsically motivated behaviour is directed by external factors, such as reward and incentives, whereas intrinsically motivated behaviour is fuelled by personal drive (e.g. doing a job because you derive enjoyment from it (Cerasoli, Nicklin, & Ford, 2014). Although intrinsic and extrinsic motivation has been studied extensively for decades, Cerasoli et al. (2014) identified some gaps in the research.

One gap was the fact that although the literature suggests that incentives do not increase intrinsic motivation, when incentives are large or attractive enough, they can

act as more than just hygiene factors and can actually increase motivation and, therefore, performance. The study, therefore, suggests that straightforward, repetitive tasks should be linked to extrinsic incentives, and complex, more involved tasks should be linked to intrinsic motivation (Cerasoli et al., 2014). This view is shared by Buble (2014), who notes that the most talented and innovative people will not be motivated by just extrinsic factors, but that they are driven more by intrinsic motivation. The study also emphasises the importance of motivation, with special reference to intrinsic motivation and the role it plays in high performance in organisations, an area of focus for this research.

2.3.3 Leadership styles that influence performance and motivation in employees

In an increasingly competitive work environment, a motivated skilled workforce is important to ensure that the organisation's goals continue to be met and that organisations maintain their competitive edge. The subject of the role of leadership style in influencing employee performance and motivation has been extensively studied. In a study aimed at providing insights into motivation and how Transformational leadership influenced different work behaviours in organisations, two findings stood out. (Tse & Chiu, 2014).   The first was the importance of acknowledging the diversity of people and teams in the work place, with emphasis on leaders to take a contingency (situational) approach to their leadership style. The second was an acknowledgement of the effectiveness of individually-based Transformational leadership on employees' creative behaviour, as well as group-based Transformational leadership on organisational citizenship behaviour (Tse & Chiu, 2014).   These findings were of interest to this study as they covered the diversity of the workforce, which is one of the elements of this research.   Leaders in South African banks should have the ability to lead diverse teams due to the increasing levels of diversity in their teams. However, the limitation of some of the studies were that they were guided by the more popular leadership theories which restricted the list to one, two, or three leadership styles, predominantly covering Transactional and Transformational leadership, with Laissez-faire, or one other style (Yukl, 2012). This can be observed in Breevaart et al.'s (2014) study, which compared the contribution of Transactional and Transformational leadership and how

these two styles influenced the daily work engagement of followers. Another example is Braun, Peus, Weisweiler and Frey's (2013) research, which draws a link between Transformational leadership, performance and motivation. While both studies made an invaluable contribution to the literature, their investigation into only a few specific leadership styles may have been restrictive given the complexities of modern-day business and the modern-day skilled employee. Both studies concluded that a Transformational leadership style is positively correlated to job satisfaction and employees' work engagement, leading to high performance by the employee. What is also consistent in the research findings is the fact that employees, who are motivated, are likely to perform better than those who are not.

Transformational leadership has been identified by several studies as the most effective leadership style in business. In one study, it was found to enhance motivation, morality and empowerment in followers (Dvir, Eden, Avolio, & Shamir, 2002). In another, it was said to have the ability to enhance job satisfaction in followers, as well as team performance. It noted trust as an important element to performance, and the trust had to be both at supervisor and at team level (Braun et al., 2013). Although limited in scope, these findings are useful to organisations and can be included in leadership development programs to build leaders and improve employee performance.

In instances where research has been found to cover leadership style, motivation and performance, the findings suggest that effective employee motivation was vital for accomplishing organisational goals, and that manager-employee relationships were important for motivating employees (Zareen et al., 2015). In a study where preferred leadership traits had to be identified by followers, they rated trustworthiness and intelligence as important. The research found, however, that the more dominant traits, like ambition and assertiveness, were preferred in the highest ranking leaders and traits like cooperation and agreeableness were expected from the lower ranking leaders, suggesting that traits, too, were contingent or situation-based (Nichols & Cottrell, 2014). Nichols & Cottrell (2014) also confirmed that employee satisfaction, and perhaps performance is also linked to whether or not the employees liked their leaders.

2.3.4   Leadership and the Banking Sector

Leaders in banking, like in most organisations, are expected to ensure that their teams are performing at optimal levels to achieve the banks' goals. The role of leadership in banks and its effects on motivation is, therefore, important, to build teams that perform at their peak. Several studies conducted on leadership in banks have proposed some insights, although very few in the developing and emerging markets. The more contemporary studies on leadership in banks have been conducted on the Transformational versus the Transactional leader, with some elements of overlap between the two being observed (Naber & Moffett, 2017).

2.3.5   Leadership styles in the banking industry

Existing literature suggests that a Transformational style of leadership is observed in effective leaders, and that Transformational leadership is linked to high employee engagement. However, there have been some studies that seem to contradict the literature. In Mozammel and Haan's (2016) study conducted on the banking sector in Bangladesh, Transformational leadership and its influence on employee engagement were investigated. The researchers concluded that in the Bangladeshi banking sector, Transformational leadership was, in fact, not linked to employee engagement, a finding contrary to the literature (Mozammel & Haan, 2016).

Similarly, Zareen et al. (2015) compared Transformational, Transactional and Laissez-faire leadership styles in the banking sector in Pakistan, with a specific focus on the impact of each of these leadership styles on the motivation of banking sector employees. Their research found a positive relationship between Transactional leadership and employee motivation - another finding that is contrary to existing literature. This contradiction is attributed to the fact that most studies and published research on leadership were conducted in developed markets and suggests that geography and culture matter in the study of effective leadership (Zareen et al., 2015). A research gap therefore, exists in developing markets due to a lack of research on the effects of leadership styles and their impact on motivation and performance, specifically in South African banks.

Chatterjee and Mohanty (2017) took it further and made a distinction between private

and public banks in India. They found that in Indian banks, leadership styles exhibited by branch managers were dependent on whether the bank was private or public. Transactional leadership was dominant in private banks. This was attributed to the fact that work in private banks was reward-driven. Public banks, however, were found to practice a more Transformational style of leadership, as they were not driven by monetary incentives (i.e. their salaries remained the same regardless of the amount of work they did (Chatterjee & Mohanty, 2017; Zareen et al., 2015). With South African banks being predominantly private, this research will look for motivating factors, other than those that are financial or monetary in nature, from the managers that will be interviewed.

Other leadership styles from developing markets were covered by a study that found charismatic, Transactional and bureaucratic styles of leadership impacted negatively on performance, and Transformational, autocratic and democratic styles had a positive impact on performance (Ojokuku, Odetayo, & Sajuyigbe, 2012).

2.3.6 Motivation and performance in the banking sector

There have been a few recent studies on motivation and performance in banking. One 2014 study on motivation in the Pakistani banking sector defined motivation as an inner drive that causes one to act or behave in a certain way (Akhtar et al., 2014). The study sought to uncover the factors that contributed to employee motivation, and found that there was a positive relationship between financial reward and employee motivation. While the finding is a useful contribution to the literature, it lacked depth in that it failed to consider other factors that could contribute to motivation. As mentioned earlier, this research is aimed at closing this gap by uncovering motivation factors outside of financial incentives.

2.4   Literature Review Conclusion

The literature reviewed has provided a comprehensive account of the history and developments of some leadership and motivation theories. Drawing from this, there seems to be a general view that leadership does play a role and is, therefore, key to employee performance in organisations. There also seems to be consensus in the literature that employee motivation is central to employee performance, with an appreciation of the fact that motivation comes in different forms for different people

(Chatterjee & Mohanty, 2017). Motivation is also determined by varying factors, both intrinsic and extrinsic.

The literature also identified several leadership styles in the banking sector, which are associated with motivation and performance. It is acknowledged, however, that existing literature on bank leadership seems to have a bias towards studying the more popular leadership styles, namely Transformational, Transactional and Laissez-faire leadership styles, with little attention being given to other styles covered in this study. Existing studies have found that all three styles exist in banking, and that Transformational leadership is the most effective, although some studies have contradicted this finding.

Furthermore, existing studies did not focus on senior managers and executives, which is the group of employees that this research is interested in. Most studies focused on fairly junior management staff or junior employees with different motivation and performance drivers.

This chapter discussed where leadership and motivation theories began, and how they have evolved. It has highlighted leadership theories and motivation constructs on which to build on and test in the context of banking in South Africa.

CHAPTER 3: RESEARCH QUESTIONS

3.1 Introduction

The primary purpose of this study was to identify the effects of leadership styles and their influence on performance and motivation, with a focus on senior managers and executives in the South African banking sector. Chapter 2 reviewed literature related to leadership styles and its relationship to driving employee motivation and performance. This research study aims to answer three specific research questions that have been derived from the reviewed literature.

3.2 Research Questions

Research Question 1: What leadership styles are most prevalent in the South African Banking Sector?

The main objective of this research question is to identify the most prevalent leadership styles in the South African banking sector. The question will also identify behaviours that are preferred by senior managers and executives in the banking sector and whether those leadership styles or behaviours have contributed to employee retention.

Research Question 2: What leadership styles and attributes are considered to play an important role in encouraging employees to perform better and stay motivated in the banking sector?

On the basis of the research objectives defined in Chapter 1, as well as the literature review in Chapter 2, this research question aims to identify the preferred leadership styles, which are effective in motivating senior managers and executives in South African banks and can be attributed to their performance.

Research Question 3: What are the key drivers of intrinsic and extrinsic motivation?

This question identifies whether interviewees are intrinsically or extrinsically motivated.

CHAPTER 4:   RESEARCH METHODOLOGY

4.1   Introduction

This chapter outlines the research methodology and design used in this study and justification for selecting the methodology. The overall objective of this study is to assess the effects of leadership style on employees' motivation and performance in the South African banking sector. This research will assist leaders in the South African banking sector in understanding how, if at all, leadership styles influence the motivation and drivers of performance of senior managers and executives in the banking sector. Further, it will assist banks in designing and implementing their leadership strategies, ensuring optimum performance in the organisation. The researcher's interest was in the perspectives of senior managers and executives on leadership, motivation and performance..

This chapter outlines the details of the methods used to select the sample, collect the data, and the technique used to analyse the collected data. It also provides details of the population, and the unit of analysis. It then concludes with a discussion on the limitations and the ethical considerations of the study.

4.2   Research Methodology and Design

The methodology applied for the design of this study was selected to investigate the effects of leadership behaviours on the motivation and performance of senior managers and executives in the banking sector. A research design is an overall plan that specifies the set of methods and procedures for collecting and analysing the research information. A research design provides a strategy or action plan for the research. (Zikmund, Babin, Carr, & Griffin, 2013).

A qualitative study was conducted for this research, using non-probability sampling techniques to select the various senior managers and executives. Qualitative research was deemed appropriate for this study as it allowed the researcher to interrogate the reasons and motivations behind the thoughts and actions of the participants. In the context of this study, it aimed to uncover dominant thoughts and opinions of the subjects under investigation (Park & Park, 2016). Although qualitative

studies rely on some degree of subjectivity, they can produce a deeper understanding and explanation of behaviour (Zikmund et al., 2013). The study, therefore, relied on those sentences and narratives, instead of numbers for its data, which is characteristic of qualitative research (Blumberg, Cooper, & Schinder, 2008).

Qualitative research does not use questionnaires that have a structured response format, as the questions are less structured and the answers are not predefined. The research, therefore, relies on the researcher to interpret the data and the meaning behind it (Zikmund et al., 2013). The data for this research was collected through in-depth, semi-structured interviews using open-ended questions, in order not to restrict the views of the participants (Creswell, 2012). Open-ended questions provide richness to the data, in that participants can shape their responses and express their views without the constraints of the interviewer's preconceptions influencing the answers (Creswell, 2012). The interviews were conducted face-to-face, on a one-on-one basis (one participant at a time), and were recorded to ensure an accurate record of the conversation was available.

The research adopted interpretivism as its research philosophy. Interpretivism is the study of "social phenomena in their natural environment" (Saunders & Lewis 2012, p. 106). It is relevant to the study of people in organisations that are complex, much like the South African banking sector. Willis and Jost (2007) suggest that people's behaviours are in part, influenced by their environment and their subjective perceptions of that environment. This study is interested in the manner in which people interpret and perceive their work environment, their leaders within that environment, and the resultant effects on their motivation and performance. Interpretivism allows for an understanding of the social behaviours of people in complex business situations (Willis & Jost, 2007).

4.3   Population and unit of analysis

Zikmund et al. (2013, p.387) define a population as "any complete group that shares a common set of characteristics". The population for this research is, therefore, senior managers and executives in South African banks. Taking into consideration the objectives of this study, the defining characteristics of the research population are:

- Highly skilled and likely to have an in-depth understanding of the banking sector in South Africa.
- Accountable to a high-ranking superior, but may also have a team reporting to them.
- Responsible for the performance of their own team while being part of a team that reports to another senior manager or an executive.

A unit of analysis can be explained by posing the question "who or what should provide the data and at what level of aggregation should it be analysed?" (Zikmund et al., 2013). The unit of analysis for this study was the in-depth insights and views of the individual participants. The participant was defined as a senior manager or executive from a South African bank.

4.4   Sampling method and size

From the list of banks operating in South Africa, the selected sample represented four of the banks. However, because the South African banking sector is highly regulated with all the banks being governed by the same set of regulations, the researcher considered the sample to be representative of the population. Non-probability sampling was used to select the sample, as it was not practical to obtain a list or collect data from the entire population due to costs and time constraints (Saunders & Lewis, 2012).

The researcher used purposive sampling to ensure that the information gathered was aligned to the research questions. Purposive sampling allows the researcher to use their judgement in selecting individuals who will be best placed to answer the research questions (Saunders & Lewis, 2012). A risk with purposive sampling is the possibility of bias from the researcher, which could make the sample "unrepresentative" of the population (Zikmund et al., 2013).

Typical of a qualitative study, the sample size was small, made up of senior managers, heads of divisions, EXCO (executive committee) members and other specialist executives from the banking sector. The sample was derived from the researcher's personal and business network. The banks' representation is presented in **Table 4-1**.

Table 4-1: Number of participants per bank

Bank	Number of participants
Standard Bank	6 participants
Nedbank	4 participants
First National Bank	1 participant
Bidvest Bank	1 participant

Although the initial sample size was 15, the researcher was of the view that saturation had been reached by the 12th interview. At that point, there was not enough new relevant data being obtained from the participants. The sample was also reasonably homogenous and, therefore, a large sample was not required as there was sufficient internal diversity in that small group (Ritchie, Lewis, Nicholls, & Ormston, 2013).

4.5   Data Collection Tools

Primary data was collected using a semi-structured face-to-face interview with each participant. Semi-structured interviews were preferred as they provide the interviewer with opportunities to address more specific issues and to follow-up an answer with probing questions (Zikmund et al., 2013). A probing question is a follow up question a researcher can ask to clarify points, uncover more information, or to provide the participant with an opportunity to expand on a comment (Creswell, 2012).

A list of questions was prepared. However, the researcher modified the order and the manner in which some questions were asked, based on the responses from each individual participant (Saunders & Lewis, 2012). The advantage of an interview is in the depth of the information and detail that can be extracted from the interviewee. The disadvantage, however, is that the data has to be interpreted by the interviewer, running the risk that it might be interpreted through the view and perspective of the interviewer (Creswell, 2012). The other disadvantage is that the interviews can take time to conduct (Blumberg et al., 2008).

Key research themes were developed with the assistance of the literature reviewed in Chapter 2. The semi-structured interview questions were based on those key themes as set out in the research questions in Chapter 3. In other words, the research questions in Chapter 3 were developed with the assistance of the literature reviewed in Chapter 2. The questionnaire was then derived from these research questions. To ensure consistency, a consistency matrix (**APPENDIX A: CONSISTENCY MATRIX**) assisted in linking the literature reviewed to the research questions which helped develop the interview questions.

4.6   Pilot Process

Piloting the questionnaire is important because it lets the researcher know whether participants will understand the questions and what is meant by them, and whether the participants will be comfortable answering the questions (Saunders & Lewis, 2012). It should not restrict how participants respond, and the questions should be able to create data that has depth and clarity (Ritchie et al., 2013). A pre-interview with an MBA classmate, who is a senior manager at a bank, was conducted to assist in ensuring that any defects in the questionnaire were identified and rectified. A defective questionnaire can distort the results, as it may be confusing or ambiguous (Blumberg et al., 2008). Certain questions were refined and revised, but the pilot interview was not discarded, and its data was included in the results, as the changes made to the questionnaire were not fundamental (Ritchie et al., 2013).

4.7   Data Collection

The semi-structured face-to-face interviews were conducted on a one-on-one basis. One-on-one interviews can be costly and time-consuming, however, Creswell (2012) suggests that this method is ideal for participants who speak confidently, are articulate, and are not afraid to share ideas. This profile of participant matched that of senior managers and executives, therefore the one-on-one method was found to be appropriate for this study.

Each interview took between 30 minutes to an hour in length. It was conducted at the workplace of each participant, in an area selected by the participant to ensure that they felt comfortable and free to speak. This ensured that the depth of the study was not compromised. All 12 participants were located in Johannesburg, South Africa,

due to time and cost constraints.

A phone call was made to each potential participant, explaining the researcher's assignment, and requirements for the study. This was followed by a formal email to each participant, detailing the particulars of the study, and requesting a formal meeting with them. Included in the email was a copy of the consent form, an example of which is attached as **APPENDIX B: INFORMED CONSENT LETTER** of this document.

Meetings were subsequently confirmed with each participant, with a note reminding them that the interview would be conducted on a confidential basis, and that it was voluntary, meaning they could change their minds at any time.

The participants were requested to complete a data form before the interview began, to capture their job title, the name of the bank they worked for, and the date of the interview. While a name field was included, participants were requested to simply ignore it or alternatively, record their initials as an option, for the benefit of the interviewer, and not for use in the study as the interviews were conducted on an anonymous basis.

At the beginning of each interview, the consent form was again handed to the participants and co-signed by both the researcher and the participant. Each interview was recorded with the consent of the participant. The interviews were recorded using a dictaphone and a cell phone as back up, and the audios were transcribed by a team of professional transcribers. The interviewer also took detailed notes during the interviews, which were used to check the accuracy of the transcripts.

4.8   Data Analysis

Ritchie et al. (2013) posit that one-on-one interviews are likely to be the most widely used data collection method in qualitative research. In general, they have the ability to provide an undiluted view from the participant, and provide an opportunity for in-depth investigation and understanding of personal contexts and realities of the participants.

The semi-structured, one-on-one interviews were recorded, and the audio transcribed and converted into written or text data. The interviews were analysed

soon after they had taken place. This provided the researcher with an opportunity to use any insights and recommendations shared by the earlier interviewees in the later interviews, and to recognise when saturation had been reached (Saunders & Lewis, 2012). Saturation was reached at participant 12.

Data analysis is conducted to answer the research questions and meet the research objectives (Saunders & Lewis, 2012). To analyse the primary data that emanated from the open-ended responses, recurring themes or constructs from the data collected must be identified. Once recurring themes or constructs are identified, they are grouped together, recording the number of times a theme or construct was mentioned (Creswell, 2012). Creswell (2012) provides the following step-by-step guideline:

- Text data is divided into groups of related sentences.
- These groups (created from the words and sentences of participants) are sorted into themes or categories.
- A description must be provided for each theme or category identified.
- Themes are sorted and grouped according to the research question that they answer.
- Data is interpreted by how it relates to existing literature.

A similar approach to the one above was adopted with the assistance of a professional coder, who assisted in coding the text data using Microsoft Excel, An analysis of the constructs that emerged was performed for each interview question, recoding the number of times each construct was mentioned per interview question..

4.9   Data Validity and Reliability

Reliability and validity are important in qualitative research as they help define the quality of the data (Ritchie et al., 2013). A good qualitative research study needs to be realistic and persuasive. To do this, the researcher must ensure that the data is valid and reliable, to produce an accurate and credible set of results (Creswell, 2012).

In qualitative research, validity refers to the correctness or accuracy of the data (Ritchie et al., 2013). Reliability measures the soundness of the study. Reliable data

have the ability to produce research findings that are replicable if the study was to be repeated using similar methods (Ritchie et al., 2013). In qualitative research, there is always the risk that reliability may be compromised during data collection. Participant bias may have been encountered during this study, and similarly, researcher bias may have occurred during the analysis of the data. To reduce the risk of this, interviews were conducted in the same manner each time, allowing participants equal and sufficient opportunity to cover each topic (Ritchie et al., 2013). The researcher also used an independent data coder to comprehensively and objectively code and assist with analysing the data.

4.10   Ethical Considerations

Saunders & Lewis (2012) posit that ethical issues must be considered at all the main stages of the research process, those being the research design, data collection and the reporting stages. Some of the main ethical issues this research considered were insuring that informed consent was received from each participant, and that the confidentiality and anonymity of the participants were respected.

Getting participants' informed consents entailed providing the participants with the details and purpose of the study, information on how the data will be used, and explaining what information, and how much time, would be required from them (Ritchie et al., 2013). Consent letters stipulated that the semi-structured interviews were voluntary and they could decline to continue with the interview at any time.

Confidentiality and anonymity ensure that the identity of the participants is not known outside of the research team. Extra care was also taken not to label transcripts and audio data in a manner that could reveal the participants' identities (Ritchie et al., 2013). Making qualitative data anonymous can be achieved through reporting the data in an aggregated manner to protect the identities of the participants. Aggregated data is then used to identify the patterns that emerge (Saunders & Lewis, 2012). Confidentiality was communicated to all the participants, which also ensured that they felt comfortable enough to be as honest as possible with the information that they shared. Having one-on-one, face-to-face- interviews increased the likelihood that the participants would speak freely and honestly.

4.11   Research Limitations

The use of a sample derived primarily from the author's primary (people directly known by the author) and secondary (introductions by direct contacts) network might limit the number of banking organisations represented by the sample. Due to time and cost constraints, participants were also all located in Johannesburg, South Africa. The implications of this are that insights derived from the interviews might be weighted towards a particular organisation, which has more than one participant. This may pose a challenge in generalising insights into the South African banking sector. It may, therefore, be necessary to undertake future studies to expand the sample size to correct for organisational biases in the findings. Future researchers must, however, bear in mind that due to the subjective nature of a qualitative study, this research may be difficult to repeat or replicate (Saunders & Lewis, 2012). The study was conducted over a short period, six months, which limited the time available to gather data and analyse results. The researcher is also not an experienced interviewer, which may have affected the effectiveness of the interview.

4.12   Research Methodology Conclusion

This chapter detailed the research methodology and design selected for this research study by outlining the research process in detail. The next chapter will present the findings of the study.

CHAPTER 5: RESULTS

5.1 Introduction

In this chapter, the findings of the research study are presented in accordance with the research questions formulated in Chapter 3. This section gives a presentation of the findings from the analysis of data collected through a semi-structured, one-on-one, face-to-face interview process. Although direct quotes are included in the presentation of the results, these are edited to remove identifiers that might compromise the confidentiality and anonymity of the participants and their organisation.

5.2 Description of the Sample

A list and description of the participants chosen for this research study is presented in **Table 5-1**. As highlighted in Chapter 4 (the methodology chapter), non-probability, purposive sampling was applied to select the twelve participants who are senior managers and executives in the South African banking sector. To determine the appropriate participants to interview, the participants' skills level, seniority and depth of understanding of the banking sector was considered. All the participants reported to a high-ranking supervisor and, as such, held senior or executive roles in their respective banking organisations. Ten of the twelve participants had a team of individuals reporting directly to them.

Table 5-1: Sample Description

Participant	Title/Position	Description of Role	Number of People reporting to you	National/Inter-national/Both
Participant 1	Senior Manager	Transaction Management	0	National

Participant	Title/Position	Description of Role	Number of People reporting to you	National/Inter-national/Both
Participant 2	Head of Department	Responsible for delivery of the income statement, management of the balance sheet and client experience	4	National
Participant 3	Senior Manager	Responsible for commercial banking clients management and engagement	20	National
Participant	Head of Department	In charge of governance processes	2	National
Participant 5	Executive	Responsible for finance, leasing, and balance sheet lending	165	National
Participant 6	Senior Manager	Responsible for Strategy Alignment across the Group	0	Both
Participant 7	Senior Associate	Responsible for corporate and wholesale electronic payment solutions	5	National

Participant	Title/Position	Description of Role	Number of People reporting to you	National/Inter-national/Both
Participant 8	Head of Department	Responsible for setting the bank's pricing for business customers	7	National
Participant 9	Head of Department	Responsible for Transaction Management for real estate finance	10	National
Participant 10	Senior Manager	Responsible for credit management of Commercial Portfolios	9	National
Participant 11	Head of Department	Responsible for personal and business transaction products	4	National
Participant 12	Head of Department	Responsible for wholesale mobile and digital and CIB Transactional products.	2	National

5.3 Presentation of Results

The results are presented as per the Research Questions presented in Chapter 3. The interview questions were split as follows:

- Interview Questions 1 – 6 were developed with the objective of addressing Research Question 1
- Interview Questions 7 – 13 were developed with the objective of addressing Research Question 2
- Interview Questions 14 and 15 were developed with the objective of addressing Research Question 3

5.3.1 Results for Research Question 1

What leadership styles are most prevalent in the South African banking sector?

The main objective of Research Question 1 was to understand the most prevalent leadership styles in the South African banking sector. This research question was responded to through probing the participants to describe the leadership qualities of their supervisors or line managers. This research question further probed the participants to explain whether the leadership styles of their leaders had influenced them to perform better, and also to remain motivated in their work. The participants were requested to list the main characteristics of their leader, to group the characteristics according to the type of leadership as defined by theory in Chapter 2.

Question 1: Determining the leadership qualities of supervisors/line managers in the banking sector

The main objective of this interview question was to determine the leadership qualities of leaders in the banking sector. The participants were requested to describe in detail the leadership qualities of their supervisors or line managers. The participants were open in providing a description of their immediate supervisors' leadership styles. **Table 5-2** illustrates the common themes that emerged in terms of

the description of the supervisors' leadership qualities.

Table 5-2: Leadership qualities of supervisors/ line managers in the banking sector

Rank	Constructs	Frequency
1	Autonomous	32
2	Participative/Consultative/Collaborative	15
3	Laissez Faire approach	9
4	Supportive	4
4	Ability to Adapt to Change	4
4	Authentic	4
5	Hands-on Leadership	3
5	Strategic	3
5	Authoritative	3
5	Non-hierarchical	3
6	Approachable	2
6	Transformational Approach	2
6	Inflexible	2
7	Knowledge Sharing	1

In analysing the main constructs, participants mentioned the leader qualities that are prevaelent in their respective organisations, and the importance of certain leadership qualities for a dynamic and uncertain environment, such as the financial sector in South Africa. The majority of the participants mentioned that their leaders gave them autonomy, and that being given autonomy by their leaders was crucial to their

performance. The participants were of the opinion that the nature of their job and department required them to be given autonomy by their leaders, with participant 3 explaining how he is required to make decisions on the spot because he is always required to respond to customers almost immediately, and if he had to consult his leader then this would affect customer satisfaction. Participant 3, in fact, preferred autonomy, and noted that he underperforms when he is "over managed". He elaborates, stating, "I like to be guided but not over managed. I like to be given enough freedom to work on achieving my goals". This notion was supported by Participant 5, who explained in detail that the nature of the work he did, did not require his manager to be hands-on, further adding that he has created a relationship with his manager that allows him to be trusted, explaining in detail that"

> "I think it's a function of two things; one, I've given him the reason I'm comfortable to run the business on my own; but also because it's so fundamentally different to what the rest of the bank does. It almost requires that it has its own autonomy in terms of the markets that it targets, strategy, implementation, and also the clientele."

Participant 5 reiterated the fact that his supervisor was not prone to micromanaging him, commenting that "it's a very autonomous environment that. At least the relationship we have and how I lead and how he leads me is one that allows me to pretty much run on my own". Participant 10 made a similar observation, mentioning that her leader allows her to make her own decisions which helps her grow, reiterating that "Yes, she doesn't micromanage".

Some of the participants expressed satisfaction with the fact that their leader was consultative/participative/collaborative, specifically when it came to decision-making. Participant 6, who had been with the organisation for more than eight years, described his manager as collaborate, describing the process of how his manager applied a collaborative approach:

> "I think very much … I've had experience with a few line managers in my eight and a half years of working. They're very logical. He's an ex McKenzie guy, so very black and white in terms of … he's very clear with regard to what he wants and in that regard he's also quite collaborative. So he likes to, on quite a regular basis, sit together and work through

building pieces of work, and debate and argue, etc. in terms of following that picture or what we're trying to achieve."

Participant 11 described her manager as someone who had empowered their staff to make decisions, further adding that she had adopted a similar culture when it came to managing her own team, appreciating her manager:

"I would say that she is very sharing of knowledge. She enables the team; everyone is a decision maker. If I represent her, I have her mandate. That's similar to the culture I had previously in my teams and will continue to build in this team."

Further explaining how she had replicated a similar quality in her own team:

"Yes. If one of my product managers are representing me in an area, irrespective of their level, they can make a decision if they have the required information. Even then, it's a ten-minute brief to make sure they're comfortable, and if they aren't, it is okay."

Participant 3 explained that his manager engaged with the team irrespective of the hierarchy, which is something that was valued by the team, specifying that:

"Everybody's got time or makes time to engage with people, regardless of hierarchies and/or grading. I think there's some clever people who are willing to think differently and share those thoughts, and willing to enable people to perform. That might be by removing obstacles, barriers or coming up with alternative solutions. So I think it's engaging, it's open, honest and willing to help which we appreciate."

Interestingly enough, some of the participants described their managers as having a Laissez-faire approach in terms of their leadership qualities. The participants did not consider the Laissez-faire approach as a negative approach, as described by theory. Participant 8 described his manager as someone who permitted the team to do what they considered good for the organisation, further adding that his leader only intervened if he is requested to, mentioning that:

"I think he is … I would say a Laissez- faire kind of leader. He lets you

take the lead and lets you, I guess be innovative around what you do, And then whenever he feels that he needs to intervene, he will let you know that,. No, I think you need to bring it back here, I think we need to do more of that. He actually allows us to … not do whatever we want but be creative around our work."

Participant 8 perceived the Laissez-faire approach in positive, empowering light. Participant 9 also described their leader in a similar manner, as someone who did not interfere in the work done by the staff, stating that she "has a Laissez-faire approach, so she will allow you to run your own areas without too much interference, fairly approachable and I think overall a good leader". Participant 10 agreed that his manager also applies a Laissez-faire approach, reiterating that "Yes, Laissez-faire, she doesn't micromanage".

Some of the participants thought that their leaders were supportive, with Participant 4 explaining that this was attributed to the fact that he had a working history with his manager, stating that:

"The person that I report to, we've got a long history, so basically what I understand from him and what I get from him is … he will support me on whatever we decide. I'm open to my opinion; we would get to be on the same page. But whatever I decide going forward, I know I can go with his support."

Participant 8 explained that even though his leader empowered them to perform their duties independently, he was extremely supportive, expressing that,

"Whenever he feels that we can actually improve or we need to hold back on certain things, he'll intervene. Otherwise he's more than happy for you to run the initiatives. He empowers you to make decisions. He empowers to try out new things and he's very supportive, I must say."

Participant 9 also described her leader as someone who did not interfere in the work done by the staff, stating that, "she has a Laissez-faire approach, so she will allow you to run your own areas without too much interference. Fairly approachable, and I think overall a good leader."

Some of the participants were of the opinion that their leaders were supportive, an observation made by Participant 4 and Participant 8 in earlier quotes, Participant 8 explained that even though his leader empowered them to perform their duties independently, his leader was extremely supportive. Participant 3 shared a similar view saying, "I think he's supportive, he's encouraging and trusting".

Some of the participants were of the view that their leader was able to adapt to changes, with Participant 9 specifying that, "She's only recent in the position and I think she's really taking it on. She's making an effort to actually learn the business". One of the participants were also of the view that his leadership was authentic, stating that, "I think most notably he's genuine, he's authentic. From my interactions with him, I think he's got high integrity and I think he's quite fair"

Question 2: Assessing whether the leadership behaviour of the supervisor influences the employee's way of work

This interview question required participants to assess and describe whether the leadership behaviour influenced the way that they worked. Based on the responses the majority of the participants were of the opinion that the leadership behaviour was important and it definitely influenced the way they worked. This question was twofold in a sense that it first requested the participants to respond on whether the leadership behaviour of their managers influenced the way they performed their duties, requesting them to indicate whether this was in a positive or negative manner. In the second part of the question, the participants were requested to elaborate and be specific on the leadership behaviours that influenced their duties negatively or positively. The graph below illustrates the responses of the participants. As shown on **Figure 5-1**, the majority of the participants were of the perspective that the leadership behaviours did indeed influence the way they performed their duties, with only 4% of the participants disagreeing with this notion.

Does the leadership behaviour of supervisors influence the way in which employees perform duties?

4%

22

74%

- Yes-Positive Influence
- Yes-Negative Influence
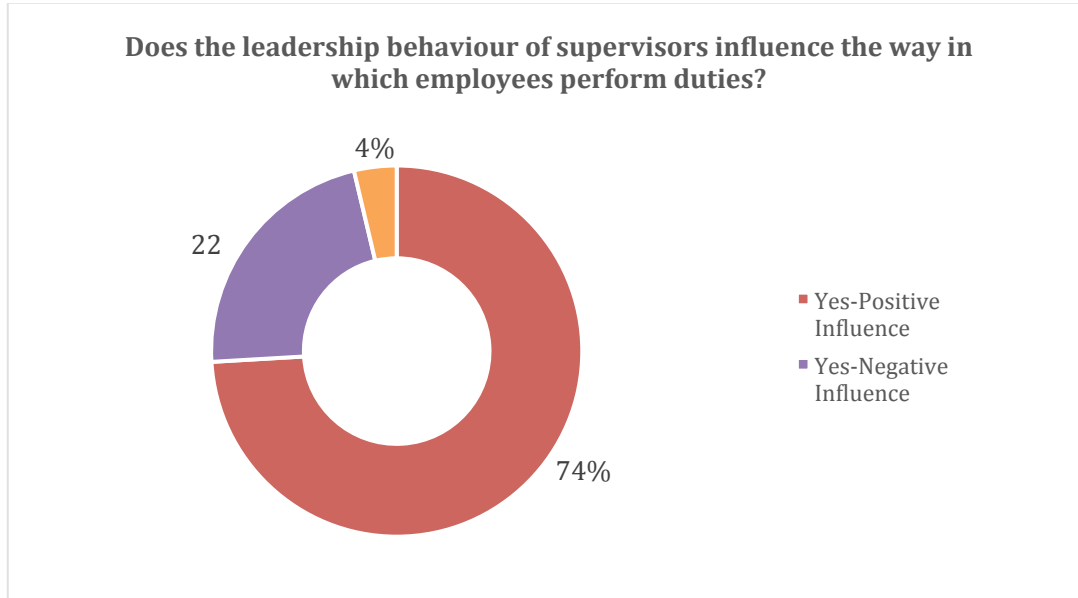
Figure 5-1: Influence of Leadership Behaviour on Employee's Performance of Duties

Interestingly, 74% of the participants were of the opinion that leadership behaviours influenced the way they work positively, while 22% of the participants were of the perspective that their leaders influenced the way they work in a negative manner. The views of two participants were articulated as follows:

> "Yes. Because I know I've got his support. As long as we're on the same page, there's no fear of portraying or articulating that, because you know you will be supported should there be a question or need for that."

> "Yes. What I like about my manager is that she does not micromanage; she will tell you what she needs done."

Participant 5 explained how he would fail to perform his duties if his leader was micromanaging him, specifying that "I wouldn't function with a micromanaging, autocratic leader. That would be contrary to my leading style". Participant 7 explained how his leader affected his performance negatively, commenting that

> "Negatively. I think sometimes it does lead to employees being almost too autocratic. So I would say knowledge transfer amongst employees could be better, but that's just because we're so used to working within our specific space that we don't leverage each other as effectively as we

could."

The second part of the question sought to understand which leadership behaviours depicted by the respective managers influenced the participants either positively or negatively. The results are indicated in **Table 5-3**.

Table 5-3: Leadership behaviours that influence performance of duties by subordinates

Rank	Constructs	Frequency
1	Clear Directive and Guidance	21
2	Allows Autonomy in Responsibilities	14
3	Motivates Staff	10
4	Military-style Approach	9
5	Demonstrates Trust in Capabilities	8
6	Work-Life Balance	6
7	Empowers and Supports Staff	4
8	Approachable	3
8	Consistent	3

It is not surprising that the majority of the participants wanted to be given a clear directive and guidance when it came to performing their duties, especially in the financial sector. The participants were of the opinion that their leader influenced them positively because they gave them a clear directive and guidance. The interesting part about this notion was the fact that because the bank was considered a highly regulated sector, the leaders required that the staff were compliant with the regulations and followed process when performing their duties. Participant 1 specified that even when his manager does empower him, it is always within a set of rules, saying:

"Yes, and within the rules in which one needs to manoeuvre. She's, you know what, I have the utmost faith in your capabilities. I will not micromanage you, all I need is X, Y, Z. I will give you the tools you need, how you go about doing it is entirely up to you, as long as you operate within the rules and regulations."

Participant 7 supported this view by articulating the clarity of his leader when giving guidance, mentioning that,

"It does. Because he's clear in what he wants and the space is quite demanding. There's a lot of work on the go. There's a requirement that when he asks for things, the turnaround time, the expectation is that it is to be done quickly. So it has an influence in terms of keeping us on our toes and pushing us to be one step ahead and ensuring we get the tasks done as soon as possible."

Participant 12 further reiterated this notion, calmly explaining that,

"It mostly influences how I interact with him rather than my way of working per se. I think in my type of role, I know what I need to do, generally, and get on with what I need to do. The only thing I have to make sure of is that I align his expectations to what I'm supposed to deliver and, mostly, if I feel there's a good case to divert a little bit from previous discussions, then I need to know how to engage with him properly."

Some participants thought that their leaders influenced them positively by depicting autonomy in their approach, as this approach allowed them to perform their duties without necessarily interfering and micromanaging them, with Participant 1 commenting that

"What I like about my manager is that she does not micromanage. She will tell you what she needs done. How you do it, she won't police you on. However, the rules and regulations are X, Y, Z, so do whatever it takes to get what needs to be done, done, which I find motivating."

Participant 5, when probed about what he thought were the reasons his leader allowed him autonomy in his responsibility, responded by saying that it was mainly a competency and responsibility factor, which is something that he had demonstrated in the bank, declaring that:

> "I think because I work hard and also make it a point to know my space. So by doing that, it's a function of competence. A bit of intellect, hard work and education would obviously come into play in terms of putting the right processes in place; knowing how to implement a strategy or firstly craft a strategy, how do we grow a business, how to manage it and if you bring all of those things together, it leaves very little room for somebody to question what you do or at least feel that they need to guide you. So I think it's probably a function of prior experiences, because I've demonstrated whether internally, through the current business, or previous roles, that I can run businesses and grow them."

Participant 9 reiterated this point, mentioning that:

> "I like to have autonomy over what I do and then over my staff. I am responsible in that I don't like people to look over my shoulder, and her style allows me to go ahead and do what I need to do without having felt that I've been dictated to. I don't do well when I am dictated to."

Participant 5 highlighted the downside of being autonomous, specifically referring to his leader as an example, cautioning that

> "The one thing that is good on him but also probably his downside is that he lets his leadership team run their businesses, but at the same time his Achilles heel is in that by not being close enough to some of the areas. It could expose the business in that maybe certain decisions aren't made quick enough. Where if he was close enough to the details, he'd understand and be aware of certain issues and would act much quicker."

The participants thought that they needed to be motivated by their leader to perform well. This was quite surprising as it emphasised the importance of certain leadership qualities to ensure that the staff perform well. Participant 4 was of the opinion that

motivation led to success in terms of delivering what needed to be done, confessing that:

> "Yes. Because I know I've got his support, as long as we're on the same page. There's no fear of portraying or articulating that because you know you will be supported should there be a question or need for that. I think for me motivation is, and it's very linked to success, and I think my manager understands what success means in my book."

Participant 10 reiterated on the notion of motivation, specifying that"

> "Yes, because it keeps me motivated. I want to do more and the things I do, I can actually go an extra mile because I can see the progress done. I can see the contribution I'm making to the organisation as opposed to trying to live another person's life. I'm not living my manager's, he allows me to make decisions, to learn from my own mistakes."

Participant 11 was of the view that her leader motivated her by boosting her confidence through affirmation, specifically linking her views to gender, articulating that:

> "I think it builds passion, drive; it's like you trust her from day one. You want to trust and then you also build that trust in your own capabilities, I think, which is important. Because often we're our worst critics, so when we get that affirmation at any level, I think maybe more so women, I don't know, we want that affirmation."

Question 3: Evaluating if the leadership behaviours of the supervisor has influenced the employee's stay with the bank

The main objective of this question was to determine whether the leadership behaviours influenced them to stay in the bank. There was consensus amongst participants that the leadership behaviours influenced their tenure in the bank. The participants were further requested to provide reasoning on the leadership behaviours that had influenced their tenure in the bank. The results of the responses

are shown in the **Table 5-4**. The top three constructs that emanated, based on frequency count, were promotion of excellence and hard work, keeping work challenging and interesting, and recognition of hard work.

Table 5-4: Influence of leadership behaviour on tenure at the bank

Rank	Constructs	Frequency
1	Promotes Excellence and Hard-work	10
2	Keeps Work Challenging and Interesting	8
3	Recognition of Hard Work	8
4	Friendly Relationship	7
5	Manager Determines your Tenure	6
6	Trust Element	5
7	Open and Honest on Feedback	4
7	Demonstrates Pride in Work	4

The majority of the participants were of the view that one of the behaviours that would influence their tenure, especially in the banking sector, was the promotion of excellence and hard work. The majority of the participants thought that, in the banking sector, it was crucial to promote excellence and hard work, mainly because this behaviour was transferred into the services offered to the customers, with Participant 1 articulating it perfectly by saying that:

> "To be honest, in my opinion, probably the pride people take in the work they do. The leader should show working hard and showing excellence, understanding the values of the entire organisation, what drives our performance and service to our customer, whereby the overarching theme is that we need to try to be the digital bank to our customer as well. But we do not just offer solutions in terms of our immediate space. However, look to interact with internal and external stakeholders with

excellence and hard work, and that is important for my stay in the bank, I want to see that."

This view was supported by another participant who also linked hard work to ensuring that the client was provided with the best service, mentioning that:

"If, as a leader, you're saying whatever you do represents the organisation broadly, what would motivate you to ensure you provide the exceptional customer experience that the customer can get from us and not necessarily anywhere else, with the view of ensuring that customer looks to continue doing business with our organisation as opposed to going elsewhere. That, in my view, and in the business view, would be the customer is not worrying about the premium for the services they get, but they know its peace of mind that the premium comes with. So you don't compete on price anymore but on service and value for money. Therefore, as a leader, one must drive that behaviour in his team, and this is important for me to ensure we give our customers the best."

Some of the participants were of the view that the leadership behaviour that influenced their tenure was related to a leader that allowed staff to pursue challenging and interesting work, specifically as the banking sector was a challenging work environment. Participant 10 aligned the internal working environment with the external environment in the banking sector and also linked it to career growth, specifying that:

"Yes, definitely because I'm benefiting while the organisation is also benefiting because I am growing. I like a challenging environment and the person who challenges me, when you push outside your comfort zone, but I like that."

Participant 8 supported this view, admitting:

"I think to a large extent it has, otherwise I would have been bored and I would have left. He keeps me challenged, and also there's the fact that I'm able to challenge myself and set goals for myself, and say this is what I want to achieve, this is what I want to do, and him allowing me to do

that also keeps me engaged, keeps me excited about coming to work, and I guess to a large extent, I think it has influenced my decision to stay in the bank."

Another interesting construct highlighted by the participants was the importance of recognition of hard work and its influence on their stay in the organisation. The participants were of the view that because they give their best effort at work, they wanted to be valued and appreciated through recognition, with Participant 7 explaining that recognition in the form of openly being appreciative in meetings was most important and not necessarily in the form of monetary tangibles, specifying that:

"Ours is more reactive in terms of motivation. So we have standing weekly meetings, myself and my manager, and during those meetings we have feedback, and he's very candid about what he feels is working well and what isn't, but when it works well he's very appreciative of it, even if the task is not complete. He's very appreciative of the progress that has been made, and that gives you that required energy to keep at it."

Question 4: Understanding whether motivation from one's leader brings out the best performance

The main objective of this interview question was to understand whether the participants felt that motivation from their leader brought out the best in them. This interview question was twofold. Firstly, it requested the participants to indicate whether their leaders' leadership styles motivated them to do their best in their work. The majority of the participants were of the opinion that they were not motivated by the leadership styles or attributes as shown on **Figure 5-2**. 77% of the participants were of the notion that their motivation levels were not dependant on the leadership attributes or styles, while 23% confessed a contrasting view.

Leader-Motivated Performance
(Does Motivation from Your Leader Influence your Performance?)

23%

77%

No   Yes
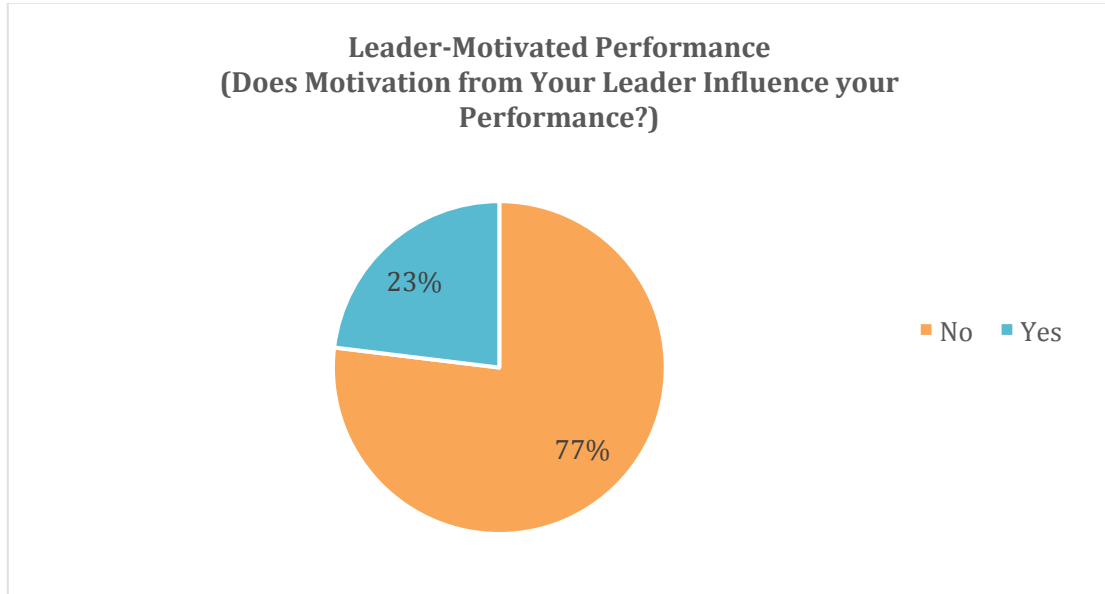
Figure 5-2: Attribution of Performance to Motivation from Leader

The views in terms of whether the leadership styles or attributes of the manager influenced their motivation levels where depicted in the second part of the interview question. The participants were prompted to think deeply on recent events or instances whereby their manager drove them to perform at their best, and to further highlight the leadership attributes that enabled them to stay motivated in their work. The secondary constructs are contained in Table 5-5, based on the responses of the participants.

Table 5-5: Leadership attributes and their influence on performance and motivation

Rank	Constructs	Frequency
1	Self-Motivated and Driven	20
2	Motivated by Achievement	9
3	Good Working Environment	8
4	Work-Life Balance	6
5	Compensation	4

Rank	Constructs	Frequency
6	Charismatic	3
6	Monetary Rewards Ineffective	3
7	Motivate and Drive Employees	1

Many of the participants believed that they did not need their leaders to keep them motivated to perform at their best. The participants were rather of the notion that they were self-motivated and driven, and that is what they attributed their motivation to. Participant 5 explained that his performance and motivation were internally driven and also driven by the goals that needed to be achieved in the organisation, specifically mentioning that:

> "Not really. I think I'm very internally driven, so, yes, I don't think I can be naïve to think that if, for example, our relationship was strained that it wouldn't impact my performance, but to a large extent I set my own goals, challenge myself and my team as to what we can do and what we would like to achieve. We've set ourselves quite stringent targets, but also as a leadership team we've crafted what we view as our long-term strategy and a space that we want to play in, in the market, and we've almost pegged a number to it. That's effectively what motivates us."

This view was shared by another participant who also attributed his motivation to self-motivation rather than leadership, specifying that

> "largely, I think I'm a self-driven person and what I need from a manager is more support than motivation. Whatever I do, if he criticises me, I learn from it, if he encourages me, then I get a boost from it. But I don't see him as a source of motivation. I see him more as an enabler and a link for me to be able to access the resources I need to do the work I want to do."

Participant 12 reiterated this point, confirming that "I'm practically independent".

Some of the participants highlighted that they were motivated by achievement. Participant 3 mentioned the importance of enjoying the role a person is in, especially in the banking sector, a sector that requires customer interaction, articulating in detail that:

> "I think firstly individuals need to be in the right roles because you can't really be motivated if you're doing something that you don't enjoy. I think that's very important, that people need to be in the right roles. In our case, the people need to enjoy interacting with people because most of their job is interacting with either clients or internal clients. First and foremost, they need to enjoy a lot of people interaction."

Further highlighting his source of motivation as achievement, specifying that, "Secondly, it is results that count to a certain extent. So again, success will motivate you if you enjoy that type of environment. If you enjoy having targets and meeting or exceeding them, that's likely to motivate you". Participant 12 reiterated this point, highlighting the fact that she was competitive which is the reason she was motivated by achievement, declaring that "Yes, and I want to be the best and achieve the best, apart from … I'm very competitive, but I'm balanced, the ugliness and the competitiveness, we all grow as women". Another participant further emphasised this view pointing out that:

> "The success of the underlying customer. So I think if you're dealing with a portfolio of customers and those people are successful, you share in their success, and that's a motivating factor as well. I think customers expand and grow, maybe acquire other companies, that probably adds to job satisfaction, a sense of achievement, because you've had some small role to play in all that."

The other constructs that emerged from the participants were linked to a good working environment and work-life balance. Some participants were of the view that working in an environment that allows a balance between work and personal lives was the main motivator in their work. Participant 4 explained this in detail, saying that:

"Basically for me, to drive me, what I personally perceive as success is doing as much as I need for the organisation but not at the expense of spending time with the family. So what I'm saying is, when I am delivering on my duties, I'm one hundred percent in there but should that take away from family time, I'm compensated in that regard."

Participant 3 shared his sentiments on the importance of a good working environment, pointing out that "I think you spend a lot of time at work, so that needs to be enjoyable. You need to have your highs and all of your lows but you want to have fun and achieve and engage with people".

Question 5: Other factors associated with motivation, apart from leadership style

Based on the responses from the participants on motivation, as indicated above, that most of participants were of the perspective that they were not motivated by the leadership attributes of their managers, the participants were then requested to elaborate on the specific motivating factors that were specific to the banking sector and environment, that enabled them to perform at their best. As a result, secondary constructs emanated from the responses of the participants. The secondary constructs that emanated from this further elaboration are illustrated in **Table 5-6**.

Table 5-6: Other motivation factors

Rank	Secondary Constructs	Frequency
1	Harmonious Relationships, Team Work and Collaboration with Colleagues	16
2	Contributing to the Economy	4
2	Impacting on Communities	4
4	Contributing to Strategy	3
5	Competition	2

The majority of the participants were of the opinion that the banking sector was quite a demanding sector that specifically needed employees to work in a harmonious and collaborative manner. The participants were of the view that one cannot perform well unless if they were working well with their colleagues, with Participant 9 specifying that:

"Definitely self-drive, self-actualisation' it really is about what I want and what I need, as a person, and then what I get out of that. But definitely also the support of the people, both from my superiors and my subordinates and my peers. It definitely has to have somehow a harmonious environment and relationship to be able to face the stresses every day. Work is not easy."

Participant 4 further emphasised the importance of a supportive and collaborative work environment, emphasising that:

"I think it's coming to an organisation in an environment where you believe people are open. I'm going to use an old cliché - transparent, supportive; but people believe or you are in a group of people who believe in what you believe in, similar values. For me, the worst, in my chats or talks or other managers, I say half the job is done when you feel happy coming to work."

This perspective was clearly articulated by Participant 1, who re-iterated the value of teamwork on a few occasions, saying:

"To be honest, it is team work, broadly. With the type of work we do, you cannot work in isolation. There are some aspects and elements you do on your own within the value chain as part of your role and responsibilities thereof, however every successful transaction from initiation ... For us to be successful, as a bank, it takes teamwork."

Some of the participants were quite satisfied with the fact that their organisation contributed positively to the economy and that contributed to their motivation. Participant 1 made reference to his role in contributing to the economy, highlighting that:

"Yes, however big or small, in ensuring that the infrastructural development of our country is met and those targets are realised. So, for me, it's being able to contribute in my own capacity to the advancement of our country, and in doing so, obviously, there's business needs and targets we need to meet as part of the organisation that I'm in. So being able to say I had a hand in playing in bettering the organisation through reaching its targets, and in doing so you end up advancing the particular needs of the country, from an infrastructural development point of view. So to answer your question, being able to contribute to the advancement of the country in my role as a transaction manager within real estate finance is what wakes me up in the morning and what motivates me to come to work."

Some of the participants were motivated to work in the financial sector because their work contributed positively to communities. Participant 5 explained how contributing to the community motivated his stay in the financial sector, reasoning his view that, "Sometimes when you know you've got a lot of responsibility in the role you play, it also says you think twice before making decisions that could expose the bank, because you realise the impact it has on other people's lives". Further adding that his contribution to communities created a legacy in the banking sector, highlighting that

"It also tells you that if you put in the work and work with a motivated team, the value that comes out of that, yes, the personal satisfaction on my part, absolutely, but it's the value that it means to the team that work to get those numbers and also contribute to our community. Then within the leadership team, I think it's also about knowing that you are leaving a legacy in terms of the banking industry."

Question 6: Determining the characteristics of the leaders, both negative and positive, in the South African banking sector

This interview question prompted the interviewees to reflect on the characteristics of their managers. This interview question was specifically phrased in a manner that allowed the participants to highlight the negative and positive characteristics of their leaders. The constructs that emerged were separated into negative and positive

characteristics. The negative characteristics underlined by the participants are highlighted in **Table 5-7**.

Table 5-7: Negative characteristics of leaders in the South African Banking Sector

Rank	Constructs	Frequency
1	Laissez-faire	10
2	Unassertive	7
3	Lacks Persuasive Skill	6
4	Too Reliant on Trust	4
4	Technically sound but lacks Emotional Intelligence	4
5	Inflexible and Rigid	3
6	Unsupportive	2
6	Authoritative	2
6	Impatient	2

Many of the participants were of the view that one of the most negative characteristics of their leader was unassertiveness, assertiveness was a characteristic they deemed necessary in the banking sector. The participants thought that working in the banking sector required the leader to be assertive to ensure resilience and performance. Participant 7 explained in detail that the corporate culture of the bank was unassertive, saying:

"I think the negative is we're too amiable at some points. I think we can be a little more assertive without rocking the boat, but that's a corporate culture at [Bank A], where they are very risk averse, and those goes back to the history where post the [Bank B] takeover. It was a really bad time for [Bank A] so they were very arrogant, it was the opposite end of the

scale. So very risk averse, very hands off, you don't want to rock the boat. I think that's also filtered into intra team dynamics."

On how to respond to the context, he advised that:

> "Sometimes you have to be assertive and say, team that is a resource to us, I need you to do this, and you're not doing because that person is a bad person. You need to understand that sometimes you need to hold other people accountable and I think we lack that."

Another participant expressed disappointment, mentioning how in some instances she would agree with her leader to be assertive in specific situations and events, however, the leader would not keep her word. She expressed her frustration, saying that,

> "because I've seen it first-hand, where in certain discussions we will have a particular view on another team or another person that's holding up the process, and we will agree that we have to take a hard-line stance with them. Then when we do meet, the conversation tone and direction is completely different. So we need to work on that with our leader and as an organisation as a whole."

Participant 9 supported this view explaining that criticism when things are not done correctly is crucial in the sector, expressing a limitation about his leader:

> "I think it's his character. I think, as a person, he feels that sometimes if you criticise people too much then they will go back into their shells and not be able to perform at their optimum. But I also see myself as a resilient person, so for me criticism is just one of those things, it is part of the job."

There were participants who were unimpressed by the fact that their leader had the technical knowledge but lacked emotional intelligence. Participant 1 explained frustration about his leader's lack of emotional intelligence, specifying some leaders who are more technical and do not know how to work with people can be a negative for the organisation, and that the lack of emotional intelligence can lead to people leaving. Supporting this view was Participant 3, who also emphasised the importance

of emotional intelligence which in his opinion, some leaders lacked, emphasising that:

> "It's actually a difficult one, because, I think, unless you understand what makes each individual tick, it's difficult to have an overriding kind of thing. You've got to try and understand what makes people work and what doesn't. That's perhaps the trick between really good leaders and ordinary leaders."

Participant 9 further reiterated on this view, sharing that

> "In the negative is still maybe she knows the business yet, but she really hasn't made a lot of time yet to find out about me and what makes me tick. As my line manager, she has allowed me to but has not delved into who I am and what makes me tick. That, I think, she still needs to work on. I think that's important from a manager. I think that's about it."

Some of the participants were of the view that their leaders were inflexible and rigid. This was highlighted as a negative characteristic, especially in the banking sector, simply because the sector was continuously changing, which required systems internally, including leadership and culture, to be flexible to ensure a rapid response to the trends of the sector. Participant 12 shared how the rigidness of his leader frustrated him as it delayed the implementation of projects, expressing that:

> "He's quite detail orientated. He doesn't micromanage but he wants to know the detail. So, I think there's a bit of a distinction there which is really good because it just makes sure that you won't go to him with anything that's half baked, because if you can't really explain it or delve into the detail you'll come off second best."

He explained how this behaviour leads to a delay in projects, mentioning that "but sometimes the only issue is that by the time he understands, then the industry has advanced to something else, because the banking sector is constantly changing". Another participant further shared how difficult it was to persuade his leader, specifying that, "Even when you know you have the right information, he will not be convinced. He is too rigid. So, I think it can sometimes to be difficult to move him to a different view or position". Some of the participants expressed concern that their leaders were too reliant on trust which was a concern, mentioning that once the trust

was broken, then the leader found it difficult to trust again, with Participant 4 mentioning that:

> "The shortfall of my manager is he's high on integrity, so trust is earned and one little flaw changes his mind. It's very quick, so if you break trust once it takes a lot of time to regain that trust. It forces me to be honest and we get over that. If something's failed, be honest about it, we can work through it, instead of trying to cover it, and that, I believe, should I not be honest about it, it breaks that trust."

The second part of this interview question focused on the positive characteristics. The main constructs that emerged from the participants are highlighted in **Table 5-8**.

Table 5-8: Positive characteristics of leaders in the South African Banking Sector

Rank	Constructs	Frequency
1	Autonomous	15
2	Excellent people skills	10
3	Supportive	8
3	Empathetic	8
4	Clear directives	7
5	Calm	6
5	Intelligent and Knowledgeable	6
6	Supportive of Development	3
6	Effective Listener	3
6	Constructive criticism	3
7	Visibility	2

The majority of the participants were quite happy with the fact that their leaders had excellent people's skills, with Participant 5 describing his leader as follows:

> "He's good with people. If you're a branch teller or an administrator, he'll greet them, ask them how they're doing. He's very approachable, very friendly, and big on culture. When he took over the bank, his predecessor was quite the opposite, very dictatorial in terms of his demeanour."

Participant 5 went on to mention that "Also, I think given his personality, he knows a lot of people which helps the business in terms of being able to tap into those networks". Participant 3 also mentioned the value of people skills in leadership, specifying that:

> "I think to a large extent, and there's always exceptions, leadership is perceived as being very approachable and very good with people. They are willing to listen, engage and get their hands dirty. I think leadership is not an autocratic leadership style, I think it's an engaging leadership style, more people-focused."

Some of the participants were appreciative of the fact that their leader showed empathetic behaviour, with Participant 7 explaining how his leader reflected empathy when he was still new in his role, articulating that:

> "I'll start with the positives. I think there's a high level of trust that he has in me. When I do get feedback, it's candid. It's not sugar-coated. I appreciate when I'm not doing something correctly or not pulling my weigh, but he's candid about that with me. There's a strong sense of empathy. I joined corporate banking from telecommunications after a stint outside of banking. There was a steep learning curve for me but they acknowledged that and really helped me through. Empathy is a strong one for me."

Participant 8 also shared how his leader was generally understanding, emphasising that:

> "Yes, direction, and also that he understands that work is also about

people inasmuch as it is about delivery of whatever we are doing. It's also the people who do that delivery are humans and he's got that human aspect about him, where he understands you, as a person"

Some of the participants were of the view that their leaders were supportive, especially when it was related to career development, with Participant 7 mentioning that

"The other positive is they're very understanding towards my personal development needs. So, I'm studying at the moment, and they don't view my time away as a loss to them as much as it's an investment in themselves once I'm done. So I've tried to implement a lot of the stuff I've learned in my organisation. They've appreciated that, so I appreciate that as well."

Supporting this view was Participant 4, who mentioned that "Positive is he's supportive. He'll give me the tools to deliver on what I need to. So like I say, I can make decisions but I understand the consequences of making them".

Some of the participants were of the view that their leader was calm in most situations, especially because the banking sector is quite challenging, with participant 10 mentioning that"

"In terms of what I love to have myself from her or what I would learn, I know she's calm. Our environment is always challenging, and sometimes you get conflicts, and the way she handles them, she's calm and open-minded, and I think she's also caring. This is what comes into my mind."

Supporting this view was another participant who mentioned that "I like it when he remains clear-minded and calm in the midst of a crisis, especially in our industry, those are common, you know". Some of the participants appreciated the fact that their leaders were knowledgeable and intelligent, with Participant 5 exclaiming that "Absolutely. And he's intelligent". This view was supported by another participant who also highlighted the intelligence of his manager, reiterating that "Yes, also she's knowledgeable. So if there's something that I need, I know that if I go to her, she'll

be able to come with a resolution".

5.4   Results for Research Question 2

What leadership styles and attributes are considered to play an important role in encouraging employees to perform better and stay motivated in the banking sector?

The main objective of this research question was to understand the key leadership styles and attributes displayed by managers that contribute to and play an important role in employee performance. The question further sought to establish which of the behaviours of managers are adequate to motivate employees to perform their best in the work place. Participants were prompted to draw on personal experiences by identifying the behaviours that should be discouraged from being played out in the work place, as well as reflecting on how they behaved in their capacity as managers.

Where the interviewer felt that a participant had covered certain aspects in greater detail, some of the questions were omitted from the interview. In some cases, new insights were uncovered and contributed to a richer analysis of the research question.

Question 7 and 8: Understanding which style of leadership and behaviours are more likely to motivate employees and ensure that they perform at their best.

The seventh and eighth interview questions dealt with the understanding of what each individual perceived to be the managing styles that brought out the best in them. It was important for participants to reflect first on the exact behaviours displayed by their managers that led to their improved performance and motivation.

Table 5-9 presents a summary of the findings highlighted by participants.

Table 5-9: Management styles that get the best work performance from employees

Rank	Constructs	Frequency
1	Clear Directives	17
2	Collaborative and Consultative	11
3	Autonomous	10
4	Open and Approachable	9
4	Trust	9
5	Open to Creativity and Innovation	8
5	Positive Attitude	8
6	Team-Orientated	7
6	Authentic	7
7	Effective Communication	6
8	Caring and Empathetic	5
9	Recognising and Accepting Diversity	4
9	Leading by Example	4
9	Transparency	4
10	Intelligent and Knowledgeable	3
10	Mutual Respect	3
11	Supportive	1

In analysing the top three constructs, it was evident that the importance of a clear directive by one's manager was necessary to enable employees to perform well and to be motivated to even do better. Participant 6 highlighted that:

> "For me it's someone who is accessible. There's no such thing as waiting for your boss to come to you. After some experience, you realise you've got to manage your boss as well. So it's about knowing what you want, being clear on what you want delivered, and then being easily accessible. Thereafter, if there's anything, I need to clarify, so that we can build it together."

Adding to this viewpoint was Participant 8 who confirmed that:

> "I also need someone who is clear about what he wants us to do. It has to be very clear from the outset. The goal post can't just change willy-nilly, and if there's a change of direction it has to be easily communicated so that we know this is where we were going but now we've decided to take a detour because of this. And those reasons should be very clear."

The majority of participants argued that while they appreciate a certain level of autonomy, they appreciated constructive feedback and being pointed in the right direction accordingly, with Participant 8 even going to the extent of saying:

> "Having my manager's managing style, where he allows me to be creative about stuff. But, also, I think maybe going back to the previous question is, I think, the ability for someone to be very critical about certain things, Because when you try out new things, you always are bullish about the outcomes. But you always want someone to give you the voice of dissent, if I can call it that, just to say, well, you need to be cautious about this and that and that and that, and that makes you think more about your solution than you naturally would."

Sharing a similar viewpoint was Participant 10, who said "so having clear objectives or strategy, which comes from the line manager, I think that's also critical, clear deliverables, contribution, understanding the strategy, understanding the team, where it's going, how you fit in the bigger picture'.

Participants considered a collaborative and consultative style of management as being a significant contributing factor to positive performance for employees. Participant 10, explaining the value of being involved earlier on in the lifecycle of a project, stated "also, getting involved in those projects, or whatever I'm supposed to be doing, contributing to a bigger picture". Another view of a manager who displayed collaborative behaviour was expressed by Participant 8, who described the behaviour of their line manager by saying:

> "He communicates very well, he takes time, whether formally or informally, to talk about the business, talk about the direction he wants to take, and that gives me a lot of ammunition to be able to take that stuff and create what I think will get us to where he wants to go … he's also not shy to expose us to the challenges he's facing."

This was an indication that this manager behaved in way that sought to get the views of his employees in solving problems. Participant 11 added his views to the discussion on collaboration, pointing out the importance of playing to the strengths of each individual's strengths within a team setting. He stressed, "from a team perspective, leveraging off the strengths within the team, so I'm not just an individual but representing a team".

Managers, who allowed autonomy within team environments, were also seen by participants to be contributing towards motivation and improved performance for employees. Participant 2 re-iterated the sentiment that autonomy was important for him to perform, "I think you've got to be left to run your own business, you don't need micromanagement and interference". Adding a similar viewpoint, other participants expressed how important it was for their leaders to give direction and expected delivery times, but then to also give them autonomy during the process of performing the tasks and getting their work done. Participant 7 articulated this clearly, explaining that:

> "I like a lot of detail upfront and then I like to be almost semi-independent. So, allow me to go and do that and then have a feedback session with me once a week, every two weeks to see where I am, and then provide again candid feedback on, okay, I think this is working well or it's not. I don't like to be rushed so I'm a very … I like time and space to consider

all of my actions. So while very vocal in certain dynamics, other dynamics I like to almost be withdrawn, listen, try to digest that mentally and work that into an output I think serves the best interest of what is expected of me. I don't like being micromanaged and rushed."

Managers who are open and approachable were also preferred by a large number of participants, with Participant 5 stating, "in the sense that I need somebody… with an open door policy. Aa business, that's great, but over and above that to be frank and open with each other about things". Trust also emerged as a management attribute that motivated employees and encouraged performance, with Participant 5 explaining:

"I think given the demanding nature of what we do, I'll call my leader at eleven o'clock at night if need be. So, the matter in Lesotho … I got a call on 23 December that we had a serious matter on our hands. So throughout Christmas Eve and Christmas Day, we were busy on the phone with Lesotho, busy with our lawyers, trying to deal with that. And that's the kind of level of transparency and communication that we need to have at that level, because the nature of what we do is such that if we don't act quickly sometimes we're talking billions of rands … I picked up a call and said, look, I've made a call, this is what I've done, this is what I've looked at, this is our exposure, I think we're covered, and that was it. I didn't need to … and he could be comfortable that I made that call because he knows I do my homework before I make a decision."

Question 9: Determining which behaviours or attributes should be discouraged because of their effect on demotivating and discouraging employees from performing their best

This interview question requested participants to list what they believed to be undesirable behaviours that had to be discouraged due to the manner in which they negatively impacted the performance of employees. Again participants drew on their personal experiences of behaviours they believed should be discouraged. A summary of the results of this interview question is provided in **Table 5-10**.

Table 5-10: Bahaviours and attributes that should be discouraged due to their negative impact

Rank	Constructs	Frequency
1	Autocratic	8
2	Arrogant	5
3	Micromanaging	2
4	Threatening	1
4	Unappreciative	1
4	Inability to plan	1

The majority of the participants agreed that autocratic leadership behaviours had adverse effects for employee performance within the organisations. Elaborating on these behaviours that should be discouraged, Participant 4 said:

> "Autocratic. It's either your way or no way. That's both for myself or from my manager. I wouldn't expect to lead people where it's my way only or I wouldn't expect to be led where it's my manager's way only. There's got to be some sort of discussion."

Adding a similar viewpoint was Participant 5, who stated, "I think autocratic would be at the top of that list and also a line manager whose leadership style was too involved". Expressing a similar viewpoint, Participant 9 argued, "I would always discourage somebody to just give down an order without giving a person time to maybe contradict that person and debate the issue. So it's my order and you do it".

Managers who displayed arrogant behaviour were seen by a large number of participants as influencing employee performance and motivation negatively within organisations. When asked about these behaviours, Participant 7 explicitly said, "Arrogance. If you are a high performing team that's knocked the lights for three years in a row, naturally you get a little cocky. I understand that, to a point, but it mustn't come at the expense of other teams or your own". Adding to this view,

Participant 8 stated, "I think if somebody's all-knowing it would discourage me. If someone doesn't take other's people's opinions and views and always thinks that his view is right, then that's a big demotivator for me".

Micromanaging was believed by many participants to be a factor that led to the demotivation of employees, as it indicated a lack of trust on the part of the leader, and robbed the employee of autonomy. Participant 5 expressed this by pointing out that, "I think somebody who is not strategic enough that is required for that level would frustrate me. So, somebody who's too operational", implying that micromanaging managers should be concerned with strategic deliverables, and not get too obsessed with operational deliverables. Managers who displayed threatening behaviour were also seen to be a contributing factor to the lack of performance and the demotivation of employees, with Participant 6 even going to the extent of saying, "I think trying to threaten someone to perform, almost to say when you blur the line between professional and too personal. You have to play the ball, not the man, and once you start playing the man, then I become very easily discouraged". Participants also agreed that unappreciative behaviour was a key factor that led to demotivation. Participant 8 expressed his views by stating, "Also, if someone doesn't value the good work you've done. Some people are quick to criticise you, but they're never quick to congratulate you when you've done a good job. That's a big demotivator for me."

Question 10: Establishing how the participants, in their capacity as managers, ensure that their subordinates are motivated and performing at their best

Participants were requested to express their views in their capacity as managers by highlighting those behaviours or attributes that they believed contributed to the sustained motivation of their employees. The responses to this interview question are presented in **Table 5-11**.

Table 5-11: How managers ensure that subordinates are motivated and performing at their best

Rank	Constructs	Frequency
1	Acknowledge / Recognise / Appreciate	5
2	Communicate	4
3	Refrain from micromanaging	3
4	Appoint Competent People	3
5	Support	3
6	Lead by Example	1
7	Respect	1
8	Be Visible and Present	1

It was not surprising that acknowledgement, recognition and appreciation of employees were identified by participants as being the most significant behaviour that encouraged employees to perform at their best. As Participant 7 put it, "I think when you acknowledge someone amongst their peers, if you raise them up, then you're also building respect for that individual amongst other people and that adds a lot of value, for me". Expressing a similar view point was Participant 8, who argued:

> "The one thing I try do for them is push them hard. But I do always try recognise the good work they're doing, and not just between myself and them, but also to let my manager know that they have been actually putting in the hours to produce the result we have produced, so that the recognition doesn't entirely come from myself but also from a higher level."

Showing appreciation for a job well done and giving small incentives further added to the employees performing at their best, with Participant 11 expressing that, "I think a simple well done, good job, take the afternoon off; acknowledgement of the small

things, I think, is very important".

Communication also emerged as a theme amongst the behaviours that encourage performance. Participants agreed that regular check-ins with one's manager enabled a high-performing environment amongst employees, with, Participant 11 stating, "I think open communication, because often if they feel like they can't talk to me about what's not working then they're going to continue to be unhappy about it, So, if there's open lines of communication, then they're motivated".

Adding a slightly different dimension to the idea of communication, Participant 6 highlighted the importance of consistency when communicating to different people within the organisation, stressing that, "definitely, it's around engaging with people on the same level and you have to have a level of emotional intelligence to know that it doesn't matter what rank you are, compared to other people in the organisation, you have to speak to people as equals".

Deliberately avoiding the micromanagement of employees was highlighted by participants as one behaviour they displayed and in their experience that level of autonomy afforded to employees made a significant contribution towards encouraging employees to perform at their best. Participant 1 unambiguously said, "refrain from micromanaging", while Participant 10 added, "I'm interested in their development and performance. I also allow people, as much as I want someone to allow me to do my job. I don't micro manage". Adding to this viewpoint, Participant 12 argued, "The second thing is the power to reward financially doesn't lie with me, so we have to find other means, which is just being a lot more flexible and not being a micromanager".

Part of leading a team is ensuring that people are well suited for their jobs. Participants expressed the importance of appointing competent people into roles. Participant 12 explained that"

> "No, I think the only way that I can is to firstly understand through the formal structures what it is that's required, background, education level, work history and where they would like to go, the type of task that they enjoy doing, those they don't enjoy. Then we have to match that against what the requirement is, so trying to have the right people in the right

roles."

Adding to this notion was Participant 5, who expressed a similar view by saying, "So I think certain characteristics are what make a role, over and above competence. So competence is a given".

Commenting on how they believed providing support to employees was important, Participant 9 expressed the view that:

> "We do have regular one-on-one meetings where I encourage them to give me a little bit about what it is, where they are, whether they have any challenges, if they've got any needs, if they need anything I can help them with."

Question 11: Understanding how employees would like to be led in order for them to perform at their best and remain motivated by their leaders

This interview question prompted participants to think about how they personally preferred to be led by their leaders in the banking sector. Most participants highlighted what their exact preferences were, with some participants commenting on the negative behaviours of their leaders as well. This made for interesting and additional insights and confirmation of some of the views expressed earlier in the interview. **Table 5-12** presents a summary of the results of the interview question.

Table 5-12: How employees want to be led to maintain high levels of performance and motivation

Rank	Constructs	Frequency
1	I would like to be given autonomy	7
2	I would like to be trusted by my leader	3
3	My leader must have high EQ	3
4	I would like to be supported by my leader	2

Rank	Constructs	Frequency
4	I want recognition and rewards	2
4	I want to be encouraged	2
4	I want guidance from my leader	2
5	I would like to be empowered	1
5	I want to make a meaningful contribution	1
5	I wish to be led by authentic leaders	1

In analysing the top three constructs of this interview question, it was again evident that participants preferred to work with leaders who enabled a certain level of autonomy in the work place. Participant 2 articulated his viewpoint stating that, "I think you've got to be left to run your own business; you don't need micromanagement and interference". Adding to the notion of autonomy were the views of other participants, who added elements of trust and maturity to the discussion, with Participant 4 arguing, "it's freedom to understand that I've been put here to do something because they trust me to do it, so let me do what I need to do under the guidance of rules". In expressing his views, Participant 6 stressed the element of trust, while adding that managers had to have a certain level of maturity to understand that employees are capable of working autonomously, saying, "there has to be that level of maturity and being able to engage and not trying to second guess, always watching what I say. You've got to be comfortable in the environment".

While the theme of trust is closely related to autonomy, it was important to highlight it as a significant element of the discussion as it relates to how participants would like to be led by their leaders. A number of participants expressed their satisfaction with the manner in which they were being led by trusting managers, with Participant 3 stressing:

"I think he's supportive. He's encouraging and trusting. I think those three things then give you an environment within which to operate. I think for me it's simple. I think those three things perhaps just sum it up,

and I suppose enabling when needed. If I don't know who to go to or where to go, he'll assist in that."

Adding a similar view on the topic of trust, Participant 8 indicated that it was important for them to know that their manager would stand by the team, regardless of the circumstances they faced. They even went to the extent of saying:

"In terms of crisis, I think it's important for a leader to show through and through that he's in this with us, and not the blame game, to say, well, you did this or you did that. I think that him taking responsibility for stuff that goes wrong, as much as me taking responsibility."

In addition, Participant 11 expressed the view that:

"I think the perfect wish list is they must have my back. It must be a trust relationship both ways. Come to me first if you're not happy about something. I don't want to hear it via the corridor talk, because people, it doesn't mean if you're at a senior level you're actually mature. I'm not mature all the time."

Most participants agreed that they believed it was important for their leaders to have a high level of emotional intelligence to lead effectively. Participant 6 explained that, "My leader must have enough emotional intelligence to understand that I am an individual and as much as I'm reporting to you, I think it's important that there is that mutual respect and it's about being reasonable". Expressing how emotional dynamics sometimes played out in their lives, Participant 11 articulated that, "I have my outbursts at my desk. This person is frustrating. This person is so annoying. It's human nature, but come to me first because it's pointless me hearing it. If you're unhappy with something, let's deal with it, no matter how bad".

"I would like to be supported by my leader", was a theme that also came out in the answers of this interview question, with a number of participants highlighting how the support of their leaders was important in keeping them motivated to perform their best. Expressing this viewpoint, Participant 2 shared that, "I'm good in a team environment with a good captain of a team. A good captain supports the rest of the team, is part of the team to start with, understands when they have to play a different

role". Recognition and rewards was also highlighted by participants as being the one motivating factor they prefer to get from their leaders, with Participant 4 highlighting that while material rewards were important as part of recognition, family time was equally important towards keeping employees motivated. Participant 4 expressed the view that "like I said, my manager needs to understand that for me it's not the material things that drive you. Like I say, it's time off, it's time with the family". Furthermore, participants agreed that leaders who provided guidance played a role towards ensuring that they were motivated to perform at their best. Articulating their views on the theme of guidance, Participant 3 stated that,

I suppose both my immediate bosses are very intelligent and very keen to be involved. They won't shy away from client engagement and they'll add value in client engagement. They'll often have additional opinions that we wouldn't necessarily have thought of, so it complements our roles and a duplication of our skill set.

Question 12 Characteristics that are deemed ideal for the motivation of employees and to ensure employee performance

This interview question sought to understand the top five characteristics that were deemed most ideal for the motivation of employees to ensure their improved performance. This interview question again encouraged participants to think carefully about their own experiences, but they were also asked to express general views about what characteristics they believed were necessary for effective leadership. A total of 15 themes emerged from the analysis of this interview question, and the results are presented in **Table 5-13**:

Table 5-13: Leadership characteristics deemed ideal for motivation and performance

Rank	Constructs	Frequency
1	Delegation	5
1	Approachability	5

Rank	Constructs	Frequency
2	Empowerment	4
2	Supportiveness	4
3	Self-Assurance	3
3	Clarity	3
3	Being Well-informed	3
3	Compassion	3
4	Having a Positive Attitude	2
4	Fairness	2
4	Humility	2
4	Communication	2
4	Emotional Intelligence	2
5	Honesty	1
5	Flexibility	1

Delegation came out as one of the top two ranking characteristics necessary for leaders to effectively lead and influence performance and employee motivation. In responding to this interview question, Participant 1 expressed deep frustration with managers who lacked the ability to delegate, stressing that this behaviour negatively impacts their performance. Participant 1 stated that:

> "So, if I operate in a manner I prefer, it is not just a win for me, but also for the team and yourself. Because a happy employee is a productive employee which leads a happier manager. Obviously the converse is true. If my manager micromanages, I'd be unhappy, which hinders my performance, and then the quality of work is not the best because you

are not in the right frame of mind."

What was interesting was an observation made by Participant 5, who highlighted that while the ability for leaders to delegate was important for employee motivation, it could sometimes be interpreted negatively, and leaders who delegate may be viewed as not being in control of their teams, saying this about his manager:

> "The one thing that is good on him, but also probably his downside is that he lets his leadership team run their businesses, but at the same time his Achilles heel is, in that by not being close enough to some of the areas, it could expose the business, in that maybe certain decisions aren't made quick enough; where, if he was close enough to the details, he'd understand and be aware of certain issues and would act much quicker."

Articulating the importance of delegation, one participant looked at it from their own point of view as a leader, pointing out that, "again, I'd like to guide strategy, allow people to get on with it and hopefully perform well. But I'd like to think that they feel they can come to me when they need support in any of those areas that I spoke about previously".

Approachability emerged as a key characteristic that participants deemed important with regard to effectively influencing the performance of employees, as well as contributing to employee motivation. Participant 8 expressed this about his manager, saying, "Absolutely. Everyone feels he's approachable". Adding a similar viewpoint was Participant 7, who stated:

> "There are certain operational teams who will have sixty people, but when you do have time with those individuals? It's also about understanding who is the person sitting in front of me, first and foremost, because if you just treat them as employees, it's very Transactional. You're never going to get the best out of that person."

Participant 10 expressed his impression about his manager, saying, "she's easily accessible to me".

The ability of leaders to empower employees was believed to be amongst the top five characteristics of leaders who led to achieve improved employee motivation and

performance. Supportive leaders were also deemed to contribute to employee performance and motivation. Using personal experience again to articulate this view, Participant 9 shared how they liked to be given space and room to work, but that their leader was available when support was required. Participant 3 drew from personal preference, and pointed out that, "again, I'd like to guide strategy, allow people to get on with it and hopefully perform well. But I'd like to think that they feel they can come to me when they need support in any of those areas that I spoke about previously". Adding a similar viewpoint was Participant 8, who said of his leader, "he is supportive; he gives guidance, in line, as well with the overall company strategy to say, well, maybe we need to hold back on this and maybe do more of that.   That guidance is important". Participant 6 also endorsed the idea of empowering with support, stating that:

> "Giving them the space to come up with their own ideas and encouraging them, allowing for their voice to be heard. It's not micro-managing them, rather giving them space to take ownership of things, to give them opportunities to have more exposure and ensure they're learning and growing personally and professionally."

Participants agreed that self-assurance was a characteristic necessary for effective leadership. Expressing a view on self-assurance, Participant 2 argued that, "I'm a bit of a hire for attitude, train-for-skills kind of person. The first thing you've got to do is have a positive attitude and think you can do it. Doesn't matter what it is, if you think you can do it". Clarity as a characteristic of leaders also emerged as a significant theme, with Participant 6 sharing that "what works for me is what I mentioned; just that clarity of him knowing what he wants, which is absolutely refreshing". Participants also expressed views that leaders had to be well-informed to lead and influence performance. A number of participants agreed that compassion was important in the work place if leaders aimed to motivate and influence the performance of their employees. "The other part, to be a great leader, I think you've got to be interested in people and their well-being", was the view of Participant 2, while Participant 8 added, "also, that he understands that work is also about people, inasmuch as it is about delivery of whatever we are doing. It's also the people who do that delivery are humans and he's got that human aspect about him, where he understands you, as a person".

Question 13: Preferred leadership behaviours or attributes in order for employees to give their best to the organisations

This interview question sought to understand the most preferred leadership behaviours and attributes by participants to be effected in order for employees to give their best to their organisations. This question allowed participants to reflect on their personal preferences in respect of how they preferred to be led, but also based on those behaviours which they have experienced to give employees the best chance to perform when they applied them in their capacity as leaders. **Table 5-14** provides a summary of the results of this interview question.

Table 5-14: Preferred leadership behaviours and attributes for employee performance

Rank	Constructs	Frequency
1	Empathetic and Compassionate	9
2	Empowering accountability	6
2	Communicative	6
3	Consultative and Collaborative	5
3	Walk the Talk	5
3	Providing Clarity and Set Direction	5
4	Approachability and Accessibility	3
5	Emotional Intelligence	2
5	Treating Others with respect	2
5	Trust	2
5	Inspiring and Motivating	2
6	Well-informed	1

Rank	Constructs	Frequency
6	Honesty	1

In analysing the top three constructs on frequency count, empathetic and compassionate behaviour by leaders encouraged employees to give their best to their companies. As participants explained, this gave them the comfort that their managers understood their personal circumstances, with Participant 2 saying:

> "The reality is things like deadlines that we create for ourselves half the time. And for me, if it was a sick child versus the deadline, the sick child needs to be dealt with. Once that's dealt with, you can get to worrying about the deadline or find someone else to manage the deadline."

Participant 3 added to this viewpoint by pointing out that, "the leadership is also good at acknowledging family, I think. So you're not just an employee of the bank, you also have a family who they try include in some way in your work life". Adding a view about how the manner in which leaders reacted to various scenarios that play out in the workplace, Participant 9 said, "definitely somebody who is a positive person, even if they have to give you bad news, that it's done with empathy, that the person shows integrity and consistency and fairness towards all staff, regardless". In addition, participants indicated that they preferred leaders who empowered accountability, adding that this attribute empowered employees to give their best performance to their organisations. Arguing this view, Participant 5 stated that "I think my personality is that I don't function very well under regulations and structure and rules. I think, if I had a line manager who had a micromanaging leading style, it would frustrate me, I wouldn't function under that". Echoing a similar view, Participant 9 added:

> "Then providing and enabling an open environment, definitely, is something that … and even in the bank, I would say the executive people really live up to that, create that environment and that opportunity. They have platforms where you can voice your opinion in a confidential manner."

Participants agreed that communication was a key leadership attribute and that it

enabled improved performance.

Participant 1 expresses a view that:

> "Once that rapport is in place, it's easy for her to know who she has to
> now double check and who she can trust, The bulk is fine, and she'll do
> the necessary checks here and there, but not necessarily take the whole
> thing under review for longer than it needs to be."

Explaining how communication helps with managing expectations effectively, Participant 2 highlighted that, "I think part of that is expectation management and how you communicate that". Open communication and transparency by his line manager was a characteristic preferred by Participant 8, who argued, "he's very honest, yes, and he will say he's got concerns about that, or he's got sleepless nights about this, and we know exactly what keeps him awake and what problems you need to solve to make his world a little better".

Leaders who displayed consultative and collaborative behaviour were also preferred by participants, with Participant 3 pointing out that, "I think leadership is not an autocratic leadership style. I think it's an engaging leadership style, but at the same time there are certain not negotiables that must just happen". Adding to this view point was Participant 8, who stressed, "Yes, the collective approach to solving problems. He doesn't come across as the person who's got all the answers. He's always seeking other people's views and then he takes them, and then he formulates a stronger view going forward".

Walk the talk was a key attribute necessary to encourage employee performance agreed upon by some participants. In articulating their views on leaders leading by example, Participant 7 stated, "someone who understands their business, what their mandate is, their goal and responsibility, communicates to their team and doesn't just communicate that down, but also lives those values".

5.5   Results for Research Question 3

What are the key drivers of intrinsic and extrinsic motivation?

The aim of this research question is to establish the key drivers of intrinsic and

extrinsic motivation. The question encouraged participants to perform an evaluation of whether they were intrinsically or extrinsically motivated. The question further sought to understand what participants believed to be the key drivers of intrinsic and extrinsic motivation.

Question 14: Understanding how participants described themselves as either intrinsically or extrinsically motivated

This interview question sought to understand whether participants considered themselves to be intrinsically or extrinsically motivated. **Table 5-15** provides a summary of the results of this research question.

Table 5-15: Spread between intrinsically- and extrinsically-motivated individuals

Rank	Constructs	Frequency	%
1	Intrinsic	7	64%
2	Both	2	18%
3	Extrinsic	1	9%
4	Both but more Intrinsically inclined	1	9%

The majority (64%) of the participants admitted to being more intrinsically motivated while only one of the participants openly expressed that they were extrinsically motivated. The other participants were split in their views, indicating that they believed they were both intrinsically and extrinsically motivated. Of the two participants who indicated mixed views, they specified that while they believed themselves to be inclined both ways. they were more intrinsically inclined, saying:

> "I think I'm probably eighty percent intrinsically motivated. For example, when we think about extrinsic motivators in a work context, the first thing that comes to mind is money, and I know a lot of psychological work has been done on this, but personally I've seen that a new salary only generally excites for a maximum three to six-month period. But in all

likelihood, people tend to change jobs. It doesn't matter how big an adjustment or an increase in salary, but people adjust their lifestyles to match their new package."

Question 15: What do you believe are the drivers of intrinsic or extrinsic motivation?

This interview question sought to understand from the responses of participants what they believed to be the key drivers of motivation. In answering this question, participants were guided to make a contribution towards which factors they believed to be the drivers of intrinsic behaviour, as well as the drivers of extrinsic behaviour. **Table 5-16** provides a summary of the results.

Table 5-16: Drivers of intrinsic and extrinsic motivation

Rank	Primary Constructs	Secondary Constructs	Frequency
1	Desire to improve skills and knowledge	Intrinsic	5
2	Financial Reward and Incentives	Extrinsic	4
3	Driving for Staff Development and Support	Extrinsic / Intrinsic	3
4	Exposure to a variety, as well as challenging work	Intrinsic	3
5	Ethical Behaviour	Extrinsic	1
5	Driving for Growth in Customer Experience	Extrinsic	1
5	Employee Satisfaction	Intrinsic	1
5	Empowered decision-making	Extrinsic	1

In answering the interview question, participants indicated that they believed the key drivers of extrinsic behaviour are financial reward and incentives, driving for staff

development, ethical behaviour and empowered decision-making. Expressing their views on financial reward and incentives, Participant 4 pointed out that, "I think, for me, it's intrinsic because the extrinsic is more job benefits, bigger salary incentives and job promotion. I think, after the amount of time I've been working, you realise the extrinsic stuff is limited".

Leaders who drive for staff development were said to be extrinsically motivated according the views of Participant 2, who argued:

"… but the extrinsic, the ability to see our staff grow, see customers happy because we've provided solutions, those are extrinsic things that definitely up my energy levels. But, I think intrinsically it comes from within. I'm convinced I can run the best promotional banking team in the world and that's not with changing people. I think you can do it with who you've got. I wake up in the morning and it doesn't change, day in and day out, and the extrinsic piece of it just ups it."

The display of ethical behaviour was believed by Participant 1 to motivate extrinsically. He stated that:

"Over and above that, for me, seeing people receiving those awards, and me knowing that the work ethic of that particular individual is proper also motivates me to say if that guy's received it, it's deserved, and I can trust the system, because sometimes there's individuals who say they don't trust the system."

Participants identified a desire to improve skills and knowledge, exposure to a variety, as well as challenging work, and employee satisfaction, as being the drivers of intrinsic motivation. Articulating their views on the desire to improve skills and knowledge and how that contributes to motivating one intrinsically, Participant 7 stated:

"Intrinsic motivation actually develops you more or is more rewarding because it allows me to identify what I'm good at, where I need to develop and it's helping me to develop into a future executive, a leader of leaders, and I think if you have those in place, extrinsic rewards naturally

follow. It comes down to … there needs to be a proportionate balance between those two."

In addition, and supporting a similar viewpoint, Participant 10 pointed out that, "For me, it's about self-development, understanding myself as a person, what role. It also goes to your personal mastery, what's me, as a person, how do I impact the people around me".

5.6   Results Conclusion

This chapter presented the results from the semi-structured interviews conducted with 12 participants. Several construsts that emerged from the analysis of the raw data collected are supported by the existing literature. Chapter 6 will provide a detailed discussion of the research findings.

CHAPTER 6: INTERPRETATION OF RESULTS

6.1   Introduction

In Chapter 5, results from the semi-structured interviews conducted were presented. The interviews were conducted to assist the researcher to gain an understanding of the effects of leadership style on individuals' motivation and performance in the South African Banking sector. This chapter presents a detailed discussion of the research findings with reference to the literature reviewed in Chapter 2 and in an attempt to answer the research question presented in Chapter 3. The findings of this study were compared to the theories found in the reviewed literature in an attempt to answer the Research Questions. These findings will contribute to an improved understanding of the theories of leadership, performance and motivation, prove or refute some existing theories and provide new insights and contributions to literature on the subject of leadership performance and motivation in the South African banking sector.

6.2   Discussion of Results for Research Question 1

What leadership styles are most prevalent in the South African Banking Sector?

Research Question 1 sought to understand the most prevalent leadership styles in the South African banking sector among senior managers and executives. Participants responded to the interview questions by discussing the leadership styles of their line managers and shared their views on how these leaders' behaviours influenced their way of working and their tenure at the banking institution. The interview questions also required participants to classify their managers' leadership behaviours as either positive or negative through listing the leadership characteristics of their leaders. This provided insights into leadership behaviours at a senior and executive level in South African banks, where skills and expertise were considered to be high.

Question 1: Description of leadership qualities of senior managers/executives in the South African Banking Sector

The first interview question requested participants to describe the leadership qualities of their supervisor/line manager. All the identified constructs were presented in **Table 5-2**, and the top three are discussed in this section. The construct 'Autonomous' ranked the highest with a frequency count of 32. Participants felt they worked better and were more productive under leadership that allowed them autonomy and viewed this characteristic as positive. Giving followers autonomy is characteristic of a Transformational type of leader, which is described in literature as a leader who creates less dependency and has the ability to empower followers and give them autonomy (Yukl, 2010b). This finding is in support of the views of Naber et al. (2017) who described Transformational leaders as having the ability to develop subordinates to become autonomous and moral.

'Participative/Consultative/Collaborative' ranked second with a frequency count of 15. Participants associated this theme to empowerment and enablement by the leader with one participant stating "She enables the team, everyone is a decision-maker. If I represent her, I have her mandate." The set of characteristics that this theme represents appears to compliment the idea of autonomy and empowerment particularly as it relates to decision-making. In responding to Interview Question 1, one respondent said "I like to be guided but not over managed, I like to be given enough freedom to work on achieving my goals" implying that Autonomy and Participative/Consultative/Collaborative need not be mutually exclusive and can occur at the same time. This finding is consistent with existing theory on Transformational leadership which notes Transformational leadership as having the ability to both empower and inspire employees, which motivates them and gives meaning to their work (Kezar, Carducci, & Contreras-McGavin, 2006).

Contrary to most literature, the third construct was described by some participants in a positive light. This third construct was the 'Laissez-faire' approach to leadership, which several participants used to describe their leaders' leadership style. Some participants associated this construct with being allowed to take the lead and get innovative with some level of leader intervention when required. Other participants described it as allowing them to run their areas of business with minimal interference from their leader. This view is contrary to most literature, which categorises Laissez-faire leadership as an ineffective form of leadership. It has been described as passive and absent, void of the ability to give direction and get involved (Froehlich,

Segers, & Van den Bossche, 2014; Yahaya & Ebrahim, 2015). Conversely, there have been a few studies that have interpreted Laissez-faire as "delegative", and as such have found it to have some positives in an environment where experienced employees who are highly skilled prefer a significant amount of independence (Rubin, 2013). Participants who were interviewed as part of this study were senior managers and executives who fall into that category of employee. It can, therefore, be inferred that it is possible for Laissez-faire leadership to be viewed as a good leadership characteristic in a certain context.

Question 2: Assessing whether the leadership behaviour of the supervisor influences the employee's way of work

The second interview question focused on influence, and looked to determine whether leadership behaviour influenced how participants worked. Furthermore, the question sought to understand if the influence by leadership behaviour was positive or negative. The second part of the question sought to uncover the specific leadership behaviours that did influence the manner in which participants worked.

An unsurprising majority of participants confirmed that their leaders did indeed influence how they performed at work, with 74% of the participants citing a positive influence, and 22% citing a negative influence. This finding is aligned to literature on leadership influence for performance, which points out that leadership behaviour in an organisation has an influence on employee attitude, behaviour and performance (Popli & Rizvi, 2015). This finding supports several definitions of leadership discussed in Chapter 2, that leadership is a process in which leaders engaged to influence individuals to achieve certain goals (Northouse, 2013). This was also in support of Yukl (2010) who suggested that leadership was a process of influence on people to accomplish common objectives.

When asked how their leaders influenced them, participants provided eight different constructs, which have been summarised in **Table 5-3**. The top 3 constructs will be discussed in this section. The top two constructs identified were 'Clear Directive and Guidance' which had a frequency count of 21, and 'Allows Autonomy in Responsibilities' with a frequency count of 14. Most participants included both constructs in their responses, again suggesting that being given direction, guidance and autonomy can occur simultaneously, to varying degrees. Participants preferred

to be given clear instructions on what their tasks were and then being left alone to complete them. As one participant said:

> "What I like about my manager is that she does not micromanage. She will tell you what she needs done. How you do it, she won't police you on. However, the rules and regulations are X, Y, Z, so do whatever it takes to get what needs to be done, done, which I find motivating."

Participants responded well when leaders allowed them to make their own decisions. They did not want to be policed or micro-managed but expect their leaders to equip them with the tools to do the work, and support them when required. This point was emphasised by another participant who stated:

> "I like to have autonomy over what I do and then for over my staff. I am responsible in that I don't like people to look over my shoulder, and her style allows me to go ahead and do what I need to do without having felt that I've been dictated to. I don't do well when I am dictated to."

These findings confirm certain aspects of Hersey and Blanchard's Situational leadership theory covered in Chapter 2 which suggests that context matters and that different situations may require unique styles of leadership and that leaders should adapt their style depending on the situation (Northouse, 2013).

The third highest construct was 'Motivates Staff' and was viewed as a positive characteristic. Some participants noted that they were motivated as a result of the behaviour exhibited by the leader and the environment that the leader enabled through that behaviour. Participant 10 shared that:

> "Yes, because it keeps me motivated. I want to do more and the things I do, I can actually go an extra mile because I can see the progress done. I can see the contribution I'm making to the organisation as opposed to trying to live another person's life. I'm not living my manager's, he allows me to make decisions, to learn from my own mistakes."

This finding confirms one of the four main characteristics of Transformational leadership theory, 'Inspirational motivation', a concept where leaders demonstrate

behaviours that motivate and inspire people, which in turn provides meaning to their work (Bass & Riggio, 2006; Breevaart et al., 2014; McCleskey, 2014).

Accordingly, motivation is linked to the concept of leadership in literature. Motivation is also an important theme for this research, and becomes more prominent later in the study.

<u>Question 3: Evaluating if the leadership behaviours of the supervisor has influenced the employee's stay with the bank</u>

The main objective of interview question 3 was to determine whether the leadership style of managers influenced the participants' to stay in the bank. In responding to this interview question, it was important for the participants to share in detail how they believed their leaders influenced them. Eight constructs emerged from this question and were presented in **Table 5-4** and the top three will be discussed in this section.

All the participants agreed that the leadership behaviour of their supervisors influenced their stay at the organisation, with 11 out of 12 sighting a positive influence. This outcome confirms the literature on leadership influence, as discussed in Interview Question 2's assessment of the concept of 'Influence'. The finding supports additional literature, which found that leader behaviour had an effect on employee performance, and could enhance employee engagement (Anitha, 2013).

Data relating to what leader behaviours influenced employees' stay was aggregated and the constructs were rated. The construct 'Promotes excellence and hard work' was ranked highest, with a frequency count of 10. The second highest construct was 'Keeps work challenging and interesting'. Participants said they enjoyed working with leaders who were inspirational, motivational and took pride in their work. Several participants were encouraged by the work they were being given by their leaders. Participnts expressed the view that they felt challenged, engaged and excited by the work they were doing. There was a sense of achievement and an opportunity to fulfil their goals. One participant mentioned:

> "Yes, definitely because I'm benefiting while the organisation is also benefiting because I am growing. I like a challenging environment and

the person who challenges me, when you push outside your comfort zone, but I like that."

In attempting to answer Research Question 1, these findings draw links to literature on Transformational leadership. The findings are in line with Bass and Riggio (2006)'s interpretation of Transformational leadership, which they found to be effective in organisations where leaders elevated their employees and the interests of those employees and inspired them towards shared organisational goals. Leaders who exhibited motivational and inspirational characteristics, provided meaning to employees' work and a compelling vision for their future. The top two constructs mirror, to some extent, the "Inspirational Motivation" category of Transformational leadership theory, which is described in Chapter 2.

The third highest construct was 'Recognition of hard work'. Some participants mentioned the importance of being properly compensated by their leader, with financial incentives being the main form. Although not a focal point of this research, this finding confirms the literature - that a positive relationship exists between financial reward and employee motivation (Akhtar, Aziz, Hussain, Ali, & Salman, 2014).

Question 4: Understanding whether motivation from leaders helps participants work to the best of their ability and if so how.

Interview Question 4 sought to find out whether motivation from their leaders helped participants perform to the best of their abilities. Participants were also asked, to reflect on the reasons behind the responses they provided.. The constructs that emanated from the data were presented in **Table 5-5**, with the top two being discussed in this section.

As illustrated in **Figure 5-1** entitled "Leader-Motivated Performance", 77% of the participants believed they did not need to be motivated by the leadership to perform at their best, while 23% confessed that they did. The participants that believed they did not need motivation from their leaders attributed this to the fact that they believed the were 'Self-Motivated and Driven' which was the construct with the highest

frequency count at 20, and 'Motivated by Achievement' which was the second highest construct with 9 frequency counts. These participants expressed that they were self or internally driven, with one participant mentioning that he was "pretty much independent". While admitting to being motivated by their own personal set of goals that they were working towards, but having mentioned earlier that their leaders influenced the way the worked, participants clarified this, stating they did credit their leaders for creating a conducive and enabling environment that made the self-drive and the setting of own goals possible. This clarification is represented by the third highest construct 'Good Working Environment', with 8 frequency counts. This finding confirms additional Transformational leadership theory, which does acknowledge the benefits of leaders who create an enabling environment. Transformational leadership theory calls it 'Individualised Consideration'. 'Individualised Consideration' describes a leader who creates a supportive environment that enables personal growth and development of followers, creating opportunities for learning and growth (Bass & Riggio, 2006; Breevaart et al., 2014; McCleskey, 2014).

Question 5: Other factors associated with motivation apart from leadership style

Participants were encouraged to consider what factors, other than leadership kept them motivated to perform at their best. To find out what else drove performance, the interview data was analysed for Interview Question 5 and the constructs identified were presented in **Table 5-6**. This section discussed the top three constructs, being 'Achievement of Tangible Results', 'Harmonious Relationships', 'Team Work and Collaboration', respectively.

The top construct 'Achievement of Tangible Results had 19 frequency counts, which was not surprising given that achievement also came out high in question 4. The data emphasised the participants' views on self-drive and self-expression through their work, with some participants mentioning team/divisional targets as a motivator to work hard. The second and third constructs, 'Harmonious Relationships and 'Team Work and Collaboration' brought out the "leader" in each of the participants, which was exciting to analyse.   Participants expressed the importance of teamwork and team success. Participants stated that seeing their people grow, succeed and be happy provided them as leaders with a sense of achievement, and that motivated them:

> "To be honest, it is team work, broadly. With the type of work we do, you cannot work in isolation. There are some aspects and elements you do on your own within the value chain as part of your role and responsibilities thereof, however every successful transaction from initiation ... For us to be successful, as a bank, it takes teamwork."

The views from participants support literature which posits that employees were engaged, and by extension performing at work when two conditions were met, a healthy working environment and good relationships with their team and co-workers (Anitha, 2013).

Question 6: Determining the characteristics of the leaders both negative and positive in the South African Banking Sector

This interview question prompted the interviewees to reflect on the characteristics of their leaders. The analysis sought to draw a link between the leadership behaviours discussed in research questions 1 – 5, and the ones mentioned in the answer to this question. This gave us a comprehensive list of leader behaviours prevalent in the South African banking sector, both positive and negative, which will be compared to literature reviewed and answer Research Question 1. A summary of the constructs is presented in **Table 5-7** and **Table 5-8**.

This particular set of participants identified 'Autonomy' as the most significant, construct, with 15 frequency counts. Leaders who provided participants with 'Autonomy' were viewed in a positive light, as articulated by one participant who stated "I think the things that work for me are that he doesn't micro manage what I do"

A leadership approach that emerged depicting two opposite meanings from participants was 'Laissez-faire' approach. Some participants found this style to be negative (through constructs like 'Laissez-faire' and 'Unassertive'), and others thought of it as a positive leadership style (through constructs like 'Laissez-faire' 'Autonomy' and 'Independence'). Based on the high frequency count of 'Autonomy' as a construct, it can be inferred that the bank leaders depicted in this study provide high levels of autonomy and independence to the extent that several participants viewed it as Laissez-faire leadership in its approach. The literature seems to lean

towards it being a negative leadership style (Froehlich et al., 2014). While a Laissez-faire leader may not be perceived as an effective leader, some studies suggest that Laissez-faire leadership can be effective in some scenarios where motivational levels of employees are already high (Fiaz et al., 2017). In the right environment and preferably among skilled employees, Laissez-faire leadership can be adopted as it allows employees to work on their own, giving them independence and ownership of their work and their efforts, which in turn increases motivation further (Rubin, 2013).

The second positive construct was 'Excellent People Skills' with 10 frequency counts. The third was shared between 'Empathy' and 'Supportive', both with 8 frequency counts each. All three constructs speak to emotional intelligence, a characteristic mentioned by the participants on several occasions. Participants agreed that leaders in their organisations were approachable, and willing to engage them and listen to them. Leaders understood the employees' personal work preferences, understood how they function and provided support and guidance where required.

6.2.1   Summary of the findings: Research Question 1

The findings for Research Question 1 identified the most prevalent leadership styles in the South African banking sector with specific reference to senior level employees in banking. Transformational leadership was found to be most prevalent according to the interview data analysis and interpretation. Laissez-faire leadership was found to be observed, and considered to be a negative leadership style by some, and a positive leadership style by others. The findings also revealed elements of Transactional leadership in cases where reward was considered to be a motivating factor for employees, and Situational leadership in cases where context mattered. Components of Trait theory were also observed as some constructs described character traits, which were used in conjunction with other leadership theory to intereeprit the findings.

6.3   Discussion of Results for Research Question 2

What leadership styles and attributes are considered to play an important role in encouraging employees to perform better and stay motivated in the banking sector?

The main objective of Research Question 2 was to understand the leadership styles

and attributes displayed by leaders in South African banking that are believed to contribute to employee performance and motivation. Participants were asked interview questions 7-13. They were requested to identify the leadership behaviours they thought brought the best outcome of work from them and ones most likely to motivate them to perform at their peak. They were further requested to list behaviours they would discourage, where in their opinion were seen as de-motivators. Finally they were requested to share their motivation strategies for their own team. The results provided insights on the leadership behaviours that influenced performance and motivation at an executive and senior management level.

Question 7 and 8: Understanding which style of leadership and behaviours are more likely to motivate employees and ensure that they perform at their best.

The seventh and eighth interview questions dealt with the understanding of what each participant viewed to be the leadership styles that brought out the best in them. A summary of the constructs is presented in

Table 5-9.

The results identified 'Clear Directive', 'Autonomy' and 'Collaborative and Consultative' as the top three constructs. All three constructs follow one another logically when mapped to the data. Participants believe that a leader must be clear about his expectation from the onset, he must give clear instructions which will allow the employee to get on with the work and run with tasks independently, with some level of support from the leader as and when it's required. As stated by one participant:

> "Ideal line manager is somebody who allows me space, who's there when I need him or her, who gives me responsibility because I like to know what I'm accountable for. For me, I need to know how I contribute to the organisation because I don't want to come here and not know how I fit in the bigger picture, so having clear objectives or strategy, which comes from the line manager. I think that's also critical, clear deliverables, contribution, understanding the strategic, understanding the team, where it's going, how you fit in the bigger picture."

These three constructs are consistent with the themes and constructs that emerged for Research Question 1. Not only are these attributes of 'Clear Directive', 'Autonomy' and 'Collaborative and Consultative' preferred as behaviours that can motivate employees to perform, they were in fact prevalent in the South African banking sector, according to the findings of Research Question 1. This outcome highlighted what leaders in banking should be doing to maximise employee motivation and performance. In the literature reviewed, a similar view is held that suggests leaders could enhance employee performance if they understood how leadership styles influenced employee behaviour (George, Chiba, & Scheepers, 2017).

Being given autonomy by their leader was considered to be a strong motivating factor for the participants. The need for autonomy is associated with motivation factors such as self-drive and need for achievement (Steers, Mowday, & Shapiro, 2004)

Question 9: Determining which behaviours or attributes should be discouraged because of their effect on demotivating and discouraging employees from performing their best

This interview question requested participants to list behaviours that they deemed unfavourable and should be discouraged due to their negative impact on employee performance and motivation. Again a summary of the constructs were presented in a list in **Table 5-10**, and the top 3 constructs will be discussed in this section.

An 'Autocratic' style of leadership was perceived as a style of leadership least desirable by participants. The second was 'Arrogance' and the third was 'Micromanaging'. 'Autocratic' is interpreted as being the opposite of the 'Participative/Consultative/Collaborative' construct identified through analysis for Research Question 1. This finding is therefore consistent with the earlier comments from the participants and confirmed the literature that autocratice leadership had a negative effect on performance (Fiaz, Su, & Saqib, 2017; Rast III, Hogg, & Giessner, 2013). Micromanaging as mentioned earlier is a construct that has featured repeatedly in the research analysis and emphasises the value that is placed on 'Autonomy' as a preference by the majority of participants.

Question 10: Establishing how the participants in their capacity as managers ensure that their subordinates are motivated and performing at their best

This question sought to align what participants expected from their leader and what they practised with their own teams by highlighting behaviours that they believed contributed to their subordinates' performance and motivation. The results for Interview Question 10 are summarised and presented in **Table 5-11**.

The top three constructs did not stand out significantly, with a fair amount of distribution between the top 5 constructs. Nonetheless, the top three constructs were 'Acknowledge / Recognition / Appreciation' with 5 frequency counts, 'Communicate' with 4 frequency counts, and 'Refrain from Micromanaging' also with a frequency count of 4. This was not surprising as constructs from earlier interview questions re-emerged which may be an indication that these constructs are a true representation of leadership as it relates to performance and motivation in South African banks. The participants seem to exhibit behaviours they have come to expect

from their leader (autonomy, recognition, openness and communication) towards their own subordinates.

Question 11, 12 & 13: Understanding how the participants themselves would like to be led, and the five leadership characteristics that are ideal in order for employees to perform at their best and remain motivated.

These interview questions prompted participants to share the leadership styles they preferred and believed enhanced motivation and performance. The preferences of the participants were confirmed through this question, and some additional insights emerged too, providing additional ideas on the preferred leadership style of senior managers and executives in the South African banking sector. The results were presented in **Table 5-12**, **Table 5-13** and **Table 5-14**.

It was unsurprising that "I would like to be given autonomy' was the top construct with 7 frequency counts. Participants were firm on the fact that being given autonomy by their leader increased motivation, which resulted in performance. Autonomy was supported by similar constructs, identified by the participants as characteristics that were ideal to motivate employees to perform. These were 'Delegation', 'Empower' and 'Accountability', and were considered to be positive constructs by participants. Delegating authority' and 'Empowering employees' are findings that support literature by Van Seters and David (1990), who identifies them as characteristics that should be embodied by the new-age leader to influence employee motivation and performance. Van Seters and David (1990) elaborated further on the concept of empowerment in relation to motivation by advising that for employees to perform at their best they must have a strong motivation to get involved, the work environment must also be conducive, and employees must feel empowered to perform and get involved at work

Another recurring construct linked to Transformational leadership in Research Question 1's findings was 'Participative/Consultative/Collaborative'. The study supports the literature that suggested that consultative and participative leadership styles have been found to contribute to the efficiency and effectiveness of employees in achieving both personal and company goals (Buble et al., 2014).

6.3.1 Summary of the findings: Research Question 2

Research has shown that to a large extent, employee motivation does rely on leadership styles (Chatterjee & Mohanty, 2017; Fiaz et al., 2017). Research Question 1 identified several leadership styles prevalent in the South African banking sector. The purpose of Research Question 2 was to find out which of the leadership styles contributed to and enhanced employee motivation, which then lead to performance. It went further and identified certain leader behaviours that demotivated employees and should therefore be avoided.

The constructs that emerged from these interview questions appealed to a Transformational leadership style, as found in Research Question 1. The findings suggest that Transformational leadership elements like empowerment and accountability result in high performance. While confirming available literature on Transformational leadership, this study refutes some recent studies conducted in other developing regions, which found Transformation leadership did not lead to motivation and performance in banking. Zareen et al. (2015) measured the effectiveness of Transformational, Transactional and Laissez-faire leadership in bank employees. The study found that all three had a positive impact on motivation but that Transformational leadership had the lowest impact. Mozammel & Haan (2016) suggested Transformational leadership did not lead to employee engagement, and claimed further that Transformational leadership had no significant link to employee engagement. Both studies were conducted in Asia (Pakistan and Bangladesh respectively) and may therefore have been influenced by regional and cultural dynamics.

6.4 Discussion of Results for Research Question 3:

The aim of this research question was to establish the key drivers of intrinsic and extrinsic motivation. The question encouraged participants to perform an evaluation of whether they were intrinsically or extrinsically motivated.

Question 14 & 15: Understanding how participants described themselves: as intrinsically or extrinsically motivated

These interview questions sought to understand whether participants considered themselves to be intrinsically or extrinsically motivated. In answering this question, participants listed the reasons why they considered themselves either intrinsically motivated, extrinsically motivated or both. **Table 5-15** and **Table 5-16** provide a summary of the results of these interview questions.

Reading from **Table 5-15**, six out of the 12 participants considered themselves to be intrinsically motivated. One said they were extrinsically motivated and three admitted they were both intrinsically and extrinsically motivated. Participants who considered themselves intrinsically motivated attributed that to their self-drive and desire for self-development. Some were on a journey of personal mastery and others expressed a desire to change the world and do meaningful work. The concept of intrinsic motivation was articulated well by one participant, who said:

> "Well, I think for me, it's more intrinsic because I know that my source of motivation comes inside, it's not about the pay, yes, those things contribute, but for me, that's not a core, because I think for me it's about self development, understanding myself as a person, what role, it also goes to your personal mastery, what's me, as a person, how do I impact the people around me."

The participants' description of intrinsic motivation supports the literature reviewed. Herzberg (2013) identified intrinsic motivation as the sense of achievement, recognition and personal advancement and that intrinsically motivated people felt a deep need for personal growth and achievement. Van Seters and Field (1990) found intrinsic motivation to be associated with Transformational leadership. Transformational leadership has already been identified by this study in Research Question 2 to be an effective leadership style that has the ability to motivate employees to enhance job satisfaction and produce good performance (Braun et al., 2013).

Externally motivated participants, and those that considered themselves to be both, attributed this to the fact that money and reward was also important, alluding to the fact that people want to be compensated fairly for the work they do and the responsibility they take own. Literature calls this an extrinsic motivator, otherwise known as a hygiene factor. Seminal work by Hofstede (1980) states that hygiene

factors are a precursor to intrinsic motivation. They are the foundation for intrinsic motivation and must be in place and be satisfied in order for employees to be satisfied.

Participants also exhibited elements of McClelland's Theory of Motivation. McClelland's Achievement motive, which is associated with people who are driven, and McClelland's Affiliation motive, which describes people orientation, interpersonal connections, trust and empathy were both identified (Sparks & Repede, 2016). Participants shared both their need for personal achievement, and also the desire to see growth and development in their subordinates and the importance of a harmonious working environment.

6.4.1   Summary of findings: Research Question 3

Transformational leadership has been found by this study to be an effective leadership style that has the ability to motivate the research participants to perform at their peak. It is also the finding of this study, through Research Question 3 that the majority of participants were intrinsically motivated. The findings do point to extrinsic or hygiene factors being a consideration for the participants who mentioned monetary reward as being an important factor. This has been associated with the Contingent Reward element of Transactional leadership. The study further points to motivation elements from McClleland's motivation theory, which was discussed in Chapter 2.

6.5   Interpretation of Results Conclusion

This chapter highlighted the extent to which the study's findings answered the three Research Questions it identified the most prevalent leadership behaviours among high-ranking senior executives in South African banking. Through the research findings, this chapter also confirmed the most preferred leadership style by senior managers and executives that was attributable to their motivation and performance. It then determined whether they were intrinsically or extrinsically motivated. Finally, it compared the answers to existing literature and theory. Chapter 7 will provide the recommendations from this study, and conclude with suggestions for future research.

CHAPTER 7: CONCLUSION & RECOMMENDATIONS

7.1   Introduction

The overall purpose of this study was to understand the effects of leadership on motivation and performance of banking executives and senior managers in South Africa. The topic on leadership and motivation has been researcher extensively, however there is little empirical evidence on effective leadership that drives motivation and performance in the South African banking sector. Accordingly, this study was significant due to the uniqueness of the South African context, which has seen a noteworthy demographic change in its senior management and executive staff since the advent of democracy in 1994. This research sought to uncover effective leadership and motivation strategies ideal for driving performance in a diverse and ever-changing South African banking sector.

The research set out to answer the three research questions posed in Chapter 3. It set out to uncover insights on leadership styles prevalent in the South African banking sector. Once the leadership styles were identified, the study sought to identify those that had an effect or an impact on employee performance and motivation. Finally, the research determined whether motivation was driven by intrinsic or extrinsic behaviours amongst senior managers in South African banks, and whether the prevalent leadership behaviours were aligned to the motivation triggers. Chapter 2 provided definitions and the theoretical background of the concepts of Leadership, Motivation and Performance. An extensive literature review was conducted on existing studies on the topic of leadership and motivation

The study was conducted using using qualitative research methodology. Semi-structured one-on-one interviews were conducted with senior managers and executives from South African banks, and the interview data was collected using a qualitative interview questionnaire. The findings were then presented in Chapter 5 of this report. Chapter 6 consolidated all the meaningful findings of the study as they relate to each Research Question This chapter pulls together the existing literature and integrates the findings of this research with new insights gained through the interview process. Based on the research findings, recommendations for managers within the South African banking sector will be presented and the implications for

management will be highlighted. The chapter will conclude with the limitations of the study and suggestions for future research.

7.2   Principal findings

The findings were arrived at through a process of careful analysis of the data. The significant themes that were taken into consideration and used in arriving at the findings were those that were dominant and highly emphasised by the participants when answering questions. The themes that were most prevalent, deemed the most important and occurred repeatedly throughout the interviews are discussed in sections 7.2.1 and 7.2.2 below.

7.2.1   Leadership styles: Occurrence, Prevalence and Preference

While studies on the leadership styles prevalent in the South African banking sector were scarce, there were several studies conducted in banking sectors of other developing countries, which were reviewed in Chapter 2. The findings of this study were conclusive in confirming the presence of some of the leadership styles identified by literature, in the banking sector. This study refuted some literature on whether particular styles were effective or not. The literature differed based on rank or level of employee, country or region where the study was conducted, and in some cases the type of bank in question.

7.2.1.1 Trait Theory

Admittedly, Trait Theory should not be used by itself or be solely relied on (Northouse, 2013). In this study, reference is made to Trait Theory only in as far as the participant's use of character traits to describe some leadership behaviour. Theory suggests that identifying traits can assist in assessing role fit in leadership selection (Gehring, 2007). It is also a mechanism for employees to describe their preferred leadership characteristics.**.**

7.2.1.2 Situational leadership

Elements of Situational leadership were identified by the study. Certain constructs could be associated with Hersey and Blanchard's Situational Leadership Theory, discussed in Chapter 2. Two out of the four Hersey and Blanchard leadership

approaches were identified. The first was the Supporting Approach, which deals with shared decision-making with some allowance of the subordinate to take the lead and requires a moderate task-maturity level in the employee. The second was the Directing Approach, which is associated with a more competent and motivated employee with a high task-maturity level. This theory highlights the importance of the need for leaders to approach leadership on the basis of context and the needs of the employee at the time. The literature does caution against the use of Situational Leadership theory by itself, as it has been found lacking in its effectiveness in diverse teams (Irby, 2011). It has also been challenged for its inability to incorporate commitment levels of employees in its interpretations (Bolden et al., 2003). This research suggests the use of this style in conjunction with other effective styles identified.

7.2.1.3 Transactional leadership

Transactional leadership is divided into three dimensions, Contingent Reward, Passive Management by Exception and Active Management by Exception. These dimensions were discussed in detail in chapter 2. While Transformational leadership is considered to be the more effective leadership style in organisation by most literature (Braun, Peus, Weisweiler, & Frey, 2013; Tse & Chiu, 2014), some elements of Transactional leadership have also been found to be effective. Breevaart et al. (2014) confirmed that Transformational leadership is indeed effective. Further to that, their study suggests that Transformational leadership combined with the Contingent Reward dimension of Transactional leadership proved to also be effective. Contingent Reward is linked to recognition and financial reward, a construct identified in this study. Transformational leaders who exhibited Contingent Reward behaviour also had the ability to influence employees positively, improve employees work engagement, which encouraged autonomy (Breevaart et al., 2014)

7.2.1.4 Transformational Leadership

The study found an occurrence of several leadership styles in the South African Banking sector. While several leadership styles were observed, Transformational leadership was identified as the most prevalent leadership style, and was also found to be the most preferred by senior managers and executives in the South African

banking sector. Its occurrence and it being consistently preferred confirmed it as being an effective leadership style. This was a significant finding for the study as it addressed both Research Questions 1 and 2. The findings were also found to be in support of literature, which asserted that Transformational leadership is an effective style of leadership in today's business world.

Transformational Leadership was identified as prevalent through evidence provided by the highest rated constructs that emerged from the interviews. Constructs were linked to literature descriptions of Transformational leadership behaviour, and literature definitions of the concept of Transformational leadership. The behaviours identified from this study were the preference for autonomy, coupled with clear directive and guidance from leaders. Leaders were found to have a positive influence and on employees' staying in their organisations and were credited for being supportive, providing fulfilling work and creating a conducive and enabling environment for growth and achievement. Seeing their people grow, succeed and be happy also motivated participants, this provided them as leaders with a sense of achievement and accomplishment. Literature describes Transformational leadership in similar terms:

- As mentioned earlier, it has been fond to make followers less dependent on their leaders through its ability to empower and give autonomy (Yukl, 2010b)
- It has the ability to empower, inspire and motivate, it gives meaning to employees' work (Kezar et al., 2006).
- It creates an environment that promotes work engagement, which improves employee performance (Breevaart et al., 2014).

Transformational leadership has four main categories, which were discussed in detail in Chapter 2. Two of them have been identified as having links to the data presented in this study and were presented earlier in this report. The first is 'Inspirational motivation', where leaders motivate, inspire and provide meaning to work. The second was Individualised Consideration, where leaders create a supportive environment that promotes development (Bass & Riggio, 2006; Breevaart et al., 2014; McCleskey, 2014).

7.2.1.5 Laissez-faire leadership

Autonomy was a recurring construct in the study, which was interpreted as an empowerment tool by most participants, but also seen as passive by some. It is evident that the bank leaders depicted in this study provide high levels of autonomy and independence to the point where it is sometimes viewed to be Laissez-faire in its approach. Perhaps depending on the situation and the employee in question, 'Laissez-faire' can be viewed as a leadership option for leaders to switch to when the situation called for it (Popli & Rizvi, 2015). The adoption of Laissez-faire leadership should be done so cautiously as it can be effective in some scenarios within the banking sector and ineffective in others (Fiaz, Su, & Saqib, 2017).

7.2.2 Leadership and motivation for performance

Motivation was an important theme for this research. It was important to include it as a major component of this study because motivation was what made people behave a certain way, which determines an individual's level of effort, persistence and energy, and whether they will performs at their peak or not (Zareen, Razzaq, & Mujtaba, 2015). It was therefore important to understand how motivation was enhanced, and how it was influenced by leadership behaviour.

The research findings indicated that the majority of senior managers and executives in South African banks considered themselves to be intrinsically motivated. This was apparent from the strong preference for Transformational leadership, a style that is known to build and support intrinsic motivation (Van Seters & Field, 1990).

The study found that Autocratic leadership was viewed as having a negative impact on motivation and performance; a view consisted with most literature. Rast et al. (2013) explain an autocratic leader as someone who does not consider the opinions of others, makes decisions alone and orders people around. These characteristics are expectedly opposite to what has been identified as effective behaviour to motivate employees to perform at their peak.

The study further confirmed that it was possible to be intrinsically motivated but have elements of extrinsic motivation, as was the case with some participants. Financial reward and recognition were linked to extrinsic motivation and could be found in

intrinsically motivated people as a hygiene or extrinsic (external) factor. This outcome supports research that found Transformational leadership could co-exist with the Contingent Reward element of Transactional leadership, purely for the purposes of satisfying the extrinsic motivators (Anderson & Sun, 2017)

Findings identified other motivation factors that could lead to enhanced performance. They were identified using McClelland's Theory of Motivation. McClelland's Achievement motive is associated with people who are driven, and the Affiliation motive is associated a people-focus connections, trust and empathy (Sparks & Repede, 2016). These characteristics were identified in some participants who were self-driven and motivated to perform and achieve their goals, and were equally fulfilled by seeing others in the team grow and do well.

The need for autonomy is associated with motivation factors such as self-drive and need for achievement (Steers, Mowday, & Shapiro, 2004). To complement this view, participants highlighted the importance of a leader who can 'Delegate', a leader who 'Empowers' their staff, and a leader who does not 'Micro-manage'. Having already identified these constructs as characteristics of Transformational leadership in the Research Question 1 findings, it can be inferred that participants viewed Transformational leadership as an effective style for motivating employees to perform. The study supports the literature, which suggests that indeed Transformational leadership had the greatest effect on among other things, employee performance and employee effectiveness due to its ability to motivate (Asrar-ul-Haq & Kuchinke, 2016; Bass, 1990).

7.2.3   Summary of the findings

In summary, the findings of this study confirm that leadership behaviour does have an influence on employee motivation and performance in South African banks. The findings suggest that a variety of leadership styles exist in the South African banking sector. These various leadership styles were found to induce motivation and performance in some way or another based on the situation and the employee's needs at the time.

It was also the study's finding that Transformational leadership was the most effective style in inducing motivation, which enhanced performance. Transformational

leadership supported and nurtured intrinsic motivation, leading to enhanced performance in senior managers and executives of South African banks.

Senior managers and executives of South African banks were predominantly intrinsically motivated, with a high self-drive, a need for achievement and an interest in the development of their people. Motivation drivers did vary among senior managers and executives, depending on the context. Leaders should therefore understand the different preferences of the employees and their motivation needs at the time. This finding was important given the demographic diversity that does exist in South African bank executives.

7.3   Implications for management

The banking sector in South Africa has been experiencing a significant demographic change in its senior managers and executive staff. This has led to more diverse management and executive teams and a changing leader profile. It is therefore important for South African banks to ensure that the manner in which this diverse group is led, must suit their leadership preferences to keep them motivated and performing at their peak. There is also a need to train and develop this group of employees to prepare them for their next, more senior roles.   This study's findings will assist South African banks in developing leadership programs that are effective for leading this group of individuals who vary in age, background, race and education level. It will further aid management in creating suitable, conducive work environments that support and encourages motivation and high performance for this profile of subordinate.

7.3.1 Leadership

There are a number of different leadership styles in South African banks that were identified by this study. Management should however be aware of how the participants preferred to be led. They are self-motivated, self-driven and independent. They do not want to be micro-managed and for some, exhibit a preference for a Laissez-faire leadership style.   Transformational leadership as identified by the study, was their preferred leadership style and therefore an ideal leadership approach for management to adopt to enhance motivation and performance. Management should however be cautious with the extent and

frequency with which they exhibit Laissez-faire leadership as the study found it could be interpreted negatively in some instances. This was confirmed by the unwavering expectation for clear direction and guidance from their leaders, as well as participative, consultative and collaborative interactions with their leaders, elements lacking in a Laissez-faire leader. It is therefore important for management to incorporate the other leadership styles identified by the study in varying combinations, as called for by each situations (Van Wart, 2013).

7.3.2   Motivation for Performance

Transformational leaders are known to lead using intrinsic motivators. This study found that most participants were intrinsically motivated and so their preference for Transformational leadership made sense. Intrinsically motivated people are self-driven and have a desire for autonomy, empowerment and achievement. They describe the role of their leader as someone who can create an environment that enables them to be that. They expect their leaders to create meaningful work and an environment that is collaborative and that allows for growth and development. These are useful insights for management in South African banks. If these motivation drivers are taken into consideration by management, it could assist with understanding how the best senior managers and executives are motivated and assist in retaining them. Where participant were found to be both intrinsically and extrinsically motivated, they attributed the extrinsic or hygiene factor to the need for proper compensation and rewarded for work well done. While compensation was not a focal point in this study, the study's findings suggest that for senior managers and executives who do have an element of extrinsic motivation, management can use Transformational leadership in conjunction with Contingent Reward, an element of Transactional leadership. Contingent Reward requires management to be upfront about the task that must be completed and the reward associated with completing that task. Management must therefore ensure that the organisation's reward system are aligned to this extrinsic factor.

New executives recruited to lead a fairly senior team will also find these findings useful, especially in cases where the new executive is being hired from outside the banking industry. When leaders understand the most effective leadership styles and the appropriate motivation strategies for their team, they can improve performance

and retain the best people. Management can also use these finding to attract and retain leaders that exhibit these behaviours. Management can also build programs that develop these behaviours in existing and future leaders.

7.4   Limitations of the study

The following limitations were identified and acknowledged by the researcher:

- The participants were all from a South African banking context which may limit the usefulness of the study outside the South African banking sector.
- Some of the interview questions may have had slight repetition. The answers to these were simply used to emphasised several points made earlier by the participants.
- Not every bank was represented in the study, six out of 12 participants came from one bank, and all the participants were located in Johannesburg, South Africa. The findings may have therefore been more representative of a particular bank and may not necessarily be generalisable across all South African banks.
- Time constraints and the fact that the researcher was not an experienced interviewer may have affected the robustness of the data collection and analysis process.

7.5   Suggestions for future research

- Further leadership studies on motivation and performance need to be able to quantify and define performance and provide measurable constructs for it.
- A study that focuses on the demographic change of senior managers and executives in South African a bank, which highlights and links specific demographic characteristics to their most effective leadership style.
- A study that focuses on ineffective leader behaviours and whether leader behaviours are aligned to follower expectations through qualitative interviews with a sample that includes demotivated employees.

7.6   Conclusion

The literature shows that leadership, motivation and performance of employees are central to the success of the organisation. It also highlights the effective leadership behaviours that lead to motivation of employees to ensure performance. The aim of this study was to understand how leadership behaviour influences motivation and performance of executives and senior managers in the South African banking sector. It set out to close the gap that exisits in literature in as far as leadership studies in banking are concerned. The findings contribute to literature by providing empirical evidence on effective leadership behaviours that drive motivation and performance in the South African banking sector. Further, it is hoped that the study will contribute to management practices that seek to train, recruit and retain skilled individuals in South Africa's banking sector.

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APPENDIX A: CONSISTENCY MATRIX

RESEARCH QUESTIONS	LITERATURE REVIEW	DATA COLLECTION TOOL	ANALYSIS
Research Question 1: What leadership styles are most prevalent in the South African banking sector?	(Anderson & Sun, 2017) (Bass, 1990) (Bass & Riggio, 2006) (Bolden, Gosling, Marturano, & Dennison, 2003) (Breevaart et al., 2014) Braun, Peus, Weisweiler, & Frey, 2013 (Irby, 2011) Kezar, Carducci, & Contreras-McGavin, 2006) (Froehlich, Segers, & Van den Bossche, 2014)	Interview: Questions 1-6	Narrative, comparative and content analysis

RESEARCH QUESTIONS	LITERATURE REVIEW	DATA COLLECTION TOOL	ANALYSIS
	(Gehring, 2007).		
	(McCleskey, 2014)		
	(Naber & Moffett, 2017).		
	(Northouse, 2013)		
	(Popli & Rizvi, 2015)		
	(Rubin 2013)		
	(Sparks & Repede, 2016).		
	(Van Seters & Field, 1990).		
	(Yahaya & Ebrahim, 2015)		
	(Yukl, 2010b)		
	Yukl (2010d)		

RESEARCH QUESTIONS	LITERATURE REVIEW	DATA COLLECTION TOOL	ANALYSIS
Research Question 2: What leadership styles and attributes are considered to play an important role in encouraging employees to perform better and stay motivated in the banking sector?	(Anderson & Sun, 2017) (Anitha, 2013) Buble (2014) (Chatterjee & Mohanty, 2017; (Herzberg, 2003) (Mozammel & Haan, 2016) (Sparks & Repede, 2016) (Steers, Mowday, & Shapiro, 2004) (Tse & Chiu, 2014). (Van Seters & Field, 1990). (Zareen, Razzaq, & Mujtaba, 2015)	Interview: Questions 7-10	Narrative, comparative and content analysis

RESEARCH QUESTIONS	LITERATURE REVIEW	DATA COLLECTION TOOL	ANALYSIS
Research Question 3: What are the key drivers of intrinsic and extrinsic motivation?	(Herzberg, 2003) (Sparks & Repede, 2016) (Steers, Mowday, & Shapiro, 2004).	Interview: Questions 11-13	Narrative, comparative and content analysis

APPENDIX B: INFORMED CONSENT LETTER

**Gordon Institute
of Business Science**
University of Pretoria

Informed Consent Form: Participant

I am conducting a study on the effects of leadership behaviours on the motivation and performance of senior managers and executives of South African banks.

The purpose of the research is to identify the leadership behaviours that are present in the banking sector, and to determine the effects of these multiple leadership profiles in motivating senior managers to perform.

The benefit of the research will be its contribution to the study of motivation and leadership in the banking sector in South Africa, through identifying the leadership behaviours that motivate senior managers to perform, and those that do not.

The research will be qualitative in nature, using semi-structured, in-depth interviews. You will be asked questions around the research topic as described above. Each interview will last approximately one hour 30 minutes.

Your responses will be coded and results from the interview will be presented in a way that will not be traceable back to you. Your position/ job title will appear in an appendix to the MBA thesis, however, your name will be omitted. Similarly, although a list of banks represented by each interviewee will be stated in the thesis, none of the comments made by any individual will be linked to a specific bank.

Your participation is voluntary and you can withdraw at any time without penalty.

If you have any concerns, please contact my supervisor or me. Our details are provided below:

Name	Tsholofelo Kamau	Dr Ngao Motsei
Role	Researcher	Supervisor
Contact number	+2771 671 0662	+2782 414 7935
Email	tsholofelokamau@gmail.com	motsein@gibs.co.za

Signature of participant:

Date:

Signature of Researcher:

Date:

APPENDIX C: INTERVIEW QUESTIONNAIRE

**Gordon Institute
of Business Science**
University of Pretoria

Organisation: Start Time

Title: End Time:

Date:

TITLE OF THE RESEARCH:

The effects of leadership style on individuals' motivation and performance IN THE SOUTH AFRICAN BANKING SECTOR

RESEARCH AIMS AND OBJECTIVES

1. To identify the leadership styles and behaviours dominant in the South African banking sector
2. To explore the various leadership styles that lead to or predict overall high performance and motivation in employees in South African Banks
3. To recommend leadership styles and behaviours important to improve and retain employees that are motivated and performing at their best in the South African banking sector

INTERVIEW QUESTIONS

What leadership styles are most prevalent in the South African Banking Sector?

1. How would you describe the leadership qualities of your supervisor/line manager?
2. How/In what way, if any, does the style of leadership of your supervisor/line manager influences your way of working? Please elaborate
3. How/In what way, if any, has the leadership style of your supervisor/line manager influenced your stay at this bank? Elaborate
4. To what extent, if at all, does the motivation from your supervisor/line manager help you work to the best of your ability? Please elaborate
5. Other than leadership style, what else keeps you motivated to perform at your best?
6. List 5 characteristics of your leader, positive and negative that you think describe their style of leadership

What leadership styles and attributes contribute to employee performance and motivation?

7. What leadership style gets the best outcome of work from you?
8. Which style of leadership and behaviours are more likely to motivate you and ensure that you perform at your best? Elaborate
9. Which leadership behaviours or attributes would you discourage, that in your opinion will demotivate you and also discourage you from performing your best and why? Elaborate
10. As a leader (you) how do you ensure that your subordinates are motivated and perform at their best?

What leadership styles and attributes are considered to play an important role in encouraging employees to perform better and stay motivated?

11. How would you like to be led in order for you to perform at your best and remain motivated?

12. List 5 characteristics that you think are ideal for the motivation of employees and to also ensure employee performance?

13. Which leadership behaviours or attributes do you prefer in order for you to give your best to the organisation and why? Elaborate

How do each of the leadership styles identified as being more effective, impact intrinsic and extrinsic motivation differently?

14. Would you describe yourself as intrinsically or extrinsically motivated?

To assist participants to answer this question, use the following prompts

Intrinsic source of pleasure	Extrinsic source of pleasure
Purely seek enjoyment, interest, satisfaction of curiosity, self-expression, or personal challenge in the work	More job benefits, bigger salary, incentives and job promotion

15. Which of the identified leadership effectiveness attributes do you think contribute to intrinsic or extrinsic motivation?

Intrinsic	**Extrinsic**
Leaders who empower accountability	Charismatic leaders who promise the world
Empathetic and compassionate leaders	Leaders who lead by fear
Leaders who provide an enabling and open environment	Not so knowledgeable leaders

APPENDIX D: ETHICAL CLEARANCE - RESUBMISSION AFTER PILOT & REFINEMENT OF QUESTIONNAIRE

Gordon Institute of Business Science

University of Pretoria

07 September 2017

Tsholofelo Kamau

Dear Tsholofelo,

Please be advised that your application for Ethical Clearance has been approved.

You are therefore allowed to continue collecting your data.

We wish you everything of the best for the rest of the project.

Kind Regards

GIBS MBA Research Ethical Clearance Committee