

**Intra- and inter-personal factors of facilitative leadership to cultivate corporate
entrepreneurship and innovation**

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A research project submitted to the Gordon Institute of Business Science,
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Abstract

Organisations find themselves operating in a dynamic environment with rapid changes in new technologies, competition brought on by platform business models and the gig economy, COVID-19, and the Fourth Industrial Revolution. To remain competitive, meet changing customer demands and thrive in this environment, organisations need to cultivate corporate entrepreneurship and innovation which is considered a critical source for long term sustainability and success. For corporate entrepreneurship and innovation to be practised successfully, a co-creation type of leadership style is required and the facilitative leader, as such a leadership style, is introduced in this research project. The purpose of this research was to deepen the understanding and add to the body of knowledge on facilitative leadership to enhance and execute corporate entrepreneurship.

The intra- and inter- personal skills of facilitative leadership was of particular interest to this study. A sample of fifteen participants were selected from the financial services industry in South Africa, who lead teams in a facilitative manner, executing on corporate entrepreneurship and innovation. Following an inductive approach and qualitative method, unstructured interviews were used for data collection. The research deduced six intra-personal factors of facilitative leadership, four inter-personal skills and two skills which are considered as both intra- and inter-personal.

Key Words

Corporate Entrepreneurship, Innovation, Facilitative Leadership, Intra-personal skills, Inter-personal skill

Declaration

I declare this research project is my work. It is submitted in partial fulfilment of the requirements for the degree of Master 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 declare that I have obtained the necessary authorisation and consent to carry out this research.

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1. Facilitative leadership for Corporate Entrepreneurship and Innovation

1.1. Research title

Intra- and Inter-personal factors of facilitative leadership to cultivate corporate entrepreneurship and innovation

1.2. Introduction

In Africa, there is a proverb which states, “it takes a village to raise a child”. In South Africa, this saying is closely related to the principle of Ubuntu and means for a child to grow and be successful, they depend on a community. Just like a child grows and develops by means of a community, employees grow and develop skills within an organisational community. Leadership is also a collaborative process where the desired outcome can be facilitated (Kaimal, Metzl & Millrod, 2017), where the leader does not follow a traditional top-down power approach but rather enables the group to achieve its goals through motivation (Dashtevski, Dukovski & Gmcharovski, 2019). This type of leadership is known as facilitative leadership.

Corporate Entrepreneurship and Innovation (CE&I) can be complex and is seen as daunting by most organisations as it requires its employees to seek new opportunities, take risks and be persistent to get ideas implemented (Kuratko, 2017). Successful CE&I also requires organisational leaders to make sense of a dynamic environment, stakeholder involvement and management, leaders to accelerate output, be a leader of change and bring together people to achieve a common goal (Crossan, Vera & Nanjad, 2008; Kuratko, Morris & Covin, 2011). It takes multiple leaders and followers to work together with their teams and other organisational stakeholders to cultivate CE&I, just like it takes a village to raise a child, CE&I cannot be achieved in isolation. To cultivate CE&I, leaders thus need the qualities which are associated with facilitative leadership. Moreover, oftentimes to sense and seize CE&I activities in contemporary times, require leaders to harness and leverage the network effect. Hence, scholars have argued that modern leaders may need to upskill their ability to facilitate the collaboration between different key stakeholders and mobilise behaviours (Wind, Klaster & Wilderom, 2021).

To cultivate CE&I by making use of the network effects to lead, facilitation is needed by a leader who requires unique intra- and interpersonal skills. However, despite scholarly discussion on facilitative leadership can be traced back to the early 1970s (Clark &

Stefurak, 1975), factors that affect the effectiveness of facilitative leadership are not well-understood.

This research will determine those intra- and interpersonal factors of facilitative leadership to cultivate corporate entrepreneurship and innovation within an organisation.

1.3. Background to the problem

Organisations are finding themselves operating in a new dynamic environment where industries are changing, competition is getting more and customer demands are changing (Roy, 2020). This dynamic environment is characterised by rapid changes in technology, regulatory requirements, product customisation, start-up organisations and the gig economy (Crossan et al., 2008). Rapid changes in technology and digitisation can be attributed to the Fourth Industrial Revolution (4IR) where industries are changed through rapid digitisation, integration of information technologies and automation (Neumann, Winkelhaus, Grosse & Glock, 2021; Roy, 2020). Organisations can no longer ignore the dynamic environment they operate in as the need to adapt has never been this large and various organisations have already started to place the 4IR in their strategies and planned research projects (Chen & Nadkarni, 2017; Xu, Xu & Li, 2018).

The dynamic environment and rapid pace of digitisation are disrupting industries and is accelerating the need for organisations to innovate and to innovate at a much faster pace (Hoerlsberger, 2019; Kuratko et al., 2011). Not only do organisations need to innovate much faster but it was established by Bai and Tian (2020) that there is a positive correlation between an organisation's innovation performance and the probability of going bankrupt. Innovation is also seen as one of the most paramount sources for organisational success and long term viability due to its positive effect on organisational performance and renewal (Khosravi, Newton & Rezvani, 2019). CE&I refers to a strategic approach used by organisations to respond to the challenges and changes brought on by operating in this dynamic environment and refers to a set of activities and actions performed in the organisation that enables the development and renewal of ideas (Chen & Nadkarni, 2017; Hughes & Mustafa, 2017; Kuratko et al., 2011).

Specific skills are required within organisations to remain competitive and grow in their industries and these skills are listed as technology and innovation, high-performance teams, stakeholder inclusion, motivation and strategic management (Shook & Lacy, 2020;

Sousa & Rocha, 2019). The World Economic Forum (2019) further states that a new type of leadership is required to navigate the uncertainty and disruption brought on by the dynamic environment and these leaders need to execute on innovation to stay ahead of their competition in this rapidly changing environment, by exhibiting transformational behaviour that places people in the centre. Skills required by leaders to drive corporate innovation in their organisations, including learning from others, listening and humility (Perri, Farrington, Johnson & O'Connor, 2019) and above all, facilitative leadership (Fryer, 2012; Schwarz, 2006; Svara, 1990; Zhu, Liao, Yam & Johnson, 2018).

In their published work on facilitative leadership, Nummi (2018) uses the analogy of a tiger versus a lion. In ancient Rome, a tiger and lion were matched against each other, in gladiator games where spectators bet money on the most likely survivor. Most of the time, the tiger would win, as the tiger is considered ruthless, compared to the lion's more inquisitive and reserved nature. However, when a pride of lions fights against an ambush of tigers, the lions would win. As soon as a lion attacks a tiger, all the other lions would join and kill the tiger, as the other tigers would not partake in the fight due to their solitary nature. The lions "acted as a synchronised unit focussing on the common goal, strong and unified, while the tigers perished individually" (Nummi, 2018, p10). A facilitative leader can be seen as the leader of the pride of lions but when the pride works towards a common goal, they are unified as a group, working towards this common goal and achieving this effortlessly (Nummi, 2018; Schwarz, 2006).

Facilitative leadership has been identified in the literature as a leadership style that places people in the centre and the definition has been refined by Svara (1990) in his seminal work where he studied mayors in local government structures. Facilitative leaders do not seek power to accomplish tasks but rather through empowering followers to create an organisational culture of collaboration. In other studies, leaders who lead followers through a facilitative leadership approach, empower their followers and encourage participation (Van Meerkerk & Edelenbos, 2018), achieve collective collaboration (Kaimal et al., 2017) and attain a mutual understanding (Nummi, 2018). Facilitative leadership has been studied in various environments and industries such as local government structures (Dyhrberg-Noerregaard & Kjaer, 2014; Svara, 1990), libraries (Moore, 2014), educational institutes (Nordick, Putney & Jones, 2019), arts (Kaimal et al., 2017), research and development (R&D) teams (Hirst, Mann, Bain, Pirola-Merlo & Richver, 2004; Pirola-Merlo, Hartel, Mann & Hirst, 2002), project management (Van Meerkerk & Edelenbos, 2018) and international politics

(Chen, Zhou & Wang, 2018).

Facilitative leadership has various benefits to the organisation which enables the organisation to successfully implement corporate entrepreneurship and deliver on innovation. These benefits include a non-zero-sum conception of power, where a leader gains power by giving away power to followers, as opposed to the traditional belief where power is diminished when it is given away (Dyhrberg-Noerregaard & Kjaer, 2014).

For leadership development, Subramony, Segers, Chadwick and Shyamsunder (2018) identified two dimensions, namely the intra- and inter-personal dimensions. Leadership intra-personal abilities refer to behavioural skills, cognitive skills, individual characteristics and decision-making capabilities and methods (Ingram, Peake, Steward & Watson, 2019; Subramony et al., 2018). Inter-personal abilities of a leader refer to their behaviour and relationships with followers and include abilities such as capabilities to build these relationships and how to relate social demands with stakeholders within and without the organisation (Ingram et al., 2019; Subramony et al., 2018). Therefore, as facilitative leadership is about harnessing team cohesion and collaboration to achieve CI&E, such a leader needs very specific intra- and inter-personal skills and behaviours to enable them to facilitate.

1.4. Research aims and objectives

Due to the rapid changes in organisational environments and industries brought on by a dynamic environment, corporate entrepreneurship and innovation are needed, with a new type of leadership to cultivate it (Dyer, Gregerson & Christensen, 2009). New leadership skills are needed to create an inclusive corporate culture and mechanism which can successfully facilitate multiple stakeholders' contributions, the exchange of ideas and working collaboratively towards common goals (Dyer et al., 2009; Schoemaker, Krupp & Howland, 2013; Sousa & Rocha, 2019). Scholars have suggested that a facilitative leadership style is the most suited leadership style as it enables organisations to deliver on innovation due to its qualities of follower empowerment, non-zero-sum power distribution and boundary spanning enablement (Bordogna, 2019; Dyhrberg-Noerregaard & Kjaer, 2014; Schwarz, 2006; Van Meerkerk & Edelenbos, 2018).

Facilitative leadership has been studied in various environments and industries but not in the context of CE&I. To cultivate CE&I, specific skills are needed, and a facilitative leader

has been shown to have the capability for CE&I. Although distinct benefits of facilitative leadership exist, the literature still lacks conclusive empirical studies stating the intra- and inter-personal skills of a facilitative leader, to deliver on CE&I.

The research question for this study thus is:

What are the intra- and interpersonal factors of facilitative leadership to cultivate corporate entrepreneurship and innovation?

1.5. Purpose and benefits of the research

This study is concerned with understanding which intra- and interpersonal factors of facilitative leadership cultivate corporate entrepreneurship and innovation.

The purpose of this research is to deepen the understanding and add to the body of knowledge on facilitative leadership to enhance and execute CE&I in the complex environment caused by rapid changes brought on by a dynamic environment.

1.6. Scope of the research

The scope of this research project includes senior managers in the South African financial services industry, who have cultivated CE&I in their teams and organisations through the use of facilitative leadership skills.

The study was limited to leaders who hold senior management positions in their organisations, large South African financial services organisations, and participants based in the Gauteng province.

1.7. Outline of document to follow

To develop an understanding of intra- and interpersonal skills for facilitative leadership to cultivate corporate entrepreneurship and innovation, this research paper is structured as follow:

Chapter 2: Literature review which presents the existing theoretical argument and foundation for the research problem.

Chapter 3: Synopsis of the research questions (RQs) which will be investigated in this study.

Chapter 4: Research methodology details of how data were collected for the research,

sampled and how quality was preserved.

Chapter 5: Findings and outcomes from the research are presented in this section.

Chapter 6: Results from chapter 5 is discussed and deliberated and presented in chapter 5 and compared with the literature review presented in chapter 2.

Chapter 7: Conclusions and recommendations are presented

Reference list

Appendix

2. Theory and Literature review

2.1. Introduction

The purpose of Chapter 2 is to expand on the introduction and background provided in chapter 1 and offer an overview of the literature used in this study to define the key research questions. A literature review is expounded as a thorough and detailed overview of research studies from the body of knowledge and theoretical arguments concerning phenomena (McEwan, 2018). The literature review does not only present theory and research that has been published already on a specific subject, but also which gaps exist in the literature (McEwan, 2018). This chapter contains main constructs which are discussed and evaluated by making use of insights identified from recent research published in the existing body of knowledge around the constructs of corporate entrepreneurship, innovation, facilitative leadership, and intra- and inter-personal leadership skills. This chapter also presents a gap in the literature identified on the skills required by a facilitative leader to enable CE&I.

The flow of this literature review chapter is structured as follows:

Firstly, the dynamic external environment in which organisations function and compete in is investigated. Building from the insights uncovered, the importance of CE&I for organisational growth, success and survival will be deliberated.

Subsequently, the chapter will present selected key studies on facilitative leadership and the importance of facilitative leadership within the context of CE&I. Other leadership styles are then presented and compared to facilitative leadership.

Before concluding the chapter, some effort will be dedicated to deliberating the research gaps to date and rationalising why facilitative leadership skills should be studied further.

2.2. Dynamic external environments

The external environment we currently find ourselves in can be described as changing rapidly and organisations in this environment need to be able to react swiftly to changing customer demands, through being capable of creating value through CE&I activities (Crossan et al., 2008).

A key driver of the changes in the external environment is brought on by the characteristics emerging from the Fourth Industrial Revolution (4IR), which refers to an era that is characterised by digitisation, integration of information technologies and automation (Neumann et al., 2021). The 4IR further also is a convergence of embryonic technologies such as machine learning, big data, augmented reality, artificial intelligence, and the internet of things (IoT) (Raj, Dwivedi, Sharma, de Sousa Jabbour & Rajuk, 2020). The 4IR follows the preceding eras of revolution which were triggered by mechanisation produced from steam power, mass production enabled by electricity and information technology respectively (Culot, Nassimbeni, Orzes & Sartor, 2020), reflecting the pace of change between the eras. The 4IR consists of various complex components and organisations need to adapt to the challenges associated with this era. Organisations have come to realise that the 4IR is no longer a future trend they can ignore, due to the rapid pace of technological change, and have already started to place the 4IR into the centres of their strategies and research priorities (Culot, Nassimbeni, Orzes & Santor, 2020; Xu et al., 2018).

Worldwide, the outbreak of the Coronavirus Disease of 2019 (COVID-19) forced governments to impose lockdown regulations to curb the spread of the virus and this forced organisations to rapidly implement a remote working policy, enabled by various of these embryonic technologies (Foss, 2020; Mbunge, Akinuwesi, Fasoto & Metfula, 2021). Remote working refers to employees being detached from their traditional fixed offices and places of work, and Donnelly and Johns (2021) argue that remote working is recontextualising the customary geographical and technological contexts in which employees work and engage with an organisation. On 19 March 2020, Microsoft Teams, a video conferencing application, recorded 44 million daily active users, which increased to 115 million daily active users on 28 October 2020 and 145 million daily active users on 27 April 2021 (Statista, 2021).

Accelerated online working, enabled by platforms gave rise to the phrase gig economy which refers to a labour market where skills are offered by independent contracting, which is enabled through a digital platform (Wood & Hjorth, 2019; Woodcock & Graham, 2019). Online labour platforms, which defines the gig economy, is growing at an annual rate of 26% and rethinks the way organisations acquire skills and then manage the people delivering these skills (Wood & Hjorth, 2019).

Future trends which characterise the fast pacing dynamic external environment organisations operate in includes the full adoption of the technologies making up the 4IR (Xu et al., 2018) and some industries are already preparing for the Fifth Industrial Revolution (5IR) (Potočan et al., 2020). To ensure they remain competitive, operational and can grow, organisations need a specific set of skills and leadership to safeguard them against the dynamic external environment. Leaders need to facilitate growth and change, and all levels of employees must exercise leadership that can best facilitate CE&I (Kuratko, 2017). One such leadership is that of facilitative leadership, which enables CE&I through collaborative efforts (Fryer, 2012; Schwarz, 2006; Svava, 1990; Zhu et al., 2018)

2.3. Importance of corporate entrepreneurship and innovation

Almost all industries are under threat of disruption as a result of 4IR, the COVID-19 pandemic and changed from a dynamic external environment, and have introduced some form of CE&I to develop new markets and aim for organisational growth in the face of disruptive change (Mbunge et al., 2021; O'Reilly & Binns, 2019). CE&I is seen as one of the most important and sustainable sources of organisational success and long term viability due to its positive effect on an organisation's performance and renewal (Khosravi et al., 2019). Furthermore, organisations need to be ambidextrous when they are striving for innovation by competing in their existing market and also simultaneously exploring disruptive innovation methods in markets where experimentation, flexibility and autonomy are needed (O'Reilly & Binns, 2019).

The set of organisational activities and actions which encompass innovation and strategic renewal is termed Corporate Entrepreneurship and Innovation (CE&I) and enables an organisation to develop and pursue new opportunities and ideas (Chen & Nadkarni, 2017; Hughes & Mustafa, 2017). In volatile, dynamic and turbulent environments, where innovation and strategic flexibility is needed, CE&I is needed within organisations to maintain their competitive advantage in the market they operate in and to respond to the pressures caused by the external environment (Hughes & Mustafa, 2017). Corporate entrepreneurship is a strategic approach followed by organisations to deal with these volatile and dynamic environments and is "the process through which firms innovate, create new businesses, and transform themselves by changing the business domain or key strategic processes" (Boone, Lokshin & Hannes, 2019, p280).

However, successful CE&I require effective leadership (Kuratko, 2017) and leadership

which requires specific skills, to cultivate CE&I (Dyer et al., 2009).

2.4. Leadership for corporate entrepreneurship and innovation

2.4.1. Traditional leadership theories

Traditional leadership has been studied in depth since the 1840s, particularly within the context of CE&I. Leadership theory evolved over time and consist of four main leadership theories: The great man leadership theory from the 1840s, behavioural leadership theories between the 1950s and 1960s, situational leadership theories in the 1960s and lastly, new leadership theories which emerged in the 1990s (Benmira & Agboola, 2021; Mouton, 2019; Thompson & Glaso, 2016).

Great man leadership theory from the 1840s states that a leader is born a leader; a leader is born with skills and attributes which differentiates them from others (Kharkheli & Morchiladze, 2020). Great man leadership theory thus states that leaders are born, not made (Organ, 1996). Only a few were considered lucky enough to be born leaders and by the mere definition of great man leadership, women are excluded from the perceived qualities of leadership (Benmira & Agboola, 2021). In great man leadership theory, leadership traits are seen as inherent, and cannot be taught or learned and one of these natural skills perceived is that of power and how these leaders exercise power downwards (Mouton, 2019).

Behavioural leadership theory started to be of interest in the 1950s and entail a move away from great man leadership by acknowledging that leadership traits can be taught and learned. Behavioural leadership theory considers what actions and skills leaders who are known to be effective leaders, exhibit (Benmira & Agboola, 2021). Studies by Blake and Mouton (as mentioned in (Cai, Fink, Walker & Blake, 2019)) derived a managerial leadership grid which suggests leaders take one of five leadership approaches depending on their concern for the followers they manage or concern for results (Cai et al., 2019). This method however indicated that there is a trade-off between people and results.

Situational leadership theory (SLT) built on behavioural leadership by recognising environment also influences leadership styles, and became popular in the late 1960s (Benmira & Agboola, 2021). SLT theory developed by Hersey and Blanchard (as mentioned in (Thompson & Glaso, 2016)) is an example of the expansion of leadership

theory which states that no single leadership style supersedes another and should be determined by the followers being led and their skills (Thompson & Glaso, 2016). Situational leadership does, however, state that the leader's style is considered to be fixed and the leader must be matched to a situation that best corresponds with their style (Thompson & Glaso, 2016).

During the 1990s, new leadership theories emerged, recognising that leadership is a complex phenomenon and singular aspects thereof cannot address these complexities (Benmira & Agboola, 2021). One of the most popular leadership types within the new leadership theories, is transformational leadership theories and multiple studies have been done on it (Buil, Martinez & Matute, 2019; Mhatre & Riggio, 2014). Transformational leaders used an inspirational style of leadership to push followers to achieve organisational goals and strategies, which include influential, motivational, inspirational and individual impact (Buil et al., 2019). Transformational leaders do not however co-create the vision with their followers and team.

Leaders require specific skills to cultivate CE&I which include delegation, cooperation and co-creation with others (Kuratko et al., 2011) and the exiting leadership theory from the 1840s to the current new leadership theories, have seen a gap in these particular skills.

2.4.2. Leadership for CE & I

Digital disruption caused by the dynamic external environment requires specific skills within an organisation to action change to remain competitive and grow in their respective industries (Sousa & Rocha, 2019; Xu et al., 2018). Such skills are innovation and creativity, high-performance teams management, motivation, strategic management and social and rational knowledge, amongst others (Dyer et al., 2009; Sousa & Rocha, 2019). The 4IR and dynamic environment furthermore requires a generation of employees who will use and incorporate artificial intelligence, quantum computing, three-dimensional (3D) printing and robotics in their jobs and careers (Marion, Fixson & Brown, 2020).

In a complex environment, successful leadership is not as much about detailed operational and action plans but should be more engrossed in testing several hypotheses about emerging technologies and changing customer demands and markets (Kuratko, 2017; Schoemaker et al., 2018). Schoemaker, et al. (2018) also states that different types of leadership are important in such complex environments, ranging from highly visionary

entrepreneurial managers to managers who are focused on operations, for practical change to happen.

Leaders play an imperative role in facilitating innovation in organisations and can be seen as one of the most crucial factors to influence CE&I (Su & Baird, 2018). This is because leaders directly influence CE&I in organisations as they can directly make decisions impacting CE&I implementation such as deciding which new ideas to be introduced, which goals to set and pursue and to which extent to motivate subordinates to partake in CE&I (Darwish, Zeng, Rezei-Zadeh & Haak-Saheem, 2020). Leadership development is also progressively seen as a foundation of competitive advantage in organisations (Hirst, Mann, Bain, Pirola-Merlo & Richver, 2004). Leaders are influenced by their personalities, characteristics and behaviours in their ability to assess and analyse circumstances they are faced with, and this, in turn, influences their ability to affect certain decisions, like the adoption of innovation (Khosravi et al., 2019).

Skills alone are not what is needed for corporate entrepreneurship and the execution of disruptive CE&I but also the people working in the organisation and how they engage with the organisation. People do not perform tasks in an organisation in seclusion and their interaction with other people and the organisation is termed organisational behaviour, which is a “study of human behaviour in organizational settings, the interface between human behaviour and the organization, and the organization itself” (Griffen & Moorhead, 2009, p2).

Within the organisational behaviour academic discipline, shared leadership is identified as a nascent team phenomenon where leadership does not follow a top-down approach but rather where leadership is shared in a team where leadership is fulfilled by the team as a whole and team members mutually lead each other (Zhu et al., 2018).

To cultivate CE&I in an organisation, a new type of leadership is thus needed. A leadership type that can function in a dynamic environment, move away from the notion of leadership by self and co-create with their followers and lead by influence and not instruction. A gap identified in the research also indicates the need for future research on how to “tap into the crowd” for entrepreneurial endeavours (Shepherd, Wennberg, Suddaby & Wiklund, 2019). One such leadership style is facilitative leadership which is introduced and discussed in the next section, specifically to lead by influence to cultivate CE&I.

2.5. Facilitative leadership and its importance for CE&I

Facilitative leadership is a leadership style where positive working relationships are created between the individuals whom the leader is responsible for, by empowering these team members and creating team collaboration (Fryer, 2012; Svara, 1990). Facilitative leadership is therefore a representative definition of shared leadership, which is key in enabling organisational behaviour (Zhu et al., 2018). Facilitative leadership and its importance for CE & I will be discussed in the next section.

2.5.1. Facilitative leadership definitions

Facilitative leadership has been defined across the literature and has been conceptualised in various ways. Earlier definitions of facilitative leadership were refined by Roger Schwarz and James H. Svara in their seminal work on the topic. Svara defined facilitative leadership in his study within local government settings and particularly mayoral leadership as "...the mayor facilitates, that is, accomplishes objectives through enhancing the efforts of other, rather than seeking power as the way to accomplish tasks, the facilitative mayor seeks to empower others" (1990, p87). Schwarz states that following a facilitative leadership approach in an organisation, "is one successful approach to creating an organisational culture of collaboration" (Schwarz, 2006, p300) and "enables you to lead collaboratively from any position" (Schwarz, 2006, p290).

Kaimal, et al. (2017) state that "leadership can be a collaborative process that facilitates a collectively desirable outcome" (p1). Leadership is habitually seen as a top-top approach but, although it might seem counterintuitive, leadership means giving powers to others (Zhu et al., 2018) and facilitating is to relinquish power to a group, enabling the group to take over full control and responsibility for their deliverables through motivation (Dashtevski et al., 2019). Facilitative leadership is defined by Nummi (2018) as a hands-on and participatory way of leading a group that focuses on "developing self-recognition of the whole system on the individual level" (p11). Facilitative leadership described leaders "who promote respect and positive relationships between team members, productive conflict resolution, and open expression of ideas and opinions" (Hirst et al., 2004, p 2).

Van Meerkerk and Edelenbos (2018) refers to facilitative leaders as leaders who create a context in which teams operates effectively, resulting in effective communication and

collaboration between different teams and organisations. Chen, Zhou and Wang (2018) state in their research that the key features of a facilitative leader are “collective rather than hegemonic leadership, attractive rather than coercive leadership, win-win rather than solipsistic leadership, and empowering rather than patronal leadership” (p1). Table 1 below summarises the various definitions of facilitative leadership from the literature and contains the core values and skills of facilitative leaders, allowing for a comparison between the different definitions.

Table 1: Facilitative leadership definitions

Reference	Definition	Core values and skills
(Svara, 1990)	“The mayor facilitates, that is, accomplishes objectives through enhancing the efforts of others, rather than seeking power as the way to accomplish tasks, the facilitative mayor seeks to empower others” (1990, p87).	Involving Inclusive Empowering
(Schwarz, 2006)	“The facilitative leader approach, which as the mutual learning model at its core, is one successful approach to creating an organisational culture of collaboration” (Schwarz, 2006, p300).	Mutual learning model: <ul style="list-style-type: none"> • Valid information • Free and informed choice • Compassion • Internal commitment
(Van Meerkerk & Edelenbos, 2018)	“This literature pays attention to the role of leaders in creating a context in which a team operates effectively... also indicated the importance of a facilitative leadership style for effective collaboration and communication between organisations to emerge” (Van Meerkerk & Edelenbos, 2018, p4).	<ul style="list-style-type: none"> • Empowering • Participation
(Chen et al., 2018)	“The key features of facilitative leadership are collective rather than hegemonic leadership. Attractive rather than coercive leadership, win-win rather than solipsistic leadership, and empowering rather than patronal leadership” (Chen et al., 2018, p1).	<ul style="list-style-type: none"> • Collective • Attractive • Win-win • Empowering others
(Kaimal et al., 2017)	“The term <i>facilitative</i> is used because CATs (Creative Arts Therapy) employ the therapy process for the betterment of others, leadership can be a collaborative process that facilitated a collectively desirable outcome” (Kaimal et al., 2017, p1).	<ul style="list-style-type: none"> • Collaborative
(Dashtevski et al., 2019)	“... it is said to be done by enabling the group to take full control and responsibility for their work. The leader must have a vision, and that use of facilitation will lead us finally to answer the questions; how to motivate people?” (Dashtevski et al., 2019, p5).	<ul style="list-style-type: none"> • Enabling • Empowering • Encourage involvement

(Nummi, 2018)	“Facilitative Leadership is a participatory way of guiding a group. It focuses on developing self-recognition of the whole system on the individual level. When this is achieved there are no questions about the motives of the group, or if there is alignment between group members. It is about getting everyone in the same room, creating a mutual understanding of goals and co-operation, and reviewing work processes in order to have a common goal, shared way of working. A culture of co-operation is created most effectively when people get together and communicate directly, not when they work in isolation” (Nummi, 2018, p11).	<ul style="list-style-type: none"> • Participating leader • Group alignment • Mutual understanding
(Hirst et al., 2004)	“Facilitative leadership is the term we use to describe leaders who promote respect and positive relationships between team members, productive conflict resolution, and open expression of ideas and opinions” (Hirst et al., 2004, p2).	<ul style="list-style-type: none"> • Respect • Positive relationships • Productive conflict management • Open expression

For this study, the following definition is adopted:

A facilitative leader is defined as a leader who guides and supports a group to achieve their goal by creating the context in which the team operates effectively. The facilitative leader empowers individual members of the team by enhancing the efforts of the members, to effectively collaborate and collectively deliver a desirable outcome. This is done by encouraging open expression of ideas and opinions, positive relationships, cooperation, co-creation, and conflict resolution.

This definition was adopted from summarising the various definitions defined in previous literature and encompass and contains all the key aspects, skills and outcomes of facilitative leadership as interpreted by the researcher.

2.5.2. Other facilitative leadership studies to date

In the literature, facilitative leadership and its influences have been studied in various teams across an array of industries. These industries include various government milieus such as local and urban governance and mayors, security services and public libraries. Further fields include more generic organisational teams and business units such as Research and Development (R&D), project management and international leadership. The creative art therapies and libraries are also settings where facilitative leadership has been studied.

In his seminal work, where Svava defined facilitative leadership, he defined it in the context of studies of the American local governments (Svava, 1990). Facilitative leadership can be applied to mayors as mayors in local governments need to facilitate to accomplish tasks by empowering others as opposed to seeking power to accomplish tasks (Dyhrberg-Noerregaard & Kjaer, 2014; Svava, 1990). Modern-day urban governance is demanding, challenging and exists within a complex environment and urban governance leaders, such as mayors and city managers, can effectively navigate this environment by leaning on facilitative leadership styles (Stoker, 2008). Being a facilitative leader, a mayor empowers others to partake in their leadership process and subsequently, they increase and expand their influence to navigate the challenges they face to band together fragmented sets of partners and citizens and deliver on a shared vision for their local or urban area (Dyhrberg-Noerregaard & Kjaer, 2014; Stoker, 2008).

Within the local and urban governance setting, Dyhrber-Noerregaard and Kjaer (2014) stated that within the political field, leaders who practice facilitative leadership by including and empowering others have not only increased their influence but has done so in such a manner that other stakeholders have not lost influence congruently. By involving other stakeholders does not relinquish leadership away from mayors practising facilitative leadership but alternatively, they are seen as stronger leaders the stronger their stakeholders and team members are, which is also true for the opposite (Dyhrberg-Noerregaard & Kjaer, 2014). Mayors cannot merely practise being a facilitative leader, although personality and capabilities impact their leadership style, the institutional framing of their role also impacts the way they lead and the extent to which they renounce authority, power and decision making (Stoker, 2008).

Building on the work of Svava, Moore (2014) studied facilitative leadership as a theory to empower staff and stakeholders in public libraries. Facilitative leadership has led to better decision making, failing forward by learning from mistakes and engagement in meaningful conversations within libraries where facilitative leadership was implemented (Moore, 2014). Moore (2014) also stipulates that facilitative leadership is not a rescue mechanism as it does not perform tasks for people which they can perform themselves but rather it helps people to better understand each other so that those common goals can be instituted. Within the security services, Dashtevski, et al. (2019) also applies facilitative leadership to building a communication network where people can openly talk about

problems and particular matters that need to be solved through decision making. Security services, such as the police service, function in highly stressful and challenging situations and need to deal with events that might disrupt global security and cause major losses and victims, and facilitative leadership in these services will allow for a different way to think and act in these situations (Dashtevski et al., 2019).

By focusing on an educational setting and the role of a school principal, Nordick, Putney and Jones (2019) explored the attitudes, practises and behaviours of school principals which advanced collective teacher self-efficacy. For a school principal to develop collective teacher self-efficacy, they need to exhibit facilitative leadership which is characterised by providing supportive relationships through clear communication, shared common goals through collaboration and providing professional support to advance teacher expertise (Nordick et al., 2019). Within the creative arts therapies (CATs), Kaimal, et al. (2017) do not look at the consequence of facilitative leadership but rather as a leadership framework and which components this framework consists of. A model of facilitative leadership in the CATs consists of three skills the facilitative leader needs to exhibit, namely developing others, developing self and envisioning the future (Kaimal et al., 2017).

Facilitative leadership has also been studied within Research and Development (R&D) teams within the organisational context. It was found by Hirst, et al. (2004) that there is a positive correlation between leadership learning and facilitative leadership, which in turn has a positive correlation on team performance as well as team reflexivity. An earlier study within R&D teams, also states that facilitative leadership has a positive correlation on team climate, with an indirect positive correlation on the performance of the team (Pirola-Merlo, Hartel, Mann & Hirst, 2002). Within R&D teams, boundary-spanning refers to individuals who are not bounded by their organisational and team boundaries but who creates a collaborative environment by coordinating and facilitating collaboration between teams with different interests (Bordogna, 2019). Van Meerkerk and Edelenbos (2018) found in their studies that a facilitative leadership style will foster boundary-spanning activity, which is positively related to team trust and network performance.

Facilitative leadership can also be applied to a global context where one state or group uses its resources to influence another state or group to achieve a common goal (Chen, et al., 2018). Following international facilitative leadership will allow for a win-win situation

where the international community's common goals are aggrandised.

Facilitative leadership has been studied in industries such as local government, educational institutes, R&D teams, project management and international leadership, but not enough research has been done in the context of CE&I within the relevance of dynamic environments. To cultivate CE&I certain leadership competencies are required, such as delegation, coordination, co-creation and collaboration (Kuratko et al., 2011), which are vital competencies associated with facilitative leadership. In the next section, the benefits of facilitative leadership are argued to show why facilitative leadership is required for CE&I cultivation in organisations.

2.5.3. Importance of facilitative leadership for CE&I

2.5.3.1. Antecedents and outcomes

Without the right leadership competencies, an organisation will not be able to implement and benefit from corporate entrepreneurship and innovation (Leiponen, 2005). Leiponen (2005) also found that these skills required for corporate entrepreneurship and innovation relate to collaboration, synthesizing information and coordinating complementary skill sets and talents. Organisational dimensions are also important for successful CE&I and Kuratko, Hornsby and Covin (2014) identified five specific dimensions which are stated as the antecedents to corporate entrepreneurship and innovation and these dimensions as “(1) top management support, (2) work discretion/autonomy, (3) rewards/reinforcement, (4) time availability, and (5) organizational boundaries” (Kuratko et al., 2014, p39). This study highlights why a facilitative leadership approach in this dimension is critical.

CE&I are not ring-fenced to one particular area within an organisation but is a multi-dimensional process that spans many different portfolios and business units, all needed to provide insights and input into decision making and collaboration efforts (Coulon, Ernst, Lichtenthaler & Vollmoeller, 2009). Facilitative leaders approach leadership in a less imposing manner compared to more traditional leaders by creating inclusive and unrestrictive environments for their direct reports to communicate in (Fryer, 2012). Van Meerkerk and Edelenbos (2018) also studied the environment created by facilitative leaders and have found that by following facilitative leadership, a leader can enable and remove barriers, for crossing organisational networks by individuals in their team.

By following a facilitative leadership approach, Roger Schwarz (2006) defined various outcomes created by such leaders for the organisation and are “(1) increased quality of decisions or results, (2) increased commitment to implementing the results, (3) reduced time for effective implementation, (4) improved working relationships, (5) increased organisational learning and (6) enhanced personal satisfaction” (2006, p281).

2.5.3.2. Decision Making

Organisational growth is seen as a dynamic process that is influenced by decisions taken by leaders and the decisioning process consists of three phases namely the consideration phase, a reflection phase and a final decision phase (Schwab, Gold, Kunz & Reiner, 2017). Not only are decision making vital for organisational growth, firms that are in a growth phase require leaders to make more decisions when compared to a pre-growth phase and these decisions are also more diverse in nature (Schwab et al., 2017). In the age of the 4IR and dynamic environments, organisational decision making is becoming more complex as decisions are needed to be made more rapidly, data sets needed for decision making is becoming larger and fewer decisions can be replicated (Shrestha & Ben-Menahem, 2019). A facilitative leader will be the catalyst of an increase in the quality of decisions to be made, which will directly impact and contribute to organisational growth (Schwarz, 2006).

2.5.3.3. Commitment to Implementing

Due to the uncertain business environment brought on by the 4IR organisations need to continuously innovate to achieve growth and survive in the face of continuous competition, but these continuous efforts might lead to innovation fatigue and employee burnout (Chung, Choi & Du, 2017). When innovation is not continuously implemented, organisations will not reap the benefits of innovation such as an increase in market share, more satisfied customers and organisational efficiency (Chung et al., 2017). Employee commitment is an essential outcome that leads employees to perform effectively and delivers on organisational goals but it is driven by how leaders align and inspire their colleagues (Haque, Fernando & Caputi, 2019). Yu, Yen, Barnes and Huang (2019) echoes that committed employees are more likely to buy in and support their organisation’s goals, are more committed and loyal to their organisation and deliver better performance and outcomes.

2.5.3.4. Effective implementation (reduced time)

The pace of change brought on by dynamic environments is escalating as new technologies are launched and more data is being generated, and organisations need to implement innovation much faster to achieve their organisational goals and strategy (Shrestha & Ben-Menahem, 2019; Xu et al., 2018). Due to these dynamic environments, organisations face change constantly and leaders and teams need to be more adaptive to implement innovation effectively (Rigby, Elk & Berez, 2020). Unproductive employee time is reduced by a facilitative leader as they decrease fruitless conflicts which can arise from defensive behaviours as they include employees when they test attributes with the people whom they make the attributes to (Schwarz, 2006). This frees up employee time to effectively implement strategies and deliver on goals.

2.5.3.5. Improved working relationships

Interpersonal relationships between employees play a key role in an organisation where the tasks employees are required to perform are becoming more interdependent as team utilisation to perform these tasks increase (Colbert, Bono & Purvanova, 2016). Within the existing organisational environment, information-centricity requires employees to unavoidably interact and form relationships with their colleagues and these relationships influence organisational outcomes and performance (Methot, Melwani & Rothman, 2017). Working relationships also enable employees to actively pursue opportunities for development and growth, and a consequence of facilitative leadership will advocate for positive working relationships (Colbert et al., 2016; Schwarz, 2006).

By applying facilitative leadership, regional mayors have resulted in a non-zero-sum conception of power, which indicated that the more power is given away by a mayor to their followers and stakeholders, the more power they hold, as opposed to traditional beliefs where a leader has less power if it is given away to followers (Dyhrberg-Noerregaard & Kjaer, 2014). Mayors following a facilitative leadership style, are also able to partner with different stakeholders and effectively work with, and alongside these stakeholders, would be outward-looking and not follow only a narrow view of party politics and also provide drive and energy in a complex environment through focused decision making (Stoker, 2008).

2.5.3.6. Increased organisational learning

Organisational learning refers to the process of improving organisational processes and practices through improved knowledge, which is obtained through learning experiences (Valentine, 2017). Organisational learning has a direct correlation to the adoption and execution of organisational innovation as it enables external knowledge to be transferred into, and absorbed within the organisation which in turn enables innovation (Martinez-Costa & Jimenez-Jimenez, 2019). Leaders also facilitate the development of various learning processes which subsequently lead to better innovation outcomes (Darwish et al., 2020) and facilitative leaders, in particular, evoke a shared learning approach that increases their employees' understanding as they allow for assumptions to be tested against valid information (Schwarz, 2006).

2.5.3.7. Enhanced personal satisfaction

Through the shared learning approach, a facilitative leader creates trust within the team and reduced defensive behaviour, which in turn increases personal satisfaction amongst employees (Schwarz, 2006). Increased personal satisfaction has been found to invigorate actions from an employee to achieve specific goals which meet desired criteria (Tur-Porcar, Roig-Tierno & Llorca Mestre, 2018). In his study, Warr (2018) found that satisfaction is further increased through greater job autonomy, minimised conflict and reduced job ambiguity, which is realised through facilitative leadership. Furthermore, to deliver on corporate entrepreneurship and innovation, and to overcome innovation fatigue, facilitative leaders provide learning opportunities for employees, which leads to overcoming their cognitive structures of previous knowledge, which is found to cause innovation fatigue (Chung et al., 2017; Darwish et al., 2020).

2.5.3.8. Facilitative leadership for CE&I

CE&I requires specific skills from the leader as well as at an organisational level. Five internal organisational dimensions for corporate entrepreneurship were identified by Kuratko, Horsby and Covin (2014), in which employees are enabled to deliver on credible CE&I. It is also stated that these environments are controllable by leaders (Kuratko et al., 2014). Dyer, Gregerson and Christensen (2009) identified four personal behavioural patterns in which they learn and obtain information. It is argued that both at an individual and organisational level, facilitative leadership is needed to enable CI&I as the characteristics of facilitative leaders correspond with that of the five internal organisational

dimensions as well as the four personal behaviour patterns.

By following a facilitative leadership style, various benefits can be achieved at an organisational and personal level, to achieve corporate entrepreneurship and innovation. Further studies recommended by van Meerkerk and Edelenbos (2018) include more insights from psychology and the behaviour of individuals and groups and the behaviour of network actors (in boundary-spanning). As not much is known in the literature on facilitative leadership, intra- and interpersonal factors which influence leadership will be discussed.

2.6. Intra- and interpersonal factors that influence leadership

Organisations can be described as a complex system and within this complex system, Bronfenbrenner (1992) states that there is the developing person, the environment they are in and the interaction between the person and this environment. Within dynamic environments, for a leader to lead strategically, they need to successfully lead within the levels of self, others and organisational (Crossan et al., 2008). Within leadership development, two dimensions are identified along which leaders develop, namely the intrapersonal dimension and the interpersonal dimension (Subramony et al., 2018). The environment dimension will not be considered for this study to ensure the research remains focused, although the importance of the environment in which a leader performs is acknowledged.

2.6.1. Intrapersonal factors

Leadership intrapersonal issues relate to topics such as behavioural skills, cognitive and meta-cognitive skills acquired when promoting into a higher-level position, learning from previous experiences and embedded individual characteristics such as work orientation and those gained from career growth (Crossan et al., 2008; Subramony et al., 2018). Ingram et al. (2019) also relates intrapersonal abilities to personal problem solving and decision-making capabilities.

Dyer, Gregersen and Christensen (2009) articulated that innovative entrepreneurs differ from traditional managers and executives in four key behavioural patterns which are the way through which these entrepreneurial individuals question, observe, experiment and network (Dyer et al., 2009). T

2.6.2. Interpersonal factors

Leadership interpersonal issues relate to topics such as the capacity and capability for individuals to build relationships with each other and engage in authentic leadership with others (Crossan et al., 2008; Subramony et al., 2018). This is also echoed by Ingram et al. (2019) who relates interpersonal abilities to social demands with stakeholders inside and outside of the organisation.

2.7. Four relevant leadership styles which underpin facilitative leadership

One of the most critical factors that can affect an organisation's success or failure is its leaders and their leadership style, which is the way they influence or motivate others to reach and achieve their personal and organisational goals (Al Khajeh, 2018). The relationship between leadership behaviours and whether they boost or impair follower performance has been the subject of various studies on leadership types (Gottfredson & Aguinis, 2017). Various new leadership theories have been identified in the literature such as charismatic leadership, transactional leadership, **transformational** leadership, **servant** leadership, authentic leadership, **contextual** leadership, **visionary** leadership, ethical leadership, spiritual leadership and shared leadership (Anderson & Sun, 2017; Day, 2014; Oc, 2018; van der Voet & Steijn, 2020).

For the scope of this research, facilitative leadership will be examined from the perspective of four leadership styles, namely contextual leadership, visionary leadership, transformational leadership and servant leadership, owing to the lack of empirical studies done on facilitative leadership. These four leadership styles have been selected based on their relevance to CE&I in the literature. Based on this selection, the intra- and interpersonal factors of these four leadership styles will be discussed and compared.

2.7.1. Inter- and intrapersonal factors of contextual leadership

Within the changing era of the 4IR and the need for organisations to innovate, organisational context is an important consideration as leadership does not transpire in isolation but rather within this multi-layered and multi-faceted organisational context (Osborn & Marion, 2009). A contextual leader prioritises their practices and decisions according to their situational and contextual requirements, such as team capabilities, internal and external pressures and resource availability, in the surroundings they find themselves in (Shalley & Gilson, 2004).

The organisational context within which a team and the leader functions, determines the leadership style of the leader and their follower attributions and this, in turn, yields resultant outcomes such as the effectiveness of the leader and the turnover intentions of the followers (Oc, 2018). A contextual leader will provide a vision and set specific goals, will develop their employees, is approachable, create a positive working environment and collaborate with all stakeholders (Noman, Hashim, Shaik Abdullah, 2018). Contextual leaders also need to use information and knowledge of the contextual surroundings to guide and lead followers, and this is achieved by working with followers to discover what information is available and to connect with followers to broaden potential information sources (Noman et al., 2018).

As with facilitative leadership, contextual leaders build on relationships and partner with followers and stakeholders to achieve a common goal, such as innovation. Both these leadership styles create a positive work environment for this goal to be achieved.

2.7.2. Inter- and intrapersonal factors of visionary leadership

Leaders who are successful in motivating their followers and mobilise them to achieve the organisational goals, all seem to be able to communicate the organisational vision and Van Knippenberg and Stam (2014) defines visionary leadership as “the communication of a future image of a collective with the intention to persuade others to its realization, is widely seen as a particularly effective way of mobilizing and motivating followers” (p241). Over the long run, visionary leadership is revealed to be positively related to higher team cohesion and team boundary management and is also a main determinant of organisational innovation (van der Voet & Steijn, 2020).

Visionary leaders encourage their followers and colleagues to surpass their self-interest to achieve organisational goals by being capable to articulate, communicate, prolongation and support the organisational vision (Van Knippenberg & Stam, 2014). They can communicate a vision and engage with their employees in such a way that through team collectiveness and engagement, the vision is implemented (van Knippenberg & Stam, 2014). Visionary leaders achieve this by being able to advocate the collective interest to their followers through communication skills, charisma, inspiration, higher self-motivation and self-efficacy and reflection (Van Knippenberg & Stam, 2014).

Facilitative leadership overlaps with visionary leadership as both leaderships engage and empower their followers and teams to deliver on organisational goals and innovation through engagement and open communication.

2.7.3. Inter- and intrapersonal factors of transformational leadership

Multiple studies have been done on transformational leadership and it is seen as one of the most studied leadership theories of the past two decades (Mhatre & Riggio, 2014). Pieterse, Van Knippenberg, Schippers and Stam (2010) defined transformational leadership as a “style of leadership that transforms followers to rise above their self-interest by altering their morale, ideals, interests, and values, motivating them to perform better than initially expected” (p610). Transformation leadership consists of four principal components which are: idealised influence (where the leader serves as a positive role model to followers), inspirational motivation (where followers are inspired and motivated), intellectual stimulation (where innovation and creative thinking is spurred) and individualised consideration (where the leader provides to the needs of each follower) (Buil et al., 2019; Mhatre & Riggio, 2014). One of the key outcomes of transformational leadership is that it directly affects employee performance through motivation, which empowers employees to identify which organisational goals to accomplish beyond expectations (Buil, Martinez & Matute, 2018). Followers who are led by a facilitative leader, perform better, are more creative and are better overall organisational citizens in their team and workplace (Jin, Seo & Shapiro, 2016).

A transformational leader has high ethics, morals and personal conduct and further intrapersonal skills of a transformational leader are charisma which allows for followers to identify with the leader, sacrificing self-gain for the collective, attentive to the needs of their followers and rising above their self-interest (Buil et al., 2018; Mhatre & Riggio, 2014; Pieterse et al., 2010). Transformational leader interpersonal skills consist of inspirational motivation where a vision is articulated to inspire followers, intellectual stimulation to encourage creativity, provide constant feedback, establish high-performance standards and individual consideration by attending to each follower’s needs, concerns and wants (Anderson & Sun, 2017; Buil et al., 2018; Mhatre & Riggio, 2014).

Fryer (2012) states that facilitative leadership is closely related to transformational leadership as both leadership types facilitate a positive working relationship amongst their followers and employees. In their study, Pirola-Merlo et al. (2002) found that both

transformational and facilitative leadership impact on team climate and obstacles to overcoming challenges. Transformational leadership, however, does rely on a hierarchical privilege in the organisation to lead and impose the vision and objectives, albeit through being empathetic and inspiration (Fryer, 2012). In contrast, facilitative leadership is about non-zero-sum leadership where the more power they give away, the more power they hold (Dyhrberg-Noerregaard & Kjer, 2014).

2.7.4. Inter- and intrapersonal factors of servant leadership

The philosophy regarding a servant leader is about mutual respect for one's colleagues and is in contrast to traditional leadership styles which make use of power and hierarchy to achieve organisational goals (Langhof & Guldenberg, 2020). Servant leadership places the legitimate feelings of others first and is a leadership type that focuses on the growth and development of their followers, by concurrently leading and serving them (Liden, Panaccio, Meuser, Hu & Wayne, 2014). Servant leaders have a positive impact on their team and organisational climate and culture and this culture, in turn, positively instigates employee engagement and team performance (Langhof & Guldenberg, 2020).

Servant leaders have various intrapersonal dimensions to their leadership style, such as being altruistic by wanting to make a positive impact and difference in others' lives, persuasive mapping through sound reasoning, courage by seeing things through a different lens, humility by understanding their strengths and weaknesses and by unconditionally considers a follower as a whole and not as a means to an end (Anderson & Sun, 2017; Langhof & Guldenberg, 2020). Interpersonal dimensions of servant leaders include relationship building by engaging followers as equal partners, open communication, mutual trust, empowerment of followers and holding followers accountable to deliver on goals (Anderson & Sun, 2017; Liden et al., 2014).

As with facilitative leadership, servant leadership creates an environment for their followers to be empowered, accountable and have open and honest communication channels.

Table 2 below summarises the definition of the four leadership styles discussed, with each style's intra- and interpersonal skills, to illustrate where the overlap is with facilitative leadership.

Table 2: Comparison between different leadership styles

Leadership Style	Definition	Intrapersonal Skills	Interpersonal skills
Contextual leadership	A contextual leader prioritises their practises and decisions according to their situational and contextual requirements, such as team capabilities, internal and external pressures and resource availability, in the surroundings they find themselves in (Shalley & Gilson, 2004).	<ul style="list-style-type: none"> - Approachable - Patterning of attention - Interpretation and decision making 	<ul style="list-style-type: none"> - Provide a vision - Set clear goals - Developing others - Create a positive working environment - Collaboration with stakeholders - Network development
Visionary leadership	“The communication of a future image of a collective with the intention to persuade others to its realization, is widely seen as a particularly effective way of mobilizing and motivating followers” (Van Knippenberg & Stam, 2014, p241)	<ul style="list-style-type: none"> - Charisma - Inspirational - Self-confidence - Trust - Self-efficacy - Reflection 	<ul style="list-style-type: none"> - Communication of a vision - Engagement - Lead to achieve a vision
Transformational leadership	“Style of leadership that transforms followers to rise above their self-interest by altering their morale, ideals, interests, and values, motivating them to perform better than initially expected” (Pieterse et al., 2010, p610)	<ul style="list-style-type: none"> - Ethics - Morals - Personal conduct - Charisma - Sacrifice self-gain - Attentive to the needs and wants of others - Rise above self-interest 	<ul style="list-style-type: none"> - Inspirational motivation - Clear vision - Intellectual stimulation - Communication and feedback - High-performance standards
Servant leadership	Servant leadership places the legitimate feelings of others first and is a leadership type that focuses on the growth and development of their followers, by concurrently leading and serving them (Liden et al., 2014)	<ul style="list-style-type: none"> - Altruistic - Persuasive mapping - Courage - Humility - Unconditional consideration - Authentic - Ethic 	<ul style="list-style-type: none"> - Relationship building - Open engagement - Open communication - Mutual trust - See followers as equal - Accountability - Empowerment of followers
Facilitative leadership	A leader who guides and supports a group to achieve their goal by creating a context in which the team operates effectively. The facilitative leader empowers individual members of the team by enhancing the efforts of the members, to effectively collaborate and collectively deliver a desirable outcome. This is done by encouraging open expression of ideas and opinions, positive	The focus of this study	The focus of this study

	relationships, cooperation and conflict resolution.		
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2.8. Research gaps to date

Organisations find themselves in changing times brought on by a dynamic external environment, and CE&I are needed for their sustainability, growth and survival. Distinct leadership skills are required to create a culture of corporate entrepreneurship and deliver on innovation (Dyer et al., 2009; Schoemaker et al., 2013; Sousa & Rocha, 2019) and facilitative leadership has been identified as one such leadership style. Facilitative leadership has been studied in various industries but not in the context of corporate entrepreneurship and innovation. Although distinct benefits of facilitative leadership exist, the literature still lacks conclusive empirical studies stating the intra- and interpersonal skills of a facilitative leader, to deliver on corporate entrepreneurship and innovation.

2.9. Literature review: Conclusion

The literature provided evidence that facilitative leadership is needed in the dynamic environment in which organisations operate, to cultivate CE&I.

Organisations operate in dynamic external environments in which they need to remain competitive, grow and survive in. The dynamism within this dynamic external environment can be contributed to the pace of change brought on by technological advances made during the different industrial revolutions and most recently caused by the COVID-19 pandemic. For organisations to remain competitive, they need to cultivate CE&I to create new businesses and transform themselves. Facilitative leadership has been identified as a leadership style that will enable the cultivation of organisational CE&I as it allows for co-creation of the shared vision within the construct of followers and leaders. The benefits of a facilitative leadership style include better decision making, a commitment for implementation, effective implementation, enhanced personal satisfaction and increased organisational learning.

This chapter also presents a gap in the literature identified on the intra- and inter-personal skills required by a facilitative leader to enable Corporate Entrepreneurship and Innovation (CE&I). Chapter three will detail the research questions that will be explored to answer the research question and ascertain a solution for the research problem.

3. Research Questions

This chapter focuses on the precise purpose of this research and presents the synopsis of the research questions which will be investigated in this study. Research questions are used to indicate what the researcher wants to understand about the research problem identified for their study (Given, 2012). The below research questions presented indicate the stated purpose of the study and subsequently deal with the stated research problem.

The literature review indicated that facilitative leadership is a leadership style that cultivates corporate entrepreneurship and innovation within organisations. The intra- and inter cognitive behaviours of a facilitative leader is however not well researched and this study focused on ascertaining which are these skills and in what order are they to be learned or acquired by the leader, to be a facilitative leader.

This study directs attention to and focuses on answering the following two research questions:

3.1. Research Question 1 (RQ1)

What are the key intrapersonal factors and cognitive behaviours that impact facilitative leadership?

The purpose of this research question was to comprehensively investigate, understand and ascertain what are the intra-personal cognitive behaviours that are needed by a leader, including skills, competencies, behaviours, attitudes and mindset, to be deemed a facilitative leader.

3.2. Research Question 2 (RQ2)

What are the key interpersonal factors and cognitive behaviours that impact facilitative leadership?

The purpose of this research question was to comprehensively investigate, understand and ascertain what are the inter-personal cognitive behaviours that are needed by a leader, including skills, competencies, behaviours, attitudes, and mindset, to be deemed a facilitative leader.

The research methodology will be described in chapter four and this methodology was derived from how these research questions were answered.

4. Research methodology and design

4.1. Introduction

Preceding chapters detailed a comprehensive review of the literature and the research questions associated with the purpose of this study. This chapter depicts the research methodology and design used in the study to understand which intra- and inter-personal cognitive behaviours are needed to be a facilitative leader, and which of these skills are needed to be acquired first and in which order.

4.2. Research design

Saunders and Lewis (2018) advocate that the chosen research method applied to a study is a principal factor in evaluating the quality of the research. In this section, details are presented on which research methodology was used in this study, to address the research topic consistent with the requirements for quality academic research and to answer the three research questions presented in chapter three.

4.2.1. Purpose of research design

By following an exploratory methodological research approach, new information about the intra- and interpersonal skills of a leader, to be a facilitative leader, was discovered to aid in building on existing theory about facilitative leadership. An exploratory research study aims to obtain a new understanding by asking new questions and assessing a topic in a different way than done before (Saunders & Lewis, 2018) and can be contextualised as a perspective to approach and conduct a social enquiry to build on new theory (Davies, 2011).

4.2.2. Philosophy

For this research study, an interpretivism philosophy was used due to the aim of the study being to define which intra- and inter-personal leadership skills and attributes are needed by a facilitative leader. An interpretivism philosophy is defined by Saunders and Lewis (2018) as a social phenomenon study in the participant's natural environments. Experiences were established based on individual leaders' perspective and skills to gain an understanding of how they interpret their reality of facilitating teams in the workplace.

4.2.3. Approach selected

An inductive research approach builds on theory from the bottom up by using specific observations to broaden generalisation and theory (Saunders & Lewis, 2018). An inductive approach was applied for this study as it persuaded an understanding of the meanings attached by the participants given their experiential knowledge in their organisational environment and in facilitating organisational outcomes.

4.2.4. Methodological choices

Qualitative data collection and research makes use of linguistic material produced through talking, listening or observing and to analyse and scrutinize his material to understand social fields, phenomena and experiences (Flick, 2018). Qualitative research studies analyse the meanings, and the relationship between these meanings, of participants, using data collection and analytical measures to develop a conceptual framework and contribution to theory (Saunders, Lewis & Thornhill, 2016). A mono method qualitative method was used in this study, as data were collected through a questionnaire by way of semi-structured interview questions.

4.2.5. Research Strategy

A research strategy is vital as it assists in answering the research question and if it meets the research objectives (Saunders & Lewis, 2018). Phenomenology is a qualitative design where the researcher tries to understand the participant's lived experiences about a specific phenomenon (Creswell, Hanson, Plano & Morales, 2007). A phenomenon qualitative strategy was applied for this research as participants were interviewed to understand their experiences and practices in applying facilitative leadership in their organisational environment.

4.2.6. Time horizon

A cross-sectional time horizon study is defined as a study of a distinct topic that takes place at a definite time (Saunders & Lewis, 2018). The research was time-constrained and thus a cross-sectional time horizon study due to data being collected based on the views and perceptions of the participants and provide a snapshot over a short period. Participants interviews took place between July 2021 and September 2021.

4.3. Research methodology

4.3.1. Population

Saunders and Lewis (2018) define the population as the complete set of group members and stipulate that the population is not only individuals or people but that it can include organisations, places or complete lists. For a phenomenology research strategy, the population source is psychology and education (Creswell et al., 2007).

The population of this study were thus recognised as individuals who hold senior management roles and are responsible or critically involved in corporate entrepreneurship and innovation through facilitative leadership. The definition of facilitative leadership as defined in section 2.5.1 were used to identify these leaders who are seen as co-creating with their teams, supporting their teams to deliver on CE&I initiatives and empowering their team members.

Senior management in the context of this study is defined as an organisational position up to three levels below the Chief Executive Officer (CEO) and would include titles such as Head of Department, Senior Manager, Executive Manager, C-suite titles and Directors. Furthermore, the population was also required to be actively involved in their organisation's innovation processes, initiatives or projects, or understand their organisation's innovation processes and procedures. The population was expected to exhibit certain management skills and management types which enable teams to enable and execute innovation in their respective organisations.

Participants for this study were to hold their senior management positions in large enterprises in the South African privately owned, banking and financial sectors which allowed this study to focus on innovation and organisational change in the banking and financial environments.

Participants who partook in this research were expected to have held tenure in their organisations long enough to have influenced corporate entrepreneurship and innovation. Participants were also required to have staff members reporting to them directly, either permanently or as part of a group that is responsible for delivering innovation in their organisation. This allowed the participants to have the appropriate knowledge and experience which was required for this study to ascertain how these leaders have

managed and led teams successfully to execute corporate entrepreneurship and innovation by exhibiting intra- and inter-personal facilitative leadership skills.

4.3.2. Unit of analysis

The unit of analysis for a phenomenology research strategy is identified as several individuals who have shared the experience (Creswell et al., 2007). The unit of analysis for this research was thus individuals from the population to obtain their individual perceptions and views on what intra- and inter-personal skills and competencies are exhibited through facilitative leaders to achieve CE&I in their organisations in South Africa.

Epistemology is a subset of psychology relating to the nature of knowledge, to ascertain what can be considered as valid knowledge and can be seen as a discussion on knowledge, how it is gained or derived and what criteria must be met to be considered as valid (Qadir, 2020). For this study, it was thus important for the individual participants selected to take part in the study to have expert knowledge on organisational CE&I through facilitative leadership and management.

4.3.3. Sampling method and size

Saunders and Lewis (2018) define a sample as a sub-group of all group members who belong to the entire population. Sampling is defined by Robinson (2014) as a deliberate process of defining the inclusion and exclusion criteria to form a boundary of attributes specific to the research study.

In a qualitative study, the quality and richness of the data collected from the participating participants, to provide sufficient information for a rich analysis, are seen as the key criteria for assessing research validity and not necessarily the size of the research sample (Robinson, 2014). It is therefore recommended that, for the research purpose to be met, that sampling should incur until theoretical saturation occurs (Guest, Brunce & Johnson, 2006). This is however not possible in practice and through their study, Guest, Bunce and Johnson (2006) found that data saturation is mostly met after twelve (12) interviews.

A sample size of fifteen participants was identified, invited, and interviewed in this research as this sample size was in line with qualitative research guidelines as set out by Saunders and Lewis (2018) and deemed feasible within the research time horizon, research

objectives and to ensure data collected is sufficient and rich in information (Robinson, 2014).

Participants included in this research were selected by making use of a purposive sampling strategy. A purposive sampling strategy is defined as a non-random way where certain criteria, traits or reasons are specified for the selection of participants. Participants were selected purposively because they are experts on the topic being researched and they depict certain characteristics relevant to the research topic (Robinson, 2014). In a typical case, purposive sampling is defined as a sample that will be illustrative and is considered representative of the population, although not statistically with an underlying premise that the sample is typical of the population (Saunders & Lewis, 2018).

In qualitative research, data triangulation is defined as the use of multiple methods or data sources to derive a comprehensive understanding of the phenomena being studied, to enhance objectivity and validity (Carter, Bryant-Lukosius, Dicenso, Blythe & Neville, 2014). Method triangulation used in qualitative research studies includes the use of multiple methods of data collection, which may include interviews, observation and field notes (Carter et al., 2014). In this study, interview notes were compared to ascertain if any similar results are being found amongst participants. Triangulation was also applied by a comparative analysis of the data collected during interviews, segmented by the different organisations as well as different leadership managerial levels.

Stringent selection criteria were imposed to ensure the research participants are well qualified, using the researcher's and supervisor's network of influence to achieve the snowballing effect, where participants were identified through a non-random way where interviewed participants identified potential participants in their networks, who were also approached by the researcher and interviewed in this study (Saunders & Lewis, 2018).

4.3.4. Measurement instrument

Measurement instruments refer to the tools or means by which researchers attempt to measure variables in the data gathering process and is the device used for data collection (Hsu & Sandford, 2012).

A semi-structured interview is an interview where data is collected by the interviewer asking about a set of themes by making use of some predetermined questions, but the

order varies in which the themes are covered and the questions asked (Saunders & Lewis, 2018). Semi-structured interviews require a certain level of knowledge in the research topic, as questions are based on previous knowledge. For this research interview questions were composed before the interviews and formulated using an interview guide. The interview guide offered a focused structure for the interview as it covered main subjects pertaining to the topic of research although the order was not followed strictly (Kallio, Pietila, Johnson & Kangasniemi, 2016).

The measurement instrument in this research study was in the form of an interview guide which was used in semi-structured online voice interviews. The interview guide was designed jointly between the research supervisor and researcher were open ended questions were constructed to focus on each of the two research questions of this study. The interview questions were targeted and understanding the intra- and inter-personal cognitive behaviours of a facilitative leader and which of these skills might the leader need to have first to be a successful facilitative leader, followed by which skills in sequence. Table 3 below depicts the six open ended interview questions mapped to the two research questions of this study.

Table 3: Mapping of research questions to interview questions

Research Question (RQ)	Interview question
What are the key intrapersonal factors and cognitive behaviours that impact facilitative leadership?	<ol style="list-style-type: none"> 1. What are the key intrapersonal factors and cognitive behaviours (skills, competencies, behaviours attitudes and mindsets) that impact facilitative leadership? 2. Please elaborate on the rational
What are the key interpersonal factors and cognitive behaviours that impact facilitative leadership?	<ol style="list-style-type: none"> 3. What are the key interpersonal factors and cognitive behaviours (skills, competencies, behaviours attitudes and mindsets) that impact facilitative leadership? 4. Please elaborate on the rational

4.3.4.1. Pilot testing

Non-sampling measurement errors can incur during interviews due to problems related to interviewers, participants and/or the questions in the interview guide (Rothgeb, 2015). A pilot test is used to identify any potential problems which might arise during the interview

process and learnings are used to eliminate these potential problems and refine the interview guide (Rothgeb, 2015). In qualitative research, pilot testing refers to testing the interview guide with a limited number of participants who are similar to the participants of the actual research interviews (Saunders et al., 2016).

Pilot testing was done in this research process by selecting two participants from the researcher’s organisation who have similar qualities and organisational titles to that of the sample qualifying requirements. The two pilot interviews were conducted to test the draft interview guide for clarity of interview questions and their suitability to answer the research questions. The pilot testing was also used to ascertain if 60 minutes will be a suitable time to conduct the interviews and obtain all the necessary information from the participants when answering the interview questions. It was also determined in the pilot test what the appropriate weighting of time should be spent on each of the interview questions.

Table 4 below provides an overview of the participants in the pilot test.

Feedback from the two pilot interviews and the feedback from the two participants were used jointly by the research supervisor and researcher to refine the final six interview questions. It also assisted the researcher to provide an introduction to facilitative leadership to all participants during the start of the interviews, without leading participants to answer in a specific manner or lead with specific skills and behaviours of facilitative leadership.

Table 4: Pilot testing interviews

Participant	Title	Finance Institution	Interview length
I	Head: Digital Acquisition	WesBank	27:03:00
li	Head: Sales Business Unit	WesBank	32:27:00

4.3.5. Data gathering process

Interviews are the most used methods to gather data in research and a semi-structured interview format is most frequently used in qualitative research (Kallio et al., 2016). A semi-structured interview is both versatile and flexible, particularly due to the flexibility of its structure, and the ability to enable reciprocity between the researcher and participant. This allows the researcher to improvise follow-up questions to gain clarity on the participants’ replies (Kallio et al., 2016).

Semi-structured interviews were used to gather data using an interview guide whilst field notes and electronic recordings of the interviews were kept capturing the context of the interview, the tone and mood of the participant.

These interviews were arranged by the researcher by contacting prospective senior managers in the banking and financial environment who contribute to innovation and change, through the researcher's network in FirstRand Bank as well as through contacts of the supervisor in other banks and financial organisations. Participants were also selected through the snowball effect making use of the researcher's and supervisor's social networks capital such as LinkedIn and Facebook.

Due to South Africa adhering to official lockdown regulations imposed to prevent the spread of the COVID-19 Delta variant across the nation, all interviews took place virtually by means of an online meeting. All interviews took place on the Microsoft Teams application and were recorded and transcribed by the application for record-keeping purposes and for the researcher to access recordings to complete the research findings.

4.3.6. Analysis approach

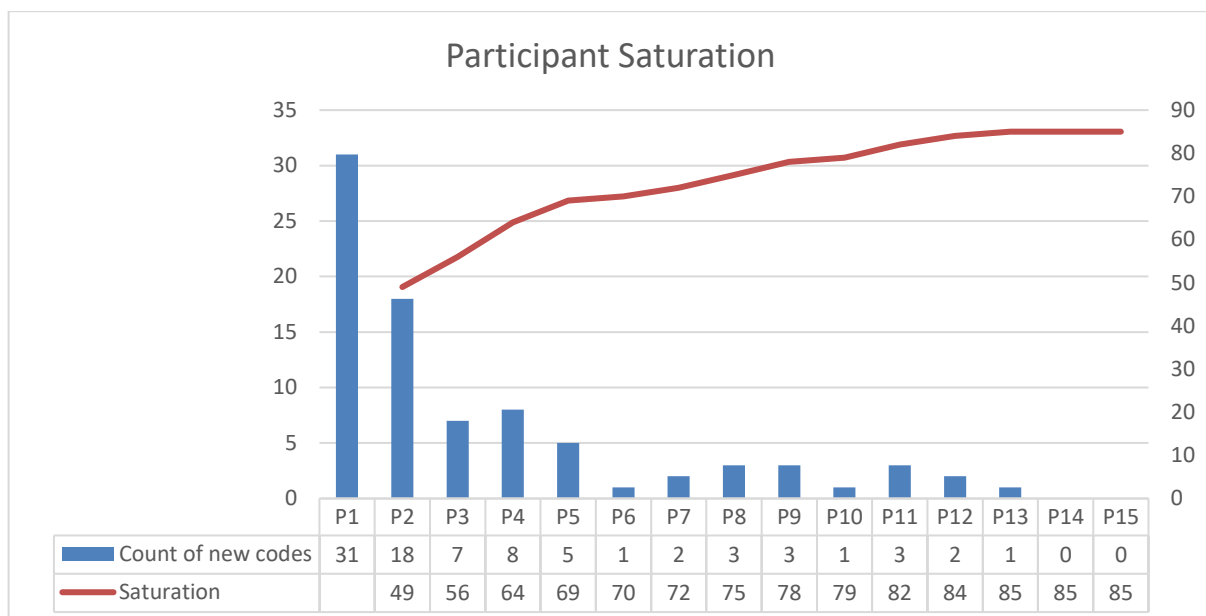
Data for this research was collected during semi-structured interviews making use of an iterative process where qualitative data were collected in each interview and data were analysed during the interview process, before all interviews were complete. This allowed the researcher to follow up on insights suggested in earlier interviews, with participants who partook in later interviews (Saunders & Lewis, 2018).

By following such an iterative process of data analysis, the interviewer was also able to identify when data saturation has been met. Saturation is defined as a point in time when no new information or themes are detected from the data collected during the semi-structured interviews (Guest et al., 2006).

A thematic analysis is defined as a research method for systematic identification, organisation and insights of themes across the data set (Braun & Clarke, 2012). A thematic analysis was followed for this research as this method allowed the researcher to make sense of collective or shared meanings and experiences, which is consistent with the definition of the phenomenology strategy of this research. A thematic approach

consists of 6 distinct phases, namely familiarising yourself with the data, generating initial codes, searching for themes, reviewing the themes, defining and naming themes and producing the report (Braun & Clarke, 2012). A thematic analysis was followed for this study and by making use of an iterative process, the researcher was cognisant of data saturation although the sample size was stated as 15.

Saturation for this research project was reached after 13 interviews, with participant 13 contributing one new code during their interview. No new codes were identified by participant 14 and participant 15. Graph 1 below depicts the number of new codes generated by each participant until saturation reached with participant 13.



Graph 1: Number of new codes generated per interview (adapted from (G. Guest et al., 2006))

4.3.7. Quality controls

The trustworthiness of qualitative data collected can be described by reliability and validity. Reliability refers to the trustworthiness of the data observation process whereas validity refers to the trustworthiness of the interpretation or conclusion of the data analysis (Stiles, 1993). The reliability of qualitative research can be enhanced by researchers, through credibility, transferability, dependability and confirmability (Riege, 2003).

Credibility

In a qualitative research study, credibility is a criterion for establishing trustworthiness and

refers to making the chain or process of evidence that supports the researcher's interpretation of the data collected as clear as possible (Rheinhardt, Kreiner, Gioia & Corley, 2019). To provide credibility to the research process, sufficient information is supplied which describes how data were collected and the procedures followed to analyse the data (Rheinhardt et al., 2019). Evidence is provided in this section on how data was collected, transferred, processed, stored, and uploaded into the Otter.ai and Atlas.ti platforms, each with digital audit trails. All data types and codes were also documented by the researcher and shared with the research supervisor. Data triangulation was also applied where data was peer-reviewed by the research supervisor.

Dependability

Dependability in qualitative research refers to how the research process was carried out and if this process was carried constantly and in line with qualitative research methodology conventions, rules and guidelines (Guest et al., 2021). All interviews took place on the Microsoft Teams platform and were recorded and transcribed digitally. Participants provided consent to these recordings and have access to the recordings and transcriptions on the platform, under the files tab. The researchers also took notes whilst the participants answered on Microsoft Word and these are stored with the consent form. All interview recordings were uploaded into the Otter.ai platform to transcribe voice to word and these transcripts were audited against the voice recording by the researcher. All the reviewed transcribes were uploaded into the Atlas.ti platform where a clear audit and track record is kept of all coding, grouping and saturation.

Conformability

Conformability in qualitative research studies relates to linking findings and data interpretation in such a way that it can be easily understood and consumed by others (Eriksson & Kovalainen, 2011). In this research, a full audit trail is kept by the researcher on Microsoft's One Drive cloud storage solution of all interview recordings and transcripts. All Atlas.ti coding and grouping are also stored on the Atlas.ti programme and can be shared by the researcher where requested. Coding was done by the researcher and themes were derived by the researcher in conjunction with the research supervisor. Codes generated from interviews were also compared to skills and cognitive behaviours of facilitative leaders as defined in the literature review in chapter 2.

Transferability

Transferability is seen in the literature as an important element of research rigour in qualitative studies and refers to how research can be transferred or related to other studies and contexts (Rheinhardt et al., 2019). Transferability in this research project was controlled by making use of a purposive sampling strategy when the fifteen participants were nominated and selected.

Table 5: Quality control strategies (adapted from (Forero et al., 2018))

Reliability Criteria	Recommended principle	Strategies applied
Credibility	Provide a detailed process of data collection and analysis	Chapter 4 of this research paper describes in detail which processes, and procedures were followed to construct and execute the study.
Dependability	Provide an auditable process and steps on how the research was conducted	All interviews took place on the Microsoft Teams platform and were recorded and transcribed. Participants also have access to these recordings and transcriptions on the platform. All transcripts were uploaded to the Atlas.ti platform where a clear audit and track record is kept.
Confirmability	Provide an audit trail of the process and make use of data triangulation	A full audit trail of the research process was kept and stored digitally on cloud storage through Microsoft One Drive. Codes were assessed by the researcher against the literature review and jointly with the research supervisor to test confirmability.
Transferability	Relating the research to other topics and contexts	Participants of the research were selected by making use of a purposive sampling strategy.

4.3.8. Limitations

Limitations of a study are the characteristics of the study's design or methodology which influences or impact the interpretation of findings by the researcher (Price & Murnan, 2004).

Limitations in the study included access to participants, given the current COVID-19 pandemic lockdown regulations. All interviews took place online through a digital call the researcher could not control the environment or avoid participants being distracted by other disturbances such as notifications on the participant's computer, incoming e-mails

or physical distractions in the space they interviewed from. Digital interviews prevented the researcher to ascertain body language and gauge facial expressions, although most interviews were done with video calling.

The ongoing COVID-19 pandemic and continued remote working enforced by organisations might impact the participants' responses to leadership as they navigate leading digitally as opposed to physically in an office environment. Further emotional strains might have impacted the leader's responses as they navigate mass lockdown regulations, fears, grief and uncertainty (Berinato, 2020; Xiong et al., 2020).

Participants interviewed have their personal worldview and possess subjective perceptions that can be a limitation on this study as the researcher can only rely on the participants' input as the truth.

The population of the research was also restricted to South Africa geographically and there might be limitations on how the research findings might be generalised to the study fields based on the unique culture in South Africa. This study also only reflected the perceptions and experiences of senior managers in the privately-owned banking sector and the research might not be transferable to other industries.

Biases are present in research when a person, place, thing or event is shown in a consistently inaccurate way (Price & Murnan, 2004). Researcher bias might be a limitation for this research as the researcher is not trained to conduct interviews and the researcher also interpreted the data and findings based on their understanding. Selection bias might also be a limitation when participants were selected to partake in the research and geographic bias might be present due to participants being selected from the Johannesburg metropole.

4.4. Conclusion

To answer the two research questions set out in chapter 03, this study followed a qualitative research approach to ascertain and obtain knowledge on the intra- and interpersonal skills of a facilitative leader, and in which order the leader need to gain these skills. The study was explorative in nature to gain more insights and information on the research topic. An inductive approach was followed for this study by obtaining data from unstructured interviews, by making use of an interview guide, to build on theory of

facilitative leadership theory.

5. Research results

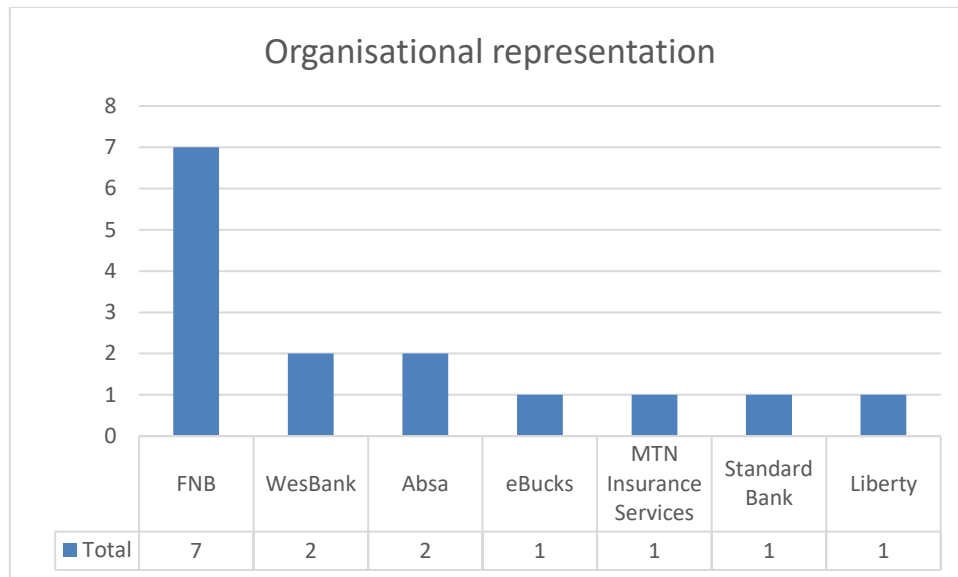
5.1. Introduction

Chapter three introduced the research questions of this study and the research methodology that was used to test these research questions were proposed in chapter four. This chapter describes the findings and outcomes as a result of the fifteen semi-structured interviews which were conducted with senior managers who are employed in the banking and financial services sector in South Africa, are heading up teams, that are involved in either executing on innovation strategies or setting these strategies and initiatives. The consistency matrix in Appendix C has been designed to ensure there are links between the literature review in chapter 2, the research questions presented in chapter 3 and the research methodology in chapter 4.

5.2. Description of sample and population

Fifteen participants were selected to partake in unstructured interviews, which were guided by the interview guide introduced in chapter 4. Participants were selected from the researcher's own organisation and circle of influence. Respondents were also identified by the research supervisor from their network. Further respondents were identified and invited to partake in the research through the snowball effect.

The fifteen participants selected for this study presented seven different organisations within the South African banking and financial sectors. Three of these organisations (WesBank, First National Bank and eBucks) are part of the FirstRand Bank group but are presented within the group as their own entities with their own executive committees, structures, cultures and product specialities (FirstRand, 2021). Due to their unique organisational characters, these three organisations were deemed fit for this research to each present a unique and different financial institution. Graph 2 depicts the organisational representation of the participants, with seven participants from FNB, two from Absa and WesBank and one participant each from eBucks, MTN Insurance Services, Standard Bank and Liberty.



Graph 2: Count of organisations represented by participants

To ensure participant anonymity, as stated in the informed consent letter presented to each participant, participants were assigned a code, in chronological order as they were interviewed. The sample of participants included nine females and six males who have been in a management position for at least five years, overseeing teams that are responsible to either execute on or develop innovative strategies within their organisations. Interviews were on average 46 minutes, with the shortest interview lasting 32 minutes and the longest 57 minutes.

Participants were selected across different business units in their organisations, including Marketing, Business Development, Knowledge Management, Strategy and Information Technology. Although all interviews were conducted digitally through video conferencing, all participants are based in Gauteng, South Africa and are employed by local organisations. A benefit of having a diverse group of participants, across different organisations, brands, organisational functions, and management levels, is for a diverse perspective and multiple discussions (Beitin, 2014).

Table 6 below provides a summary of the fifteen participants, their role titles within their organisations and which organisation they are currently employed at.

Table 6: Interview participants details

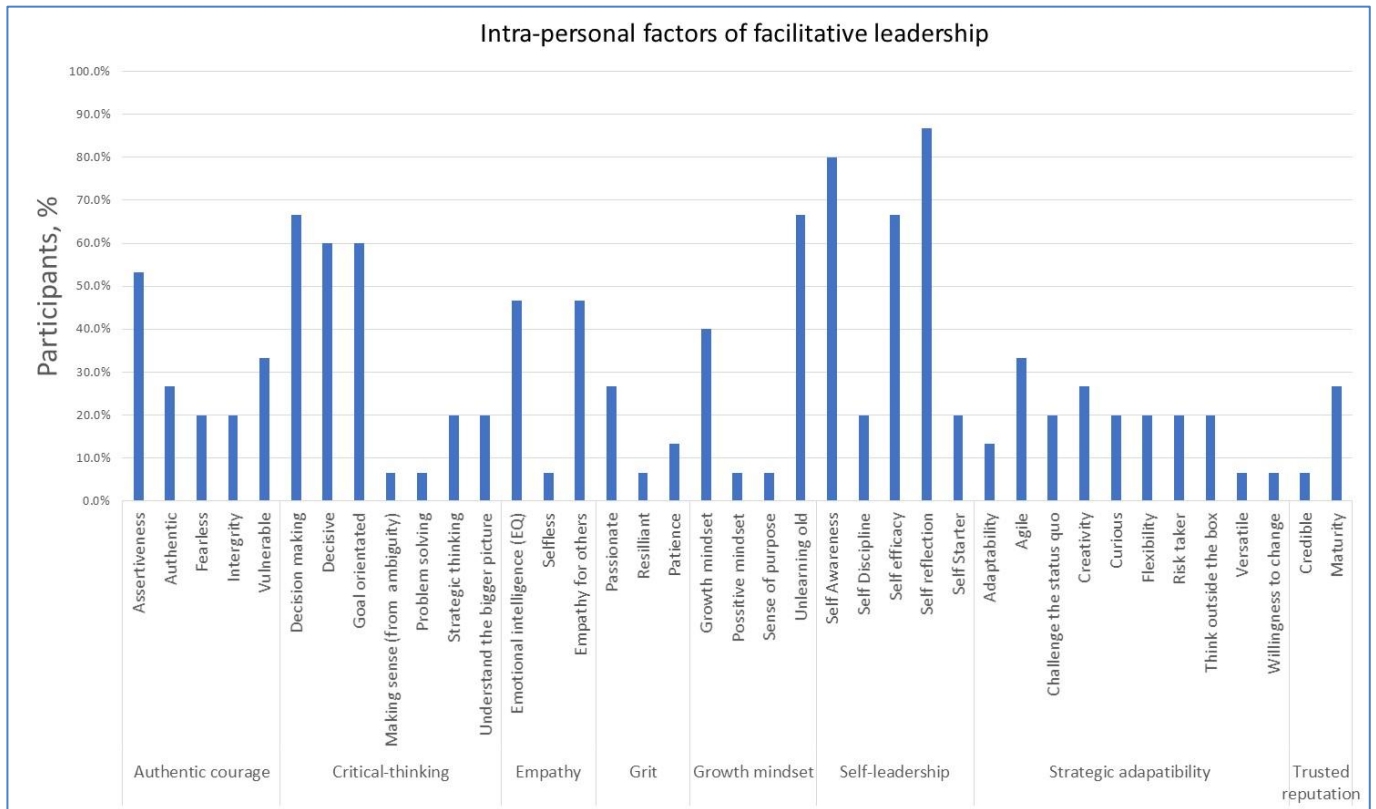
Participant	Title	Organisation	Interview length
Participant 1	Senior Manager: Retail Integration	WesBank	43:43:00
Participant 2	Head: Business Development	eBucks	47:25:00
Participant 3	Head: Business unit marketing	First National Bank (FNB)	45:32:00
Participant 4	Senior Marketing Manager	First National Bank (FNB)	44:06:00
Participant 5	Chief Information Officer	First National Bank (FNB)	31:57:00
Participant 6	Head: Property nav>>	First National Bank (FNB)	45:56:00
Participant 7	Head: Knowledge Management	WesBank	37:11:00
Participant 8	Head: Business unit marketing	First National Bank (FNB)	55:56:00
Participant 9	Direct Marketing Head	First National Bank (FNB)	41:04:00
Participant 10	Head: Product Development	Standard Bank	51:01:00
Participant 11	Head: CVM (Brand)	First National Bank (FNB)	56:48:00
Participant 12	Head: Product Strategy - Premium, Private Wealth, Business and Growth Segments	ABSA	57:23:00
Participant 13	Senior Manager: IT Projects	Liberty	50:17:00
Participant 14	Head: Product Execution	ABSA	41:47:00
Participant 15	Senior Manager: Insurance Products	MTN Financial Services	44:30:00

5.3. Analysis results

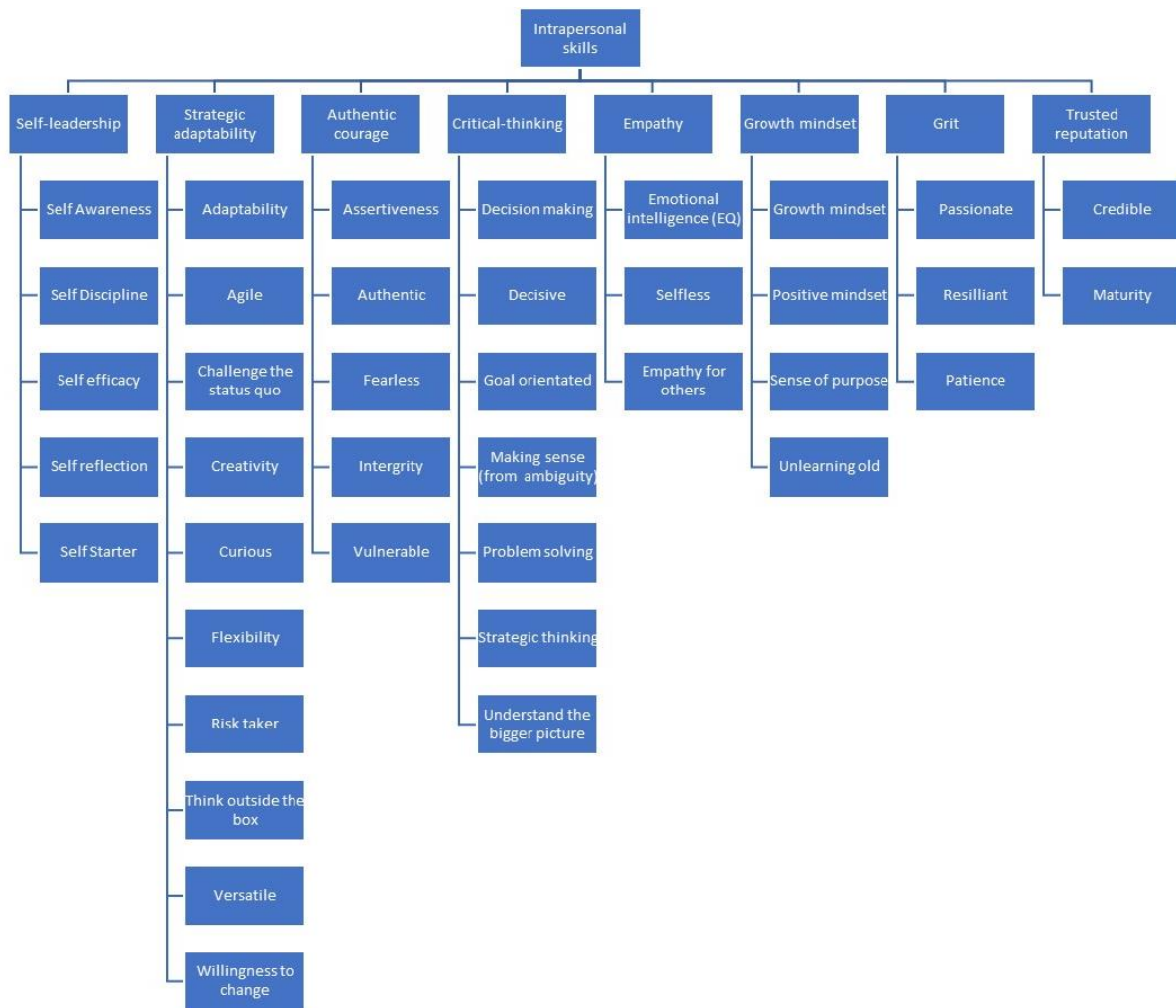
A total number of 85 codes were generated through the fifteen interviews of which 39 codes were derived from interview questions one and two, relating to intra-personal skills and cognitive behaviours. 47 codes were derived from interview questions three and four relating to inter-personal skills and cognitive behaviour. Two skills, namely empathy for others and trusted reputation were counted in both intra-personal and inter-personal skills and is discussed in detail in chapter 5. For intra-personal skills, 8 themes were derived from the 39 codes derived during the interview process and six themes were derived from the 47 codes relating to inter-personal skills relating to facilitative leadership. Themes for this study were derived in consultation between the researcher and the research supervisor

Figure 1 represents a word cloud of the 85 codes generated through the research process. In the world cloud, a code is displayed bigger the more times it was mentioned during the fifteen interviews. A full list of codes, the number of times they have been mentioned and by how many participants can be viewed in full in Appendix D.

interviews undertaken, namely: self-leadership, strategic adaptability, authentic courage, critical thinking, empathy, growth mindset, grit and trusted reputation, the factors which make up the themes and the percentage mentioned during the fifteen interviews. *Graph 4* depicts each code linked to its theme.



Graph 3: Frequency of participant responses related to intra-personal skills of a facilitative leader



Graph 4: Intra-personal skills of facilitative leadership and its factors

Participants considered the definition of facilitative leadership and contemplated which intra-personal skills, behaviours, competencies, and mindsets impact a facilitative leader and are needed to be a facilitative leader. The results of each of the eight skill sets are presented below.

5.4.1. Self-leadership

Self-leadership as an intra-personal skill for facilitative leadership was mentioned across all fifteen interviews and consists of the following factors: Self-awareness, self-discipline, self-efficacy, self-reflection and being a self-starter.

Self-reflection was discussed by thirteen of the fifteen participants (participants 2 and 5

being the exceptions) and is the core factor that encompass and forms the base of self-leadership. As defined by participants 3, 8, 9, 11 self-reflection is the ability of the leader to step out of the self and have different viewpoints applied to a specific topic or situation. Participants 6 and 12 added that self-reflection is the factor that allows the leader to understand the self and through which the leader identifies what their personal strengths and weaknesses are.

Self-reflection starts with introspection and participant 1 mentioned that self-reflection allows the leader to approach difficult situations, where, through reflection, the leader removes themselves from the situation and look back on what transpired. This allows them to formulate an adequate response but also allows them to consider what others might feel. An example is applied to micromanagement by participant 1:

Participant 1: "Let's look at the current situation that we find ourselves in. I don't like to be micromanaged. Why would I micromanage my subordinates? It does not make sense. Because what makes me happy and comfortable should also be applicable to the next person I am dealing with, so you can get the best output coming from that individual."

Participant 10 discussed that self-reflection allows the leader to understand themselves deeply so that they can aspire to personal change, which improves the way the leader engages and interacts with others. This is done by "having that conversation with yourself and assessing yourself critically", as per participant 11. Participant 12 reminded the researcher that self-reflection is not a once-off or periodic exercise but practised continuously on the leader's self-leadership growth. They set aside daily time to reflect on the previous day by critically evaluating what went well and what can be used as improvement opportunities or personal growth. Once the leader has mastered self-reflection, self-awareness follows as an intra-personal skill for facilitative leadership.

Self-awareness as a self-leadership skill was discussed with twelve of the fifteen participants, with the exceptions being participants 2, 4 and 5. Self-awareness is the leader's ability to look into the self, apply introspection and subsequently create awareness of others. Participant 15 stated that self-awareness is practised by the leader to identify their blind spots to identify where they need to make changes in their behaviour, in particular situations. Participant 8 mentioned that "people are inclined to like and be

drawn to people similar to them” and used the example of people who like soccer, who are more prone to familiarise themselves with other people who like soccer. By understanding and knowing the self, the leader is aware of how they engage with others.

Participant 03: “I’m going to use a saying that no man is an island, understanding that we are all on a journey and appreciate where everybody is coming from. And being aware of the fact that your version of things is not necessarily the only version or the correct version of viewing things.”

Participant 11 mentioned that a leader that lacks self-awareness, “actions on the first thing that jumps into their mind” but by having self-awareness, the leader creates actualisation whereby they evaluate different options, risks and opportunities. Participants 6 and 12 mentioned that through self-awareness, the leader can identify their strengths and weaknesses and echoed participants 2 and 8’s feedback that self-awareness is important to identify one’s own unconscious biases. Participant 12 elaborated on the importance of self-awareness to understand one’s strengths and weaknesses as the people the leader will interact with professionally, will either enhance the leader’s weaknesses if the leader is not aware of it or they will rely on the leader’s strengths for support.

Participant 13 mentioned that self-awareness also extends to being aware of how the leader “shows up” at work and how they engage with their team and colleagues. This awareness is created by the leader being cognisant of their behaviour and how they interact with others. Self-awareness enabled participant 14 to become a better leader as they believe that, by understanding themselves, they were able to understand how others perceive them, which in turn enabled improved team engagement and interactions.

Self-discipline as a factor of self-leadership allows the facilitative leader to understand which goals to set and to achieve those goals without being distracted by other factors. Participants 11, 13 and 15 identified self-discipline as a skill a facilitative leader need to manage distractions and ensure they remain focused on the job at hand. Distraction management assists the leader to remain focused on, and completing tasks, to prevent the leader from becoming deflated by unfinished tasks and missed deadlines. Participant 15 felt that self-discipline encompasses various self-leadership skills as it allows the leader to remain centred around their belief system and ensure they do not have any biases when needing to make decisions. Self-discipline as distraction management is described

as follow:

Participant 11: *"I suppose that self-discipline is also knowing that there's a certain amount of work that needs to happen in order to get something done. And it needs to happen within a certain timeframe. Otherwise, it's going to be a fail."*

Self-efficacy was discussed with participants 1, 2 4, 5, 6, 7, 11, 12, 13 and 15. Self-efficacy relates to the leader's self-belief in their abilities to be facilitative and reach organisational goals. Participant 07 mentioned how important trust and belief in one's ability is to provide the leader with confidence and trust in themselves to be able to deliver through their teams. Participant 04 cautioned that the lack of self-efficacy will be a hindrance to the leader if they do not have that trust and belief in themselves and their own capabilities. An example of this belief in their own ability is as follow:

Participant 2; *"A facilitative leader needs to be able to level the playing field amongst the team, from the most junior to the most senior, like a CEO, and in that moment, to be confident in your own abilities to facilitate in that manner"*

Self-efficacy provides the leader with the intra-personal factor to trust their own ability to make the right decisions based on their skills, experiences and background, whilst acknowledging that the outcome might not always be the same as before. Participant 11 added that self-efficacy is about how the leader projects themselves through believing in their self-abilities to facilitate. Participant 13 mentioned that through self-efficacy, they are confident in their own abilities and skills, and because they have these skills, their success is not based on luck.

Self-starting was discussed with participants 4, 6 and 12 as the factor that gets the leader going and the factor that enables leaders to self-energise. Participant 4 felt that for the leader to be a self-starter, the leader needs to have a sense of purpose and if the leader does not believe in their sense of purpose, they cannot play to their strengths:

Participant 4: *"It's not somebody who waits but rather takes action and gets going long before direction is give."*

5.4.2. Strategic adaptability

Strategic adaptability as a facilitative leadership skill consists of various factors, such as the leader's adaptability, agility, challenging the status quo, creativity, curiosity, flexibility, risk-taking, thinking outside of the box, versatility, and a leader's willingness to change. Strategic adaptability as an intra-personal skill for facilitative leadership was discussed with fourteen of the fifteen participants.

Participant 3 referred to adaptability as an ability the facilitative leader has that allows them to manage change and be adaptable to things which are outside their control. Adaptability allows the leader to accept changing factors and decide which are the next best steps for them and the team to take. Participant 10 applied adaptability to the way the leader manages, as leaders need to adapt to different management styles, depending on the individual being influenced by the facilitative leader.

Participant 5 drew a parallel between a start-up organization and an established firm, where change, agility and adaptability are also impacted by the organisation. Participants 07 and 15 concurred that if at an organisational level agility is expected, the leader needs to be adaptable and flexible, enabling this agility. In such dynamic environments and cultures, the facilitative leader needs to be adaptable and flexible as the team expects guidance on how to achieve their goal within this context.

Strategic adaptability is not only related to the facilitative leader's team and organisation but a skill the leader needs to manage the impact of external environments as well. Participant 3 mentioned how fast the environment change we operate in and then how these changes require the leader to be agile to deal with these changes:

Participant 3: "We are in the middle of the (COVID-19) pandemic and then we have unrests on top of that... and all our marketing plans are out of the window. You have to be very agile in terms of what you wanted to achieve this week or the next week as what you planned might sound very insensitive and unappreciative now."

To be strategically adaptable, participants 1, 4 and 10 mentioned that the leader needs to be able to think outside the box and challenge the status quo. Adaptability and curiosity will allow the leader to be "open and flexible for other ideas which differ from their own", according to participant 15. The facilitative leader needs to be naturally curious and

understand why they do what they do:

Participant 1: *“Don’t just go with the flow and accept everything that is actually coming your way.”*

The above quote by participant 1 ties in with participant 5’s view that the facilitative leader needs to be a risk-taker, particularly in a large established organisation that has a rigid corporate culture. The facilitative leader needs to take risks by “working in a slightly different fashion to the prevailing organisational structural hierarchical controlled organisation”. Participant 9 did however feel this risk is taken gradually over time, which allows the facilitative leader to be more influential and not be seen as a troublemaker.

5.4.3. Authentic courage

Authentic courage was mentioned by thirteen of the fifteen participants and included factors such as being authentic, fearless, assertiveness, integrity, and vulnerability.

Authentic courage is defined by participant 2 as being natural in their leadership position and leading with what comes to them naturally. By trying to manage in a way that is completely different to the leader’s nature, will be a disadvantage to them as it will be picked up by the team they are trying to lead. Being sincere allows the facilitative leader to obtain buy-in and support from their team. Participant 6 mentioned about authenticity:

Participant 6: *“If you are not authentic, for example, you are grumpy or not feeling well, your team will pick up on it. There is no point in pretending to be jolly and happy... the team will pick up on that.”*

Participant 14 mentioned that if a leader is authentic, their team will realise that they are genuinely interested in them, which enables the facilitative leader to influence. This is achieved by the leader’s true core values and character traits and by being authentic, when the leader requests something of their team, team members will understand and appreciate that the ask comes from a place that is genuine.

Authentic courage includes vulnerability and is defined by participant 5 as the leader “putting themselves out there” and being able to recognise that they might sometimes be part of the problem. Participant 7 believes a facilitative leader can only be vulnerable if

they realise, and is comfortable that they do not know all the answers. They are also comfortable that their team is empowered to make the right decisions. Participants 8 and 12 believe a leader exhibit vulnerability if they put in an effort and take the time to show their team that they are also a real person and not just a manager.

Having authentic courage does not only relate to authenticity but the leader needs to also exhibit assertiveness, as described by participant 1. Assertiveness includes interrogation of logic, which is received from upwards management structures and is the ability to speak out and voice their own opinion on what was received without fear. Participant 2 describes assertiveness as the ability to be firm, but not being aggressive, in such a way that harms relationships and participant 3 echoes this sentiment as the leader should not be forceful in their manner or exhibit behaviour that team members do not understand. Participants 4 and 6 mentioned that assertiveness sometimes requires the leader to “put their foot down” and make a decision. They do however first need to understand and provide context, and if this does not work, make a decision and “put in black and white”.

Participant 4: *“We got to a point where we had to go: Right, we listened, we told you what needs to happen and we’ve given you clarity so you can understand what needs to happen. Here it is now in black and white (written).”*

Participant 14 continued to mention that for a facilitative leader to have authentic courage, they need to be fearless. They defined fearless as having to ability to ask certain questions and find the information they need. The leader needs to realise there is “no such thing as a stupid question” and they must be fearless in obtaining information. Participant 13 mentioned fearlessness also extends to not being afraid of failure.

To have authentic courage, a leader needs to have integrity. Participants 1 and 2 mentioned that the facilitative leader must have integrity which means having a desire to support the greater good and ensure what they do to achieve goals is morally acceptable.

5.4.4. Critical thinking

Critical thinking as an inter-personal skill for facilitative leadership includes the following factors as mentioned by twelve participants: Decision making, decisiveness, goal orientation, making sense (from ambiguity), problem-solving, strategic thinking and an understanding of the bigger picture.

Participants 1 and 3 mentioned that when a decision needs to be made, the facilitative leader will make that decision and not shy away from doing so. Their decision-making process is led by their past experiences and exposure to similar situations, which allows them the confidence and trust in themselves to make those decisions, as explained by participant 7. Participant 9 described this decision-making process as follow:

Participant 9: *“Decisiveness is the ability to make a decision quickly and effectively. It is not to drag out a decision because you are waiting for it to be 100% perfect but looking at the 80/20 principle and being able to quickly gauge the upside and downside and where the downside is limited say, let’s go for it.”*

A facilitative leader needs to make decisions in a decisive manner at different times and scenarios. In a fast paced, changing business environments, like participant 4’s business unit, they deal with timelines, deadlines and changing business objectives and mentioned that the facilitative leader needs to act decisively and quickly. Participant 6 used an example where their team is looking up at them and is expecting them to facilitate a decision, which without, the team cannot move forward to deliver on their business objectives. This was echoed by participants 11 and 12.

For a facilitative leader to be a critical thinker they need to understand the bigger picture and make sense from ambiguity. Participants 2, 3 and 13 explained that it is critical for the facilitative leader to ensure they understand the “why and what” of what they are trying to achieve and in which context they are wanting to achieve it. Participant 4 mentioned that the facilitative leader can identify ambiguity and dissect it into what makes sense and not and connect the dots to clear the ambiguity and move forward.

Participants 11, 13 and 15 described the facilitative leader as goal-orientated as they set objectives for themselves and for their team to achieve. These leaders are continuously working towards reaching their goals by setting milestones for themselves with checkpoints on the way to reach theirs and the team’s, ultimate goals. Participant 9 said the leader can determine what this endpoint, or goal, is, and understand what it is they need to do to achieve this goal. Participant 13 related goal setting to their youth:

Participant 13: *“My mom used to be a domestic worker. When my dad was sick my mom had to take off and I to go and be a domestic worker at her place of work. When I got back to Venda, my mom thanked me for taking care of her job, but I told her, I will never be a domestic worker. That’s the reason I wanted to go to school (post-graduate). That is what drove me.”*

The last two factors of critical thinking are problem-solving and strategic thinking. Participant 9 defined problem solving as the ability to be able to identify a problem and then be able to clearly articulate this problem. The facilitative leader is then able to solve the problem through sense-making and setting goals as discussed above. The facilitative leader must also be able to think differently and strategically and participant 1 echoed this skill is where the leader needs to be able to “dig deeper and establish what the root cause of the problem is” before they make a decision and take action.

5.4.5. Empathy

Empathy as an intra-personal skill for facilitative leadership is made up of three factors and was mentioned in eleven of the interviews conducted. The three factors of empathy consist of emotional intelligence (EQ) of the leader, being selfless and having empathy for others. Empathy for others was discussed both as in intra- and inter-personal factor.

Participant 13 mentioned that empathy is enabled through EQ in the leader as they develop soft skills which are used to engage with other people. Empathy is showing them they are a real person as well, and not just a manager or leader. Participant 8 mentioned that leaders can be made aware of certain behaviours over time but something as EQ cannot be taught and is a natural skill of the facilitative leader, enabling them to be selfless and have empathy for others.

Participant 1 also mentioned how the facilitative leader will, through EQ, be able to interrogate what their actions and behaviours will have on the next person:

Participant 1: *“You cannot be selfish; in a way you need to be selfless.”*

It emerged from this study that empathy for others is both an intra-personal as well as inter-personal factor of facilitative leadership. Participant 5 mentioned that the facilitative leader will acknowledge that the people they are influencing “as a human first, and then

as a resource”. Participant 10 stated that empathy allows the leader to deal with different people and bring out the best from different personalities. Participant 11 believes it allows the leader to assess someone else’s situation and through EQ comprehend what impact they have on that person.

5.4.6. Growth mindset

The next intra-personal skill needed by the facilitative leader is to have a growth mindset which’s factors include a positive mindset, having a sense of purpose and the ability to unlearn the old.

Having a growth mindset means the facilitative leader “does not see black and white” and to change their mind by acknowledging someone else’s view, as per participant 1. Participants 4, 7, 8 and 9 see having a growth mindset as constantly identifying new opportunities to learn from and improve personally by either becoming more efficient or framing ideas differently. Participant 8 mentioned that a growth mindset is where the facilitative leader views challenges and difficulties as opportunities to improve, learn new skills and grow. This view is shared by participant 4:

Participant 4: *“the mindset of somebody who would not necessarily see problems as barriers, more as opportunities and learn and to grow to see a different view.”*

To have a growth mindset, the facilitative leader needs to be able to unlearn the old, and participant 5 stated that this is done through a culture of constant learning and unlearning the old. Participants 10,12 and 13 stated that unlearning the old is a continuous willingness by the leader to try new things. Participant 13 added that in this process of unlearning old and learning new, the leader must be comfortable with knowing “that they do now know”. The continuous journey is described by participant 7 as follow:

Participant 7: *“You are constantly learning daily, and you get involved in certain things to learn. It is always a journey of growth as an individual.”*

Having a growth mindset, the facilitative leader needs to have a sense of purpose and possess a positive mindset. A sense of purpose is the knowledge of what needs to be achieved but participant 4 cautioned against coming across as impatient with those who do not grasp the purpose or goal as fast as the leader. Participant 8 referred to a positive

mindset as the perspective of remaining positive in challenging situations and having the awareness that when the leader is given a challenge, they need to set the tone of the direction. This tone is set by remaining positive and showcasing their belief in the success which can be achieved.

5.4.7. Grit

Grit is described in the literature as an important skill for the successful accomplishment of various personal goals and is defined as having passion and perseverance for long term goals (Van der Lingen, Chen, Lourens & Armstrong, 2018). Grit as an intra-personal skill for facilitative leadership has been discussed by six participants and factors making up grit consist of passion, resilience and patience.

Being passionate as a factor of grit were discussed by participants 6, 7, 12 and 15 has been identified as a factor of facilitative leaders. Being passionate allows the leader to be good in what they do and let them be driven by success and not necessarily monetary compensation. Participant 12 applied passion to their job as follow:

Participant 12: "They say find a job that you love doing and then it does not become a job... it is important to put yourself in a role in an organisation and in a team that gives you purpose every morning (to wake up too)."

Resilience was discussed by participant 11 as "continuously trying to achieve what you need to achieve, regardless of how many times you get knocked down or get distracted". They also mentioned that resilience is about having the mental and physical energy to continue and keep going.

Participant 4 referred to patience as an intra-personal factor for a facilitative leader is knowing that not all people process information or learn at the same rate as they do. Patience is this realisation that enables the leader to work with others across multiple levels of understanding. Participant 11 mentioned that the facilitative leader also needs to apply patience to themselves to avoid disappointment by understanding that in some instances doing something too quickly might lead to failure, whereas practising patience will allow for tasks to be completed successfully.

5.4.8. Trusted reputation

A trusted reputation is the last skill that constitutes intra-personal factors of a facilitative leader and consists of being credible and being mature. A trusted reputation is discussed as both an intra- and inter-personal skill of facilitative leadership but consisting of different factors for intra- and inter-personal skills. A trusted reputation has been discussed with 5 participants as an intra-personal factor.

Participant 12 drew a comparison between a facilitative leader who is credible and a leader who comes across visibly, whose opinions are heard, “who gets the most airtime”, and who exude confidence. A leader that is deemed credible does not need to be loud or be heard but their reputation precedes them, and it is well known that this leader and their team is committed to delivering on organisational goals and strategies.

Participant 8 considers maturity as the facilitative leader having the ability to understand that improvement ideas directed at them or their team is not personal and can consume these ideas as opportunities for change. Participant 9 shares this definition and believes maturity is needed by the leader to enable openness and self-leadership.

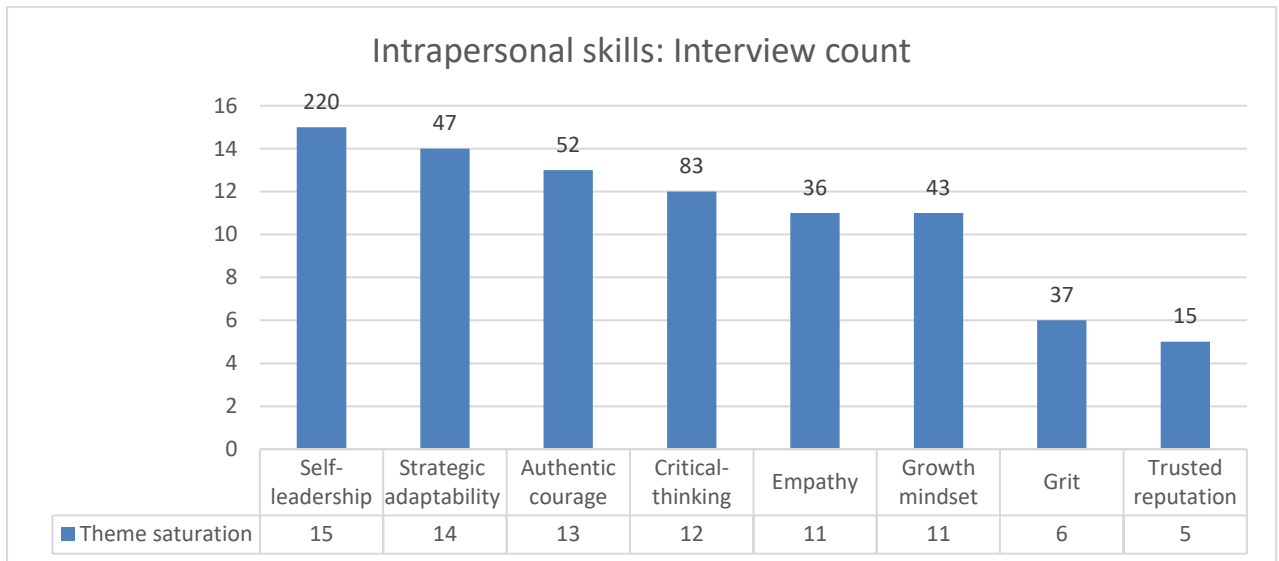
Participant 9: *“The ability to take on new ideas and have your own ideas challenged, I think requires that level of maturity.”*

Participant 11 stated that maturity is needed by the facilitative leader as a regulatory mechanism as it allows the leader to assess a situation before they react, to formulate a response to the situation. It also balances the level of patience and sense of urgency in the leader to find the right balance in delivering on organisational objectives.

5.4.9. Summary of research question 1

In discussing intra-personal factors of facilitative leaders with the fifteen participants, eight main skills or themes were identified. These skills are self-leadership, strategic adaptability, authentic courage, critical thinking, empathy, growth mindset, grit and a trusted reputation. Graph 5 depicts the eight intra-personal skills for facilitative leadership as a summary and Table 7 below showcases the eight factors and in which of the fifteen interviews they were discussed. The various factors of each of the intra-personal factors

of facilitative leadership and can be viewed in detail in appendix D.



Graph 5: Themed skills – number of interviews mentioned and how many times mentioned in all interviews

Table 7: Intra-personal skills frequency table

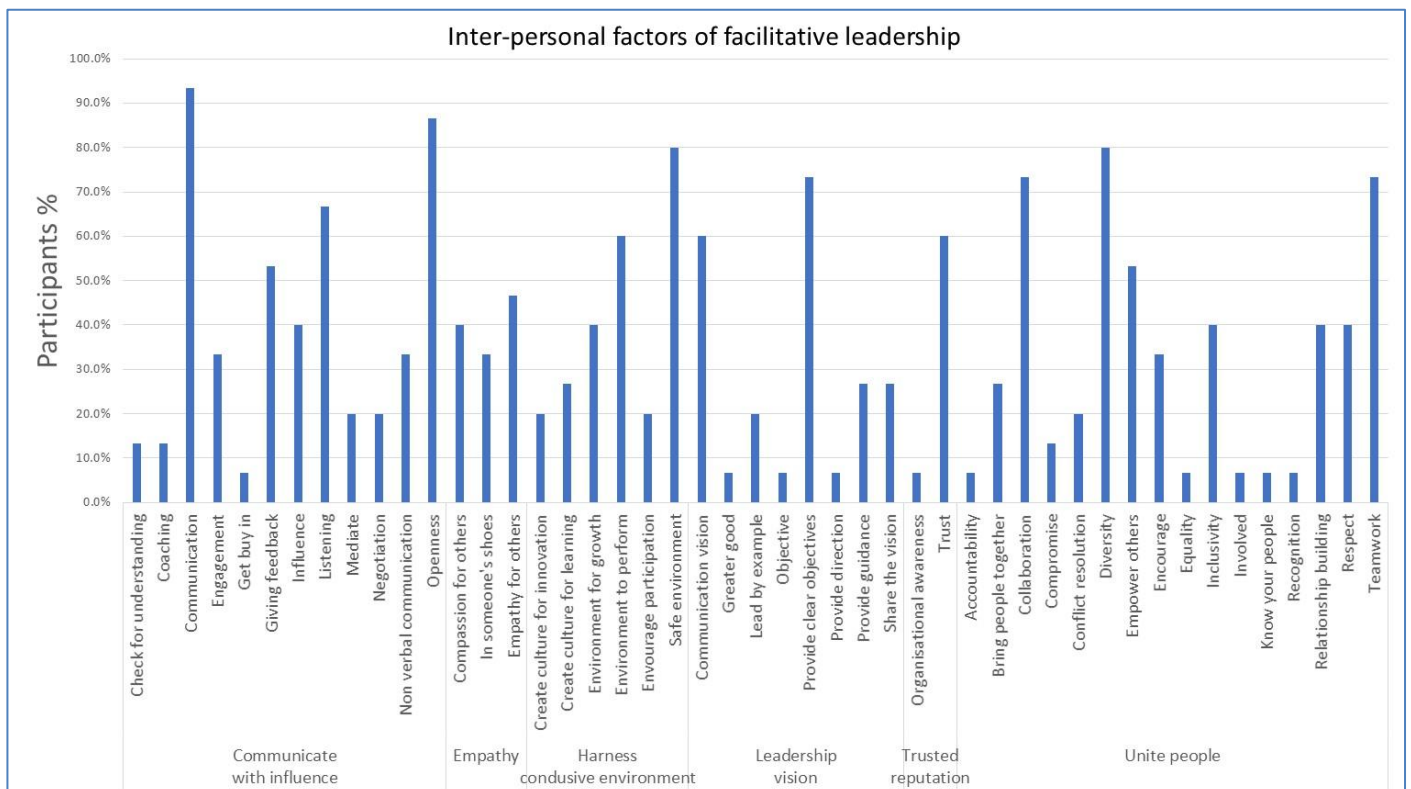
Nr.	Theme	Participants															Total	%Responses from total participants
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
1	Self-leadership	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	15	100%
2	Strategic adaptability	P1	P2	P3	P4	P5	No	P7	P8	P9	P10	P11	P12	P13	P14	P15	14	93%
3	Authentic courage	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	No	P12	P13	P14	No	13	87%
4	Critical thinking	P1	P2	P3	P4	No	P6	P7	No	P9	No	P11	P12	P13	P14	P15	12	80%
5	Empathy	P1	No	P3	No	P5	P6	No	P8	P9	P10	P11	P12	P13	P14	No	11	73%
6	Growth mindset	P1	No	No	P4	P5	No	P7	P8	P9	P10	P11	P12	P13	P14	No	11	73%
7	Grit	No	No	No	P4	No	P6	P7	No	No	No	P11	P12	No	No	P15	6	40%
8	Trusted reputation	No	No	No	No	No	No	No	P8	P9	No	P11	P12	No	P14	No	5	33%

5.5. Research question 2 (RQ2) findings

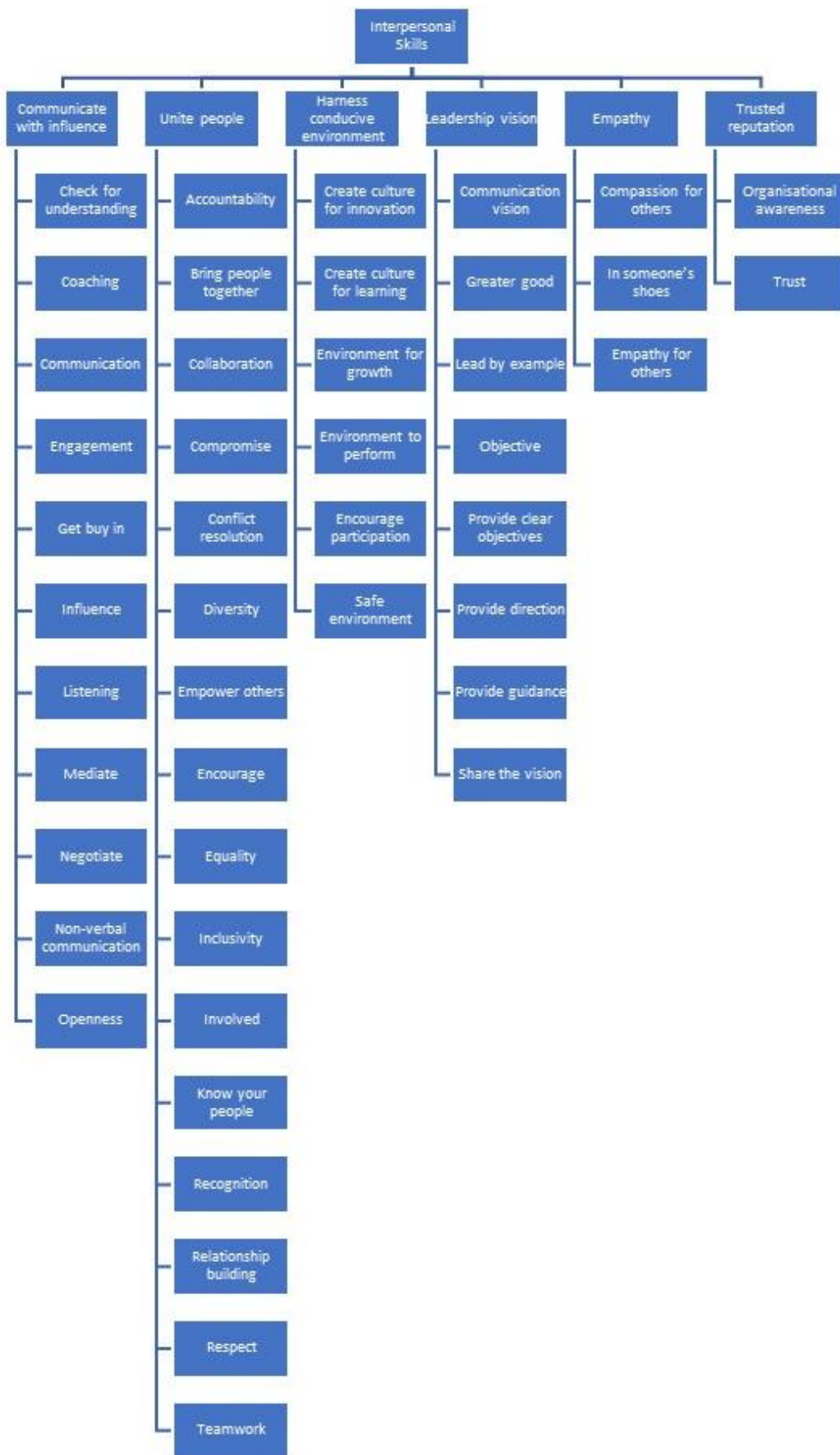
RQ2: What are the key interpersonal factors and cognitive behaviours that impact facilitative leadership?

This research question aims to understand which inter-personal factors, skills and cognitive behaviours are needed and impact facilitative leadership, from the participants' point of view. During the interviews, the researcher explained to the participants what is meant by skills and cognitive behaviour and asked the participants what they think are these skills and cognitive behaviours of a facilitative leader.

Graph 6 below indicates the six themes which were identified and resulted from the interviews undertaken, namely: communicate with influence, unite people, harness a conducive environment, leadership vision, empathy and trusted reputation, the factors which make up the themes and the percentage mentioned during the fifteen interviews. *Graph 7* depicts each code linked to its theme.



Graph 6: Frequency of participant responses related to inter-personal skills of a facilitative leader



Graph 7: Inter-personal skills of facilitative leadership and its factors

Participants considered the definition of facilitative leadership and contemplated which inter-personal skills, behaviours, competencies, and mindsets impact a facilitative leader. The results of each of the six skill sets are presented below.

5.5.1. Communicate with influence

Communicate with influence was mentioned in all fifteen interviews as an inter-personal skill for facilitative leadership. The twelve factors making up communicate with influence include check for understanding, coaching, communication, engagement, get buy in, giving feedback, influence, listening, mediating, negotiation, nonverbal communication and openness.

To communicate with influence the facilitative leader needs to create openness which was discussed by thirteen of the fifteen participants. Participant 3 defined openness as the facilitative leader's state of mind and participant 8 defined it as the leader's "ability to listen to others' suggestions, solutions and alternatives". Participants 9 and 12 explained openness further as having the ability to encourage this open expression of ideas from others and participant 10 builds on this by stating that to have an open mind, the facilitative leader needs to "understand that there is more than one way of achieving an objective".

Participant 15: "Keep an open mind in terms of being aware of your environment and being aware of the people around you, that at times there might be a different view from yours."

Listening is also a critical factor of communicate with influence as discussed by 10 participants. Participants 1, 3, 8, 10 and 12 relates the process of listening to relaying back to the other person what you have heard and to ask them if that is interpreted correctly. Participant 4 mentioned the importance of listening comes to allowing others to "feed into the system" and provides the leader with alternative ideas, which in turn spur on innovation. In other words, the facilitative leader allows their team members to provide input and ideas into the environment they work in, facilitated by the leader. Listening thus allows the leader to formulate conclusions and make decisions that were influenced by others as well. Participant 8 also stated that by listening, you give a voice to others in the room, and this empowers them in turn. Listening is further defined as follow:

Participant 1: *“Even though sometimes you know that something is not going to work out, give that ear to actually listen to the person as there might be one or two things you can get out of it.”*

Communicate with influence encompasses the way the facilitative leader engages with others, including peers and their team members, and sets the foundation for leading in a facilitative manner. Communication does not imply speaking to someone one directionally, but it consists of various factors that enable the leader to relate and connect with people. Communication involves having frequent conversations, debating, relating with others, and giving feedback:

Participant 9: *“It sounds simple, but communication is the ability to actually communicate and break down (complex matters and problems) into a simplified view of what the benefit is going to be.”*

Communicate with influence entails getting buy-in from your audience and for participant 2 this means ideally to have people being personally interested in what needs to be done and this is accomplished by understanding the audience the leader is engaging with. Participant 4 also relates personal interests of the audience to using influence to get others to believe in something and participant 14 added by saying influence is about explaining why something needs to be done, so it can resonate with the audience.

Participants 1, 9 and 11 mentioned that part of communicate with influence entails nonverbal communication which is achieved through the leader’s nonverbal cues, such as their body language, their composition, their facial expression, and the tone of how they articulate something. Participant 8 however mentioned how difficult it is to use nonverbal cues in communication due to continued remote working, where meetings are attended virtually. Participant 1 is cognisant of their nonverbal communication methods:

Participant 1: *“What I am projecting through my mouth must be shown with my body. If not, there will be a disconnect.”*

Engagement is used by the facilitative leader to relate with someone else and is the building block to start and grow a relationship with them. According to participant 12, this relationship building through engagement entails enabling people to relate to each other

more, which removes organisational titles from communication and bring it to a personal level. Participant 9 mentioned that actively engaging with someone allows that individual to feel comfortable to speak up, and have their voice heard in the conversation.

To communicate with influence entails the facilitative leader to provide feedback when they are engaging with others. Participants 6 and 11 mentioned how important a loop of providing feedback is as it clears any ambiguity and misunderstandings. For participants 7 and 10, providing feedback is a continuous process whereby constructive input is provided back during communication and if it does not come naturally to the leader, they need to create a structure to provide feedback.

Participant 3: “Another important component is to give and receive feedback. Facilitative leaders are able to give feedback in a respectful manner that builds the other person.”

Part of giving feedback and listening entails the facilitative leader to check for understanding. Participant 4 described how they would ask questions and be attentive by listening, to ensure they understand with meaning. They described that by first listening, they will have a perception of the idea but through checking for understanding they can enhance their own formulation of the idea better.

Communicate with influence also involves coaching. The facilitative leader can lead by setting examples but as participant 5 believes, can contribute to the strength of the team by fostering individual team members’ strengths. Coaching is done through having a conversation with team members where the leader acknowledges they do not have all the answers but would enable the individual to find these answers.

The last two factors of communicate with influence are mediation and negotiation, which are needed when a mutual agreement cannot be reached. In such an instance, the facilitative leader will revert to the common vision, which is used to build on as all parties would have agreed on this vision. They would then facilitate “a meeting of minds, halfway, if possible” as mentioned by participant 3. Participant 11 mentioned that negotiation is the understanding of the different personalities in the room and finding the right tools to influence the conversation in such a way that it will benefit the group. As organisational resources are scarce, according to participant 9, a benefit of being able to negotiate, a

facilitative leader can get their ideas and needs prioritised over others’.

5.5.2. Unite people

To unite people as an inter-personal skill of facilitative leadership has been discussed in all fifteen interviews and consists of sixteen different factors (see graph 7).

As mentioned by twelve of the participants, diversity is one of the key factors to unite people. Diversity is taking into account the various skills, personalities, backgrounds, age groups, race and gender present in a team and using this diversity as a strength to deliver on organizational strategies and initiatives. For participants 7 and 14, the facilitative leader needs to exhibit respect for the diversity in their team, allowing the diverse traits and skills to “come out and contribute” They also need to encourage team members to understand diversity. For them, it all starts with having an appreciation for differences.

For participant 6 diversity is about understanding that the facilitative leader’s team has different skill sets and the leader harnesses these different skills for the team to deliver on goals collectively. Participant 8 mentioned that as South Africans, “we tend to go straight to race” when defining diversity. For them, diversity includes more aspects such as educational background, career experiences, cultures and added tongue in cheek: “or whether they like dogs”. Facilitative leaders appreciate diversity:

Participant 4: “...very important is the appreciation of diversity. People are different and not just the process of learning, people are also different in how they see things, how they see the world.”

Participants 6, 8, 9, 10 mentioned that the benefit of diversity in a team is the variety of skills that the facilitative leader has access to which they can use to solve business problems. Through knowing the team, the individual team members and those members’ strengths and weaknesses, the leader can utilise these various skills to the team’s benefit. Participant 14 did however caution the leader against selection bias by always choosing the same skills, as this will prevent the team from solving problems in innovative ways and past experiences will be repeated.

Participants 1, 2, 4, 5, 8 and 10 mentioned the importance of teamwork and collaboration in the context of facilitative leadership. Collaboration is not only limited to the leader’s

direct team but includes various stakeholders, such as their subordinates, direct reports, colleagues, and management. Participant 4 describes collaboration as “partnering with others to get to your end goal” and participant 8 stated that collaboration is not one-directional but entails reaching out to colleagues and supporting them and working together to help each other reach their goals. Collaboration is also seen by participant 5 as bringing people together and participant 14 mentioned that it enables camaraderie between those that collaborate. Through collaboration, the facilitative leader brings people together and enables that:

Participant 15: *“We can all come together to collaborate to something big and something meaningful”.*

A facilitative leader embraces teamwork as it allows them to support their strengths and compliments their weaknesses. Through teamwork, the facilitative leader will bring together a team that will “work together as a group where each member has a different strength”, according to participant 7. The leader will recognise that there are different aspects and views, each team member brings, and harness this through teamwork to achieve their common goals and strategies. It is also important that the leader actively encourages the team to share their ideas. Participant 8 warned that when a facilitative leader forms a team or recruit a new member for the team, they need to be cognisant to not only hire the technical skills required but also consider if the person will fit into the team and can contribute to the team’s strengths.

A form of empowerment, for participant 2, is to allow their team to be involved in idea generation. It is important for the facilitative leader to “not want to take the limelight” or take the credit and facilitate idea generation and problem-solving solutions to be produced by their team. To empower others, even when leaders have the solution on hand, they should still provide their team members with the opportunity to provide input.

Where responsibility has been given, the facilitative leader will hold team members accountable for what they have been tasked with. The facilitative leader will also be involved with their teams, which means they will be present and sit with their teams (virtually or physically) when the team is working on certain deadlines, to assist and motivate. Participant 11 stated that as humans, we have a fundamental need to the recognised and the facilitative leader should give recognition to their team members.

To unite people, the facilitative leader needs to be able to resolve any conflict between themselves and other team members or be the conduit between others in a conflicting situation. Participants 3 and 11 mentioned that conflict is mostly a misalignment of ideas and through encouraging conversation and creating an understanding why there is a misalignment, the facilitative leader resolves conflict.

5.5.3. Harness conducive environment

The fourth inter-personal skill of facilitative leadership is harness a conducive environment which was discussed by 13 participants and consists of the following six skills: Create a culture for innovation, create culture for learning, create environment for growth, create an environment to perform, encourage participation and create a safe environment. The environment in which the team functions in, is just as important as the duties the team performs as it creates the space where the leader will facilitate the team to reach their strategic objectives and goals.

Twelve participants mentioned that a facilitative leader must create a safe environment for their team which constitutes a space where team members can freely speak and share ideas, debate these ideas, raise their viewpoints and where everyone is made to feel included. Within the safe environment, a culture is created by the facilitative leader which contains trust and openness. The facilitative leader will set the boundaries in which the team is allowed to find a solution but will maintain an open mind to allow the team to contribute freely within these confines. Participants 5 and 7 stated that the safe environment is where skilled people are enabled to do their jobs, extending to a physical space where aspects like seating arrangements are considered, allowing team members to form connections. Alignment is created by safe environments as mentioned by participant 11:

Participant 11: "It (safe environment) opens up the space for alignment because I am being heard, regardless of whether we agree or not, at least there is a sense of acknowledgment."

The facilitative leader, through creating a safe environment, also creates an environment and culture for innovation to happen. Within such safe environments, team members can experiment and innovate freely without expecting negative consequences. Such

environments also create an environment wherein team members can perform:

Participant 15: *“You facilitate an environment where people can thrive and blossom. You are facilitating an environment where projects can essentially be accomplished in a very positive and collaborative manner.”*

Participants 2, 12 and 15 raised encourage participation as a conducive environment factor as the facilitative leader should encourage active participation amongst followers to bring about their ideas, without the fear of being dismissed. Encourage participation also entails the participants knowing that they are being heard, when they share their ideas in a session. Participant 13 challenges their team in their management sessions by declaring to be a participant for certain sessions. During these sessions, another member gets the opportunity to lead the session with a debrief later by participant 13.

To harness a conducive environment, the facilitative leader also creates a culture for learning and growth. Participant 5 found that the facilitative leader has the ability to “foster a culture of learning and be a steward of skills”. The leader furthermore encourages followers to “acquire new skills, to think outside the box, to change their paradigms and constantly challenge the way things are done”. Participants 8, 12 and 14 believe that as the leader learns and growth through their own development journey, they also share knowledge with their team, enabling their team to grow and learn continuously as well.

5.5.4. Leadership vision

Leadership vision as an inter-personal skill of facilitative leadership consists of eight factors and have been discussed by thirteen participants. These eight skills of leadership vision consist of communicating the vision, greater good, lead by example, objective, provide clear objectives, provide direction, provide guidance and share the vision.

Leadership vision is achieved by providing their team with clear objectives, which means clearly defining what success looks like, what parameters the team operates in and what they are trying to achieve. The leader also provides the team with the context of what they need to achieve, and how they are to move forward to get there, without dictating to the team what to do. Participant 8 mentioned that the leader needs to provide the history as well, where it is applicable, so that team members have a full view and background.

Participant 6: *“We need to be very clear on context. As the leader, you need to lead by context. People need to understand why they are doing, what they are doing, why it matters and what the desired outcome will be.”*

Leadership vision also entails the facilitative leader to share this vision with their team as it is important to get the entire team aligned to that vision. The facilitative leader not only shares the vision at a team level but ensure that each member of their team individually know and understand the vision and what part they play in achieving it. By sharing the vision with the team will prevent potentially having a “rogue team member that tries to sabotage” the team’s progress and output.

By sharing the vision, the facilitative leader does not provide the solution or process to be followed to achieve the vision and common goals. They deliberately leave certain parts open so that their team is empowered to reach the objectives through solutions defined by the team. The facilitative leader will remain objective and provide the frameworks and models to enable the vision and meet the strategic objectives, but they will not enforce a specific solution.

5.5.5. Empathy

As an inter-personal skill, empathy was discussed by eleven participants, and consists of compassion for others, in someone’s shoes and having empathy for others. Empathy for others was however discussed as both an intra- and inter-personal factor of facilitative leadership.

Having empathy for others first start with the facilitative leader and was discussed in section 5.4.5. Inter-personally, empathy for others refer to recognising the individual above the resource and as per participant 5, this comes through the mindset and behaviours which manifests from the leader. Participant 9 defined empathy for others as “the ability to understand what each person needs”, and participant 11 added to this notion that it allows the leader to assess someone’s situation and allows the leader to be cognisant of their impact on the person, in their own particular situation. Participant 13 explained it from being the recipient of empathy:

Participant 13: *“It is checking in, asking how you are doing and breaking the wall, because I am very reserved with people I do not know. But once the wall is broken,*

I become a completely different person.”

Participants 2, 5 and 9 mentioned that empathy allows the leader to put themselves in someone else's shoes, which means the leader “is getting out of themselves” to be able to view things from others' point of view. Participant 3 cautioned the facilitative leader that if they do not put themselves in someone else's shoes, they risk understanding a situation very one-sided, from their own point of view, whereas it might not necessarily be true for the other person.

Participant 4 juxtaposed compassion for others to a train journey. They describe the team working towards a common goal as a journey but if someone gets off the train, the train cannot go on. Having compassion allows the facilitative leader to have everyone on board the train to complete the journey. Compassion is being humane and knowing and understanding what people are going through. Participant 13 mentioned that compassion for others is vital in the existing climate of navigating the COVID-19 pandemic and through compassion, the leader understand what each person is going through and assist and accommodate everyone where they can. Participant 15 summarised compassion for others as follows:

Participant 15: *“I want to be able to allow other people to also be who they are.”*

5.5.6. Trusted reputation

A trusted reputation is discussed as both an intra- and inter-personal skill of facilitative leadership and has been discussed by 10 participants as an inter-personal factor. Having a trusted reputation stems from the leader displaying trust in their team members and being trusted in return. The factors contributing to trusted reputation do however differ between intra- and inter-personal.

A trusted reputation is built up over time through a certain type of rapport where the leader and the individual can relate with one another. This relationship-building includes previous engagements where each party has shown that they are reliable, have good intentions and has shown they have each other's best interest at heart.

Participant 6 described a trusted reputation as their team knowing they “have their backs”. This means, if a mistake is made or something goes wrong, the leader will back up their

team in an open forum and not “crucify them” in front of others. The leader will build trust by then discussing and solving the issue in a private context, out of sight of others.

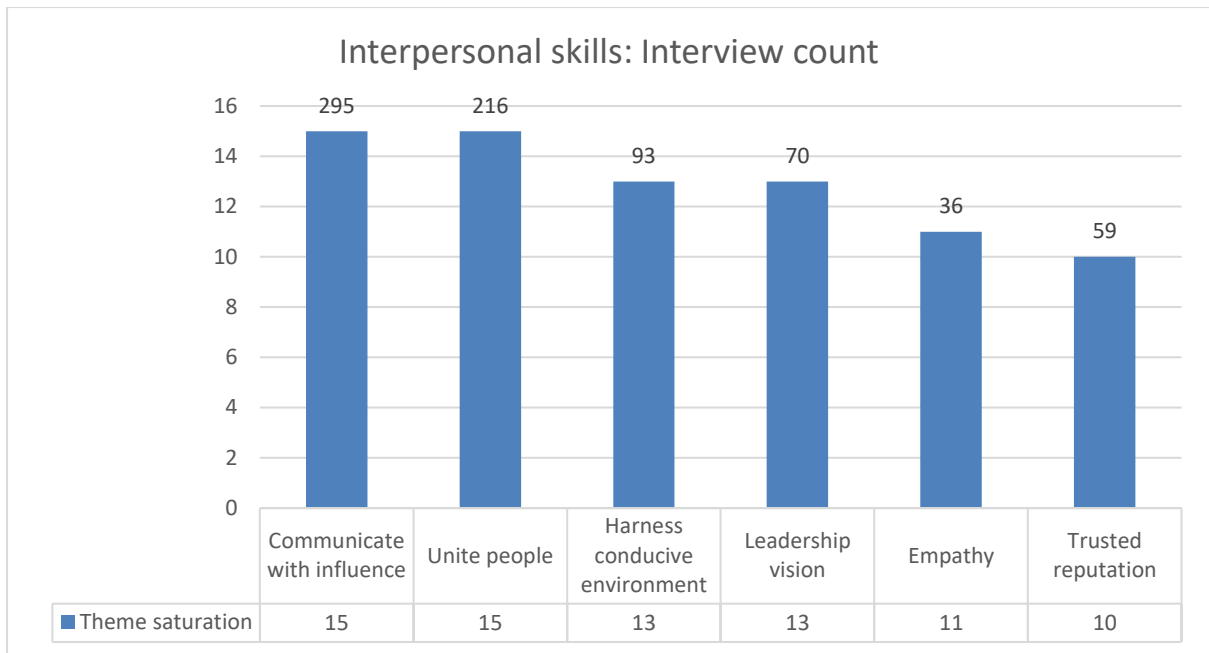
Participant 6: *“I firmly believe that trust is earned. It is easier to break trust than to gain and keep trust.”*

Participants 12 and 13 believe that trust is built by decentralising decision making from the leader by providing team members autonomy in decision making where the leader is mature enough to let go of control. Trust enables the leader to deliver on the common goals but in the absence of trust, “day-to-day activities and tasks become a struggle”.

A facilitative leader also gains trust from others in the organisation as they develop a track record of success, they act with more impunity, more autonomy and the members in their team become more self-organising, yielding a track record of successful delivery on goals. Having a trusted reputation also allows the facilitative leader to negotiate and influence various stakeholders outside of their team, as they are perceived in a positive perspective.

5.5.7. Summary of research question 2 (RQ2)

In discussing inter-personal factors of facilitative leaders with the fifteen participants, six main skills or themes were identified. These skills are communicate with influence, unite people, harness conducive environment, leadership vision, empathy and a trusted reputation. Graph 8 depicts the six inter-personal skills for facilitative leadership as a summary and Table 8 below showcases the six factors and in which of the fifteen interviews they were discussed. The various factors of each of the inter-personal factors of facilitative leadership and can be viewed in detail in appendix D.



Graph 8: Themed skills – number of interviews mentioned and how many times mentioned in all interviews

Table 8: Inter-personal skills frequency table

Nr.	Theme	Participants															Total	%Responses from total participants
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
1	Communicate with influence	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	15	100%
2	Unite people	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	15	100%
3	Harness conducive environment	P1	P2	P3	No	P5	P6	P7	P8	P9	No	P11	P12	P13	P14	P15	13	87%
4	Leadership vision	P1	P2	P3	No	P5	P6	P7	P8	P9	P10	No	P12	P13	P14	P15	13	87%
5	Empathy	P1	No	P3	P4	P5	No	No	No	P9	P10	P11	P12	P13	P14	P15	11	73%
6	Trusted reputation	No	P2	P3	No	P5	P6	P7	No	P9	No	P11	P12	P13	No	P15	10	67%

5.6. Conclusion

Chapter 5 presented the results obtained from the six interview questions posed to the fifteen participants. The six interview questions were derived from the two research questions (RQ1 – RQ2) presented in chapter 3 and the results as derived from the fifteen interviews were presented in this chapter.

The results from questions one and two to answer RQ1 presented eight skills that constitute of intra-personal skills and cognitive behaviours of facilitative leadership. These eight skills are self-leadership, strategic adaptability, authentic courage, critical-thinking, empathy, growth mindset, grit and a trusted reputation. The results from questions three and four to answer RQ2 yielded six skills that account for inter-personal skills and cognitive behaviours of facilitative leadership. These six skills are communicate with influence, unite people, harness conducive environment, leadership vision, empathy and a trusted reputation. It is important to note that both empathy and trusted reputation were discussed as both an intra-personal and inter-personal skills of facilitative leadership.

6. Results discussion

6.1. Introduction

The purpose of chapter 6 is to discuss and deliberate on the results which were ascertained through the fifteen semi-structured qualitative interviews and presented in chapter 5 and compare it with the literature review presented in chapter 2.

Chapter 6 will aim to discuss the findings uncovered from the two research questions presented in chapter 3. This chapter aimed to ascertain which are those intra- and inter-personal skills and cognitive behaviours needed by a facilitative leader, if any of these skills come before the others and if they do, in which order. In chapter five, these results were discussed, and a set of both intra- and inter-personal skills were identified which are needed by a facilitative leader, against the backdrop of a large South African finance organisation.

The results obtained to answer RQ1 and RQ2 indicated that eight intra-personal and six inter-personal skills exist for facilitative leadership. It was uncovered that two of these skills, empathy for others and a trusted reputation, have been found to be in both intra- and inter-personal skills. This chapter will discuss the results of RQ1, excluding the two overlapping skills, RQ2, excluding the two overlapping skills, and finally, the empathy for others and a trusted reputation separately.

6.2. Discussion of research question one (RQ1)

The intent of RQ1 is to ascertain which intra-personal skills and cognitive behaviours impact facilitative leadership, as understood from the participant's point of view. These skills and cognitive behaviours referred to skills, competencies, behaviours, attitudes, and mindsets of the leader, deemed to be a facilitative leader.

Within the dynamic environment organisations operate in, they need to cultivate CE&I to thrive and grow (Schoemaker et al., 2018; Schoemaker et al., 2013). Leaders need to lead across multiple levels of self, which is needed as the leader needs to bring about this change (Crossan et al., 2008).

Eight intra-personal factors which impact facilitative leadership has been uncovered during the empirical investigation. These factors include the following traits and skills,

presented, and include self-leadership, strategic adaptability, authentic courage, critical thinking, empathy, growth mindset, grit and trusted reputation.

6.2.1. Self-leadership

Self-leadership is defined as a process where self-influence over feelings, thoughts and work behaviours are applied by individuals and involves motivation of self, as opposed to being externally influenced as through traditional management forms (Detjen & Webber, 2017; Harari, Williams, Castro & Brant, 2021; Stewart et al., 2011). Self-leadership is made up of various components, which are self-awareness, self-discipline, self-efficacy, self-reflection, and self-starter, as stipulated by the participants of the study. Harari et al. (2021) observed similar findings where they identified behaviours that enhance self-leadership. These consist of personality antecedents, such as self-reflection and self-regulation as factors, which align with those identified by this study's participants.

In their research, Kaimal, Metzl and Millrod (2017) defined developing self as one of the three components of their framework for facilitative leadership. This includes reflective actions being practised by the facilitative leader to build on their strengths, to develop a unique identity as a leader, and further than self-awareness it involves an entire socio-political stance (Kaimal et al., 2017).

Participants have mentioned that, through self-reflection and self-awareness, the leader understands themselves deeply so they can aspire to personal change. Self-reflection allows the leader improved ways of dealing, engaging, and interacting with others. Through this factor of self-management, the leader knows their own strengths and weaknesses, which allows them to respond to various situations and formulae adequate feedback. Participants also mentioned that self-reflection as a factor of self-management subsequently allows for improved team and stakeholder engagements. Self-awareness as a factor of self-management allows the leader to apply introspection, and subsequently create awareness of others. A leader that lacks self-awareness acts spontaneously and without actualization and the evaluation of different ideas. Stewart, Courtright and Manz (2011) also found that self-leadership at an individual level corresponds with improved emotional responses and improved work performance and outputs. They have also found that self-leadership has resulted in greater career success for the leader and that it is one of the most efficient methods to enhance employee productivity (Stewart et al., 2011).

Harari et al. (2021) posit that self-efficacy is a mechanism or factor of self-leadership and positively related to self-leadership. They describe self-efficacy as a skill used by the leader to attain goals which in turn increase performance. Self-efficacy is also a determinant of the level of effort the leader will apply in pursuit of these goals (Harari et al., 2021). Self-efficacy was defined by the participant as the leader's self-believe in their abilities to be facilitative and reach organisational goals. It was also discussed that the lack of self-efficacy will result in the leader not trusting and believing in themselves and their own capabilities, which will prevent them from achieving these goals. Having self-efficacy, the leader will be confident in their own abilities and skills, and due to this confidence, their success is not based on luck but rather on their expertise and competencies.

Self-discipline was identified by the participants as the core factor which allows the leader to manage distractions. By managing their distractions, the leader can set and achieve goals by remaining focused on the job at hand. Unfinished and prolonged goals might demotivate the facilitative leader but through self-discipline, the leader remains centred around the tasks which need to be accomplished. Manz (1992) defined self-discipline as a behaviour of self-management and is the type of behaviour that relies on self-imposed actions to manage the actioning of difficult and unattractive, but necessary tasks. They also state that self-discipline as a factor of self-leadership allows the leader more effective self-management (Manz, 1992).

Stewart, Courtright and Manz (2011) found that a self-starting leader initiates and adjust situations in the workplace that cultivate their own higher performance. The participants of this study agreed and stated that through self-starting, the leader self-energises and creates a sense of purpose. Through this sense of purpose, the leader plays to their strengths and acts decisively before the direction is given.

6.2.2. Strategic adaptability

Strategic adaptability is defined in the literature as the ability to adapt, which means learn and change, to an environment, which is in turmoil and changes in jolts. Strategic adaptability is the capability to proactively respond, change and transform to these environmental changes to attain strategic fit (Carmeli, Jones & Binyamin, 2016). Strategic adaptability has been described in this study by the participants across various factors such as adaptability, agile, challenge the status quo, creativity, curious, flexibility, risk-

taker, think outside the box, versatile and willingness to change. These factors correspond to the essential skills of strategic leadership as defined by Schoemaker, Krupp and Howland (2013) needed for CE&I.

The literature also indicated that the facilitative leader challenges the status quo, think outside the box and have a willingness to change, in relation to boundary-spanning activities where they are not bounded by organisational boundaries but rather foster collaboration with different stakeholders (Bordogna, 2019; Van Meerkerk & Edelenbos, 2018).

Adaptability was discussed by the participants as the leader's ability to manage change and their capacity and willingness to adapt to changes that are caused by environments and situations outside of their control. Adaptability was also referred as the leader adapting the way they manage different people and how they lead in various situations. Reeves and Deimler (2011) published that adaptability is the new competitive advantage and is defined as the ability to read and act on signals of change, which is critical to manage the dynamic environment. Adaptability also refers to the capability of the leader to motivate employees and partners and create an organisation that can manage complex systems (Reeves & Deimler, 2011).

During the interviews of this research, participants mentioned that the leader needs to exhibit agility as they deal with changes brought on by the external environment and situations outside of their control which require change. Interviews took place digitally through a virtual meeting with all participants, as the country was faced with strict lockdown restrictions imposed by the government to curb the spread of COVID-19. This way of work has been considered by some participants as an example of a challenging environment through which leaders are having to work. Comparing this challenging environment to the changes brought on by lockdown restrictions to combat COVID-19 was also discussed by Berinato (2020) and compared it to a process of grief. Leaders are not only having to manage their own feelings of discomfort and grief during the lockdown periods but also need to support their staff, whilst delivering on organizational strategies and goals. The literature indicates leaders function in dynamic environments (Kuratko et al., 2014) and the COVID-19 pandemic was prevalent at the time of this study, which brings with it, its own challenges for both the leader and their followers (Xiong et al., 2020).

Participants agreed that the facilitative leader should challenge the status quo, which relates to the assertiveness in their ability to challenge upwards in management structures. Challenging the status quo, thinking out of the box and curiousness are also considered factors of strategic leadership for CE&I in the literature (Schoemaker et al., 2013). Van Meerkerk and Edelenbos (2018) found that facilitative leaders will foster boundary-spanning activity by challenging the status quo set by organisational boundaries by fostering openness, challenging the status quo and encouraging collaboration.

6.2.3. Authentic courage

Authentic leadership relates to being self and genuine, and not trying to be like someone else (George, Sims, Mclean & Mayer, 2007). Authentic leadership relates to an ongoing process of being true to oneself and where the leader gains self-management skills, as discussed in 6.2.1 (Bruce & Gardner, 2005). Courage in a leadership context refers to the leader having sufficient confidence, not only in themselves but also in their team where they are given enough autonomy to make decisions and perform (Stephano & Wasylyshyn, 2005). Authentic courage in the context of this study thus refers to the leader's ability to and confidence in themselves and their team by knowing their true self.

During the interviews with the participants, discussed that authentic courage refers to the leader's naturality in their leadership position and leading with what comes to them naturally. This authenticity allows the leader to engage with their team better as the team connect the leader's actions to what they are exhibiting and saying. Participants also mentioned that through this authentic courage behaviour, the leader can influence their team. A facilitative leader is considered as authentic as they will strive to be their unique self (through self-management as discussed in 6.2.1) and then leverage the strengths of their uniqueness to achieve organisational goals (Kaimal et al., 2017).

Authentic courage also requires the leader to be vulnerable, as authenticity and vulnerability both allow the leader to become accessibly to others, honest, connected and highly effective (Couris, 2020). As mentioned by the participants, to be vulnerable, the leader acknowledges that they do not always have the answers but have the courage in their team to come up with the solutions, as they have empowered the team to make decisions. This empowerment is done by the leader being accessible, connected and honest with their teams, as the literature suggests.

Assertiveness relates to the temperament of an individual and the ideal level of assertiveness can have various positive impacts on an individual such as how they self-manage and relate to others (Ames & Flynn, 2007; Nicholson, Chow, Coyne, Belanger & McParland, 2021). Nicholson et al. (2021) also describes assertiveness as the ability to stand up for oneself, disagree comfortably and voice one's opinions but Ames and Flynn (2007) warns that the leader needs to exhibit the right level of assertiveness to be effective. Assertiveness was discussed similarly by the research participants and described the leader's ability to speak out without fear. This includes upwards debate within the organisation's management structures, laterally with stakeholders and downwards within their team. Assertiveness refers to the way leaders present themselves when a decision needs to be made, which is based on the leader's understanding of the problem and providing the context of their decision to their stakeholders.

Lastly, authentic courage includes integrity which the participants defined as how the leader acts and makes decisions in support of the greater good and which are morally acceptable. Stephano and Wasylyshyn (2005) refer to integrity in leaders as the ability to always tell the truth, whether it is good or bad and Engelbrecht, Heine and Mahembe (2017) defines integrity as the devotion to moral principles by the leader, which is the true manifestation of their personal values. Both these definitions were reflected by the participants in discussion of integrity.

6.2.4. Critical thinking

Critical thinking as a leadership skill was discussed with the research participants where its factors were defined as decision making, decisiveness, goal orientation, making sense from ambiguity, problem-solving, strategic thinking and understanding the bigger picture. In the literature, critical thinking is a cognitive skill allowing leaders a way to approach problems and obtain information to assess if a critical matter can be accepted as true, and why it can be accepted as true (Dellantonio & Pastore, 2021). Through critical thinking, the leader not only assesses information, but they also actively acquire knowledge to strengthen their knowledge and skills. As CE&I spans many areas of the organisation and is multi-dimensional, critical thinking is required by the leader to have a holistic view of problems and solutions (Coulon et al., 2009).

The theoretical definition of critical thinking was also echoed by the participants of the study who mentioned that leaders will make decisions based on their past experiences

and exposure to similar situations, and not just take a decision based on loose information. Although the leader will not stall the decision-making process, they will apply what information they have acquired through a critical thinking process. In some cases, when making decisions, the leader will acknowledge they do not have all the answers, be prepared to admit this and will empower others in their team to make certain decisions

Critical thinking requires the facilitative leader to make sense of ambiguity and understand the bigger picture. In order to enable these factors, tie in with the definition of critical thinking as the leader will challenge their preconceived ideas and established processes by actively looking for information to disprove these ideas and processes. The facilitative leader will follow this approach not to be disruptive but to achieve strategic goals and objectives.

In his definition of facilitative leadership, Schwarz (2006) defined increased quality of decision making as one of the five outcomes created by facilitative leaders, which coincides with what the participants discussed in the interviews. It is also shown that how important decision making is as a factor due to the increase in the number of decisions which needs to be taken, brought on by the dynamic environment, data sets needed for decision making becomes larger, fewer decisions can be replicated and organisations becoming more complex (Shrestha & Ben-Menahem, 2019).

Participants discussed goal setting as the way how the facilitative leader sets goals and targets but continuously assess these goals through setting milestones. This is consistent with the literature as goal setting is done on an individual level (intra-personal) where the leader will choose a specific performance criterion they strive for (Zarate, Miltenberger & Valbuena, 2019). Scholars have found and linked personal goal setting to organisational successes and achievement of strategies (Nouri, 2003). It is also mentioned that these goals are not static and the success criteria are systematically adjusted as previous performance levels are reached (Zarate et al., 2019).

This is consistent as discussed with the participants of the study as the facilitative leader will apply problem-solving techniques to articulate a solution to a problem and then set the goals, milestones and success criteria to solve the problem and reach the solution. The facilitative leader will also strategically solve the problem and align these goals to the said strategy.

6.2.5. Growth mindset

For a facilitative leader to have a growth mindset, as an intra-personal skill, they need to have the following factors of growth mindset: growth mindset, positive mindset, sense of purpose and unlearning the old. Having a growth mindset implies an individual believes that skills, attributes and intellectual ability can be acquired and developed through hard work and a conscious effort (Burnette et al., 2021; Dweck, 2015).

Growth mindset as an intra-personal skill of facilitative leadership, as resulted in this study, refers to the leader's intrinsic mindset to continuously identify new opportunities from which they can learn from. They use these opportunities to challenge their own views and to learn new skills. Literature indicates that by having a growth mindset, the leader purposefully selects challenging tasks that help them achieve this continuous attitude, rather than selecting easier tasks that minimises mistake and risks (Park, Tsukayama, Yu & Duckworth, 2020).

A growth mindset also refers to unlearning the old, which means unlearning a particular way to do tasks, and to acquire new knowledge and skills to achieve the objective, more effectively. The journey of unlearning the old involves the leader to have comfort in the knowledge that they do not know or have all the answers but the willingness to learn, with or from their followers. Having a growth mindset, leaders are more likely to embrace challenges and apply an effort to learn, which in turn will have a positive impact on their motivation to continue growing, solving problems and embracing challenges (Ng, 2018).

Due to the dynamic external environment, challenges will continue to emerge and leaders are required to embrace these challenges and re-think the way problems are solved (Dyer et al., 2009). The literature also indicates that there exists a direct relation between having a growth mindset and entrepreneurial self-efficacy and an interest in entrepreneurship (Burnette et al., 2021). A growth mindset as an intra-personal skill of the facilitative leader is thus paramount to enable organisational CE&I in the dynamic environment.

6.2.6. Grit

Grit is defined as the inclination to pursue long-term goals with devoted commitment and dedication and is seen as an important skill to successfully accomplish personal goals through passion and perseverance (Duckworth & Quinn, 2009; Park et al., 2020; Van der

Lingen et al., 2018). The factors of grit discussed in this study refer to passionate, resilient and patience, as intra-personal skills of facilitative leadership.

Being passionate allows the leader to be driven by success and the achievement of organisational goals and strategies. To be passionate, the facilitative leader needs to be in a job role which they love and provides them with a purpose. The definition of grit includes having passion for long term goals (Van der Lingen et al., 2018) and this passion will contribute to achieving success in challenging environments (Duckworth & Quinn, 2009). Having passion for long term goals will enable the facilitative leader to deliver on these goals within a dynamic environment where change is constant.

Resilience was discussed as the continuous efforts and trying by the facilitative leader, no matter the distractions or changes brought on by the dynamic environment. Being resilient include being energised physically and emotionally, to keep this continuous effort going. The facilitative leader is resilient in continuing to pursue their goals not merely because of the time it will be to achieve their goals but because they know through determination, these goals are attainable. In the literature, resilience as a factor of grit refers to resilient as having the expectation that their efforts will yield results and having the ability to withstand the pain of setbacks and efforts to achieve these results (Morton & Paul, 2019).

Having patience, allows the facilitative leader to work across different levels of skills and understanding when they deal with followers or other stakeholders. Patience is also applied to the facilitative leader onto themselves, to ensure they can continue having grit (passion and resilience), allowing them to finish their tasks and reach their goals successfully. Patience is also mentioned in the literature by Bordogna (2019) as allowing the facilitative leader to deal with organisational and people problems and challenges effectively and efficiently.

6.3. Discussion of research question two (RQ2)

The intent of RQ2 is to ascertain which inter-personal skills and cognitive behaviours impact facilitative leadership, as understood from the participant's point of view. These skills and cognitive behaviours referred to skills, competencies, behaviours, attitudes and mindsets of the leader, deemed to be a facilitative leader.

Intra-personal skills and cognitive behaviours allow the leader to relate with others socially

and manage stakeholders (Ingram et al., 2019), which empowers the leader to co-create and cultivate CE&I (Kuratko, 2017). In chapter 5, the six inter-personal skills that impact facilitative leadership has been presented and include communicate with influence, unite people, harness conducive environment, leadership vision, empathy and trusted reputation.

6.3.1. Communicate with influence

A leader's style of communication is a key skill in employee-orientated leadership styles (such as facilitative leadership) and it was found that within these types of leadership styles, followers rated their leaders much higher on communication as opposed to task-orientated leadership (Erben, Schneider & Maier, 2019; Pirola-Merlo et al., 2002). Communicate with influence as an inter-personal skill of facilitative leadership consist of checking for understanding, coaching, communication, engagement, getting buy-in, giving feedback, influence, listening, mediate, negotiation, nonverbal communication, and openness. Communication is also considered a key skill of the facilitative leader (Fryer, 2012).

Communicate with influence was discussed where the leader needs to create an openness, which means the leader's ability and willingness to listen to their follower's suggestions and solutions to alternatives (Fryer, 2012). Openness also referred to the leader's ability to encourage openness with others. An open mind also creates awareness of the leader's environment, which is considered dynamic. Part of the communication journey includes coaching followers as discussed with participants, with its foundation in openness. It was also found in the literature that facilitative leaders stimulated team communication which created reflection and openness (Hirst et al., 2004).

Listening was discussed as a factor of communicate with influence as it allows follows the opportunity to feed-back into the system, creating a feeling of being valued. By listening, the facilitative leader also creates an environment for innovation by accommodating new ideas different to theirs into the decision-making process. By listening, the leader allows for innovation, which is needed for organisational longevity and sustainability due to the dynamic environment being experienced (Khosravi et al., 2019).

Following listening and providing feedback, the facilitative leader checks for understanding, to ensure they understand with meaning, which translates into the leader

ensuring their perception of what they are hearing is not based on their formulation of the idea. When a leader perceives their quality of leadership communication is higher than that of their followers, followers' job satisfaction is considered to be low (Erben et al., 2019), the leader thus needs to ensure they listen to feedback to consider their quality of communication.

Communication does not only consider a one-directional approach from leader to follower but also includes communication from the followers to the leader and other stakeholders in the organisation. Communication was discussed with participants as frequent conversations, debating, relating with others, and giving feedback. The primary role of communication for the facilitative leader is considered as an endeavour to accomplish a shared understanding, where both the leader and the follower overcome individual subjective views and rather experience an unconstrained and unifying mutual, rationally motivated stance (Fryer, 2012).

The facilitative leader also needs to be cognisant of their non-verbal communication such as their body language and how they are perceived by their followers. The dynamism of remote working brought on by the COVID-19 pandemic and subsequent lockdown regulations are however making this difficult for leaders as they are not physically present with their followers. Literature does however show that leadership communication which incorporates consistent information being shared bi-directionally between the leader and the followers results in higher levels of perceived support and lower stress levels, during the environment created by the COVID-19 pandemic and subsequent lockdown restrictions (Sangal et al., 2021).

6.3.2. Unite people

For the facilitative leader, uniting people as an inter-personal skill is about aligning a team towards a common goal, through factors such as harnessing diversity, collaboration, teamwork, empowerment, mentorship, and coaching, amongst the sixteen factors discussed with participants. Facilitative leadership has been defined in this study as a leader who guides and supports a group to achieve their goal by creating the context in which the team operates effectively. Scholars have suggested that leaders can facilitate the performance, commitment and enhanced innovation of their followers by promoting respect and positive relationships between team members (Hirst et al., 2004), creating a culture of cooperation (Nummi, 2018), empowers others (Chen et al., 2018) and create an

organisational culture of collaboration (Schwarz, 2006).

The facilitative leader harnesses diversity in their team to unite the team by considering and acknowledging that there is strength in diversity. Through diversity, the facilitative leader solves business problems in an innovative manner. Team diversity consists of different skills, personalities, personal backgrounds, age groups, race and gender, amongst other factors. Through diversity, the team will deliver on organizational strategies and initiatives. An association has been shown between diversity in the team, and the team member's openness to diversity, to team performance (Pirola-Merlo et al., 2002).

Collaboration extends past the facilitative leader's direct team and includes all other stakeholders in the organisation and externally. Collaboration is seen as partnering with others to achieve a goal. As with communication, collaboration is not one-directional but entails multidirectional partnerships and camaraderie. Literature also shows that people work more effectively when they are within collaborative environments where the facilitative leader worked together with followers to develop and define common goals and strategies (Nordick et al., 2019). Facilitation also refers to the collaborative process the leader uses to facilitate this collective outcome or goals (Kaimal et al., 2017).

As organisations function in a dynamic environment, they need the ability to mobilise, which Reeves and Deimler (2011) define as environments that are created where knowledge can flow, which are diverse and autonomy is encouraged. As discussed with the participants, the facilitative leader embraces teamwork as it allows them to support their strengths and complement their weaknesses. These types of leaders will effectively use facilitative skills to bring together a group that will work together, by leveraging off each team member's strength, to accomplish goals. Leaders whom facilitative teamwork encourages the team to own a strong sense of team identity, which lead to a positive mood and effective performance (Pirola-Merlo et al., 2002).

Followers are empowered through means of including them in idea generation and proving team members with exposure within the organisation. The facilitative leader will however hold their team members accountable when they have been empowered and given the responsibility to deliver on a goal or objective and as they achieve these goals and objectives, team members will be recognised by the leader. Empowerment allows team members to move away from the individual to share their diverse outlooks and

perspectives, learn together and deliver on their shared goals (Kaimal et al., 2017).

6.3.3. Harness conducive environment

Due to the dynamic environment firms need to operate in, which is complex and demanding (Kuratko et al., 2014), a facilitative leadership style is required to harness a conducive environment CE&I (Stoker, 2008). The factors which make up the skill harness a conducive environment, consist of creating a culture for innovation, creating a culture for learning, an environment for growth, an environment to perform, encourage participation and a safe environment.

A safe environment was discussed as a space the facilitative leader creates where their followers can freely speak and share ideas, raise their viewpoints and inclusivity is created. The safe space consists of boundaries set by the facilitative leader, within which the team are enabled to perform their jobs and achieve shared objectives and strategies. Openness is also encouraged in this safe space. The facilitative leader will extend the psychological safe environment to the physical organisational location the team functions in. Fryer (2012) also found that an environment without the presence of hierarchical leaders allow team members to explore their own point of view, which allows for the cultivation of new ideas.

Due to the openness of the environment, innovation is enabled as different ideas from the diverse team is encouraged without fear or favour. As participation is encouraged, each team member will share their ideas openly and freely, within this space created by the facilitative leader. Openness of the environment allows for followers to discard their emotional commitments, be free of personal interests and remove complex power dynamics (Fryer, 2012).

The facilitative leader will also harness an environment where a culture for learning and growth prevails. The leader encourages followers to grow by learning new skills and thinking outside the box either from knowledge sharing or formal educational channels. These skills are needed to cultivate CE&I within dynamic environments (Dyer et al., 2009).

6.3.4. Leadership vision

Leadership vision is the leader's ability to envision the goals and what can be realised, how to conquer challenges and what the roadmap is to achieve the vision (Ndalamba, Carldwell & Anderson, 2018). Leadership vision consists of eight factors which are communicate vision, greater good, lead by example, objective, provide clear objectives, provide direction, provide guidance and share the vision.

It was discussed with participants that the facilitative leader will create the leadership vision by providing the team with clear objectives and stipulating and defining what success looks like. The facilitative leader also provides the context in which the team needs to achieve this vision, which includes as much information as possible to provide this context. By sharing the vision and having the team own this vision, will allow each team member to make a personal investment into the vision, collaborate with others to achieve it and continuously learn new skills to overcome challenges (Ndalamba et al., 2018).

Facilitative leaders go beyond perceived normal management techniques by supporting and inspiring a shared vision (Kaimal et al., 2017) and they would facilitative the team to execute on this vision (Dashtevski et al., 2019). Participants stated that alignment around the vision is also important for the facilitative leader and they thus ensure that each follower in the team is well versed with the vision, what they need to do to achieve it and what each team member's role is in delivering the vision. The facilitative leader does however not dictate to the follower the solution on achieving the vision but empowers them by providing the frameworks, model and environment to deliver on the objectives required to reach the vision.

6.4. Common skills

Both intra- and inter-personal skills of facilitative leadership are required to cultivate CE&I but it has been found that these skills are not mutually exclusive, and there is an overlap between the two. It was discovered that both empathy and a trusted reputation is important and needed in both aspects of the facilitative leader's spectrum of skills.

6.4.1. Empathy

Empathy, as discussed with the participants of this research project, contains emotional intelligence (EQ), selfless and empathy for others as factors. Empathy as an intra-personal skill refers to the ability of the leader in self to connect with other people, recognising their perspectives and co-sharing their emotions (Depow, Francis & Inzlicht, 2021). Empathy consists of both natural and learned skills and research shows that it is a skill that can be taught, learned and developed, enabling self-empathy (empathy as an intra-personal skill) within the leader so they can understand and relate to others and their experiences. As in inter-personal skill, its factors include compassion for others, in someone's shoes and empathy for others. As in inter-personal skill, empathy is crucial to enable sharing of needs and experiences between people as it provides an emotional connection that enables prosocial behaviour (Riess, 2017).

Empathy is enabled through the leader's EQ as they develop intra-personal skills, specifically to engage with others. It emerged during the interviews that not all skills come naturally to leaders. Leaders can be made aware of certain of their behaviours over time, so they can improve on them. Heyes (2018) also found that a component of empathy, named empathy through controlled processing, is developed over time, which is needed in understanding with empathy.

The facilitative leader, as described by Schwarz (2006) entails being compassionate which they define as having empathy for others, which means to understand and empathise with followers, whilst still holding followers accountable for their actions. Having empathy, it allows the facilitative leader to engage with followers in such a manner that allows for mutual learning and increases the effectiveness of the leader. Empathy as an intra-personal factor allows the facilitative leader to show interest in other stakeholders, which allows for networking and trust development across organisational boundaries (Van Meerkerk & Edelenbos, 2018).

Empathy for others is the understanding of other people and what their needs are, for the leader to be cognitive of how they will impact that person, who is experiencing a particular situation. Empathy involves the leader checking in with their followers by for example asking how they are. Empathy is defined in the literature as a matching relation between two people and their emotions, which can be seen as a cause and effect relation where one person's emotions cause the other to feel the same emotions (Heyes, 2018).

Empathy allows for the leader to perceive the emotions of others which enables them to resonate with them on an emotional and cognitive level and absorb the perceptions of others which allows them to distinguish between their own emotions and that of others (Riess, 2017). This skill allows the leader to be able to 'walk in the shoes of others' which were defined in the interviews as the leader to be able to view things from someone else's point of view. This allows the leader to engage more openly with others as they allow themselves to understand a situation from others' points of view as well.

Empathy allows the facilitative leader to understand that each person may see and encounter the same problem or experience differently and acknowledges that these different experiences can be used for learning and growth (Schwarz, 2006).

6.4.2. Trusted reputation

Having a trusted reputation refers to the intra-personal skill of the facilitative leader, consisting of credibility and maturity as factors. Being considered trustworthy is seen as one of the attributes of a leader to be to lead the self, others and within a dynamic environment (Crossan et al., 2008). Having a trusted reputation also refers to the inter-personal skill of the facilitative leader, consisting of organisational awareness and trust.

Trust and trustworthiness forms a foundation for social interactions and is also vital for other behaviours such as cooperation, moral behaviour, honesty and fairness (Kumar & Capraro, 2020). Trust is just as important for a facilitative leader as a relation exists between trust and the achievement of organisational goals (Nordick et al., 2019). Successful facilitative leadership depends less on individual relations but rather on the trust between the leader and their followers (Dashtevski et al., 2019).

A credible leader does not need to exhume confidence and be heard but their reputation rather precedes them, and it is well known that a leader who is credible has a reputation to deliver on organisational goals and strategies. Schwarz (2006) reiterates that trust is used by the facilitative leader to create this collaborative relationship where the leader is trusted by all members of the group to maintain autonomy and does not apply any impartiality to any group members. Trust and credibility are also established by the facilitative leader by treating all members of their team or a group equally and not only engaging with a single member who is more senior than the others (Schwarz, 2006).

A trusted reputation also consists of maturity and through maturity, the facilitative leader is capable to assess a given situation before they react spontaneously. This ability allows them to formulate an adequate and suited response before they act. It was also mentioned that the leader will balance the level of urgency and patience in their response time, to be able to enable this maturity in decision making.

As discussed with the participants during the study's interviews, a trusted reputation is built over time between a leader and their followers and was defined where a leader can relate with a follower. The leader creates a trusted reputation built on previous engagements where the leader showed they have the follower's best interest at heart. It was also discussed that it takes longer to build up trust and a single event can break down trust. This is echoed in the literature where it is stated that if the leader makes negative assumptions about the motives of others, mistrust is built mutually between the leader and followers (Schwarz, 2006).

Trust was also discussed relating to how the leader built a trusted reputation with their followers by decentralising decision making to the team. This provides their followers with the autonomy to make decisions. Organisational trust is earned by the facilitative leader developing a track record of success, which enables the leader to negotiate and influence with stakeholders outside of their control, unlocking resources others might not have access to. Schwarz (2006) also found that by providing followers with autonomy to make their own decisions, internal commitment to decision-making increases and the members of the team who made the decisions feel more responsible for their contribution and commitment to achieving the goal. Decentralised decision making also allows the facilitative leader to be able to respond to more changes that are brought on by the dynamic environment in which their organisations and teams exist (Fryer, 2012).

6.5. Conclusion

In chapter 6, results from this research project were analysed, consolidated, and interpreted alongside the literature presented in chapter 2 and the two research questions posed in chapter 3. Eight intra-personal and six inter-personal skills needed for a facilitative leader were discussed and were found to correlate to the skills of facilitative leaders identified in studies conducted in different environments. It was found that a new way of leadership is needed where the leader co-creates with their followers to deliver on

CE&I. Specific intra- and inter-personal skills are needed for a leader to be a facilitative leader, and the first of these skills relate to self-management. Subsequent intra- and inter-personal skills are depending on the situation and environment the leader manages in, and the diversity of their followers. It was also discovered that both intra- and inter-personal skills are not mutually exclusive as two skills are contained in both intra- and inter-personal skills. These are empathy and a trusted reputation.

Chapter 7 concludes this research paper and presents the principle conclusion, theoretical contributions, implications for management, research limitations and potential future studies which can follow from this.

7. Conclusions and recommendations

7.1. Introduction

The aim of this study was to understand the intra- and inter-personal skills required for facilitative leadership to cultivate CE&I. Organisations exist within a dynamic environment in which they need to compete, grow and thrive in and for them to do so, they need to cultivate CE&I. Facilitative leadership has been identified as a leadership style within the new management theories, as a leadership style which cultivates CE&I, as this type of leader co-create the shared vision with their followers. The literature was not clear on which intra- and inter-personal skills are required by an individual leader to be considered a facilitative leader.

7.2. Principle conclusion

Six distinct intra-personal skills of facilitative leadership were discovered through this study which are self-leadership, strategic adaptability, authentic courage, critical thinking, a growth mindset, and grit. Communicate with influence, unite people, harness a conducive environment and leadership vision were the four unique inter-facilitative leadership skills brought to light. Two distinctive skills, namely empathy and a trusted reputation were determined as both intra- and inter-personal skills of facilitative leadership.

Figure 2 below depicts graphically the different skills derived from the interviews conducted and indicates how empathy and trusted reputation is both an intra- and inter-personal skills of facilitative leadership.

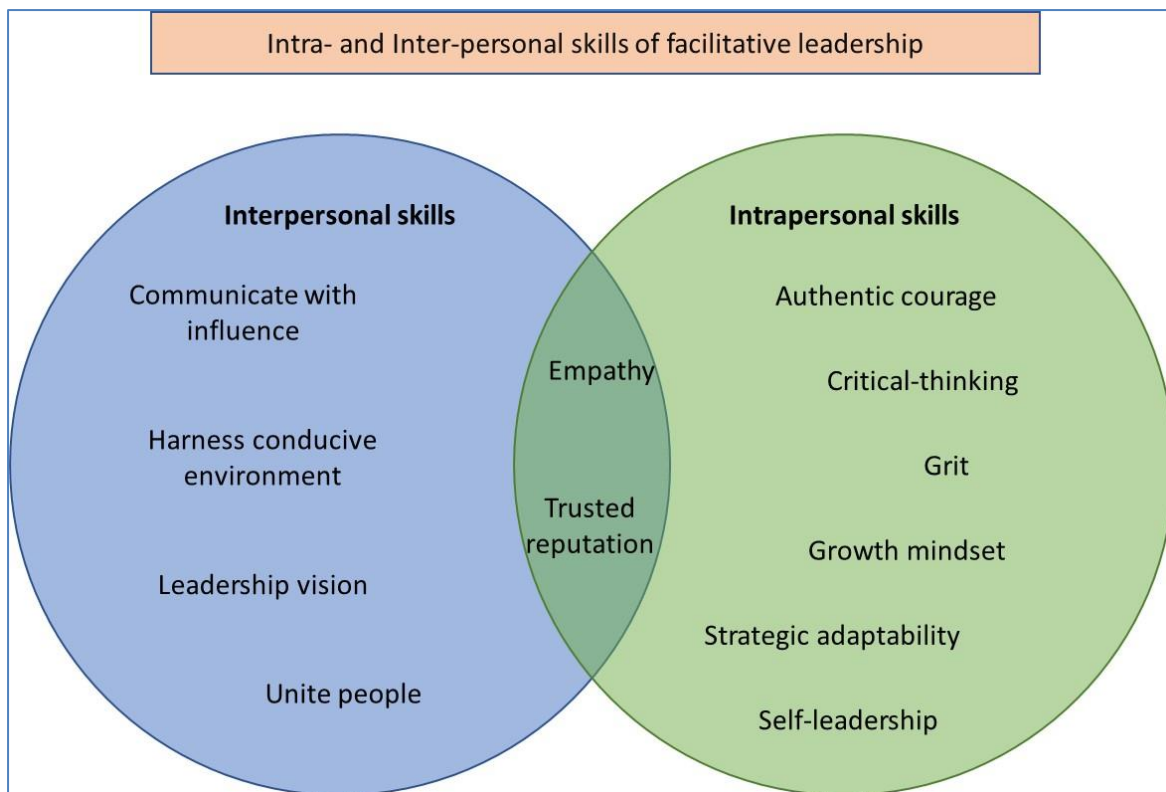


Figure 2: Intra- and inter-personal skills of facilitative leadership

7.2.1. Common skills of facilitative leadership

The two common skills of facilitative leadership found are empathy and a trusted reputation.

Empathy relates to the leader's ability to connect with other people (such as their followers, stakeholders, and managerial peers), recognising their individual perspectives and the ability to co-share in their emotions (Depow et al., 2021; Riess, 2017). Empathy is firstly enabled by the leader's self-management skills which allow them to have compassion for others (Heyes, 2018). Empathy also allows for an emotional connection to be formed between people, enabling pro-social behaviour which in turn is needed to cultivate CE&I (Schwarz, 2006; Van Meerkerk & Edelenbos, 2018).

A trusted reputation forms the foundation for social interactions and is also vital for other behaviours which are built on it, such as cooperation, moral behaviour, honesty, and fairness (Kumar & Capraro, 2020). A trusted reputation is needed to lead within a dynamic environment and is considered an attribute by scholars for both leadership of self and others (Crossan et al., 2008). A positive relation exists between a trusted reputation and

the achievement of organisational goals (Nordick et al., 2019), which is achieved by the leader relying on trust between them and their followers, rather than individual relations (Dashtevski et al., 2019). Credibility and confidence exhumed by the leader are building blocks for a trusted reputation, where credibility is created by treating each follower equally as part of their team and confidence, not by arrogance but by a proven track record of success (Schwarz, 2006).

7.2.2. Intra-personal skills of facilitative leadership

Intra-personal skills of facilitative leadership consist of self-leadership, strategic adaptability, authentic courage, critical thinking, a growth mindset, and grit.

Self-leadership is the process where individuals apply self-influence over feelings, thoughts, and work behaviours (Detjen & Webber, 2017; Harari et al., 2021; Stewart et al., 2011). The facilitative leader practises self-leadership skills to reflect and build on their strengths, develop their identity as a leader and understand themselves deeply (Kaimal et al., 2017), which enables them to aspire to change. Self-leadership skills also include self-efficacy, self-discipline, being a self-starter and being a self-motivator.

Strategic adaptability is defined as the ability of a leader to adapt to a dynamic environment in which they lead. It refers to obtaining strategic fit through their capability to respond, change and transform to this environment (Carmeli et al., 2016). As a leader who facilitates change in a dynamic environment, leaders need to be able to challenge the status quo, think outside the box, have a willingness to change as well as implement change in their organisation (Bordogna, 2019; Van Meerkerk & Edelenbos, 2018). Being strategically adaptable also means the leader can motivate others to change and respond to challenging environments collectively (Reeves & Deimler, 2011). Strategic adaptability is critical in dynamic environments such as the changes and challenges brought on by the COVID-19 pandemic, as leaders need to manage their own feelings of discomfort as well as that of their followers, whilst still delivering organisational goals (Berinato, 2020; Xiong et al., 2020).

Authentic leadership refers to the leader being true to self, remaining genuine and relating to an ongoing process of mastering self-leadership skills (Bruce & Gardner, 2005; George et al., 2007). Courage is the leader having sufficient confidence in their abilities and skills to make decisions and deliver on goals (Stephano & Wasylyshyn, 2005). Authentic

courage is the leader's ability to lead with what comes naturally to them allows the leader's followers to engage with them more effectively as the followers can match what the leader says to the actions they exhibit (Kaimal et al., 2017). Through authentic courage, the leader also becomes vulnerable, which allows the leader to be approachable by their followers, and in turn empowers the followers (Couris, 2020).

The cognitive skill allowing leaders to approach problems, obtain information to solve the problem and decide what is true in decision making, is defined as critical thinking (Dellantonio & Pastore, 2021). Critical thinking allows not only for decision making but also the method in which information is obtained for deciding or taking a stance. The leader makes decisions based on their past experiences and situations and considers factors, other than just what is presented to them for making the decision (Coulon et al., 2009). The leader acknowledges they do not hold all the answers and will also not delay the decision-making process, by being indecisive. The facilitative leader understands the environment in which they need to critically think as they actively look for information to disprove preconceived ideas and processes (Schwarz, 2006).

Having a growth mindset implies an individual believes that skills, attributes, and intellectual ability can be acquired and developed through hard work and conscious effort (Burnette et al., 2021; Dweck, 2015). The facilitative leader has a growth mindset as they have an intrinsic perspective to continuously identify new opportunities which enables them to learn and grow (Park et al., 2020). They would use these new opportunities to challenge their own views and acquire new skills, which contributes to problem-solving and enables CE&I (Ng, 2018).

A leader who has the inclination to pursue long-term goals with devoted commitment and dedication is said to have grit, which allows the leader to successfully accomplish personal goals through passion and perseverance (Duckworth & Quinn, 2009; Park et al., 2020; Van der Lingen et al., 2018). Part of grit refers to passion and for the facilitative leader to be passionate, they need to be in a job they love, and which provides them with a daily purpose (Van der Lingen et al., 2018). Through this passion, they will deliver on goals in a dynamic environment (Morton & Paul, 2019). Resilience is also important as it refers to the continuous effort exhibited by the leader through being energised physically and emotional (Bordogna, 2019).

7.2.3. Inter-personal skills of facilitative leadership

Communicate with influence, unite people, harness a conducive environment and leadership vision were the four unique inter-facilitative leadership skills identified by this study.

Communicate with influence is a key skill in employee-orientated leadership styles and allows for the leader's willingness and openness to listen to their followers (Erben et al., 2019; Pirola-Merlo et al., 2002). Through communicate with influence, the facilitative leader creates openness which means the leader listens, check for understanding and is willing to accept their followers' points of view and ideas (Fryer, 2012). Listening allows followers the opportunity to feedback into the system and allows them to feel valued as their voices are heard (Erben et al., 2019). Communicate with influence is not one-directional and includes non-verbal cues such as body language, which is made difficult due to virtual and remote work environments (Fryer, 2012).

Unite people is achieved by promoting respect and positive relationships between team members to create a culture of co-operation and co-creation and empowering others (Nummi, 2018; Pirola-Merlo et al., 2002; Schwarz, 2006). Unite people is achieved through harnessing diversity, collaboration, teamwork, mentoring and empowerment. The facilitative leader acknowledges that diversity strengthens their team and its ability to deliver on strategic objectives (Pirola-Merlo et al., 2002). Followers are also empowered to collaborate across organisational boundaries and bring their thinking into the team (Reeves & Deimler, 2011).

Harness a conducive environment is to be created to cultivate CE&I (Kuratko, 2017). This means an environment that is considered open, safe and contains a culture of innovation (Stoker, 2008). A safe environment is created by the facilitative leader allowing followers the space to freely speak and raise their ideas, state their viewpoints and diversity is leveraged as a strength (Fryer, 2012). This environment does however have boundaries set by the leader in which these factors can take place. Learning, growth and development are also harnessed in this space, which is needed for CE&I (Kuratko, 2017).

Leadership vision is the leader's ability to envision the goals and what can be realised, how to conquer challenges and what the roadmap is to achieve the vision (Ndalamba et al., 2018). A leadership vision will be created where the team is provided with clear

objectives, stipulating and defining success. The context in which the vision must be achieved is also provided and information about the vision is freely shared and made available to their followers (Dashtevski et al., 2019; Kaimal et al., 2017).

7.3. Academic contribution

Reflective of what transpired from this research project, intra- and inter-personal skills and cognitive behaviours of facilitative leaders were identified, within the financial services sector of South Africa, to cultivate CE&I.

7.4. Implications for management and other stakeholders

CE&I is becoming increasingly more vital for organisations as they need to thrive in a dynamic environment that is characterised by volatility, new market entrants, technology-driven changes and platform business models (Crossan et al., 2008; Kuratko et al., 2011; Mbunge et al., 2021; Raj et al., 2020). Organisations should become aware that to cultivate successful CE&I, they need leaders with specific skills to effectively lead and implement CE&I initiatives and ground CE&I into the organisational strategies (Dyer et al., 2009; Kuratko, 2017). Leadership and influence have been stated by the World Economic Forum as one of its top ten skills for 2025 (Whiting, 2020), and organisations should be aware that although traditional leadership theories have focussed on various leadership styles throughout history, a new type of leader is emerging where objectives are achieved through co-creation with followers, namely facilitative leadership (Schwarz, 2006; Shepherd et al., 2019; Svara, 1990).

Organisations should thus be cognisant of the types of leaders they appoint and groom as it is these leaders which will be the determinant of whether the organisation fails or succeeds in CE&I initiatives. Additionally, to harness the benefits of facilitative leadership such as improved decision making, commitment to implementation in a reduced time, improved working relationships, increased organisational learning and enhanced personal satisfaction (Schwarz, 2006), certain intra- and inter-personal skills of their leaders are required.

To deliver on CE&I, through facilitative leaders, it is recommended that organisations provide sufficient support and structures to their existing and future leaders to develop certain intra- and inter-personal skills. These intra-personal skills include authentic

courage, critical thinking, grit, growth mindset, self-leadership, and strategic adaptability. The inter-personal skills needed for facilitative leadership is communicate with influence, harness a conducive environment, leadership vision and unite people. It is critical that the correct organisational development rails are in place to develop empathy and a trusted reputation in these leaders as both an intra- and inter-personal skill. Some of these skills cannot be taught but leaders can be made aware of the skills through exposure and experiences.

7.5. Research limitations

Research limitations of this study can be attributed to its qualitative nature as the methodology used in this research. The research methodology used included gathering data through semi-structured interviews which took place fully online. Research limitations that might impact the final results are listed as follow:

In this exploratory research, data were gathered qualitatively through semi-structured interviews and the use of an interview guide. The results from information and data being discovered, cannot be verified.

Interviewer bias might have been present in the research as interviewer bias might have influenced participants' responses due to the researcher's tone and method questions were posed.

As the research explored the perception of skills of a facilitative leader from participants, common-method bias might be representative in the results.

Results were interpreted by the researcher and might not have been interpreted correctly as intended by participants' feedback.

The sample size of this study was limited to fifteen participants and restricted to the Gauteng province of South Africa which places limitations on the generalisability of the results, particularly outside of a South African context.

All interviews took place online through digital video conferencing, which limited the researcher's ability to gauge participants' body language and expressions, nonverbal cues.

The research was conducted and limited to the South African financial services industry and by default does not include views from stakeholders in other industries. The researcher is employed in one of the organisations represented in this study, which might have influenced how participants from this organisation responded.

7.6. Future research suggestions

As the study was qualitative in nature, research findings were contextually derived and cannot be applied generally. Future studies are suggested to further the body of knowledge on facilitative leadership and CE&I.

The study was limited to senior managers who deliver or influence CE&I within the financial services sector in South Africa. Further studies can be performed within other sectors, not yet covered in the body of knowledge.

As this study was from the viewpoint of the facilitative leader, further studies can include the same research questions but posed to followers of facilitative leaders.

This study ascertained which intra- and inter-personal skills are required for facilitative leadership. Future research can ascertain how these skills and subsequent factors constrain or enhance CE&I.

For leaders to be strategic and cultivate CE&I within dynamic environments, they should lead across self, others and organisation (Crossan et al., 2008). This study was limited to self and others (intra- and inter-personally) and future studies can include which organisational skills are required in which facilitative leaders will thrive.

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Appendix A: Interview guide

1. Introduction to interview

a. Setting the scene:

Confidentiality and the recording of the session.

b. Research Topic:

Intra- and Interpersonal factors of facilitative leadership to cultivate corporate entrepreneurship and innovation.

c. Definition of facilitative leadership:

A facilitative leader is defined as a leader who guides and supports a group to achieve their goal by creating the context in which the team operates effectively. The facilitative leader empowers individual members of the team by enhancing the efforts of the members, to effectively collaborate and collectively deliver a desirable outcome. This is done by encouraging open expression of ideas and opinions, positive relationships, cooperation and conflict resolution.

d. Benefits of facilitative leadership:

Benefits of facilitative leadership includes creating inclusive and empowering teams, create compassion, enable collaboration, align groups and encourages open expression.

e. Intrapersonal and interpersonal cognitive behaviours

Interpersonal:

- Refers to the relations between persons
- Two or more parties involved
- Feedback is involved

Intrapersonal:

- Refers to within the individual self or mind
- Only the self – no other parties involved
- No feedback is involved, only individual feedback

2. Semi-structured interview questions

Focus Area	Questions and probes
Intra-personal cognitive behaviours (skills, competencies, behaviours attitudes and mindsets)	1.1 What are the key intrapersonal factors and cognitive behaviours that impact facilitative leadership? 1.2 Please elaborate on the rational
Inter-personal cognitive behaviours (skills, competencies, behaviours attitudes and mindsets)	1.3 What are the key interpersonal factors and cognitive behaviours that impact facilitative leadership? 1.4 Please elaborate on the rational

Appendix B: Informed consent letter

Please note, personal identifiable information has been redacted to comply with the Protection of Personal Information Act (PoPIA).

Informed consent letter:

I am currently a student at the University of Pretoria's Gordon Institute of Business Science and completing my research in partial fulfilment of an MBA.

I am conducting research on the Intra- and Interpersonal factors and cognitive behaviours, such as skills, competencies, behaviours, attitudes and mindsets, of facilitative leadership to cultivate corporate entrepreneurship and innovation.

Our interview is expected to last between 45 and 60 minutes and will help me understand how senior managers in the South African finance industry cultivate corporate entrepreneurship and innovation through facilitative leadership.

Please note that the interview will be recorded digitally for research purposes and to complete notes.

Your participation is voluntary, and you can withdraw at any time without penalty. All data will be reported without identifiers. If you have any concerns, please contact my supervisor or me. Our details are provided below.

Researcher name:

Redacted

Research Supervisor:

Redacted

Email: Redacted

Phone: Redacted

Email: Redacted

Phone: Redacted

Signature of participant: _____

Date: _____

Signature of researcher: _____

Date: _____

Appendix C: Consistency matrix

Title: Intra- and Interpersonal factors of facilitative leadership to cultivate corporate entrepreneurship and innovation.

Research questions	Literature review	Data collection tool	Analysis
What are the intra-personal factors of facilitative leadership to cultivate corporate entrepreneurship and innovation?	2.4.2: Leadership for CE&I 2.6: Intra- and inter-personal factors of facilitative leadership 2.6.1. Intra-personal factors	Questions 1 and 2 in semi-structured interview guide	Content analysis and frequency analysis to identify trends and common themes
What are the inter-personal factors of facilitative leadership to cultivate corporate entrepreneurship and innovation?	2.4.2: Leadership for CE&I 2.6: Intra- and inter-personal factors of facilitative leadership 2.6.2. Inter-personal factors	Question 3 and 4 in semi-structured interview guide	Content analysis and frequency analysis to identify trends and common themes

Appendix D: Total list of codes and themes

Intra/Inter	Atlas.Ti Codes	Total count	Interview count	Themes	Theme saturation
Intrapersonal	Self-Awareness	65	12		
	Self-Discipline	25	3		
	Self-efficacy	63	10		
	Self-reflection	57	13		
	Self-Starter	10	3	Self-leadership	15
Intrapersonal	Adaptability	2	2		
	Agile	9	5		
	Challenge the status quo	3	3		
	Creativity	6	4		
	Curious	5	3		
	Flexibility	3	3		
	Risk taker	8	3		
	Think outside the box	3	3		
	Versatile	1	1	Strategic adaptability	
	Willingness to change	7	1		14
Intrapersonal	Assertiveness	17	8		
	Authentic	10	4		
	Fearless	5	3		
	Integrity	8	3	Authentic courage	
	Vulnerable	12	5		13
Intrapersonal	Decision making	29	10		
	Decisive	20	9		
	Goal orientated	18	9		
	Making sense (from ambiguity)	1	1		
	Problem solving	4	1		
	Strategic thinking	6	3		
	Understand the bigger picture	5	3	Critical thinking	12
Intrapersonal	Emotional intelligence (EQ)	16	7		
	Selfless	3	1		
	Empathy for others	17	7	Empathy	11
Intrapersonal	Growth mindset	12	6		
	Positive mindset	7	1		
	Sense of purpose	2	1		
	Unlearning old	22	10	Growth mindset	11
Intrapersonal	Passionate	16	4		
	Resilient	4	1		
	Patience	17	2	Grit	6
Intrapersonal	Credible	3	1	Trusted reputation	
	Maturity	12	4		5
Interpersonal	Check for understanding	5	2	Communicate with influence	
	Coaching	4	2		15

	Communication	83	14		
	Engagement	20	5		
	Get buy in	1	1		
	Giving feedback	28	8		
	Influence	17	6		
	Listening	49	10		
	Mediate	4	3		
	Negotiation	7	3		
	Nonverbal communication	9	5		
	Openness	68	13		
Interpersonal	Accountability	2	1		
	Bring people together	9	4		
	Collaboration	27	11		
	Compromise	3	2		
	Conflict resolution	5	3		
	Diversity	33	12		
	Empower others	30	8		
	Encourage	8	5		
	Equality	2	1		
	Inclusivity	18	6		
	Involved	3	1		
	Know your people	4	1		
	Recognition	3	1		
	Relationship building	18	6		
	Respect	21	6		
	Teamwork	30	11	Unite people	15
Interpersonal	Create culture for innovation	8	3		
	Create culture for learning	6	4		
	Environment for growth	9	6		
	Environment to perform	21	9		
	Encourage participation	5	3	Harness conductive environment	
	Safe environment	44	12		13
Interpersonal	Communication vision	15	9		
	Greater good	1	1		
	Lead by example	6	3		
	Objective	1	1		
	Provide clear objectives	25	11		
	Provide direction	4	1		
	Provide guidance	8	4	Leadership vision	
	Share the vision	10	4		13
Interpersonal	Compassion for others	11	6		
	In someone's shoes	8	5		
	Empathy for others	17	7	Empathy	11
Interpersonal	Organisational awareness	2	1	Trusted reputation	
	Trust	57	9		10

Appendix E: Ethical clearance obtained from GIBS

Please note, personal identifiable information has been redacted to comply with the Protection of Personal Information Act (PoPIA).

----- Forwarded message -----
From: Masters Research <MastersResearch@gibs.co.za>
Date: Tue, 27 Jul 2021 at 13:47
Subject: Ethical Clearance Approved
To: [REDACTED]@gibs.co.za; [REDACTED]@gibs.co.za
Cc: Masters Research <MastersResearch@gibs.co.za>

