

Investigating the relationship between leadership style and team effectiveness of employees in private training institutions

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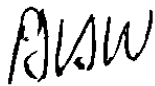
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DECLARATION

I, PENELOPIE VAN DER WESTHUIZEN, hereby declare that this research study, "Investigating the relationship between leadership style and team effectiveness of employees in private training institutions", is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.



PENELOPIE VAN DER WESTHUIZEN

2019-12-02

DATE

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EXECUTIVE SUMMARY

The aim of this study was to investigate the relationship between leadership style and team effectiveness of employees in private training institutions. Teamwork is an essential element in organisations. Leadership is central to building a highly effective team; the focus was therefore on the leadership style and team effectiveness within the organisations. This was done through a literature review and an empirical investigation. The literature review highlighted the key terms such as leadership and leadership styles as well as the different dimensions of the focused leadership styles. Additionally, the empirical investigation was aimed at determining the prominent leadership style and the most prevalent component of team effectiveness in managing employees as well as determining whether there is a correlation between the dominant leadership style and team effectiveness.

This study utilised a quantitative method research design. The research was conducted at Akademia and Sol-Tech, private training institutions in Pretoria. The aim of the study was to determine the prevalent leadership style used to manage employees using the Multifactor Leadership Questionnaire (MLQ-5x), developed by Avolio and Bass, as well as to determine its correlation with team effectiveness. This was done using the Team Effectiveness Questionnaire (TEQ) developed by The Effective Teaming Laboratory. Both measuring instruments have demonstrated proven reliability and validity. The analysis of data was done using the Statistics Package for Social Scientists (SPSS) and the results presented by figures and tables. Both descriptive and inferential statistical tests were conducted to answer the research questions.

With regards to the findings of this study, a clear correlation was found between transformational leadership style and team effectiveness. The study further revealed that the transformational leadership style is the most dominant leadership style used in the management of employees.

Key words: leadership; leadership styles; transformational leadership style; transactional leadership style; laissez-faire leadership style; teams and team effectiveness.

TABLE OF CONTENTS

DECLARATION	I
ACKNOWLEDGEMENTS	II
EXECUTIVE SUMMARY	III
CHAPTER 1: ORIENTATION	1
1.1. INTRODUCTION	1
1.2. PROBLEM STATEMENT	2
1.3. RATIONALE AND SIGNIFICANCE OF THE STUDY	3
1.4. AIM AND OBJECTIVES OF THE STUDY	3
1.5. RESEARCH QUESTIONS AND HYPOTHESES	4
1.6. DEFINITIONS OF KEY CONCEPTS	4
1.7. RESEARCH METHOD	5
1.8. RESEARCH DESIGN	5
1.9. DELIMITATION OF THE STUDY	5
1.10. RESEARCH METHODOLOGY	6
1.10.1. Population	6
1.10.2. Sample Method	6
1.10.3. Data Collection Instrument.....	6
1.10.4. Data Collection	7
1.10.5. Data Coding and Analysis	7
1.11. ETHICAL CONSIDERATIONS	7
1.12. SUMMARY	8

CHAPTER 2: LITERATURE REVIEW	9
2.1. INTRODUCTION	9
2.2. THE CONCEPT OF LEADERSHIP	10
2.3. LEADERSHIP STYLES.....	11
2.4. TRANSFORMATIONAL LEADERSHIP	14
2.4.1. Transformational Leadership Dimensions.....	16
2.5. TRANSACTIONAL LEADERSHIP	17
2.5.1. Transactional Leadership Dimensions	18
2.6. LAISSEZ-FAIRE LEADERSHIP.....	19
2.6.1. Laissez-faire leadership dimensions	19
2.7. TEAMS AND TEAM LEADERS	20
2.8. TEAM EFFECTIVENESS	22
2.9. VIRTUAL TEAMS	22
2.10. SUMMARY	23
 CHAPTER 3: RESEARCH METHODOLOGY.....	 24
3.1. INTRODUCTION	24
3.2. RESEARCH DESIGN AND METHODOLOGY	24
3.2.1. Research Design	24
3.2.2. Research Paradigm	24
3.2.3. Research Approach	25
3.2.4. Research Strategy	25
3.2.5. Population and Sampling	25
3.2.6. Data Collection Instrument.....	26

3.2.7.	Data Collection	28
3.2.8.	Data Coding and Analysis	28
3.2.9.	Ethical Considerations	29
3.2.10.	Reliability and Validity	30
3.2.10.1.	Reliability	30
3.2.10.2.	Validity	30
3.3.	SUMMARY	31
CHAPTER 4: DATA PRESENTATION AND ANALYSIS OF RESULTS.....		32
4.1.	INTRODUCTION	32
4.2.	RESEARCH QUESTIONS AND HYPOTHESES	32
4.3.	VARIABLES.....	33
4.3.1.	Independent Variables (IV)	33
4.3.2.	Dependent Variables (DV)	34
4.4.	BIOGRAPHICAL DATA	34
4.5.	RESULTS OF THE QUANTITATIVE DATE: DESCRIPTIVE STATISTICS	37
4.5.1.	Overall Mean Ratings	37
4.6.	RESULTS FROM THE QUANTITATIVE DATA: INFERENTIAL STATISTICS	48
4.6.1.	Validity and reliability of the measuring instrument	48
4.6.2.	Assumptions for Statistical Analysis.....	49
4.6.2.1.	Normality	49
4.6.2.2.	Homoscedasticity	52
4.7.	RESULTS FOR THE ANOVA TESTS	55

4.8.	SUMMARY OF HYPOTHESES	56
4.9.	SUMMARY	56
CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS		57
5.1.	INTRODUCTION	57
5.2.	SUMMARY	57
5.3.	FINDINGS	58
5.3.1.	Findings on Research Question 1.....	59
5.3.2.	Findings on Research Question 2.....	59
5.3.3.	Findings on Research Question 3.....	59
5.4.	RECOMMENDATIONS	60
5.5.	CONCLUSION	62
LIST OF REFERENCES		63
APPENDIX A: QUESTIONNAIRE.....		67
APPENDIX B: PERMISSION TO CONDUCT RESEARCH.....		81
APPENDIX C: ETHICAL CLEARANCE.....		83
APPENDIX D: DECLARATION BY LANGUAGE PRACTITIONER.....		85

LIST OF TABLES

Table 2-1:	Effective Leadership Traits.....	11
Table 3-1:	Dimensions of the MLQ/5x.....	27
Table 4-1:	The biographical data of the participants (frequency analysis)	34
Table 4-2:	Overall mean ratings for the dependent variable leadership style (N=48).....	38
Table 4-3:	Responses per individual item on questionnaire	39
Table 4-4:	Overall agreement rates with components of team effectiveness (N=48)	42
Table 4-5:	Overall agreement rates with components of team effectiveness (N=48)	44
Table 4-6:	Cronbach Alpha Analysis	49
Table 4-7:	Test of Normality (normal distribution).....	50
Table 4-8:	Test of Homogeneity of variances	53
Table 4-9:	Correlation analysis.....	54
Table 4-10:	Descriptive Statistics	55
Table 4-11:	ANOVA Table for the IV Age.....	55
Table 4-12:	Measures of Association Test for IV 'Age'	56

LIST OF FIGURES

Figure 2-1:	Leadership Grid of Blake and Mouton (compiled from Poisat, 2014:297-299).	12
Figure 2-2:	Team development stages in correlation with team processes (compiled from Bekker, 2014:44-45).....	21
Figure 4-1:	Age composition of sample (N=48)	35
Figure 4-2:	Work experience composition of sample (N=48)	36
Figure 4-3:	Function/unit of participants	36
Figure 4-4:	Mean comparison of DV Leadership Style	38
Figure 4-5:	Agreement rates with the DV team effectiveness components	43
Figure 4-6:	Histogram of DV: Transformational Leadership style.....	50
Figure 4-7:	Histogram of DV: Transactional Leadership Style	51
Figure 4-8:	Histogram of DV: Laissez-Faire Leadership Style	51
Figure 4-9:	Histogram of DV: Team Effectiveness.....	52

CHAPTER 1: ORIENTATION

1.1. INTRODUCTION

The focus of this study was to explore the relationship between leadership style, specifically, transformational, transactional and laissez-faire leadership styles and the effect of the dominantly perceived leadership style on team effectiveness.

From the beginning of the nineties, teamwork has been increasingly investigated in the management sciences, service industry, problem solving and project management to name a few; it no longer focused solely on the manufacturing industry.

Teamwork is thus at present an essential element in organisations; the concept of working together collaboratively as a team by implementing, cross-functional teams ensures organisations' success and effectiveness. By combining individual knowledge and experience, organisations create a competitive advantage (Azmy, 2012:1).

This study is important in investigating the effectiveness of teams in a higher education institution as research shows that highly effective teams yield greater outcomes; thus, to ensure that our cross functional teams are successful and effective, Higher Education Institutions must promote, measure and evaluate their teams' effectiveness.

Leadership is essential to building a highly effective team. The role of leadership within organisations is critical; organisational leaders have to create a vision and strategic direction, construct relationships, shape organisational culture and values and lead/ implement change. Leadership may be seen as a group effort of all members of the organisation in order to accomplish critical tasks such as creating direction, aligning strategy and objectives at all levels with vision and strategic direction and acquiring commitment from all (Poist, 2014:291).

Research showed that leadership style is the most important determinant of team effectiveness. How leaders behave impacts on the team's structure, processes and effectiveness (Choi *et al.*, 2017:378). Choi *et al.* (2017:379) support the notion that transformational leadership specifically has a positive impact on team effectiveness. By acting as a role model, leaders promote the intrinsic motivation of employees, increasing organisational commitment and ensure commitment to the effective achievement of the team's shared vision. Ginnett (2019) also states that teams are complicated and that it is the role of the leader to create the conditions for a team to be effective.

1.2. PROBLEM STATEMENT

Leadership plays an important role in the success of organisations. Leaders in an organisation have a responsibility to the organisation and the employees of the organisation. The main purpose of this research is to investigate which leadership style positively affects team effectiveness within private training institutions.

Solidarity is a union, comprising various work-related institutions that are mutually supporting (Solidarity, 2019). For the purpose of this study the focus was on the two private training institutions, Akademia and Sol-Tech.

Akademia is a private and independent higher education institution. It has been committed to providing in the need for professional training with a sound foundation and commitment to excellent education in preparing students for their professional working life since 2006 (Akademia, 2019).

While Akademia focuses on higher education, Sol-Tech focuses on private vocational training, opening their technical training college in 2006. Sol-Tech is an accredited, private vocational training college founded on Christian values. It focuses on vocational training that leads to the attainment of nationally recognised qualifications that also serve as a foundation for further study and eventual acquisition of a recognised engineering qualification (Sol-Tech, 2019).

It was thus a great opportunity to investigate the dominant leadership style and to assess its team effectiveness within these institutions to assist them in establishing highly effective teams; teams that can positively contribute to the achievement of their missions and visions.

For both Akademia and Sol-Tech, their relatively new and small organisations can benefit greatly from the research in terms of setting best practices for teams and evaluating which leadership style fosters the greatest team effectiveness. All these elements add value to their organisations and create a competitive advantage.

By determining which leadership style would foster the best team effectiveness, both organisations can cultivate highly effective teams, adding value and creating a competitive advantage.

1.3. RATIONALE AND SIGNIFICANCE OF THE STUDY

This study aimed to add value in the context of higher education institutions in terms of team effectiveness, focusing on how teams operate in the different modes of delivery, such as blended learning, open distance learning and face to face instruction to meet goals. Anderson *et al.* (2017:517) caution that observing and assessing virtual teams is complicated owing to the differing nature of working in the digital domain. Thus, by investigating team effectiveness in this context, it will highlight best practices that may add value and create a competitive advantage that can be implemented in other departments.

The operational activities of a higher education institution depend seriously on the effectiveness of team work. Human Resources, or rather, Talent Management, discipline will benefit from this study in terms of the outcomes of the research and the value it might add to the research on teams, team effectiveness, team composition and leadership styles.

1.4. AIM AND OBJECTIVES OF THE STUDY

The primary objective of the study aims to investigate the relationship between leadership style and the team effectiveness of employees in private training institutions.

To support the primary objective of the study the objectives are:

1. To determine which leadership style is most prevalent in the management of employees.
2. To determine which component of team effectiveness is most prevalent (dominant) in the management of employees.
3. To determine whether there are any correlation and/or variances between team effectiveness and the chosen leadership styles, namely transformational, transactional or laissez-faire.

1.5. RESEARCH QUESTIONS AND HYPOTHESES

In support of the aim of the study and to conduct a focused literature study, three research questions were identified:

1. Which leadership style is most prevalent (dominant) in the management of employees?
2. Which component of team effectiveness is most prevalent (dominant) in the management of employees?
3. Are there any correlations and/or variances between team effectiveness and any leadership style?

Furthermore, from the research questions, the following hypotheses were stated, flowing from research question 3:

Hypothesis 1

There is no statistically significant correlation between team effectiveness and any leadership style.

Hypothesis 2

There is no statistically significant difference between team effectiveness and any leadership style.

1.6. DEFINITIONS OF KEY CONCEPTS

The following key concepts were utilised in the investigation of the study, and are vital for understanding its purpose and objectives.

Laissez-faire leadership: Laissez-faire leadership is characterised by the deliberate abstention of giving direction, focusing on the self-rule of individuals and teams. It is a very hands-off leadership style, allowing teams to decide how they will complete their work (STU Online, 2018).

Leadership: “the process whereby one individual influences others to willingly and enthusiastically direct their efforts and abilities towards attaining defined group or organisational goals” (Poisat, 2014:291).

Leadership style: is the variation of techniques used by leaders to offer guidance and influence participation of subordinates to reach a goal (Poisat, 2014:291).

Teams: Brent and Dent (2017:5-6), define teams as a group of people that shares a common purpose and that have complementary abilities.

Transactional leadership: Transactional leadership is result-orientated, obeys the existing structure of an organisation and measures success according to that organisation's system of rewards and penalties. Transactional leaders have formal authority and positions of responsibility in an organisation (STU Online, 2018).

Transformational leadership: Instead of establishing control in the work environment with written controls and procedures, a transformational leader uses inspiration and empowerment of the employees to sustain control (DuBois *et al.*, 2015).

1.7. RESEARCH METHOD

A quantitative research approach was used for this study. Rousseau (2003:22-23) defines quantitative research as a tool that aims to obtain information from respondents in a systematic and structured manner, which results in a high degree of accuracy. The use of surveys is primarily used in collecting data; it helps to gather a large amount of data about a respondent in a useful way, for example by sending an e-mail survey.

1.8. RESEARCH DESIGN

This study followed a cross-sectional research design as is associated with surveys (Bryman *et al.*, 2014:105-106) where more than one variable will be investigated at a single point in time, followed by an investigation to identify the correlation between two variables, leadership and team effectiveness.

With a cross-sectional study it would be possible to investigate the variables at a point in time. Thus, investigating the leadership style and team effectiveness of employees at one point in time makes it possible to see patterns of association where relationships exist between the variables.

1.9. DELIMITATION OF THE STUDY

Delimitations set the stage for the research; it is a limiting factor to ensure that the research is manageable and not over-reaching; it underpins the validity and reliability of the research. Delimitations state what a researcher deliberately includes or excludes from the research (Ellis & Levy, 2009:332).

Delimitations are the features that stem from the deliberate boundaries that a researcher chooses for the research proposal. This, in turn, shapes the research questions, objectives and the literature review (Simon & Goes, 2013).

The research problem in this study was aimed at examining the effect of leadership style on team effectiveness in employees.

From the research problem above, the following delimitation was set:

- This study is delimited to the most prevalent leadership style in terms of team effectiveness of the current employees within the organisations, with a focus on transformational, transactional and laissez-faire leadership styles.

1.10. RESEARCH METHODOLOGY

1.10.1. Population

The selected population for this study was a voluntary availability sample, which is an all-inclusive sample of all employees at Akademia and Sol-Tech, private training institutions. Akademia has a total of 60 employees and Sol-Tech has a total of 58 employees; the target population is therefore 118. The study focused on a descriptive study that included all employees of Akademia and Sol-Tech in any occupation and designation. Both male and female employees across various cultural backgrounds were included in the study.

1.10.2. Sample Method

For this study, a convenience sampling method was used. Given the research objectives stated (how the leadership style helps or hinders the effectiveness of teams) a convenience sample was suitable given the circumstances. The study used a parametric sampling method and the suitable sample size was determined by the convenience sampling method.

1.10.3. Data Collection Instrument

To investigate the prominent leadership style, the Multifactor Leadership Questionnaire (MLQ-5x) was used as a survey instrument to investigate the leadership styles used in Akademia and Sol-Tech. The MLQ-5x is appropriate for both the leader's self-evaluation and subordinates' evaluation of their leaders. The MLQ-5x focuses on transformational, transactional and laissez-faire leadership styles. It consists of 45 items which evaluate nine conceptually different leadership factors and three leadership styles (Avolio & Bass, 2004). A five-point Likert Scale was used.

To assess the team effectiveness, the Team Effectiveness Questionnaire (TEQ), designed by the University of Nebraska-Lincoln at The Effective Teaming Laboratory in 2001, was used (Perez *et al.*, 2006). The TEQ focuses on eight dimensions with a five-point Likert Scale. The TEQ is widely used to contribute to the assessment of team effectiveness and to identify team dimensions that need to be improved.

All the variables in both questionnaires were measured using validated measuring instruments, namely the Multifactor Leadership Questionnaire (MLQ-5x) and the Team Effectiveness Questionnaire.

1.10.4. Data Collection

Kumar (2011:145) defines a questionnaire as a list of questions that a specific group, the respondents, answer, and the answers coded accordingly. Maree and Pietersen (2016:177) reiterate the importance of the design of a questionnaire, as it is the primary means of gathering and generating data. A questionnaire should be a natural and user-friendly instrument to elicit information and gather data.

Data collection was done by distributing the questionnaire to the sample by e-mail and using Google Forms. It was assumed that everyone in the sample had access to e-mail and was able to answer the questionnaire.

1.10.5. Data Coding and Analysis

As stated above, a quantitative approach for data collection, via e-mail questionnaires, was used, using Google Forms which are free online survey management tools that can be built to the researcher's specifications. With the use of Google Forms, data is accordingly exported to an Excel sheet. From the exported Excel sheet the data was further imported into SPSS where the data analysis took place using the SPSS software (IBM SPSS, 2009). SPSS is one of the most widely used analytical software that assists in the analysis of quantitative data (Research Methodology, 2018).

SPSS was used for the descriptive as well as inferential statistical tests conducted.

1.11. ETHICAL CONSIDERATIONS

Ethical clearance was obtained from the Economic and Management Sciences Research Ethics Committee of the North-West University (NWU-01343-19-A4) and permission was granted by Akademia and Sol-Tech. Participation in the study was completely voluntary; the Google Form was set up to request respondents not to identify themselves, thus ensuring their anonymity.

1.12. SUMMARY

In this chapter, the focus was on highlighting the research objective, i.e. the need to investigate the effect of leadership on team effectiveness. This research was based on a focused literature review as well as statistical techniques that enabled data analysis and interpretation. Chapter 2 focuses on the literature overview of leadership styles: transformational, transactional, laissez-faire, and on teams, team effectiveness and virtual teams.

CHAPTER 2: LITERATURE REVIEW

2.1. INTRODUCTION

Brent and Dent (2017:13) state that work groups or teams is the mainstay of most organisations; developing effective teams and team leaders is therefore crucial to organisational success. It is worth investing time and energy into investigating the effect of leadership styles on team effectiveness.

Brent and Dent (2017:5-6) postulate that a team is defined as a group of people who share a common purpose and who have complementary abilities. The size of the group is irrelevant to the quality and leadership demonstrated within the group that focuses on the accountability and responsibility of the group to reach the shared mission and purpose of the task at hand, eventually creating certain attributes that constitute a team.

Team work is important for any organisation; effective teamwork is crucial to add value and create a competitive advantage. Brent and Dent (2017:9) emphasise that operating in a very volatile, uncertain, complex and ambiguous (VUCA) world, it must be reiterated that no one can do it alone; it is impossible to have all the answers; thus, building an arsenal to proactively deal with issues and challenges makes it possible to overcome a VUCA world. Teams also permit creativity and innovation to deal with issues and challenges and to facilitate a learning and development culture that can match or exceed the rate of change at which organisations operate (Brent & Dent, 2017:9-12).

Team work must be developed to enhance the effectiveness of an organisation. Thus, it is important to select the right type of team with the right leaders to ensure team effectiveness that adds value to the organisation.

Canedo *et al.* (2017:244) postulate that, with the changing business environment, organisations will have to adapt to the changing work environment. Organisations that successfully navigate through this period of change will have a competitive advantage over those who do not.

2.2. THE CONCEPT OF LEADERSHIP

The role of leadership within organisations is critical as organisational leaders have to create vision and strategic direction, do relationship-building, shape organisational culture and values and lead/ implement change. Leadership may be defined as the process of influencing people to get the best out of them in order to achieve set goals. Leadership implicates a give-and-take relationship, and leaders sometimes have to allow followers to lead them. Leadership should be seen as a group effort of all members of the organisation to accomplish critical tasks such as creating direction, aligning strategy and objectives at all levels with vision and strategic direction and gaining commitment from all (Poisat, 2014:291).

Every time a group of people come together to complete a task or make a decision, the leadership process takes place, both implicitly and explicitly. Leadership plays a central role in human society. There is not one specific definition of leadership that encompasses the many different distinctions of leadership (Wood & West, 2015:381). Woods and West (2015:381) postulate that leadership must be cautiously defined; it must be examined in terms of the qualities or behaviour of the leader as a set of stimulus development, collaboration and the role of relationships.

Poisat (2014:294) comments on the age-old question, what makes a leader effective? Organisations usually went about it in identifying a potential candidate, isolating general traits and behaviours and then cultivating those traits and behaviours seen as desirable for effective leadership. Isolating effective leadership will be detrimental to an organisation in an ever-changing environment. Poisat (2014:294) campaigns for a systematic leadership approach where the focus is on changing the organisational approach and matching it with the right leadership approach to human resources, operations, partnerships and customer relations to achieve the organisational goals. A leader's effectiveness depends on the ability to harness personal attributes and skills and use these abilities to understand the interrelatedness of the numerous structures within an organisation and forming meaningful alliances and partnerships (Poisat, 2014:296).

Wood and West (2015:388-389) highlight the current personality traits associated with leadership effectiveness. Table 2-1 depicts the traits associated with leadership effectiveness (Wood & West, 2015:388-389).

Table 2-1: Effective Leadership Traits

Traits	Depiction
Energetic and stress tolerance	Leaders who show high levels of energy and are not faced by conflict or crisis.
Self-confidence	Leaders who show confidence and efficacy.
Internal locus of control	Leaders who look inward and are more proactive in dealing with situations.
Emotional maturity	Leaders show a high level of emotional intelligence.
Personal integrity	Leaders who show high levels of integrity and honesty.
Socialised power motivation	Leaders use power to achieve organisational goals.
Achievement orientated	Leaders are achievement orientated.
Low need for affiliation	Leaders do not care much for acceptance from those around them.
Skills and Competence	Depiction
Technical competence	Knowledge.
Conceptual skills	Understanding a complex environment and how to react to it.
Interpersonal skills	Understanding themselves and others around them.

Leadership is universal. As mentioned above, leadership plays a central role in human society. Working with people is a somewhat occupational hazard; people are complex. For leaders to get the most out of their employees, they should adapt their leadership style accordingly. High levels of interpersonal skills are crucial. Poisat (2014:299) supports this statement by emphasising that leaders must know and understand their own leadership style; it will equip them to enhance their interpersonal skills.

2.3. LEADERSHIP STYLES

There are a number of leadership styles. The most widely accepted is the Leadership Grid of Blake and Mouton that focuses on the attitudes of managers, concentrating on the concern for production on one hand and a concern for people on the other (Poisat, 2014:299). Important to note is that the word 'concern' relates to the leader's approach towards production or people and not the behaviour. Figure 2-1 depicts the Leadership Grid of Blake and Mouton, showing the original five leadership styles, as well as the additional two styles Blake and Mouton later added.

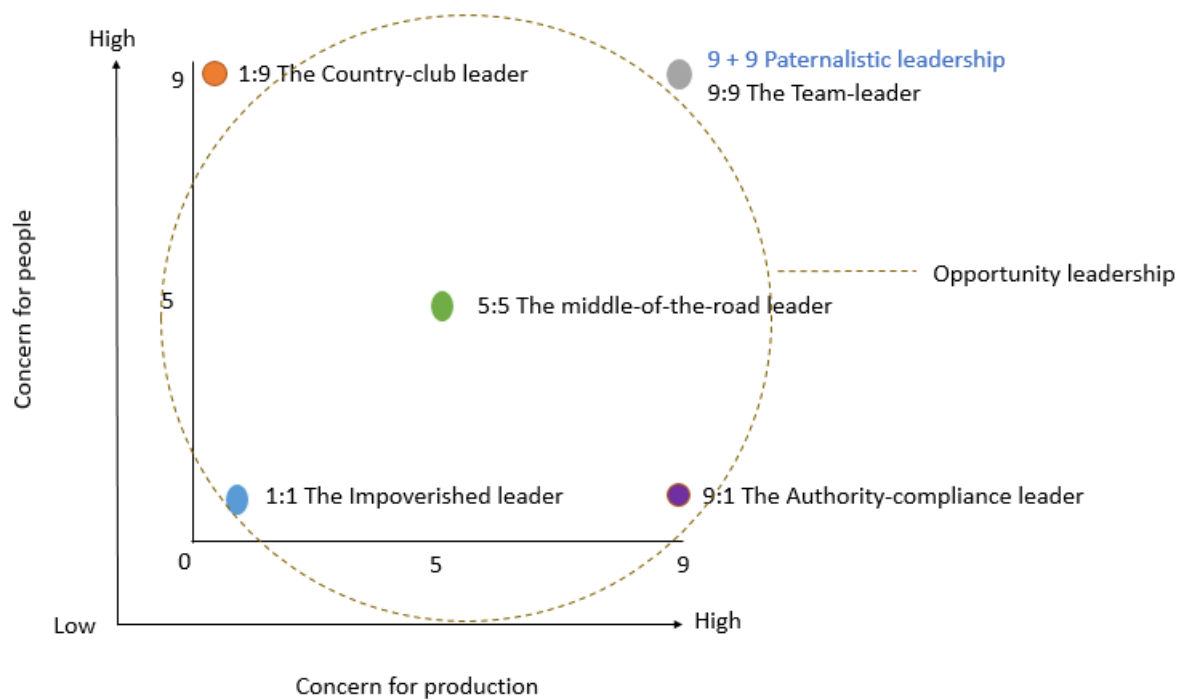


Figure 2-1: Leadership Grid of Blake and Mouton (compiled from Poisat, 2014:297-299).

The above figure illustrates that Blake and Mouton’s leadership grid works on a nine-point scale, where 1 is low, 5 is average and 9 is high, showing the varying degrees of concern for people and production.

Poisat (2014:297-299) assumes Blake and Mouton’s Leadership Grid and defines the leadership styles as follows:

- The authority-compliance leader (9:1) – this leadership style is orientated by high concern with production and a low concern with people. Governed by the feeling of I am the boss, so you should listen to me and do what I say.
- The country-club leader (1:9) – this leadership style is orientated by high levels of concern for people and a low concern for production. Governed by the need to be your boss’s friend; it avoids conflict at all costs.
- The impoverished leader (1:1) - this leadership style is orientated by low levels of concern for people and production. This leader does the bare minimum and never commits to decisions or actions.
- The middle-of-the-road leader (5:5) – this leadership style is orientated to maintain a balancing act of people and production and is governed by traditionalism.
- The team leader (9:9) – this leadership style is orientated by high levels of concern for people and high levels of concern for production; governed by team-work.

- The 9+9 paternalistic leaderships - this leadership style is orientated by a reward and punishment system. The leader displays concern for people, but also makes decisions about production individually.
- The opportunistic leadership style – this leadership style is orientated by a leader applying the best leadership style to get maximum gains.

From the above one also has to bear in mind that leadership does not occur in isolation; it is a give-and-take relationship. Woods and West (2015:395) describe this as contingency theories of leadership: comprehensively reliant on the development of a leader's followers. A leader should assess which style of leadership is appropriate for a given task and employee. This is dependent on how skilled an employee is and how confident an employee is to do the task at hand.

An additional contingency theory of leadership is participative leadership. Participative leadership is based on the premise that leaders include their employees in decision making, yielding better participation and buy-in from them, reducing anxiety and resistance to change. In turn this will produce highly motivated employees (Woods & West, 2015:396).

Robert House presents a more refined depiction of the contingency theory, called the Path-Goal Theory, postulating that a leader should make clear which rewards are available and how employees can obtain it. The effectiveness of Path-Goal Theory is the combination of the situation and behaviour of the leader. Behaviour is defined as either directive, supportive, participative or achievement-orientated. The situation is dependent on the milieu and the subordinate and at which level they operate. Contingency theory underpins the intricacies of leadership within an organisation (Woods & West, 2015:397).

Keeping in mind the ever-changing environment, a further development about leadership has given rise to another three leadership styles that an organisation must consider in creating a competitive advantage. Woods and West (2015:399) define charismatic and transformational leadership, while Poisat (2014:303-305) adds servant leadership for consideration.

A charismatic leadership style is considered to be a leader who is self-assured and fervent; seen as popular, likeable and easy to follow. A charismatic leader should be kept in check as the hunger for power could overshadow the needs of others (Woods & West, 2015:399). Poisat (2014:304-305) postulates that leaders' individual characteristics contribute to their success. In answer to the age old question, is a leader born or made, a charismatic leader's behaviour is nonconformist, different and eccentric, and enduring to other people, especially through their high levels of self-efficacy. Charismatic leaders can be useful in a time of change, as people easily follow them.

Lastly, servant leadership focuses on the needs and goals of others and how a leader can serve them to obtain their goals. Servant leadership is characterised by the notion that a leader has a purpose to serve others and in return they experience self-fulfilment. A servant leader is trustworthy, a good listener, and helps others grow and develop (Poisat, 2014:305).

With the development of new research and insights into leadership styles, the early focus was based on behavioural orientation, either relations-oriented behaviour or task-oriented behaviour. These metacategories strongly support the Blake and Mouton Leadership Grid and its elements, but lacks real support for positive subordinate performance (Yukl *et al.*, 2002:15-16).

However, recent research has started focusing on the importance of leading change with a greater focus on the role that leaders play in initiating and implementing change. Thus supporting the notion of a three-factor solution, highlighting that all three types of behaviours are relevant in order to understand effective leadership, shifting the focus away from task and relations towards production, employee and A change-centred approach. It is within this focus that transformational leadership takes preference (Yukl *et al.*, 2002:16).

The primary focus of the study is on transformation, transactional and laissez-faire leadership styles; each will be discussed comprehensively.

2.4. TRANSFORMATIONAL LEADERSHIP

Transformational leadership stems from charismatic leadership, owing to the inspirational and moral overlap (Smith *et al.*, 2004:80). Conger and Kanungo (1994:440) highlight the early work of Max Weber on charismatic leadership. Weber postulated that there are three ideal types of leadership: the charismatic, the traditional and the rational-legal. Highlighting that the authority of a charismatic leader derives from the faith followers have in a leader's character; thus the essence of charisma focused on the forces of change and innovation in society.

From this formulation of charismatic leadership and the traits it shares, James McGregor Burns coined the term, transformational leader, highlighting the clear differences between charismatic and transformational leadership. Burns acknowledged the different patterns of interaction that occur between leader and follower. For example, the leader and followers raise one another to new heights through motivation and morality. Thus the common purpose becomes moral in that it amalgamates the level of human behaviour and ethical ambitions of both leader and follower, thus transforming both (Conger & Kanungo, 1994:441).

From an organisational management science perspective, Bass postulates that charisma is one of a number of mechanisms of transformational leadership. Later research highlights that the two

concepts are complementary and that the situation depicts dominance with a focus on either the follower outcomes or leader's behaviour (Conger & Kanungo, 1994:441-442).

Transformational leadership style is posited on the notion that a leader acts as a coach or mentor in forming the organisational goals, so that employees willingly contribute towards reaching those goals. Transformational leadership gives strategic guidance, clear communication, removing any obstacles and giving recognition when appropriate (Poisat, 2014:303 -305).

Woods and West (2015:399) outline transformational leadership that inspires, has high performance outputs and contributes to the attainment of the organisational goals. Transformational leadership has four main components:

- Idealised influence, where employees seem to idealise a leader and they consequently tend to follow.
- Inspirational motivation, where employees seem to identify with the vision of the leader and follow accordingly.
- Intellectual stimulation, where leaders encourage innovation and, in turn, freedom that allows creativity and risks that challenge people.
- Individualised consideration, where a leader gives individual attention to every employee.

As mentioned above, Bass opposes the notion that intellectual stimulation and individualised consideration are not absolutely charismatic by nature. Bass highlights that transformational leaders accept followers' mistakes and develop followers' potential by paying attention to their individual need for growth, through personalised communications with followers, acting as a mentor (Smith *et al.*, 2004:81).

It is clear that the motivational base of a transformational leader stems from a need to overcome the challenging and changing working environment. The main leader initiatives of transformational leadership are idealised influence, inspirational motivation, intellectual stimulation and individualised consideration that lead to a culture that is conducive to mentor-mentee relationships, high moral values, empathy, good two-way communication, a shared vision, fostering a climate of innovation and risk-taking, with a safe space to question processes and procedures; thus fostering a vibrant culture tolerant to change (Smith *et al.*, 2004:86-87).

Further focuses of transformational leadership are importance of individual commitment and commitment to the shared vision and objectives of the team and the organisation.

Transformational leadership fosters a great sense of participation, cohesiveness and pledge from team members, supporting a culture of enhanced group performance (Kok, 2018:18).

2.4.1. Transformational Leadership Dimensions

- **Idealised influence**

The idealised influence dimension focuses on the leader's ability to focus on the bigger picture, the greater benefit for the group, setting aside any personal interests. Thus occasionally talked about as the compassionate side of transformational leadership. Transformational leaders focus greatly on communicating the importance of group cohesiveness. Advocating strong values and beliefs and reiterating the purpose and consideration of ethical behaviour. Fostering a sense of strong work ethic, pride and belonging within the group; thus helping followers to identify with leaders who exhibit these attributes, consequently increasing levels of commitment and increased performance (Kok, 2018:29).

Govender (2017:19) further highlights that, through idealised influence, leaders clearly paint the picture of where the team is going, while displaying self-confidence and involving the team in the process. They emphasise team work as central to the achievement of goals.

- **Inspirational motivation**

With the inspirational motivation dimension, the focus is on the emotive side of transformational leadership, emphasising a leader's self-confidence in voicing a vision and achieving the vision. As with the idealised influence, the emphasis is on team work, and the role of the leader is to articulate, motivate and inspire, enabling followers to perform with enthusiasm, innovation and creativity (Kok, 2018:29).

- **Intellectual stimulation**

The intellectual stimulation dimension of transformation leadership focuses on the promotion of searching for new, innovative and creative ways of dealing with old problems. The role of leaders is to inspire a creative and innovative culture among their followers, supporting a culture of risk-taking and tolerance of mistakes (Govender, 2017:19).

The intellectual stimulation dimension focuses strongly on the rational side of transformational leadership. The main aim is to allow followers to experience an amplified inclination to think at a deeper level, which fosters an atmosphere that allows experimentation, further developing the individual, team and the organisation (Kok, 2018:30).

- **Individualised consideration**

The individualised consideration dimension focuses on the developmental side of transformational leadership with the aim of developing individuals. The role of the leader is to look at every individual's strengths and weaknesses, building and developing them further. Another important factor to take into account with individualised consideration is the knowledge leaders display regarding the tasks that followers have to execute and the willingness to support followers when they face challenges, emphasising effective communication (Kok, 2018:30).

2.5. TRANSACTIONAL LEADERSHIP

In contrast to transformational leadership, Wood and West (2015:400) highlight transactional leadership, as mentioned in the Blake and Mouton leadership grid (paternalistic leadership), focusing on a reward and punishment system. It is task orientated, not emotionally driven. Three behavioural elements underpin transactional leadership, namely (Wood & West, 2015:400):

- Contingent reward: leaders set a conditional reward system in place where, if employees exceed the given expectations of a task, they are rewarded.
- Active management by exception: leaders monitor employees and can proactively manage a problem that may arise.
- Passive management by exception: leaders react to problems that arise from employees' behaviour.

Transactional leaders focus on the suitable interchange of resources, the exchange between what a leader can offer for something that the followers can offer. Transactional leaders concentrate their attention on clarifying performance expectations, objectives and a pathway that will ensure that the link between the expectation goals are met with an appropriate reward system. It involves the leader being more proactive in monitoring followers' performance and taking remedial activities as soon as a problem arises (Smith *et al.*, 2004:80). Conger and Kanungo (1994:441) further highlight that, in contrast to the bond that transformational leadership fosters between leader and follower, the opposite is true for transactional leadership; the interaction is there, in the form of a transaction, but no bond is fostered.

Kok (2018:22), specifies that the transactional leadership style is based on the notion that if followers agree to take a job offer, they agree to obey the leader, and the transaction further implies that the organisation pays the follower; in turn, the follower conforms to the organisation. Consequently, given the context, the role of the leader is to develop an ecosystem that enables followers to meet expectations, state what the consequences are of not meeting the expectations and what rewards are set for meeting expectations.

Govender (2017:20) highlights the focus of transactional leadership on the task-orientated behaviour. Leaders reward followers when a task is completed and punishes a follower when the performance is sub-standard or the task is incomplete. Thus, the association between leader and follower is directed more by contractual arrangement and obligation rather than by trust.

2.5.1. Transactional Leadership Dimensions

- **Contingent reward**

For the transactional leadership dimension, contingent reward focuses on the degree to which a leader sets up productive transactions with followers, by clarifying expectations and rewards followers if they meet the expectations set. Thus, in turn, the focus of the follower is to meet the expectations set by the leader. The transaction is monitored and corrections made if necessary. Contingent reward thus focuses on the extrinsic motivational factors, acting as a stimulus to attain goals (Kok, 2018:27). Govender (2017:22) further postulates that the contingent reward is a proactive interaction, with the emphasis on the reward system. Importance is placed on the positive reinforcement behaviour of attaining goals, such as praise, rewards and promises.

- **Active management by exception**

For the transitional leadership dimension of active management by exception, the focus is on micromanagement processes. With the emphasis on remedial transactions, where leaders focus on any deviations from followers and corrects the problem straight away, focusing on mistakes and failures of the present, however, neglects the bigger picture. This is very demotivating for followers and leads to less productivity, inhibiting creativity and innovation (Kok, 2018:27). The leader tends to emphasise rules in order to diminish mistakes; thus, in contrast to the positive reinforcement of contingent reward as mentioned above, it utilises negative reinforcement patterns, again focusing on the task-orientated behaviour (Govender, 2017:22).

- **Passive management by exception**

For the transactional leadership dimension of passive management by exception, the focus is on passive management. Emphasising the reactive approach of addressing mistakes and errors after they occurred and only then rectifying the problem. Leaders tend to maintain the status quo, with harsh punishment for not meeting objectives or goals, but then again also no praise for good effort or performance (Govender, 2017:22).

2.6. LAISSEZ-FAIRE LEADERSHIP

Laissez-fair leadership, more commonly dubbed, non-leadership, underscores the avoidance or absence of leadership. Leadership behaviour is dominated by inaction, apathy, avoiding any form of decision making, and absenteeism (not always in terms of not being at work, but being present). Therefore, the two main dimensions of laissez-faire leadership are: management-by-exception: passive and passive-avoidant. The former, passive, refers to the delayed reaction of a leader, only stepping in after a problem has arisen. The latter, passive-avoidant, refers to the non-leadership approach, emphasises the lack of any relationship between the leader and the follower (Kok, 2018:31).

Laissez-faire leadership is further characterised by the lack of motivation from the leader, with the leader not giving any feedback to followers or satisfying followers' needs or those of the organisation. Leaders are often described as lacking any sense of motivation or sense of urgency. Laissez-faire is mostly seen as the most passive form of leadership and the most ineffective (Govender, 2017:23).

2.6.1. Laissez-faire leadership dimensions

- **Management-by-exception: passive**

Laissez-faire leadership is characterised by passive behaviour. Leaders will avoid problems that might arise before taking any action, if any. Intervention occurs only on the premise of standards not being met. This inactive form of leadership makes it difficult for followers to identify with the leader, it lacks trust in the leader which leads to low levels of performance, commitment and motivation (Kok, 2018:32).

- **Management-by-exception: passive-avoidant**

With passive-avoidant laissez-faire leadership, leaders avoid any form of responsibility and delays in responding to urgent requests. In contrast to the passive behaviour of a leader's eventual action, the passive-avoidant is characterised by complacency and acceptance of mistakes or deviation by followers. The lack of leadership creates confusion and assumptions of the roles followers have to play. It further lacks of any form of relationship between leader and follower creating dissonance, apathy and causing both leader and follower to become detached from their work and the organisation. This form of leadership is the least effective, as emphasised by the alarming low levels of performance and job satisfaction (Kok, 2018:32).

2.7. TEAMS AND TEAM LEADERS

Brent and Dent (2017:13) state that work groups or teams are the mainstay of most organisations, therefore developing effective teams and team leaders is crucial for organisational success. It is worth investing time and energy into investigating the effects leadership styles have on team effectiveness.

Brent and Dent (2017:5-6) defines a team as a group of people with complementary abilities that share a common purpose. The quality of the leadership within the group is a bigger determinant of the success of the group as the size of the group, focussing on the accountability and responsibility of the group in order to reach the shared mission and purpose of the task at hand, which, eventually, creates certain attributes that constitute a team.

Team work is important to any organisation, effective teamwork is crucial to adding value and creating a competitive advantage. Brent and Dent (2017:9) emphasise that the complimentary abilities of each group member, makes it possible to operate in a volatile, uncertain, complex and ambiguous (VUCA) world. Teams enable creativity and innovation to deal with issues and challenges as well as facilitate a learning and development culture that can match or exceed the rate of change at which organisations operate (Brent & Dent, 2017:9-12).

There are numerous benefits of a team; it improves moral, productivity, collaboration, communication, quality, decreases an argumentative relationship and fosters a culture of problem solving, contributing to the productiveness of the organisation. Consequently, teams are more diverse and flexible, enhancing performance and reaching organisation goals and increasing customer service. Leadership plays an important role in establishing and developing effective teams. Leaders must establish goals, direction, trust and organisational structure that enable individuals within the team to grow (Bekker, 2014:41).

The stages of team development must be seen as a continuous and active process. All teams form in a predictable process of forming, storming, norming, performing and adjourning as postulated by Bruce Tuckman (Brent & Dent, 2017:31). Within these stages team roles and tasks must be identified that support the organisation's purpose and culture, as well as the team objectives and the individual team members.

Leadership is central to the development of a team, as leadership impacts on team processes such as cognitive, motivational, affective and coordinative aspects. The interrelatedness of these processes may be correlated to Tuckman's development stages. Figure 2 depicts the augmented correlation between the team process and the stages of team development.

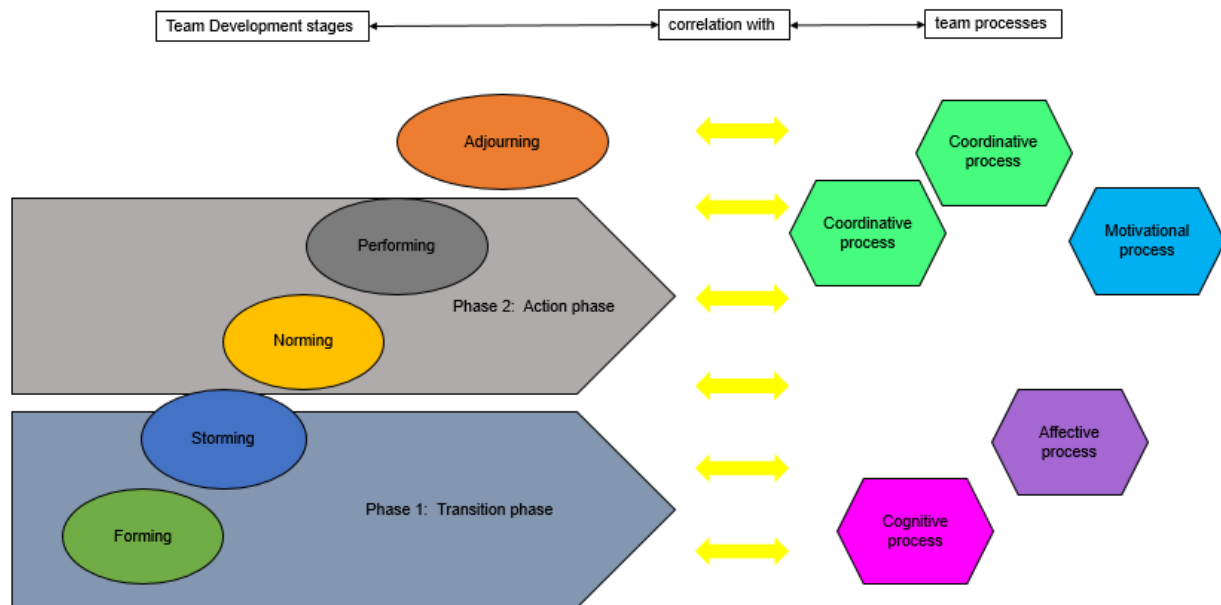


Figure 2-2: Team development stages in correlation with team processes (compiled from Bekker, 2014:44-45)

There are a number of different types of teams in reaction to the VUCA environment in which organisations operate. Brent and Dent (2017:54-67) define the six types of teams:

- **Functional teams:** a functional team works toward fulfilling the organisation's strategic goals.
- **Multidisciplinary teams:** a multidisciplinary team is constituted by members from diverse backgrounds and professions.
- **Problem-solving teams:** a problem-solving team works towards solving an organisational problem or issue.
- **Virtual teams:** a virtual team is a team that is geographically wide-spread and rely on technology to connect and communicate.
- **Self-managed teams:** self-managed teams are those teams that have a high degree of autonomy and control over how they work.
- **Committees:** A committee is a formal group set up by a larger group to undertake an aspect of the work on a particular topic or issue.

Team work must be developed to enhance the effectiveness of an organisation; it is therefore important to select the right type of team with the right leaders to ensure team effectiveness that adds value.

2.8. TEAM EFFECTIVENESS

Team effectiveness is reliant on the cooperation and collaboration that exists among the team members, creating an ecosystem and culture that enables all to be productive participants of the group. Teams are highly dependent on the interdependence of every individual member in relation to the group as a whole (Govender, 2017:52).

Effective team work depends on the following characteristics (Govender, 2017:52):

- Commitment to team success and shared goals: effective teams are driven, engaged, focused and committed to success of the team and the team's objectives and goals.
- Interdependence: effective teams foster a culture of sharing, where the sum of its parts can contribute more than the individual parts. Creating a culture of enablement through encouragement and motivation.
- Interpersonal skills: effective teams create a safe space for open and honest discussions, building trust, respect and support for the team and every individual.
- Open communication and positive feedback: effective teams participate in active listening. Great focus is set on listening to the concerns and needs of the team and valuing their contribution, where criticism is positive and feedback is realistic.
- Appropriate team composition: effective teams clearly communicate role expectations and clarification early on.
- Commitment to team processes: effective teams adhere to the four team processes of cognitive, motivational, affective and coordinative aspects. This fosters a culture of accountability and greater contribution to the team, best practices and innovation.

2.9. VIRTUAL TEAMS

Mogale (2009:7-10) emphasises that, with the technological developments and the growing global market, more and more organisations are implementing virtual teams. Where virtual teams are characterised by the virtual interaction with one another to achieve set goals. Virtual teams have numerous advantages, such as reducing cost and time for operational requirements; an expanded pool of talented employees, creating a culture of creativity and innovation; is unconstrained by physical boundaries, enabling collaboration and the optimal utilisation of scarce resources as a possibility by harnessing the organisation's competitive advantage.

However, virtual teams are not some magical formula that will solve organisational problems; it rather comes with its own set of challenges. Challenges encountered by virtual teams are: logistical and coordination problems, the infamous technological difficulties, communication or lack thereof among members, difficulty to establish personal working relationships, especially

factors such as trust, mutual respect, cultural sensitivity and embracing team diversity (Mogale, 2009:10-16).

2.10. SUMMARY

The focus of chapter 2 was on the literature review of leadership and team effectiveness. Leadership and leadership styles were discussed with a greater focus on transformational, transactional and laissez-faire leadership. The review encompasses the distinction of transformational leadership that it is best suited in times of change, as mentioned numerous times, with the ever-changing business environment, and the role that leadership plays in navigating through the VUCA environment. Further emphasis was placed on teams and how teams are developed with a focus on team leadership.

CHAPTER 3: RESEARCH METHODOLOGY

3.1. INTRODUCTION

This chapter focuses on the research method employed to address the research questions. In support of the primary aim of the study and to conduct a focused literature study, three research questions were identified: (1) which leadership style is most prevalent (dominant) in the management of employees? (2) Which component of team effectiveness is most prevalent (dominant) in the management of employees? (3) Are there any correlations and/or variances between team effectiveness and any leadership style? The aim and objectives of the study are defined and the main features of the research design are described.

3.2. RESEARCH DESIGN AND METHODOLOGY

3.2.1. Research Design

The study gathered quantifiable data and was used to statistically analyse the samples of Akademia and Sol-Tech. A correlational study examines whether a relationship, an association or interdependence between two variables exists (Kumar: 2011:10).

This study followed a cross-sectional research design as is associated with surveys (Bryman *et al.*, 2014:105-106) where more than one variable will be investigated at a single point in time, followed by an investigation to identify whether there are any correlations and/or variances between team effectiveness and any leadership style.

With a cross-sectional study it would be possible to investigate the variables at a point in time; thus, investigating the leadership style and team effectiveness of employees at one point in time, makes it possible to see patterns of association where relationships between the variables exist.

3.2.2. Research Paradigm

For this study the approach was positivistic. Positivism is a natural science approach that emphasises quantification in the collection and analysis of data (Bryman *et al.*, 2017). Furthermore, a positivistic paradigm consents that an impartial reality occurs with known possibilities. Positivistic researchers also do not take emotions into account during research, and consequently regard the educational phenomena as valid knowledge (Kok, 2018:53). This approach directs the researcher to focus on the aim of the study which, in this case, was to find the correlation and/or variance between team effectiveness and any leadership style.

3.2.3. Research Approach

A quantitative research approach was used for this study. Rousseau (2003:22-23) defines quantitative research as a tool that aims to obtain information from respondents in a systematic and structured manner, which results in a high degree of accuracy. The use of surveys is primarily used in collecting data; it helps to gather a large amount of data about a respondent in a useful way, for example, by sending an e-mail survey. Furthermore, quantitative research is primarily used in descriptive research studies which enable the researcher to measure all relevant variables within the units at a particular time without any manipulation (Kok, 2018:54).

3.2.4. Research Strategy

For this study a non-experimental quantitative approach was applied through the use of surveys to gather data. A non-experimental research design is free from manipulation of variables, but rather focuses on measuring variables as they naturally occur (Opentext, 2019).

3.2.5. Population and Sampling

The research population consists of the units, individuals and groups used to select the sample, the sample being the subgroup of the population that will take part in the study. The population relevant to this study will now be discussed, followed by the sampling method (Bryman *et al.*, 2017:170).

A descriptive research study was used to answer the research objectives of what type of leadership style is most prevalent and how it affects team effectiveness. The study gathered quantifiable information used to statistically analyse the samples of Akademia and Sol-Tech. In conjunction with the descriptive research study, this study also focused on an applied, correlational study. A correlational study examines whether a relationship, an association or interdependence between two variables exists or not (Kumar: 2011:10).

The selected population for this study was a voluntary availability sample which was an all-inclusive sample of all employees at Akademia and Sol-Tech, private training institutions. Akademia has a total of 60 employees and Sol-Tech has a total of 58 employees. Therefore, the target population is 118. The study focused on a descriptive study that included all employees of Akademia and Sol-Tech in any occupation and designation. Both male and female employees across various cultural backgrounds were included in the study.

For this study, a convenience sampling method was applied. Given the research objectives stated, a convenience sample was suitable given the circumstances. The selected population for this study was based on a voluntary availability sample, which is an all-inclusive sample of all

employees at Akademia and Sol-Tech which are private training institutions in Pretoria with a combined total of 118 employees. Therefore, the target population was 118.

The study used a parametric sampling method and the suitable sample size was determined by the convenience sampling method. According to Bryman *et al.* (2017), a convenience sample may be described as one that is available to the researcher by virtue of accessibility. Akademia and Sol-Tech agreed and gave permission for the researcher to research their institutions, making it therefore accessible and available.

3.2.6. Data Collection Instrument

Maree and Pietersen (2016:177) reiterate the significance of the design of a questionnaire, as it is the primary means of gathering and generating relevant data. A questionnaire should be a natural and user-friendly instrument to elicit information and gather data.

There are several advantages and disadvantages when using a questionnaire. A self-completion questionnaire was used, because it is inexpensive and ensured anonymity (Kumar 2011:148).

The study used two questionnaires as measuring instruments. All the variables in both questionnaires were measured using validated measuring instruments, namely the Multifactor Leadership Questionnaire (MLQ-5x) (Avolio & Bass, 2004) and the Team Effectiveness Questionnaire (Perez *et al.*, 2006).

To investigate the prominent leadership style, the Multifactor Leadership Questionnaire (MLQ-5x) as a survey instrument was used to investigate the leadership styles occurring in Akademia and Sol-Tech. The MLQ-5x is appropriate for both leaders' self-evaluation and subordinates' evaluation of their leaders. The MLQ-5x focuses on transformational, transactional and laissez-faire leadership styles, consisting of 45 items which evaluate nine conceptually different leadership factors and three leadership styles (Avolio & Bass, 2004). A five-point Likert Scale was used. The dimensions of the questionnaire focused on the following:

Table 3-1: Dimensions of the MLQ/5x

Transformational Leadership Style	• Idealised influence: attributed • Idealised influence: behaviour • Inspirational motivation • Intellectual stimulation • Individual consideration
Transactional Leadership Style	• Contingent reward • Management-by-exception
Laissez-faire Leadership Style	• Management-by-exception • Passive-avoidant

To assess team effectiveness, the Team Effectiveness Questionnaire (TEQ) designed by the University of Nebraska-Lincoln at The Effective Teaming Laboratory in 2001 was used (Perez *et al.*, 2006). The TEQ focuses on eight dimensions with a five-point Likert Scale. The TEQ is widely used to contribute to the assessment of team effectiveness and identify team dimensions that must be improved. The TEQ focuses on the following eight dimensions (Perez *et al.*, 2006):

- Purpose and goals
- Roles
- Team processes
- Team relationship
- Intergroup relations
- Problem solving
- Passion and commitment
- Skills and learning

The questionnaire included the collection of biographical information which only included information that focused on variables necessary for the data analysis; therefore features such as age, experience at the institution and the business unit they currently work in were used. The questionnaire was accompanied by a cover letter that informed participants of the purpose of the study and to encourage them to complete the questionnaire as honestly as possible, it also stated that their participation was completely voluntary. The cover letter moreover explained that all information would be treated confidentially and with integrity. An e-mail questionnaire was sent via Google Forms.

3.2.7. Data Collection

Data collection was done by sending out a questionnaire (Appendix A) to the Akademia and Sol-Tech sample, using Google Forms. Since electronic mail is the cheapest form of communication, it was assumed that everyone in the sample had access and the ability to answer the questionnaire.

3.2.8. Data Coding and Analysis

As stated above, a quantitative approach for data collection, via e-mail questionnaires was used via Google Forms. Google Forms are free online survey management tools that can be built to one's specifications. With the use of Google Forms, data is accordingly exported to an Excel sheet. From the exported Excel sheet the data was further imported into SPSS where the majority of the data analysis took place, using the SPSS software (IBM SPSS, 2009). SPSS is one of the most widely used analytical software programs that assists with the analysis of quantitative data (Research Methodology, 2018).

Maree and Pietersen (2016:204) define descriptive statistics as a statistical method to organise and condense data in a sensible and comprehensible way, represented either in a graphic or numerical format.

SPSS was used for the descriptive data analysis and the following information was obtained:

- Frequencies (Counts)
- Percentages
- Means (Average)
- Mode
- Media
- Range
- Variance
- Ranking
- Standard Deviation

Inferential statistics uses the findings on the data to generalise the population; it thus depends on probability theory (Maree & Pietersen, 2016:220). Inferential statistics aims to assess whether the data is orderly or systematic. For the purpose of this study, the focus would be on measuring how closely the changes in one variable, i.e. leadership style, is related to the change in another variable, namely team effectiveness (Furlong *et al.*, 2000:18).

An inferential statistical test was conducted to answer research question 3: are there any correlations and/or variances between team effectiveness and any leadership style? To test hypothesis 1, a Pearson correlation coefficient was used. The Pearson correlation coefficient measures the strength and direction of the linear relationship, either positive or negative, between two variables, optimally depicted on a scatter diagram (Maree & Pietersen, 2016:264 – 266). While an analysis of variance (ANOVA) was used to test hypothesis 2. An ANOVA is used when two or more independent groups need to be compared on a single quantitative measure. The significant difference is detected via the F-test (Maree & Pietersen, 2016:255).

Once the data analysis was completed, it was possible to identify the units of meaning. From this it was possible to further identify the themes associated within the research objectives and literature review; thus aiding the collation of the research findings (Henning, 2018:105).

3.2.9. Ethical Considerations

This study followed an applied, correlation study. A correlation study examines if there is an existence of a relationship or an association or interdependence between two variables (Kumar: 2011:10). This study utilised a quantitative approach. Rousseau (2003:22-23), defines quantitative research as a tool that aims to obtain information from respondents in a systematic and structured manner, which results in a high degree of accuracy. The use of surveys is primarily used in collecting data; it helps to gather a large volume of data on a respondent in a useful way, for example, by sending an e-mail survey.

From the unit of analysis, the following persons were not involved in the research:

- No minors (people under the age of 18 years) were used
- Adults with incapacities
- No persons in a dependent relationship, such as prisoners or students
- No persons with physical disabilities
- No collectives were used
- No research-naïve communities were used

All biographical information for this study was not for individual identification but for statistical analysis purposes only. Participants received an informed consent form indicating that all information would be treated as private and confidential, and that their participation in the study was completely voluntary; they were free to withdraw from the study if they wished to do so. After the data had been analysed and reported, the results of the study would be made available to the participants upon request. Permission was granted by both institutions. Please see appendixes attached for reference.

3.2.10. Reliability and Validity

3.2.10.1. Reliability

Maree and Pietersen (2016:238) define reliability as the dependability of an instrument, meaning that if the instrument is used in the same population but to different respondents, the results would be the same; thus, how repeatable and regular a measuring instrument is.

It is important to test the reliability of an instrument to ascertain whether the relationship between constructs A and B is reliable through a systematic and consistent record of variation between A and B (Furlong *et al.*, 2000:66).

Maree and Pietersen (2016:238-239) highlight four types of reliability:

- Test-retest reliability: with a test-retest reliability, the instrument is sent to the same respondents on more than one occasion, and then comparing the scores through calculating the correlation coefficient, with a high reliability close to one and low reliability close to zero.
- Equivalent form reliability: the equivalent form reliability is dependent on sending out similar instruments that measure the same constructs to the same respondents, and then comparing the scores through calculating the correlation coefficient.
- Split-half or split-halves reliability: with this type of reliability, the measurement items are divided into two separate instruments, and then comparing the scores through calculating the correlation coefficient.
- Internal reliability: with internal reliability, the degree of similarity is measured between the items that are structured to represent one construct. This is measured through the coefficient called the Cronbach's Alpha coefficient, measuring the inter-item correlations. Strongly correlated items, with a Cronbach Alpha close to one is seen as highly reliable with a high internal consistency, while items that are seen as low reliability have a weak internal consistency and a Cronbach's Alpha Coefficient close to zero. A moderate reliability will be 0,80, which is regarded as acceptable.

3.2.10.2. Validity

The reliability of a measuring instrument is not sufficient; it has to be valid as well. The validity of a measuring instrument refers to the degree to which it measures what it is intended to measure, whether the classifications, construct and dimensions of the study measure what they are intended to measure (Maree & Pietersen, 2016:239 and Furlong *et al.*, 2000:69).

Maree and Pietersen (2016:240) identify four types of validity, namely:

- Face validity: which refers to the degree the instrument “looks” valid.
- Content validity: which refers to the degree the instrument encompasses all comprehensive content of the specific concept that it was set to measure.
- Construct validity: which is measured by how well the content of the instrument is measured in relation to the different groups of related items. An instrument must be tested rigorously before it may be labelled as standardised.
- Criterion validity: criterion validity may be seen as the most dependable indicator of the validity to determine whether an instrument really measures what it is set to measure. This is done through a comparison between an existing instrument that measures the same constructs, completed by the same sample of respondents. Thus the correlation is an indication of the criterion validity, with a high correlation indicating a high degree of validity.

As mentioned above, the research design focused on the correlation between leadership style and team effectiveness. To ensure the validity and reliability, standardised questionnaire measuring instruments were utilised. Seeing that the MLQ 5x and the Team Effectiveness Questionnaire are standardised measuring instruments, the face, content and criterion validation have already been established; with the analysis of the study, the construct reliability and validity will be discussed in the next chapter.

3.3. SUMMARY

This chapter focused on the research methodology used to conduct the research, the clarification of the descriptive and inferential statistical techniques used and concludes with a discussion of the ethical considerations of the study. The results of the investigation are presented in the next chapter.

CHAPTER 4: DATA PRESENTATION AND ANALYSIS OF RESULTS

4.1. INTRODUCTION

The research design was discussed in chapter 3. This included the types of variables, the research questions with their related hypotheses, the data-collection instrument, the methods of data analysis, and the ethical considerations of the study. The study was aimed at investigating which leadership style and which component of team effectiveness are most prevalent in the management of employees. Subsequently, the study also examined quantitatively whether statistically significant correlations and variances existed between the opinions of participants about the leadership styles and team effectiveness.

The research questions that guided the study were:

- 1. Which leadership style is most prevalent (dominant) in the management of employees?*
- 2. Which component of team effectiveness is most prevalent (dominant) in the management of employees?*
- 3. Are there any correlations and/or variances between team effectiveness and any leadership style?*

4.2. RESEARCH QUESTIONS AND HYPOTHESES

Based on the research questions, the following approaches were employed in answering the questions.

Research question 1

Which leadership style is most prevalent (dominant) in the management of employees?

This research question was answered by employing descriptive statistics.

Research question 2

Which component of team effectiveness is most prevalent (dominant) in the management of employees?

This research question was answered by employing descriptive statistics.

Research question 3

Are there any correlations and/or variances between team effectiveness any leadership style?

This research question was answered by conducting inferential statistics with specific reference to correlation analysis and analysis of variance (ANOVA). Based on research question 3, the following hypothesis was stated:

Hypothesis 1

There is no statistically significant correlation between team effectiveness and any leadership style.

Hypothesis 2

There is no statistically significant difference between team effectiveness and any leadership style.

This chapter presented a discussion of the results in order to answer the above-mentioned questions. In the first section, participants' biographical data are provided. The next section presents the results of the descriptive statistics. The results of the quantitative data are presented in tables and figures and discussed accordingly. All the above-mentioned findings are finally interpreted and discussed.

4.3. VARIABLES

A variable is a characteristic property or attribute of a concept that takes on different values. Such variables are assigned numbers, values or symbols and may either be dependent or independent (Ross, 2005). In research, variables are classified as either independent or dependent.

4.3.1. Independent Variables (IV)

An independent variable may be defined as a variable that is manipulated by the researcher to test (measure/record) its effect (influence) on the dependent variable(s). A change in the independent variable(s) directly causes a change in the dependent variable(s) and predictions can be formulated based on it (Tirivangana, 2013). An independent variable either presumes to be the cause of something, a prediction or may be seen in relation to the presence of another variable (Furlong *et al.*, 2000:G8).

For the purpose of this study, the following independent variables were identified:

- The age of participants
- The work experience of participants
- The function/unit of participants

4.3.2. Dependent Variables (DV)

The dependent variable(s) in a study is(are) the reputed effect which varies concomitantly with changes or variation in the independent variable(s) (Bryman & Liao, 2004). Dependent variables are not manipulated by the researcher and as a result, predictions may also be made about them.

In this study, the dependent variables were:

- Leadership styles
- Team effectiveness

4.4. BIOGRAPHICAL DATA

The biographical data of the participants are summarised in Table 4-1. In the figures that follow, a graphical representation of every Independent Variable (age, experience and function/unit of participants) is offered.

Table 4-1: The biographical data of the participants (frequency analysis)

VARIABLE	Frequency	%
Age		
22 years and below	1	2.1
Between 24 - 30 years	11	22.9
Between 31 – 40 years	18	37.5
Between 41 – 50 years	11	22.9
51 years and older	7	14.6
Total	48	100
Experience		
Less than 3 years	12	25
3 – 5 years	23	47.9
6 – 10 years	10	20.8
11 – 15 years	1	2.1
Greater than 16 years	2	4.2
Total	48	100

VARIABLE	Frequency	%
Function/unit		
Management	12	25
Support Services	13	27.1
Academia	14	29.2
Marketing	4	8.3
Technical Services	5	10.4
Total	48	100

The frequency distribution of the participants by age shows that the largest group (N=18; 37.5%) was in the age category 31-40 years. The participants who belonged to the age categories 24 to 30 years, and 41 – 50 years constituted the second largest group of participants (N=11; 22.9%). The participants who were 22 years old and younger constituted 2.1% of the sample (N=1), while 14.6% of the sample belonged to the 51 years and older age group (N = 7). This is presented graphically in Figure 4-1.

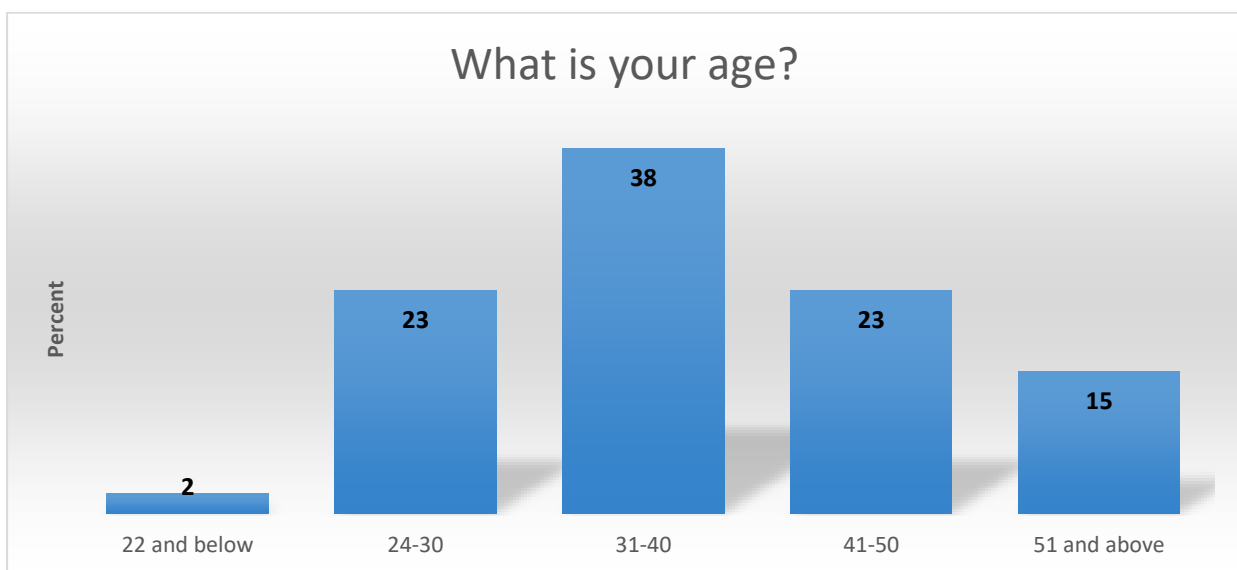


Figure 4-1: Age composition of sample (N=48)

As indicated in Figure 4-2, from a total of 48 participants, those with 3 – 5 years of experience comprised 48% (N=23) of the sample, while participants with less than 3 years reported 25% and 6 – 10 years 21%.

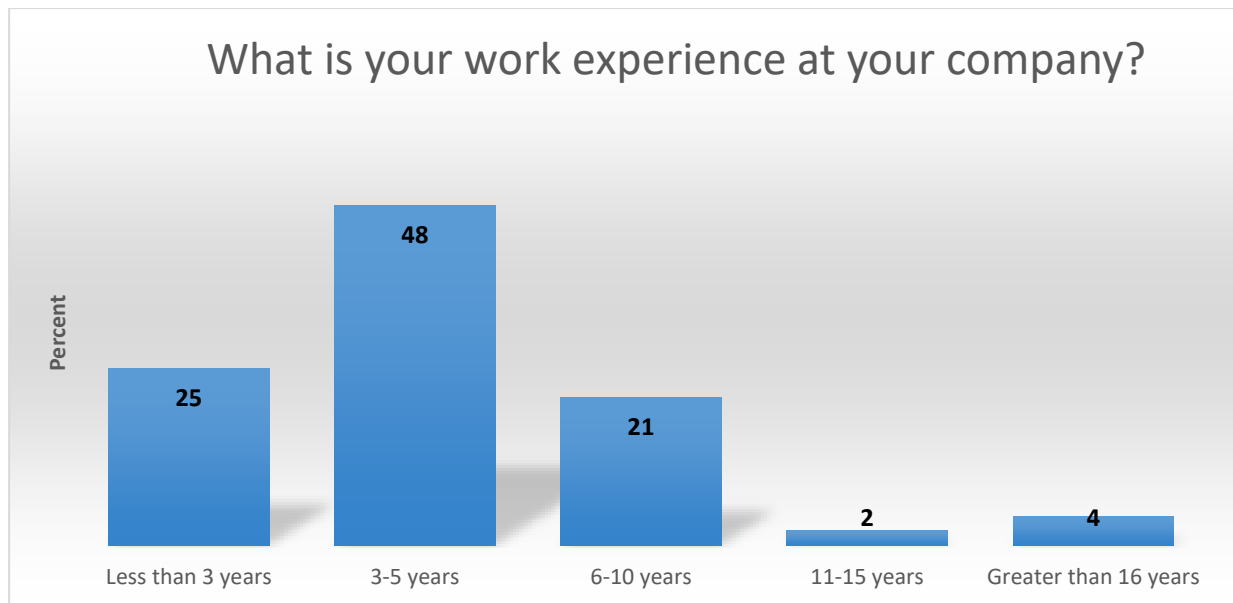


Figure 4-2: Work experience composition of sample (N=48)

The function/unit of the participants, as displayed in Figure 4-3, reported the highest in Academia (N=14; 29%) while the second largest group (N=13; 27%) worked in Support Services. Twelve participants (25%) operated at a management level, five (10%) in the Technical Department, while only 8% (N=4) of the participants worked in Marketing.

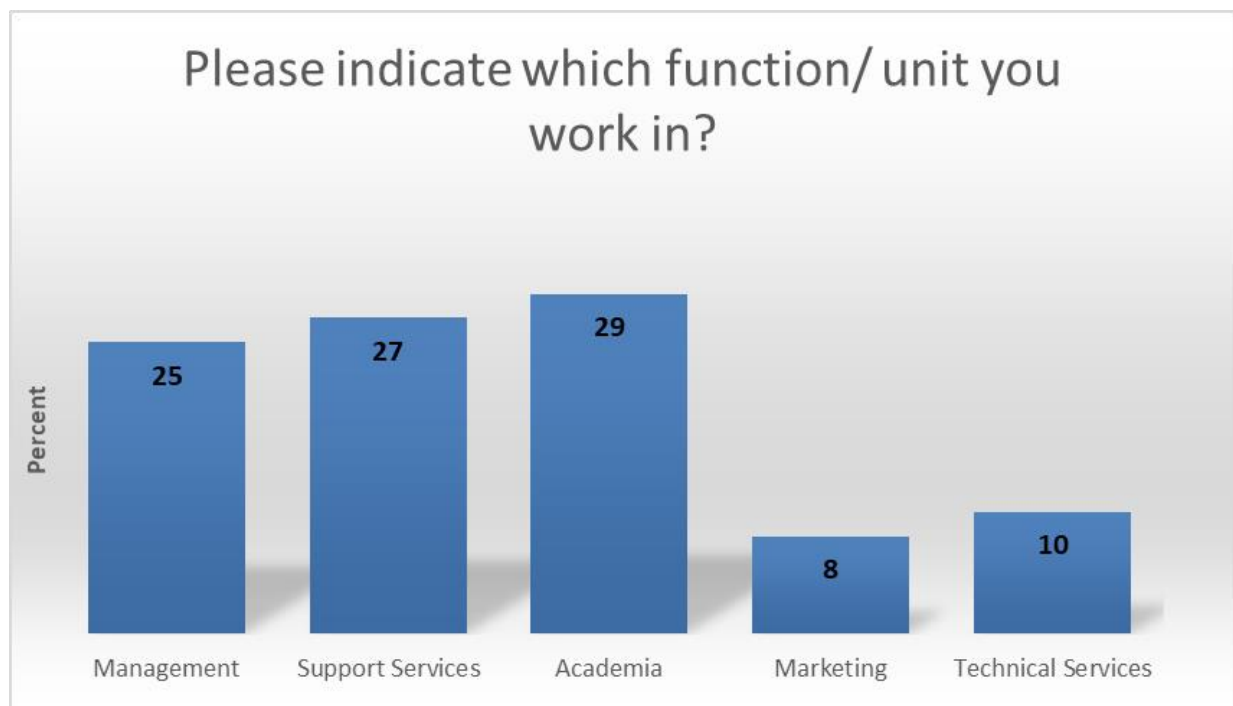


Figure 4-3: Function/unit of participants

4.5. RESULTS OF THE QUANTITATIVE DATE: DESCRIPTIVE STATISTICS

Descriptive statistics has been conducted in an attempt to answer research questions 1 and 2. As discussed in chapter 3, a quantitative questionnaire was administered with the following Likert Scale items (See Appendix A).

1 = Strongly disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly agree

4.5.1. Overall Mean Ratings

As evident from the overall mean ratings, the higher the mean of a specific item/group of items, the more in agreement the participants were and the higher the level of participants' agreement. Subsequently, a lower mean score indicated lower levels of agreement (the participants were thus not in agreement with these statements). The mean ratings (between 1 - 5) were interpreted as follows:

- A mean rating of 1 indicates a very low agreement rate.
- A mean rating of 2 indicates a low agreement rate.
- A mean rating of 3 indicates a neutral response.
- A mean rating of 4 indicates a high agreement rate.
- A mean rating of 5 indicates a very high agreement rate.

Research question 1

Which leadership style is most prevalent (dominant) in the management of employees?

The mean scores of agreement with the different leadership style DV were determined. Table 4-2 reveals that participants mostly agreed that the Transformational Leadership Style (mean = 3.71) is most prevalent in the management of employees; with the Transactional Leadership Style (mean = 3.31) second-most prevalent, and the Laissez-Faire (mean = 2.54) the least prevalent. Table 4-3 further indicates that participants differed most in terms of their views about the most prevalent leadership style Laissez-Faire (Std Dev = 0.824). This is graphically depicted in Figure 4-4.

Table 4-2: Overall mean ratings for the dependent variable leadership style (N=48).

Descriptive Statistics				
		Leadership_ Laissez-faire	Leadership_ Transactional	Leadership_ Transformational
N	Valid	48	48	48
	Missing	0	0	0
Mean		2,5417	3,3125	3,7083
Median		2,0000	3,0000	4,0000
Mode		2,00	3,00	4,00
Std. Deviation		0,82406	0,55183	0,71335
Minimum		1,00	2,00	2,00
Maximum		4,00	4,00	5,00

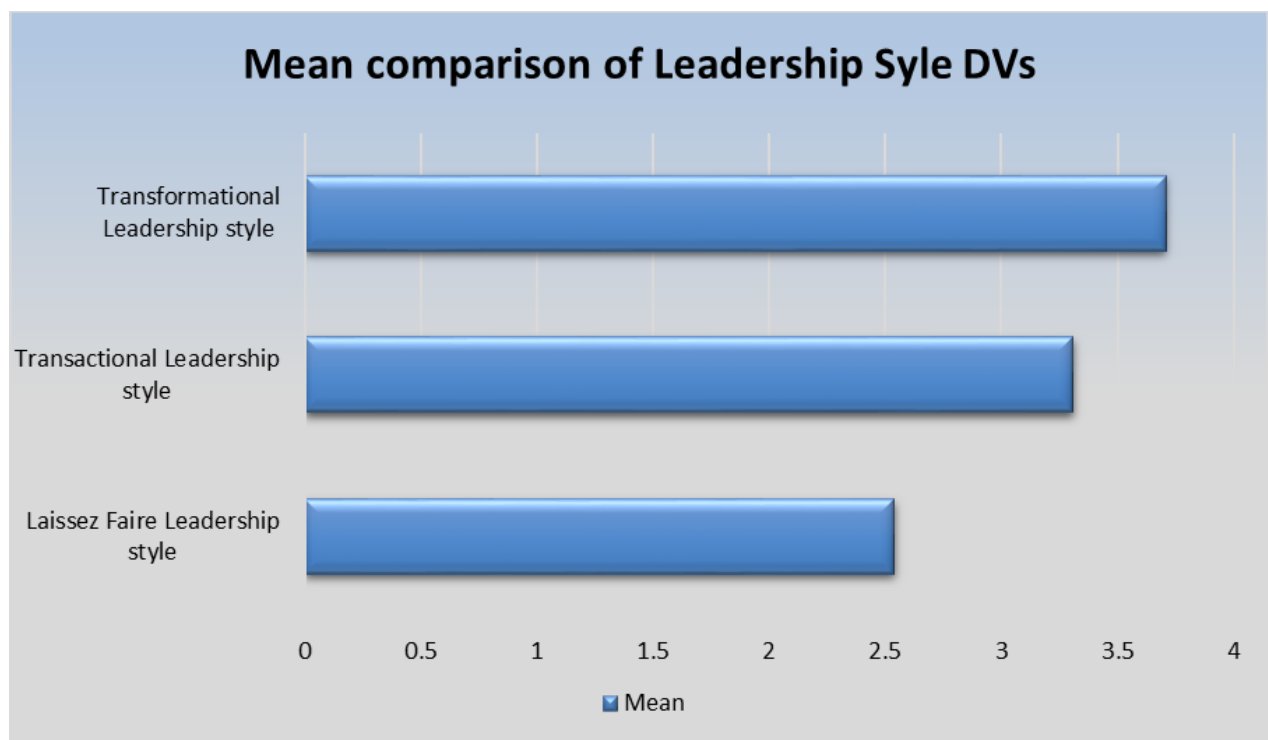


Figure 4-4: Mean comparison of DV Leadership Style

Table 4-3 provides a breakdown of responses per individual item.

Table 4-3: Responses per individual item on questionnaire

Statement	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Min	Max	Mean	Std Dev
TRANSFORMATIONAL LEADERSHIP STYLE	4.0	8.0	47.2	15.5	1	5	3.63	0.947
<i>Idealised influence: attributed</i>	3.7	8.9	43.1	15.1	1	5	3.59	0.961
My team leader instils pride in others for being associated with me	4.2	12.5	33.3	10.4	1	5	3.33	0.975
My team leader goes beyond self-interest for the good of the group	6.3	2.1	34.8	18.8	1	5	3.67	1.018
My team leader acts in ways that build others' respect for me	2.1	14.6	47.9	12.5	1	5	3.54	0.967
My team leader displays a sense of power and confidence	2.1	6.3	56.3	18.8	1	5	3.83	0.883
<i>Idealised influence: behaviour</i>	5.2	5.2	45.3	13.1	1	5	3.56	0.941
My team leader talks about my most important values and beliefs	10.4	8.3	41.7	10.4	1	5	3.33	1.117
My team leader specifies the importance of having a strong sense of purpose	0	2.1	50	16.7	1	5	3.81	0.734
My team leader considers the moral and ethical consequences of decisions	6.3	8.3	41.7	18.8	1	5	3.58	1.088
My team leader emphasises the importance of having a collective sense of mission	4.2	2.1	47.9	6.3	1	5	3.50	0.825
<i>Inspirational motivation</i>	1.6	5.8	51.1	25.0	1	5	3.92	0.884
My team leader talks optimistically about the future	4.2	2.1	45.8	35.4	1	5	4.06	0.976
My team leader talks enthusiastically about what needs to be accomplished	0	6.3	50	27.1	1	5	3.98	0.838
My team leader articulates a compelling vision of the future	0	10.4	54.2	16.7	1	5	3.77	0.857
My team leader expresses confidence that goals will be achieved	2.1	4.2	54.2	20.8	1	5	3.88	0.866

Statement	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Min	Max	Mean	Std Dev
<i>Intellectual stimulation</i>	4.2	7.8	54.7	10.9	1	5	3.60	0.927
My team leader re-examines critical assumptions to question whether they are appropriate	0	6.3	54.2	14.6	1	5	3.77	0.778
My team leader seeks differing perspectives when solving problems	6.3	10.4	54.2	8.3	1	5	3.48	1.010
My team leader gets others to look at problems from many different angles	4.2	4.2	54.2	8.3	1	5	3.58	0.871
My team leader suggests new ways of looking at how to complete assignments	6.3	10.4	56.3	12.5	1	5	3.58	1.048
<i>Individualised consideration</i>	5.3	12.5	41.7	13.5	1	5	3.46	1.021
My team leader spends time teaching and coaching	6.3	22.9	25	8.3	1	5	3.06	1.040
My team leader treats others as individuals rather than just as members of a group	4.2	8.3	41.7	22.9	1	5	3.71	1.051
My team leader considers an individual as having different needs, abilities and aspirations from others	4.2	10.4	54.2	12.5	1	5	3.60	0.984
My team leader helps others to develop their strengths	6.3	8.3	45.8	10.4	1	5	3.46	1.010
TRANSACTIONAL LEADERSHIP STYLE	5.2	18.5	38.6	7.3	1	5	3.24	0.957
<i>Contingent reward</i>	2.6	11.5	46.9	10.9	1	5	3.52	0.906
My team leader provides others with assistance in exchange for their efforts	2.1	16.7	47.9	4.2	1	5	3.35	0.887
My team leader discusses in specific terms who is responsible for achieving performance targets	2.1	12.5	54.2	8.3	1	5	3.54	0.898
My team leader makes clear what one can expect to receive when performance goals are achieved	2.1	14.6	29.2	10.4	1	5	3.31	0.926
My team leader expresses satisfaction when others meet expectations	4.2	2.1	56.3	20.8	1	5	3.88	0.914

Statement	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Min	Max	Mean	Std Dev
Management-by-exception: active	7.8	25.6	30.2	3.7	1	5	2.97	1.007
My team leader focuses attention on irregularities, mistakes, exceptions and deviations from standards	2.1	31.3	39.6	4.2	1	5	3.13	0.981
My team leader concentrates full attention on dealing with mistakes, complaints and failures	8.3	16.7	27.1	6.3	1	5	3.06	1.019
My team leader keeps track of all mistakes	12.5	31.3	29.2	2.1	1	5	2.77	1.077
My team leader directs my attention toward failures to meet standards	8.3	22.9	25	2.1	1	5	2.90	0.951
LAISSEZ-FAIRE LEADERSHIP STYLE	21.1	33.1	22.4	4.7	1	5	2.55	1.143
Management-by-exception: passive	17.2	32.8	27.5	3.7	1	5	2.66	1.092
My team leader fails to interfere until problems become serious	14.6	29.2	33.3	6.3	1	5	2.88	1.214
My team leader waits for things to go wrong before taking action	25	33.3	28.8	4.2	1	5	2.46	1.202
My team leader is a firm believer in "If it isn't broke, don't fix it."	4.2	22.9	31.3	4.2	1	5	3.08	0.942
My team leader demonstrates that problems must become chronic before taking action	25	45.8	16.7	0	1	5	2.21	1.010
Passive-avoidant	25.0	33.4	17.2	5.8	1	5	2.45	1.194
My team leader avoids getting involved when important issues arise	29.2	35.4	18.8	4.2	1	5	2.33	1.209
My team leader is absent when needed	27.1	31.3	12.5	4.2	1	5	2.35	1.139
My team leader avoids making decisions	27.1	35.4	6.3	8.3	1	5	2.33	1.191
My team leader delays responding to urgent questions	16.7	31.3	31.3	6.3	1	5	2.79	1.237

Table 4-3 reveals that the participants were mostly in agreement that transformational leadership style (mean = 3.63) is the most prevalent in the management of employees, followed by transactional leadership style (mean = 3.24), and then laissez-faire leadership style (mean = 2.55). Within each dimension, the most agreed on component of transactional leadership is inspirational motivation (mean = 3.92). Table 4-3 further indicates that participants differed most in terms of their views on the idealised influence: behaviour in terms of the team leader specifying the importance of having a strong sense of purpose (Std Dev = 0.734).

This is supported by literature, as Krishna (2011:153), postulates that team effectiveness and efficiency are closely linked to the leader's behaviour in urging team members to perform well. Transformational leaders empower and inspire others through their actions, integrating individuals' goals with the goals of the organisation. Members therefore feel inspired and motivated at a personal level, thus increasing the effectiveness of the team. This is also supported by the team effectiveness component of purpose and goal as indicated in Table 4-4, with respondents most in agreement (mean = 3.9375).

Research question 2

Which component of team effectiveness is most prevalent (dominant) in the management of employees?

Table 4-4: Overall agreement rates with components of team effectiveness (N=48)

Descriptive Statistics for DV Team Effectiveness							
	N	Mean	Median	Mode	Std. Deviation	Minimum	Maximum
Intergroup relations	48	3.5625	40,000	4,00	0,84818	1,00	5,00
Passion and commitment	48	3.7500	40,000	4,00	0,75794	2,00	5,00
Problem solving	48	3.4375	35,000	4,00	0,74108	2,00	5,00
Purpose and goals	48	3.9375	40,000	4,00	0,66545	2,00	5,00
Roles	48	3.5208	40,000	4,00	0,92229	1,00	5,00
Skills and learning	48	3.7708	40,000	4,00	0,72169	2,00	5,00
Team processes	48	3.4167	35,000	4,00	0,79448	1,00	5,00
Team relationship	48	3.4792	40,000	4,00	0,98908	1,00	5,00

Table 4-4 reveals that the participants were mostly in agreement that the team effectiveness component, Purpose and Goals (mean = 3.937), is most prevalent in the management of employees, followed by Skills and Learning (mean = 3.77), and then Passion and Commitment (mean = 3.75). The least prevalent team effectiveness component prevalent in the management of employees reported Team Processes (mean = 3.42). Table 4-4 further indicates that participants differed most in terms of their views on the most prevalent team effectiveness component Team Relationship (Std Dev = .989). The results are graphically displayed in Figure 4-5.

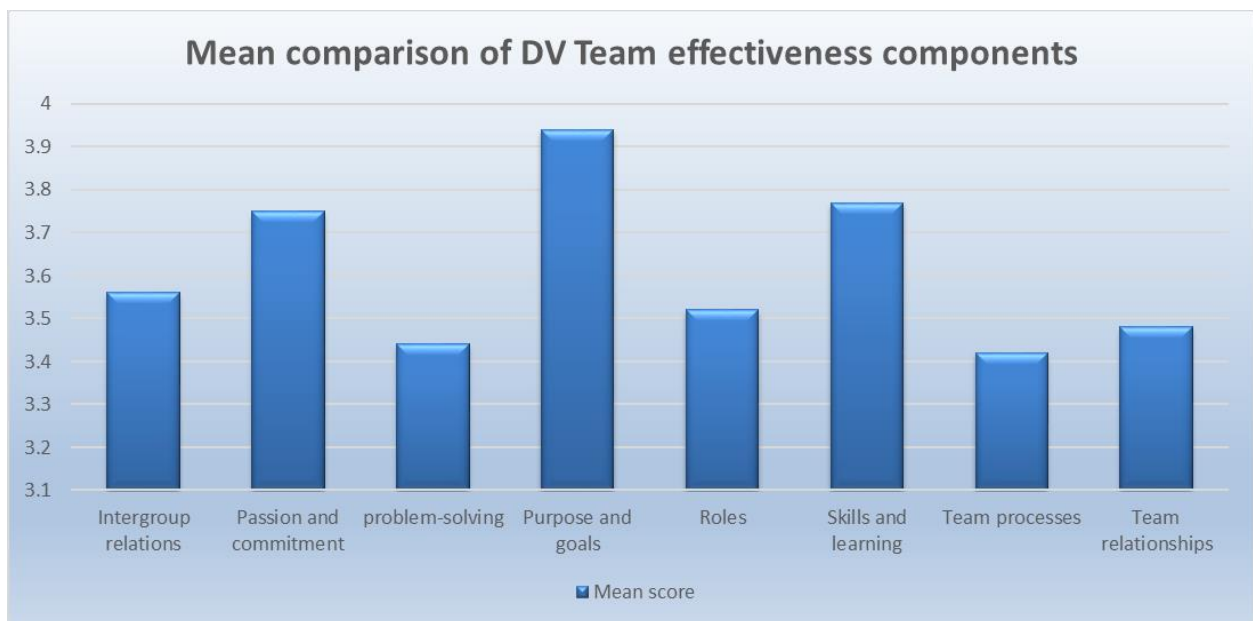


Figure 4-5: Agreement rates with the DV team effectiveness components

Table 4-5 provides a breakdown of responses per individual item.

Table 4-5: Overall agreement rates with components of team effectiveness (N=48)

Statement	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Min	Max	Mean	Std Dev
TEAM EFFECTIVENESS	3.5	10.7	47.8	14.0	1	5	3.57	0.932
Purpose and Goals	2.1	4.2	58.3	17.9	1	5	3.78	0.824
Our team has a meaningful, shared purpose	2.1	2.1	60.4	16.7	1	5	3.88	0.789
We are strongly committed to a shared mission	4.2	6.3	58.3	22.9	1	5	3.33	0.973
We focus on big-picture strategic issues as much as on day-to-day activities	4.2	6.3	56.3	14.6	1	5	3.71	0.944
We set and meet challenging goals	0	2.1	56.3	14.6	1	5	3.83	0.694
We consistently produce strong, measurable results	2.1	8.3	58.3	14.6	1	5	3.75	0.887
We make sure our work helps the organisation achieve its goals	0	2.1	64.6	20.8	1	5	4.04	0.651
The mission and goals of my team are well aligned with the organisation	2.1	2.1	54.2	20.8	1	5	3.90	0.831
Roles	5.7	11.6	43.1	14.3	1	5	3.49	1.053
Team members clearly understand their roles	2.1	14.6	50	20.8	1	5	3.73	1.026
When an individual's role changes, an intentional effort is made to clarify it for everyone on the team	6.3	14.6	39.6	10.4	1	5	3.33	1.059
Team members understand one another's roles	6.3	10.4	35.4	20.8	1	5	3.54	1.129
Everyone values what each member contributes to the team	4.2	6.3	45.8	16.7	1	5	3.65	0.978
Team members avoid duplication of effort and make sure they are clear about who is doing what	6.3	12.5	47.9	8.3	1	5	3.40	1.026
When team members' roles change, specific plans are implemented to help them assume their new responsibilities	6.3	12.5	35.4	14.6	1	5	3.40	1.086
Overlapping or shared tasks and responsibilities do not create problems for team members	8.3	10.4	47.9	8.3	1	5	3.38	1.064

Statement	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Min	Max	Mean	Std Dev
Team Processes	4.2	13.7	41.7	10.7	1	5	3.41	0.964
Team problem solving results in effective solutions	2.1	8.3	47.9	16.7	1	5	3.69	0.926
We address and resolve issues promptly	4.2	18.8	37.5	12.5	1	5	3.35	1.062
People on my team are rewarded for being team players	8.3	25	27.1	4.2	1	5	2.94	1.019
Group meetings are very productive	6.3	20.8	33.3	8.3	1	5	3.17	1.059
Our team has mechanisms in place to monitor our results	2.1	12.5	47.9	10.4	1	5	3.52	0.922
Our team works with a great deal of flexibility so that we can adapt to changing needs	4.2	4.2	45.8	12.5	1	5	3.58	0.919
When we choose consensus decision making, we do it effectively	2.1	6.3	52.1	10.4	1	5	3.63	0.841
Team Relationship	3.9	15.2	43.8	12.8	1	5	3.44	1.026
Team members appreciate one another's unique capabilities	4.2	10.4	39.6	18.8	1	5	3.58	1.048
Team members are effective listeners	4.2	16.7	43.8	10.4	1	5	3.40	1.026
Communication in our group is open and honest	4.2	20.8	37.5	10.4	1	5	3.29	1.051
Members of our team trust one another	4.2	25	29.2	14.6	1	5	3.25	1.120
Team members help one another deal with problems or resolve issues	0	14.6	58.3	14.6	1	5	3.52	0.967
We are able to work through differences of opinion without damaging relationships	8.3	12.5	45.8	10.4	1	5	3.38	1.104
When we choose consensus decision making, we do it effectively	2.1	6.3	52.1	10.4	1	5	3.65	0.863

Statement	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Min	Max	Mean	Std Dev
Intergroup Relations	3.3	9.5	47.3	10.1	1	5	3.51	0.923
We are able to resolve conflicts with other teams collaboratively	4.2	4.2	50	8.3	1	5	3.54	0.874
We seek to arrange our priorities to meet the needs of other work groups	4.2	14.6	50	12.5	1	5	3.52	1.031
We communicate effectively with other groups	4.2	8.3	41.7	10.4	1	5	3.46	0.944
Our team has established trusting and supportive relationships with other teams	2.1	12.5	45.8	8.3	1	5	3.46	0.898
We work toward integrating our plans with those of other work groups	4.2	8.3	43.8	12.5	1	5	3.52	0.967
Our collaborations with other teams are productive, worthwhile, and yield good results	2.1	12.5	52.1	8.3	1	5	3.52	0.899
The goals of our group support those of other groups	2.1	6.3	47.9	10.4	1	5	3.58	0.846
Problem Solving	5.1	14.6	42.3	10.4	1	5	3.38	1.000
Team members take personal responsibility for the effectiveness of our team	4.2	14.6	41.7	16.7	1	5	3.52	1.072
Team members maintain a can-do approach when they encounter frustrating situations	4.2	10.4	45.8	10.4	1	5	3.48	0.967
Team members take initiative to resolve issues among themselves without involving the team leader	4.2	12.5	43.8	10.4	1	5	3.44	0.987
We spend very little time complaining about things we cannot control	14.6	22.9	33.3	2.1	1	5	2.85	1.111
Team members seek and give each other constructive feedback	2.1	10.4	41.7	12.5	1	5	3.52	0.922
Team members are sure about what is expected of them and take pride in a job well done	2.1	10.4	54.2	10.4	1	5	3.60	0.893
Team members consider how their actions will impact others when deciding what to do	4.2	20.8	35.4	10.4	1	5	3.27	1.047

Statement	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Min	Max	Mean	Std Dev
<i>Passion and Commitment</i>	1.8	8.3	51.5	17.9	1	5	3.75	0.898
Working on our team inspires members to do their best	2.1	10.4	45.8	20.8	1	5	3.73	0.984
My team has a strong sense of accomplishment relative to our work	0	10.4	50	18.8	1	5	3.77	0.881
People are proud to be part of our team	0	8.3	47.9	16.7	1	5	3.73	0.844
Team members frequently go beyond what is required and do not hesitate to take initiatives	4.2	8.3	58.3	14.6	1	5	3.71	0.967
As a team, we work to attract and retain top performers	6.3	8.3	39.6	16.7	1	5	3.52	1.072
Our team is excited about the contribution it makes to the organisation's competitive viability	0	8.3	54.2	20.8	1	5	3.88	0.841
My team is proud of its accomplishments and optimistic about the future	0	4.2	64.6	16.7	1	5	3.94	0.697
<i>Skills and Learning</i>	2.1	8.3	54.5	17.6	1	5	3.77	0.766
We have the skills we need to do our jobs effectively	2.1	8.3	54.2	27.1	1	5	3.96	0.944
We always ask ourselves, "How can we do better tomorrow than we did today?"	2.1	10.4	45.8	18.8	1	5	3.69	0.0971
As a team, we are continually working to improve cycle time, speed to market, customer responsiveness or other key performance indicators	0	2.1	64.6	14.6	1	5	3.92	0.647
We view everything, even mistakes, as opportunities for learning and growth	6.3	14.6	58.3	10.4	1	5	3.52	1.072
We use various forms of training to keep our skills up-to-date	2.1	12.5	43.8	16.7	1	5	3.60	0.984
Team members embrace continuous improvement as a way of life	2.1	4.2	62.5	12.5	1	5	3.79	0.798
Team members work to ensure we use best practice methods	0	6.3	52.1	22.9	1	5	3.92	0.821

The notion of purpose and goals is the most important dimension of team effectiveness, as indicated by the individual items, focusing on the shared mission and purpose of the team, with a clear strategic focus on where the team is going and how they are going to get there, also linking with the above-mentioned transformational leadership component of inspirational motivation, where leaders can articulate their future vision of the team to inspire and motivate individuals.

Eisele (2018) further supports the notion that purpose and goal is the most important component of an effective team, stating that the psychological safety of the team is significantly more important than any other component of team work, such as effective communication. Eisele (2018) states that psychological safety enables team members to share their ideas and opinions; team members are respected and confident within the team, enabling a shared purpose and passion for achieving the team's goals.

4.6. RESULTS FROM THE QUANTITATIVE DATA: INFERENTIAL STATISTICS

4.6.1. Validity and reliability of the measuring instrument

Reports of reliability and validity estimates are necessary to determine the adequacy of the psychometric properties of the scales in a questionnaire. The information gathered for this study was done by using a Likert-type Scale questionnaire. Since it was attempted to quantify constructs which are not directly measurable, multiple-item scales and summated ratings were utilised to quantify the construct(s) of interest. The Likert Scale's invention in 1931 is attributed to Rensis Likert who described this technique for the assessment of attitudes (Gliem & Gliem, 2003:82). Since the questionnaire was adopted from standardised questionnaires, the validity was not reported by means of factor analysis.

Cronbach's Alpha which measures the internal consistency reliability of the research instrument for this study was used as the reliability coefficient for the Likert-type Scales. A Cronbach Alpha coefficient was calculated on each of the constructs to confirm their reliability in the local context. A Cronbach's Alpha reliability coefficient usually ranges between 0 and 1. The closer Cronbach's Alpha coefficient is to 1.0, the greater the internal consistency of the items in the scale. Based on the formula $\alpha = rk / [1 + (k - 1) r]$, where k is the number of items considered and r is the mean of the inter-item correlations, the size of alpha is determined by both the number of items in the scale and the means of the inter-item correlations. George and Mallery (2003:231) provide the following rules of thumb: $\alpha > 0.9$ – Excellent, $\alpha > 0.8$ – Good, $\alpha > 0.7$ – Acceptable, $\alpha > 0.6$ – Questionable, $\alpha > 0.5$ – Poor, and $\alpha < 0.5$ – Unacceptable.

As shown by Table 4-6, the Cronbach Alpha for the questionnaire was 0.971, which indicates a very high level (97%) of internal consistency for the Likert-type questions.

Table 4-6: Cronbach Alpha Analysis

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	Number of Items
	0.971	101

4.6.2. Assumptions for Statistical Analysis

Garson (2013) asserts that all statistical procedures have underlying assumptions. An expected component of quantitative studies is to establish that the data of the study meet these assumptions of the procedure. Similarly, O'Neil (2009) outlines the importance of meeting the conditions of a particular statistical procedure before data analysis is done. Parametric tests are significant tests which assume (1) a certain distribution of the data (usually a normal distribution), (2) the interval level of measurement and (3) the homogeneity of variances when two or more samples are compared. Most common significance tests are parametric (Garson, 2013). However, it has long been established that moderate violations of parametric assumptions have little or no effect on substantive conclusions in most instances (Cohen in Garson, 2013). In this study, the said tests were all conducted before analysing the data to ensure that these conditions were met.

4.6.2.1. Normality

According to O'Neil (2009), it is assumed that the data gathered for statistical analysis is from a normally distributed population. As inferential statistics is done to verify that some or all of the results are applicable to the entire population, it is paramount that the population's distribution should also be normal. The analysis for normality should furthermore include statistics pertaining to, among others, skewness, kurtosis, Kolmogorov-Smirnov (K-S) and Q-Q plots to check for normality of the data distribution (O'Neil, 2009).

One instance which guarantees normality is that the distribution of the individual observations from the sample is normal. However, even if the distribution of the individual observations is not normal, the distribution of the sample means will be normal if the sample size is around 30 or larger. This is due to the 'central limit theorem' which posits that even when a population is non-normally distributed, the distribution of the sample means will be normal when the sample size is 30 or more. Since the sample size of this study was larger than 30 (N=92), the principle of normality of distribution was adopted. Table 4-8 depicts the statistical calculations for the Kolmogorov-Smirnov (K-S) tests. The normal Q-Q plots and relevant box plots are also included to substantiate the test of normality done for the dependent variables (see Figures 4-6 to 4-9).

Table 4-7: Test of Normality (normal distribution)

Tests of Normality						
	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Leadership_Laissez-Faire	0.286	48	.000	0.845	48	.000
Leadership_Transactional	0.360	48	.000	0.717	48	.000
Leadership_Transformational	0.305	48	.000	0.831	48	.000
Team_Effectiveness_ALL	0.266	48	.000	0.848	48	.000
a. Lilliefors Significance Correction						

When considering the Shapiro-Wilk as a means of assessing normality, Table 4-8 indicates that the variables appear to be normally distributed since the significant value is less than 0.05. However, if the normality is considered graphically, using the histogram with normal distribution curve (Figures 4-6 to 4-9), it shows that the dependent variables all appear to be normally distributed.

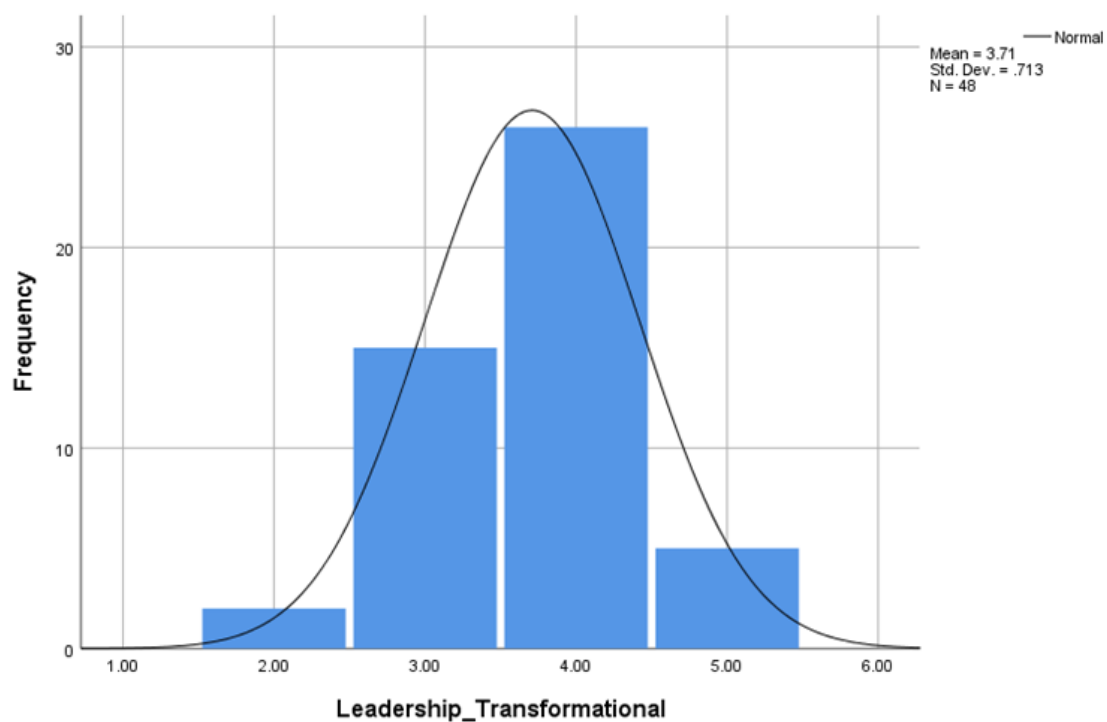


Figure 4-6: Histogram of DV: Transformational Leadership style

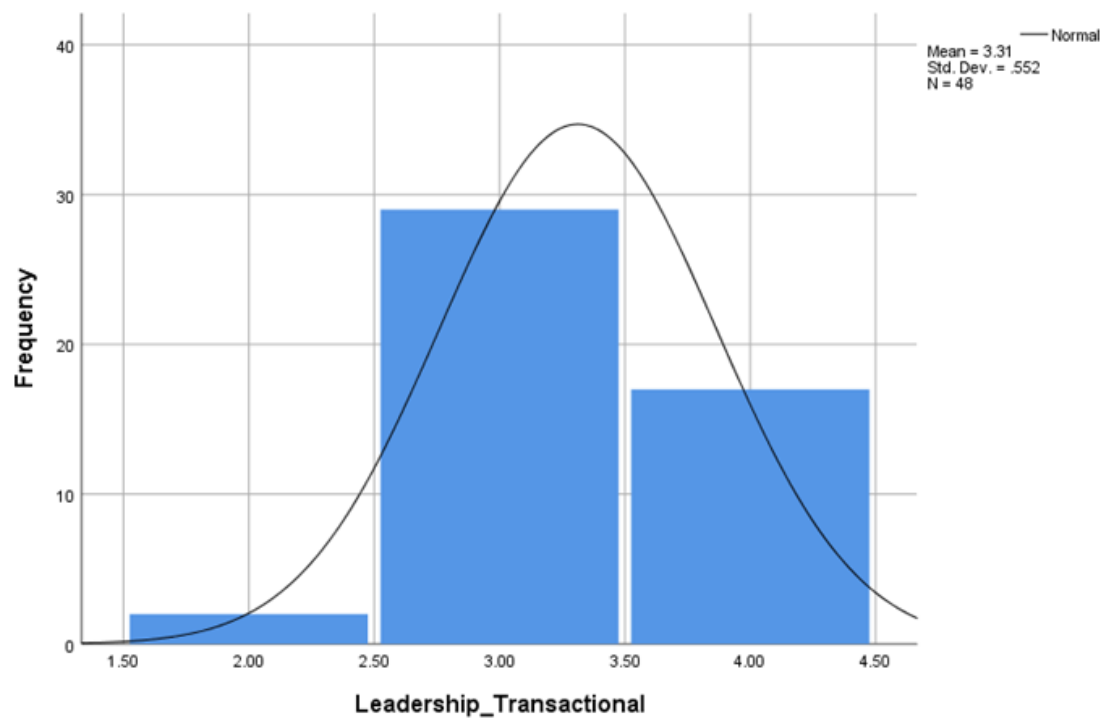


Figure 4-7: Histogram of DV: Transactional Leadership Style

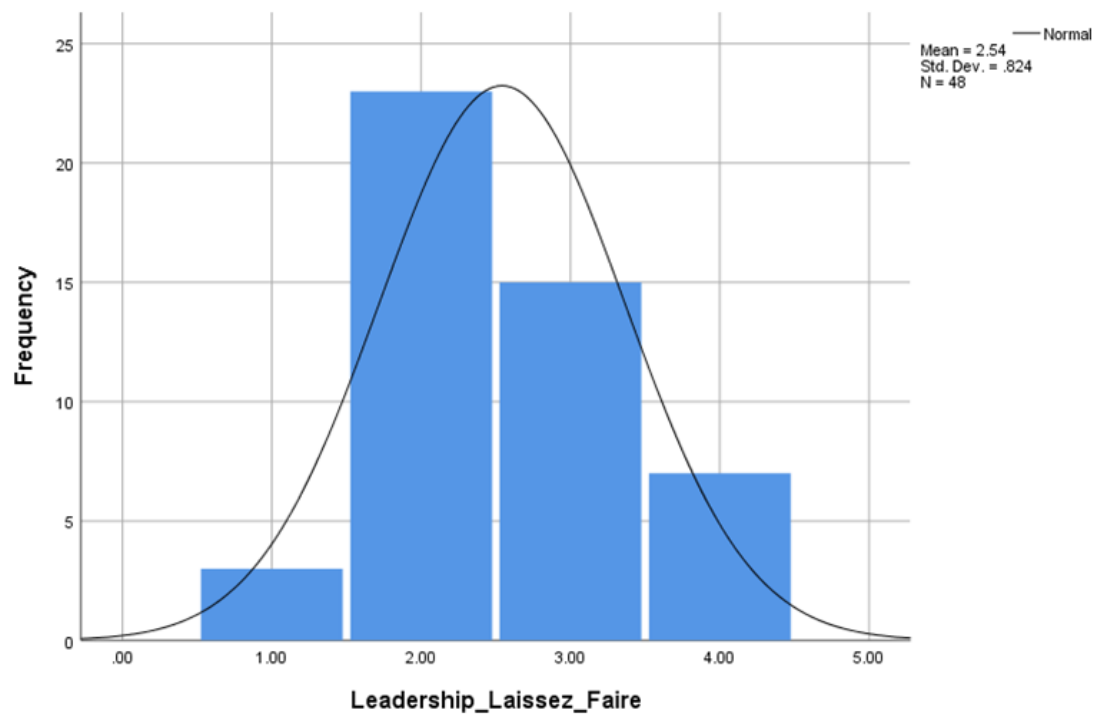


Figure 4-8: Histogram of DV: Laissez-Faire Leadership Style

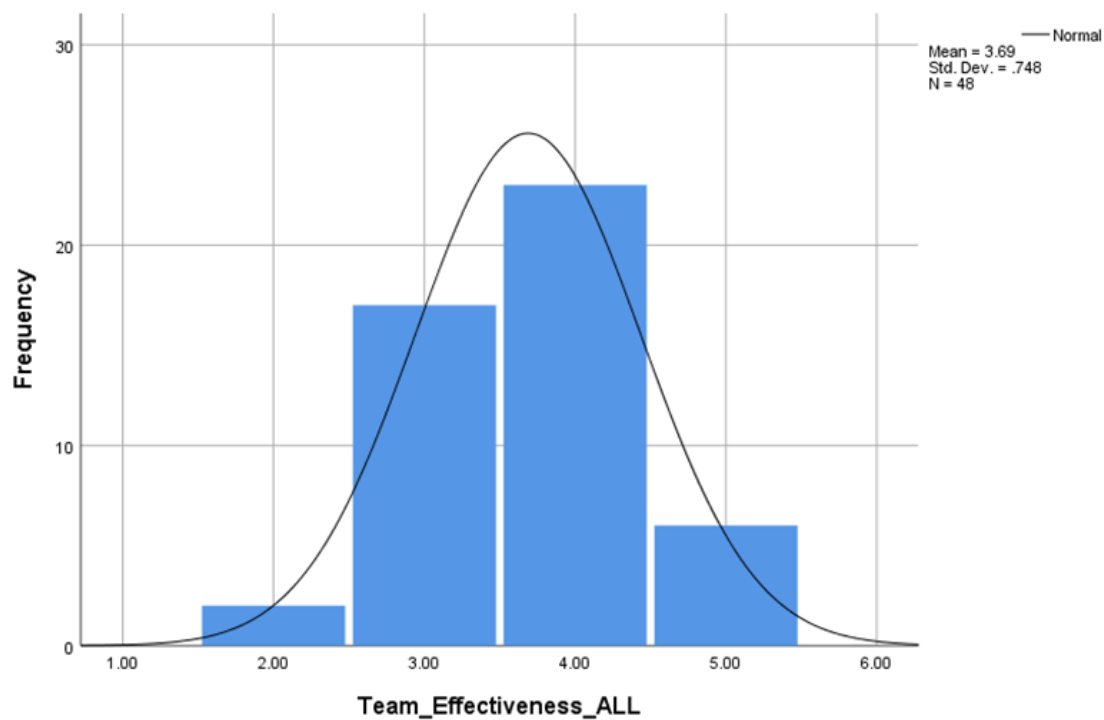


Figure 4-9: Histogram of DV: Team Effectiveness

4.6.2.2. Homoscedasticity

In statistics, the Levene's test is an inferential statistic used to assess the equality of variances for a variable calculated for two or more groups. Some common statistical procedures assume that variances of the populations from which different samples are drawn are equal. Levene's test assesses this assumption. It tests the null hypothesis that the population variances are equal (called homogeneity of variance or homoscedasticity). If the resulting p-value of Levene's test is less than some significance level (typically 0.05), the obtained differences in sample variances are unlikely to have occurred based on random sampling from a population with equal variances. Thus, the null hypothesis of equal variances is rejected, and it is concluded that there is a difference between the variances in the population.

Homogeneity of variances (homoscedasticity) thus assumes that the dependent variables exhibit equal levels of variance across the range of predictor variables. Conversely, heteroscedasticity refers to a scenario where the variability of a variable is unequal across the range of values of a second variable that predicts it (Taylor, 2013). Table 4-7 indicates the descriptive statistics and tests conducted for homoscedasticity.

Table 4-8: Test of Homogeneity of variances

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Leadership_Laissez-Faire	Based on Mean	0.548	3	43	0.652
Leadership_Transactional	Based on Mean	1.999	3	43	0.128
Leadership_Transformational	Based on Mean	1.434	3	43	0.246
Team_Effectiveness_ALL	Based on Mean	1.103	3	43	0.358

A Levene's test was conducted for each dependent variable. All the dependent variables were found to be not statistically significant (equal variances are assumed), since the p-value was in each case > (greater than) 0.05. Based on the above homogeneity of variances for each of the variables, the researcher accepted this statistical assumption as met. Based on the above homogeneity of variances for each of the variables, parametric tests with reference to Pearson Correlation Analysis and Analysis of Variance (One-way ANOVA) was conducted.

Research question 3

Are there any correlations and/or variances between team effectiveness and any leadership style?

This research question was answered by conducting inferential statistics with specific reference to correlation analysis and analysis of variance (ANOVA). Based on research question 3, the following hypothesis was stated:

Hypothesis 1

There is no statistically significant correlation between team effectiveness and any leadership style.

Table 4-9: Correlation analysis

Correlations					
		Leadership_ Laissez- faire	Leadership_ Transactional	Leadership_ Transformational	Team_ Effectiveness_ALL
Leadership_	Pearson Correlation	1	-0.099	-0.449**	-0.375**
Laissez-faire	Sig. (2-tailed)		0.501	0.001	0.009
	N	48	48	48	48
Leadership_	Pearson Correlation	-0.099	1	0.453**	0.138
Transactional	Sig. (2-tailed)	0.501		0.001	0.348
	N	48	48	48	48
Leadership_	Pearson Correlation	-0.449**	0.453**	1	0.384**
Transformational	Sig. (2-tailed)	0.001	0.001		0.007
	N	48	48	48	48
** Correlation is significant at the 0.01 level (2-tailed).					

The participants indicated their agreement with these items using 5-point Likert-type Scales ranging from 1 (strongly disagree) to 5 (strongly agree). Team effectiveness and the Laissez-Faire Leadership Style were negatively correlated at $r(48) = -0.375$, $p < 0.05$ (0.009). This implies that team effectiveness will decrease when the Laissez-Faire Leadership Style increases. Team effectiveness and the Transformational Leadership Style were positively correlated at $r(48) = 0.384$, $p < 0.05$ (0.007). This implies that team effectiveness will increase when the Transformational Leadership Style increases. The hypothesis can therefore be rejected.

In the rapidly changing and competitive environment, team effectiveness greatly influences the success of any organisation. With a current focus on organisational transformation, teams have to cope with rapid change and complexities, so the team composition plays an important role in achieving success. As supported by literature, the role of the team leader is central to team composition, especially transformational leadership. Transformational leadership is best suited in a highly changing environment that requires the empowered dynamic culture of transformational leadership (Smith *et al.*, 2004:80). Ergo, supporting the notion that team effectiveness will increase when the transformational leadership style is utilised.

4.7. RESULTS FOR THE ANOVA TESTS

Hypothesis 2

There is no statistically significant difference between team effectiveness and any leadership style.

Table 4-10: Descriptive Statistics

Descriptive Statistics				
Team_Effectiveness_ALL		Leadership_ Laissez-Faire	Leadership_ Transactional	Leadership_ Transformational
Total	Mean	2.5417	3.3125	3.7083
	N	48	48	48
	Std. Deviation	0.82406	0.55183	0.71335

Table 4-11: ANOVA Table for the IV Age

ANOVA Table						
		Sum of Squares	df	Mean Square	F	Sig.
Leadership_Laissez-Faire Team_Effectiveness_ALL	Between (Combined) Groups	5.884	3	1.961	3.315	0.028
	Within Groups	26.033	44	0.592		
	Total	31.917	47			
Leadership_Transactional Team_Effectiveness_ALL	Between (Combined) Groups	2.345	3	0.782	2.874	0.047
	Within Groups	11.968	44	0.272		
	Total	14.312	47			
Leadership_Transformational Team_Effectiveness_ALL	Between (Combined) Groups	6.568	3	2.189	5.553	0.003
	Within Groups	17.349	44	0.394		
	Total	23.917	47			

A one-way ANOVA indicated statistically significant differences between team effectiveness and all the leadership styles.

DV: Laissez-Faire [$F(47) = 3.315, p < 0.05 (0.028), \eta^2 = 0.018$]. Therefore, the hypothesis can be rejected.

DV: Transactional [$F(47) = 2.874, p < 0.05 (0.047), \eta^2 = 0.016$]. Therefore, the hypothesis can be rejected.

DV: Transformational [$F(47) = 2.189, p < 0.05 (0.003), \eta^2 = 0.028$]. Therefore, the hypothesis can be rejected.

The highest level of agreement was reported for the Transformational Leadership Style ($M=3.71, SD=0.713$), followed by the Transactional Leadership Style ($M=3.31, SD=0.552$). The lowest agreement was reported for the Laissez-Faire Leadership Style ($M=2.54, SD=0.824$).

Table 4-12: Measures of Association Test for IV 'Age'

Measures of Association		
	Eta	Eta Squared
Leadership_Laissez-Faire Team_Effectiveness_ALL	0.429	0.184
Leadership_Transactional Team_Effectiveness_ALL	0.405	0.164
Leadership_Transformational Team_Effectiveness_ALL	0.524	0.275

For practical significance, the standardised measure of effect size (η^2) is also reported. The η^2 value is an estimate of the difference between the means expressed in standard deviation units which explains the magnitude of the effect size. The effect size measures the strength of the effect. The effect size between team effectiveness and the Transformational Leadership Style is considered to be low to moderate (27.5%).

4.8. SUMMARY OF HYPOTHESES

As can be seen from the analysis above, there is a statistically significant correlation and difference between team effectiveness and leadership styles; the hypotheses can therefore all be rejected.

4.9. SUMMARY

This chapter presents the research results which were discussed in terms of the stated research questions and hypotheses. An attempt was made to provide some order to the range of information provided by the participants to the questions in the questionnaire (Appendix A). Some of the data were of a factual or demographic nature. The data collected were organised using frequency distribution tables. The data were then transferred to a data analysis program. Thereafter the data were analysed by using inferential techniques. This was followed by a discussion of the findings. In chapter 5 the conclusions and recommendations will be presented.

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. INTRODUCTION

Chapter 4 showed the findings of the online survey analysis, the interpretation and discussion of the data. This concluding chapter 5 will provide a summary of every chapter, with reasoning for how this research can add value to current literature on leadership. Finally, recommendations are made to increase team effectiveness.

5.2. SUMMARY

In chapter 1 the study was introduced, highlighting the importance of team work and leadership, and how both can influence the success of organisations. Seeing that both Akademia and Sol-Tech are relatively new and small organisations, the time frame of the research was ideal, as it would add value and assist both organisations to cultivate effective teams and create a culture of leadership that is enabling and innovative. The rationale and significance of the study focus on the operational value, best practices and the increasing notion of virtual teams, that can add value to both organisations' open distance learning models. To address the primary research objective, the three research questions were highlighted as well as the identification of the two hypotheses. The key terms were discussed. The research method was discussed indicating that a quantitative research approach was used with a cross-sectional study, focusing on a voluntary availability sample. Validated measuring instruments were used, namely the Multifactor Leadership Questionnaire (MLQ-5x) and the Team Effectiveness Questionnaire (TEQ). SPSS software was used for the descriptive as well as the inferential statistical analysis. The chapter concludes with the ethical considerations of the study.

In Chapter 2, an in-depth literature review was reported. Firstly, with a focus on why team work is such an important element to investigate, especially in relation to leadership styles within an organisation and the ever-changing business environment. Secondly, the focus was on the role of leadership and leadership styles with a specific focus on transformational, transactional and laissez-faire leadership styles. Each of the aforementioned leadership styles were individually discussed, highlighting their dimensions and influence. Lastly, the focus was on teams and team leaders: how teams are developed, managed and led and what constitutes team effectiveness.

In chapter 3 the focus was on the research methodology. The chapter started with the discussion of the research design, highlighting that a descriptive research design was used, investigating the research questions in terms of a cross-sectional research design and correlation study that examined whether there is any correlation and/or variance between team effectiveness and any

leadership style. A positivistic research paradigm approach was followed. A further discussion was on the research approach, utilising a quantitative, non-experimental research strategy. Next the population and sampling of the study was discussed, which consisted of Akademia and Sol-Tech. The study followed a descriptive research approach, utilising a voluntary availability sample, making use of both descriptive as well as inferential statistical analysis. A discussion followed on the data collection instruments, namely the Multifactor Leadership Questionnaire (MLQ-5x) and the Team Effectiveness Questionnaire (TEQ). Both were deemed valid and reliable as both are standardised, validated measuring instruments, with a Cronbach Alpha of 0.971, indicating reliability and high internal consistency. The data collection was conducted by sending out an electronic questionnaire via Google Forms. This was followed by a detailed discussion on the ethical considerations of the study.

Chapter 4 presented the data and analysis of results. Firstly, highlighting the research questions and hypotheses. Next followed a discussion of the variables of the study, categorised into the independent variables, namely, the age of participants, the work experience and the functions of units of the participants, and dependant variables, namely, leadership style and team effectiveness. The biographical data was discussed and graphically presented. The following section focused on the results of the descriptive statistics, with overall mean ratings and a discussion of the dependant variables and further analysis of mean comparisons of each individual item of the questionnaire. From this section the results from the inferential statistics were discussed, firstly focusing on a discussion of the validity and reliability of the measuring instrument. Secondly, highlighting the assumptions for statistical analysis, normality, by utilising the Kolmogorov-Smirnov and the Shapiro-Wilk means of assessment and homoscedasticity, utilising a Levene's test. Based on the homogeneity of variances for each variable, parametric tests were done, with reference to the Pearson Correlation analysis and a one-way ANOVA test. The chapter concluded with the measure of association, highlighting the effect size between team effectiveness and transformational leadership.

In chapter 5 a summary is presented of every chapter, as well as the findings of the investigation. This is followed by recommendations, directed at Akademia and Sol-Tech, ending with a brief conclusion.

5.3. FINDINGS

The researcher aimed to answer the three research questions that guided the study. In answering the research questions, two hypotheses were formulated.

5.3.1. Findings on Research Question 1

Research question 1:

Which leadership style is most prevalent (dominant) in the management of employees?

The mean scores of agreement with the different leadership style DV were determined. Participants mostly agreed that the transformational leadership style is most prevalent in the management of employees (mean = 3.71). Further analysis showed that the dimension of inspirational motivation (mean = 3.92) is most prevalent within transformational leadership, with most participants agreeing that the prevalent leadership is optimistic about the future, the accomplishment of goals and is able to articulate a persuasive vision of the future. The dimension of individualised consideration (mean = 3.46), focusing on teaching and coaching, individual consideration and development, scored the lowest.

5.3.2. Findings on Research Question 2

Research question 2:

Which component of team effectiveness is most prevalent (dominant) in the management of employees?

From the overall agreement rates with components of team effectiveness, the participants mostly agreed that the team effectiveness component of purpose and goals (mean = 3.78) is the most prevalent in the management of employees. The dimension of purpose and goals focused on the shared vision, mission and purpose of the team with a focus on strategic objectives in achieving goals and aligning the team with the organisation. The dimension of team processes (mean = 3.41), focusing on the team's ability to solve problems and resolve issues promptly and effectively, as well as how the team operates in terms of its agility and monitoring results, scored the lowest.

5.3.3. Findings on Research Question 3

Research question 3:

Are there any correlations and/or variances between team effectiveness and any leadership style?

Based on research question 3, the following hypotheses were stated:

Hypothesis 1

There is no statistically significant correlation between team effectiveness and any leadership style.

The hypothesis was rejected, as team effectiveness and transformational leadership style were positively correlated at $r(48) = 0.384$, $p < 0.05$ (0.07), implying that team effectiveness will increase when the transformational leadership style increases.

Hypotheses 2

There is no statistically significant difference between team effectiveness and any leadership style.

The hypothesis was rejected, as the highest level of agreement was reported for the transformational leadership style ($M = 3.71$, $SD = 0.713$). With the effect size measure between team effectiveness and transformational leadership style prevalent, indicating the real world application, supporting the rejection of hypotheses 1, strongly supporting that team effectiveness increases when transformational leadership increases.

5.4. RECOMMENDATIONS

For both organisations to increase team effectiveness and cultivate a culture of transformational leadership the following recommendations are made that will add value and develop teams that are flexible, innovative and proactive in the ever-changing business environment.

Recommendation 1

From the analysis, even though transformational leadership is the dominant leadership style, attention should be paid to the individual consideration dimension of transformational leadership. It is recommended that team leaders or managers should keep in mind the individual contributions that make up the team. Personal attention must be paid to individuals' personal development, through formal mentorship and coaching programmes. These may be existing programmes; alternatively, they should be developed with the organisation's strategic objectives as well as the employees' needs, strengths and weaknesses in mind to develop and sustain both the organisation and the employees. Further professional development opportunities should also be made available in the form of workshops or seminars that focus on the development of employees and a focus on transformational leadership styles and the influence it has on team effectiveness.

Recommendation 2

It must be said that both transformational and transactional leadership styles do supplement one another and that there is a place for transactional leadership within the organisation, from the analysis the contingent reward dimension shows that most of the participants feel that setting clear objectives and performance targets help employees to perform better. It is recommended that a formal reward system be put in place; one that is transparent and applicable to all employees, with clear terms and conditions for achieving or not achieving set goals.

Recommendation 3

It is recommended that team effectiveness and leadership styles be measured to gauge the current situation and take proactive remedial actions on a continuous basis within the organisations. Through the use of the TEQ and MLQ-5x areas lacking can be addressed and corrected within each individual team.

Recommendation 4

From the analysis, Team Processes scored the lowest of all the team effectiveness dimensions. It is recommended that both organisations should spend time on their operational processes. By taking a lean approach, it could not only save money, but also increase productivity and performance. As also noted in recommendation 2, the resolution of problems and issues are problematic. A benchmarking exercise within the organisation and with external organisations will give an indication of the current situation and identify best practices that can be implemented to improve the team processes. In addition, workshops and seminars can make employees more aware of their own behaviour, assisting in proactive change management.

Recommendation 5

From the analysis, transformational leadership was identified as the most prevalent leadership style. It is recommended that both organisations maintain this by striving to cultivate the culture when appointing new managers or prospective employees in the organisation.

Recommendation 6

It is recommended for future research that virtual teams' leadership style and team effectiveness be measured. A greater focus should be placed on virtual teams, as the changing business environment and educational landscape is moving towards e-learning.

5.5. CONCLUSION

In this study, it was found that the transformational leadership style was the dominant leadership style in the companies investigated. It was found that the use of the transformational leadership style increased team effectiveness. Transformational leadership not only has a positive correlation to team effectiveness but it also enables the organisations to be more innovative, flexible and create a culture of transformation. The recommendations discussed in this chapter suggest that interventions that will positively impact the team composition should be considered. It is suggested that leadership development would contribute to the adoption of the best suited leadership styles in the management of the organisations teams. This study will contribute to the understanding of transformational leadership dimensions that could act as drivers to improve team effectiveness and in creating a competitive advantage for both organisations.

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APPENDIX A: QUESTIONNAIRE



BUSINESS SCHOOL
BESIGHEIDSKOOL
SEKOLO SA KGWEBO

Research conducted by:

Mrs PD van der Westhuizen

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26013479@nwu.ac.za

Date: 10 September 2019

<http://orcid.org/0000-0003-0873-4167>

Ethics Number: NWU-01343-19-A4

QUANTITATIVE RESEARCH QUESTIONNAIRES

Dear Participant,

You are invited to participate in an academic research study conducted by Mrs PD van der Westhuizen, enrolled in the MBA programme of the NWU Business School, North-West University, Potchefstroom Campus.

The study aims to investigate the relationship between leadership style and the effect it has on team effectiveness in a private training institution.

Before you give your consent, please acquaint yourself with the information below.

Title of the Research Project:

Investigating the relationship between leadership style and team effectiveness of employees in private training institutions.

The study aims to investigate the relationship between transformational and transactional leadership styles and the effect it has on team effectiveness in Private Higher Education.

This is an **anonymous** study survey as your name will not appear on the questionnaire. The answers you provide will be treated as strictly **confidential** as you cannot be identified in person based on the answers you give.

- Your participation in this study is entirely voluntary and you can withdraw from the project at any time without any prejudice, now or in future.
- Confidentiality, anonymity and privacy of participants are guaranteed. No names are required.
- Please answer the questions in the attached questionnaires completely and honestly. This should not take more than 30 minutes of your time.
- The results of the study will be used for academic purposes only and may be published in an academic journal. The researcher will provide you with a summary of her findings on request in the form of a mini-dissertation.
- Data will be stored safely and remain in the possession of the North-West University.
- Please contact the researcher's study leader, Mrs Retha Scholtz, at retha.scholtz@nwu.ac.za if you have any questions, comments or complaints regarding the study.

Thank you for your willingness to take the time to complete these questionnaires. The first section of the questionnaire focuses on the biographical data of participants. The second part focuses on The Multifactor Leadership Questionnaire (MLQ) and the last part focuses on the Team Effectiveness Questionnaire (TEQ). The questionnaire is designed to help you describe your immediate (dedicated) team leader's leadership style or behaviours as you perceive it and your team's effectiveness as you perceive it.

Please answer all the items on the questionnaire by making a cross (x) in the appropriate response option by using the rating scale indicated.

Use the following rating scale:

1	2	3	4	5
Disagree strongly	Disagree	Neutral	Agree	Strongly agree

QUESTIONNAIRE					
Section 1: Demographics					
This section collects some basic demographic data. Please complete all fields.					
What is your age?	22 and below	24-30	31-40	41-50	51 and above
What is your work experience at your company?	Less than 3 years	3-5 years	6-10 years	11-15 years	Greater than 16 years
Please indicate which function/unit you work in.	Management	Support Services	Academia	Marketing	Technical Services
Section 2: Multifactor Leadership Questionnaire					
(www.mindgarden.com. Copyright © 1995 by Bernard Bass and Bruce Avolio. All rights reserved).					
Scale	1 Disagree strongly	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
My team leader provides others with assistance in exchange for their efforts	1	2	3	4	5
My team leader re-examines critical assumptions to question whether they are appropriate	1	2	3	4	5
My team leader fails to interfere until problems become serious	1	2	3	4	5
My team leader focuses attention on irregularities, mistakes, exceptions and deviations from standards	1	2	3	4	5
My team leader avoids getting involved when important issues arise	1	2	3	4	5

My team leader talks about my most important values and beliefs	1	2	3	4	5
My team leader is absent when needed	1	2	3	4	5
My team leader seeks differing perspectives when solving problems	1	2	3	4	5
My team leader talks optimistically about the future	1	2	3	4	5
My team leader instills pride in others for being associated with me	1	2	3	4	5
My team leader discusses in specific terms who is responsible for achieving performance targets	1	2	3	4	5
My team leader waits for things to go wrong before taking action	1	2	3	4	5
My team leader talks enthusiastically about what needs to be accomplished	1	2	3	4	5
My team leader specifies the importance of having a strong sense of purpose	1	2	3	4	5

My team leader spends time teaching and coaching	1	2	3	4	5
My team leader makes clear what one can expect to receive when performance goals are achieved	1	2	3	4	5
My team leader is firm believer in "If it ain't broke, don't fix it."	1	2	3	4	5
My team leader goes beyond self-interest for the good of the group	1	2	3	4	5
My team leader treats others as individuals rather than just as members of a group	1	2	3	4	5
My team leader demonstrates that problems must become chronic before taking action	1	2	3	4	5
My team leader acts in ways that build others' respect for me	1	2	3	4	5
My team leader concentrates full attention on dealing with mistakes, complaints and failures	1	2	3	4	5
My team leader considers the moral and ethical consequences of decisions	1	2	3	4	5

My team leader keeps track of all mistakes	1	2	3	4	5
My team leader displays a sense of power and confidence	1	2	3	4	5
My team leader articulates a compelling vision of the future	1	2	3	4	5
My team leader directs my attention toward failures to meet standards	1	2	3	4	5
My team leader avoids making decisions	1	2	3	4	5
My team leader considers an individual as having different needs, abilities, and aspirations from others	1	2	3	4	5
My team leader gets others to look at problems from many different angles	1	2	3	4	5
My team leader helps others to develop their strengths	1	2	3	4	5
My team leader suggests new ways of looking at how to complete assignments	1	2	3	4	5
My team leader delays responding to urgent questions	1	2	3	4	5

My team leader emphasises the importance of having a collective sense of mission	1	2	3	4	5
My team leader expresses satisfaction when others meet expectations	1	2	3	4	5
My team leader expresses confidence that goals will be achieved	1	2	3	4	5
My team leader is effective in meeting others' job-related needs	1	2	3	4	5
My team leader uses methods of leadership that are satisfying	1	2	3	4	5
My team leader gets others to do more than they are expected to do	1	2	3	4	5
My team leader is effective in representing others to higher authority	1	2	3	4	5
My team leader works with others in a satisfactory way	1	2	3	4	5
My team leader heightens others' desire to succeed	1	2	3	4	5
My team leader is effective in meeting organisational requirements	1	2	3	4	5

My team leader increases others' willingness to try harder	1	2	3	4	5
My team leader leads a group that is effective	1	2	3	4	5
Section 3: Team Effectiveness Questionnaire [Designed by the University of Nebraska-Lincoln at The Effective Teaming Laboratory in 2001 (Perez <i>et al.</i> 2006)].					
Scale	1 Disagree strongly	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
Our team has a meaningful, shared purpose	1	2	3	4	5
Team members clearly understand their roles	1	2	3	4	5
Team problem solving results in effective solutions	1	2	3	4	5
Team members appreciate one another's unique capabilities	1	2	3	4	5
We are able to resolve conflicts with other teams collaboratively	1	2	3	4	5
Team members take personal responsibility for the effectiveness of our team	1	2	3	4	5
Working on our team inspires members to do their best	1	2	3	4	5
We have the skills we need to do our jobs effectively	1	2	3	4	5

We are strongly committed to a shared mission	1	2	3	4	5
When an individual's role changes, an intentional effort is made to clarify it to everyone on the team	1	2	3	4	5
We address and resolve issues promptly	1	2	3	4	5
Team members are effective listeners	1	2	3	4	5
We seek to arrange our priorities to meet the needs of other work groups	1	2	3	4	5
Team members maintain a can-do approach when they encounter frustrating situations	1	2	3	4	5
My team has a strong sense of accomplishment relative to our work	1	2	3	4	5
We always ask ourselves, "How can we do better tomorrow what we did today?"	1	2	3	4	5
We focus on big-picture strategic issues as much as on day-to-day activities	1	2	3	4	5
Team members understand one another's roles	1	2	3	4	5

People on my team are rewarded for being team players	1	2	3	4	5
Communication in our group is open and honest	1	2	3	4	5
We communicate effectively with other groups	1	2	3	4	5
Team members take initiatives to resolve issues among themselves without involving the team leader	1	2	3	4	5
People are proud to be part of our team	1	2	3	4	5
As a team, we are continually working to improve cycle time, speed to market, customer responsiveness, or other key performance indicators	1	2	3	4	5
We set and meet challenging goals	1	2	3	4	5
Everyone values what each member contributes to the team	1	2	3	4	5
Group meetings are very productive	1	2	3	4	5
Members of our team trust one another	1	2	3	4	5

Our team has established trusting and supportive relationships with other teams	1	2	3	4	5
We spend very little time complaining about things we cannot control	1	2	3	4	5
Team members frequently go beyond what is required and do not hesitate to take the initiative	1	2	3	4	5
We view everything, even mistakes, as opportunities for learning and growth	1	2	3	4	5
We consistently produce strong, measurable results	1	2	3	4	5
Team members avoid duplication of effort and make sure they are clear about who is doing what	1	2	3	4	5
Our team has mechanisms in place to monitor our results	1	2	3	4	5
Team members help one another deal with problems or resolve issues	1	2	3	4	5

We work toward integrating our plans with those of other work groups	1	2	3	4	5
Team members seek and give one another constructive feedback	1	2	3	4	5
As a team, we work to attract and retain top performers	1	2	3	4	5
We use various forms of training to keep our skills up-to-date	1	2	3	4	5
We make sure our work helps the organisation achieve its goals	1	2	3	4	5
When team members' roles change, specific plans are implemented to help them assume their new responsibilities	1	2	3	4	5
Our team works with a great deal of flexibility so that we can adapt to changing needs	1	2	3	4	5
We are able to work through differences of opinion without damaging relationships	1	2	3	4	5
Our collaboration with other teams is productive, worthwhile and yields good results	1	2	3	4	5

Team members are sure about what is expected of them and take pride in a job well done	1	2	3	4	5
Our team is excited about the contribution it makes to the organisation's competitive viability	1	2	3	4	5
Team members embrace continuous improvement as a way of life	1	2	3	4	5
The mission and goals of my team are well aligned with the organisation's mission and goals	1	2	3	4	5
Overlapping or shared tasks and responsibilities do not create problems for team members	1	2	3	4	5
When we choose consensus decision making, we do it effectively	1	2	3	4	5
Team members display high levels of cooperation and mutual support	1	2	3	4	5
The goals of our group support those of other groups	1	2	3	4	5

Team members consider how their actions will impact on others when deciding what to do	1	2	3	4	5
My team is proud of its accomplishments and optimistic about the future	1	2	3	4	5
Team members work to ensure we are using best practice methods	1	2	3	4	5

APPENDIX B: PERMISSION TO CONDUCT RESEARCH



21 Augustus 2019

TOESTEMMING OM SOL-TECH TE GEBRUIK VIR DATA-INSAMELING VIR DIE ONDERSTAANDE NAVORSINGSPROJEK:

TITEL VAN NAVORSINGSPROJEK	<i>Investigating the relationship between leadership styles and team effectiveness of employees in a training institution.</i>
NAVORSER	Penny van der Westhuizen
INSTELLING VAN STUDIES	Noordwes Universiteit

Hiermee word toestemming aan Penny van der Westhuizen (studentnommer: 26013479) verleen om die data met betrekking tot die bogenoemde navorsingstiel binne Sol-Tech te versamel.

Die volgende voorwaardes word gestel:

1. Alle relevante aspekte met betrekking tot etese navorsing moet nagekom word;
2. Die data sal as vertroulik hanteer word
3. Die bevindings sal slegs met toestemming gepubliseer word.
4. Alle aanbevelings sal geskied teen die agtergrond van die instelling se groei, industrie asook regulatoriese verelstes binne die industrie.
5. 'n Volledige voorlegging sal aan die bestuur gedoen word na die voltooiing van die navorsing.

Die Uwe

Dr. Philip Minnaar

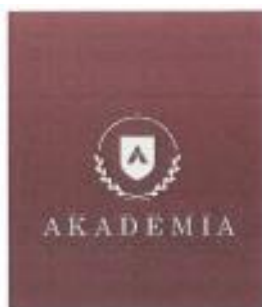
Hoof: Sol-Tech



www.sol-tech.co.za

Tel: 0861 999 88 00
Posadres: Posbus 11700, Centurion, 0046

Sol-Tech Opleidingsentrum MSW
(Maatskappyregistrasie: 2006/010372/06)
Direktore: PM van Deventer, M.J. Visser, N.A. Arnold,
H.J. Schaekop, M.Croukamp en T.N. van der Westhuizen



INSTITUSIONELE TOELATINGSBRIEF

TITLE VAN NAVORSINGSPROJEK	<i>Investigating the relationship between leadership styles and team effectiveness of Millennials in a Higher Education Institution</i>
NAVORSER	Penny van der Westhuizen
INSTELLING VAN STUDIES	Noordwes Universiteit

Hiermee word toestemming van Penny van der Westhuizen (studentenommer: 28013479) verleen om die data vir die bogenoemde navorsingstitel binne Akademia te versamel.

Die volgende voorwaardes word gestel:

1. Die data as vertroulik hanteer sal word.
2. Die bevindings slegs met toestemming gepubliseer sal word.
3. Alle aanbevelings sal geskied teen die agtergrond van die instelling se groei, industrie asook regulatoriese vereistes binne die industrie.
4. 'n Volledige voorlegging sal aan die bestuur gedoen word na die voltooi van die navorsing.

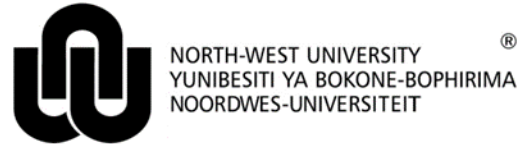
Die uwe

Prof. Danie Goosen

Akademie Hoof



APPENDIX C: ETHICAL CLEARANCE



Private Bag X6001, Potchefstroom
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Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

Economic and Management Sciences Research
Ethics Committee (EMS-REC)
Tel: 018 299-1427
Email: Bennie.Linde@nwu.ac.za

30 August 2019

Mrs R Scholtz
Via e-mail

Dear Mrs Scholtz

EMS-REC FEEDBACK: 30082019

PD VAN DER WESTHUIZEN (26013479)(NWU-01343-19-A4)

MBA – MRS R SCHOLTZ

Your ethics application on Investigating the relationship between leadership style and team effectiveness of Millennials in Private Higher Education, that served on the EMS-REC meeting of 30 August 2019, refers.

Outcome:

Approved as a minimal risk study. A number NWU-01343-19-A4 is given for three years of ethics clearance.

Prerequisite:

Kindly delete the quantitative signed declaration.

Kind regards,



Prof Bennie Linde

Chairperson: Economic and Management Sciences Research Ethics Committee (EMS-REC)

Potchefstroom Campus

APPENDIX D: DECLARATION BY LANGUAGE PRACTITIONER

TO WHOM IT MAY CONCERN

DECLARATION OF EDITING

MINI-DISSERTATION: MS PD VAN DER WESTHUIZEN

I, Louise M Grobler, ID No 440913 0080087, as a private language practitioner and registered, accredited member of the SA Translators' Institute, hereby solemnly declare that I have edited Ms PD van der Westhuizen's mini-dissertation for the Master's Degree in Business Administration: ***Investigating the Relationship Between Leadership Style and Team Effectiveness of Employees in Private Training Institutions.***

A handwritten signature in black ink that reads "Louise Grobler". The signature is written in a cursive style with a horizontal line underneath the name.

BA, BEd, MEd

SATI Membership No. 1001101

01 December 2019