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CHAPTER 1: ORIENTATION AND BACKGROUND

1.1 INTRODUCTION AND BACKGROUND

The significance of strategic leadership communication has become one of the most important focus points for global corporate success. For any organisation to develop and employ effective strategic communication, its management cadre, and especially its executive management cadre, needs to demonstrate leadership communication abilities and have the necessary acquired expertise (Zerfass, Tench, Verčič, Verhoeven & Moreno, 2014). Although organisations are constituted and linked to their environment through a multitude of communication processes, only those which can actively be steered through communication management by organisational leaders, are within the focus of strategic communication.

Strategic communication is the application of communication by an organisation to fulfil its mission and communicate across organisational endeavours (Hallahan, Holtzhausen, van Ruler, Verčič & Sriramesh, 2007). It is also imperative to emphasise that strategic communication requires the effective management of people, organisations or networks, as well as consultancies and agencies. One such aspect of management that will also assist in providing an organisational vision, build commitment to the vision, and contribute to strategy formulation, is *leadership* (Harvey & Riggio, 2011). *Leadership*, a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2010), thus becomes a crucial issue internally and externally for any organisation that desires to compete in national and international markets.

It can be argued that the performance of any organisation will be affected by a large number of factors, including the leadership abilities of executive and group management cadre, but also comprising given areas of responsibilities, budgets, overarching policies and organisational cultures, industry-specific demands and regulations (Zerfass, Moreno, Tench, Verčič & Verhoeven, 2013; Bryman, Collinson, Grint, Jackson & Uhl-Bien, 2011; Zerfass, Verhoeven, Tench, Moreno & Verčič, 2011).

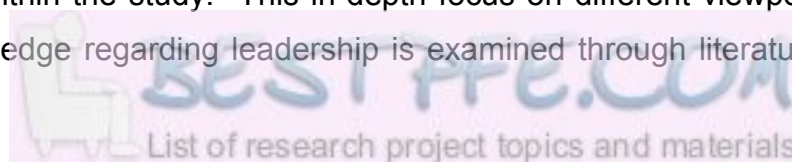
As organisations consist of many overarching rules or structures that have to be coordinated by certain individuals, management aspects such as planning, organising, leading and control become critical. One of the main factors of success is often how to motivate qualified people to get things done or to accept change – which is one of the key aspects of leadership. To be an effective leader, top management within an organisation should demonstrate leadership by using influence, charisma, power and knowledge through a series of effective communication and interactions with his or her team (Harvey & Riggio, 2011; Northouse, 2010; Hackman & Johnson, 2009; Barrett, 2008).

Due to organisations having different structures, different goals and different levels of responsibilities for employees and management, leadership communication could be one of the key drivers for organisational success.

Leadership communication is a concept that consists of several aspects and therefore it is imperative to firstly focus on a general overview of leadership by discussing leadership styles, characteristics, skills, traits and approaches before delving into leadership communication. Within the 2014 European Communication Monitor, which conducted surveys amongst 42 European countries, 88,3% of European communication professionals rate effective communication as very important for great leadership (Zerfass, Tench, Verčič, Verhoeven & Moreno, 2014).

The term *leadership* is globally used without taking into account various sub-terms and therefore it is essential not only to research different definitions of what leadership portrays, but also to take cognisance of various aspects regarding leadership. These include aspects such as its background, history, fundamentals, various definitions, differences between leadership and being a leader, organisational leadership and a formulation of a definition with regards to the study.

The study's literature review serves as a summary of which aspects are investigated and researched within the study. This in-depth focus on different viewpoints within the body of knowledge regarding leadership is examined through literature reviews



of textbooks and academic journal articles and was used as a framework to assist in developing the study's structured survey questionnaire.

Now that an introduction to the study has created a brief background to leadership, the chapter continues by focusing on the study's problem statement, purpose statement, research objectives, the academic value and contribution of the study, definition of key terms, description of strategy inquiry and broad research design, and research paradigm and philosophy. This is followed by a description of the data collection method, data analysis, research ethics and ends with the demarcation of the study.

1.2 PROBLEM STATEMENT

Little research has been conducted with regard to research and measurement of perceptions and expectations of employees regarding leadership communication in the South African context. Within the international body of knowledge, few studies focus on this aspect of leadership communication (Illes & Matthews, 2015; Johansson, Miller, & Hamrin, 2014) and therefore the overarching research aim of the study sets out to research and measure the perceptions and expectations of employees regarding leadership communication at their respective South African business organisations, within various industries.

1.3 PURPOSE STATEMENT

The study sets out to investigate the perceptions and expectations of leadership communication amongst employees, the existence of a link between leadership and communication management, as well as how teams are led in various business industries through leadership communication. This falls within two perspectives: the micro-level approach (i.e. managing communication by leaders) and also the meso-level approach (i.e. managing communication by organisations through communication departments or agencies, which include leaders as agents implementing communication plans). The research will focus on various business

organisations in a South African context. This is done by firstly, conducting a *literature review* on key concepts, and showcasing various conceptualisations and relationships within the different research fields of leadership, communication management and leadership communication. The *literature review* will provide an understanding of the various concepts and relationships and assist in the development of a structured survey questionnaire. Secondly, a sample of South African business organisations will be identified and selected, where *quantitative research* will be conducted and gathered among employees through an e-mail survey questionnaire, and if necessary during self-completion sessions. This phase possibly will include the executive and group management cadre of the various business organisations. The questionnaire aims to determine key aspects, perceptions and expectations specifically focusing on leadership communication.

1.4 RESEARCH OBJECTIVES

The study is guided by the following specific research objectives (from a business or organisational perspective) as they emanated from the problem statement and purpose statement discussed in the previous sections:

- Ro1: to provide a literature review to illustrate several concepts, perceptions, interpretations, and viewpoints specifically focusing on leadership, communication management and leadership communication;
- Ro2: to explain differences within the body of knowledge regarding leadership and the link it has with communication management;
- Ro3: to identify new aspects of leadership that could be implemented into communication management theory and education;
- Ro4: to identify shortcomings and barriers hindering leadership communication;
- Ro5: to develop a structured survey (quantitative) that focuses on leadership communication in various South African business organisations (i.e. on micro- and meso-level);
- Ro6: to conduct a survey questionnaire among employees within various South African business organisations to identify their perceptions and expectations of leadership communication within their respective organisations (firstly via

e-mail and if necessary the researcher will arrange to personally conduct on-site self-completion sessions with identified respondents);

Ro7: to develop a theoretical conceptualisation to align leadership principles to communication management within various South African business organisations (i.e. on micro- and meso-level); and

Ro8: to interpret implications, indicate areas for further study and prospects for future leadership and communication management research.

1.5 ACADEMIC VALUE AND CONTRIBUTION OF THE STUDY

The principal value of the research is that it will address an important current issue namely the perceptions and expectations of employees regarding leadership communication within various South African business organisations.

Although the study's main focus is leadership communication, it also researches and combines the interdisciplinary fields of leadership and communication management. The existing communication management body of knowledge is investigated through the research, which aims to identify possible new aspects of leadership that could be implemented into communication management literature, practice and its body of knowledge. Furthermore, the shortcomings and barriers that hinder leadership communication are identified, as well as areas for further study and prospects for future leadership communication research, practice and education modelling.

The applied practical value and contribution of this research is that if key drivers of leadership communication could be identified within these organisations, they and other organisations could in future benefit, enhance organisational success and effectiveness by addressing their leadership communication.

As communication management research has mostly focused on planning, organising, decision-making, control and evaluation (Pang, Cropp & Cameron, 2006; McCoy & Hargie, 2003; O'Connor, 2001; Macleod, 2000; Steyn, 1999), other management processes, for example establishing organisational structures and cultures for the functioning, staffing and leading of people, have been researched

less intensively (Story, 2011; Ströh & Jaatinen, 2001). Leadership however has recently evolved as a current area of interest within the field of communication management research and has synthesised itself into leadership communication. This is evident through: the Westminster Business School at the University of Westminster's 2015 report entitled *Leadership, Trust and Communication: Building Trust Through Effective Leadership Communication* (Illes & Matthews, 2015); the *Global Leadership Forecast 2014-2015* report which consisted of 13 124 responses from leaders within 2 031 participating organisations (Sinar, Wellins, Ray, Lui Abel & Neal, 2014); the *2014 European Communication Monitor* which included a dedicated section focusing on leadership (Zerfass, Tench, Verčič, Verhoeven & Moreno, 2014); the inclusion of a new chapter on leadership in public relations that has been added to the 2010 edition of *The SAGE Handbook of Public Relations* (Berger & Meng, 2010), which was not included in the previous edition published in 2000; and a large cross-cultural study that was conducted in 23 countries by an alliance of public relations researchers, focusing on leadership communication and how cross-cultural challenges impact strategic communication (Berger, 2012).

From an academic viewpoint, the possible expansion of leadership and communication management literature might assist in re-evaluating and re-designing the study of these two fields and combine them through education modelling as leadership communication. If the study proves to be successful and managed effectively, organisations could possibly implement the study in a practical manner and use the results to develop yearly strategic benchmarks for their respective organisations.

1.6 DEFINITIONS OF KEY TERMS

The key terms that are utilised within the study include leadership, communication management, and leadership communication. These terms are expanded on and discussed in-depth within the first phase (a literature review) of the study.

1.6.1 Leadership

Four primary definitional themes of leadership have been identified: (1) Leadership is about *who you are*; (2) leadership is about *how you act*; (3) leadership is about *what you do* and (4) leadership is about *how to work with others* (Hackman & Johnson, 2009:10). Wren (in Harvey & Riggio, 2011:70) noted that leadership is a process of mutual influence amongst leaders and followers, in which each participant operates as part of integrated collective groups in a complicated and ever-shifting environment, in an effort to achieve desired goals.

Leadership also refers to a moment in time, which is based on an ancient philosophy called Phenomenology (i.e. the belief that everything is constantly changing and that each individual experiences a perception that is unique to him or her in that moment in time). Therefore leadership changes constantly and individuals experience and perceive unique leadership moments recurrently (Illes & Matthews, 2015).

Chapter 2 of the study investigates sub-sections that are relevant and link with leadership such as the difference between leadership and being a leader, as well as organisational leadership.

1.6.2 Communication Management

Van Ruler and Verčič (2005), Van Riel and Fombrun (2007), and Zeffass (2010) defines communication management as a symbolic process that steers and evaluates how reality is produced, maintained, repaired, and transformed, which provides organisational direction and employee motivation.

Chapter 3 of the study investigates sub-sections of communication and focuses on various linked terms with regards to communication such as organisational-, corporate- and strategic communication.

1.6.3 Leadership Communication

Leadership communication can be defined as the communication skills of organisational leaders which entails understanding how directly it influences all other management functions in an organisation (Puth, 2002:11). Furthermore, leadership communication can also be viewed as the ability to create an environment that encourages innovation by shaping the meaning of new ideas, technologies, processes, products, and services within social relationships (Zerfass & Huck, 2007:120).

Chapter 4 of the study identifies and examines various leadership communication sub-sections and how these aspects link with culture, change, power, influence and ethics.

1.7 DESCRIPTION OF INQUIRY STRATEGY AND BROAD RESEARCH DESIGN

The description of the inquiry strategy and the research design that is utilised to investigate the research objectives is examined through the delimitations and assumptions of the study.

1.7.1 Delimitations of the study

The study will be conducted through two phases: firstly, conducting a *literature review* on key concepts, showcasing various conceptualisations and relationships within the different research fields (i.e. leadership and communication management), as well as leadership communication. The literature review is to provide an understanding of the various constructs, concepts and relationships within leadership communication literature, and assists in the development of a survey questionnaire for the second phase of the study.

After the literature review, the second phase consists of investigating key elements and concepts that have been identified from the literature to assist in the development of a new structured survey questionnaire focusing on leadership communication. A sample of South African business organisations was then identified and contacted where an e-mail survey questionnaire was conducted amongst employees (*quantitative* research).

Primary data was collected as a completely new survey questionnaire was developed and therefore at that current point in time there was no previously captured or recorded data available for analysis. Empirical research was conducted by using basic (i.e. fundamental or pure) research through a structured survey questionnaire and the research was cross-sectional as it was conducted only once and at one point in time.

The data collected through the survey was then analysed to support the research objectives of the study and to investigate the application of leadership communication within these South African business organisations.

The study focuses on profit driven organisations within various industries in South Africa, where the organisations have a person or department dedicated to communication management (i.e. specifically internal communication management). Thus, organisations outside of South Africa are excluded from the study. The study further falls within two perspectives: the micro-level approach (i.e. managing communication by leaders) and also the meso-level approach (i.e. managing communication by organisations through communication departments or agencies, which include leaders as agents implementing communication plans). Therefore, although the study investigates South African business organisations, the study excludes focusing on the macro-level approach (i.e. leadership communication on a complete national and international scale). As the study explored the field of communication management and leadership, other related or similar concepts to communication management, such as marketing and integrated marketing communication, did not form part of the study.

1.7.2 Assumptions of the study

Five basic assumptions underlie the study, which include firstly, that employees that responded in the study have a line manager or supervisor within their various organisations. The second assumption is that employees are South African and are therefore sufficiently qualified to provide their opinions, perceptions and expectations regarding leadership communication in a South African context. The third assumption is that employees have experienced communication from a line manager or supervisor, and has viewed this as communication from a leader (i.e. forming the basis of leadership communication). The fourth assumption is that employees have the required knowledge to correctly understand and interpret the measurement items in the data collection instrument during phase two of the study.

Lastly, it was assumed that the participating organisations conduct business ethically and consist of culturally diverse employees that represent South Africa.

1.8 DATA COLLECTION METHOD

A completely new data collection instrument was developed (i.e. a structured survey questionnaire) as no previous research could be found that included an example of data collection instruments that focused on how leadership communication is perceived and what is expected within South African business organisations.

The survey questionnaire that was developed consists of two Likert type scales that use a 5-point agreement and importance scale (Cooper & Schindler, 2013:308). This was done through a two-dimensional gap approach, where respondents were required to indicate their current perceptions (i.e. an agreement scale) and their expectations (i.e. an importance scale) of each item. This data collection method assists in focusing on the core research objectives and the problem statement of the study.

After the pre-test of the data collection instrument was conducted and ethical clearance was obtained, quantitative (i.e. numeric) data could be gathered through a structured e-mail survey questionnaire during phase two of the study.

The study aimed to sample individual employees of various South African business organisations. Key aspects are identified through the literature review of the study and a survey questionnaire was developed (i.e. *quantitative* research). Twenty-three different business organisations were contacted to participate in the study and seven responded positively to participate. Each organisation was asked to assist and provide a minimum of forty (40) employees to respond. As each South African business organisation is uniquely structured, the participating organisations consisted of a different number of employees with different responsibilities and work ethics. A total of three hundred and seventeen (317) employee responded and all of these responses were analysed however not all of the employees successfully fully completed the entire survey questionnaire (i.e. leaving out certain questions or possibly skipping questions accidentally). An example of the structured survey questionnaire is included as *Appendix A: Data Collection Instrument*.

Respondents did not receive any incentives (i.e. monetary or non-monetary) to encourage them to respond in the survey and they had to sign an informed consent form before starting with the survey. The major disadvantage of this data collection method is that the survey cannot be long or complex as some respondents could possibly experience anxiety. If a follow-up survey needs to be conducted then it would be impossible to get hold of the same anonymous respondents, as they did not have to provide any contact information.

During the study, quantitative data was gather which assisted with the analysis of the study's exploratory research and to achieve the research objectives. This research method is feasible because experienced researchers have used similar approaches on related topics (Gubrium, Holstein, Marvasti & McKinney, 2012; Carmeli, 2004; Balmer & Greyser, 2003).

1.9 DATA ANALYSIS

The method of data collection for the study was through a structured survey questionnaire. This method assisted in identifying important key areas during phase two of the study and developed a deeper understanding of various aspects within the fields of leadership, communication management and leadership communication.

To ensure the reliability and validity of the study, aspects such as credibility, transferability, dependability, conformability and authenticity were taken into account (Bryman & Bell, 2011:410). After the collection of the data, the data was transferred into an electronic format using software such as Qualtrics, Excel and SPSS. This also assisted to determine if data was missing or incomplete, and therefore some responses were discarded from the data analysis for quality control purposes.

The reason for this specific approach, the type of data collection (i.e. survey questionnaire) and data analyses is because it gives potential respondents a grace period in which they can respond at any point in time during the data collection period. For advanced statistical tests and analysis, SPSS software was utilised. The interpretation of the data was based on theory and literature related to the study.

1.10 RESEARCH ETHICS

Ethics deals with aspects such as morality and with matters of right and wrong and therefore it is imperative that researchers share and have general agreements regarding what are the accepted best practices with reference to research ethics. The areas that were explored in the study were voluntary response, no harm to the respondents, anonymity and confidentiality as well as analysis and reporting (Babbie, 2001:470). Table 1.1 below illustrates these aspects and how they were taken into consideration.



Table 1.1: Ethical considerations

Aspect	Consideration
Voluntary response	The researcher was sensitive towards respondents who did not want to respond or reveal information about aspects of themselves. However, the study did not aim to explore personal aspects of respondents, but rather focused on their perceptions and expectations.
No harm to respondents or the participants	Due to the nature and scope of the study the researcher did not foresee any harm to the participating organisations or the respondents.
Anonymity	Although the researcher was not aware of whom the individual respondents were, special care was taken to ensure that readers of the research could not link a given response to a given respondent or to a participating organisation.
Confidentiality	The researcher ensured that the information provided by the participating organisations and respondents was kept confidential.
Analysis and reporting	The researcher was aware of and reported on the limitations and failures of the research.

Source: Babbie (2001:470)

Respondents of the study had to either sign an informed consent form before completing the survey questionnaire or electronically gave their consent by continuing with the e-mail survey questionnaire. Respondents of the study did not receive any incentives (i.e. monetary or non-monetary) to motivate them to respond and they were older than 18 years of age, therefore no parental consent was needed. Gender, race or culture was not applicable and due to their voluntary response, respondents could withdraw at any point without negative consequences. An example of the informed consent form is included as *Appendix B: Informed Consent Form*.

1.11 DEMARCATION OF THE STUDY

As an overview, Chapters 2, 3 and 4 provide a literature background for the study and is taken into account for the development of the structured survey questionnaire used in the study. These three chapters culminate to form the *first phase* of the study, which is regarded as the exploratory phase of literature focusing on leadership, communication management and leadership communication.

Phase 1 in its totality informs Phase 2. Chapters 4, 5 and 6 form *Phase 2* of the study and consists of the empirical phase where the study's developed survey questionnaire is utilised. This assists to research and measure the perceptions and expectations of employees regarding leadership communication at their respective South African business organisations, within various industries. Both phases contribute to the research design and assist in focusing on the core research objectives and the problem statement of the study.

The first literature chapter (*Chapter 2: An Overview Of Leadership*), investigates leadership as a concept that consists of several viewpoints and aspects within a business or organisational perspective. Therefore it is imperative to firstly focus on a general overview of *leadership* before discussing leadership styles, characteristics, skills, traits and approaches. This general overview from a business or organisational perspective of leadership focuses on its background, history, fundamentals, various definitions, differences between leadership and being a leader, and organisational leadership. This chapter concludes with the development and formulation of a contextual definition to characterise leadership within the study. The term leadership is also further researched by means of the current study's data collection phase, which consists of a gap-analysis of employee perceptions and expectations on leadership communication.

Chapter 3: The Relationship Between Organisational Leadership and Communication identifies the importance of how leaders should communicate with followers or with various stakeholders, to ensure that organisational failure does not occur. On the other hand, organisations that have excellent leadership, and implement the correct communication measures when interacting with followers or stakeholders, could be successful and increase organisational success.

Within the sections of this chapter, various aspects of communication have been researched and how communication links with leadership, from a business or organisational perspective. Therefore, firstly the term *communication* (including its sub-sections) was investigated, followed by new trends and developments in leadership, and finally exploring how communication links within leadership, specifically focusing on leadership within organisations and amongst followers.

As the afore mentioned chapters illustrated leadership, and the relationship between organisational leadership and communication, Chapter 4 focuses on different viewpoints within the body of knowledge regarding the key term *leadership communication* (*Chapter 4: Leadership Communication*). Before focusing on leadership communication, it is important to firstly identify how business or organisational leadership has evolved, through its connection with communication. This has created leadership communication, which can be argued as an essential element within organisations. Through a literature review of textbooks and academic journal articles, various aspects that build up or develop leadership communication is examined. This includes from a business or organisational perspective: connecting leadership and communication, the development of leadership communication and the substance and formulation of leadership communication for the study.

After the first phase of the study has been investigated through literature reviews, the study continues with *Chapter 5: Research Design and Methodology*. The sections that are focused on include: the research philosophy; description of inquiry strategy and broad research design; sampling; data collection; data analysis; assessing and demonstrating the quality and rigour of the research design; and research ethics. The final data collection instrument (i.e. a survey questionnaire) and an informed consent form have been added respectively as *Appendix A: Data Collection Instrument* and *Appendix B: Informed Consent Form*.

Chapter 6: Research Results and Findings, provides and clarifies the study's data that was collected through the e-mail survey questionnaire. After the analysis of the raw data, the findings of the study are reported through an analysis of descriptive statistics and a factor analysis. The descriptive statistics section includes: measurement techniques employed; scale dimensions and value descriptors; gap percentages between top- and bottom box scores for perceptions and expectations of leadership communication; a comparison of top box scores by item and by dimension; descriptive statistics of individual leadership communication items grouped by themes; items most and least agreed with regarding perception of leadership communication; and the most and least important items regarding the expectation of leadership communication. The factor analysis section consists of a

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Principal Component Factor Analysis using a normalised Varimax Rotation applied to all the measurement scale items within both dimensions (i.e. perceptions and expectations).

The final chapter of the study is *Chapter 7: Evaluation of the Research and Conclusion*. This chapter focuses and reports on the analysis of the results that were found in the preceding chapter. Linking to this will be a section examining how the findings are related to the set research objectives, and if the objectives were achieved or not. Furthermore, this chapter will conclude the study and interpret managerial implications before identifying the limitations of the study and prospects for future leadership, communication management and leadership communication research, practice and education modelling.

CHAPTER 2: LITERATURE REVIEW – AN OVERVIEW OF LEADERSHIP

“Leadership is lifting a person’s vision to high sights, the raising of a person’s performance to a higher standard, the building of a personality beyond its normal limitations” – Peter Drucker, Austrian management consultant, educator and author

The literature reviews serve as a summary of which aspects were investigated and researched for the study. The literature reviews are also applied as a framework to provide an understanding of the multi-dimensional concept of leadership communication and what this concept consists of.

The research of leadership communication can however only be conducted after the two key terms, namely *leadership* and *communication* are explored separately. This gave rise to firstly holistically focusing on *an overview of leadership* (Chapter 2), and secondly focusing specifically on *the relationship between organisational leadership and communication* (Chapter 3). The literature review for the study concludes with a third literature chapter exploring *leadership communication* (Chapter 4).

Before *leadership communication* and the substance of *leadership communication* can be discussed in Chapter 4, the results of a literature review on *leadership* will be highlighted within this chapter and further discussed in Chapter 3.

2.1 INTRODUCTION

Leadership is a concept that consists of several aspects and therefore it is imperative to firstly focus on a general overview of leadership before discussing leadership styles, characteristics, skills, traits and approaches.

The term leadership is globally used without taking into account various sub-terms. Therefore it was imperative not only to research different definitions of what leadership portrays, but also to take cognisance of various aspects regarding

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leadership, such as: The history of leadership; the fundamentals of leadership; various definitions proposed for leadership; the differences between leadership and being a leader; what organisational leadership entails; leadership styles, characteristics, skills, traits and various approaches. This chapter concludes with the development and formulation of a contextual definition to characterise leadership within the study. The term leadership is also further researched by means of the current study's data collection phase, which consists of a gap-analysis of employee perceptions and expectations on leadership communication.

2.2 BACKGROUND OF LEADERSHIP

Leadership has been researched within various fields of study and also explored by various authors. Harvey and Riggio (2011:12) conducted various textbook reviews through their own research and found that even though the backgrounds of leadership textbook authors are diverse, the content of major textbooks is surprisingly similar. Therefore, taking the research by Harvey and Riggio into account as a basis for an in-depth focus on different viewpoints within the body of knowledge regarding *leadership*, the current study's literature research was conducted by means of textbooks and academic journal articles literature reviews.

The focus of the literature reviews in Chapter 2 was to get more clarity on the term *leadership*. The sub-terms, as identified, will also be reviewed and discussed seeking to formulate a definition most appropriate for the current study's research to characterise leadership. This can possibly assist in the formulation of a new definition of leadership if the current research is lacking certain key elements.

2.2.1 The history of leadership studies

Harvey and Riggio (2011:39) noted that the study of leadership is as old as the study of politics and history. These authors continued by stating that leadership is the art and science of directing and mobilising group efforts to achieve mutually desired goals.

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Furthermore, leadership goes back as far as the Greek historian Herodotus in the fifth century BC when there were three different models for leadership: rule by one (*monarchy*), rule by few (*oligarchy*) and rule by many (*democracy*). Within the era of Plato, during the early fourth century, leadership was seen as a highly specialised task that required training, skills, discipline, and the right temperament. Leaders were seen as made, not born, and that only the best in society would become leaders, as the training of the leaders was demanding and difficult. It was also seen that ego and the drive for power or control or glory might possibly also motivate the leader to abuse power and overreach (Harvey & Riggio, 2011:41). The Greek philosopher Socrates was in agreement with the view of Plato, in that leadership could be taught.

Focusing on the past twenty years of research regarding leadership, it was found that leadership is influenced by driving forces such as: competition, changing nature of work, and shifting employee expectations (Shelton, 1997:6). Kaplan and Norton (2001:17) added that the art of leadership is to delicately balance the tension between stability and change.

Pretorius (2013:112) on the other hand concurred that leadership in general not only influences the organisational environment but also determines the political environment, social development, economic growth, and business success within a society. This is in agreement with the research by Wren (in Harvey & Riggio, 2011:68) that the analytical and historical nature of leadership has five elements to be taken into account: (1) *change* (i.e. dynamism of human endeavours), (2) *causation* (i.e. why certain particular changes occur), (3) *context* (i.e. closely related to causation, but focused more on circumstances), (4) *character* (i.e. the role of an individual in history) and (5) *connections* (i.e. connecting change, causation, context and character). These elements help create an understanding of what leadership is and *complexity* (i.e. fluctuating challenges and working environments) can be added as a sixth element.

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However, leadership should also be viewed on a global scale and that globally responsible leadership comes together through *integrity, holistic thinking and responsibility* (Rob, in Gold, Thorpe, & Mumford, 2010:194).

Although the history of leadership studies assists in a better understanding of leadership, the fundamentals of leadership should be researched to understand the linkages related to the term leadership. The fundamentals of leadership are detailed in the section to follow.

2.2.2 The fundamentals of leadership

According to Hickman and Silva (1989:26) leadership requires that a person becomes *visionary and realistic, sensitive and demanding, innovative and practical*; and by linking these aspects with the element of *complexity*, there are certain challenges that are associated with leadership. Therefore, leaders who achieve this element of complexity, and the associated challenges, are those who do things first, sometimes before others even dream or think about it and they thrive on always being on the edge of new trends and ideas.

However, to be on the edge of new trends and ideas, it will require comprehension, understanding and knowledge of the fundamentals of leadership. In a study by Landsberg (2000:ix) the following six points were proposed as the basis of leadership: (1) The *essence of leadership = vision x inspiration x momentum*, meaning that *anyone who personally engages with his or her team to create vision and inspiration and momentum will almost certainly be regarded as a leader*; (2) leadership almost always involves initiating and driving, meaning that *nowadays there are no 'status quos' and no leader can preside serenely over an organisation that he or she fails to develop*; (3) leadership is a highly creative activity, and therefore, *successful leaders are adept at encouraging the initiative and creativity of the people that make up their organisation*; (4) leadership is an intrinsically interpersonal activity, saying that, *effective leaders typically spend at least 80 per cent of their time talking to people*; (5) the leader is always more effective when he or she gets the relevant people to 'buy in' to his or her proposals, as occasionally, *the*

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leader does need to act without having built a consensus beforehand; and (6) timing is important when developing a career as a leader, in that most successful leaders assert that they were lucky to be in the right place at the right time to take advantage of their particular leadership skills.

This overview of the history and fundamentals of leadership led to some of the following questions: What is leadership? How is leadership defined? Who is responsible for leadership? These three questions are addressed by taking a more comprehensive look at the *definitions of leadership* in the next section.

2.2.3 Definitions of leadership

Focusing on a definitional landscape for what leadership is, four primary definitional themes of leadership have been identified: (1) Leadership is about *who you are* (i.e. focusing on leader traits and attributes); (2) leadership is about *how you act* (i.e. defined as an exercise of influence and power; a culture-influencing activity that involves the management of meaning); (3) leadership is about *what you do* (i.e. focusing on the importance of followers; leaders channel their influence and encourage change in order to meet the needs or reach the goals of a group); and (4) leadership is about *how to work with others* (i.e. emphasising collaboration; and success is the product of joint efforts by both leaders and followers) (Hackman & Johnson, 2009:10).

Furthermore, Wren (in Harvey & Riggio, 2011:70) noted that leadership is a process of mutual influence among leaders and followers, in which each participant operates as part of integrated collective groups in a complicated and ever-shifting environment, in an effort to achieve desired goals. A similar interpretation to the viewpoint by Wren, is identified by Warner (in Harvey & Riggio, 2011:175) and Choi and Choi (2009:293) who elaborate that leadership is a human relationship between leaders and followers, with all of the complexity that human relationships entail, within the boundary of work groups. Wren, Warner and Choi and Choi therefore view leadership as the process of influencing an organised group towards accomplishing its goals, and it involves changing the way things are. Hughes,

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Ginnett and Curphy (2006:391) also concluded that leadership inspires employees with a vision and helps them cope with change.

Landsberg (2000:4) on the other hand did not focus on the aspect of change alone but stated that the essence of leadership is the ability to create *vision, inspiration* and *momentum* in a group of people. This viewpoint is coherent with the perspective of Northouse (2010:3) who points out that leadership could be viewed as a process whereby an individual influences a group of individuals to achieve a common goal. This focuses not only on the traits or characteristics that reside in a leader, but rather the transactional event that occurs between leader and followers. This transactional event that occurs illustrates that the focus is rather on the interaction rather than on traits or actions by leaders alone (Harvey, in Harvey & Riggio, 2011:199). The individuals who are engaged in leadership are therefore also referred to as leaders, and the individuals towards whom the leadership is directed are viewed as followers. Leadership can therefore be viewed as a process that involves, at its core, social influence between leaders and the various constituents they represent or serve. It is thus a *relational* term, as it identifies a relationship in which some people are able to persuade others to adopt new values, attitudes, and goals, and to exert effort on behalf of those values, attitudes and goals (Kramer in Bryman, Collinson, Grint, Jackson & Uhl-Bien, 2011:138).

The literature reviews of leadership created a further question of: What type of behaviour is required for leadership? Three areas that describe the function, ideals and desired behaviour for leadership include: (1) *Leading the self*, i.e. authentically leading with self-awareness, integrity, self-development, leadership style and delivering on promises; (2) *leading people*, i.e. leadership of the individual's immediate team, delivering results through people and thus improving performance; and (3) *leading the business*, meaning leading change, bringing the organisation's vision and strategy to life and working as one team across the business (Spackman, in Gold, Thorpe, & Mumford, 2010:69). Goethals and Hoyts (in Harvey & Riggio, 2011:113) elaborated and found that effective leadership rests on a combination and interaction of personal and situational attributes combined with effective decision-making, concurring with Speckman's view.



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It is important to note that leadership is also linked to the concept of *being a leader*. These two concepts are not similar and the differences between *leadership* and *being a leader* will be described and investigated next.

2.2.4 The difference between leadership and being a leader

Ciulla (2005:1) stated that most philosophic traditions have an interest in language, therefore it is not surprising that some of the research by philosophers focus on the problem of distinguishing between the two terms *leadership* and *leader*. This author also conducted a linguistic analysis of the term *leader* which indicates the following: differences between the English definitions of the word *leader* were implicitly and explicitly normative (i.e. not describing leadership but prescribing how it ought to be); and there is a dichotomy between leaders who are morally good and leaders who are effective at exercising leadership. Therefore it could be concluded that a dichotomy exists between ethics and effectiveness.

Research done by Shelton (1997) and Puth (2002) illustrated the problem of distinguishing between the two terms leadership and leader. Shelton (1997:142) describes a leader as a confident, positive person with vision and high ethical values, with the skills for *communicating* ideas and the ability to motivate and relate well to others. Whereas, Puth (2002:70) highlighted that there is definitely a difference between being a leader and leadership, in that being a leader is a *position*, and leadership is a *set of behaviours*.

To clearly demonstrate the differences between *leadership* and *being a leader* or the differences of leading and being a leader, five traits of a limitless leader have been identified (Tice, in Shelton, 1997:80). These traits positively identify that limitless leaders: are learned optimists; occasionally go down in the trenches and get their hands dirty; are both results and process-orientated; don't have all the answers, but they ask great questions and listen carefully to the responses; and have a powerful sense of the interconnectedness of all living things. Whereas the views of Puth and Shelton clearly describe leadership, Tice describes what behavioural characteristics are necessary for being a leader.

As leadership and being a leader will be found in any organisation adding to these two terms is organisational leadership. Within the following section, organisational leadership and the linkages it has between leadership and being a leader, was researched.

2.2.5 Organisational leadership defined

Although there are various standpoints on leadership within many different fields of research, for the purpose of the study leadership is mainly studied from an organisational perspective.

Due to organisations being affected by internal and external factors, it is imperative to distinguish differences. From an internal perspective it is imperative to note that organisations, as pointed out by Ritchie (2012:98), have different hierarchical levels such as: a board of directors, a top management team, middle managers, and staff (employees). These hierarchical levels should thus be kept in mind regarding leadership hierarchies. From an external point of view, leadership is an important consideration with respect to the competitive advantages and sustainable reputations of organisations (Meng, 2012:337).

For the purpose of the current study the focus will be on the internal point of view as the perceptions and expectations of internal members (employees) will be measured on leadership communication.

Prahalad and Lieberthal (1998:109) stated that the leadership of a multinational's venture in an emerging market requires a complex blend of local sensitivity and global knowledge, and it is critical to get this balance right, but it is never easy. Organisational leadership is therefore a universal phenomenon that is no longer the exclusive domain of the executive or managing officer of an organisation (Bass & Bass, 2008:15). Organisational leadership facilitates excellence in others, as it has a sensitive humanistic dimension, and is the mastery of anticipating, initiating and implementing change. Furthermore, leaders need to take a holistic approach,

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applying a variety of qualities, skills and capabilities. Bass and Bass (2008:15) also stated that leadership is the ability to *influence, motivate, and enable others* to contribute to the success and effectiveness of organisations of which they are members. Within the same notion, organisational leadership is a process of influencing organisational members, including top management, which leads to collaborative endeavours (Choi & Choi, 2009:293).

Landsberg (2000:11) on the other hand has grouped and labelled *creating vision, inspiration* and *momentum* within an organisation as the anatomy of leadership. This author adds that the techniques employed to achieve these three aspects entail: (1) *vision*, i.e. creating meaning through imagery, seeding ideas and testing them, and checking if the vision will have an impact on skills; (2) *inspiration*, i.e. projecting charisma while building trust, engaging individuals and uniting factions, and repeating and reinforcing the message; and (3) *momentum*, i.e. encouraging initiative, galvanising progress, and clearing the way. These three aspects work together and should lead to: *establishing the sense of urgency and celebrating; living the values inherent in the vision; and corraling attention for the changes needed.*

The broad concept of leadership, as identified by Harvey and Riggio (2011:113), also assists in providing an organisational vision, building commitment towards the vision, and contributing to strategy formulation and execution. Due to this leadership it varies from situation to situation, from individual to individual, and in order to meet shared group goals and needs, *organisational leadership communication* is used to modify the attitude and behaviours of others (Hackman & Johnson, 2009:11).

The concept of how leaders empower themselves and their followers within an organisation characterised three qualities that empowering leaders share to demonstrate leadership: (1) *They create a compelling vision*, i.e. creating a compelling vision and managing the dream by communicating, recruiting, rewarding, retaining, and reorganising; (2) *they break down barriers*, i.e. bringing down artificial barriers between people and departments, along with all else in the system that creates adversarial relationships among people who need to co-operate; and (3) *they bust the bureaucracy*, i.e. they learn and teach the art of self-leadership, and replace fear with feedback, order giving with decision making (Shelton, 1997:7).

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In a study by Meng (2012:338), it was confirmed that leadership spans many levels of analysis and can be approached from different perspectives. Leadership studies are mostly composed by scholars who are primarily trained in multiple traditional disciplines, and a lot of the work done in studying leadership crosses disciplinary lines (Harvey & Riggio, 2011:15). Therefore it is imperative to make a distinction of *what leadership is* and to *define leadership characteristics* for the study, as described in the next section. An in-depth look into how leadership functions within an organisation, how it functions on different organisational levels, the driving principles of leadership within organisations, and how organisational leadership can be defined as strategic, is researched within the next chapter (*Chapter 3: The relationship between organisational leadership and communication*).

Now that the background of leadership has been discussed it is important to define leadership for the study. By taking into account the various leadership definitions highlighted, organisational leadership, and the difference between leadership and being a leader, it is important to formulate a single definition pertaining the current study.

2.2.6 Leadership definition formulated for the study

The definition of leadership formulated for the study is as follows:

“Leadership is a dynamic relational process between leaders and their followers in complicated and ever-shifting environments, in which human relationships, communication, interactions and mutually influential processes are directed at achieving the desired organisational goals”.

Taking cognisance of this definition of leadership, various leadership styles and types were researched and are discussed next.

2.3 STYLES AND TYPES OF LEADERSHIP

2.3.1 Leadership Styles

Keeping in mind the formulated definition of leadership, and the various views that characterise leadership, it is imperative to also focus on different leadership styles. Leadership styles, together with leadership characteristics, skills, traits and approaches, could create a better knowledge of the wide-ranging term leadership and supports the basis for leadership communication.

Barrett (2008:204) found that within leadership there are different *styles* of leadership that include: (1) *visionary*, and that is when changes require a new vision, or when direction is needed (i.e. move people towards shared dreams through guidance); (2) *coaching*, by assisting employees to improve performance by building long-term capabilities through strong mentorship (i.e. connects what a person wants with the organisation's goals); (3) *affiliation*, through strengthening connections one-on-one and in small groups while also healing rifts in teams or providing motivation during stressful times (i.e. creates harmony by connecting people to each other); (4) *democratic*, by getting valuable input from employees or to building buy-in or consensus (i.e. values people's input and gets commitment through participation); (5) *pacesetting* to get results that are of high quality from a competent and motivated team (i.e. meeting exciting and challenging goals); and (6) *commanding* with problem employees, during a crisis or when trying to kick-start a turnaround (i.e. soothes fears by giving clear direction in an emergency). All of these different styles of leadership also impact the organisational climate in various ways such as a strongly positive impact through the *visionary* and *coaching* styles, positively through *affiliation* and *democratic*, and *pacesetting* has an impacts which is negative along with *commanding* which has a highly negative impact. Any of these styles could be effective in the right situation or in some cultures, but for long term purposes pacesetting and commanding works best.

Elaborating on the idea of leadership styles, Blanchard (in Shelton, 1997:150) and Northouse (2010:90) found that leadership styles consist of the behavioural pattern of a person who attempts to influence others. This includes both directive (task)

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behaviour and supportive (relationship) behaviour which falls within four distinct categories. These four distinctive categories are: (1) *directing style* which is highly directive and with a low supportive behaviour (i.e. communication by leaders thus focuses on goal achievement, and leaders tell followers what, how, when, and where to do various tasks); (2) *coaching* which is highly directive and has highly supportive behaviour (i.e. communication by leaders still provide a great deal of direction and focuses on achieving goals and meeting follower socio-emotional needs – such as follower decisions, ideas and suggestions); (3) *supporting* which is seen as highly supportive and low directive behaviour (i.e. leader does not exclusively focus on goals but uses supportive behaviours that bring out the follower' skills around the task to be accomplished, providing recognition and to actively listen and communicate on behalf of followers); and (4) *delegating* which is both low in supportive and directive behaviour (i.e. leaders offers less task input and social support, facilitating follower' confidence and motivation in reference to the task, therefore followers are allowed greater autonomy because they have both the competence and confidence to do a task on their own).

Furthermore, Northouse (2010:90) stated that effective leadership occurs when a leader can accurately diagnose the development level of subordinates in a task situation and then exhibits the prescribed leadership style that matches that situation.

Due to closely focusing on various leadership *styles*, these styles could easily be mistaken for leadership *types*. There is a difference between these two concepts and therefore it is important to also investigate different *types* of leadership. Within this research different leadership types are focused on which include leadership that is seen as positive (i.e. *authentic leadership* and *charismatic leadership*), and negative (i.e. *bad leadership*).

2.3.2 Types of leadership

2.3.2.1 Authentic leadership

To describe authentic leadership, Northouse (2010:205) identified three definitional environments. The first is the *intrapersonal definition* which highlights how authentic leadership focuses closely on the leader and what goes on within the leader; incorporating the *leader's self-knowledge, self-regulation, and self-concept*. Within this environment followers need to have realistic perceptions of their leaders, and they need to affirm the legitimacy of the leader and the leader's behaviour. The second is the *developmental definition* which exerts authentic leadership as something that can be nurtured in a leader, rather than a fixed trait. This type of authentic leadership develops in people over a lifetime and can be triggered by major life events, such as a severe illness or a new career. These characteristics also comprise of four related but distinct components, namely *self-awareness, internalised moral perspective, balanced processing, and relational transparency*. The third definition Northouse listed is the *interpersonal definition* which explains authentic leadership as relational, created together by leaders and followers. Here the intended outcomes are achieved only when followers identify with or accept appropriate values advocated by the leader. Leaders then create changes when they adapt their message to the beliefs and values of their followers.

However, from a practical perspective there are five basic dimensions of authentic leadership and corresponding behavioural characteristics individuals need to develop to become authentic leaders: (1) *passion* (i.e. purpose); (2) *behaviour* (i.e. values); (3) *connectedness* (i.e. relationships); (4) *consistency* (i.e. self-discipline); and (5) *compassion* (i.e. heart). Apart from these dimensions authentic leadership also theoretically draws from the fields of leadership, positive organisational scholarship, and ethics (Northouse, 2010:212).

Furthermore, researchers have identified four major components of authentic leadership within the theoretical perspective which include: (1) *self-awareness*, (2) *internalised moral perspective*, (3) *balanced processing*, and (4) *relational*

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transparency. Additionally, a leader's positive psychological capacities, moral reasoning, and critical life events also influence authentic leadership (Northouse, 2010:212).

It is important to not only focus on the definitional environments and basic dimensions of authentic leadership, but to also focus on what characteristics an authentic leader has and should have. Four elements that authentic leader should possess include: (1) *heightened levels of self-awareness* as leaders know and trust their thoughts and feelings, and are more aware of and committed to their values; (2) *balance processing* because leaders have positive self-esteem as well as a more accurate understanding of the extent and limits of their skills and knowledge; (3) *authentic behaviour* as leaders also give priority to their values and needs rather than to conforming to the group; and (4) *relational transparency* because leaders value relational truthfulness and openness (Hackman & Johnson, 2009:351).

Expanding more on authentic leadership, Day (in Bryman *et al.*, 2011:39) further stated that authentic leadership involves someone owning their experiences and acting in accordance with those inner thoughts and feelings. This author also drew a distinction between the development of authentic leaders and authentic leadership development. *Authentic leadership* goes beyond focusing on just the leader to address the development of an authentic relationship between leaders and followers. This requires a focus on the shared relationships between leaders and followers rather than each entity separately. At the core of authentic leadership development is positive modelling of authentic leadership to help create authentic followership. Nkomo (in Gleason, Nkomo & De Jongh, 2011:270) confirms this by stating that authentic leadership is not just about the leader, but that it is also about understanding how the authenticity of leaders, or the lack thereof, influences followers.

Authentic leadership is merely one type of leadership that has an influence on the leader and the leaders' followers. The opposite of authentic leadership is bad leadership, which portrays a negative type of leadership and is discussed in Section 1.2.2.3.

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Another type of leadership that engages the relationship between a leader and his or her followers is *charismatic leadership* which is studied next.

2.3.2.2 Charismatic leadership

The key variable of charismatic leadership is the motivation and response of followers that charismatic leaders can tap into (Parry & Jackson, 2008:33). Charisma can be defined as the product of communication where individuals exert charismatic influence through improved communication skills. In the 2014 Ketchum Leadership Communication Monitor, the importance of effective communication for a great leader was rated a ten-out-of-ten by 48% of the participants in the study. In the same study 84% of the participants unanimously agreed that communication is important for great leadership.

Linking the notion of charisma and leadership, charismatic leaders should therefore excel in three core functions of communication that were identified by Hackman and Johnson (2009:126) as *relationship builders* (i.e. skilled at connecting with others), as *visionaries* (i.e. the ability to create symbolic visions), and as *influence agents* (i.e. masters of influence and inspiration). Furthermore, these authors also listed five behaviours that encourage followers to attribute charismatic characteristics to leaders which include: (1) possessing a vision that is unique, yet attainable; (2) acting in an unconventional, counter normative manner; (3) demonstrating personal commitment and risk taking; (4) demonstrating confidence and expertise; and (5) demonstrating personal power.

Also to be noted is that often charismatic leaders play a game of expectations in which dominant powers or adversaries; also labels as the charismatic leader's enemies; are seen to play an important role (Turner, in Harvey & Riggio, 2011:84). Ordinary leaders would treat these as bargaining situations in which something might be gained by resistance, but in which the ultimate goal is to seal the best possible bargain.

Therefore, charismatic leadership is often thought of as a sibling of transformational leadership. Transformational leadership is however different and does not fall within

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the sphere of leadership types, but rather leadership approaches. Transformational leadership is further studied in Section 2.5.4 of this chapter.

Not all leadership considers the best possible outcomes for followers; as stated in authentic- and charismatic leadership; and this creates a deficiency of leadership. Therefore it is important to focus on such a shortcoming by studying the dimension of *bad leadership*.

2.3.2.3 Bad leadership

Through exhibiting destructive behaviour and dysfunctional personality characteristics, Ciulla (2005:3) identified two categories of poor or bad leadership: *ineffective* and *unethical*. *Ineffective* leaders may be poorly skilled, exhibiting ineffective strategic or tactical planning, or may not have the essential traits to succeed and therefore may not successfully achieve desired outcomes or goals. *Unethical* leaders on the other hand are unable to distinguish between right and wrong, often engaging in behaviour that maximises their reward while hurting others, in a negative, immoral, corruptive and sometimes dishonest manner.

Furthermore, seven classes of bad leadership has also been identified: (1) *incompetence* due to leaders that do not have the desire or skill (or both) to sustain effective action; (2) *rigidness*, as unyielding leaders that may be competent but is unable or unwilling to adapt to new ideas, new information or changing times; (3) *intemperate* that focuses on leaders who lack self-control and are aided and abetted by followers who are unwilling or unable to intervene; (4) *callous* or uncaring and unkind leaders; (5) *corrupt*, leaders, and at least some of their followers put self-interest ahead of stakeholder interest through lying, cheating, and stealing; (6) *insular* leaders, and at least some of their followers minimizing or disregarding the welfare of others outside the group or organisation for which they are directly responsible; and (7) *evil leadership*, where the leaders, and at least some of their followers commit atrocities that inflict physical and or psychological harm on others (Ciulla, 2005:3).

Another dimension of bad leadership is illustrated through leadership arrogance. Hamel and Prahalad (1994:171) noted that leadership

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arrogance and the tendency towards recklessness should be avoided as this can result in bad leadership. These authors further stated that the only way to avoid leadership arrogance is by regularly raising the collective aspiration level or recasting the criteria for leadership.

From this overview it should be said that bad leadership and leadership arrogance are two dimensions of leadership that leaders should acknowledge but stay clear from. Elements within authentic- and charismatic leadership should be created and applied to build a mutual understanding between leaders and their followers, which will ensure positive outcomes. The question now rises to: Which *leadership characteristics, skills and traits should be utilised to create these positive relationships?*

2.4 LEADERSHIP CHARACTERISTICS, SKILLS AND TRAITS

2.4.1 Characteristics

Each leader has specific characteristics that he or she possesses which assist them to lead within their organisations and lead their teams. Three characteristics can be identified that empowering leaders share (Shelton, 199:07). These include: (1) *creating a compelling vision* (i.e. great leaders create a compelling vision and manage the dream by communicating, recruiting, rewarding, retaining, and reorganising); (2) *breaking down barriers* (i.e. the artificial barriers between people and departments must come down, along with all else in the system that creates adversarial relationships among people who need to cooperate); and (3) *busting the bureaucracy* (i.e. they learn and teach the art of self-leadership, and replace fear with feedback, and order giving with decision making).

Abib-Pech (2013:101), is in agreement with the characteristics identified by Shelton, but adds that leaders should also possess characteristics such as being (1) *reliable*, (2) *nurturing*, and (3) *results-orientated*.

Reliable leaders make sure that there are no surprises in terms of either their behaviour or expected outcomes. These leaders are characterised in that they are

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always on time for meetings, and do not cancel at the last minute (i.e. when forced to cancel a meeting, they would reschedule promptly). They make a point of not missing deadlines (i.e. if missing a deadline cannot be avoided, they would give plenty of notice and agree in advance when they will deliver).

Nurturing leaders pay attention to people's development and encourage their personal growth. They are characterised by multiplying mentoring opportunities, regularly scheduling coaching sessions with top talent, systematically sharing knowledge (i.e. they share notes during leadership team meetings or preparing digests of their reading on economic trends or technological advances in one of their fields). These leaders are making a point of inviting renowned speakers on relevant topics to team meetings (i.e. industry experts or innovation experts to address or share their knowledge, skills and experiences in the working environment).

Result-orientated leaders strive to meet their objectives, push performance, make sure that deadlines are not missed and ensure that the team does the same. During meetings they make a point of asking tangible questions (i.e. "When can this be delivered?" or "What is a realistic deadline for this?"), and bring the conversation back to the tangibility, focusing on the questions such as "What are we really trying to achieve?" and "What will the impact be on the bottom line?"

It is clear that reliable and nurturing leaders are more people-orientated whereas the result-orientated leader is more work-orientated and is looking to obtain objectives and performance

Gleason *et al.*, (2011:414) complement the characteristics listed by Shelton and Abib-Pech by mentioning that leadership responsibility is just as important and should not be neglected. Responsible leaders often embody dualities such as: (1) *character plus charisma*, (2) *intellect plus emotion*, and (3) *vision plus values*. Maria Ramos (in Gleason *et al.*, 2011:375), CEO of ABSA arguably South Africa's second biggest bank, confirms the importance of responsible leadership by mentioning that responsible leadership boils down to three words: (1) *integrity*, (2) *passion* and (3) *commitment* to the task and the organisation.

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The Centre of Responsible Leadership at the University of Pretoria found that qualities such as (1) *reflection*, (2) *wisdom*, (3) *courage* and (4) *inclusion* also stand out. (1) *Reflection* focuses on the capacity to reflect on the "whole" when taking action and to reflect on the self and situation when doing so. In terms of (2) *wisdom*, the focus is on the ability to draw on timeless knowledge and insights and to exercise good judgements when making decisions. (3) *Courage* entails the strength of character to defy convention and the drive to translate responsible decisions into action, whereas (4) *inclusion* entails the capacity to engage and lead others for the common good.

Furthermore, it is also believed that leadership practices are the observable shared behaviours that shape and ultimately define the leadership culture of a company. Leadership practices are beyond individual competencies, the actions of CEOs, and business heads, indeed it involves anyone who is in charge of a task. Taking this view into account leadership has three main implications: (1) people actually involved in leadership are not only those with formal leadership responsibilities, (2) leadership is a multilevel phenomenon comprising individual-, group-, and organisation-level behaviours, and (3) leadership practices are enacted among the members of a collective (Gleason *et al.*, 2011:415).

Therefore, as comprised by the literature of Shelton, Abib-Pech, and Gleason, Nkomo and De Jongh, the characteristics of leadership could include: *being a reliable, responsible leader who creates a compelling vision, meets objectives, pushes performance, nurtures personal growth, whilst being results-orientated, breaking down barriers and busting the bureaucracy.*

Two other elements that also form a big part of leadership are skills and traits which will be focused on the following section.

2.4.2 Skills and traits

Within leadership, there are also a variety of skills and traits that exist which assist in the process of leadership and could possibly enhance it or not. These include: (1)

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impression management, (2) efficiency, (3) execution, (4) driving forces, and (5) effectiveness.

2.4.2.1 Impression management

Within the context of leadership, key aspects for impression management include: (1) *exemplification* (i.e. living out or role modelling desired values and behaviour), (2) *promotion* (i.e. communication of favourable information), (3) *facework* (i.e. communication designed to protect or repair damage done to personal or collective images), and (4) *integration* (i.e. effective leaders make themselves appear more attractive and likeable to others through complements, praise, agreeing, and offering to do things for others) (Hackman & Johnson, 2009:32).

An unnoticed trait for management is that followers continually observe them to look for inconsistencies and often perceive and see inconsistencies through insincere performances and wrongly or rightly act accordingly.

Furthermore, these authors add that impression management has certain benefits which include: (1) promoting positive interpersonal relationships and increasing cooperation with both those inside and outside the organisation, (2) accurately portraying positive persons, events, or products to insiders and outsiders, and (3) facilitating decision making, helping management and consumers to make the right choices.

2.4.2.2 Leadership efficiency

As described by Day (in Bryman *et al.*, 2011:43), leadership efficiency is a specific form of self-efficacy associated with the level of confidence someone feels as a leader in relevant situations where leadership is required. Aspects such as personality and values, previous leadership and experiences, are aspects that shape and internalised individual leadership efficiency and differences. Having greater leadership efficiency is thought to lead to greater willingness to engage as a leader

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when the situation calls for it, and is also likely to motivate an individual to practice leadership or seek out challenging leadership assignments.

2.4.2.3 Leader execution

Execution is a systematic process of rigorously discussing ‘hows’ and ‘whats’, questioning, tenaciously following through, and ensuring accountability (Bossidy, Charan & Burck, 2002:22). Typically a CEO and his or her senior leadership team spend less than half a day each year to review the plans regarding their *people*, *strategy* and *operations*. Most important, a business leader and his or her leadership team are deeply engaged in all three.

The leader must be in charge of getting things done by running the three core processes by *picking other leaders*, *setting the strategic direction*, and *conducting operations*. Leadership without the discipline of execution is incomplete and ineffective (Bossidy *et al.*, 2002:34). Leaders need to realise that leader execution is a discipline and integral to strategy, that it is the major job of the business leader, and must be a core element of an organisation’s culture. By not taking charge the leader therefore does not execute his or her leadership responsibilities.

2.4.2.4 Driving forces

Driving forces for leadership entail: *competition*, *changing nature of work*, and *shifting employee expectations* (Shelton, 1997:6).

Identified by Goethals and Hoyt (in Harvey & Riggio, 2011:110), leaders encourage others to follow them by making use of five major traits: (1) *surgency* (i.e. extraversion); (2) *stability* (i.e. also called its opposite, neuroticism); (3) *agreeableness*; (4) *conscientiousness*; and (5) *openness* (i.e. intelligence). Other personal qualities that are also very important are *emotional intelligence* and *charisma*. As persuasion is related to the behavioural aspect of charisma, but charismatic leaders not only persuade, they also provide a compelling vision, and

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followers increasingly will then define themselves in terms of work they do towards making that vision a reality.

Leadership traits become very important during times of crises, new developments and change (Zerfass, Tench, Verčič, Verhoeven & Moreno, 2014). Therefore, for a leader to communicate effectively within an organisation with fellow employees or stakeholders, aspects such as change needs to be taken into consideration. Change will be further discussed in Chapter 4.

The abovementioned characteristics (impression management, efficiency, execution, and driving forces) all form part of the skills and traits that are required of a leader. What is however also important is to take into consideration how these skills and traits can be used in order to be *effective* and to achieve *leadership effectiveness*.

2.4.2.5 Effectiveness

An effective leader's influence consists of creating and maintaining those essential environmental conditions that are conducive to effective organisational performance. As identified by Kramer (in Bryman *et al.*, 2011:1:138) there are specifically five conditions that leaders can influence to create or enhance effectiveness. These include: (1) contributing to the composition and development of a well-functioning group, (2) providing a compelling direction for the group's work, (3) providing and enabling structure that facilitates rather than hinders coordination and collaboration, (4) providing and maintaining a supportive organisational context, and (5) providing ample expert coaching when needed.

Goethals and Hoyts (in Harvey & Riggio, 2011:113) also concurs with the conditions set out by Kramer and concludes that effective leadership rests on a combination and interaction of personal and situational attributes combined with effective decision making.

Now that various leadership characteristics, skills and traits have been focused on, it is essential to see how these aspects fit in with other viewpoints and definitions of

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leadership. This will assist in formulating how leadership is characterised within the current study.

Identifying which skills and traits a leader needs to possess could assist in understanding leadership better but also serve as a good starting point for *leadership development*. It is imperative that leadership within organisations does not become stagnant. Regular development, training and keeping up with the latest trends need to occur and that is why leadership developments and new trends are dynamic and an ever evolving process.

2.4.3 Leadership characterised for the study

The leadership viewpoints and definitions researched within the study however merely summarise what leadership consists of. These viewpoints and definitions were taken into account and were applied for further research within the study.

The various viewpoints from authors such as Landsberg (2000); Puth (2002); Hughes, Ginnett, and Curphy (2006); Bass and Bass (2008); Choi and Choi (2009); Hackman and Johnson (2009); Northouse (2010); Harvey (2011); Kramer (2011); Warner (2011); Wren (2011); Ritchie (2012); Meng (2012); and Pretorius (2013) were used to integrate all of these into three consolidated new views to characterise leadership, most appropriate for the study, and can be summarised as follows:

1. Firstly, **Leadership** is a relational term that identifies a process of social influence between leaders and the various constituents they represent or serve which assists in persuading others to adopt new values, attitudes, goals, an improved vision, commitment to the vision, inspiration, momentum and contributing to strategy formulation and execution.
2. Secondly, **Leadership** is a universal phenomenon that involves changing the way things are and is no longer the exclusive domain of the executive managing officer of an organisation.
3. Thirdly, **Leadership** focuses not so much on the traits or characteristics that reside in a leader, but rather the human relationship, interaction and mutual

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influence processes among leaders and followers in which each participant operates as part of a group in a complicated and ever-shifting environment in an effort to achieve desired goals.

Furthermore, these three constructed views that characterise leadership, also take into account that leadership varies from *situation to situation*, from *individual to individual*, and in order to meet shared group goals and needs, *communication is used* to modify the attitude and behaviours of others. Individuals who engage in leadership are therefore referred to as *leaders*, and the individuals towards whom the leadership is directed are viewed as *followers*. The difference therefore between being a leader and leadership is that *leadership is a set of behaviours*; and *being a leader is a position*, and thus supporting Puth's view (2002:70).

The question however now formulates to: *Which type of leadership approach should be utilised to create these positive relationships?* Leadership approaches were researched to define a variety of leadership approaches and identify which approach is appropriate for the study.

2.5 LEADERSHIP APPROACHES

Leadership *styles* are often misinterpreted as leadership *approaches*. This is however understandable due to both leadership styles and leadership approaches having overlapping similarities. These similarities include focusing on the behaviour of leaders, analysing how leaders act in various situations, and how leaders influence groups of individuals to achieve common goals. Leadership styles accentuate the characteristics of a leader, whereas leadership approaches refers to the methods and theories used by a leader to manage a group of individuals, solve organisational problems, and to make decisions.

To gain a perspective on understanding and explaining leadership, Hackman and Johnson (2009:72) identified five leadership approaches that create a framework that guides leadership theory, research and practice. These five leadership approaches include: *the trait-*, *situational-*, *functional-*, *transformational-* and *relational leadership*

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approaches. In certain cases these approaches overlap, and other times they contradict one another. These five approaches are however not the only approaches as other researchers have found additional approaches which are also relevant. This section firstly focuses on the five abovementioned leadership approaches, secondly on the other additional approaches and lastly identifies which approach or approaches is most appropriate for the study.

2.5.1 The trait approach

Hackman and Johnson (2009:72) states that Ralph Stogdill, an early social scientist, believed leadership qualities were innate and that an individual was either born with the necessary traits to be a leader, or lacked the physiological and psychological characteristics for successful leadership. There are however traits that can enhance leadership effectiveness such as *interpersonal factors, cognitive factors, personality factors, expertise and knowledge factors, and motivational factors*.

The trait approach can also be viewed from a process definition perspective as set out by Northouse (2010:19). The trait approach consists of the property or set of properties possessed in varying degrees by different people. This suggested that leadership resides in people and restricts leadership to those who are believed to have special, usually inborn talents. Aspects for example include: *height, intelligence, extraversion, fluency, self-confidence, determination, integrity, and sociability*.

Furthermore, within the trait approach Northouse (2010:41) identified three-skill approaches for different management levels, which include: (1) *technical skills*, which are more important for middle and supervisory management levels), (2) *human skills*, equally important across all management levels, and (3) *conceptual skills*, most important to top management levels in organisations. This author viewed the trait approach as an approach where leadership can be observed and leadership behaviour can be learned through a process. This process entails that leadership is available to everyone and resides in the context of the interactions between leaders and followers.

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Although the trait approach is seen as an important leadership approach, it has had problems, has been discredited, and is really not valid anymore (Parry & Jackson, 2008:24). While earlier was believed that leadership qualities were inherent and that an individual was either born with or without the necessary characteristics to be a leader, it became clear that leadership rather varies from situation to situation and therefore a situational approach for leadership is identified and to be discussed in Section 1.4.2.

2.5.2 The situational approach

The situational approach to leadership (also known as the contingency approach) is composed of both a directive and supportive dimension and each has to be applied appropriately in a given time (Northouse, 2010:89). To determine what is needed in a particular situation, a leader must evaluate his or her employees and assess how competent and committed they are to perform a given task. Hackman and Johnson (2009:72) confirmed this by adding that the traits, skills and behaviour necessary for effective leadership varies from situation to situation. For example, to determine what is needed in a particular situation, a leader must evaluate his or her employees and assess how competent and committed they are to perform a given task, and then act accordingly.

Within the situational leadership approach distinct leadership styles should be considered according to Blanchard (in Shelton, 1997:150) and Northouse (2010:90), which consist of the *behavioural pattern* of a person who attempts to influence others and includes both *directive (task) behaviour* and *supportive (relationship) behaviour*.

These distinct leadership styles consist of the following four styles namely (1) *directing*-, (2) *coaching*-, (3) *supporting*-, and (4) *delegating* styles. (1) The *directing* style is highly directive and low in supportive leader behaviour (leaders' communication is focused on goal achievement) and the leaders tell the subordinate what, how, when, and where to do various tasks. (2) The *coaching* style entails high directive and high supportive leader behaviour (leaders' communication is focused

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on both achieving goals and meeting subordinates socio-emotional needs). In this style leaders still provide a great deal of direction, but also attempt to hear the employees' feelings about decisions as well as their ideas and suggestions. Whereas the *supporting* and *delegating* styles are more employees orientated. (3) The *supporting* style consists of a high supporting and low directive leader behaviour (a leader does not exclusively focus on goals but uses supportive behaviours that bring out the employees' skills around the task to be accomplished) and the leader's role is to provide recognition and to actively listen and facilitate problem solving or decision making on behalf of employees. (4) A *delegating* style entails low supportive and low directive behaviour (leaders offers less task input and social support, facilitating employees' confidence and motivation in reference to the task). This delegating style allows greater autonomy for employees as they now can show and have the competence and confidence to do the task on their own.

Within the situational approach, effective leadership only occurs when the leader can accurately diagnose the development level of subordinates in a task situation and then exhibits the prescribed leadership style that matches that situation (Hackman & Johnson, 2009:72; Northouse, 2010:90). It should be noted that leaders following the situational approach, at hand, should also focuses on the way they are behaving and that will be a test for their leadership.

2.5.3 The functional approach

This leadership approach focuses on the way leaders behave and the communication behaviour of leaders. An underlying assumption is that leaders perform certain functions that allow a group or an organisation to operate effectively (Hackman & Johnson, 2009:72).

Within the three leadership approaches discussed thus far the focus has shifted, by not only looking at the characteristics of leaders and followers (i.e. the trait and situational approaches) but also towards the behaviour of leaders and the way leaders conduct themselves (i.e. the functional approach). An aspect that now becomes important and will be focused on next is the transformational approach,

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followed by the relationship approach to leadership which emphasises the relationships among leaders and followers.

2.5.4 The transformational approach

The following leadership approach is a more complex type of leadership than for example traditional leadership and focuses on satisfying followers' higher level needs. This leadership approach, which is compatible with the essence of two-way symmetrical communication, is regarded as transformational leadership (also referred to as transactional leadership). Transformational leadership is closely related to job satisfaction, trust, organisational commitment, participative management, individual empowerment, negotiation, sharing of information and power in the workplace (Jiang, 2012:xx; Wang & Walumbwa, 2007:397).

Furthermore, this leadership approach can assist organisations to cultivate relationships with their employees and can be seen as a process that changes and transforms people, as it concerns emotions, values, ethics, standards and long-term goals; and includes assessing the motives of followers, satisfying their needs, and treating them as full human beings (Northouse, 2010:171). Nkomo (in Gleason *et al.*, 2011:351) agrees by affirming that transformational leadership encompasses supportive, inspiring and considerate behaviours.

Transformational leadership also consists of various characteristics and dimensions. The characteristics which leaders should have include being: (1) *creative* (i.e. innovative and foresighted leaders), (2) *interactive* (i.e. being masterful communicators who are able to articulate and define ideas and concepts that escape others), (3) *visionary* (i.e. effectively communicating a vision to followers), (4) *empowering* (i.e. leaders who empower others through participation and involvement); and (5) *passionate* (i.e. leaders who are passionately committed to their work and have affection for the people whom they work with (Hackman & Johnson, 2009:105). Individuals with these characteristics are seen as people with personality characteristics such as being dominant, has a desire to influence, experiences self confident, and has strong moral values (Northouse, 2010:174).

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When focusing on how followers can be converted into leaders themselves various dimensions play an integral part which include: (1) *idealised influence*, (2) *individualised consideration*, (3) *inspirational motivation* and (4) *intellectual stimulation* (Jiang, 2012:232).

Parry and Jackson (2008:29) on the other hand argued that the most popular essence of leadership is that of the transformation (i.e. a transformation in the attitude and motivations, and consequently behaviours, of followers), which is generally termed transformational leadership. *Transformational leadership* is the use of charismatic modes of influence, such as inspiring rhetoric and imagery, individualised attention and consideration, and intellectual challenge and stimulation. Furthermore the all-important foil for transformational leadership is transactional leadership. *Transactional leadership* involves an exchange between the leader and followers wherein the leader offers contingent rewards and punishments as means of influencing followers' attitudes, feelings, behaviours and performance. The result is, as with behavioural theories of leadership, the most effective leaders are successful at enacting the transformation and transaction (Kramer, in Bryman *et al.*, 2011:138).

The previous four approaches mainly focused on leadership characteristics, leadership within different situations, the behaviour of leaders and interaction among leaders and followers as a group in an organisation. The question now rises if leaders should not also have a working relationship with followers? How will a follower experience his or her leader's approach towards him or her in such a relationship? The two questions should be answered with the relational approach.

2.5.5 The relational approach

The relational approach focuses on exploring the unique relationship or interactions a leader has with each of his or her followers. The Vertical Dyad Linkage Model by George Graen and associates; and the Leader-Member Exchange Theory (Hackman & Johnson, 2009:72) are critical elements of this approach. The Vertical Dyad Linkage Model focuses on *trust*, *influence* and *support* characteristics of group exchange. The Leader-Member Exchange Theory focuses on the quality of the relationship between an individual leader and followers rather than on categorising

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followers as either a member of the in-group (i.e. followers have more responsibility and influence in decision making) or out-group (i.e. authoritarian and task-orientated leadership communication).

However, to practise this relational approach and thus contribute towards effectiveness and success of an organisation this type of leadership involvement is important. Guthey and Jackson (in Bryman *et al.*, 2011:165) elaborated on this by showcasing that different types of leadership involve a notion of *taking initiative*, *inspiring commitment*, *mobilising action*, *promoting legitimacy*, or *exerting influence*. These different notions of leadership types also involve the ability of an individual to *influence*, *motivate* and *enable others* to contribute towards the effectiveness and success of an organisation.

Although Hackman and Johnson identified five leadership approaches which leaders adapt or develop within organisations, other authors (i.e. Turner, Guthey and Jackson) have identified additional approaches which could also be viewed as relevant. These include the charismatic- and authentic leadership approaches.

Along with the relational approach, other leadership approaches such as *servant leadership* and *quiet leadership*, which involve in some way or another the notion of taking initiative, inspiring commitment, mobilising action, promoting legitimacy, or exerting influence, need to be taken into account (Guthey and Jackson, in Bryman *et al.*, 2011:165). This involves the ability of an individual to influence, motivate and enable others to contribute towards the effectiveness and success of the organisations of which they are members.

All the leadership approaches researched created a better understanding of what leadership is; how it affects various relationships within different working environments; and how leadership is affected by these relationships within different working environments. All the researched leadership approaches assist in creating frameworks that guides leadership theory, research and practice. Sometimes approaches overlap, other times they contradict one another.

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The leadership approaches, along with the leadership styles, is therefore crucial to consider before focusing on leadership communication. The question that rises from this literature review of leadership approaches enquires: *Which leadership approach or approaches is most applicable for the study?*

2.5.6 The leadership approach for the study

Through the research by Jiang (2012:231), it was found, that public relations scholars have suggested that leaders in effective organisations perform transformational leadership. For the purpose of the study however the *relational approach of leadership* will be focused on more intensively to identify the perceptions and expectations of employees within different organisational environments towards top management (i.e. employees as followers; top management as leaders). As the functional and transformational approaches also consist of elements that are applicable, these elements will be taken cognisance of and considered during the survey development and data collection phases of the study.

2.6 CONCLUSION

Within this literature chapter an overview of leadership was focused on. This entailed a general overview of leadership's background, history, fundamentals, various definitions, differences between leadership and being a leader, and organisational leadership. This gave rise to a formulation of a possible leadership definition with regards to the study.

Furthermore different leadership styles, types, characteristics, skills and traits were discussed to assist in identifying how leadership is characterised within the study. This also assisted in identifying the best possible leadership approach applicable for the current study. The *relational approach of leadership* was identified as the most accurate approach with regards to reaching the current studies research objectives.

Taking the overview into account, this chapter addressed research objective 1 by identifying theoretical gaps between several concepts, perceptions, interpretations,

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and viewpoints specifically focusing on leadership, communication management and leadership communication. The succeeding chapter focuses on the relationship between organisational leadership and communication.

CHAPTER 3: LITERATURE REVIEW – THE RELATIONSHIP BETWEEN ORGANISATIONAL LEADERSHIP AND COMMUNICATION

“Precision of communication is important, more important than ever, in our era of hair trigger balances, when a false or misunderstood word may create as much disaster as a sudden thoughtless act” – James Thurber, American author, cartoonist, journalist and playwright

3.1 INTRODUCTION

In this chapter an in-depth focus on different viewpoints within the body of knowledge regarding leadership (specifically organisational leadership) and the relationship it has with the field of communication management is investigated. As various textbooks and academic journal articles were utilised to investigate leadership in the previous chapter, it is now imperative to focus on the other part of the term leadership communication: i.e. communication. Therefore before focusing on leadership communication in Chapter 4, communication (including its sub-sections), new trends and developments in leadership, and further linkages within leadership (specifically focusing on leadership within organisations and amongst followers) are examined within this chapter.

3.2 COMMUNICATION

It is important to note that the term *communication management*, within the context of the current study, comprises of various definitions that are closely linked which include: *organisational-*, *corporate-* and *strategic communication*. Before investigating *communication management*, it is important to first highlight the term communication, followed by its various sub-sections.

Communication is viewed as a symbolic process whereby reality is produced, maintained, repaired, and transformed. This signifies that the words we speak or

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gestures we make have no inherent meaning but rather gain their significance from an agreed-upon meaning, and that this meaning is not negotiated through a singular event but through an on-going dynamic process (Martin & Nakayama, 2007:91).

The goal of communication is to create shared reality between message sources and receivers, and is based on the transfer of symbols, which allows individuals to create meaning. Individuals use words, gestures, and other symbolic behaviours in order to achieve their goals (Hackman & Johnson, 2009:6). Furthermore, communication has a sort of elegance and seems to work best when it is direct and simple (Kotter, 1996:89). The challenge however is that simple and direct communication requires great clarity of thought plus more than a little courage.

Five principles were identified by Barnlund (in Hackman & Johnson, 2009:8) that reflect the basic components of human communication, which include: (1) communication is not a thing, it is a *process* (i.e. dynamic and ever changing); (2) communication is not linear, it is *circular* (i.e. a transactional model where communicators simultaneously transmit and receive messages including a source, a receiver and feedback); (3) communication is *complex* (i.e. involves more than just one person sending a message to another, negotiation of shared interpretation and understanding); (4) communication is *irreversible* (i.e. a message can not be erased once communicated and is permanent); and (5) communication *involves the total personality* (i.e. an individual's communication can not be viewed separately from the person; our view of self and others is shaped, defined and maintained through communication).

3.2.1 Organisational communication

Organisational communication developed from Speech Communication and is strongly related to both communication and organisational theory (Steyn & Puth, 2000:6). In contrast to business communication, it is theoretically oriented, focusing on knowledge rather than skills. It concentrates predominantly on the organisation as a system and mostly follows a structural approach to studying communication in organisations.

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Organisational communication provides organisational direction and employee motivation (Barrett, 2008:305). Organisational leaders cannot always regulate what occurs within an organisation, but they can exercise significant influence over how events are understood. Therefore, it is important that organisational leaders assist employees (as their followers) to correctly interpret organisational communication and messages.

Communication to employees needs to position employees to help achieve various organisational goals and should include the following objectives: (1) educate employees about the organisational vision and strategic goals; (2) motivate employee support for the organisation's strategy; (3) encourage high performance and discretionary effort; (4) limit misunderstandings and rumours that may damage productivity; and (5) align and position employees to help them achieve the organisation's performance objectives and goals (Barrett, 2008:307). To accomplish these goals, messages need to be clear, consistent, and targeted. Tools that may assist to target communication, according to Landsberg (2000:97), include: vision, sense of urgency, symbolic actions, management of the 'grapevine', and key performance indicators.

A very important aspect regarding organisational communication is that of internal communication. Due to the nature of the current study and the viewpoints it explores, it is imperative to take a detailed look into internal communication.

3.2.1.1 Internal communication

Internal communication includes all communication and processes that occur within organisations, through a variety of instruments that assist in communicating with organisational members. These processes and communication inform and convince organisational members of various organisational aspects, on organisational loyalty, and how to improve their job satisfaction (Bentele, 2006:108).

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From a more in-depth focus, and connecting to Bentele's viewpoint, Kotter (1996:11) mentioned that executives who communicate effectively incorporate messages into their hour-by-hour activities. These executives comprehend that communication comes in both words and deeds, and the latter are often the most powerful form.

Adding to these viewpoints, effective internal communication will assist CEOs to achieve their organisational vision and will motivate employees to do their best work, as well as providing organisational direction and employee motivation (Barrett, 2008:305).

The question then arises: "Is organisational communication the same as corporate communication?". The next section focuses on what corporate communication is and how it is different from organisational communication.

3.2.2 Corporate communication

Steyn and Puth (2000:5) defined *corporate communication* as communication on behalf of an organisation. This indicates that the purpose of corporate communication is to increase organisational effectiveness by means of creating and maintaining relationships with stakeholders.

Elaborating on this viewpoint, Van Riel and Fombrum (2007) mentioned that corporate communication should be seen as a set of activities involved in arranging and managing all internal and external communication aimed at establishing favourable starting points with stakeholders on which organisations depend. Stakeholders such as organisational members develop a shared meaning for events as they gather and interact, as communication is not confined within the organisation but communication is the organisation (Hackman & Johnson, 2009:238).

At the Sustainability Forum in Zurich (2010), Van Riel added that corporate communication should also have expressive characteristics. These characteristics should be visible, distinctive, authentic, consistent and transparent.



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The following section focuses on how corporate communication is used and to what extent it is utilised to create strategic communication.

3.2.3 Strategic communication

Strategic communication, as defined by Hallahan, Holtzhausen, van Ruler, Verčič and Sriramesh (2007), is the strategic application of corporate communication when it is used by an organisation to fulfil its organisational mission and communicate across organisational endeavours. This, in a broad sense, comprises of investor relations, public relations, public affairs, marketing and consumer communications, as well as communication activities with other internal and external stakeholders. By implementing a two-way symmetrical communication system, interpersonal communication and dialogue can occur between stakeholders and top management. In the case of the study the focus falls specifically on how two-way symmetrical communication could and should function within organisations (Grunig & Hunt, 1984:23).

The questions that emerges from this interpretation of organisation-, corporate- and strategic communication is “Where does communication management fit it between these three different forms of communication?” and “Are all these sub-sections of communication not in need of management?”. The following section provides a definition for what communication management is.

3.2.4 Communication management

Communication management as defined by Van Ruler and Verčič (2005), Van Riel and Fombrun (2007), and Zerfass (2010); is the process that aims at steering and evaluating *strategic communication*.

Communication management for the study can therefore be formulated and defined as:

“A symbolic process that steers and evaluates how reality is produced, maintained, repaired, and transformed, which provides organisational direction and employee motivation. This process has the purpose to increase organisational effectiveness

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by means of creating and maintaining relationships with stakeholders. Organisations strategically apply corporate communication in order to fulfil the organisational mission, and to communicate on behalf of an organisation across organisational endeavours”.

Now that communication and its sub-sections have been highlighted, it is important to investigate other linkages to leadership and how leadership functions within an organisation amongst followers, and how leadership differs from management; before researching leadership communication in Chapter 4.

3.3 NEW TRENDS AND DEVELOPMENTS IN LEADERSHIP

Leadership, as defined by Wren (in Harvey & Riggio, 2011:70), is as a mutual influence process among leaders and followers in which each participant operates as part of a collective complicated and ever-shifting environment in an effort to achieve desired goals. Within this ever-shifting environment leaders cannot always control what happens in organisations, but they can exert significant influence over how events are understood (Hackman & Johnson, 2009:238). It is therefore an important task for organisational leaders to assist followers to interpret this complicated and ever-shifting environment to achieve the desired goals.

The question now is how does a leader assist followers and other leaders, within this ever-shifting environment? To ensure that leadership within an organisation is of great quality, it is critical that effective leadership development and training occurs on a regular basis as well as the development and understanding of mental models.

3.3.1 Developments and training

Although there are multiple paths individuals can take to become leaders, Abib-Pech (2013:14) believes these paths can be sorted into three main categories. Firstly, *creation and innovation* that focuses on visionary and entrepreneurial leaders such as Steve Jobs (Apple), Mark Zuckerberg (Facebook), Henry Ford (Ford Motors) and Charles Merrill. The rise of these leaders relate to the act of creating an organisation

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as a result of bringing something new to the world or enhancing something that already exists. Secondly, *elevation and transformation* focuses on relatively mature, organised companies producing leaders such as Jack Welch (General Electric) and Peter Voser (Royal Dutch Shell). These leaders, having been grown from within, are very interested in sustainability and balancing consistency and change. Thirdly, *inheritance and legacy* is viewed as the ultimate ‘mapped route’ to leadership as, regardless of your entry point or current position in an organisation, you know that you will be given the highest roles or functions. Examples of such leaders are Alexandre de Rothschild and James Murdoch. Ideas surrounding legacy, risk-taking, legitimacy or choice are the defining concerns of those on this type of leadership journey.

The opinion of whether leaders are made, not born, and that an individual can increase his or her leadership competence by increasing their communication skills, has been under discussion since the early start of leadership (Hackman & Johnson, 2009:370). Van Velsor and McCauley (in Hackman & Johnson, 2009:370) believe that individuals can expand their leadership capacities at any age which means leadership can be learned, and through leadership development which assists a person to be effective in a variety of formal and informal leadership roles.

Leadership development is without doubt a necessity for any individual that desires to be seen as a leader and strives to become successful. Therefore, the development of leadership potential does not happen in a two-week course or even a four-year college programme, although both can assist (Kotter, 1996:165). Most complex skills emerge over decades, which is why there is increasingly talk about “lifelong learning”. Successful organisations in the twenty-first century will therefore have to become more like incubators of leadership in order to be seen as and to be successful.

One way in which leadership can take place is through on-the-job development. Yukl (in Parry & Jackson, 2008:116) highlights seven activities that are the most widely used for leadership development to facilitate the learning of relevant leadership skills on the job. These include (1) *multi-source feedback* which tends to be expensive, time-consuming and better suited to large organisations (i.e. ‘360-

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degree' feedback and 'multi-rater' feedback such as the Multi Leadership Questionnaire), (2) *development assessment centres* which tends to be expensive, time-consuming, and their effectiveness has not been established in literature (i.e. traditionally geared to selection and promotion decisions. There has been a growing tendency in using these centres to develop managers), (3) *development assignments* and due to job rotation, there is a danger that a person could be moved too quickly with insufficient time to see the consequences of their actions or reflect on the experience (i.e. being assigned to specific projects, different units or departments within the organisation, or to suppliers or to customers of the organisation), (4) *action learning* where its effectiveness is dependent upon the type of project, the composition of the team and the type of coaching required (i.e. individuals or teams conduct field projects on complex organisational problems requiring the use of skills learned during formal training sessions), (5) *mentoring* which is a relationship in which a more experienced leader helps a less experienced protégé (i.e. mentors provide psychological function through acceptance and encouragement, as well as career-facilitation function through sponsorship, protection and exposure), (6) *executive coaching* which is very expensive and good coaches are sometimes difficult to find (i.e. has several advantages over formal training programmes such as convenience, confidentiality, flexibility, and more personal attention), and (7) *outdoor challenge programmes* where participants are given a sequence of increasingly challenging activities that require mutual trust and co-operation among group members (i.e. it involves physical activities performed by a group of people in an outdoor setting).

Expanding on the fifth activity that Yukl identified (*mentoring*), McFarland and Senn (in Shelton, 1997:22) state that it is imperative that leaders must also recognise their responsibility to educate and mentor the next generation of leaders. These authors are of the opinion that tomorrow's leaders need to be concerned not only with the health of their organisations, but also with the health of their people, communication, countries, and the world. Leaders therefore must inspire people to tap into their enormous human potential, to challenge conventional ideas, to take risks in pursuit of their goals and dreams, to create enthusiasm for excellence, and to focus on visions that guide both the organisations and nations, and embrace all humanity. Furthermore, successful leaders are obsessed with finding, developing, nurturing,

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and retaining quality human capital. Right at the top of every chief executive's agenda should be talent and development.

With regard to leadership training, there are four stages of development which are essential, and include (1) *overcoming fear*, (2) *building self-confidence*, (3) *relating to others*, and (4) *communicating effectively* (Crom, in Shelton, 1997:143). Fundamental to good leadership is to mentor and to train (Pretorius, 2013:147). Good leaders should view themselves as architects of human possibilities and enable people to realise their potential. These types of leaders are disciples of people-driven growth and achievement. Such leaders communicate their people's worth and potential so clearly and convincingly that employees are inspired to see it in themselves.

Taking into consideration these leader and leadership development aspects, one could possibly become confused regarding whether there is a difference between leader development and leadership development. Day (in Bryman, Collinson, Grint, Jackson & Uhl-Bien, 2011:15) draws a basic distinction between *leader* development and *leadership* development. *Leader* development can be viewed as the development of individuals (leaders), as compared to *leadership* development which focuses on the development of social structures and processes.

Regarding leadership development and training, it is also important to identify trends that are on the rise or currently developing. One such trend is the development of mental models and what it entails.

3.3.2 Mental models

To understand mental models, it is firstly important to identify where it stems from. A mental model is normally found within learning organisations (i.e. developing organisations) and the organisation's work is based upon five "learning disciplines" or lifelong programmes of study and practice (Senge, Ross, Smith, Roberts & Kleiner, 1994:6). The five learning disciplines are: (1) *personal mastery* (i.e. learning to expand personal capacities in order to create the most desired results, and to create an organisational environment which encourages all its members to develop

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themselves towards the goals and purposes they choose), (2) *shared vision* (i.e. building a sense of commitment in a group or team, by developing shared images of the desired future, and the principles and guiding practices by which a group or team could possibly get there), (3) *team learning* (i.e. transforming conversational and collective thinking skills, so that groups of people can reliably develop intelligence and ability greater than the sum of the individual members' talent), (4) *systems thinking* (i.e. a way of thinking about, and a language for describing and understanding, the forces and interrelationships that shape the behaviour of systems). This discipline assists in understanding how to change systems more effectively, and to act more in tune with the larger processes of the natural and economic world), and (5) *mental models* (i.e. continually clarifying, reflecting and improving an individual's internal pictures of the world, whilst trying to see how these pictures shapes the actions and decisions of individuals).

Furthermore, Senge *et al.* (1994:65) mentioned that developing a field that encourages learning is a primary task of leadership, and perhaps the only way that a leader can genuinely influence or inspire others. Firstly, to build a field, a leader should not look at bringing other individuals on board but instead should attend to the appropriate details within their sphere, and then individuals will eventually come on board themselves. Senior managers therefore have a particular responsibility. They are so influential already that whatever they do has a substantial impact on the organisation's field. Every aspect of their performance, every conversation they have, and every action they take demonstrates what values they believe are important to the organisation. That is why a learning organisation cannot exist without its senior managers' commitment and leadership.

Symanowitz (2013:45) states that a mental model is an individual's internal understanding and perceptions of how the world works. We all have different mental models of the world helping to make sense of the world around an individual, as some are learnt in childhood, others are learnt later in life, and they are shaped very strongly by beliefs. It should be noted that mental models affect an individual's perceptions and expectations in profound ways. If an idea attacks one aspect of a mental model or belief that is held by an individual, then it will be ignored, but if it cannot be ignored, then it will be strongly resisted. The important point is that where

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different groups have different mental models, they very often interpret the same event in radically different ways.

The question now moves from “What is a mental model?” to “What strategies should be used in order to work with mental models?”. Senge *et al.* (1994:235) affirms that mental models are the images, assumptions, and stories which we carry in our minds of ourselves, other individuals, institutions, and every aspect of the world. Like a pane of glass framing and subtly distorting one’s vision, mental models determine what an individual sees. Human beings cannot navigate through the complex environments of our world without cognitive “mental maps”, and all these mental maps, by definition, are flawed in some way.

Additionally, the differences between mental models explain why two people can observe the same event and describe it differently. Both individuals are paying attention to different details. Mental models also shape how we act. For example, if we believe people are basically trustworthy, we may talk to new acquaintances far more freely than if we believe most people can’t be trusted (Senge *et al.*, 1994:236). When two opposing mental models come up against each other, it is incredibly difficult to find a compromise that will satisfy both parties (Symanowitz, 2013:46). A gain from one party can only come at the perceived expense of the other party – a win-loss situation develops. To get a win-win situation it is very important to work with each mental model in isolation, as it is sometimes possible to craft a solution that is perceived as a gain by both parties.

Mental models are usually tacit or understated, existing below the level of awareness as they are often untested and unexamined. The core task of this discipline is bringing mental models to the surface, to explore and talk about them with minimal defensiveness (i.e. to assist individuals to see the pane of glass, see its impact on their lives, and find ways to re-form the glass by creating new mental models that serves individuals better in the world).

Therefore, Senge *et al.* (1994:237) noted that there are two types of skills that are central to mental models. These are: *reflection* (i.e. when individuals slow down their thinking processes to become more aware of how to form their mental models) and

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inquiry (i.e. holding conversations where individuals openly share views and develop knowledge about each other's assumptions). These two types of skills should be implemented and considered when a leader wants to develop his or her abilities.

Understanding the essence of mental models assist in realising and acknowledging other individuals' mental models, and assists in the formulation of shared mental models. Therefore it is important for leaders to keep in mind that mental models differ and impacts individuals differently. The question now arises: "How will various mental models affect an organisation?" and "What is required of leaders to ensure that his or her team are aware of these mental model differences?" and "How should these mental models be communicated?".

3.4 LEADERSHIP WITHIN ORGANISATIONS

As illustrated in the previous section of this chapter, communication plays a vital role in leadership within various areas. One such area of focus is *leadership within organisations*. This section focuses on how leaders should utilise communication to effectively lead their followers to achieve mutually desired goals within organisations (Werder & Holtzhausen, 2011; Zeffass, Verhoeven, Tench, Moreno & Verčič, 2011, 2013).

The viewpoint of these authors focuses on how communication management, corporate communication and strategic communication work together within the social identity theory of leadership. According to Goethals and Hoyt (in Harvey & Riggio, 2011:108) the social identity theory of leadership entails that group members identify more strongly with their group through their perceptions and evaluations. The effectiveness of the group's leader is then increasingly based on the follower's perception of whether the leader possesses prototypical properties of the group. Therefore within this viewpoint leadership is seen as the art and science of directing and mobilising group efforts to achieve mutually desired goals.

Leaders are formally established as part of a formal organisational structure, according to Parry (in Bryman *et al.*, 2011:53), but also emerges as a result of

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external impacts, just as leadership emerges in response to the influence of context. Therefore, organisational direction comes from leaders having created and effectively communicated a clear and meaningful vision (Barrett, 2008:305). Results are then seen when leaders appreciate the importance of connecting with all employees through communication and actions.

In early leadership research, three different levels of leadership in an organisation were identified (Johnson and Murphy in Harvey & Riggio, 2011:133). These consist of: (1) *the individual's level* (i.e. identifying specific tasks, skills and necessary individual characteristics of effective leaders to inform the selection, development and compensation of leaders); (2) *the group's level* (i.e. the way leaders design, manage and implement effective groups); and (3) *the organisation's level* (i.e. leaders' activities that affect the organisation's strategic direction, culture, structure and reputation).

Expanding on the idea of Johnson and Murphy, Collins (2001:20) however later identified five levels of leadership that fall within an organisational hierarchy and examined these levels from level one upwards to level five. These include: (1) *Level one: highly capable individuals* (i.e. individuals who makes productive contributions through talent, knowledge, skills and good habits); (2) *Level two: contributing team members* (i.e. team members who contribute individual capabilities to the achievement of group objectives and works effectively with other individuals in a group setting); (3) *Level three: competent managers* (i.e. managers who organise people and resources toward the effective and efficient pursuit of pre-determined objectives); the (4) *Level four: effective leaders* (i.e. leaders who catalyse commitment to and vigorous pursuit of a clear and compelling vision, stimulating higher performance standards); and on *Level five* the (5) *executives* (i.e. individuals who build enduring greatness through a paradoxical blend of personal humility and professional will).

Level five leaders are individuals who blend extreme personal humility with intense professional will (Collins, 2001:21). These individuals are self-effacing and display the fierce resolve to do what ever needed to be done to make the company great. Level five leaders furthermore channel their ego needs away from themselves and

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into the larger goal of building a great organisation. It's not that Level five leaders have no ego or self-interest. Indeed, they are incredibly ambitious but their ambition is first and foremost for the organisation, not themselves. A level five leader embodies all five layers or levels of leadership in an organisation. Level five leaders apply a combination of humility and will, and want to see the organisation even more successful in the next generation. Such a leader is comfortable with the idea that most people will not even know that the roots of the organisational success trace back to their efforts.

The question however arises of how to become an effective executive leader? Senge (in Shelton, 1997:98) stated that an executive leader could be effective if he or she builds an environment for learning. This can be done in three ways: (1) *articulating guiding ideas* (i.e. understanding the power of guiding ideas derives from the energy released when imagination and aspiration come together); (2) *giving attention to learning infrastructure* (i.e. executives will increasingly come to realise that, in a world of rapid change and increasing interdependence, learning is too important to be left to chance); and (3) *the executives' own "domain for taking action"* (i.e. the executive team needs to firstly, change themselves and realise that many of the skills that have made them successful in the past can actively hinder learning).

Within the setting of modern organisations, Humphrey (in Shelton, 1997:32) described organisational leadership differently to Senge, and stated that: (1) *leadership is not exclusive to the executive suite* (i.e. progress depends on the personal initiative and skills of every person at every level and due to the complexity of the business environment executives should not assume they are the only individuals who carry the role of leadership); (2) *organisations will crumble without leadership* (i.e. a paramount value of leadership in turbulent times is that it helps people see clearly and act decisively); (3) *the right to lead must be earned* (i.e. there is an inverse relationship between having a title or position of authority and the degree to which people feel they can easily earn the right to lead); (4) *leadership focuses on relationships* (i.e. high performing leaders focus on relationships with other individuals, and should not be acts of individual heroism); (5) *leadership is contextual* (i.e. individuals need to understand how the leadership practices they learn are best applied, and relate, to their own situation); (6) *leaders inspire others to*

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lead (i.e. leadership is about showing others how to lead by empowering them to do so and supporting their efforts); (7) *management skills are an essential component of leadership* (i.e. to ensure progress, companies must foster leadership and management capabilities within each individual); and (8) *leadership can be learned* (i.e. some skill development is necessary, but the key is to help people understand what it means to lead and why it is important for them to be leaders if their organisation is to remain competitive).

A big part of executing effective leadership is to view leadership from a strategic perspective. Hesselbein (in Shelton, 1997:101) illustrated that there are ten checkpoints that lead to strategic leadership, which include: (1) understand the environment; (2) *revisit the mission*; (3) *answer three fundamental Drucker questions* (i.e. What is our business?, Who is our customer?, and What does the customer consider value?); (4) *communicate the vision*; (5) *ban the hierarchy*; (6) *challenge the gospel*; (7) *disperse leadership*; (8) *no matter what you call it, just do it*; (9) *tap the power of language*; and (10) *lead from the front*.

According to Tichy (in Hesselbein & Cohen, 1999:259) the new way of leadership is how leaders of winning organisations use ideas, values, emotional energy, and edge to develop future leaders throughout the organisation; while Turner (in Harvey & Riggio, 2011:98) focused beyond personal relations to the larger patterns of institutional development. This emphasises that the social and historical contexts in which leadership took place mattered not only to how leadership was carried out, but to how it was constituted and understood. In this context it is argued that leadership emerged from the constructions and actions of people in organisations as they assigned each other different roles and functions, including the role of leadership. Therefore, leadership roles include aspects such as: (1) *creating shared meaning*, (2) *managing meaning for effectiveness*, (3) *assisting other individuals to make sense of events*, and (4) *to give legitimacy to organisational realities and decisions*.

Adding to Turner's notion, Bryman *et al.* (2011:138) found that the influence of effective leaders consist of creating and maintaining those essential environmental conditions that are conducive to effective organisational performance. Specifically five conditions that leaders can influence are: (1) *contributing to the composition and*

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development of a well-functioning group, (2) providing a compelling direction for the group's work, (3) providing and enabling structure that facilitates rather than impedes coordination and collaboration, (4) providing and maintaining a supportive organisational context, and (5) providing ample expert coaching when needed.

Furthermore leadership cannot be abstracted from the organisational processes of which it is part of (Turner, in Harvey & Riggio, 2011:92). The study of leadership is therefore the process in which flexible social order is negotiated and practiced so as to protect and promote the values and interests in which it is grounded. This suggests that instead of leadership being found in the work of a group, it is the property of the group, a collective achievement, or the emergent property of a social system.

Within this context it is important to consider how leadership is impacted by aspects such as culture, leader and follower relationships, group inspiration, groups and teams, and team-orientated leadership and management; in order to assist in the creation of leadership effectiveness within an organisation.

Questions however arise when focusing on leadership within an organisation and leadership is often perceived as management. Questions such as: "Is leadership and management the same entity?"; "What are the differences and similarities regarding these two concepts?"; "Who should be in charge of handling these two concepts within organisations?"; "Can an individual be both a leader and a manager?"; and "Can an individual be responsible for both leadership and management, or can he or she only be responsible for one and not the other?". The following section of this chapter takes an in depth look at leadership and management.

3.4.1 Leadership versus management

Leadership is often equated to management due to confusion surrounding these two terms. Even though there are similarities within the functions of leadership and management, leading differs from managing. An employee may for example take a leadership role even though he or she does not have a managerial position. Managers are problem solvers who focus on physical resources while leaders are

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problem finders who focus on spiritual and emotional resources. The following two sections focus on differences and similarities between leaders and managers, and between leading and managing.

3.4.1.1 Leaders and managers

The basic role of the leader, as identified by Covey (1997:246), is to foster mutual respect and build a complementary team where each strength is made productive and each weakness is made irrelevant. The essential role of a manager is therefore to use leverage to multiply the work and role of the producer.

Bennis (in Shelton, 1997:14) added on to Covey's research and stated that leaders conquer the context, which include the volatile, turbulent, ambiguous surroundings that sometimes seem to conspire against individuals and will surely suffocate these individuals if they let them; while managers surrender to it. The managers administrate, the leaders innovates; the manager is a copy, the leader is an original; the manager maintains, the leader develops; the manager relies on control, the leader inspires trust; the manager has a short-range view, the leader has a long-range perspective; the manager asks how and when, the leader asks what and why; the manager has his or her eye on the bottom line; the leader has his or her eye on the horizon; the manager accepts the status quo, the leader challenges it; the manager is the classic good soldier, the leader is his or her own person; the manager does things right, the leader does the right thing.

Furthermore, Bennis (in Shelton, 1997:15) added that leaders manage the dream. All leaders create a compelling vision, one that takes individuals to a new place, and these leaders have the ability to translate that vision into reality. Managing the dream has five parts: *communicating the vision, recruiting meticulously, rewarding, retraining, and reorganising*.

All organisations need managers as well as leaders (Landsberg, 2000:102), and therefore without strong managers, the organisation risks descending into chaos; and without effective leaders, the organisation becomes lethargic and fails to evolve. In most organisations, an important task of true leaders is to breed other leaders.

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Leaders are thought to do things right, whereas managers are thought to do the right things. Some distinctions between leaders and managers were specified by Hughes, Ginnett and Curphy (2006:9) and included that: (1) *leaders innovate, managers administrate*; (2) *leaders develop, managers maintain*; (3) *leaders inspire, managers control*; (4) *leaders have a long-term view, managers a short term view*; (5) *leaders ask what and why, managers as how and when*; (6) *leaders originate, managers imitate*; and (7) *leaders challenge the status quo, managers accept it*.

A manager that leads is an individual that uses management skills (i.e. planning, organising, implementing, and monitoring and evaluation) to scan, focus, align or mobilise and inspire, to achieve desired results (LeMay and Ellis, in Hannum, Martineau & Reinelt, 2007:229).

Thorpe and Gold (in Gold, Thorpe & Mumford, 2010:6) emphasised that both leaders and managers function within the same: (1) *elements* (i.e. carry out similar tasks in different ways to achieve similar results); (2) *distribution of time* (i.e. time spent planning and thinking about the future); (3) *ways of interaction* (i.e. time spent in communication of various forms); (4) *political nature of management practice* (i.e. following organisational or personal goals); and (5) *symbolic dimension* (i.e. changing behaviour through mediating means).

Murphy and Johnson (in Harvey & Riggio, 2011:131) also mentioned that there are three main functions of executives pertaining to leaders and managers, which include: (1) developing and maintaining a system of communication which is both formal and informal; (2) gaining cooperation and motivating of employees; and (3) formulating and defining the purpose, objectives, and ends of the organisations.

Kotter (in Hackman & Johnson, 2011:13) also highlighted the differences between leaders and managers, which include: (1) *creating an agenda* (i.e. managers focus on planning and budgeting; leaders establish direction and develop a vision for the future); (2) *developing a human network for achieving the agenda* (i.e. managers focus on organising and staffing; leaders align people through integration, teamwork and commitment); and (3) *execution* (i.e. managers focus on controlling and problem

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solving through containment, control and predictability; leaders motivate and inspiring through empowerment, expansion and creativity).

Some of the most important distinctions between leaders and managers are further captured in transformational and charismatic theories of leadership as applied to business organisations. Leaders, often with help from their top management teams, reorganise and restructure organisations; therefore leadership is one of the major activities of managers (Murphy and Johnson, in Harvey & Riggio, 2011:132).

The main activities for leaders and managers are different and distinct to one another, but there are also similarities and overlapping areas. The following section focuses on how leading and managing functions separately and collectively.

3.4.1.2 Leading versus managing

As indicated in the previous section, leaders and managers differ significantly and therefore it is also important to illustrate the difference between *leadership* and *management* in Table 3.1 below.

Table 3.1: Leadership versus management

Leadership	Management
<p>Author: Kotter (1996:26), Covey (1997:246) and Kotter (1996:71)</p> <p>(1) <i>Establishes direction</i> by developing a vision of the future, often the distant future, and strategies for producing the changes needed to achieve that vision; (2) <i>aligns people</i> by communicating direction through words and deeds to all those whose cooperation may be needed as to influence the creating of teams and coalitions that understand the vision and the strategies and that accept their validity; and (3) <i>motivates and inspires</i> by energizing people to overcome major political, bureaucratic, and resources barriers to change by satisfying basic, but often unfulfilled, human needs. Therefore, leadership produces</p>	<p>Author: Kotter (1996:26) and Kaplan and Norton (2001:331)</p> <p>(1) <i>Planning and budgeting</i> (i.e. establishing detailed steps and timetables for achieving needed results, then allocating the resources necessary to convert these plans into financial projections and goals); (2) <i>organising and staffing</i> (i.e. establishing some structure for accomplishing plan requirements, staffing that structure with individuals, delegating responsibility and authority for carrying out the plan, providing policies and procedures to help guide people, and creating methods or systems to monitor implementation); and (3) <i>controlling and problem solving</i> (i.e. monitoring results,</p>

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Leadership	Management
<p>change, often to a dramatic degree, and has the potential to produce extremely useful change (i.e. new products that customers want, new approaches to labour relations that help make an organisation more competitive).</p>	<p>identifying deviations from plan, then plan and organise how to solve these problems). Therefore, management produces a degree of predictability and stability and has the potential to consistently produce the short-term results expected by various stakeholders (i.e. for customers, always being on time, for stockholders, being on budget). During successful transformation in an organisation, 70 to 90 per cent is leadership and only 10 to 30 per cent is management.</p>
<p>Authors: Hughes <i>et al.</i> (2006:9) and Kotter (1996:30) A value choosing, and thus a value-laden activity; whereas management is not. Leadership is linked with words like risk taking, dynamic, creativity, change, and vision. Only leadership can (1) blast through the many sources of corporate inertia; (2) motivate the actions needed to alter behaviour in any significant way; and (3) get change to stick by anchoring it in the very culture of an organisation.</p>	<p>Authors: Hughes <i>et al.</i> (2006:9) and Kotter (1996:30) Is not a value choosing, and thus not a value-laden activity. Management is linked with words like efficiency, planning, paperwork, procedures, regulations, control, and consistency.</p>
<p>Author: Landsberg (2000:102) An effective leader seeks out situations where change is needed by '<i>doing the right thing</i>' and operates using personal influence with a stronger focus on 'vision' and 'inspiration' (i.e. focuses on the future, the long-term, and the horizon; relishes change; takes risks; and appeals to both emotion and reason).</p>	<p>Author: Landsberg (2000:102) An effective manager makes change happen by '<i>doing things right</i>' and relies more on positional influence with a stronger focus on momentum and inspiration (i.e. focuses on the present, the short-term, and the bottom line; seeks order; contains risks; and appeals more to reason than to emotion).</p>
<p>Authors: Gold (in Gold <i>et al.</i>, 2010:9) Organisational leadership assists to create direction and vision, through communication, motivation and the inspiration they instil in subordinates.</p>	<p>Authors: Gold (in Gold <i>et al.</i>, 2010:9) Organisational management might deal with issues of complexity, through planning, organising, controlling and solving problems.</p>
<p>Author: Northouse (2010:9) Leadership is seen to be about seeking adaptive and constructive change and movement (i.e.</p>	<p>Author: Northouse (2010:9) Management is about seeking order and stability or consistency (i.e. through planning</p>

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Leadership	Management
through establishing direction, aligning people, and motivating and inspiring)	and budgeting, organising and staffing, and controlling and problem solving)
Authors: Harvey and Riggio (2011:126) The higher-level functions of a person with authority or influence in a group (i.e. providing strategic direction, overseeing the decision-making process, initiating and managing change). Leadership is more than just cognitive processes, and has led to the study of emotions in leadership.	Authors: Harvey and Riggio (2011:126) Describe the administrative functions of persons with authority or influence (i.e. monitoring and controlling process, budgeting, focusing on standards). Management scholars are becoming increasingly interested in the neuroscience of human behaviour.

There are however also similarities between leadership and management which entails aspects such as: (1) *influence*, (2) *working with people*, and (3) *effective goal accomplishment* (Northouse, 2010:9).

Although there are distinct differences and similarities between leadership and management, which one of these two concepts is more important for organisations? Can one of these concepts exist without the other? Can these two concepts be developed or are they purely inherit or an assigned position within an organisation? Kotter (1996:27) stated that unfortunately for us today, the emphasis on management has often been institutionalised in corporate cultures that discourage employees from learning to lead. Both leadership and management are essential for organisations and results in outcomes where managers produce key results and leaders often lead or produce useful change (Hackman & Johnson, 2011:12).

Successful organisations combine strong leadership and strong management. Both leadership (i.e. *effectiveness*) and management (i.e. *efficiency*) are necessary within an organisation. Kotter (in Hackman & Johnson, 2011:15) concurred by adding that success could be accomplished if both leadership and management skills within individuals are developed or by establishing a combination of these skills among cross-section of individuals within an organisation. Furthermore, less leadership is necessary when an organisational unit is a smaller department, already operating at best practice, and not facing substantial external threats (Landsberg, 2000:103).

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More leadership is required when an organisational unit is a large organisation, presented with major development opportunity, or facing substantial external threats.

As illustrated above, leadership and management are very different, but share certain similarities. Now that a distinction has been made regarding leaders and managers, and also leadership and management, it becomes vital to research other aspects that link with leadership, which include: leader and follower relationships and leadership in teams and groups.

3.4.2 Leadership and followership (in groups)

Seeing that the current study focuses on internal organisational communication combined with elements of leadership, it is therefore not necessary to further elaborate on management. As highlighted in the previous section, leadership and management are essential for organisational success and have to function together. Another aspect that has to function together with leadership is that of followership. Therefore it is vital to investigate the correlation between leadership and followership. The following section explores this connection.

Within any organisational situation where there is leadership, the aspect of followership needs to be focused on and not neglected. These two terms intertwine seeing that without followership there can be no leadership and without leadership, there can be no followership. The following section focused on the relationships between leaders and followers, how leadership functions in groups and teams, and how does leadership inspire a group or a team of individuals.

3.4.2.1 Leader and follower relationship

It is important to highlight that leaders and followers have to function collaboratively. To ensure that the importance of leaders is not overemphasised and the contributions of followers are not ignored, it is imperative to recognise that leaders and followers work together towards shared objectives (Hackman & Johnson, 2009:19). While leaders take more responsibility for the overall direction of the group and exercise a greater degree of influence, followers are more involved in

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carrying out the work and in implementing plans. This can result in shared leadership where the group and organisational members share the responsibility for achieving collective goals.

In order for a leader to successfully interact with followers, it is important to manage communication by applying various leadership communication styles. There are two primary models of communication: one model compares *authoritarian*, *democratic*, and *laissez-faire* styles of leadership communication; and the other model contrasts *task* and *interpersonal* leadership communication. In order for leaders to be effective, leaders need to tailor their communication styles to the self-identification level of their followers and at the same time, help followers change how they view themselves (Hackman and Johnson, 2009:63).

Another important aspect to keep in mind is that leadership is both constrained and made possible by followers. Leadership is a process where followers are just as essential as leaders (Goethals and Hoyt, in Harvey & Riggio, 2011:109). Follower's *perceptions*, *expectations* and *attributes* influence who is seen as appropriate for the leader role and how leaders are evaluated.

Leadership and followership is without a doubt very important within any organisation, but the question now arises of "How will leadership function and affect followers within a group or team setting?". The following section examines how leadership now goes from a one-to-one interaction with a follower, to a more complex multi-interaction with a group or team of followers.

3.4.2.2 Leadership in groups and teams

As identified by Hughes *et al.* (2006:391), leadership is the process of influencing an organised group towards accomplishing its goals, and it involves changing the way things are. Leadership therefore inspires employees with a vision and helps them cope with change. Bass and Bass (2008:15) concurred with this notion and identified that leadership is no longer the exclusive domain of the top boss and that it facilitates excellence in others, has a sensitive humanistic dimension, and is the mastery of anticipating, initiating and implementing change.

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Leadership is the ability to influence, motivate, and enable others to contribute to the effectiveness and success of the organisations of which they are members (Bass & Bass, 2008:16). Leaders therefore need to take a holistic approach by applying a variety of qualities, skills and capabilities in their day-to-day activities.

Within the perspective of a holistic approach, Wilson and Wellins (in Shelton, 1997:155) stressed that there are five realities to leading a team, which include: (1) *empowered teams need good leaders* (i.e. teams need more coaching, guidance, and attention in their early stages than the same individual contributors would need in a traditional structure); (2) *leaders gain power in the transition to teams* (i.e. power and influence are expandable resources); (3) *most leaders are capable of making the transition successfully* (i.e. due to past experiences or previous knowledge gained); (4) *new leaders must be direct* (i.e. successful team leaders loosen the reins; they don't drop them); and (5) *leaders need to relax and realise that it is normal to make mistakes* (i.e. leaders must relinquish two beliefs: when you don't know, don't ask; and don't look vulnerable or weak).

In order to achieve high performance, leaders need to know how to *build, manage* and *communicate* with teams. The success or failure of group communication however depends on what group members say and do when the group is together, and not on what group members bring with them to the discussion. Small groups (ranging from three to twenty individuals) have a common purpose or goal, interdependence in terms of everyone having to do their part, mutual influence among members, and on-going communication engagement (Hackman & Johnson, 2009:199).

This notion was concurred by Barrett (2008:269) stating that leaders need to know how to build and how to manage teams to achieve high performance. Along these lines a basic framework for forming a team consists of taking into consideration the team's performance results, personal growth, and collective work products. In order for this framework to be effective it would have to work closely with characteristics that include: (1) *complementary skills* (i.e. problem solving, technical or functional and interpersonal); (2) *accountability* (i.e. mutual, individual, and small number of

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people); and (3) *commitment* (i.e. specific goals, common approach and meaningful purpose).

Leadership in organisational groups or work teams has become one of the most popular and rapidly growing areas of leadership theory and research (Northouse, 2010:241). As defined by Northouse, teams in an organisational context are organisational groups composed of members who are interdependent, who share common goals, and who must coordinate their activities to accomplish certain goals. Examples of such groups include project management teams, task forces, work units, standing communities, quality teams and improvement teams. Team leadership, as noted by Burke, DiazGranados and Salas (in Bryman *et al.*, 2011:348), is a complex, multilevel, and cyclical process that takes on many different forms and consists of four sources (i.e. *internal-*, *external-*, *formal-* and *informal team leadership*).

Through the *Team Leadership Model*, team leadership and effectiveness is emphasised (Northouse, 2010:243). Effective team performance begins with the leader's *mental model* of the situation. This mental model reflects not only the components of the problem confronting the team, but also organisational and environmental eventualities that define the larger context of team action. The model starts off with (1) *leadership decisions* (i.e. monitor or take action, task or relational, internal or external group issues); which flows into (2a) *internal leadership action* (i.e. task such as goal focusing, structuring for results, facilitating decisions, training, maintaining standards; or relational which consists of coaching, collaborating, managing conflict, building commitment, satisfying needs, modelling principles) or (2b) *external leadership actions* (i.e. environmental which focuses on networking, advocating, negotiating support, buffering, assessing, and sharing information); and ends off with (3) *team effectiveness* which focuses on the performance and development of a team.

Is it merely enough to establish an effective group? How does one turn an effective group into a great group or team? Bennis (in Hesselbein & Cohen, 1999:320) detailed that for groups to become great, groups require a team leader that: (1) *provides direction and meaning* (i.e. reminding people of what is important and why

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their work makes a difference); (2) *generates and sustains trust* (i.e. the group's trust in itself and its leadership allows members to accept dissent and ride through the turbulence of the group process); (3) *displays a bias toward action, risk taking, and curiosity* (i.e. a sense of urgency and a willingness to risk failure to achieve results); and (4) *is a transmitter of hope* (i.e. effective team leaders find both tangible and symbolic ways to demonstrate that the group can overcome the odds).

In order to achieve leadership within a team, the team should follow certain good practices or habits (Landsberg, 2000:23). These include that a team: (1) has a clear and meaningful purpose, linked to the organisation's vision and strategy where objectives are understood by the team members and by relevant people outside it (i.e. *purposeful*); (2) knows, as a whole and as the individual members, who has to produce what by when (i.e. *goal-orientated*); (3) has mutual interests where the team members feel 'joint' and accountability (i.e. *collaborative*); (4) is acquainted with the defined and enforced team behaviour through aspects such as punctuality, delivery on promises, respectful but forthright discussion (i.e. *disciplined*); and (5) welcomes 'temporary' members when needed and communicates with the rest of the organisation (i.e. *permeable*).

The importance of all the individuals who form part of a team has been identified by Day (in Bryman *et al.*, 2011:40) through the *Team Leadership Capacity Model*. This model begins with an accounting of individual team member resources (i.e. knowledge, skills and ability of members) that shapes the amount of teamwork that develops as a function of the formal leader's resources (i.e. leadership knowledge, leadership skills and leadership abilities) and formal developmental interventions that are used. Teamwork serves as a mediator for team learning, which in turn shapes the level of team leadership capacity that develops.

In this regard, top level teams or groups need to know that: (1) teamwork at the top will lead to team performance; (2) top teams need to spend more time together building consensus; (3) CEOs need to change their style to obtain team performance; (4) the senior group should function as a team whenever it is together; and (5) teams at the top need to "set the example" (Katzenbach, in Hesselbein & Cohen, 1999:327).

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In many cases not all individuals in a group engage in the actions that are best for the team or for the organisation. This organisational problem can be dealt with through a framework provided by Landsberg (2000:55). This framework highlighted which actions should be taken with ‘disengaged’ individuals or groups, and it stated that effective leader should diagnose the reasons for disengagement, and identify appropriate action through skill and will. Furthermore, Landsberg detailed that an effective leader: (1) *involves and delegates* (i.e. the leaders provides problem-solving support, which requires high skill, high will); (2) *trains or enables* (i.e. which requires low skill, high will); (3) *convinces* (i.e. comment, model, appeal, persuade, negotiate, demand, and threaten which requires high skill, low will); and (4) *replaces* (i.e. training and convincing if time permits, which requires low skill, low will).

Teamwork also functions differently within various types of industries and within different size organisations. Kotter (1996:163) viewed teamwork through three contexts: (1) *slow-moving*; (2) *moderately paced*; and (3) *fast-moving*. In a (1) *slow-moving* world, an organisation needs a good executive in charge and in this case teamwork at the top is not essential. In a (2) *moderately paced* context, teamwork is necessary to deal with periodic transformations, but most of the time the old model will still work. In a (3) *fast-moving* world, teamwork is enormously helpful almost all the time. As pointed out by Kotter (1996:56), in the past most senior-level executives were raised managerially in an era where teamwork was not essential. They may have talked “team” and used sport metaphors, but the reality was hierarchical (i.e. a boss and his eight reports).

Two other very important aspects that should always be present within teamwork, as highlighted by Kotter (1996:61), are that of *trust* and *the common goal*. When *trust* is present, it will usually be easier to create teamwork, but when trust is missing, it will be much more difficult. The other crucial element, *the common goal*, can only become feasible when all members of a guiding coalition deeply want to achieve the same objective. Therefore, trust assists enormously in creating a shared objective, and when this trust is raised, it becomes much easier to create a common goal. Leadership also supports trust and a common goal, whereby leaders know how to encourage people to transcend short-term limited interests (Kotter, 1996:65).

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Leadership is emphasised through team building and a common purpose among team members. Work accomplishment occurs amongst committed people through an interdependent common stake in an organisation's purpose. This leads to relationships of trust and respect with characteristics such as being collaborative, integrative, diplomatic, and administratively competent.

3.5 CONCLUSION

Undermining the importance of how leaders should communicate with followers or with various stakeholders, within the current study's viewpoint, might lead to organisational failure. On the other hand, organisations that have excellent leadership and implement the correct communication measures when interacting with followers or stakeholders could be successful and increase organisational success.

Within the sections of this chapter, various aspects of communication have been researched and how communication links with leadership. Therefore, firstly the term *communication* (including its sub-sections) was investigated, followed by new trends and developments in leadership, and finally exploring how communication links within leadership (specifically focusing on leadership within organisations and amongst followers).

This chapter's literature review illustrates its link with research objective 2 which focuses on differences within the body of knowledge regarding leadership and the link it has with communication management. Therefore it is now fundamental to establish what is leadership communication and what does it consist of, in Chapter 4.

CHAPTER 4: LITERATURE REVIEW – LEADERSHIP COMMUNICATION

“*The art of communication is the language of leadership*” – James Humes, author and former presidential speechwriter

4.1 INTRODUCTION

As the afore mentioned chapters focussed on leadership, and the relationship between organisational leadership and communication, this chapter focuses on different viewpoints within the body of knowledge regarding the key term *leadership communication*. Through a literature review of textbooks and academic journal articles, various aspects that build up or develop leadership communication is examined. This includes: connecting leadership and communication, the development of leadership communication and the substance and formulation of leadership communication for the study.

Before focusing on leadership communication, it is important to firstly identify how leadership has evolved, through its connection with communication, and how this has created leadership communication, which can be argued as an essential element within organisations.

4.2 CONNECTING LEADERSHIP AND COMMUNICATION

Now that various forms of communication and its subsets have been investigated in the previous chapter, it is important to identify how leadership connects and can be linked to communication, in order to establish a concrete foundation for leadership communication.

The term *leadership* can be interpreted in numerous ways within academic literature and therefore it was important to research leadership in Chapter 2 from various viewpoints, perspectives and links.

Mintzberg (in Magretta, 1999:140) identified that leadership is generally *exercised* on three different levels, at: (1) *the individual level* (i.e. leader provide mentoring, coaching, and motivation); (2) *the group level* (i.e. building teams and resolving conflicts); and (3) *the organisational level* (i.e. leaders build culture). Also taking into account the viewpoint by Johnson and Murphy, Collins (2001:20) states that there are five levels of leadership *within an organisational hierarchy* (as investigated in Chapter 3), it is important to remember that in most organisations these levels of leadership are different and easily distinguishable.

Focusing on the different levels on which leadership occurs is important, but it is also vital to consider the different levels that *define* leadership. Aspects such as influence and leadership potential can be increased through understanding these levels that assist to define leadership, which include: (1) *position*, stating that people follow because they have to (i.e. rights); (2) *permission*, meaning people follow because they want to (i.e. relationships); (3) *production*, where people follow because of what leaders have done for the organisation (i.e. results); (4) *people development*, where people follow because of what a leader has done for them (i.e. reproduction); and (5) *personhood*, where people follow because of who you are and what you represent (i.e. respect) (Maxwell, 2004:147).

Leaders are individuals who guide, direct, motivate and inspire others, influence others in an organisation or department, and command the attention of others. These individuals may not be presidents of countries or CEOs of organisations, but they have the potential to be. Effective leadership depends on effective communication. It is through effective communication that leaders guide, direct, motivate and inspire others. Good communication skills enable, foster, and create the understanding and trust necessary to encourage others to follow a leader (Barrett, 2008:3). This type of communication focuses on the transmission of meaning from one person to another or to many people, whether verbally or non-verbally.

Bossidy, Charan and Burck (2002:25) believe that only the leader could set the tone of the dialogue in the organisation due to dialogue being the basic unit of work and

the core of culture within an organisation. How people talk to each other absolutely determines how well the organisation will function. Furthermore, communication could be merely a *cliché* (i.e. without thorough development and without meaning) or it could consist of meaning (i.e. developed communication that has value). Therefore, the substance of the communication and the nature of the person doing the communicating, including his or her listening and talking abilities, are important.

Due to leadership and communication being such wide-ranging terms, it is important to investigate how these two terms can link with each other by focusing on two linkages, namely *leadership through communication*, and *leadership in communication management*.

4.2.1 Leadership through communication

Leadership through communication illustrates leadership as an activity whereby an individual or an organisation is the first to adapt to emerging communication trends, methods and structures (for example being the first organisation to have a Facebook page, a Twitter account or utilising a new medium to communicate). This illustrates corporate or organisational leadership through communication, communication management and strategic communication (Kogler Hill, 2010; Hackman & Johnson, 2009). The question now is: “How does leadership and communication then link?”.

Hackman and Johnson (2009:6) stated that leadership and human communication share some of the same features. These features include: (1) *the use of symbols to create reality* (i.e. utilising language, stories and rituals to create distinctive group cultures); (2) *communicating about the past, present and future* (i.e. engaging in evaluation, analysis, and goal setting to create a desirable vision outlining what the group should be like in the future); and (3) *making constant use of symbols to reach goals* (i.e. leaders also adapt their behaviour to achieve goals). Furthermore, leadership consist of human (symbolic) communication, which modifies attitudes and behaviours of others in order to meet shared group goals and needs (Hackman & Johnson, 2009:11).

Storytelling and *public leadership*, as sub-themes, could possibly enhance leadership through communication.

4.2.1.1 Storytelling

Leadership often demands a sense of purpose, and an ability to influence others, interpret situations, negotiate and debate their views, often in the face of opposition (Gold *et al.*, 2010:6). Storytelling provides this as an interactive endeavour largely shaped by narrative(s) that reflects important values, inspire, and describe appropriate behaviour.

Denning (in Gold *et al.*, 2010:6) highlighted that there are eight categories for stories. These include: (1) *sparkling action* (i.e. stories describe how a successful change was implemented in the past, allowing listeners to image how such a change might work in their situation); (2) *communicating who you are* (i.e. stories reveal identity to the audience, building trust and creating a connection); (3) *communicating the brand* (i.e. organisational stories that are designed to communicate brand image to customers); (4) *transmitting values* (i.e. stories reflect and reinforce organisational values by telling audience members “how things are done around here”); (5) *fostering collaboration* (i.e. stories encourage people to work together by generating a narrative to illustrate common concerns and goals); (6) *taming the grapevine* (i.e. stories highlight the incongruity between rumours and reality); (7) *sharing knowledge* (i.e. stories focus on problems and show in detail how corrections were made and why the solution worked); and (8) *leading people into the future* (i.e. stories evoke images of a desired future).

4.2.1.2 Public leadership

Public leadership is an aspect that is seen as the most visible and dynamic form of social influence (Hackman & Johnson, 2009:268); and this occurs when religious and political authorities, educators, social activists, and other public leaders attempt to modify the attitudes and behaviours of mass audiences.

Furthermore, excellent public relations efforts increase organisational effectiveness and benefit the society as a whole through: (1) *empowerment* (i.e. public relations function must be promoted by top management); (2) *performing a strategic management role* (i.e. leaders of excellent public relations departments are managers, not technicians); (3) *two-way communication consisting of symmetrical relationships* (i.e. outstanding public relations programs engage in two-way, not one-way communication); (4) *being ethical* (i.e. excellent practitioners disclose accurate information to the stakeholders whom they treat as partners through mutual beneficial dialogue); and (5) *functioning as a supportive structure* (i.e. an organic, decentralized, less formal, less stratified into organizational layers and more complex) (Hackman & Johnson, 2009:268).

Aspects such as *storytelling* and *public leadership* could provide individuals or organisations with new opportunities to be seen as leaders when being the first to engage with various communities, and to interact with current or potential stakeholders and followers. Therefore it is very important to monitor what is being communicated when engaging through emerging communication trends, methods and structures. Another aspect that should also be focused on is how leadership plays an integral role in monitoring communication management within organisations that specifically focus on communication (i.e. communication consultancies or communication departments).

4.2.2 Leadership in communication management

Leadership in communication management focuses on excellent ways of managing communication, prerequisites and characteristics of excellent communication within communication organisations and departments (Gundersen, Hellesøy & Raeder, 2012; Meng & Berger, 2011).

Ciulla (in Harvey & Riggio, 2011:56) mentioned that leadership scholars in Europe have taken a particular interest in the theory of communicative action and rationality, which examines how people co-ordinate what they do through dialogue and how they reach rational agreement on goals and actions.

Although the above researched aspects of how leadership links with communication are not the only linkages points, they create an understanding of how leadership could be linked to communication. Therefore *leadership through communication*, and *leadership in communication management* are only two linkages that form a basis before in-depth literature research examining the development of the term *leadership communication*.

4.3 THE DEVELOPMENT OF LEADERSHIP COMMUNICATION

Organisations that do not merely want to survive are organisations that are continually expanding its capacity to create its future (Senge, 1990:14). In a learning organisation, adaptive learning must be joined with generative learning (i.e. learning that enhances the capacity to create). These types of organisations demand a new view of leadership.

The prevailing leadership style in most organisations has been the traditional style which entails clear direction and well-intentioned manipulation to get individuals to work together toward common goals. Nowadays the team leader recognises that the skills and behaviour that had made him or her an effective leader in the past would now be counterproductive (Senge, 1990:339).

Furthermore, Senge (1990:340) expands on this by stating that the traditional views of leaders (i.e. special individuals who set the direction, make the key decisions, and energises the group or team) are deeply rooted in an individualistic and non-systemic worldview. Therefore a new view of leadership in learning organisations should centre subtle and more important tasks. In a learning organisation, leaders are designers, stewards and teachers. They are responsible for building organisations where individuals continually expand their capabilities to understand complexity, clarify vision, and improve shared mental models. Taking this stand is the first leadership step that assists in the start of inspiring the vision of learning organisations.



Taking into consideration learning organisations, Meng, Berger, Gower and Heyman (2012:19) identified that communication plays an integral part in this and is actually growing in strategic importance for all types of organisations worldwide. Therefore it is imperative to investigate how communication by leaders will affect organisations and how various elements and barriers shape leadership communication.

4.3.1 Leadership communication elements and barriers

Puth (2002:11) refers to the term *leadership communication* as the communication skills of organisational leaders. This entails the understanding of leadership communication and how it directly influences all other management functions in an organisation. Whereas Zeffass and Huck (2007:120) labelled *leadership communication* as change leadership and the ability to create an environment that encourages innovation by shaping the meaning of new ideas, technologies, processes, products, and services within social relationships.

Clearly both approaches show that different elements researched by different researchers result in different views of what *leadership communication* mean. Before focusing on the formulation and a definition of leadership communication for the study, the element of communication and how it functions with leadership needs to be examined.

4.3.1.1 The element of communication

Jackson and Parry (2008:5) noted that normally individuals tend to value leaders primarily for their abilities as orators. However many of them use the written word through the medium of their dairies and memoirs to make sense of and to work through the dilemmas, their doubts and frustrations associated with their leadership position. Nelson Mandela's autobiographical bestseller, 'Long Walk To Freedom' (Published in 2008), is an example of this form of leadership communication. Furthermore, Jackson and Parry stated that anyone who has attempted to lead understands that the act of leadership is considerably more challenging than talking, reading, writing or seeing leadership. All has to be put together for proper communication. However, it is not only leaders that communicate, instead any

individual can begin to act, think and communicate like a leader long before being considered or promoted a leader (Gallo, 2013:36).

Montgomery and Duck (1993:61) emphasised that if there is a single rule of communications for leaders, it is this: “When you are so sick of talking about something that you can hardly stand it, your message is finally starting to get through”.

The element of communication, regarding leadership in strategic communication has mostly been researched and viewed at two different levels. (1) How the *communication abilities of organisational leaders* could facilitate organisational change (Nothhaft & Wehmeier, 2007:157) and (2) Research that focused on the *leadership qualities of communication managers*.

By focusing on (1) *communication abilities of organisational leaders*, Zerfass and Huck (2007:120) emphasised the ability to create an environment that encourages innovation within social relationships, as well as, change leadership. These authors labelled this as *leadership communication*, and also mention that a leader’s communication skills prove to be a vital component of leadership communication. Van Woerkum and Aarts (2011:177) adds to this notion and suggests that active listening is an important component of organising. Using the projective hearing theory, the researchers further argued that active hearing on the part of leaders provides immediate feedback in a variety of daily situations that can facilitate change management.

Research that focused on the (2) *leadership qualities of communication managers*, and drawing on public relations leadership studies, illustrated that communication managers did not support a transactional leadership style but rather one that was both transformational and inclusive (Werder & Holtzhausen, 2009, 2011). This leadership styles is influenced by the requirements of the environment it exists in and created by communication practices. Their study supported the organisational communication perspective that communicative ability is the essential component of inspiration and change (Eisenberg, Goodall & Tretheway, 2007:280).

As mentioned, Puth (2002:11) refers to the term *leadership communication* as the communication skills of organisational leaders, and entails the understanding of leadership communication and how it directly influences all other management functions in an organisation.

Although it is easy to communicate it still remains difficult to communicate effectively to ensure that meaning is shared. Good leaders are inclined to have a better understanding of communication and an ability to communicate well in interpersonal and group situations. Leadership is without a doubt a process of interaction between people, and such interaction effectively takes place only when the communication between the people involved is understood and meaning is shared. The only way to ensure effective communication is through appropriate leadership communication training to equip executives to become effective communicating leaders (Puth, 2002:12). Leadership communication development and training has been investigated in the previous section and needs to be the primary activity for organisations who want their leaders to better their communication, and for leaders to assist in leadership communication development of subordinates.

One of the key elements or characteristics in the effective communication of vision, is leadership by example (Kotter, 1996:59). This is where the behaviour from important individuals should not be inconsistent with the vision and should not overwhelm other forms of communication. Other personal characteristics and behaviours that effective leaders display include open and transparent communication, handling controversial issues or crises calmly and providing a clear overall and long-term vision to organisational stakeholders (Zerfass, Bentele, Schwalbach & Sherzada, 2014).

In order to successfully carry out leadership communication, it is also important to consider another element of leadership communication which is the emotional communication competencies of a leader.

4.3.1.2 Emotional communication competencies

Thorpe and Gold (in Gold *et al.*, 2010:77) found that effective leaders are skilled at sharing and responding to emotions through communicating affection, liking, and excitement to followers. These effective leaders know how to channel their emotions in order to achieve their objectives and to maintain friendly group relations. Emotional intelligence also now becomes increasingly important with every step up the organisational ladder. Higher-level positions are generally more complex, involve more communication and have a greater impact on the bottom line, and so establish a positive emotional climate. This positive emotional climate is referred to as “prime leadership” and describes how effective leaders create or “prime” good feelings in followers. Resonance is created, which brings out the best in leaders, and followers and leaders are more optimistic about reaching objectives, increased creativity, greater cooperation, and sustained focus on task, all of which contribute to higher organisational profits and growth.

Leadership communication is therefore an essential balance between logic and emotion and requires five skills which include: (1) perception, appraisal, and expression of emotion (i.e. the ability to identify, evaluate, and then express emotional states, is where emotional intelligence begins), (2) attending to emotions of others (i.e. leaders must understand the feelings of followers in order to connect with them), (3) emotional facilitation of thinking (i.e. good and sad emotional states impact decision-making styles and problem solving), (4) understanding and analysing emotional information and employing emotional knowledge (i.e. leaders must be able to label what they feel and recognise the relationship between the label and other related forms through for example linking symbols to emotions), and (5) regulation of emotion (i.e. knowledge is put into action through leaders who create the feelings they desire in themselves and in others which assists in maintaining positive moods and how to repair negative moods).

All these elements form part of the holistic picture of leadership communication, and this notion seems positive and successful in many ways. If the leadership of an

organisation does not manage these elements it will become the barriers of leadership communication in an organisation.

4.3.1.3 Barriers in leadership communication

Apart from previously mentioned communication elements that can turn into barriers if not managed properly, Puth (2002:38) identified three major leadership communication barriers that are characteristic of an organisation. These include: (1) different people perceive the same object, person, message, or incident differently, (2) different people also ascribe different meanings to these elements, and (3) the messages between people in an organisation are influenced by the structure and processes of the organisation.

Taking into consideration these barriers, along with various elements, they all form part and shape leadership communication. The question now is: “What skills or styles do a leader need to have or utilise to successfully conduct leadership communication and overcome the barriers?”.

4.3.2 Leadership communication skills and styles

Barrett (2008:5) highlighted that leadership communication skills consists of the controlled, purposeful transfer of meaning by which leaders influence a single person, a group, an organisation, or a community. Apart from this notion, the style of the leader plays an important role, for example leaders also need to learn to listen properly and need to be very aware of the messages their non-verbal communication convey (Pretorius, 2013:135).

To guide, direct, motivate, or inspire followers to action, leaders have to use the full range of communication skills and resources, and communication behaviours or styles to engage and interact with followers to overcome interferences and to create and deliver messages.

4.3.2.1 *The fundamental skills of leadership communication*

Leadership communication uses the full range of communication skills and resources to overcome interferences and to create and deliver messages that guide, direct, motivate, or inspire others to action (Barrett, 2008:5). Leadership communication therefore consists of: (1) *core communication skills* (i.e. strategy, writing and speaking), (2) *managerial communication skills* (i.e. builds on core skills and consists of emotional intelligence, cultural literacy, listening, leading meetings, and managing teams), and (3) *corporate communication skills* (i.e. expanding managerial skills and focusing on internal and external stakeholder relations).

Pretorius (2013:133) adds to this notion by mentioning that one must not forget that all communication occurs in the mind of the listener or reader. Messages will only penetrate provided the tone and content are consistent, and the same core messages are delivered repeatedly. The “hit and run” approach does not work and what leaders whisper, followers hear loud and clear. When leaders are respected and admired, their whispers tend to become a roar.

To communicate effectively, leaders also need to learn to listen properly. Sometimes leaders fall into the trap of hearing, but not listening. One then tends to not only miss the key messages, but also the nuances that could be all important. Emphatic listening is a supreme leadership skill (Pretorius, 2013:134). Outstanding leaders have a sixth sense as they also develop an awareness of what they are not hearing. Communicating with a small group tends to have a much bigger impact than addressing a big group. The larger the group, the less likely it is that open dialogue will take place. Effective communication happens much more easily in an up-close-and-personal setting where the group can really be influenced and heard.

Listening is of course not the only skill that leaders should keep in mind and therefore Pretorius (2013:135) states that leaders also need to be very aware of the messages their non-verbal communication convey. Everyday a leader must ensure that there is consistency between his or her verbal and non-verbal communication.

Leaders are the mirrors for the entire organisation and if they are negative or act negatively, the whole organisation will follow.

Leaders that have the ability to engage others in shared meaning and when meaning is shared, feel different, they remember the salient messages and they know what to do. Shared meaning evokes a response, creates alignment and induces action.

Furthermore, a leader's proficiency in communication determines whether he or she will be able to motivate, inspire and influence. An important part of leadership is to present a clear vision persuasively, to convey authenticity and to inspire trust. Credibility precedes effective communication and it needs to be earned and so will clarity in communication sets good leaders apart (Pretorius, 2013:132).

The abovementioned skills all form part of how a leader communicates. What is however also important is to consider which skills leaders use with which leadership communication style and whether the chosen style could be effective.

4.3.2.2 Leadership communication styles

Leadership is often defined as the activity of providing direction, implementing plans and monitoring people. In the 1940s, psychologist Kurt Lewin defined the three main leadership styles as *autocratic*, *democratic* and *Laissez-faire* (Abib-Pech, 2013:58). Over the years these leadership styles have changed and developed into more concrete styles and when applied to leadership communication, a style such as autocratic has been replaced by an authoritarian leadership communication style, whilst democratic and Laissez-faire have stayed relevant.

A *leadership communication style* is generally defined as a relatively enduring set of communication behaviours in which a leader engages when interacting with followers. Hackman and Johnson (2009:40) however acknowledged that there is not just one model of leadership communication styles, as set out by Lewin, but instead indicates that there are two primary models of leadership communication. One model compares (1) *authoritarian*, (2) *democratic*, and (3) *laissez-faire* styles of

leadership communication, and the other model contrasts (1) *task* and (2) *interpersonal* leadership communication.

Within the first primary leadership communication style (1) an *authoritarian* style refers to leaders who create distance between themselves and their followers as a means of emphasising role distinctions (i.e. many authoritarian leaders believe followers would not function effectively without supervision and this model is recommended when a leader is much more knowledgeable than followers, or when follower groups are very large, or when there is insufficient time to engage in democratic decision making). (2) A *democratic* style entails engagement in supportive communication that facilitates interaction between leaders and followers (i.e. this style encourages follower involvement and participation in determination of goals and procedures that contribute to relatively high productivity and to increased satisfaction, commitment and cohesiveness). (3) The *Laissez-faire* style refers to a form of non-leadership (i.e. the leader abdicates responsibility by the leader, leaders withdraw from followers and offer little guidance or support. This type of leadership could be highly effective when groups consist of motivated and knowledgeable experts).

The second primary leadership communication style focuses on (1) *task-orientated communication* which is production orientated, initiating structures, Theory X-management (i.e. there is a desire for strict work supervision), concern for production, and a much greater concern for the work being done than the people doing the work (i.e. also reflects a highly authoritarian style). (2) *Interpersonal-orientated communication* is employee orientated, consideration, Theory Y-management (i.e. the style focuses on integration of organisational and individual goals), concern for people and relationships, it emphasises teamwork, cooperation, and supportive communication (i.e. similar to a democratic style).

Within this section an overview was established regarding the development of leadership communication and how it consists of various elements, barriers, styles and skills. Therefore, it is imperative within the next section to research further and more in-depth what does leadership communication consist of by focusing on the substance and formulation of leadership communication for the study.

4.4 THE SUBSTANCE AND FORMULATION OF LEADERSHIP COMMUNICATION FOR THE STUDY

Pretorius (2013:136) believes that effective leadership communication is not about eloquence, but about credibility, a clear call to action, and substance. Within an organisational setting, leadership communication can be referred to as the way a leader communicates with her or his employees. The general assumption is that communicative leaders are better communicators than other leaders and managers, and that they are able to have a profound influence on the well-being, performance and attitudes of their employees (Johansson, Miller & Hamrin, 2011).

Seeing that credibility and clear communication have been researched and highlighted within Chapter 3, the aspect that has not yet been researched is that of the substance of leadership communication. The following section focuses on this aspect.

4.4.1 The substance of leadership communication

The questions that arise when focusing on leadership communication are: “How should a leader communicate”, “What do leaders communicate about?”, “Are there certain aspects that all leaders communicate about?”, and “Through which mediums do leadership communication occur?”. Although only a few general questions are depicted, it illustrates the desire to gain more insight into leadership communication and in particular, the substance of it.

The question of how a leader could and should communicate has been highlighted through the various leadership skills and styles discussed in the previous section, although Hackman and Johnson (2009:21) add that there are various methods leaders use to communicate. Leaders make use of: (1) *framing* (i.e. successful leaders assist followers to interpret the meaning of events), (2) *scripting* (i.e. scripts are directions or guidelines for behaviour), (3) *staging* (i.e. effective leaders pay close attention to how performances are staged, making sure the personal

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appearance, the setting, and props support the image they want to project), and (4) *performing* (i.e. carrying out the behaviour outlined in the script).

The questions concerning what leaders communicate about and also if there are certain aspects that all leaders communicate about, do not have a simple straight answer. Elements that affect the substance of leadership communication could possibly be seen as: (1) different leaders communicate differently, (2) within different fields, and the concepts discussed or communicated about are different, (3) inside one organisation the substance of leadership communication will differ from department to department, and (4) within different countries, the substance of leadership communication will differ tremendously. An example of this could be seen as where a leader who works within the financial department of an organisation communicates about new developments in accounting. Whereas in the same organisation a leader within the business management department might solely focus on logistical aspects such as just-in-time delivery. Both these leaders have different focus points and therefore it would be impossible to define a single line of thought regarding the substance of leadership communication which could sum up what leaders communicate about.

What is however possible to determine, and that can be related to the substance of leadership communication, is the various communication mediums, media and channels that leaders utilise to communicate. Communication mediums such as quarterly town meetings, brochures, monthly newsletter, education programmes, and an organisations' internal internet (i.e. intranet) all play a vital role in leadership communication as these mediums assist to successfully spread communication messages (Kaplan & Norton, 2001:218).

Furthermore, Pretorius (2013:135) mentions that a communication channel such as social media has risen in importance, especially when focusing on the substance of leadership communication. These days, leaders live in a communication paradise with, for example, intra- and Internets, e-mails, blogs, other social media and videoconferences that transformed communication channels. Many progressive organisations are establishing their own internal social networking sites, which enable more conversational communication to take place vertically and horizontally.

Social media is used to create a running dialogue with their team members, providing regular updates about a leader's ideas, projects and activities. Employees use this to give their input and feedback. Via social media, employees have a voice in determining the organisation's vision, strategy and direction. The conversations are taking place in real time and it is interactive, bringing about a spirit of openness and acting as a key enabler of collaboration, if used correctly. It is an effective way to tap into the collective intelligence of the organisation and its networks, identifying new ideas and pathways to increase profitability and growth.

When an executive starts to communicate with a fellow executive next door by e-mail, red lights should flicker. Electronic communication is fine, but it is still no substitute for real flesh and blood, face-to-face communication.

Abib-Pech (2013:29) adds that leaders now need to have an understanding of the risks and rewards of a well thought out social media strategy and use these media as marketing or even strategic tools. There is also an imperative to think about ways to use flexible working options to retain an increasingly volatile workforce in a world where talent is diminishing. Finally, there is a need to shift from thinking in terms of competition to thinking in terms of collaboration.

What and how leaders communicate remains an interesting aspect for individuals who strive to become leaders and use leadership communication themselves. By understanding which mediums, media and channels can be used to successfully communicate, an individual can enhance his or her leadership communication. When leadership communication is conducted in the correct manner, through the correct communication mediums, media and channels, a team or group of followers or subordinates will have confidence in their leader and trust in his or her leadership communication approach and results.

To further understand how leadership communication is linked within an organisation, it is imperative to research what leadership communication consists of. The following section examines the substance of leadership communication by linking it with aspects such as culture, change, power, influence, ethics, formulation of strategy and sharing the organisational vision.

4.4.1.1 Leadership communication and culture

Culture can be defined as learned beliefs, values, rules, norms, symbols, and traditions that are common to a group of people (Northouse, 2010:336). These shared qualities of a group make them unique. Related to culture is (1) *multicultural* (i.e. a set of subcultures defined by race, gender, ethnicity, sexual orientation, or age), and (2) *diversity* (i.e. the existence of different cultures or ethnicities within a group or organisation).

Furthermore, the dimensions of culture were identified by Northouse (2010:338) and focused on different ways in which cultural clusters view leadership. Cultures view leadership behaviour in others through six global leadership behaviours, which consists of: (1) *charismatic and or value-based leadership* by reflecting on the ability to inspire, to motivate, and to expect high performance from others based on strongly held core values (i.e. leadership includes being visionary, inspirational, self-sacrificing, trustworthy, decisive, and performance orientated); (2) *team-orientated leadership* that emphasises team-building and a common purpose among team members (i.e. leadership includes being collaborative, integrative, diplomatic, non-malevolent, and administratively competent); (3) *participative leadership* by focusing on the degree to which leaders involve others in making and implementing decisions (i.e. participative and non-autocratic leadership); (4) *humane-orientated leadership* by being supportive, considerate, compassionate, and generous (i.e. leadership includes modesty and sensitivity to other people); (5) *autonomous leadership* which focuses on individual and independent leadership (i.e. being autonomous and unique); and (6) *self-protective leadership* through reflection on behaviours that ensure the safety and security of the leader and the group (i.e. leadership includes self-centred, status conscious, conflict inducing, face saving and procedural).

Leadership and excellence are brought together through culture, where individuals create excellence, not organisations. With their unique skills, individuals will lead others along the pathway to excellence, carefully cultivating those who will later assume the leadership responsibility. Furthermore, to prepare future leaders successfully, the mentor should make sure he or she passes on both his and her gift

for strategy and flair for building a strong corporate culture (Hickman & Silva, 1989:25).

To build such a strong corporate culture, Hickman and Silva (1989:27) suggested that a corporate culture should be built towards leaders and that three aspects should be kept in mind, which includes that the corporate culture should: (1) build and inspire a collective commitment to a common purpose; (2) foster distinctive competence among employees to deliver superior performance; and (3) establish a consistency that helps attract, keep, and develop leaders at all levels. Landsberg (2000:128) added to this concept by stating that a strong and positive culture, not only leadership, is also of immense value to the organisation. This will allow people to communicate quickly, allows them to 'do things right' (i.e. without having to consult detailed rulebooks), and it reduces the need for people to 'reinvent wheels'.

Seeing that all organisations have unique organisational cultures and that there are many multi-cultural individuals working for organisations, it is imperative to organise and lead these cultures effectively. As a result Jackson and Parry (2008:67) introduced the idea of cross-cultural leadership referring to leadership in which a leader endeavours to influence the activities and goals of a culturally diverse group by appealing to their systems of shared knowledge and meaning. Cross-cultural leadership also recognises the moderating effect that culture can have on leadership processes. It also seeks to discover the similarities and differences between cultures regarding what is generally considered to constitute appropriate and inappropriate leader-follower relationships.

If a leader takes these aspects of culture (specifically corporate cross-culture) into consideration when communicating, he or she could be able to enhance organisational effectiveness and create better understanding between leaders and followers. Ultimately through leadership communication, a leader could become a better leader depending on whether he or she utilises the correct leadership traits within an organisation, during various situations and how the leader approaches an aspect such as change.

4.4.1.2 Leadership communication and change

Landsberg (2000:97) emphasised that during a change programme, the effective leader holds the attention of various audiences by using specific tools to communicate. These tools, which include: vision, sense of urgency; symbolic actions; management of the 'grapevine'; and key performance indicators should be utilised during the three main phases of a change programme. The main phases include: (1) setting direction and mobilising energetic support (i.e. change champions and leadership groups; (2) transforming energy into well-focused momentum (i.e. resource controllers, opinion formers and people most affected; and (3) sustaining the new *modus operandi* and using it as a springboard for future development of most people and the organisation as a whole.

Organisations, as a rule, only change significantly when certain preconditions are met. These preconditions consist of firstly, that there has to be enormous external pressures; secondly, there has to be people inside who are strongly dissatisfied with the existing order; and thirdly, there has to be a coherent alternative embodied in a plan, a model, or a vision (Toffler, 1985:14). These preconditions may not be equal weighted, and they may not be sufficient, but they are necessary and important.

The art of leadership is to delicately balance the tension between stability and change and that effective leaders can motivate change by providing inspiration about the future (Kaplan & Norton, 2001:9). In order to mobilise change through executive leadership, the following phases need to occur: (1) the *mobilisation* phase that must make clear why organisational change is needed and is achieved through establishing a sense of urgency, creating guiding coalition, and developing a strategy and a vision (i.e. creating momentum in order to get the process launched); (2) once the organisation is mobilised, the focus shifts to governance. Through the *governance process* which starts with emphasis on fluid and team-based approaches to deal with the unstructured nature of the transition to a new performance model (i.e. defines, demonstrates, and enforces the new cultural values of the organisation); and (3) *strategic management system* which institutionalises the new culture values and new structures into a new system for managing, by means of

a scorecard that describes the strategy while the management system connect every part of the organisation to the strategy scorecard.

Both managers and employees view change differently. Both know and are aware that vision, leadership and communication drive successful change, but far too few leaders recognise the ways in which individuals are committed to change, and how individuals create change. Most managers see change as an opportunity to strengthen business by aligning operations with strategy, to take on new professional challenges and risks, and to advance their careers. Many employees, including some middle managers, however experience change as neither sought after nor welcomed. This all might depend on what can be gained personally by the employees or middle managers.

Kotter (1996:59) highlighted that when leadership is absent, generally it could be addressed in three ways: (1) bring in people from outside the firm, (2) promote employees who know how to lead, and (3) employees who hold positions, who rarely lead but require leadership, are to be encouraged to accept the challenge. Whatever the method chosen the end result of creating a team with leadership skills must be the same. A guiding coalition made up of only managers, even superb managers who are wonderful people, could cause major change efforts to fail. This is why leadership communication plays a vital role and could assist to facilitate successful change within an organisation.

During a period of organisational change, a leader could communicate excellently, but fail to consider how his or her power and influence could negatively impact the message, or be negatively interpreted by followers (i.e. constructive criticism). The next section to follow explores how power and influence link with leadership communication.

4.4.1.3 Power and influence

As with change, it is important to realise that leaders have to modify attitudes and behaviours through communication, but also through various sources of power. Each source of power has advantages and disadvantages and it is important to

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consider how these sources will impact the relationships between leaders and followers (Robinson, in Gold *et al.*, 2010:184). All leadership involves making use of power in enabling meaningful practice to happen and how an individual then exercises this power is a matter of judgement. Hamel and Breen (2007:186) also stated that leadership is not defined by the exercise of power, but by the capacity to increase the sense of power among those who are led, as the most essential work of the leader is to create more leaders.

Identifying a link between leadership and power, Hackman and Johnson (2009:316) found that these two concepts are interdependent not interchangeable. Taking this into consideration, it could be concluded that power can exist without leadership, but leadership cannot exist without power. Power is thus the ability to influence others, yet influencing others does not qualify as leadership as power must be used in pursuit of group goals to merit leadership classification. Leaders therefore have to modify their attitudes and behaviours through various sources of power, which include: (1) *coercive power* which consists of the ability to administer punishment or to give negative reinforcements (i.e. as leaders can constantly carry out threatened punishments); (2) *reward power* which entails the ability to deliver something of value to others (i.e. tangible or intangible rewards); (3) *legitimate power* which resides on the position rather than the person (i.e. individuals are appointed in a management position on a specific organisational level); (4) *expert power* which is based on the person, not the position (i.e. contrasts with legitimate power); and (5) *referent power* which consists of an admiration role model power (i.e. feelings of affection, esteem, and respect). Each source or type of power has its advantages and disadvantages and therefore it is important to also consider the impact on the relationships between leaders and followers.

Furthermore, Hackman and Johnson added that leaders gain more power by empowering others through distribution or sharing of power. This empowerment is done by: (1) increasing the job satisfaction and performance of employees; (2) fostering greater cooperation among group members; (3) group endurance rather than failing through collective survival; (4) effective personal growth and learning; and (5) sharing power which prevents power abuses (i.e. leaders are less likely to

abuse their position, followers are not taken advantage of, needs of others are not ignored and stereotyping does not take place).

Focusing on the various types of power, gaining more power through empowerment and linking these two aspects to communication, it is important to also keep in mind that there are five bases of leadership and power (Northouse, 2010:7). These five bases fall within two categories: (1) *personal power* and (2) *position power*. (1) *Personal power* entails the power a person gains from a particular office or rank in a formal organisational system (i.e. (a) *referent power* which is based on the follower's identification and liking for the leader; (b) *expert power* which is based on followers' perceptions of the leader's competence). (2) *Position power* consisted of the influence capacity a leader derives from being seen by followers as likeable and knowledgeable (i.e. (a) *legitimate power* which is associated with having status or formal job authority; (b) *reward power* which is derived from having the capacity to provide rewards to others; and (c) *coercive power* which is gained from having the capacity to penalise or punish others).

In connection with a linkage between leadership and power, Turner (in Harvey & Riggio, 2011:82) viewed that leaders prove themselves publicly, continuously, and through extraordinary acts of success without being fake or manipulative. An individual's power and validation of the mission therefore mutually support one another through a process of feedback and amplification.

This process of feedback and amplification also falls within the sphere of influence and links closely with the ability to influence through power. Hackman and Johnson (2009:166) illustrated that there are four sets of influence: (1) *credibility builds behaviour*, (2) *compliance-gaining strategies*; (3) *argumentation skills*; and (4) *negotiation tactics*. (1) *Credibility builds behaviour* focuses on (a) competence (i.e. knowledge of a topic, intelligence, expertise, skills), (b) trustworthiness (i.e. honesty and consistency), and (3) dynamism (i.e. perceptions of a source's confidence, activity, and assertiveness). (2) *Compliance-gaining strategies* consists of verbal tactics that leaders and others use to get their way in face-to-face encounters which consisted of (a) supporting evidence why the target of the request should comply, (b) what benefits the request will hold for the target, (c) offering to trade or exchange

things of value, and (d) appealing to how much the target and the actor have in common through referent influence (i.e. provide evidence even if there is no significant disagreement). (3) *Argumentation skills* involve controversy and extended discussion through five skills. These skills include (a) stating the controversy in the propositional form, (b) inventing arguments, (c) presenting and defending your position, (d) managing interpersonal relationships, and (e) attacking other positions (i.e. establish superiority of one position over another). (4) *Negotiation tactics* entails to reach a conclusion that is satisfying for both sides.

Another aspect that closely links with leadership, power and influence, is ethics. Leaders have to realise that it is very easy to go outside of the organisational boundaries and therefore need to constantly consider how their behaviour (and communication) will affect the organisation and its stakeholders ethically. This also raises the questions of “How will a leader’s power and influence be affected by an aspect such as ethics?” or “Does an aspect such as ethics affect a leader’s power and influence in a positive or negative way?”.

4.4.1.4 Leadership communication and ethics

Ethics entails standards or moral conduct to judge whether human behaviour is right (i.e. correct) or wrong (i.e. incorrect) (Hackman & Johnson, 2009:336). Investigating ethics is critical when focusing on leadership communication because when a leader communicates a plan to his or her followers, ethical implications need to be taken into account.

Ethics is also vital within the leadership process because leadership involves influence and a leader often has more power than his or her followers. Therefore leaders have an enormous ethical responsibility for how they affect other people and play a major role in establishing an ethical climate in an organisation (Northouse, 2010:404).

Furthermore, Hackman and Johnson identified that ethical behaviour consists of four intrapersonal and interpersonal communication factors that should be utilised to ensure performance improvements for leaders and followers. These ethical

behaviours include: (1) *moral sensitivity through recognition* (i.e. identifying the existence of ethical problems, acknowledging that behaviour impacts other individuals, identifying possible courses of action, and determining the consequences of each possible strategy); (2) *moral judgment* (i.e. deciding on which course of action identified in the first component is the correct one to follow); (3) *moral motivation* (i.e. following through on choices even when these choices might be in conflict with other values); and (4) *moral character* (i.e. implementation consisting of persistence to overcome obstacles that appear as barriers like for example opposition, fatigue, and distractions).

With regard to leadership, Northouse (2010:404) further stated that ethics focuses on what leaders do and who leaders are, and also on the behaviour of leaders and their integrity. Although in any decision-making situation, ethical issues are either implicitly or explicitly involved. The choices leaders are making and how they respond in given circumstances are informed and directed by their ethics.

Northouse (2010:378) also acknowledged that there is a link between leadership and *how it is affected* by ethics, power and influence as leaders need to realise that: (1) ethics play a central role in the leadership process because leadership involves influence. Leaders often have more power than followers and they have an enormous ethical responsibility on how they affect other people; (2) as leaders they also play a major role in establishing an ethical climate in an organisation; and (3) they, as leaders, should be concerned with the integrity of individuals and their motives, focusing on what kinds of values and morals an individual or society finds desirable or appropriate.

Principles that could form a foundation for the development of sound ethical leadership communication include ethical leaders that: (1) *treat others with respect* (i.e. listening to them closely and to be tolerant of opposing points of views); (2) *serve others* (i.e. being altruistic, placing others' welfare ahead of their own in an effort to contribute to the common good); (3) *are just* (i.e. justice aspect where leaders place fairness at the centre of their decision making, including the challenging task of being fair to the individual while simultaneously being fair to the common interest of the organisational community); (4) *are honest* (i.e. leaders do not

lie, nor do they present truth to others in ways that are destructive or counterproductive); and (5) *are committed to building the organisational community* (i.e. searching for goals that are compatible with the goals of followers and with society as a whole) (Northouse, 2010:486).

Communication therefore assist leaders to effectively transfer the importance of ethics within an organisation and Goethals and Hoyts (in Harvey & Riggio, 2011:112) believes that leaders gain much more voluntary compliance with their decision and their urgings if they seem to be based on fair decision-making procedures. Followers will therefore trust that they will get fair outcomes over time if the leader uses fair procedures. It should also be noted that leaders sometimes misuse philosophic texts to rationalise or support their unethical behaviour (Ciulla, in Harvey & Riggio, 2011:57).

Guidelines for ethical leadership are provided by Donaldson (in Magretta, 1999:187) because creating a company culture that rewards ethical behaviour is essential, and this could be done by: (1) treating corporate standards and formal standards of conduct as absolutes (i.e. whatever ethical standards an organisation chooses, it cannot waver on its principles either at home or abroad); (2) designing and implementing conditions of engagement for suppliers and customers; (3) allowing foreign business stakeholders to assist in the formulation of ethical standards and interpret ethical issues; (4) supporting efforts to decrease institutional corruption in their host countries; and (5) exercising moral imagination. Yes, creating a company culture that rewards ethical behaviour is essential, but this can only be achieved through transparent and clear leadership communication.

One other critical aspect that forms part of the substance of leadership communication is that of strategy formulation and how this assists with communicating an organisation's vision. The following section focuses on this substance element.



4.4.1.5 Strategy formulation and sharing the vision

Strategy is not something that an organisation does but it is rather something it lives (Puth, 2002:190), and therefore strategy formulation should be the essence of strategic leadership. An organisation's strategy should be embedded in the corporate culture (Anon, 2011:54), which the board reviews at every meeting to ensure it is aligned with established performance goals.

Top management formulate strategic goals that apply to the organisation as a whole over the long term (Erasmus, Strydom & Rudansky-Kloppers, 2013:201). These include a *mission statement*, *long-term goals* and a *vision*. An aspect such as a vision implies that managers need to think about new possibilities that will carry their organisation into the future and identify ways in which these possibilities will be shared with other organisational members. A vision promotes change and provides the foundation for a strategic plan. The vision is the picture of the future the organisation seeks to create. Organisations with clear vision statements generally outperform organisations without a vision. When there is a clear vision, decision-making focuses on the important issues and individuals are motivated because they can see how their efforts contribute to the success of the organisation.

Within organisations, strategic leadership could be seen as the responsibility of only the top management, but the fact that leadership could be throughout an entire organisation should not be disregarded. The basic requirements, conditions and approaches that are needed to make strategy a living entity in organisations consists of three elements: (1) *strategic leaders need to continuously assess and stimulate the strategic consciousness of all members throughout the entire organisation* (i.e. as long as the people in the organisation are unaware of strategy, its implications, and the benefits to be derived from it, it will have absolutely no bearing on their working life); (2) *strategic leaders needs to make sure that everybody understands and agrees on the basic lexicon of strategic terms, processes and desired outcomes relevant to the organisation* (i.e. it is unlikely that understanding of or single-minded commitment to strategy formulation will ever occur without a shared mental model of strategy and leadership in the organisation); (3) *strategic leaders need to understand*

that strategic substance without a compelling and challenging strategic intent has no life of its own (i.e. as long as the prevailing approach in an organisation positions strategy as a matter of control rather than as a source of inspiration, strategic leaders should not be annoyed to find high levels of rebellious compliance rather than dedicated commitment); and (4) *strategic leaders need to infuse novelty and experimentation into the process of strategic thinking and strategic discourse, involving new constituencies, and be open to consider the merits of things that may not necessarily appear familiar to them* (i.e. strategy essentially constitutes an on-going process of organisational renewal, thus, strategy formulation without a measure of strategic learning and innovation may lead to strategy and an organisation starting to resemble itself over time, essentially creating the illusion of being strategically active, but really staying exactly in the same place).

Strategy development and formulation generally takes place at five organisational levels. This includes the enterprise-, corporate-, business unit-, functional-, and strategy implementation levels (Steyn & de Beer, 2012:37), but no matter which level(s) it occurs on, it should always form part of and be delivered clearly through effective communication efforts by the leadership within organisations. This in return will create opportunities for the organisation to utilise leadership communication to communicate about the organisation's strategy and disseminate information regarding where the organisation is headed in the future due to new opportunities that emerge (i.e. communication about the organisational vision).

Communicating leaders also have the ability to create performance within organisations. This can be done when communicating leader: (1) coach and enable employees to be self-managing; (2) provide structures that facilitate the work; (3) set clear expectations for quality, productivity, and professionalism; (4) are approachable, respectful, and express concern for employees; (5) actively engage in problem solving, follow up on feedback, and advocate for the unit; (6) convey direction and assist others in achieving their goals; (7) actively engage in framing of messages and events; and (8) enable and support sense making (Johansson, Miller & Hamrin, 2011).

Therefore, the substance of leadership communication consists of links with aspects such as culture, change, power, influence, ethics, formulation of strategy and sharing the organisational vision. Within the current study these substance aspects all contribute to ways of managing leadership and conducting leadership communication within an organisational situation. It is therefore essential to keep these substance aspects in mind when working towards improved leadership communication within any organisations.

Now that the background of leadership communication, along with elements, links, barriers, skills, styles and what the substance of leadership communication consists of, has been discussed it is important to formulate a single definition pertaining the current study.

4.4.2 Leadership communication formulated for the study

Nkomo (in Gleason, Nkomo & De Jongh, 2011:69) states that for a number of years, leadership theory was quite generic in defining what leaders do and how they do it. It was only in the late 1980s that leadership scholars began to focus on the leadership roles of those at the top of the organisation and nowadays the quality of their communication. Furthermore, this author affirms that there is no doubt leaders have to be good communicators and the essence of leadership is to influence the thoughts and behaviours of others through their leadership communication and leadership communication style(s).

Taking into consideration the researched literature and mentioned elements, barriers, skills, styles and aspects, leadership communication has been formulated for the study:

“Leadership communication is an interactive process between leaders and followers, where a leader’s proficiency in communication is able to motivate, inspire, create trust, change, influence, and ensure that meaning is shared. This evokes a response, creates alignment and induces action amongst the leaders and followers, which assists in building organisations where individuals continually expand their capabilities to understand complexity, clarify vision, and improve shared mental

models. Leaders are viewed as designers, stewards and teachers who need to balance logic and emotion, and realise that face-to-face communication, active listening and consistent verbal and no-verbal communication, is essential for effective transformational and authentic leadership communication”.

4.5 CONCLUSION

This chapter started off by discussing how leadership and communication can be connected through aspects such as leadership through communication and leadership within communication management. As this current study focuses on leadership communication, it was imperative to establish this connection before examining how leadership communication developed (i.e. looking at leadership communication barriers, elements, competencies, skills and styles) and what its substance consists of. This made way for the formulation of a definition for leadership communication for the current study.

Chapter 2 created a foundation understanding of leadership and how this concept consists of several aspects and therefore a general overview of leadership was investigated before leadership styles, characteristics, skills, traits and approaches were examined. This general overview included leadership and how it links with certain aspects such as its background, history, fundamentals, various definitions, differences between leadership and being a leader, and organisational leadership.

A key term such as leadership not only consists of various definitions, but also takes cognisance of various aspects regarding leadership, such as: The history of leadership; the fundamentals of leadership; various definitions proposed for leadership; the differences between leadership and being a leader; what organisational leadership entails; leadership styles, characteristics, skills, traits and various approaches. This chapter concludes with the development and formulation of a contextual definition to characterise leadership within the study. The term leadership is also further researched by means of the current study’s data collection phase, which consists of a gap-analysis of employee perceptions and expectations on leadership communication.

After establishing a groundwork understanding of leadership, Chapter 3 provides an in-depth focus on different viewpoints within the body of knowledge regarding how leadership (specifically organisational leadership) and the field of communication management link. Therefore before focusing on leadership communication in Chapter 4, further linkages between communication and leadership (specifically focusing on leadership within organisations and amongst followers) were investigated in Chapter 3.

This resulted in a critical finding which indicated that organisations that have excellent leadership, and implement the correct communication measures when interacting, could be successful and increase organisational success. Chapter 4 built on this notion by signifying how great leaders are inclined to have a better understanding of communication, the ability to communicate clearly in interpersonal and group situations, and utilise various communication mediums and methods. To ensure effective communication by a leader, appropriate leadership communication development and training is needed to equip individuals to become effective communicating leaders and provide them with the ability to create an environment that encourages innovation by shaping the meaning of new ideas, technologies, processes, products, and services within social relationships.

Chapter 4 also elucidates how research objectives 3 and 4 link with the literature review content of this chapter by identifying new aspects of leadership that could be implemented into communication management theory and education, and identifying shortcomings and barriers hindering leadership communication.

The subsequent chapter will focus on the research design and methodology employed for the study.

CHAPTER 5: RESEARCH DESIGN AND METHODOLOGY

5.1 INTRODUCTION

In order to successfully research and gain deeper knowledge regarding leadership communication, it is critical to utilise an appropriate research design and methodology for the study. As the first phase of the study consist of a literature review of key terms and sub-sets, the second phase would have had to consist of either one of three approaches for further research. These consist of either: (1) a qualitative approach, (2) a quantitative approach or (3) a mixed-method approach combining qualitative and quantitative approaches. A quantitative approach was decided on and implemented by means of a survey questionnaire.

The following sections that are focused on within this chapter include: the research philosophy of the study; description of inquiry strategy and broad research design; sampling; data collection; data analysis; assessing and demonstrating the quality and rigour the research design; and research ethics. The final data collection instrument (a survey questionnaire) and an informed consent form have been added respectively as *Appendix A: Data Collection Instrument* and *Appendix B: Informed Consent Form*.

5.2 RESEARCH PHILOSOPHY

The research philosophy of the study focuses on a combination of the theory or theories that indicate the general background and Zeitgeist against which the field, subfield or discipline develops. Within the field of communication (i.e. communication management), the study feeds off a variety of grand theories – philosophy, business in society, management sciences, economic theory, sociology and social psychology. Within these disciplines there are certain rhetoric (philosophy) and organisational leadership (i.e. management sciences) that have been included to establish a theoretical synthesis pertaining the study.

Building or developing a theory can include (1) explanation (i.e. focusing on the concepts and their relationships specified in a theory), (2) prediction (i.e. based on the patterns suggested by a theory), (3) understanding (i.e. due to theoretical thinking), and (4) social change (i.e. empowerment through theoretical theory) (West & Turner, 2010:49). Furthermore, these authors define theory as a process of developing ideas that can allow us to explain how and why events occur.

Within the domain of communication theory, these authors (2010:27) specify that there are seven traditions which consist of: (1) rhetorical tradition (i.e. the practical art of talking), (2) cybernetic tradition (i.e. focus on the complexities of message meanings by underscoring the unpredictability of the feedback we receive), (3) phenomenological tradition (i.e. personal interpretation of everyday life and activities), (4) semiotic tradition (i.e. the study of signs), (5) socio-cultural tradition (i.e. being part of a larger group that has unique rules and patterns of interaction), (6) socio-psychological tradition (i.e. a cause-effect model), and (7) the critical tradition (i.e. focusing on injustice, oppression, power and linguistic dominance).

As the process of theorising consists of activities such as abstracting, relating, generalising, selecting, synthesising, explaining and idealising, the end goal is to provide researchers with direction (Weick, in Gottschalk 2011:99).

The etymology (the definitions), entomology (development) and epistemology (actual phenomena) of the various issues of leadership communication are explored in the literature review of the study, the grand theory of the study is a combination (synthesis) of cross-cutting theoretical approaches in a variety of disciplines and a combination of the phenomenology, systems theory, and functionalism.

Table 5.1 below expands on the epistemology and illustrates elements such as the study's world view, paradigm, academic disciplines, academic fields, integrated theories and the theoretical domain (Botan & Hazleton, 2006; Grunig, Grunig & Dozier, 2002).

Table 5.1: Research Philosophy

Grand theory	The Existential Communication theory
World view	Constructivism (interpretivism) with elements of Leadership Management
Paradigm	A Relational Paradigm where the major concept falls within Leadership Management
Academic disciplines	<ul style="list-style-type: none"> • Business Management • Communication Management
Academic fields	<ul style="list-style-type: none"> • Leadership Management • Corporate Communication
Integrated theories	<ul style="list-style-type: none"> • Excellence theory • Systems theory • Stakeholder theory • Leadership Management • Relationship Management • Constituency theory • Contingency theory
Theoretical domain	<ul style="list-style-type: none"> • Leadership Communication • Contemporary Organisations

The Existential Communication theory as a grand theory emphasises relationships and from a leadership point of view, it specifically focuses on the relationships between leaders and followers. Furthermore, this illustrates that two-way symmetrical communication is required within organisations where there are internal stakeholders and relationships (Grunig, in Verwey & Du Plooy-Cilliers, 2003:23).

The two-way symmetrical communication model highlights interpersonal communication and dialogue with management, and in this case specifically within organisations (Grunig & Hunt, 1984:23). When the internal communication is symmetrical, employees are comfortable to interact with superiors about work performance and about concerns that they might have. A symmetrical communication system functions throughout an organisation, operating at the interpersonal level, the group level and at the mediated organisational level (Grunig, 1992:568). Within two-way communication between stakeholders and top

Chapter 5: Research Design and Methodology

management, the stakeholder should just as likely be able to persuade the organisation's management to change attitudes or behaviour as the organisation is likely to change the stakeholder's attitude or behaviour (Grunig and Hunt, in Grunig, 1992:177). High value is placed on teamwork as teamwork focuses on the importance of symmetrical patterns of internal communication within organisations, and encourages shared decision making and participation (Dozier, Grunig & Grunig, 1995:142). Grunig (1992:315) furthermore states that excellent internal communication is symmetrical communication and includes concepts such as openness, trust, and mutual understanding. These concepts also rank high in importance when focusing on leadership communication and management, specifically with regard to the study.

As the study is interdisciplinary, various theories were researched and investigated. Different theories that include elements that are relevant to the study were identified and combined. The amalgamated theories consisted of Excellence theory; the Systems theory; Stakeholder theory; Leadership Management; Relationship Management, Constituency theory, and Contingency theory.

Keeping in mind the Grand Theory and Worldview, the theoretical domains fall within contemporary organisations and leadership communication. From a leader-follower relationship, the contemporary organisation consists of four dimensions: (1) the intrapersonal dimension (i.e. the needs of individuals and related to the self-esteem of these individuals); (2) the interpersonal dimension (i.e. the primary interpersonal relationships between leaders and followers and the secondary relationships between co-workers in teams); (3) the organisational dimension (i.e. organisational culture as the centre as well as the organisation's communication climate with the challenge of ensuring member engagement); and (4) the environmental dimensions (i.e. a constantly changing external environment with external demands that have an effect on the entire organisation) (Werner, 2007:5).

Leadership communication from an Existential Communication theory perspective consists of five dimensions. These include: (1) Being-in-the-world (i.e. leaders and followers are required to engage in open conversations with leaders listening to alternative viewpoints of followers); (2) the other (i.e. leaders view followers as

unique individuals towards whom they project care and not force); (3) inter-subjectivity requires leaders to empathise with followers, trying to see the situation from the other person's perspective); (4) dialogue (i.e. openness between leaders and followers); and (5) indirect communication (i.e. as direct communication might fail, leaders communicate to followers through for example storytelling to communicate the organisational vision) (Ashman & Lawler, 2008:258).

The research philosophy forms a basis from where the study's strategy and broad research design can be developed and explored, as described in the following section.

5.3 DESCRIPTION OF INQUIRY STRATEGY AND BROAD RESEARCH DESIGN

5.3.1 Description of the strategy of inquiry to be used in the study

The main purpose of the study was to research and measure the perception and expectation of leadership communication within various South African business organisations.

Firstly a *literature review* was conducted on key concepts, showcasing various conceptualisations and relationships within the different research fields (leadership and communication management), as well as leadership communication.

Secondly, a *survey questionnaire* was developed which was conducted among employees of various South African business organisations to determine aspects pertaining leadership communication (quantitative research). The primary objective of this quantitative research was to create, expand and refine theory through systematic observation of connecting variables (Allen, Titsworth & Hunt, 2009). This supported the viewpoints and the application of leadership communication within these respective South African business organisations.



5.3.2 Description of the general characteristics of the research design

A literature review was conducted on the study's key terms and concepts to assist in the development of a survey questionnaire. The key terms and concepts that were identified were then converted into statements which were then developed into survey questions. The key concepts that were focused on to create the framework for the questionnaire included: (1) leadership communication (i.e. questions 1 to 7), (2) leadership communication skills (i.e. questions 8 to 10), (3) leadership communication styles (i.e. questions 11 to 14), (4) leadership communication and culture (i.e. questions 15 to 20), (5) leadership communication and change (i.e. questions 21 to 25), (6) power and influence in terms of leadership communication (i.e. questions 26 to 27), (7) leadership communication and ethics (i.e. questions 28 to 32), (7) leadership communication and strategy (i.e. questions 33 to 43), (8) leadership communication and followership (i.e. questions 44 to 60).

Through the developed structured survey questionnaire, quantitative (numeric) data was gathered and assisted in analysing the study's exploratory research. The research conducted was empirical as it used basic (fundamental/pure) research through a survey questionnaire and cross-sectional as it was a specific study that was conducted once and at one point in time. Primary data was collected because a completely new survey questionnaire was developed and therefore at this current point in time there is no previously captured or recorded data available for analysis.

5.4 SAMPLING

Within this section the target population, context and units of analysis for the study is firstly addressed. Secondly a motivation of the chosen target population and sample are stated, followed by more information surrounding the sampling method, the sampling method's advantages and disadvantages, the sample size and the participant and respondent profiles that were included in the study.

5.4.1 Target population, context and units of analysis

Within this section the target population refers to a sample or group of representative individuals or organisations with relevant characteristics from which information could be collected (Lapan & Quartaroli, 2009:88). Furthermore, the context of the study refers to where the study is conducted (i.e. in which country or type of business) and the units of analysis consist of identified participants and respondents. These concepts are elaborated on within the sub-sections below.

5.4.1.1 Description of target population, context and units of analysis

The target population of the study consists of various South African business organisations that were identified and contacted. With the permission of management, individuals in these organisations were contacted to partake in an e-mail survey questionnaire. The study was conducted in a South African context among various business organisations within different industries. The units of analysis for the study consist of individual employees as respondents within their identified participating organisations.

5.4.1.2 Motivation for chosen target population and context

As South Africa is a diverse multi-cultural country, it was important to research various industries in order to identify whether similarities regarding problems or opportunities exist within different industries. Furthermore, this also assisted in identifying the various perceptions and expectations of employees regarding leadership communication, and could possibly assist the participating organisations to identify their strengths and weakness in terms of the organisation's leadership communication.

5.4.2 Sampling method and sample size

The sampling methods employed for the study consists of convenience sampling and purposive sampling. Maree (2012:177) describes convenience sampling as a

method that refers to a situation when population elements are selected based on the fact that they are easily and conveniently available. This is useful in exploratory research where participants or respondents are required to partake in a questionnaire, but this method however does not result in a complete representative sample. Furthermore, this author defines purposive sampling as a method that is applied when participants or respondents are chosen based on whether they have certain characteristics, and only these selected individuals can provide the researcher with the required data needed.

The study aimed to achieve a sample of individual employees of at least a minimum of five different South African business organisations. A survey questionnaire was developed and individual employees were asked to partake in an e-mail survey questionnaire. Twenty-three different business organisations were contacted to participate in the study and seven responded positively to participate. Each organisation was asked to assist and provide a minimum of forty (40) employees to respond. A total of three hundred and seventeen (317) employee responded and all of these responses were analysed however not all of the employees successfully fully completed the entire survey questionnaire (i.e. leaving out certain questions or possibly skipping questions accidentally). As each South African business organisation is uniquely structured, these organisations have a different number of employees with different responsibilities and work ethics, therefore some organisations had a higher response rate and a larger number of respondents.

5.4.3 Advantages and Disadvantages associated with chosen sampling method

The main advantage of the e-mail sampling method was that the respondents could respond at any time during the given data collection period. If the response rate to the e-mail sampling method would have been insufficient and/or did not meet expectations, the researcher would have arranged to personally conduct on-site self-completion sessions with identified respondents where immediate feedback could have been obtained. However, due to the adequate e-mail response this was not necessary.

The main disadvantage was that during the e-mail sampling method, respondents perceived this method to be time consuming as not all potential respondents immediately took part and/or completed the e-mail survey questionnaire. Some potential respondents did not partake or respond at all by just ignoring the e-mail survey questionnaire request. In order to conduct the e-mail survey questionnaire, the researcher had to ensure that certain errors did not occur such as researcher error or respondent error (i.e. the researcher had to first receive permission from the executive and group management cadre before contacting the selected individuals at the respective organisations to respond in the survey), or response-based error (i.e. clearly explaining the survey and assisting respondents to answer and complete all the questions provided in the correct manner). Not all e-mail survey questionnaires were filled in completely and therefore some responses were discarded from the data analysis.

5.4.4 Participant and respondent profiles

The participants for the study consisted of seven South African business organisations within various industries. The seven different business organisations fell within either one of the following industries: (1) automotive, (2) mining, (3) banking and financial management, (4) medical and life insurance, (5) farming and agriculture or (6) communication management consulting.

Furthermore, the study focused on individual employees as respondents within these various South African business organisations irrespective of gender (male and female), age, race or culture. The executive and group management cadre of the respective organisations were included. 'Cadre' refers to a small group of individuals who are specifically trained, have the required skills to fulfil a purpose, and in the case of the study, individuals who are working in executive or strategic positions within their organisations.

The sampling (consisting of the target population, context and units of analysis for the study) assisted to identify what type of data collection methods would complement the study and had to be implemented.

5.5 DATA COLLECTION

Within this section information is provided regarding the pre-testing of the first draft data collection instrument and the method that was used to obtain data after the pre-testing.

5.5.1 Pre-testing of data collection instrument

A pre-test for the data collection phase of the study was conducted using a draft survey questionnaire during the 2nd semester of 2014 (i.e. October). Ten individual employees of one selected organisation who were willing to respond were contacted and asked to respond by completing the e-mail survey questionnaire. These individuals were also asked to respond in an on-site self-completion session at their organisation within a time frame of 15 minutes. Employees were asked to firstly complete an informed consent form before beginning with the questionnaire and a facilitator was also available physically during the pre-test self-completion session to answer any questions that the respondents might have had.

The aspects that were tested during this pre-test included: respondent interest, continuity and flow, question sequencing, and length and timing. Cooper and Schindler's (2013:369) respondent pre-testing method was used.

This pre-test also assisted to identify if there were certain areas in the survey questionnaire that were unclear to the respondents. The respondents indicated that all the items were understandable and that each question asked was unique, therefore no repetitive items. Respondents indicated that it took a long time to complete the questionnaire but that they understood the items and that the questionnaire was easy to complete. Therefore the survey time frame was extended from 15 minutes to 20 minutes.

5.5.2 Data collection method

After receiving supervisor, departmental and ethical approval from the University of Pretoria, the data collection phase was initiated.

The method of data collection employed for the study was through a structured survey questionnaire. This assisted in identifying important key areas and developed a deeper understanding of various aspects within the fields of leadership, communication management and leadership communication.

A new questionnaire had to be developed and tested to ensure effectiveness because there was no previous study that could be used as a guideline. Primary data was collected because at that current point in time there was no previously captured or recorded data available for analyses. Quantitative (i.e. numeric) data was firstly gathered through an e-mail survey questionnaire. The research was cross-sectional seeing that the study was conducted once and at one point in time, which assisted with the analyses of the study's exploratory research.

The study aimed to sample individual employees of various South African business organisations. There was no intention to compare data across the various participating organisations or the organisational levels within the respective organisations. Key aspects were identified through the literature review of the study which assisted with the development of the study's survey questionnaire (*quantitative* research). As each participating South African business organisation is uniquely structured, these organisations consisted of a different number of employees with different responsibilities and work ethics who responded. Taking this into consideration, some organisations had a higher response rate and a larger number of respondents. An example of the structured survey questionnaire for the study is included as *Appendix A*.

Individual employees were selected and asked to partake in a 20 minute e-mail survey questionnaire. Respondents did not receive any incentives (monetary or non-monetary) to encourage them to respond in the survey and each respondent had to

give their informed consent before starting with the survey. The major disadvantage of this data collection method was that the survey could not be long or complex, as some respondents could have possibly experience respondent fatigue, and if a follow-up survey needs to be conducted then it would be impossible to get hold of the same respondents (because respondents did not have to provide contact information and they remain anonymous).

During the data collection phase of the study, quantitative data was gathered which assisted with the analyses of the study's exploratory research and research objectives. This research method is feasible because experienced researchers have used similar approaches on related topics (Gubrium, Holstein, Marvasti & McKinney, 2012; Carmeli, 2004; Balmer & Greyser, 2003).

5.6 DATA ANALYSIS

After the collection of the data, the data was transferred into an electronic format using software of a statistical nature (i.e. Qualtrics, Excel and SPSS). Not all e-mail survey questionnaires were filled in completely and therefore the software assisted to determine if data was missing or incomplete. Some responses were therefore discarded from the data analysis for quality control purposes.

The items in the two 5-point Likert type scales consisted of interval type data and SPSS variable names and Univariate descriptive statistics were also included in order to structure the data.

Key aspects and themes were identified through inductive reasoning and the literature review of the study which assisted with the development of the study's survey questionnaire statements (i.e. measurement items). Eight themes were identified that link with leadership communication, which include: (1) leadership skills; (2) leadership styles; (3) culture; (4) change; (5) power and influence; (6) ethics; (7) strategy formulation and sharing the vision; and (8) followership.

The reason for survey questionnaire via e-mail approach, the type of data collection (survey questionnaire) and data analyses were because it gave potential respondents a grace period in which they could respond at any point in time during the data collection period. For advanced statistical analysis SPSS software was utilised. The interpretation of the data was based on theory and literature related to the study.

When referring to the “gap” being investigated, it indicates the percentage-, score-, or value differences between dimensions. For the study the gap was analysed in terms of whether there is a gap between two dimensions which are the perceptions (i.e. on a agreement scale) and expectations (i.e. on an importance scale) of leadership communication.

5.7 ASSESSING AND DEMONSTRATING THE QUALITY AND RIGOUR OF THE RESEARCH DESIGN

As no previous research could be found that includes an example of data collection instruments that focus on the perceptions and expectations of employees pertaining to leadership communication within various South African business organisations, a completely new data collection instrument had to be developed (structured survey questionnaire).

The survey questionnaire that was developed uses two Likert type scales and each scale has five scale points within two dimensions. Dimension 1 consists of the concept of *perception*, and therefore scale point 1 indicate strongly disagree and scale point 5 indicates strongly agree (i.e. *an agreement scale*). Dimension 2 consists of the concept *expectation*, and therefore scale point 1 indicates totally unimportant and scale point 5 indicates extremely important (i.e. *an importance scale*).

These scales measure a respondent’s perception and expectation in a quantitative way through either a favourable or an unfavourable attitude towards the problem

stated (Cooper & Schindler, 2013:308). This research design assisted in focusing on the core research objectives and the problem statement of the study.

To ensure the reliability and validity of the study, aspects such as credibility, transferability, dependability, conformability and authenticity were taken into account (Bryman & Bell, 2011:410).

It was also very important that certain errors did not occur during the data collection phase. Care was taken that the following errors did not occur: researcher error (the researcher had to be professional and friendly when contacting the individuals to respond to the survey), or response-based error (the structured survey questionnaire had to be explained clearly in order to assist respondents to correctly complete all the provided questions).

5.8 RESEARCH ETHICS

Respondents of the study were asked to give their consent before completing the survey questionnaire. By accepting and completing the survey via e-mail, respondents acknowledged that they give their consent to respond. Respondents of the study did not receive any incentives (monetary or non-monetary) to motivate them to respond, were older than 18 years of age (therefore no parental consent was needed), gender, race or culture was not applicable and due to voluntary response they could withdraw at any point without negative consequences. *Appendix B* contains the informed consent form that was used in the study.

5.9 CONCLUSION

Chapter 5 focused on the research design and methodology for the study. This consists of a quantitative approach by means of a survey questionnaire and therefore within this chapter the following aspects were addressed: the research philosophy of the study; description of inquiry strategy and broad research design; sampling; data collection; data analysis; assessing and demonstrating the quality and rigour the research design; and research ethics.

Chapter 5: Research Design and Methodology

After the data was collected and captured, it was imperative to analyse the findings. This gave rise to the subsequent chapter which focuses on research results and findings of the study.



CHAPTER 6: RESEARCH RESULTS AND FINDINGS

6.1 INTRODUCTION

This chapter provides and clarifies the study's data that was collected through the e-mail survey questionnaire. After the analysis of the raw data, the findings of the study are reported through an analysis of *descriptive statistics* and two *factor analyses*. The *descriptive statistics* section includes: measurement techniques employed; scale dimensions and value descriptors; gap percentages between top and bottom box scores for perceptions and expectations of leadership communication; a comparison of top box scores by item and by dimension; descriptive statistics of individual leadership communication items grouped by themes; items most and least agreed with regarding perception of leadership communication; and the most and least important items regarding the expectation of leadership communication. The *factor analysis* section firstly consists of a Principal Component Factor Analysis using a normalised Varimax Rotation applied to all the scale items within both dimensions (perceptions and expectations). Secondly, after the scree plot of the factor analysis of all items was observed, it was evident that the total pool of items could be extracted into eight factors within Dimension 1 (i.e. perception) and twelve factors for Dimension 2 (i.e. expectation). This also assisted to identify which measurement items fall within which of the extracted factors, within which of the two dimensions.

In all the tables represented in this chapter, the measurement item number is indicated in brackets next to the measurement item statement. For example measurement item one (1) is indicated as: “*Our leaders communicate in a way that creates an environment that encourages change (1)*” in the e-mail survey questionnaire.

6.2 DESCRIPTIVE STATISTICS

Before discussing the measurement techniques employed along with the scale dimensions and value descriptors, it is important to describe terms such as top box

and bottom box scores. When comparing percentages or mean score values, *top box scores* refer to the highest percentage or values for individual items within one of the two dimensions, whilst *bottom box scores* indicate the lowest percentage or values for individual items within one of the two dimensions. In the study this is illustrated by focusing on top box scores for items with a percentage value of 85% or more, and bottom box scores for items with a percentage value of 30% or less.

6.2.1 Measurement technique employed

The measurement methodology comprised of a leadership communication survey, designed on the basis of scaling methodology, in particular two Likert type scales that use a 5-point agreement and importance scale. The study used a two-dimensional gap approach, where respondents were required to indicate their current *perceptions* of each item (i.e. an *agreement scale*) and the *expectation* of each item (i.e. an *importance scale*). In practical terms, this meant that each respondent was required to respond on two different scales to each of the measurement items. Two sets of 5-point scales were used for this purpose. Verbal descriptors were indicated for the nominal bi-polar medial values of 1 and 5 on the actual questionnaire, but not for the medial values 2 to 4.

Now that the measurement techniques employed, along with the scale dimensions and value descriptors have been explained, top and bottom box scores can be investigated within both dimensions through descriptive statistics.

6.2.2 Gap percentages between top box scores for perceptions and expectations of leadership communication

Table 6.1 in *Appendix D* highlights all sixty (60) measurement items representative of employees' perceptions of the current state and patterns of leadership communication behaviour and the expectations of such leadership communication behaviour for the success of strategic alignment in the organisation.

All the items were rated higher in expectation than in perception. The percentage gaps or differences between these two dimensions indicate that more work should

be done within the organisation to improve leadership communication. The consistently lower rating for perception could be attributed to possible strong hierarchical structures within the respective organisations. Centralised leadership structures within these organisations can be a barrier to the effective dissemination of information and therefore centralised authority can influence the frequency of information sharing and the consistency of messages. This can adversely affect the alignment of all employees within their organisations, and specifically across divisions and departments if well-developed leadership communication plans are not implemented. This could result in leaders focusing more on the operational day-to-day activities and not enough on the strategic directions of their organisations, that is, how the roles of the division, department, team members and employees fit into this 'bigger picture' of their respective organisations. It can therefore mean that leaders or managers do not understand what it means to be a 'communicating leader' and how to foster a leader-follower relationship with their employees, team members or followers to ensure that they are strategically aligned with the goals of their organisations.

6.2.3 Comparison of top and bottom box scores by item and by dimension

Within this section a comparison of top and bottom box scores is investigated and is calculated. This is followed by a comparison of top and bottom box percentages for both dimensions as separated by the eight different leadership communication themes within the measurement items. The section concludes by identifying the items most and least agreed with regarding the perception of leadership communication, and by grouping the most and least important items regarding the expectation of leadership communication.

6.2.3.1 Comparison of top and bottom box percentages for both dimensions

Top box and bottom box scores for each of the sixty measurement items within each of the two dimensions were calculated to analyse the gaps between perception (To what extent do you agree or disagree with the statement?) and expectation (How important is the statement for the success of the organisation?).

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Table 6.2 below highlights the top and bottom box scores for selected items within each of the two dimensions where a gap of more than 20% was calculated between the bottom box scores of perception and the top box scores of expectation of the current state and patterns of leadership communication behaviour within the respective organisations.

Table 6.2: Top box scores for items with gaps exceeding 20% difference between perception and expectation of leadership communication

Leadership Communication Statement (Item Number)	Dimension 1: Perception % (To what extent do you agree or disagree with the statement?)	Dimension 2: Expectation % (How important is the statement for the success of the organisation?)	Gap %
Our leaders involve followers when organisational decisions are made (17)	56,3	84,1	27,8
Our leaders listen to follower concerns, but do not act on them (8)	57,2	81,1	23,9
Our leaders show trust in followers in order to create more leaders (26)	66,0	89,9	23,9
Our leaders do not withhold information from their followers (32)	61,5	83,9	22,4
Our leaders inspire followers about the future (24)	67,0	89,3	22,3
Our leaders regard follower welfare as important as their own (29)	66,7	88,5	21,8
Our leaders provide feedback upon hearing follower issues and concerns (3)	68,3	90,0	21,7
Our leaders look after the best interests of followers (48)	65,3	86,9	21,6

Chapter 6: Research Results and Findings

Leadership Communication Statement (Item Number)	Dimension 1: Perception % (To what extent do you agree or disagree with the statement?)	Dimension 2: Expectation % (How important is the statement for the success of the organisation?)	Gap %
Our leaders' actions are in line with their verbal communication (what is said) (9)	69,3	90,8	21,5
Our leaders interact with followers in a way that creates shared trust (39)	68,7	90,1	21,4
Our leaders do not have hidden agendas during interactions with followers (42)	65,3	86,7	21,4
Our leaders apply rules and policies consistently (47)	67,5	88,8	21,3
Our leaders act as mentors to followers (18)	66,6	87,3	20,7
Our leaders treat their followers in ways that the leaders would want to be treated (45)	68,2	88,9	20,7
Our leaders are fair with followers (30)	69,9	90,5	20,6
Our leaders treat followers with respect (28)	73,2	93,6	20,4
Our leaders interact with followers in a way that motivates and inspires followers (38)	68,7	89,1	20,4
Our leaders' behaviour is in line with the organisation's vision (6)	72,3	92,3	20,0
Our leaders' communication is trustworthy (11)	71,8	91,7	19,9

Table 6.2 above highlights gaps between perception and expectation regarding leadership communication, and the areas where growth is needed within the

organisations. Only ten of the items with the largest gaps regarding leadership communication areas are discussed below in terms of how these items link to certain leadership communication themes.

Item number 17 (i.e. “*Our leaders involve followers when organisational decisions are made*”) is related to the theme: Leadership Communication and Culture. Item 17 indicates a gap of 27,8%, which is also the biggest gap between perceptions and expectations pertaining leadership communication. This gap signifies that the leaders lack an understanding within their respective organisations regarding the cultural differences amongst themselves, team members and their followers or employees. Communicating leaders should strive to ensure that mutual respect is shown amongst all different cultures within their respective organisations and that cultural diversity could enhance the success and stakeholder engagement of the organisation.

Items 3, 8 and 9 are related to the theme: Leadership Skills. Item 8 indicates a gap of 23,9%, item 3 a gap of 21,7% and item 9 a gap of 21,5% with regards to the perceptions and expectations of leadership skills in the context of leadership communication. This gap shows that three items indicated that there is a problem surrounding the leadership skills being applied within the respective organisations. This could be attributed to leaders not listening to follower concerns, and that leaders do not provide feedback to followers and do not act upon problems that followers bring to their attention, as well as that actions of leaders are not in line with what they communicate to employees. In order to improve and enhance the leadership skills of communicating leaders, organisations should implement skills training programmes for all individuals within leadership positions. This will make the communicating leaders aware of what they are lacking and in which areas they can improve themselves within their organisational settings.

Item 26 is related to the theme: Power and Influence. Item 26 indicates a gap of 23,9% between the perceptions and expectations of employees with regards to how the leaders within the respective organisations utilise or under utilise their power and influence within their organisations. This could be credited to leaders not placing their trust in followers in order for the followers to possibly develop and become

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leaders themselves. Proper mentorship and training should be provided to employees that consist of the abilities to develop into communicating leaders themselves. This would only be possible if the current communicating leaders strive for continuous improvement and understand their power and influence within their respective organisations.

Items 29, 32 and 42 are related to the theme: Leadership Communication and Ethics. Item 32 indicates a gap of 22,4%, item 29 a gap of 21,8% and item 42 a gap of 21,4% with regards to the perceptions and expectations of leadership communication and specifically how it is linked to ethics within the respective organisations. These gaps could be attributed to leaders not using their communication in an ethical manner, that follower welfare is not viewed as equally important as that of the leaders, and that leaders withhold information from followers and that leaders might have hidden agendas when communicating with followers. Communicating leaders should communicate in ways that are open and transparent, while taking into consideration how their ethical actions impact not only the employees (i.e. specifically their followers), but also their entire organisations' reputation and success.

Item 24 is related to the theme: Leadership Communication and Change. Item 24 indicates a gap of 22,3% and could be a result of employees not being inspired by leaders to support initiatives for change or future organisational endeavours. This can be ascribed to leadership styles that do not empower employees to take initiative to do things differently and to just continue to execute tasks as they are told to do. Communicating leaders should therefore explore different ways in which they can assist their employees to adapt to and accept organisational change.

Item 48 is related to the theme: Leadership Communication and Followership. Item 48 indicates a gap of 21,6% between the perceptions and expectations of employees with regard to how the leaders within the respective organisations look after the best interests of followers. This could be due to leaders not treating employees equally or that the leaders do not take into consideration how their actions affect their employees, followers or team members. Communicating leaders should at all times be aware of their employees, followers or team members, as these individuals make

it possible for them to be regarded as leaders. Without followership, there can be no leadership and this should be reiterated to communicating leaders on a regular basis.

Item 39 is related to the theme: Strategy Formulation and Sharing The Vision. Item 39 indicates a gap of 21,4% between the perceptions and expectations of employees regarding how leadership communication is in line with their respective organisation's strategy and vision. This could be as a result of leaders not communicating in ways that establishes shared trust amongst themselves and their employees, followers or team members. Although strategy formulation is seen as a top management or upper level leader duty, it does not mean that employees should not be informed about this. Communicating leaders who involve employees by ensuring that employees understand the strategy and vision, could possible also include these employees, followers or team members when the organisational strategy is formulated or when it is improved.

6.2.3.2 Comparison of top box and bottom box scores by leadership communication themes

Table 6.3 to Table 6.10 depicts the gaps between the bottom box scores of perception and the top box scores of expectation for each of the sixty measurement items grouped and separated within eight leadership communication themes. As the eight themes within the study were known from the outset, these eight themes were identified through the literature review and inductive reasoning when developing the survey questionnaire items. Table 6.3 below depicts the analysis in terms of employee perceptions and expectations of leadership communication within the first theme.

Table 6.3: Theme 1: Leadership Skills

Leadership Communication Statement (Item Number)	Dimension 1: Perception % (To what extent do you agree or disagree with the statement?)	Dimension 2: Expectation % (How important is the statement for the success of the organisation?)	Gap %
Our leaders listen to follower concerns, but do not act on them (8)	57,2	81,1	23,9
Our leaders provide feedback upon hearing follower issues and concerns (3)	68,3	90,0	21,7
Our leaders' actions are in line with their verbal communication (what is said) (9)	69,3	90,8	21,5
Our leaders' communication is trustworthy (11)	71,8	91,7	19,9
Our leaders listen to the issues of followers (2)	70,4	89,7	19,3
Our leaders are seen as reliable by followers (44)	70,7	90,0	19,3
Our leaders communicate well on an interpersonal level (one-on-one) (4)	71,8	87,4	15,6
Our leaders communicate well in a group situation (5)	74,5	87,9	13,4
AVERAGE	69,3	88,6	19,3

Table 6.3 above indicate that there is a lack of the appropriate leadership skills being applied by leaders within the respective organisations. Employees currently perceive that leadership skills are lacking within their respective organisations and they expect that leaders should place more focus on utilising the appropriate leadership skills. The three biggest perception and expectation gaps within this theme were identified as items 3 (21,7%), 8 (23,9%) and 9 (21,5%). Item 8 being the

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biggest with 23,9% indicates that leaders do not have the proper listening skills when interacting or communicating with their employees, followed by item 3 identifying that leaders do not provide feedback to their employees upon hearing about employee concerns or problems. The overall gap between the two dimensions, perception and expectation, is calculated as 19,3% which shows that leadership skills are perceived lower than what employees expect it to be with regard to leadership communication.

Table 6.4: Theme 2: Leadership Styles

Leadership Communication Statement (Item Number)	Dimension 1: Perception % (To what extent do you agree or disagree with the statement?)	Dimension 2: Expectation % (How important is the statement for the success of the organisation?)	Gap %
Our leaders support the organisational activities of followers (12)	70,1	84,9	14,8
Our leaders interact and engage with followers (13)	72,7	86,2	13,5
Our leaders view followers' work output as more important than the followers themselves (14)	66,6	72,3	5,7
AVERAGE	69,8	81,1	11,3

Table 6.4 above indicates the gaps between how leadership styles are currently perceived by employees and to what extent they expect leaders to integrate the correct leadership styles when communicating. Items 12 (14,8%) and 13 (13,5%) both indicate the biggest perception and expectation gaps regarding the styles of leadership that are utilised when leaders communicate with employees with the respective organisations. Item 12 being the biggest gap (14,8%) identifies that leaders do not support employee initiatives and item 13 shows that leaders do not use a relational approach or style of leadership when communicating with employees. The overall gap between the two dimensions, perception and expectation, is calculated as 11,3% which shows that leadership styles are perceived lower than what employees expect it to be with regard to leadership communication.

Table 6.5: Theme 3: Leadership Communication and Culture

Leadership Communication Statement (Item Number)	Dimension 1: Perception % (To what extent do you agree or disagree with the statement?)	Dimension 2: Expectation % (How important is the statement for the success of the organisation?)	Gap %
Our leaders involve followers when organisational decisions are made (17)	56,3	84,1	27,8
Our leaders act as mentors to followers (18)	66,6	87,3	20,7
Our leaders respect and accept diversity amongst followers (46)	71,7	89,6	17,9
Our leaders build and inspire a collective commitment to a common organisational purpose (19)	70,5	87,7	17,2
Our leaders actively communicate in ways that encourage a common purpose among team members (16)	71,6	88,6	17,0
Our leaders clearly communicate the corporate culture (20)	69,7	85,7	16,0
Our leaders expect high performance standards of followers (15)	86,7	88,7	2,0
AVERAGE	70,4	87,4	17,0

Table 6.5 above illustrates the gaps between how employees perceive and expect leadership communication in the respective organisations and how it links with organisational culture. Items 17 (27,8%), 18 (20,7%) and 46 (17,9%) indicates the biggest gaps regarding the perceptions and expectations regarding leadership communication and culture. Item 17 being the biggest (27,8%), and also the biggest gap within the entire questionnaire, highlights that leaders do not include employees in the decision making processes of the organisation. This however is followed by

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item 18 and 46, which shows that leaders should place more emphasis on being mentors to their followers, and that leaders should communicate in a respectable manner whilst accepting diversity when interacting with employees within the respective organisations. The overall gap between the two dimensions, perception and expectation, is calculated as 17,0% which indicates that culture is perceived lower than what employees expect it to be with regard to leadership communication.

Table 6.6: Theme 4: Leadership Communication and Change

Leadership Communication Statement (Item Number)	Dimension 1: Perception % (To what extent do you agree or disagree with the statement?)	Dimension 2: Expectation % (How important is the statement for the success of the organisation?)	Gap %
Our leaders inspire followers about the future (24)	67,0	89,3	22,3
Our leaders always communicate how decisions will influence the organisation in the future (22)	68,3	88,0	19,7
Our leaders set direction for followers to help them know what to do and how to do it (21)	71,8	90,3	18,5
Our leaders communicate in a way that creates an environment that encourages change (1)	73,4	90,4	17,0
Our leaders communicate in ways that maintain a balance between stability and change (23)	69,4	84,9	15,5
Our leaders make it clear why organisational change is needed if it occurs (25)	75,1	89,1	14,0
Our leaders encourages followers to develop change initiatives (59)	71,6	85,6	14,0

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Leadership Communication Statement (Item Number)	Dimension 1: Perception % (To what extent do you agree or disagree with the statement?)	Dimension 2: Expectation % (How important is the statement for the success of the organisation?)	Gap %
Our leaders inspire followers to support change initiatives (58)	73,5	87,2	13,7
Our leaders challenge limitations in the way things are currently done in the organisation (56)	73,0	85,5	12,5
AVERAGE	71,5	87,8	16,3

With regards to the perception and expectation of how leadership communication and change function together, Table 6.6 above shows that there is a gap between how employees view it currently and how they would want it to be in their respective organisations. Items 21 (18,5%), 22 (19,7%) and 24 (22,3%) indicate the biggest gaps with regards to leadership communication and its link with change. Being the biggest, item 24 shows that leaders do not currently inspire followers about the future of their respective organisations and do not embrace changes that may occur. Items 21 and 22 follow by displaying that leaders do not set direction to followers with regards to the future and also do not communicate how certain decisions or changes will influence the employees or the respective organisations overall. The overall gap between the two dimensions, perception and expectation, is calculated as 16,3% which shows that change is perceived lower than what employees expect it to be with regard to leadership communication in their respective organisations.

Table 6.7: Theme 5: Power and Influence

Leadership Communication Statement (Item Number)	Dimension 1: Perception % (To what extent do you agree or disagree with the statement?)	Dimension 2: Expectation % (How important is the statement for the success of the organisation?)	Gap %
Our leaders show trust in followers in order to create more leaders (26)	66,0	89,9	23,9

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Leadership Communication Statement (Item Number)	Dimension 1: Perception % (To what extent do you agree or disagree with the statement?)	Dimension 2: Expectation % (How important is the statement for the success of the organisation?)	Gap %
Our leaders apply rules and policies consistently (47)	67,5	88,8	21,3
Our leaders foster good co-operation among group members (27)	68,9	86,9	18,0
Our leaders assist followers to take the initiative in finding effective ways of achieving their objectives (57)	73,1	85,4	12,3
Our leaders delegate challenging tasks and responsibilities to followers (54)	74,0	85,9	11,9
AVERAGE	69,9	87,4	17,5

Table 6.7 above indicates that the gaps between how employees perceive and expect leadership communication and how it links with how leaders use their power and influence in the respective organisations. Items 26 (23,9%), 27 (18,0%) and 47 (21,3%) consist of the biggest gaps concerning the perceptions and expectations of leadership communication and its link with power and influence. Item 26 consists of the biggest gap with 23,9% and illustrates that leaders do not place adequate trust in employees to let them grow from being followers to develop into leaders themselves. This is followed by items 47 and 27 which indicates that leaders lack consistency when applying rules and policies, and that leaders do not create co-operation amongst employees, group members or followers when communicating with these individuals. The overall gap between the two dimensions, perception and expectation, is calculated as 17,5% which shows that employees expect that leaders should focus more on how they use their power and how they influence employees with regard to leadership communication.

Table 6.8: Theme 6: Leadership Communication and Ethics

Leadership Communication Statement (Item Number)	Dimension 1: Perception % (To what extent do you agree or disagree with the statement?)	Dimension 2: Expectation % (How important is the statement for the success of the organisation?)	Gap %
Our leaders do not withhold information from their followers (32)	61,5	83,9	22,4
Our leaders regard follower welfare as important as their own (29)	66,7	88,5	21,8
Our leaders do not have hidden agendas during interactions with followers (42)	65,3	86,7	21,4
Our leaders treat their followers in ways that the leaders would want to be treated (45)	68,2	88,9	20,7
Our leaders are fair with followers (30)	69,9	90,5	20,6
Our leaders treat followers with respect (28)	73,2	93,6	20,4
Our leaders speak to others objectively about followers when they are not present (49)	63,9	83,5	19,6
Our leaders do not distort information given to their followers (31)	70,8	85,6	14,8
AVERAGE	67,4	87,7	20,3

With regards to how leadership communication and ethics link, Table 6.8 above displays that items 29 (21,8%), 32 (22,4%) and 42 (21,4%) consists of the biggest gaps between employee perceptions and expectations. Item 32 contains the biggest gap with 22,4% which shows that employees perceive that leaders withhold information from them when the leader communicates with them in their respective organisations. Items 29 and 42 follow by illustrating the degree to which leaders

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take into consideration the welfare of their followers by viewing it as important as their own, and whether leaders have hidden agendas when communicating to their employees and followers. The overall gap between the two dimensions, perception and expectation, is calculated as 20,3% which shows that ethics is perceived lower than what employees expect and need it to be with regard to leadership communication.

Table 6.9: Theme 7: Strategy Formulation and Sharing The Vision

Leadership Communication Statement (Item Number)	Dimension 1: Perception % (To what extent do you agree or disagree with the statement?)	Dimension 2: Expectation % (How important is the statement for the success of the organisation?)	Gap %
Our leaders interact with followers in a way that creates shared trust (39)	68,7	90,1	21,4
Our leaders interact with followers in a way that motivates and inspires followers (38)	68,7	89,1	20,4
Our leaders' behaviour is in line with the organisation's vision (6)	72,3	92,3	20,0
Our leaders interact with followers in a way that influences followers positively (40)	68,0	87,6	19,6
Our leaders motivate followers by showing them how their efforts contribute to the success of the organisation (33)	70,6	89,1	18,5
Our leaders make sure that their followers know how the organisational strategy will be implemented (35)	70,8	88,9	18,1
Our leaders are open to new ideas during the process of strategic thinking and dialogue (37)	71,9	89,1	17,2

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Leadership Communication Statement (Item Number)	Dimension 1: Perception % (To what extent do you agree or disagree with the statement?)	Dimension 2: Expectation % (How important is the statement for the success of the organisation?)	Gap %
Our leaders interact with followers in a way that ensures that meaning is shared (41)	69,7	86,4	16,7
Our leaders make sure that their followers know what the implications of the strategy are for them (36)	71,1	87,5	16,4
Our leaders openly and constantly talks about their vision for their organisational teams (52)	69,9	86,3	16,4
Our leaders are the most valuable source of information in the organisation (51)	69,9	85,4	15,5
Our leaders concentrate on finding solutions instead of looking for problems or excuses (43)	74,0	89,2	15,2
Our leaders make sure that their followers are aware of the organisational strategy (34)	75,2	90,0	14,8
Our leaders persuasively communicate the organisational vision (10)	73,9	87,0	13,1
AVERAGE	71,1	88,4	17,3

Table 6.9 above depicts the perceptions and expectations of how leaders communicate their respective organisations' strategy formulation and how they share the organisational vision with employees. Items 6 (20,0%), 38 (20,4%) and 39 (21,4%) indicate the biggest gaps between the expectations and perceptions of strategy formulation and sharing the vision. These gaps indicate that there is

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evidence of a lack of shared strategic direction because employees do not know what people in other divisions or departments do and how they fit into the bigger picture of their respective organisations. This reflects a lack of cross-functional or cross-departmental co-operation and shared goals. Item 39 consists of the biggest gap with 21,4% and can be attributed to leaders not communicating in ways that foster shared trust amongst themselves and their employees or followers. This is followed items 6 and 38 which displays that when the leaders communicate, their behaviour is not in line with the organisational vision and that when these leaders interact with followers they do not motivate or inspire their followers. The overall gap between the two dimensions, perception and expectation, is calculated as 17,3% which shows that strategy formulation and sharing the vision is perceived lower than what employees expect it to be with regard to leadership communication in their respective organisations. More work can be done around communicating the strategic direction of the organisation and its objectives, and assisting employees to see the 'big picture' of the organisation. Knowledge of a shared vision and how it will be achieved reinforces goal-orientated behaviour and it makes role clarification possible.

Table 6.10: Theme 8: Leadership Communication and Followership

Leadership Communication Statement (Item Number)	Dimension 1: Perception % (To what extent do you agree or disagree with the statement?)	Dimension 2: Expectation % (How important is the statement for the success of the organisation?)	Gap %
Our leaders look after the best interests of followers (48)	65,3	86,9	21,6
When our leaders raise important aspects, followers respond positively (7)	67,6	86,0	18,4
Our leaders really care about the personal well-being of their followers (50)	69,0	86,9	17,9
Our leaders create opportunities for followers to improve follower skills and	71,4	87,6	16,2

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Leadership Communication Statement (Item Number)	Dimension 1: Perception % (To what extent do you agree or disagree with the statement?)	Dimension 2: Expectation % (How important is the statement for the success of the organisation?)	Gap %
capabilities (53)			
Our leaders are available to followers to share information (55)	73,4	87,1	13,7
Our leaders encourage followers to work independently (60)	76,5	84,0	7,5
AVERAGE	70,5	86,4	15,9

The perceptions and expectations regarding leadership communication and how it links with followership are displayed in Table 6.10 above. Items 7 (18,4%), 48 (21,6%) and 50 (17,9%) indicate the biggest gaps with regards to employee perceptions and expectations of leadership communication and followership. Item 48 consists of the biggest gap with 21,6% and shows that followers perceive that leaders do not look after their best interests as much as followers expect them to. Items 7 and 21 follow by indicating that when leaders communicate important information to followers, then followers do not necessarily respond positively and that followers perceive their personal well-being as not being as important to their leaders as they expect it to be. This gap emphasise that the communication by the leaders is under utilised or implemented in the wrong manner or is not clear enough for followers. The overall gap between the two dimensions, perception and expectation, is calculated as 15,9% which shows that employees perceive leadership communication lower than what employees expect it to be with regard to followership.

Table 6.3 to Table 6.10 above depicts that there are gaps between perceptions and expectations of all eight themes with regards to leadership communication and that the current perceptions are seen as lower than what employees expect them to be within their respective organisations. These leadership communication themes link with: 1. Leadership Skills (19,3%), 2. Leadership Styles (11,3%), 3. Culture (17,0%),

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4. Change (16,3%), 5. Power and influence (17,5%), 6. Ethics (20,3%), 7. Strategy Formulation and Sharing the Vision (17,3%), and 8. Followership (15,9%). The biggest gap between how employees perceive and expect leadership communication falls within theme 6: Ethics (20,3%). This is followed by theme 1: Leadership Skills (19,3%) and theme 5: Power and Influence (17,5%). Although the smallest gap between perceptions and expectations consists of theme 2: Leadership Styles (11,3%) it still indicates that leadership communication is perceived lower than employees expect it to be within their respective organisations.

6.2.3.3 Items most and least agreed with regarding the perception of leadership communication

Respondents were asked to rate each of the total pool of items on two 5-point Likert type scales focusing on the two dimensions. The ten highest mean scores **most agreed with** (along with its standard deviation) for the items interrelated to the perception of leadership communication amongst respondents are reported in Table 6.11 below. Table 6.12 in *Appendix D* highlights the mean values and standard deviation scores for all sixty measurement items that represent employee perceptions of the current state and patterns of leadership communication behaviour in the organisation.

Table 6.11: Top box scores for items most agreed with regarding the perception of Leadership Communication

Mean	Standard Deviation	Dimension 1: Perception (To what extent do you agree or disagree with the statement?)
4,33	0,70	Our leaders expect high performance standards of followers (15)
3,83	0,93	Our leaders encourage followers to work independently (60)
3,76	0,90	Our leaders make sure that their followers are aware of the organisational strategy (34)
3,75	0,90	Our leaders make it clear why organisational change is needed if it occurs (25)

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Mean	Standard Deviation	Dimension 1: Perception (To what extent do you agree or disagree with the statement?)
3,73	0,91	Our leaders communicate well in a group situation (5)
3,70	0,89	Our leaders delegate challenging tasks and responsibilities to followers (54)
3,70	0,94	Our leaders persuasively communicate the organisational vision (10)
3,70	1,01	Our leaders concentrate on finding solutions instead of looking for problems or excuses (43)
3,68	0,97	Our leaders inspire followers to support change initiatives (58)
3,67	0,89	Our leaders communicate in a way that creates an environment that encourages change (1)

* 1 = Totally Disagree; 5 = Totally Agree

Table 6.11 above depicts that item 15 within the total pool of leadership communication items is most agreed with in terms of perception and is calculated at a mean of 4,33 and a standard deviation of 0,70. This indicates that employees perceive that communicating leaders expect high performance standards of followers. This top box score is followed by item 60 (with a mean of 3,83 and a standard deviation of 0,93) and item 34 (with a mean of 3,76 and a standard deviation of 0,90). Based on the items employees highly agree with, the highest three top box scores display that employees perceive communicating leaders as individuals: (1) who currently expect high performance standards from followers, (2) who encourage followers to work independently, and (3) who make sure that followers are aware of their respective organisational strategies.

The ten lowest mean scores (along with its standard deviation) for **least agreed with** items that are related to the perception of leadership communication amongst respondents are reported in Table 6.13 below.

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Table 6.13: Bottom box scores for items least agreed with regarding the perception of Leadership Communication

Mean	Standard Deviation	Dimension 1: Perception (To what extent do you agree or disagree with the statement?)
2,81	0,92	Our leaders involve followers when organisational decisions are made (17)
2,86	1,11	Our leaders listen to follower concerns, but do not act on them (8)
3,07	0,99	Our leaders do not withhold information from their followers (32)
3,20	1,04	Our leaders speak to others objectively about followers when they are not present (49)
3,26	1,10	Our leaders do not have hidden agendas during interactions with followers (42)
3,27	0,99	Our leaders look after the best interests of followers (48)
3,30	1,10	Our leaders show trust in followers in order to create more leaders (26)
3,33	1,04	Our leaders view followers' work output as more important than the followers themselves (14)
3,33	0,97	Our leaders act as mentors to followers (18)
3,33	1,04	Our leaders regard follower welfare as important as their own (29)

* 1 = Totally Disagree; 5 = Totally Agree

Table 6.13 above indicates that item 17 within the total pool of leadership communication items is the least agreed with in terms of perception and is calculated at a mean of 2,81 and a standard deviation of 0,92. This indicates how employees perceive follower involvement when communicating leaders make organisational decisions. This bottom box score is followed by item 8 (with a mean of 2,86 and a standard deviation of 1,11) and item 32 (with a mean of 3,07 and a standard deviation of 0,99). The items employees disagree with most, the three bottom box

scores show that employees perceive communicating leaders as individuals: (1) who lack the ability to involve followers when organisational decisions are made, (2) who listen to followers but do not act upon hearing follower concerns, and (3) who might possibly withhold information from followers in their respective organisations.

6.2.3.4 Most and least important items regarding the expectation of leadership communication

Respondents were asked to rate each of the total pool of items on a 5-point Likert type scale within two dimensions. The ten highest mean scores (along with its standard deviation) of the expectations of respondents, and which items respondents viewed as **most important**, are reported in Table 6.14 below. Table 6.12 in *Appendix D* highlights the mean values and standard deviation scores for all sixty measurement items that represent the employees' expectations of leadership communication behaviour in the organisation.

Table 6.14: Top box scores for most important items regarding the expectation of Leadership Communication

Mean	Standard Deviation	Dimension 2: Expectation (How important is the statement for the success of the organisation?)
4,68	0,56	Our leaders treat followers with respect (28)
4,62	0,60	Our leaders' behaviour is in line with the organisation's vision (6)
4,59	0,61	Our leaders' communication is trustworthy (11)
4,54	0,63	Our leaders' actions are in line with their verbal communication (what is said) (9)
4,53	0,61	Our leaders are fair with followers (30)
4,52	0,63	Our leaders communicate in a way that creates an environment that encourages change (1)

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Mean	Standard Deviation	Dimension 2: Expectation (How important is the statement for the success of the organisation?)
4,51	0,59	Our leaders set direction for followers to help them know what to do and how to do it (21)
4,51	0,58	Our leaders interact with followers in a way that creates shared trust (39)
4,50	0,61	Our leaders provide feedback upon hearing follower issues and concerns (3)
4,50	0,59	Our leaders are seen as reliable by followers (44)

* 1 = Totally Unimportant; 5 = Extremely Important

Table 6.14 above depicts that item 28 within the total pool of leadership communication items is seen as the most important in terms of expectation and is calculated at a mean of 4,68 and a standard deviation of 0,56. This indicates that employees expect communicating leaders to treat followers with respect. This top box score is followed by item 6 (with a mean of 4,62 and a standard deviation of 0,60) and item 11 (with a mean of 4,59 and a standard deviation of 0,61). Based on the items that employees rated as extremely important, the highest three of these top box scores display that employees find it important and expect communicating leaders to: (1) treat followers with respect, (2) to behave in a manner that is in line with the organisational vision, and (3) communicate in a trustworthy manner within their respective organisations.

The ten lowest mean scores (along with its standard deviation) of the expectations of respondents with regard to leadership communication, and which items respondents viewed as **least important**, are reported in Table 6.15 below.

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Table 6.15: Bottom box scores for least important items regarding the expectation of Leadership Communication

Mean	Standard Deviation	Dimension 2: Expectation (How important is the statement for the success of the organisation?)
3,62	1,03	Our leaders view followers' work output as more important than the followers themselves (14)
4,06	1,09	Our leaders listen to follower concerns, but do not act on them (8)
4,18	0,82	Our leaders speak to others objectively about followers when they are not present (49)
4,19	0,77	Our leaders do not withhold information from their followers (32)
4,20	0,81	Our leaders encourage followers to work independently (60)
4,21	0,75	Our leaders involve followers when organisational decisions are made (17)
4,25	0,67	Our leaders support the organisational activities of followers (12)
4,25	0,69	Our leaders communicate in ways that maintain a balance between stability and change (23)
4,27	0,66	Our leaders assist followers to take the initiative in finding effective ways of achieving their objectives (57)
4,27	0,79	Our leaders are the most valuable source of information in the organisation (51)

* 1 = Totally Unimportant; 5 = Extremely Important

Table 6.15 above shows that item 14 within the total pool of leadership communication items is seen as the least important in terms of expectation and is calculated at a mean of 3,62 and a standard deviation of 1,03. This indicates that

employees do not necessarily place great importance on or expect communicating leaders to view follower outputs as more important than the followers themselves. This bottom box score is followed by item 8 (with a mean of 4,06 and a standard deviation of 1,09) and item 49 (with a mean of 4,18 and a standard deviation of 0,82). Although the mean values for all the items that are indicated in Table 6.15 are higher than a mean of 3,5, these items still represent the lowest mean values (i.e. the least important items) regarding expectation of leadership communication. Based on the least important aspects that employees expect, the three bottom box scores display that employees have a lower importance expectation of communicating leaders when: (1) follower outputs are viewed as more important than the followers themselves, (2) follower concerns are brought to light and how leaders should listen and act on or alleviate these concerns, and (3) these leaders communicate with other stakeholders about followers when followers are not present.

As the descriptive statistics within this section provided measurement of central tendencies, the spread of data around the average (dispersion) and measurement of shape (Maree, 2012:19), it is imperative that the succeeding section should focus on the factor analysis regarding both dimensions of the study in order to ascertain whether the eight themes identified are in line with the factors that are extracted from the data of all measurement items.

6.3 FACTOR ANALYSIS

In the final treatment of the collected data, a Principal Component Factor Analysis using a normalised Varimax Rotation was applied to all the scale items on both dimensions (i.e. employee perceptions and expectations of leadership communication). The purpose of the factor analysis technique is to cluster the total pool of items into smaller cohesive groups of items. Each one of such groups of items is called a factor, and can be given a descriptive name based on the items that constitute the particular factor.

A factor analysis was conducted on the data in order to eliminate peripheral items from the results and to acquire a clear picture of the relationships between the remaining central items within each factor. Secondly, after the scree plot of the factor analysis of all items was observed, it was evident that the total pool of items could be extracted into eight factors within the first dimension (perception) and twelve factors within the second dimension (expectation). This was then applied to identify which extracted factors included which items, within both of the dimensions.

The results of the factor analysis clearly differentiate between how employees view leadership communication within the two dimensions: (1) as items that employees perceive to totally agree or totally disagree with, or (2) as extremely important and totally unimportant regarding employee expectations.

6.3.1 Factor analysis regarding employee perceptions of leadership communication

A factor analysis was conducted through a Principal Component Analysis extraction method for all the individual measurement items included in the questionnaire. These items were translated into a factor resolution of eight factors which investigated perceptions of leadership communication within the questionnaire. Only items with a factor loading value of 0,5 or higher, which represent two or more items, are used and represented in the factor analysis discussion that follows. This is done due to the Cronbach's Alpha value calculations which can only occur if there are two or more variables that represent a factor. Therefore, out of the eight factors only Factors 1 to 6 and Factor 8 are reported on due to the seventh factor consisting of only one item with a factor loading of 0,5 or more.

The seven perception factors (i.e. agreement) that were extracted for leadership communication focus on: (1) followership and interaction; (2) verbal and non-verbal feedback and direction (3) communicating organisational strategy; (4) communicating change initiatives; (5) delegation and encouragement; (6) information sharing; and (7) communicating performance standards and work outputs.

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Factor 1 for example consists of all the items that have a factor loading of 0,5 or higher that focus on Followership and Interaction. Therefore, Factor 1 was extracted from measurement items 26, 28, 29, 30, 33, 38, 39, 40, 41, 42, 43, 44, 45, 46, 48, 49 and 50. Tables 6.16 to Table 6.22 depicts the Factor Analysis for Factors 1 to 6 and Factor 8 (represented as Factor 7 in Table 6.32) with regard to Dimension 1: Perception.

Table 6.16: Factor 1: Followership and Interaction

Factor Loading	Mean	Std. Deviation	Item Description (Item Number)
0,820	3,41	1,05	Our leaders treat their followers in ways that the leaders would want to be treated (45)
0,770	3,45	1,15	Our leaders really care about the personal well-being of their followers (50)
0,762	3,26	1,10	Our leaders do not have hidden agendas during interactions with followers (42)
0,722	3,33	1,04	Our leaders regard follower welfare as important as their own (29)
0,707	3,66	1,00	Our leaders treat followers with respect (28)
0,692	3,27	0,99	Our leaders look after the best interests of followers (48)
0,689	3,54	1,00	Our leaders are seen as reliable by followers (44)
0,683	3,40	0,95	Our leaders interact with followers in a way that influences followers positively (40)
0,672	3,44	1,01	Our leaders interact with followers in a way that creates shared trust

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Factor Loading	Mean	Std. Deviation	Item Description (Item Number)
			(39)
0,640	3,58	1,04	Our leaders respect and accept diversity amongst followers (46)
0,639	3,43	0,98	Our leaders interact with followers in a way that motivates and inspires followers (38)
0,636	3,49	0,98	Our leaders are fair with followers (30)
0,578	3,70	1,01	Our leaders concentrate on finding solutions instead of looking for problems or excuses (43)
0,574	3,49	0,85	Our leaders interact with followers in a way that ensures that meaning is shared (41)
0,540	3,20	1,04	Our leaders speak to others objectively about followers when they are not present (49)
0,513	3,53	1,00	Our leaders motivate followers by showing them how their efforts contribute to the success of the organisation (33)
0,504	3,30	1,10	Our leaders show trust in followers in order to create more leaders (26)
0,655	3,44	1,02	AVERAGE

In Table 6.16 above shows that all the items that form Factor 1 calculates an average factor loading of 0,66 , a mean of 3,44 and a standard deviation of 1,02. This points out a mean score average for all of the items included in Factor 1 and on the agreement scale this score could be situated within the sphere of the scale point “Neither Agree nor Disagree”. This can be translated that employees perceive

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communicating leaders as individuals who do not clearly communicate while interacting with followers. Employees do not perceive this ability of communicating leaders as completely negative, however this indicates that employees want communicating leadership to improve their communication when interacting with followers. This is especially vital with regard to the lowest factor loading represented in Table 6.16 of 0,50 within Factor 1 which indicates that communicating leaders should show trust in followers in order to create more leaders.

Table 6.17: Factor 2: Verbal and Non-verbal Feedback and Direction

Factor Loading	Mean	Std. Deviation	Item Description (Item Number)
0,699	3,52	0,97	Our leaders listen to the issues of followers (2)
0,663	3,52	0,97	When our leaders raise important aspects, followers respond positively (7)
0,641	3,41	0,98	Our leaders provide feedback upon hearing follower issues and concerns (3)
0,612	3,59	0,99	Our leaders' communication is trustworthy (11)
0,578	3,61	1,00	Our leaders' behaviour is in line with the organisation's vision (6)
0,561	3,46	0,88	Our leaders' actions are in line with their verbal communication (what is said) (9)
0,536	3,73	0,91	Our leaders communicate well in a group situation (5)
0,530	3,45	0,97	Our leaders foster good co-operation among group members (27)

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Factor Loading	Mean	Std. Deviation	Item Description (Item Number)
0,522	3,70	0,94	Our leaders persuasively communicate the organisational vision (10)
0,507	3,67	0,89	Our leaders communicate in a way that creates an environment that encourages change (1)
0,714	3,57	0,95	AVERAGE

In Table 6.17 above depicts that all the items that form Factor 2 calculates an average factor loading of 0,71 , a mean of 3,57 and a standard deviation of 0,95. This points out that the average mean score for all of the items included in Factor 2 and on the agreement scale this score could be situated within the sphere of the scale point “Neither Agree nor Disagree”. This can be translated that employees perceive verbal and non-verbal feedback and direction from communicating leaders as a bit unclear and therefore needs to be improved. Employees do not perceive verbal and non-verbal feedback and direction completely negative, however this indicates that employees want communicating leadership to improve their ways of giving feedback and providing direction. This is especially important with regard to the lowest factor loading in Table 6.17 within Factor 2 of 0,51 which indicates whether communicating leaders communicate in ways that create an environment that encourages change.

Table 6.18: Factor 3: Communicating Organisational Strategy

Factor Loading	Mean	Std. Deviation	Item Description (Item Number)
0,776	3,56	0,91	Our leaders make sure that their followers know what the implications of the strategy are for them (36)
0,713	3,54	0,93	Our leaders make sure that their followers know how the organisational strategy will be implemented (35)

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Factor Loading	Mean	Std. Deviation	Item Description (Item Number)
0,588	3,76	0,90	Our leaders make sure that their followers are aware of the organisational strategy (34)
0,692	3,62	0,91	AVERAGE

In Table 6.18 above shows that all the items that form Factor 3 calculates an average factor loading of 0,69 , a mean of 3,62 and a standard deviation of 0,91. This points out that the average mean score for all of the items included in Factor 3 and on the agreement scale this score could be situated within the sphere of the scale point “Neither Agree nor Disagree”, although this average mean score also indicates that Factor 3 could be moving towards the scale point “Agree”. This can be translated that employees perceive communicating leaders as individuals who currently do not share the organisational vision with employee and also do not included them when formulating strategies for the organisation. Employees do not perceive leadership communication and its link with communicating organisational strategy completely negative, however this indicates that employees want communicating leadership to include them in strategy formulation and that communicating leaders should openly communicate about the organisational strategy. This is especially important with regard to the lowest factor loading represented in Table 6.18 above of 0,59 which indicates that communicating leaders should make sure that employees (i.e. as their followers) are aware of the organisational strategy.

Table 6.19: Factor 4: Communicating Change Initiatives

Factor Loading	Mean	Std. Deviation	Item Description (Item Number)
0,661	3,75	0,90	Our leaders make it clear why organisational change is needed if it occurs (25)
0,575	3,47	0,85	Our leaders communicate in ways that maintain a balance between stability and change (23)

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Factor Loading	Mean	Std. Deviation	Item Description (Item Number)
0,564	3,53	0,92	Our leaders build and inspire a collective commitment to a common organisational purpose (19)
0,558	3,59	1,04	Our leaders set direction for followers to help them know what to do and how to do it (21)
0,521	3,42	1,02	Our leaders always communicate how decisions will influence the organisation in the future (22)
0,576	3,55	0,95	AVERAGE

In Table 6.19 above depicts that all the items that form Factor 4 calculates an average factor loading of 0,58 , a mean of 3,55 and a standard deviation of 0,95. This points out that the average mean score for all of the items included in Factor 4 and on an the agreement scale could be situated within the sphere of the scale point “Neither Agree nor Disagree”, although this also indicates that Factor 4 could be moving towards the scale point “Agree”. This can be translated that employees perceive communicating leaders as individuals who currently do not communicate effectively regarding change within their respective organisations. Employees do not perceive leadership communication and its link with change as completely negative, however this indicates that employees want communicating leadership to improve their information sharing abilities regarding organisational change. This is especially important with regard to the lowest factor loading represented in Table 6.19 above of 0,52 which indicates that communicating leaders should communicate more clearly regarding organisational change and that these leaders should implement change initiatives to make the process of change more understandable for employees (i.e. in this regard as followers).

Table 6.20: Factor 5: Delegation and Encouragement

Factor Loading	Mean	Std. Deviation	Item Description (Item Number)
0,758	3,70	0,89	Our leaders delegate challenging tasks and responsibilities to followers (54)
0,657	3,65	0,98	Our leaders challenge limitations in the way things are currently done in the organisation (56)
0,551	3,58	0,99	Our leaders encourages followers to develop change initiatives (59)
0,530	3,68	0,97	Our leaders inspire followers to support change initiatives (58)
0,525	3,65	0,90	Our leaders assist followers to take the initiative in finding effective ways of achieving their objectives (57)
0,604	3,65	0,95	AVERAGE

In Table 6.20 above displays that all the items that form Factor 5 calculates an average factor loading of 0,60 , and a mean of 3,65 and a standard deviation of 0,95. This points out that the average mean score for all of the items included in Factor 5 and on the agreement scale could be situated within the sphere of the scale point “Neither Agree nor Disagree”. This can be translated that employees perceive communicating leaders as individuals who currently do not utilise their delegation and encouragement abilities in the correct manner. Employees do not perceive leadership

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communication and its link with delegation and encouragement as completely negative, however this indicates that employees want communicating leadership to improve their delegation and encouragement abilities within their respective organisations. This is especially important with regard to the lowest factor loading represented in Table 6.20 above of 0,53 which indicates whether communicating leaders assist followers to take initiative in finding ways to reach follower objectives.

Table 6.21: Factor 6: Information Sharing

Factor Loading	Mean	Std. Deviation	Item Description (Item Number)
0,621	3,07	0,99	Our leaders do not withhold information from their followers (32)
0,540	3,54	0,85	Our leaders do not distort information given to their followers (31)
0,581	3,31	0,92	AVERAGE

In Table 6.21 above depicts that all the items that form Factor 6 calculates an average factor loading of 0,58 , a mean of 3,31 and a standard deviation of 0,92. This points out that the average mean score for all of the items included in Factor 6 and on the agreement scale could be situated within the sphere of the scale point “Neither Agree nor Disagree”. This can be translated as the extent to which employees perceive whether communicating leaders share important organisational information with them. Employees do not perceive leadership communication and its link with information sharing as completely negative, however this indicates that employees want communicating leadership to conduct themselves more professional and share information more openly with followers. This is especially important with regard to the lowest factor loading represented in Table 6.21 of 0,54 which indicates whether communicating leaders do or do not distort information when they give information to their followers.

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Table 6.22: Factor 7: Communicating Performance Standards and Work Outputs

Factor Loading	Mean	Std. Deviation	Item Description (Item Number)
0,705	4,33	0,70	Our leaders expect high performance standards of followers (15)
0,643	3,33	1,04	Our leaders view followers' work output as more important than the followers themselves (14)
0,674	3,83	0,87	AVERAGE

In Table 6.22 above displays that all the items that form Factor 7 calculates an average factor loading of 0,67 , a mean of 3,83 and a standard deviation of 0,87. Factor 7 represented above is in actual fact the eighth extracted factor, but due to the seventh extracted factor not consisting of two or more items with a factor loading of 0,5 , the seventh extracted factor is not represented above. Instead, the eighth extracted factor is thus represented as Factor 7 above. This points out that the average mean score for all of the items included in Factor 7 and on the agreement scale could be situated within the sphere of the scale point “Neither Agree nor Disagree”, although this also indicates that Factor 7 could be moving towards the scale point “Agree”. This can be translated that employees perceive communicating leaders as individuals who currently do not communicate performance standards or work output requirements that followers need to adhere to. Employees do not perceive leadership communication and its link with communicating performance standards and work outputs as completely negative, however this indicates that employees want communicating leadership to clearly set organisational goals, and should clearly communicate performance standards and the work outputs expected of followers. This is especially important with regard to the lowest factor loading represented in Table 6.22 above of 0,64 which indicates that communicating leaders view follower work outputs as more important than the followers themselves.

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Tables 6.16 to Table 6.22 above depicts the Factor Analysis for Factors 1 to 6 and the eighth extracted factor (represented as Factor 7) with regards to Dimension 1: Perception. Furthermore, the Factor Resolution and Percentage Variance Explained for each Factor within this dimension is depicted in the succeeding section.

6.3.1.1 Factor Resolution and Percentage Variance Explained for Dimension 1: Perception

Table 6.23 below depicts the extracted factors, the rotation sums of squared loadings, factor loading averages and the Alpha scores. Eight factors were extracted within this dimension but only seven factors are represented in terms of their factor loading averages and Alpha scores as these factors have factor loadings of 0,5 or higher.

Table 6.23: Factor Resolution and Percentage Variance Explained for Dimension 1: Perception

Factor Number and Name	Rotation Sums of Squared Loadings		Factor Loading Average	Alpha Score
	% Variance Explained	Cumulative Variance Explained		
1. Followership and Interaction	20,78	20,78	0,66	0,97
2. Verbal and Non-verbal Feedback and Direction	13,59	34,37	0,71	0,90
3. Communicating Organisational Strategy	8,85	43,23	0,69	0,88
4. Communicating Change Initiatives	8,73	51,96	0,58	0,88
5. Delegation and Encouragement	7,85	59,81	0,60	0,87

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Rotation Sums of Squared Loadings				
Factor Number and Name	% Variance Explained	Cumulative Variance Explained	Factor Loading Average	Alpha Score
6. Information Sharing	3,21	63,02	0,58	0,78
7. N/A	2,90	65,92		
8. Communicating Performance Standards and Work Outputs	2,80	68,72	0,67	0,65

As indicated above in Table 6.23 the Varimax Rotation was applied to the total pool of items within Dimension 1: Perception. This rendered a factor resolution of eight factors that cumulatively explained 68,7% of variance. The percentage variances indicates the ratio of the largest to the smallest item variances, while cumulative variance displays how the percentage variance of each factor is added up to calculate the entire variance of all factors. Only factors with a factor loading value of 0,5 or higher, which represent two or more items, are represented above. Therefore, out of the eight extracted factors only seven factors are reported due to the seventh extracted factor consisting of only one item with a factor loading of 0,5 or more.

In Table 6.23 above, the alpha score (also referred to as the Cronbach's Alpha) within this factor analysis is a model that displays measurement of internal consistency and reliability, ranging between 0 and 1, and is based on the average of inter-item correlation. The factor extraction method that was applied to the entire pool of items considers the variables in the analysis to be a sample from the universe of potential variables, which then are grouped within a certain number of factors. This method maximises the alpha reliability of the factors and indicated that eight factors are evident within Dimension 1: Perception.

Now that the leadership communication perceptions have been addressed through a factor analysis, the following section focuses on the factor analysis regarding employee expectations of leadership communication.

6.3.2 Factor analysis regarding employee expectations of leadership communication

A factor analysis was conducted through a Principal Component Analysis extraction method for all the individual measurement items included in the questionnaire. These items were translated into a factor resolution of twelve factors which investigated expectations of leadership communication within the questionnaire. Only items with a factor loading value of 0,5 or higher, which represent two or more items, are used and represented in the factor analysis discussion that follows. This is done due to the Cronbach's Alpha value calculations which can only occur if there are two or more variables that represent a factor. Therefore, out of the twelve factors only factors 1 to 7 are reported on due to other factors only consisting of one item each with a factor loading of 0,5 or more.

The seven expectation factors (i.e. importance) that were extracted for leadership communication include: (1) delegation and encouragement; (2) followership and trust; (3) communicating organisational purpose and change; (4) interaction and respect; (5) leadership behaviour and feedback; (6) transparent communication; and (7) communicating expectations of work outputs.

Factor 1 for example consists of all the items that have a factor loading of 0,5 or higher that focus on Delegation and Encouragement. Therefore, Factor 1 was extracted from measurement items 36, 40, 41, 52, 54, 55, 56, 57, 58 and 59. Tables 6.24 to Table 6.30 depicts the Factor Analysis for Factors 1 to 7 with regard to Dimension 2: Expectation.

Table 6.24: Factor 1: Delegation and Encouragement

Factor Loading	Mean	Std. Deviation	Item Description (Item Number)
0,766	4,30	0,66	Our leaders delegate challenging tasks and responsibilities to followers (54)
0,759	4,28	0,66	Our leaders encourages followers to develop change initiatives (59)
0,736	4,27	0,66	Our leaders assist followers to take the initiative in finding effective ways of achieving their objectives (57)
0,709	4,36	0,67	Our leaders inspire followers to support change initiatives (58)
0,651	4,36	0,62	Our leaders are available to followers to share information (55)
0,646	4,28	0,67	Our leaders challenge limitations in the way things are currently done in the organisation (56)
0,550	4,32	0,64	Our leaders interact with followers in a way that ensures that meaning is shared (41)
0,524	4,38	0,66	Our leaders make sure that their followers know

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Factor Loading	Mean	Std. Deviation	Item Description (Item Number)
			what the implications of the strategy are for them (36)
0,520	4,32	0,68	Our leaders openly and constantly talks about their vision for their organisational teams (52)
0,512	4,38	0,62	Our leaders interact with followers in a way that influences followers positively (40)
0,637	4,33	0,65	AVERAGE

In Table 6.24 above shows that all the items that form Factor 1 calculates an average factor loading of 0,64 , a mean of 4,33 and a standard deviation of 0,65. This points out a mean score average for all of the items included in Factor 1 and on the importance scale this score could be situated within the sphere of the scale point “Important”, although this also indicates that Factor 1 could be moving towards the scale point “Extremely Important”. This can be translated into the expectation employees have regarding delegation and encouragement abilities of communicating leaders. This is especially important with regard to the highest factor loading of 0,77 which indicates that communicating leaders should delegate challenging tasks and responsibilities to followers.

Table 6.25: Factor 2: Followership and Trust

Factor Loading	Mean	Std. Deviation	Item Description (Item Number)
0,647	4,50	0,59	Our leaders are seen as reliable by followers (44)
0,570	4,28	0,70	Our leaders do not

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Factor Loading	Mean	Std. Deviation	Item Description (Item Number)
			distort information given to their followers (31)
0,558	4,44	0,68	Our leaders apply rules and policies consistently (47)
0,541	4,45	0,63	Our leaders motivate followers by showing them how their efforts contribute to the success of the organisation (33)
0,536	4,46	0,62	Our leaders concentrate on finding solutions instead of looking for problems or excuses (43)
0,523	4,45	0,66	Our leaders treat their followers in ways that the leaders would want to be treated (45)
0,500	4,51	0,59	Our leaders set direction for followers to help them know what to do and how to do it (21)
0,554	4,44	0,64	AVERAGE

In Table 6.25 above depicts that all the items that form Factor 2 calculates an average factor loading of 0,55 , a mean of 4,44 and a standard deviation of 0,64. This points out a mean score average for all of the items included in Factor 2 and on the importance scale this score could be situated within the sphere of the scale point “Important”. This can be translated into the expectation employees have regarding how trustworthy communicating leaders are and whether they have a high regard for

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followership. This is especially important with regard to the highest factor loading of 0,65 which indicates that followers should see communicating leaders as reliable.

Table 6.26: Factor 3: Communicating Organisational Purpose and Change

Factor Loading	Mean	Std. Deviation	Item Description (Item Number)
0,675	4,25	0,69	Our leaders communicate in ways that maintain a balance between stability and change (23)
0,664	4,35	0,73	Our leaders persuasively communicate the organisational vision (10)
0,523	4,46	0,70	Our leaders make it clear why organisational change is needed if it occurs (25)
0,513	4,39	0,65	Our leaders build and inspire a collective commitment to a common organisational purpose (19)
0,594	4,36	0,69	AVERAGE

In Table 6.26 above displays that all the items that form Factor 3 and calculates an average factor loading of 0,59 , a mean of 4,36 and a standard deviation of 0,69. This points out a mean score average for all of the items included in Factor 3 and on the importance scale this score could be situated within the sphere of the scale point “Important”. This can be translated into the expectation employees have regarding how communicating leaders address followers regarding their organisation’s purpose and changes. This is especially important with regard to the highest factor loading of 0,68 which indicates that communicating leaders should communicate in a manner that constitutes a balance of stability and change.

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Table 6.27: Factor 4: Interaction and Respect

Factor Loading	Mean	Std. Deviation	Item Description (Item Number)
0,722	4,68	0,56	Our leaders treat followers with respect (28)
0,646	4,43	0,66	Our leaders regard follower welfare as important as their own (29)
0,572	4,53	0,61	Our leaders are fair with followers (30)
0,537	4,49	0,64	Our leaders show trust in followers in order to create more leaders (26)
0,525	4,31	0,68	Our leaders interact and engage with followers (13)
0,600	4,49	0,63	AVERAGE

In Table 6.27 above displays that all the items that form Factor 4 and calculates an average factor loading of 0,60 , a mean of 4,49 and a standard deviation of 0,63. This points out a mean score average for all of the items included in Factor 4 and on the importance scale this score could be situated within the sphere of the scale point “Important”, This can be translated into the expectation employees have regarding how communicating leaders respectfully interact with followers. This is especially important with regard to the highest factor loading of 0,72 which indicates that communicating leaders should treat followers with respect.

Table 6.28: Factor 5: Leadership Behaviour and Feedback

Factor Loading	Mean	Std. Deviation	Item Description (Item Number)
0,701	4,52	0,63	Our leaders communicate in a way that creates an environment that

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Factor Loading	Mean	Std. Deviation	Item Description (Item Number)
			encourages change (1)
0,698	4,49	0,57	Our leaders listen to the issues of followers (2)
0,695	4,50	0,61	Our leaders provide feedback upon hearing follower issues and concerns (3)
0,571	4,62	0,60	Our leaders' behaviour is in line with the organisation's vision (6)
0,524	4,40	0,59	Our leaders communicate well in a group situation (5)
0,638	4,51	0,60	AVERAGE

In Table 6.28 above displays that all the items that form Factor 5 and calculates an average factor loading of 0,64 , a mean of 4,51 and a standard deviation of 0,60. This points out a mean score average for all of the items included in Factor 5 and on the importance scale this score could be situated within the sphere of the scale point “Important”, although this also indicates that Factor 5 could be moving towards the scale point “Extremely Important”. This can be translated into the expectation employees have regarding the leadership behaviour of communicating leaders and how these leaders provide followers with feedback. This is especially important with regard to the highest factor loading of 0,70 which indicates that communicating leaders should communicate in a manner that creates an environment that encourages change.

Table 6.29: Factor 6: Transparent Communication

Factor Loading	Mean	Std. Deviation	Item Description (Item Number)
0,628	4,34	0,74	Our leaders do not have

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Factor Loading	Mean	Std. Deviation	Item Description (Item Number)
			hidden agendas during interactions with followers (42)
0,582	4,18	0,82	Our leaders speak to others objectively about followers when they are not present (49)
0,533	4,35	0,67	Our leaders look after the best interests of followers (48)
0,581	4,29	0,74	AVERAGE

In Table 6.29 above displays that all the items that form Factor 6 and calculates an average factor loading of 0,58 , a mean of 4,29 and a standard deviation of 0,74. This points out a mean score average for all of the items included in Factor 6 and on the importance scale this score could be situated within the sphere of the scale point “Important”. This can be translated into the expectation employees have regarding how clear and transparent communicating leaders should communicate. This is especially important with regard to the highest factor loading of 0,63 which indicates that communicating leaders should not have hidden agendas during interactions with followers.

Table 6.30: Factor 7: Communicating Expectations of Work Outputs

Factor Loading	Mean	Std. Deviation	Item Description (Item Number)
0,836	4,06	1,09	Our leaders listen to follower concerns, but do not act on them (8)
0,824	3,62	1,03	Our leaders view followers' work output as more important than

Factor Loading	Mean	Std. Deviation	Item Description (Item Number)
			the followers themselves (14)
0,830	3,84	1,06	AVERAGE

In Table 6.30 above displays that all the items that form Factor 7 and calculates an average factor loading of 0,83 , a mean of 3,84 and a standard deviation of 1,06. This points out a mean score average for all of the items included in Factor 7 and on the importance scale this score could be situated within the sphere of the scale point “Neither Important Nor Unimportant”, although this also indicates that Factor 7 is moving towards the scale point “Important”. This can be translated into the expectation employees have regarding how communicating leaders address work output expectations. This is especially important with regard to the highest factor loading of 0,84 which indicates that communicating leaders should listen to follower concerns and act in a manner that can solve and address these concerns.

Tables 6.24 to Table 6.30 above depicts the Factor Analysis for Factors 1 to 7 with regard to Dimension 2: Expectation. Furthermore, the Factor Resolution and Percentage Variance Explained for each Factor within this dimension is depicted in the succeeding section.

6.3.2.1 Factor Resolution and Percentage Variance Explained for Dimension 2: Expectation

Table 6.31 below depicts the extracted factors, the rotation sums of squared loadings, factor loading averages and the Alpha scores. Twelve factors were extracted within this dimension but only seven factors are represented in terms of their factor loading averages and Alpha scores as these factors have factor loadings of 0,5 or higher. Therefore, out of the twelve extracted factors only seven factors are reported due to the eighth, ninth, tenth, eleventh and twelfth extracted factors consisting of only one item with a factor loading of 0,5 or more.

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Table 6.31: Factor Resolution and Percentage Variance Explained for Dimension 2: Expectation

Factor Number and Name	Rotation Sums of Squared Loadings			Alpha Score
	% Variance Explained	Cumulative Variance Explained	Factor Loading Average	
1. Delegation and Encouragement	14,71	14,71	0,64	0,94
2. Followership and Trust	8,75	23,47	0,55	0,86
3. Communicating Organisational Purpose and Change	8,29	31,75	0,59	0,85
4. Interaction and Respect	8,21	39,96	0,60	0,84
5. Leadership Behaviour and Feedback	7,57	47,54	0,64	0,82
6. Transparent Communication	5,44	52,98	0,58	0,71
7. Communicating Expectations of Work Outputs	3,08	56,06	0,83	0,64
8. N/A	3,05	59,11		
9. N/A	3,03	62,14		
10. N/A	2,94	65,07		
11. N/A	2,60	67,68		
12. N/A	2,17	69,84		

As indicated above in Table 6.31 the Varimax Rotation was applied to the total pool of items within Dimension 2: Expectation. This rendered a factor resolution of twelve factors that cumulatively explained 69,8% of variance. Only factors with a factor loading value of 0,5 or higher, which represent two or more items, are represented above.

In Table 6.31 above, the alpha score (also referred to as the Cronbach's Alpha) within this factor analysis is a model that displays measurement of internal consistency and reliability, ranging between 0 and 1, and is based on the average of inter-item correlation. The factor extraction method that was applied to the entire pool of items considers the variables in the analysis to be a sample from the universe of potential variables, which then are grouped within a certain number of factors. This method maximises the alpha reliability of the factors and indicated that twelve factors are evident within Dimension 2: Expectation.

To summarise the Factor Analysis section above, the Factor Resolution of Leadership Communication within both Dimensions is investigated next.

6.3.3 Factor resolution of leadership communication within both dimensions

Table 6.32 below indicates the factors, the percentage variance explained along with the factor descriptions for both perception and expectation of leadership communication.

Table 6.32: Factor Resolution of Leadership Communication within both Dimensions

Factor Number	% Variance Explained	Factor Description
Dimension 1: Perception of Leadership Communication		
1	20,78	Fellowship and Interaction
2	13,59	Verbal and Non-verbal Feedback and Direction

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Factor Number	% Variance Explained	Factor Description
3	8,85	Communicating Organisational Strategy
4	8,73	Communicating Change Initiatives
5	7,85	Delegation and Encouragement
6	3,21	Information Sharing
7	2,80	Communicating Performance Standards and Work Outputs
Total Variance Explained by Dimension 1: Perception = 68,72%		
Factor Number	% Variance Explained	Factor Description
Dimension 2: Expectation of Leadership Communication		
1	14,71	Delegation and Encouragement
2	8,75	Followership and Trust
3	8,29	Communicating Organisational Purpose and Change
4	8,21	Interaction and Respect
5	7,57	Leadership Behaviour and Feedback
6	5,44	Transparent Communication
7	3,08	Communicating Expectations of Work Outputs
Total Variance Explained by Dimension 2: Expectation = 69,84%		

Only factors with factor loadings of 0,5 or higher, that also comprise of two or more items are represented in Table 6.32 above. The Scree Plots, the Rotated Component Matrixes and the Component Score Coefficient Matrixes assisted in identifying which measurement items fell within the extracted factors, within each of the two dimensions. Overall the cumulative variance for both dimensions were high as the Factor



Resolution for Dimension 1: Perception was 68,7%, and 69,8% for Dimension 2: Expectation.

6.4 CONCLUSION

Within this chapter the findings of the study were reported through an analysis of descriptive statistics and factor analyses. The descriptive statistics section focused on which measurement techniques were employed; how scale dimensions and value were described; the various gap percentages between top box scores for perceptions and expectations of leadership communication; a comparison of top box scores by item and by dimension; descriptive statistics of individual leadership communication items grouped by themes; items most and least agreed with regarding perception of leadership communication; and the most and least important items regarding the expectation of leadership communication.

Mere descriptive data, which typically present the items in a measurement instrument in relative isolation, often fail to provide a coherent picture of the inter-relatedness of the variables. This leads to a situation where management decisions are based on fragmented information, resulting in disintegrated results.

In order to solve this problem a factor analysis was conducted which provides a coherent idea of the factors which impact the current perceptions and expectations of employees regarding leadership communication within their respective organisations.

Furthermore, factor analysis section consisted of a Principal Component Factor Analysis using a normalised Varimax Rotation applied to all the scale items within both dimensions (perceptions and expectations). A factor analysis was conducted on the data in order to eliminate peripheral items from the results and to acquire a clear picture of the relationships between the remaining central items within each factor. Secondly, after the scree plot of the factor analysis of all items was observed, it was evident that the total pool of items could be extracted into eight extracted factors regarding perception and twelve extracted factors regarding expectation.

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This was applied to both dimensions (i.e. perception and expectation) in order to form an overall picture of the data gathered through the survey questionnaire. The subsequent chapter focuses on the evaluation of the research and concludes the study.

CHAPTER 7: EVALUATION OF RESEARCH AND CONCLUSION

7.1 INTRODUCTION

Reflecting on the information provided in chapters one to six, it is evident that leadership communication has been and is still one of the most important elements which organisations should not underestimate. Communicating leaders need to be aware of how their communication has, and will continue to have, a critical direct impact on the organisational employees (i.e. specifically their followers) and the organisation itself. Employees currently perceive leadership communication as lacking and these employees expect a higher standard or more intensive focus on improving the leadership communication within their respective organisations. This chapter integrates the research conducted in the study to exhibit the research problem of researching and measuring the perceptions and expectations of employees regarding leadership communication at their respective South African business organisations, within various industries. Therefore this chapter focuses on the purpose of the study, followed by conclusions regarding: the findings related to the research objectives, the findings related to the survey questionnaire analyses, organisational and managerial implications, verification strategies employed in the study, limitations of the study and direction for future research, and concludes with final remarks.

7.2 CONCLUSION OF FINDINGS RELATED TO RESEARCH OBJECTIVES

The purpose statement indicated that the study set out to investigate the perceptions and expectations of leadership communication, the existence of a link between leadership and communication management, as well as how teams are lead in various business industries through leadership communication. The research focused on various business organisations in a South African context.

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The study was guided by the following specific research objectives (from a business or organisational perspective) as they emanated from the problem statement and purpose statement:

- Ro1: to provide a literature review to illustrate several concepts, perceptions, interpretations, and viewpoints specifically focusing on leadership, communication management and leadership communication;
- Ro2: to explain differences within the body of knowledge regarding leadership and the link it has with communication management;
- Ro3: to identify new aspects of leadership that could be implemented into communication management theory and education;
- Ro4: to identify shortcomings and barriers hindering leadership communication;
- Ro5: to develop a structured survey (quantitative) that focuses on leadership communication in various South African business organisations (i.e. on micro- and meso-level);
- Ro6: to conduct a survey questionnaire among employees within various South African business organisations to identify their perceptions and expectations of leadership communication within their respective organisations (firstly via e-mail and if necessary the researcher will arrange to personally conduct on-site self-completion sessions with identified respondents);
- Ro7: to develop a theoretical conceptualisation to align leadership principles to communication management within various South African business organisations (i.e. on micro- and meso-level); and
- Ro8: to interpret implications, indicate areas for further study and prospects for future leadership and communication management research.

7.2.1.1 *Research objectives 1 and 2: to provide a literature review focusing on leadership, communication management, leadership communication and to link leadership with communication management*

The first two research objectives (Ro1 and Ro2) were achieved by conducting a *literature review* on key concepts, and by showcasing various conceptualisations and relationships within the different research fields of leadership, communication management and leadership communication. The *literature review* provided an

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understanding of the various concepts and relationships and assisted in the development of a structured survey questionnaire.

As leadership is a concept that consists of several aspects, it was imperative to firstly focus on a general overview of leadership pertaining its background, history, fundamentals, various definitions, differences between leadership and being a leader, organisational leadership, leadership styles, characteristics, skills, traits and various approaches. Chapter 2 concludes with the development and formulation of a contextual definition to characterise leadership within the study.

In Chapter 3 an in-depth focus on different viewpoints within the body of knowledge regarding leadership (specifically organisational leadership) and the relationship it has with the field of communication management is investigated. As various textbooks and academic journal articles were utilised to investigate leadership in the previous chapter, it was imperative to focus on the other part of the term leadership communication: i.e. communication. This includes how communication plays an integral role within new trends and developments in leadership, and has further linkages with leadership (specifically focusing on leadership within organisations and amongst followers).

As the afore mentioned chapters focussed on leadership, and the relationship between organisational leadership and communication, Chapter 4 focuses on different viewpoints within the body of knowledge regarding the key term *leadership communication*. In this chapter various aspects that build up or develop leadership communication is examined which include: connecting leadership and communication, the development of leadership communication and the substance and formulation of leadership communication for the study.

7.2.1.2 Research objective 3: to identify new aspects of leadership that could be implemented into communication management theory and education

Research objectives 3 and 4 (Ro3 and Ro4) were achieved through a two-folded approach consisting of a literature review and through the findings of the survey questionnaire. Research objective 3 identified aspects of leadership that could be

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implemented into communication management theory and education include (1) *development and training*, and (2) *mental modelling*.

With regards to (1) *development and training*, the study's literature review indicated that there are several aspects that need to be taken into consideration when an individual or an organisation wants to improve their communication management from a leadership perspective. This included seven activities that are the most widely used for leadership development to facilitate the learning of relevant leadership skills on the job. These activities can be integrated through communication management and include (1) *multi-source feedback* (i.e. '360-degree' feedback and 'multi-rater' feedback such as the Multi Leadership Questionnaire), (2) *development assessment centres* (i.e. traditionally geared to selection and promotion decisions. There has been a growing tendency in using these centres to develop managers), (3) *development assignments* (i.e. being assigned to specific projects, different units or departments within the organisation, or to suppliers or to customers of the organisation), (4) *action learning* (i.e. individuals or teams conduct field projects on complex organisational problems requiring the use of skills learned during formal training sessions), (5) *mentoring* (i.e. mentors provide psychological function through acceptance and encouragement, as well as career-facilitation function through sponsorship, protection and exposure), (6) *executive coaching* (i.e. has several advantages over formal training programmes such as convenience, confidentiality, flexibility, and more personal attention), and (7) *outdoor challenge programmes* (i.e. it involves physical activities performed by a group of people in an outdoor setting) (Yukl, in Parry & Jackson, 2008:116).

With regard to leadership training, there are four stages of development which are essential, and include (1) *overcoming fear*, (2) *building self-confidence*, (3) *relating to others*, and (4) *communicating effectively* (Crom, in Shelton, 1997:143). Fundamental to good leadership is to mentor and to train (Pretorius, 2013:147). Good leaders should view themselves as architects of human possibilities and enable people to realise their potential. These types of leaders are disciples of people-driven growth and achievement. Such leaders communicate their people's worth and potential so clearly and convincingly that employees are inspired to see it in themselves.

Another aspect of leadership that could be integrated through communication management is (2) *mental modelling*. A mental model is an individual's internal understanding and perceptions of how the world works. We all have different mental models of the world helping to make sense of the world around an individual, as some are learnt in childhood, others are learnt later in life, and they are shaped very strongly by beliefs. It should be noted that mental models affect an individual's perceptions and expectations in profound ways. If an idea attacks one aspect of a mental model or belief that is held by an individual, then it will be ignored, but if it cannot be ignored, then it will be strongly resisted. The important point is that where different groups have different mental models, they very often interpret the same event in radically different ways (Symanowitz, 2013:45).

Therefore, organisations should manage their communication in such a way that all the internal stakeholders (i.e. specifically employees as followers) understand the organisational strategy and that these stakeholders agree with the organisational vision. Understanding the essence of mental models assist in realising and acknowledging other individuals' mental models, and assists in the formulation of shared mental models. These shared mental models are critical within organisations and leaders need to communicate in ways that create a 'shared belief' in the organisation between themselves and their employees.

7.2.1.3 *Research objective 4: to identify shortcomings and barriers hindering leadership communication*

Research objective 4 specifically was achieved by taking cognisance of the literature review of communication elements which can not only improve leadership communication, but also act as barriers when applied incorrectly. The communication elements that were highlighted included: (1) *the communication abilities of organisational leaders*, which emphasised the ability to create an environment that encourages innovation within social relationships, as well as, change leadership (i.e. a leader's communication skills, active listening and feedback), (2) *leadership qualities of communication managers* (i.e. implementing a transformational and inclusive approach to leadership communication), (3)

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leadership by example (i.e. where the behaviour from leaders should not be inconsistent with the vision and should not overwhelm other forms of communication), as well as (4) *open and transparent communication* (i.e. handling controversial issues or crises calmly and providing a clear overall and long-term vision to organisational stakeholders such as employees).

Apart from previously mentioned communication elements that can turn into barriers if not managed properly, three major leadership communication barriers that are characteristic of an organisation include: (1) different people perceive the same object, person, message, or incident differently, (2) different people also ascribe different meanings to these elements, and (3) the messages between people in an organisation are influenced by the structure and processes of the organisation (Puth, 2002:38).

7.2.1.4 Research objectives 5 and 6: develop a structured leadership communication survey (quantitative) and conduct the survey with South African business organisations within various industries

By taking into consideration current trends and developments within leadership communication, along with the literature reviews, a structured survey (quantitative) that focuses on leadership communication in various South African business organisations was developed. This assisted to achieve research objectives 5 and 6 (Ro5 and Ro6) and provided an overview of employee perceptions and expectations regarding leadership communication within their respective organisations. The newly developed leadership communication survey questionnaire was distributed via e-mail to various business organisations, within South African, within various industries. Measurement items were constructed on two 5-point Likert type scales within two dimensions, perception (i.e. agreement scale) and expectation (i.e. an importance scale). This assisted in identifying important key areas and developed a deeper understanding of various aspects within the fields of leadership, communication management and leadership communication.

The study aimed to achieve a sample of individual employees of at least a minimum of five different South African business organisations. A survey questionnaire was

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developed and individual employees were asked to partake in an e-mail survey questionnaire, and if necessary a personal self-completion session at their respective organisations would have been arranged. Twenty-three different business organisations were contacted to participate in the study and seven responded positively to participate. The seven different business organisations fell within either one of the following industries: (1) automotive, (2) mining, (3) banking and financial management, (4) medical and life insurance, (5) farming and agriculture or (6) communication management consulting. Each organisation was asked to assist and provide a minimum of forty (40) employees to respond. A total of three hundred and seventeen (317) employee responded and all of these responses were analysed however not all of the employees successfully fully completed the entire survey questionnaire (i.e. leaving out certain questions or possibly skipping questions accidentally).

A pre-test for the data collection phase of the study was conducted using a draft survey questionnaire during the 2nd semester of 2014 (i.e. October). Ten individual employees of one selected organisation who were willing to respond were contacted and asked to respond by completing the e-mail survey questionnaire. These individuals were also asked to respond in an on-site self-completion session at their organisation within a time frame of 15 minutes. Employees were asked to firstly complete an informed consent form before beginning with the questionnaire and a facilitator was also available physically during the pre-test self-completion session to answer any questions that the respondents might have had.

After receiving supervisor, departmental and ethical approval from the University of Pretoria, the data collection phase was initiated.

To ensure the reliability and validity of the study, aspects such as credibility, transferability, dependability, conformability and authenticity were taken into account (Bryman & Bell, 2011:410). Respondents of the study were asked to give their consent before completing the survey questionnaire. By accepting and completing the survey via e-mail, respondents acknowledged that they give their consent to respond.

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The raw data was captured through software such as Excel, Qualtrics and SPSS in order to conduct a statistical analysis. This phase consisted of a descriptive statistic- and factor analyses as presented in Chapter 6 of the study under research results and findings. An example of the structured survey questionnaire for the study is included as *Appendix A*.

7.2.1.5 Research objectives 7 and 8: to develop a theoretical conceptualisation to align leadership and communication within South African business organisations and to interpret implications, indicate areas for further study and prospects for future leadership and communication management research

Both these research objectives (Ro7 and Ro8) are addressed within this chapter through (1) the conclusion of findings related to the survey questionnaire analysis, (2) the organisational and managerial implications, and (3) limitations of the study and directions for future research.

7.3 CONCLUSION OF FINDINGS RELATED TO THE SURVEY RESULTS

A new leadership communication survey questionnaire had to be developed and tested to ensure effectiveness because there was no previous study that could be used as a guideline. Measurement items were constructed on two 5-point Likert type scales and respondents at various South African business organisations were contacted to respond and complete the survey via e-mail.

After the collection of the data, the data was transferred into an electronic format using software of a statistical nature (i.e. Qualtrics, Excel and SPSS). This also assisted to determine if data was missing or incomplete, and therefore some responses were discarded from the data analysis for quality control purposes.

Chapter 6 of the study provides and clarifies the study's data that was collected through the survey questionnaire by reporting the research results and findings.



After the analysis of the raw data, the findings of the study were reported through an analysis of (1) descriptive statistics and (2) a factor analysis.

7.3.1 Descriptive statistics

The study used a two-dimensional gap approach, where respondents were required to indicate their current perceptions and expectations of sixty measurement items focusing on leadership communication. In practical terms, this meant that each respondent was required to respond on two different scales to each of the sixty measurement items. Two sets of 5-point Likert type scales were used for this purpose. Verbal descriptors were indicated for the medial values of 1 and 5 on the actual questionnaire, but not for the medial values 2–4.

7.3.1.1 Gap percentages between top box scores for perceptions and expectations of leadership communication

All the items were rated higher within the expectation dimension than in the perception dimension. The gaps between these two dimensions indicate that more work should be done within the organisation and that employees expect leadership communication to improve. Centralised leadership structures within these organisations can be a barrier to the effective dissemination of information and therefore centralised authority can influence the frequency of information sharing and the consistency of messages. This can adversely affect the alignment of all employees within their organisations, and specifically across divisions and departments if well-developed leadership communication plans are not implemented. This could result in leaders focusing more on the operational day-to-day activities and not enough on the strategic directions of their organisations, that is, how the roles of the division, department, team and employees fit into this 'bigger picture' of their respective organisations. It can therefore be interpreted that leaders or managers do not understand what it means to be a 'communicating leader' and how to foster a leader-follower relationship with their employees, team members or followers to ensure that they are strategically aligned with the goals of their organisations.

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Initiatives such as dedicated leadership communication processes and platforms, as well as leadership communication training for line managers, can be considered in order to create a better understanding of the role and benefits of effective leadership communication and how to implement these successfully within their respective organisations.

7.3.1.2 Comparison of top and bottom box percentages for both dimensions

Top box and bottom box scores for each of the sixty measurement items within each of the two dimensions were calculated to analyse the gaps between perception and expectation. The top and bottom box scores for selected items within each of the two dimensions where a gap of more than 20% was calculated between the bottom box score of perceptions and the top box score of expectations were included.

The items that indicated a gap of more than 20% between perception and expectation regarding leadership communication, are identified and viewed as the areas where growth is needed within the organisations. Only ten of the items with the largest gaps regarding leadership communication areas were discussed in terms of how these items link to certain leadership communication themes and can be improved.

The biggest gap between perceptions and expectations pertaining leadership communication was related to the theme: Leadership Communication and Culture. With a gap of 27,8%, this theme also represented the biggest gap between perceptions and expectations pertaining to leadership communication. This gap signifies that the leaders lack an understanding within their respective organisations regarding the cultural differences amongst themselves, team members and their followers or employees. *Communicating leaders should strive to ensure that mutual respect is shown amongst all different cultures within their respective organisations and to understand that cultural diversity could enhance the success and stakeholder engagement of the organisation. Furthermore, this gap symbolises that communicating leaders should involve and consider employees (i.e. specifically their followers) when organisational decisions are made.*

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The biggest gap between perceptions and expectations pertaining leadership communication was followed by two items that both individually calculated a percentage of 23,9%. These items were related to the themes: Leadership Skills, and Power and Influence. The leadership skills gaps could be attributed to leaders not listening to follower concerns, that leaders do not provide feedback to followers and do not act upon problems that followers bring to their attention, and that actions of leaders are not in line with what they communicate to employees. The power and influence gaps could be credited to leaders not placing their trust in followers in order for the followers to possibly develop and become leaders themselves.

In order to improve and enhance the leadership skills of communicating leaders, organisations should implement skills training programmes for all individuals within leadership positions. This will make the communicating leaders aware of what they are lacking and in which areas they can improve themselves within their organisational settings. To ensure that power and influence is not abused, proper mentorship and training should be provided to employees that consist of the abilities to develop into communicating leaders themselves. This would only be possible if the current communicating leaders strive for continuous improvement and understand their power and influence within their respective organisations.

Chapter 6 delves deeper into these growth areas by focusing on the top ten items with the largest gaps regarding leadership communication and how these items link to the identified leadership communication themes of the survey questionnaire.

7.3.1.3 Comparison of top box and bottom box scores by leadership communication themes

The gaps between the top and bottom box scores for each of the sixty measurement items were grouped under eight leadership communication themes. As the eight themes within the study were known from the outset, these eight themes were identified through the literature review and inductive reasoning when developing the survey questionnaire. The eight leadership communication themes are: (1) leadership skills, (2) leadership styles, (3) culture, (4) change, (5) power and

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influence, (6) ethics, (7) strategy formulation and sharing the vision, and (8) followership.

The leadership skills (theme 1) being applied by communicating leaders within the respective organisations are currently perceived by employees as lacking and they expect that leaders should place more focus on utilising the appropriate leadership skills. Biggest gap that was identified consists of 23,9% and indicates that leaders do not have the proper listening skills when interacting or communicating with their employees. This was followed by the employee perceptions that leaders do not provide feedback to their employees upon hearing about employee concerns or problems. The overall gap between the two dimensions, perception and expectation, is calculated as 19,3% which shows that leadership skills are perceived lower than what employees expect it to be with regard to leadership communication. The perception of leadership skills could be improved if communicating leaders improve their listening skills and provide well-timed feedback to employees upon hearing employee concerns and problems.

The leadership styles (theme 2) being used by communicating leaders within the respective organisations are currently perceived by employees as insufficient and they expect that leaders integrate the correct leadership styles when communicating. The biggest gap identified was 14,8% and shows that leaders do not support employee initiatives as much as employees expect them to. This is followed by a gap of 13,5% which indicates that leaders do not use a relational approach or style of leadership when communicating with employees. The overall gap between the two dimensions, perception and expectation, is calculated as 11,3% which shows that leadership styles are perceived lower than what employees expect it to be with regard to leadership communication. The perception of the leadership styles could improve if communicating leaders use a relational approach when interacting with employees and that these leaders should support employee initiatives.

The link between leadership communication and culture (theme 3) displays a gap that shows employees perceive their communicating leaders as out of sync with the culture within their respective organisations. The biggest gap (27,8%), and also the biggest gap within the entire questionnaire, highlights that leaders do not include

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employees in the decision making processes of the organisation. This is followed by two items which show percentage gaps of 20,7% and 17,9%, and indicates that leaders should place more emphasis on being mentors to their followers, and that leaders should communicate in a respectable manner whilst accepting diversity when interacting with employees within the respective organisations. The overall gap between the two dimensions, perception and expectation, is calculated as 17,0% which indicates that culture is perceived lower than what employees expect it to be with regard to leadership communication. The perception of culture could improve if communicating leaders act as mentors, accept diversity amongst employees and by including employee inputs (i.e. specifically followers) when decisions are made within their organisations.

The link between leadership communication and change (theme 4) is perceived as lower than what employees expect it to be with the biggest gap being 22,3%. This indicates that employees perceive that leaders do not currently inspire followers about the future of their respective organisations and do not embrace changes that may occur. This followed by the percentages gaps of 19,7% and 18,5% which displays that leaders do not set direction to followers with regards to the future and also do not communicate how certain decisions or changes will influence the employees or the respective organisations overall. The overall gap between the two dimensions, perception and expectation, is calculated as 16,3% which shows that change is perceived lower than what employees expect it to be with regard to leadership communication in their respective organisations. The perception of change and how it links with communicating leadership could improve if leaders communicate in such a manner that inspires employees (i.e. specifically followers) to embrace organisational change.

The biggest gap between how employees perceive and expect leadership communication and its links with how leaders use their power and influence (theme 5) consist of 23,9%. This illustrates that leaders do not place adequate trust in employees to let them grow from being followers to develop into leaders themselves. This is followed by percentage gaps of 21,3% and 18,0%. These gaps indicate that leaders lack consistency when applying rules and policies, and that leaders do not create co-operation amongst employees, group members or followers when

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communicating with these individuals. The overall gap between the two dimensions, perception and expectation, is calculated as 17,5% which shows that employees expect that communicating leaders should focus more on how they use their power and how they influence employees. This perception gap of 17,5% could be improved by ensuring that communicating leaders openly share organisational information with employees, in order to develop these employees into followers, who can then be trusted and developed into leaders themselves.

Theme 6 focuses on how leadership communication and ethics link, and displays that the three biggest gaps within this theme are: 22,4%, 21,8% and 21,4%. The biggest gap shows that employees perceive that leaders withhold information from them when the leader communicates with them in their respective organisations. This is followed by the perceptions that leaders do not take into consideration the welfare of their followers and that leaders have hidden agendas when communicating to their employees and followers. The overall gap between the two dimensions, perception and expectation, is calculated as 20,3% which shows that ethics is perceived lower than what employees expect and need it to be with regard to leadership communication. This can be improved if communicating leaders consider the welfare of their followers as important as their own and when leaders interact in open transparent ways towards employees (i.e. specifically their followers).

The perceptions and expectations of how leaders communicate when formulating their organisational strategy and how they share the organisational vision (theme 7) shows that employees perceive this theme as unsatisfactory. The biggest gap of 21,4% indicates that there is a lack of shared strategic direction because employees do not know what people in other divisions or departments do and how they fit into the bigger picture of their respective organisations. This reflects a lack of cross-functional or cross-departmental co-operation and shared goals. This is followed by percentage gaps of 20,4% and 20,0% which displays that when the leaders communicate, their behaviour is not in line with the organisational vision and that when these leaders interact with followers they do not motivate or inspire their followers. The overall gap between the two dimensions, perception and expectation, is calculated as 17,3% which shows that strategy formulation and sharing the vision

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is perceived lower than what employees expect it to be with regard to leadership communication in their respective organisations. More work can be done around communicating the strategic direction of the organisation and its objectives, and assisting employees to see the 'big picture' of the organisation. A shared knowledge of the organisational vision and how it will be achieved reinforces goal-orientated behaviour and it makes role clarification possible. This could be possible if leaders communicate in ways that foster shared trust amongst themselves and their employees or followers.

Within theme 8, the perceptions and expectations regarding leadership communication and how it links with followership are displayed. The biggest gap percentage is calculated at 21,6% which indicates that followers perceive that their leaders do not look after the best interests of their followers. This is followed by percentage gaps of 18,4% and 17,9% indicating that when leaders communicate important information to followers, followers do not necessarily respond positively and that followers perceive their personal well-being as not being as important to their leaders as they expect it to be. This gap emphasise that the communication by the leaders is under utilised or implemented in the wrong manner or is not clear enough for followers. The overall gap between the two dimensions, perception and expectation, is calculated as 15,9% which shows that employees perceive leadership communication lower than what employees expect it to be with regard to followership. This could be improved if leaders communicate in ways that make employees (i.e. specifically their followers) comfortable and aware of important organisational information. If communicating leaders treat these individuals with respect, then they might respond more positively towards what the leaders communicate or share with them.

Although Chapter 6 does not investigate descriptive statistics by indicating the mean values and standard deviation scores, Table 6.12 in *Appendix D* contains the entire pool of sixty measurement items in terms of both dimensions.

Table 6.12 indicates that the lowest overall mean value for the *perception* of leadership communication is calculated as a mean of 2,81 (and a standard deviation of 0,92). This falls within Theme 3: Leadership Communication and Culture, and

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illustrates that employees perceive that leaders do not involve followers when organisational decisions are made. This could be improved if leaders communicate in more respectful ways with regards to aspects such as diversity and culture amongst their employees (i.e. specifically their followers), and by involving these individuals when organisational decisions are made.

With regard to the *expectation* of leadership communication, Table 6.12 indicates that the highest mean value is calculated as with a mean of 4,68 (and a standard deviation of 0,56). This falls within Theme 6: Leadership Communication and Ethics, and indicates how employees expect leaders to conduct themselves in an ethical manner when communicating with them. This is also the biggest gap between the two dimensions with regard to one of the themes and items and displays that employees want to feel respected when leaders communicate with them.

7.3.1.4 *Items most and least agreed with regarding the perception of leadership communication*

Within the total pool of leadership communication items, the most agreed with item in terms of perception and is calculated at a mean of 4,33 and a standard deviation of 0,70. This indicates that employees perceive that communicating leaders expect high performance standards of followers. Based on the items employees highly agree with, the highest three top box scores display that employees perceive communicating leaders as individuals: (1) who currently expect high performance standards from followers, (2) who encourage followers to work independently, and (3) who make sure that followers are aware of their respective organisational strategies.

Within the total pool of leadership communication items, the item that employees least agreed with in terms of perception and is calculated at a mean of 2,81 and a standard deviation of 0,92. This indicates how employees perceive follower involvement when communicating leaders make organisational decisions. The three bottom box scores show that employees perceive communicating leaders as individuals: (1) who lack the ability to involve followers when organisational decisions are made, (2) who listen to followers but do not act upon hearing follower concerns,

and (3) who might possibly withhold information from followers in their respective organisations.

7.3.1.5 Most and least important items regarding the expectation of leadership communication

Within the total pool of leadership communication items, the item that is seen as the most important in terms of expectation and is calculated at a mean of 4,68 and a standard deviation of 0,56. This indicates that employees expect communicating leaders to treat followers with respect. Based on the items that employees rated as most important, the highest three of these top box scores display that employees find it important and expect communicating leaders to: (1) treat followers with respect, (2) to behave in a manner that is in line with the organisational vision, and (3) communicate in a trustworthy manner within their respective organisations.

Within the total pool of leadership communication items, the item that is seen as the least important in terms of expectation and is calculated at a mean of 3,62 and a standard deviation of 1,03. This indicates that employees do not necessarily place great importance on or expect communicating leaders to view follower outputs as more important than the followers themselves. Although the least important aspects that employees expect are still not viewed negatively, the three bottom box scores display that employees have a lower importance expectation of communicating leaders when: (1) follower outputs are viewed as more important than the followers themselves, (2) follower concerns are brought to light and how leaders should listen and act on or alleviating these concerns, and (3) these leaders communicate with other stakeholders about followers when followers are not present.

7.3.2 Factor analysis

The factor analysis section firstly consists of a Principal Component Factor Analysis using a normalised Varimax Rotation applied to all sixty measurement items within both dimensions (perceptions and expectations). Secondly, after the scree plot of the factor analysis of all items was observed, it was evident that the total pool of items could be extracted into eight factors regarding perception and twelve factors regarding

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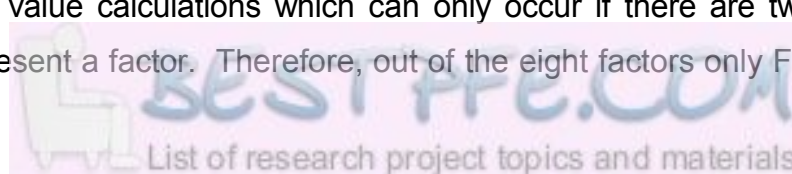
expectation. This assisted to identify which measurement items fall within which extracted factor, within which dimension.

The results of the factor analysis clearly differentiate between how employees view leadership communication within the two dimensions: (1) as items that employees perceive to totally agree or totally disagree with, or (2) as extremely important and totally unimportant regarding employee expectations.

As the descriptive statistics were divided by eight themes identified through inductive reasoning and the survey questionnaire, it was interesting to see whether these themes would also be extracted as factors within both dimensions. As this was done to identify how many factors should be extracted from the entire pool of measurement items, it was evident that these eight themes provided a picture of the possible factors to be extracted. All eight themes that were within the descriptive statistics did however not indicate the factor extraction entirely and therefore the following sections focuses on the extracted factors within both dimensions. After the scree plot of the factor analysis of all measurement items was observed, it was evident that the total pool of measurement items could be extracted into eight factors regarding perception and twelve factors regarding expectation. The following two sections illustrate the factor analysis that was applied to identify which measurement items fall within which of the extracted factors, within each dimension.

7.3.2.1 *Factor analysis regarding employee perceptions of leadership communication*

A factor analysis was conducted through a Principal Component Analysis extraction method for all the individual measurement items included in the questionnaire. These items were translated into a factor resolution of eight factors which investigated perceptions of leadership communication within the questionnaire. Only items with a factor loading value of 0,5 or higher, which represent two or more items, are used and represented in the factor analysis discussion. This is done due to the Cronbach's Alpha value calculations which can only occur if there are two or more variables that represent a factor. Therefore, out of the eight factors only Factors 1 to



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6 and Factor 8 are reported on due to the seventh factor consisting of only one item with a factor loading of 0,5 or more.

The seven perception factors (i.e. agreement) that were extracted for the leadership communication section focuses on: (1) followership and interaction; (2) verbal and non-verbal feedback and direction; (3) communicating organisational strategy; (4) communicating change initiatives; (5) delegation and encouragement; (6) information sharing; and (7) communicating performance standards and work outputs.

As indicated in Table 6.23 the Varimax Rotation was applied to the total pool of items within Dimension 1: Perception. This rendered a factor resolution of eight factors that cumulatively explained 68,7% of variance. The percentage variances indicates the ratio of the largest to the smallest item variances, while cumulative variance displays how the percentage variance of each factor is added up to calculate the entire variance of all factors.

7.3.2.2 Factor analysis regarding employee expectations of leadership communication

A factor analysis was conducted through a Principal Component Analysis extraction method for all the individual measurement items included in the questionnaire. These items were translated into a factor resolution of twelve factors which investigated expectations of leadership communication within the questionnaire. Only items with a factor loading value of 0,5 or higher, which represent two or more items, are used and represented in the factor analysis discussion. This is done due to the Cronbach's Alpha value calculations which can only occur if there are two or more variables that represent a factor. Therefore, out of the twelve factors only factors 1 to 7 are reported on due to other factors only consisting of one item each with a factor loading of 0,5 or more.

The seven expectation factors (i.e. importance) that were extracted for leadership communication include: (1) delegation and encouragement; (2) followership and trust; (3) communicating organisational purpose and change; (4) interaction and

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respect; (5) leadership behaviour and feedback; (6) transparent communication; and (7) communicating expectations of work outputs.

As indicated in Table 6.31 the Varimax Rotation was applied to the total pool of items within Dimension 2: Expectation. This rendered a factor resolution of twelve factors that cumulatively explained 69,8% of variance. Only factors with a factor loading value of 0,5 or higher, which represent two or more items, are represented above.

7.3.2.3 Factor resolution for leadership communication within both dimensions

Only factors with factor loadings of 0,5 or higher, that also comprise of two or more items are represented in Table 6.32. The Scree Plots, the Rotated Component Matrixes and the Component Score Coefficient Matrixes assisted in identifying which measurement items fall within the extracted factors, within each of the two dimensions. Overall the cumulative variance for both dimensions were high as the Factor Resolution for Dimension 1: Perception was 68,7%, and 69,8% for Dimension 2: Expectation.

Overall the Cronbach's Alpha values as measurement of reliability for all sixty measurement items within both dimensions consisted mostly of factor loading values of 0,5 or higher. Nunnally (1967:68) suggested that for early stages of basic research, if the reliability falls between 0,5 and 0,6 (i.e. the alpha score or value) then it is sufficient. Therefore, taking cognisance of this, both dimensions displayed very high levels of internal consistency and reliability within both factors.

7.4 ORGANISATIONAL AND MANAGERIAL IMPLICATIONS

Within the global sphere of international business, organisations are under a lot of pressure to ensure organisational profit, and to maintain a positive relationship with the organisation's environment and their stakeholders. With the latest communication strategies and technology, an organisation can communicate more effectively with its target market and stakeholders on a global level and ensure that the organisation's reach is as big as possible. Although this is imperative for

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organisational success, if the internal stakeholders do not share in the mental model of their organisation, then the organisation will without a doubt be negatively affected. The question therefore arises “How will organisations be able to ensure that all internal stakeholders, specifically their employees, share their mental models, strategies and vision?”. This can be addressed by investigating an aspect such as leadership communication.

All employees conduct their work activities under the guidance of departmental-, functional-, or general staff management. When an individual is assigned to a management position, he or she is sure to have individuals that will report to them. This is where leadership plays an integral role. As all managers are not leaders, the development of leadership should not be underestimated amongst employees in management positions. Once an individual is regarded as a leader, then he or she has a responsibility towards his or her followers or team members. The ways in which leaders then communicate with their followers becomes critical in aligning followers with the organisation’s mental models, strategies and vision.

As the study highlights the perceptions and expectations of employees regarding leadership communication, it is evident that communicating leaders are not performing to the degree which employees expect of them. Therefore, it is imperative to identify the areas within leadership communication that are unsatisfactory and need improvement or growth within business organisations.

Within the study, by aligning leadership principles to communication management, a theoretical framework of leadership communication was developed. The theoretical framework focuses on a South African viewpoint as the study was conducted with South African business organisations, but it should be noted that the leadership communication elements identified are also relevant to international businesses as exemplified within the literature review sections of the study.

7.5 VERIFICATION STRATEGIES EMPLOYED IN THE STUDY

The verification strategies that were utilised to ensure reliability and validity of the data of the study consists of: (1) methodological coherence (i.e. aligning the problem and purpose statements with the research objectives of the study), (2) sampling sufficiency (i.e. ensuring that participating organisations and respondents had the required knowledge regarding leadership communication), (3) developing a dynamic relationship between sampling, data collection and analysis (i.e. by collecting and analysing the data concurrently – creating a mutual interaction of what is currently known and what should be known), and (4) theoretical conceptualisation (i.e. ensuring that the data collected was constantly checked and rechecked against the research objectives of the study).

7.6 LIMITATIONS OF THE STUDY AND DIRECTIONS FOR FUTURE RESEARCH

Although the researcher tried to ensure that the study is as professional and without pitfalls as possible, various limitations were recognised during the study. This however also indicates the directions of future research that can be conducted regarding leadership communication.

7.6.1 Limitations of the study

One of the biggest limitations of the study was the way data capturing occurred. As the study aimed to achieve a sample of individual employees of at least a minimum of five different South African business organisations, a survey questionnaire was developed and individual employees were asked to partake in an e-mail survey questionnaire. Twenty-three different South African business organisations were contacted to participate in the study and this proved to be difficult due to availability and the geographic location of their business environments. Therefore, only seven business organisations responded positively to participate. Each organisation was asked to assist and provide a minimum of forty (40) employees to respond. A total of

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three hundred and seventeen (317) employee responded and all of these responses were analysed however not all of the employees successfully fully completed the entire survey questionnaire (i.e. leaving out certain questions or possibly skipping questions accidentally).

The fact that the study focuses exclusively on an employee sample is also a limitation. It is important to not only focus on the perceptions and expectations of employees but also the perceptions and expectations of their communicating leaders. For the study however the use of an employee population or employee sample is relevant because the perceptions and expectations of employees regarding leadership communication was investigated.

If the respondents interpreted items incorrectly or did not understand any of the survey measurement items, then certain errors could have occurred even if a researcher was present to clarify measurement items. These include respondent error or response-based error. Although the structured survey questionnaire was pre-tested, response-based errors did however occur. Not all employees who opened the survey link completed the entire questionnaire. This should be kept in mind when future research is conducted in this manner and items should be structured in a way that non-completion of the survey is not submitted as a response.

Although all respondents consisted of the required knowledge regarding leadership communication, some respondents might have more in-depth knowledge regarding this topic. This was however not a limitation as only a basic knowledge regarding leadership communication was required and that respondents were individuals who were in positions where they had either a direct or indirect manager or leader.

Areas for further study and prospects for future leadership, communication management and leadership communication research, practice and education modelling are focused on in the following section.

7.6.2 Directions for future research

Focusing on directions for future research additional elements can be taken into consideration when focusing on leadership communication. These include elements such as how the strategy or vision of an organisation might establish certain requirements of leaders when communicating with employee (i.e. not being able to provide employees with open transparent information or limiting the interaction opportunities of leaders and employees).

Cultural diversity, especially within South African business organisations will without a doubt affect the leadership communication as cultural diversity sets certain 'un-written rules' (i.e. sensitivity to not be offensive) when interaction takes place between a leader and his or her culturally diverse followers or team members. This is also important when leaders need to communicate organisational change to his or her culturally diverse followers or team members as some information might be interpreted incorrectly.

Interesting research can also be conducted to see how a business organisation's external value is affected by leadership communication. For example, excellent leadership communication can create and foster a positive internal environment amongst employees, but can excellent internal leadership communication expand externally to create a positive organisational reputation. At the University of Pretoria there is a centre for leadership development, The Albert Luthuli Centre for Responsible Leadership. This centre aims to develop a new generation of responsible leaders, shaping local and international business practices and policies in support of social and environmental justice. This centre could be used as a starting block for analysing whether the external value of South African business organisation might be affected by excellent internal leadership communication.

Although the study was done on a limited scale, a similar study could be conducted on a larger scale (i.e. internationally). The study falls within two perspectives: the micro-level approach (i.e. managing communication by leaders) and also the meso-level approach (i.e. managing communication by organisations through

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communication departments or agencies, which include leaders as agents implementing communication plans). Therefore, although the study investigates South African business organisations, the study excludes focusing on the macro-level approach (i.e. leadership communication on a complete national and international scale). The study could be used as a benchmark study and not only solely focus on South African business organisations but expanded to international businesses organisations. This also links with whether the relevance, applicability and usability of leadership communication would be different globally in business organisations that have to abide by different laws, rules, policies and principles.

As the factor analysis extracted eight factors with regard to leadership communication perception, it is important to also view these factors as areas where more research could be conducted in order to improve employee perceptions. The seven perception factors (i.e. agreement) that are represented indicate that leadership communication should focus and develop areas such as (1) followership and interaction (i.e. focusing on mutual trust and creating more leaders); (2) verbal and non-verbal feedback and direction (i.e. communicating in ways that create an environment that encourages change); (3) communicating organisational strategy (i.e. communicating leaders should make sure that employees are aware of the organisational strategy); (4) communicating change initiatives (i.e. communicate more clearly regarding organisational change and implement change initiatives to make the process of change more understandable); (5) delegation and encouragement (i.e. communicating leaders assist followers to take initiative in finding ways to reach follower objectives); (6) information sharing (i.e. information when they give information should not be distorted when communicating with followers); and (7) communicating performance standards and work outputs (i.e. communicating leaders should not view follower work outputs as more important than the followers themselves).

7.7 FINAL REMARKS AND CONCLUSION

As an overview of leadership communication, Chapters 2, 3 and 4 provide a literature background for the study and was taken into account for the development

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of the structured survey questionnaire used in the study. These three chapters culminate to form the *first phase* of the study, which is regarded as the exploratory phase of literature focusing on leadership, communication management and leadership communication.

Phase 1 in its totality informs Chapters 4, 5 and 6 which form *phase 2* of the study and consists of the empirical phase where the study's developed survey questionnaire was utilised to research and measure the perceptions and expectations of employees regarding leadership communication at their respective South African business organisations, within various industries. Both phases contribute to the research design and assisted in focusing on the problem statement and the core research objectives of the study.

After the study's data was collected, the raw data was analysed and the findings of the study are reported through an analysis of descriptive statistics and a factor analysis. The study revealed that South African employees within various business industries perceive leadership communication as inadequate in terms of what employees expect. This indicates that employees perceive leadership communication lower than what they expect of communicating leaders.

The main findings through the descriptive statistics data analysis indicated that all the items were rated higher within the *expectation dimension* than in the *perception dimension*. The gaps between these two dimensions indicate that more work should be done within the organisation and that employees expect leadership communication to improve. This can adversely affect the alignment of all employees within their organisations, and specifically across divisions and departments if well-developed leadership communication plans are not implemented. It can therefore be interpreted that leaders or managers do not understand what it means to be a 'communicating leader' and how to foster a leader-follower relationship with their employees, team members or followers to ensure that they are strategically aligned with the goals of their organisations.

Initiatives such as dedicated leadership communication processes and platforms, as well as leadership communication training for line managers, can be considered in

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order to create a better understanding of the role and benefits of effective leadership communication and how to implement these successfully within their respective organisations.

Aspects that need to be kept in mind when focusing on leadership communication training or development include: (1) how communicating leaders should treat their employees with respect, (2) that communicating leaders should show more trust in employees in order to create and foster more leaders, and (3) understand that cultural diversity could enhance the success and stakeholder engagement of the organisation. Furthermore, this gap symbolises that (4) communicating leaders should involve and consider employees (i.e. specifically their followers) when organisational decisions are made.

The biggest gap between perceptions and expectations pertaining leadership communication fall within the themes: Leadership Skills, and Power and Influence. Leaders need to not only communicate with followers but also listen to follower concerns, and provide feedback to followers or act upon problems that followers bring to their attention. The actions of leaders need to be in line with what they communicate to employees and leaders should place their trust in followers in order for the followers to possibly develop and become leaders themselves.

In order to improve and enhance the leadership skills of communicating leaders, organisations should implement skills training programmes for all individuals within management or leadership positions. This will make the communicating leaders aware of what they are lacking and in which areas they can improve themselves within their organisational environments. To ensure that power and influence is not abused, proper mentorship and training should be provided to employees that consist of the abilities to develop into communicating leaders themselves. This would only be possible if the current communicating leaders strive for continuous improvement and understand their power and influence within their respective organisations.

A factor analysis was conducted on the data in order to eliminate peripheral items from the results and to acquire a clear picture of the relationships between the

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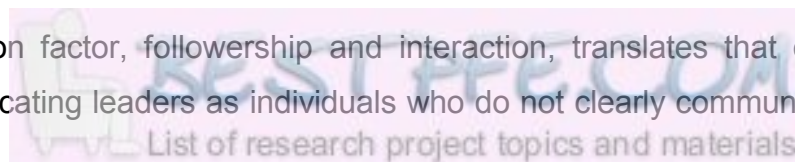
remaining central items within each factor. Secondly, after the scree plot of the factor analysis of all items was observed, it was evident that the total pool of items could be extracted into eight factors within the first dimension (*perception*) and twelve factors within the second dimension (*expectation*). This was then applied within both of the dimensions to identify which measurement items were included in each extracted factor.

The results of the factor analysis clearly differentiate between how employees view leadership communication within the two dimensions: (1) as items that employees perceive to totally agree or totally disagree with, or (2) as extremely important and totally unimportant regarding employee expectations.

The factor analysis was conducted through a Principal Component Analysis extraction method for all the individual measurement items included in the questionnaire. These items were translated into a factor resolution of eight factors which investigated perceptions of leadership communication and twelve factors which investigated expectations of leadership communication. Only items with a factor loading value of 0,5 or higher, which consist of two or more items, are used and represented in the factor analysis discussion. This is done due to the Cronbach's Alpha value calculations which can only occur if there are two or more variables that represent a factor. Therefore, out of the eight extracted perception factors only Factors 1 to 6 and Factor 8 are reported on due to the seventh factor consisting of only one item with a factor loading of 0,5 or higher. Out of the twelve extracted expectation factors only Factors 1 to 7 are reported on due to the other factors only consisting of one item each with a factor loading of 0,5 or higher.

The seven perception factors (i.e. agreement) that were extracted for the leadership communication section focuses on: (1) followership and interaction; (2) verbal and non-verbal feedback and direction; (3) communicating organisational strategy; (4) communicating change initiatives; (5) delegation and encouragement; (6) information sharing; and (7) communicating performance standards and work outputs.

The first perception factor, followership and interaction, translates that employees perceive communicating leaders as individuals who do not clearly communicate while



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interacting with followers and that communicating leaders should show trust in followers in order to create more leaders. Secondly, verbal and non-verbal feedback and direction, indicates that employees perceive verbal and non-verbal feedback and direction from communicating leaders as unclear and therefore needs to be improved. Furthermore this factor indicates whether communicating leaders communicate in ways that create an environment that encourages change. The third factor, communicating organisational strategy, translates that employees perceive communicating leaders as individuals who currently do not share the organisational vision with employee and also do not included them when formulating strategies for the organisation. Communicating change initiatives as the fourth perception factor highlights that employees perceive communicating leaders as individuals who currently do not communicate effectively regarding change within their respective organisations. The fifth factor, delegation and encouragement, showcases that employees perceive communicating leaders as individuals who currently do not utilise their delegation and encouragement abilities in the correct manner, and that communicating leaders should assist followers to take initiative in finding ways to reach follower objectives. Information sharing as the sixth perception factor translates into the extent to which employees perceive whether communicating leaders share important organisational information with them and whether they do or do not distort information when they give information to their followers. The final perception factor, communicating performance standards and work outputs, indicates that employees perceive communicating leaders as individuals who currently do not communicate performance standards or work output requirements that followers need to adhere to and that communicating leaders view follower work outputs as more important than the followers themselves.

The seven expectation factors (i.e. importance) that were extracted for leadership communication include: (1) delegation and encouragement; (2) followership and trust; (3) communicating organisational purpose and change; (4) interaction and respect; (5) leadership behaviour and feedback; (6) transparent communication; and (7) communicating expectations of work outputs.

The first expectation factor, delegation and encouragement, translates into the expectation employees have regarding delegation and encouragement abilities of

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communicating leaders which include that communicating leaders should delegate challenging tasks and responsibilities to followers. Secondly, followership and trust, indicates the expectation employees have regarding how trustworthy and reliable communicating leaders are and whether they have a high regard for followership. The third factor, communicating organisational purpose and change, translates into the expectation employees have regarding how communicating leaders address followers regarding their organisation's purpose and changes and that communicating leaders should communicate in a manner that constitutes a balance of stability and change. Interaction and respect as the fourth expectation factor highlights the expectation employees have regarding how communicating leaders respectfully interact with followers and that communicating leaders should treat followers with respect. The fifth factor, leadership behaviour and feedback, showcases the expectation employees have regarding the leadership behaviour of communicating leaders and how these leaders provide followers with feedback in a manner that creates an environment that encourages change. Transparent communication as the sixth expectation factor translates into the expectation employees have regarding how clear and transparent communicating leaders should communicate and that communicating leaders should not have hidden agendas during interactions with followers. The final expectation factor, communicating expectations of work outputs, indicates the expectation employees have regarding how communicating leaders address work output expectations and that communicating leaders should listen to follower concerns and act in a manner that can solve and address these concerns.

Only factors with factor loadings of 0,5 or higher, that also comprise of two or more items are represented in Table 6.32. The Scree Plots, the Rotated Component Matrixes and the Component Score Coefficient Matrixes assisted in identifying which measurement items fall within the extracted factors and within each of the two dimensions. Overall the cumulative variance for both dimensions were high as the Factor Resolution for Dimension 1: Perception was 68,7%, and 69,8% for Dimension 2: Expectation.

Furthermore, through the data analysis it is evident that communicating leaders should also strive to improve the ways in which they: (1) motivate employees (i.e. specifically followers) by showing them how their efforts contribute to the success of

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the organisation, (2) make sure that their followers are aware of the organisational strategy, (3) make sure that their followers know what is expected of them through performance standards and work output measures, as well as, know what the implications of the strategy are for them, (4) interact with followers in a way that influences followers positively, (5) look after the best interests of followers, (6) treat followers with respect when delegating work, (7) be aware of their verbal and non-verbal feedback and direction when engaging with followers, and (8) really care about the personal well-being of their followers.

From an academic standpoint, the expansion of leadership and communication management literature assists in re-evaluating and re-designing the study of these two fields and combine them through education modelling as leadership communication. As leadership has evolved as an area of focus and interest within the field of communication management research, recent research reports have indicated the importance of the link between these two concepts as leadership communication. Reports such as: the Westminster Business School at the University of Westminster's 2015 report *Leadership, Trust and Communication: Building Trust Through Effective Leadership Communication* (Illes & Matthews, 2015); the *Global Leadership Forecast 2014-2015* report (Sinar, Wellins, Ray, Lui Abel & Neal, 2014); and the *2014 European Communication Monitor* which has included a dedicated section focusing on leadership (Zerfass, Tench, Verčič, Verhoeven & Moreno, 2014). These reports, along with research by Puth (2015); Johansson, Miller and Hamrin (2014); and Avolio, Walumba and Weber (2009), illustrate the importance and relevance of the study as it is in line with current communication research conducted and leadership academia modelling.

Communicating leaders must recognise their responsibility to educate and mentor the next generation of leaders and not only be concerned with the well-being of their organisations, but also with the stakeholders of their organisations (i.e. specifically their employees as followers). Leaders therefore must inspire employees through their leadership communication to utilise and improve their human potential, to challenge conventional ideas, to take risks in pursuit of their goals and dreams, to create enthusiasm for excellence, and to focus on shared mental models between the employees, the leaders and their organisation. In order for communicating

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leaders to be successful, they should strive to discover, create, develop, nurture and retain quality relationships with their employees (i.e. specifically their followers), whilst maintaining a balanced relationship with their organisation.

Within these relationships, communicating leaders have to continuously stay aware of how they should effectively communicate aspects such as strategy and organisational vision towards their employees and specifically their followers. Leaders need to keep in mind how their communication skills along with their styles of communication will be understood or misunderstood by culturally diverse employees, followers and team members. The ways in which leaders then communicate with their followers becomes critical in aligning followers with the organisation's mental models, strategies and vision. If communicating leaders are able to successfully create this balance between their employees, followers, team members and their organisations, then leadership communication will be perceived in a higher positive esteem and a holistic organisation can strive towards organisational success.

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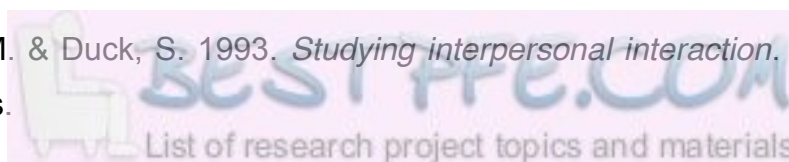
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APPENDIX A

- Data collection instrument -

Resp.
no.

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LEADERSHIP COMMUNICATION**Dear Respondent,**

Thank you for your willingness to complete this questionnaire with the purpose to research and measure perceptions and expectations of *leadership communication* within the organisation.

Please answer all the questions by encircling or placing a cross (X) on the appropriate rating. There are no right or wrong answers. The questionnaire will take approximately **20 minutes** to complete. This is an anonymous and confidential questionnaire. You cannot be identified and the answers you provide will be used for research purposes only.

Within this questionnaire **our leaders** refer to a collective of any direct or indirect leaders who have followers within the organisation. **Leadership communication** is seen as an interactive process between leaders and followers, where a leader's proficiency in communication is able to motivate, inspire, create trust, change, influence, and ensure that meaning is shared.

Please look carefully at the instruction below, and then complete the questionnaire as honestly as you can.

Instructions:

- Carefully read each of the statements below.
- Rate each statement on each of the two scales to the right of the statement:
 - First indicate to what extent you agree or disagree with the statement.
 - Secondly, indicate how important you regard the aspect that the statement deals with for the success of the organisation you work for.

By continuing with the questionnaire you indicate that:

- You have read and understand the information provided above.
- You give your consent to participate in the study on a voluntary basis.

Statement	To what extent do you agree or disagree with the statement?					How important is the statement for the success of the organisation?				
	Totally Disagree		Totally Agree			Totally Unimportant		Extremely Important		
1. Our leaders communicate in a way that creates an environment that encourages change	1	2	3	4	5	1	2	3	4	5
2. Our leaders listen to the issues of followers	1	2	3	4	5	1	2	3	4	5
3. Our leaders provide feedback upon hearing follower issues and concerns	1	2	3	4	5	1	2	3	4	5
4. Our leaders communicate well on an interpersonal level (one-on-one)	1	2	3	4	5	1	2	3	4	5
5. Our leaders communicate well in a group situation	1	2	3	4	5	1	2	3	4	5
6. Our leaders' behaviour is in line with the organisation's vision	1	2	3	4	5	1	2	3	4	5
7. When our leaders raise important aspects, followers respond positively	1	2	3	4	5	1	2	3	4	5
8. Our leaders listen to follower concerns, but do not act on them	1	2	3	4	5	1	2	3	4	5
9. Our leaders' actions are in line with their verbal communication (what is said)	1	2	3	4	5	1	2	3	4	5
10. Our leaders persuasively communicate the organisational vision	1	2	3	4	5	1	2	3	4	5
11. Our leaders' communication is trustworthy	1	2	3	4	5	1	2	3	4	5

Statement	To what extent do you agree or disagree with the statement?					How important is the statement for the success of the organisation?				
	Totally Disagree		Totally Agree			Totally Unimportant		Extremely Important		
12. Our leaders support the organisational activities of followers	1	2	3	4	5	1	2	3	4	5
13. Our leaders interact and engage with followers	1	2	3	4	5	1	2	3	4	5
14. Our leaders view followers' work output as more important than the followers themselves	1	2	3	4	5	1	2	3	4	5
15. Our leaders expect high performance standards of followers	1	2	3	4	5	1	2	3	4	5
16. Our leaders actively communicate in ways that encourage a common purpose among team members	1	2	3	4	5	1	2	3	4	5
17. Our leaders involve followers when organisational decisions are made	1	2	3	4	5	1	2	3	4	5
18. Our leaders act as mentors to followers	1	2	3	4	5	1	2	3	4	5
19. Our leaders build and inspire a collective commitment to a common organisational purpose	1	2	3	4	5	1	2	3	4	5
20. Our leaders clearly communicate the corporate culture	1	2	3	4	5	1	2	3	4	5
21. Our leaders set direction for followers to help them know what to do and how to do it	1	2	3	4	5	1	2	3	4	5

Statement	To what extent do you agree or disagree with the statement?					How important is the statement for the success of the organisation?				
	Totally Disagree		Totally Agree			Totally Unimportant		Extremely Important		
22. Our leaders always communicate how decisions will influence the organisation in the future	1	2	3	4	5	1	2	3	4	5
23. Our leaders communicate in ways that maintain a balance between stability and change	1	2	3	4	5	1	2	3	4	5
24. Our leaders inspire followers about the future	1	2	3	4	5	1	2	3	4	5
25. Our leaders make it clear why organisational change is needed if it occurs	1	2	3	4	5	1	2	3	4	5
26. Our leaders show trust in followers in order to create more leaders	1	2	3	4	5	1	2	3	4	5
27. Our leaders foster good co-operation among group members	1	2	3	4	5	1	2	3	4	5
28. Our leaders treat followers with respect	1	2	3	4	5	1	2	3	4	5
29. Our leaders regard follower welfare as important as their own	1	2	3	4	5	1	2	3	4	5
30. Our leaders are fair with followers	1	2	3	4	5	1	2	3	4	5
31. Our leaders do not distort information given to their followers	1	2	3	4	5	1	2	3	4	5
32. Our leaders do not withhold information from their followers	1	2	3	4	5	1	2	3	4	5

Statement	To what extent do you agree or disagree with the statement?					How important is the statement for the success of the organisation?				
	Totally Disagree		Totally Agree			Totally Unimportant		Extremely Important		
33. Our leaders motivate followers by showing them how their efforts contribute to the success of the organisation	1	2	3	4	5	1	2	3	4	5
34. Our leaders make sure that their followers are aware of the organisational strategy	1	2	3	4	5	1	2	3	4	5
35. Our leaders make sure that their followers know how the organisational strategy will be implemented	1	2	3	4	5	1	2	3	4	5
36. Our leaders make sure that their followers know what the implications of the strategy are for them	1	2	3	4	5	1	2	3	4	5
37. Our leaders are open to new ideas during the process of strategic thinking and dialogue	1	2	3	4	5	1	2	3	4	5
38. Our leaders interact with followers in a way that motivates and inspires followers	1	2	3	4	5	1	2	3	4	5
39. Our leaders interact with followers in a way that creates shared trust	1	2	3	4	5	1	2	3	4	5
40. Our leaders interact with followers in a way that influences followers positively	1	2	3	4	5	1	2	3	4	5

Statement	To what extent do you agree or disagree with the statement?					How important is the statement for the success of the organisation?				
	Totally Disagree		Totally Agree			Totally Unimportant			Extremely Important	
41. Our leaders interact with followers in a way that ensures that meaning is shared	1	2	3	4	5	1	2	3	4	5
42. Our leaders do not have hidden agendas during interactions with followers	1	2	3	4	5	1	2	3	4	5
43. Our leaders concentrate on finding solutions instead of looking for problems or excuses	1	2	3	4	5	1	2	3	4	5
44. Our leaders are seen as reliable by followers	1	2	3	4	5	1	2	3	4	5
45. Our leaders treat their followers in ways that the leaders would want to be treated	1	2	3	4	5	1	2	3	4	5
46. Our leaders respect and accept diversity amongst followers	1	2	3	4	5	1	2	3	4	5
47. Our leaders apply rules and policies consistently	1	2	3	4	5	1	2	3	4	5
48. Our leaders look after the best interests of followers	1	2	3	4	5	1	2	3	4	5
49. Our leaders speak to others objectively about followers when they are not present	1	2	3	4	5	1	2	3	4	5
50. Our leaders really care about the personal well-being of their followers	1	2	3	4	5	1	2	3	4	5
51. Our leaders are the most valuable source of information in the	1	2	3	4	5	1	2	3	4	5

Statement	To what extent do you agree or disagree with the statement?					How important is the statement for the success of the organisation?				
	Totally Disagree		Totally Agree			Totally Unimportant		Extremely Important		
organisation										
52. Our leaders openly and constantly talks about their vision for their organisational teams	1	2	3	4	5	1	2	3	4	5
53. Our leaders create opportunities for followers to improve follower skills and capabilities	1	2	3	4	5	1	2	3	4	5
54. Our leaders delegate challenging tasks and responsibilities to followers	1	2	3	4	5	1	2	3	4	5
55. Our leaders are available to followers to share information	1	2	3	4	5	1	2	3	4	5
56. Our leaders challenge limitations in the way things are currently done in the organisation	1	2	3	4	5	1	2	3	4	5
57. Our leaders assist followers to take the initiative in finding effective ways of achieving their objectives	1	2	3	4	5	1	2	3	4	5
58. Our leaders inspire followers to support change initiatives	1	2	3	4	5	1	2	3	4	5
59. Our leaders encourages followers to develop change initiatives	1	2	3	4	5	1	2	3	4	5
60. Our leaders encourage followers to work independently	1	2	3	4	5	1	2	3	4	5

Thank you very much for your time and for participating in this questionnaire

APPENDIX B

- Informed consent form -





UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Economic and Management
Sciences

Letter of Introduction and Informed Consent

Department of Business Management – Communication Management Division

**A GAP-ANALYSIS OF EMPLOYEE PERCEPTIONS AND EXPECTATIONS OF
LEADERSHIP COMMUNICATION**

Research conducted by:
Mr. D.A.J. Bornman (26273561)
Cell: +27 (0) 82 671 0205
E-mail: dawie.bornman@up.ac.za

Dear Respondent

You are invited to participate in an academic research study conducted by Dawie Bornman, a Doctoral student from the Department of Business Management – Communication Division at the University of Pretoria.

The purpose of the study is to research and measure the perceptions and expectations of leadership communication within the organisation.

Please note the following:

- This is an anonymous study survey as your name will not appear on the questionnaire. The answers you give will be treated as strictly confidential as you cannot be identified in person based on the answers you give.
- Your participation in the study is very important to me. You may, however, choose not to participate and you may also stop participating at any time without any negative consequences.
- Please answer the questions in the attached questionnaire as completely and honestly as possible. This should not take more than 20 minutes of your time.
- The results of the study will be used for academic purposes only and may be published in an academic journal. We will provide you with a summary of our findings on request.
- Please contact my study leader, Prof. Gustav Puth, on cell. +27 (0) 72 420 4981 (e-mail: gustav.puth @up.ac.za) if you have any questions or comments regarding the study.

Please sign the form to indicate that:

- You have read and understand the information provided above.
- You give your consent to participate in the study on a voluntary basis.

Respondent's signature

Date

APPENDIX C
- Invitational letter -



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Denkleiers • Leading Minds • Dikgopolo tša Dihlalefi

GfK Programme in Marketing Research

**Faculty of Economic and
Management Sciences**

Private Bag X20

Hatfield 0028

South Africa

PARTICIPATION IN DOCTORAL STUDY

As previously discussed with you either by the undersigned or by Ms Retha Groenewald, this is a formal request to participate in the doctoral study of Mr Dawie Bornman for the degree DCom in Communication Management. Mr Bornman's topic is *A gap-analysis of employee perceptions and expectations of leadership communication*. In his research, Mr Bornman will conduct a survey among a selection of employees in each of a number of large organisations, one of which is your own organisation. The benefit for your participation in the study is that you will receive your own descriptive results as well as the descriptive results of the overall study allowing you to compare your performance with the total outcomes of all of the participating organisations. The participating organisations will remain anonymous to each other and none of any individual organisation's results will be divulged to the other participants.

The data collection will be conducted in two phases: In the first phase an online Qualtrics questionnaire will be sent to the participants identified by you in your organisation. If the response rate to this is sufficient, the second phase will not be required. However, should the responses not meet our expectations, Mr Bornman will arrange with you to personally conduct on-site interviews with identified respondents.


What we would require from you are the following:

- Obtaining permission for your organisation to participate in the survey
- Identifying appropriate respondents for participating in the survey
- Notifying respondents of the study and assuring them of total anonymity since the online questionnaires will be routed directly to a server on the UP campus
- Either e-mailing the questionnaires to selected respondents or providing Mr Bornman with their e-mail addresses

After dispatch of this letter, Mr Bornman will personally contact you to make further arrangements or to answer any questions you may have.

From my side I would like to sincerely thank you for considering participating in this doctoral study. At the University of Pretoria we are largely dependent on and extremely grateful to organisations for assisting us to conduct research and so advance our knowledge in our various disciplines of study.

Sincerely,



Prof Gustav Puth

Programme Manager: GfK Programme in Marketing Research

And Study Supervisor

APPENDIX D
- Statistical analyses -

Table 6.1: Gaps between top box scores of all items pertaining perception and expectation of leadership communication

Leadership Communication Statement and Item Number	Dimension 1: Perception % (To what extent do you agree or disagree with the statement?)	Dimension 2: Expectation % (How important is the statement for the success of the organisation?)	Gap %
Our leaders communicate in a way that creates an environment that encourages change (1)	73,4	90,4	17,0
Our leaders listen to the issues of followers (2)	70,4	89,7	19,3
Our leaders provide feedback upon hearing follower issues and concerns (3)	68,3	90,0	21,7
Our leaders communicate well on an interpersonal level (one-on-one) (4)	71,8	87,4	15,6
Our leaders communicate well in a group situation (5)	74,5	87,9	13,4
Our leaders' behaviour is in line with the organisation's vision (6)	72,3	92,3	20,0
When our leaders raise important aspects, followers respond positively (7)	67,6	86,0	18,4
Our leaders listen to follower concerns, but do not act on them (8)	57,2	81,1	23,9
Our leaders' actions are in line with their verbal communication (what is said) (9)	69,3	90,8	21,5
Our leaders persuasively communicate the organisational vision (10)	73,9	87,0	13,1
Our leaders' communication is trustworthy (11)	71,8	91,7	19,9
Our leaders support the organisational activities of followers (12)	70,1	84,9	14,8
Our leaders interact and engage with followers (13)	72,7	86,2	13,5
Our leaders view followers' work output as	66,6	72,3	5,7

Leadership Communication Statement and Item Number	Dimension 1: Perception % (To what extent do you agree or disagree with the statement?)	Dimension 2: Expectation % (How important is the statement for the success of the organisation?)	Gap %
more important than the followers themselves (14)			
Our leaders expect high performance standards of followers (15)	86,7	88,7	2,0
Our leaders actively communicate in ways that encourage a common purpose among team members (16)	71,6	88,6	17,0
Our leaders involve followers when organisational decisions are made (17)	56,3	84,1	27,8
Our leaders act as mentors to followers (18)	66,6	87,3	20,7
Our leaders build and inspire a collective commitment to a common organisational purpose (19)	70,5	87,7	17,2
Our leaders clearly communicate the corporate culture (20)	69,7	85,7	16,0
Our leaders set direction for followers to help them know what to do and how to do it (21)	71,8	90,3	18,5
Our leaders always communicate how decisions will influence the organisation in the future (22)	68,3	88,0	19,7
Our leaders communicate in ways that maintain a balance between stability and change (23)	69,4	84,9	15,5
Our leaders inspire followers about the future (24)	67,0	89,3	22,3
Our leaders make it clear why organisational change is needed if it occurs (25)	75,1	89,1	14,0
Our leaders show trust in followers in order to create more leaders (26)	66,0	89,9	23,9

Leadership Communication Statement and Item Number	Dimension 1: Perception % (To what extent do you agree or disagree with the statement?)	Dimension 2: Expectation % (How important is the statement for the success of the organisation?)	Gap %
Our leaders foster good co-operation among group members (27)	68,9	86,9	18,0
Our leaders treat followers with respect (28)	73,2	93,6	20,4
Our leaders regard follower welfare as important as their own (29)	66,7	88,5	21,8
Our leaders are fair with followers (30)	69,9	90,5	20,6
Our leaders do not distort information given to their followers (31)	70,8	85,6	14,8
Our leaders do not withhold information from their followers (32)	61,5	83,9	22,4
Our leaders motivate followers by showing them how their efforts contribute to the success of the organisation (33)	70,6	89,1	18,5
Our leaders make sure that their followers are aware of the organisational strategy (34)	75,2	90,0	14,8
Our leaders make sure that their followers know how the organisational strategy will be implemented (35)	70,8	88,9	18,1
Our leaders make sure that their followers know what the implications of the strategy are for them (36)	71,1	87,5	16,4
Our leaders are open to new ideas during the process of strategic thinking and dialogue (37)	71,9	89,1	17,2
Our leaders interact with followers in a way that motivates and inspires followers (38)	68,7	89,1	20,4
Our leaders interact with followers in a way that creates shared trust (39)	68,7	90,1	21,4

Leadership Communication Statement and Item Number	Dimension 1: Perception % (To what extent do you agree or disagree with the statement?)	Dimension 2: Expectation % (How important is the statement for the success of the organisation?)	Gap %
Our leaders interact with followers in a way that influences followers positively (40)	68,0	87,6	19,6
Our leaders interact with followers in a way that ensures that meaning is shared (41)	69,7	86,4	16,7
Our leaders do not have hidden agendas during interactions with followers (42)	65,3	86,7	21,4
Our leaders concentrate on finding solutions instead of looking for problems or excuses (43)	74,0	89,2	15,2
Our leaders are seen as reliable by followers (44)	70,7	90,0	19,3
Our leaders treat their followers in ways that the leaders would want to be treated (45)	68,2	88,9	20,7
Our leaders respect and accept diversity amongst followers (46)	71,7	89,6	17,9
Our leaders apply rules and policies consistently (47)	67,5	88,8	21,3
Our leaders look after the best interests of followers (48)	65,3	86,9	21,6
Our leaders speak to others objectively about followers when they are not present (49)	63,9	83,5	19,6
Our leaders really care about the personal well-being of their followers (50)	69,0	86,9	17,9
Our leaders are the most valuable source of information in the organisation (51)	69,9	85,4	15,5
Our leaders openly and constantly talks about their vision for their organisational teams (52)	69,9	86,3	16,4
Our leaders create opportunities for followers to improve	71,4	87,6	16,2

Leadership Communication Statement and Item Number	Dimension 1: Perception % (To what extent do you agree or disagree with the statement?)	Dimension 2: Expectation % (How important is the statement for the success of the organisation?)	Gap %
follower skills and capabilities (53)			
Our leaders delegate challenging tasks and responsibilities to followers (54)	74,0	85,9	11,9
Our leaders are available to followers to share information (55)	73,4	87,1	13,7
Our leaders challenge limitations in the way things are currently done in the organisation (56)	73,0	85,5	12,5
Our leaders assist followers to take the initiative in finding effective ways of achieving their objectives (57)	73,1	85,4	12,3
Our leaders inspire followers to support change initiatives (58)	73,5	87,2	13,7
Our leaders encourages followers to develop change initiatives (59)	71,6	85,6	14,0
Our leaders encourage followers to work independently (60)	76,5	84,0	7,5

Table 6.12: Full results of the descriptive statistics of individual leadership communication items

Min=1, Max=5	Dimension 1: Perception (To what extent do you agree or disagree with the statement?)		Dimension 2: Expectation (How important is the statement for the success of the organisation?)	
	Mean	Std. Deviation	Mean	Std. Deviation
Our leaders communicate in a way that creates an environment that encourages change (1)	3,67	0,89	4,52	0,63
Our leaders listen to the issues of followers (2)	3,52	0,97	4,49	0,57
Our leaders provide feedback upon hearing	3,41	0,98	4,50	0,61

	Dimension 1: Perception (To what extent do you agree or disagree with the statement?)		Dimension 2: Expectation (How important is the statement for the success of the organisation?)		
	Min=1, Max=5	Mean	Std. Deviation	Mean	Std. Deviation
follower issues and concerns (3)					
Our leaders communicate well on an interpersonal level (one-on-one) (4)	3,59	0,98	4,37	0,58	
Our leaders communicate well in a group situation (5)	3,73	0,91	4,40	0,59	
Our leaders' behaviour is in line with the organisation's vision (6)	3,61	1,00	4,62	0,60	
When our leaders raise important aspects, followers respond positively (7)	3,38	0,90	4,30	0,70	
Our leaders listen to follower concerns, but do not act on them (8)	2,86	1,11	4,06	1,09	
Our leaders' actions are in line with their verbal communication (what is said) (9)	3,46	0,88	4,54	0,63	
Our leaders persuasively communicate the organisational vision (10)	3,70	0,94	4,35	0,73	
Our leaders' communication is trustworthy (11)	3,59	0,99	4,59	0,61	
Our leaders support the organisational activities of followers (12)	3,50	0,87	4,25	0,67	
Our leaders interact and engage with followers (13)	3,63	0,89	4,31	0,68	
Our leaders view followers' work output as more important than the followers themselves (14)	3,33	1,04	3,62	1,03	
Our leaders expect high performance standards of followers (15)	4,33	0,70	4,43	0,69	
Our leaders actively communicate in ways that encourage a common purpose among team members (16)	3,58	1,00	4,43	0,65	
Our leaders involve followers when organisational decisions are made (17)	2,81	0,92	4,21	0,75	

	Dimension 1: Perception (To what extent do you agree or disagree with the statement?)		Dimension 2: Expectation (How important is the statement for the success of the organisation?)		
	Min=1, Max=5	Mean	Std. Deviation	Mean	Std. Deviation
Our leaders act as mentors to followers (18)		3,33	0,97	4,37	0,64
Our leaders build and inspire a collective commitment to a common organisational purpose (19)		3,53	0,92	4,39	0,65
Our leaders clearly communicate the corporate culture (20)		3,48	1,00	4,29	0,72
Our leaders set direction for followers to help them know what to do and how to do it (21)		3,59	1,04	4,51	0,59
Our leaders always communicate how decisions will influence the organisation in the future (22)		3,42	1,02	4,40	0,68
Our leaders communicate in ways that maintain a balance between stability and change (23)		3,47	0,85	4,25	0,69
Our leaders inspire followers about the future (24)		3,35	1,06	4,46	0,68
Our leaders make it clear why organisational change is needed if it occurs (25)		3,75	0,90	4,46	0,70
Our leaders show trust in followers in order to create more leaders (26)		3,30	1,10	4,49	0,64
Our leaders foster good co-operation among group members (27)		3,45	0,97	4,34	0,64
Our leaders treat followers with respect (28)		3,66	1,00	4,68	0,56
Our leaders regard follower welfare as important as their own (29)		3,33	1,04	4,43	0,66
Our leaders are fair with followers (30)		3,49	0,98	4,53	0,61
Our leaders do not distort information given to their followers (31)		3,54	0,85	4,28	0,70
Our leaders do not withhold information from their followers (32)		3,07	0,99	4,19	0,77

	Dimension 1: Perception (To what extent do you agree or disagree with the statement?)		Dimension 2: Expectation (How important is the statement for the success of the organisation?)		
	Min=1, Max=5	Mean	Std. Deviation	Mean	Std. Deviation
Our leaders motivate followers by showing them how their efforts contribute to the success of the organisation (33)		3,53	1,00	4,45	0,63
Our leaders make sure that their followers are aware of the organisational strategy (34)		3,76	0,90	4,50	0,64
Our leaders make sure that their followers know how the organisational strategy will be implemented (35)		3,54	0,93	4,45	0,66
Our leaders make sure that their followers know what the implications of the strategy are for them (36)		3,56	0,91	4,38	0,66
Our leaders are open to new ideas during the process of strategic thinking and dialogue (37)		3,59	1,06	4,46	0,66
Our leaders interact with followers in a way that motivates and inspires followers (38)		3,43	0,98	4,46	0,65
Our leaders interact with followers in a way that creates shared trust (39)		3,44	1,01	4,51	0,58
Our leaders interact with followers in a way that influences followers positively (40)		3,40	0,95	4,38	0,62
Our leaders interact with followers in a way that ensures that meaning is shared (41)		3,49	0,85	4,32	0,64
Our leaders do not have hidden agendas during interactions with followers (42)		3,26	1,10	4,34	0,74
Our leaders concentrate on finding solutions instead of looking for problems or excuses (43)		3,70	1,01	4,46	0,62
Our leaders are seen as reliable by followers (44)		3,54	1,00	4,50	0,59

	Dimension 1: Perception (To what extent do you agree or disagree with the statement?)		Dimension 2: Expectation (How important is the statement for the success of the organisation?)		
	Min=1, Max=5	Mean	Std. Deviation	Mean	Std. Deviation
Our leaders treat their followers in ways that the leaders would want to be treated (45)		3,41	1,05	4,45	0,66
Our leaders respect and accept diversity amongst followers (46)		3,58	1,04	4,48	0,62
Our leaders apply rules and policies consistently (47)		3,37	1,05	4,44	0,68
Our leaders look after the best interests of followers (48)		3,27	0,99	4,35	0,67
Our leaders speak to others objectively about followers when they are not present (49)		3,20	1,04	4,18	0,82
Our leaders really care about the personal well-being of their followers (50)		3,45	1,15	4,35	0,64
Our leaders are the most valuable source of information in the organisation (51)		3,50	1,07	4,27	0,79
Our leaders openly and constantly talks about their vision for their organisational teams (52)		3,50	0,99	4,32	0,68
Our leaders create opportunities for followers to improve follower skills and capabilities (53)		3,57	0,98	4,38	0,66
Our leaders delegate challenging tasks and responsibilities to followers (54)		3,70	0,89	4,30	0,66
Our leaders are available to followers to share information (55)		3,67	0,90	4,36	0,62
Our leaders challenge limitations in the way things are currently done in the organisation (56)		3,65	0,98	4,28	0,67
Our leaders assist followers to take the initiative in finding effective ways of achieving their objectives (57)		3,65	0,90	4,27	0,66
Our leaders inspire followers to support		3,68	0,97	4,36	0,67

	Dimension 1: Perception (To what extent do you agree or disagree with the statement?)		Dimension 2: Expectation (How important is the statement for the success of the organisation?)		
	Min=1, Max=5	Mean	Std. Deviation	Mean	Std. Deviation
change initiatives (58)					
Our leaders encourages followers to develop change initiatives (59)		3,58	0,99	4,28	0,66
Our leaders encourage followers to work independently (60)		3,83	0,93	4,20	0,81

Descriptive statistics of individual leadership communication items grouped by themes

Table 6.43 to Table 6.50 depicts the descriptive statistics of the individual items in the questionnaire. Each item is linked to a specific statement which focuses on a key theme for example within Table 6.43 the first statement refers to item two of the questionnaire (i.e. 2. *Our leaders listen to the issues of followers*) which falls within the theme of Leadership Skills which represents a mean of 3,52 and standard deviation of 0,97 for Dimension 1: Perception, whilst a mean of 4,49 and standard deviation of 0,57 for Dimension 2: Expectation.

Table 6.43: Descriptive statistics regarding Theme 1: Leadership Skills

Min=1, Max=5	Dimension 1: Perception (To what extent do you agree or disagree with the statement?)		Dimension 2: Expectation (How important is the statement for the success of the organisation?)		
	Questionnaire Statement and Item Number	Mean	Std. Deviation	Mean	Std. Deviation
	Our leaders listen to the issues of followers (2)	3,52	0,97	4,49	0,57
	Our leaders provide feedback upon hearing follower issues and concerns (3)	3,41	0,98	4,50	0,61

Min=1, Max=5	Dimension 1: Perception (To what extent do you agree or disagree with the statement?)		Dimension 2: Expectation (How important is the statement for the success of the organisation?)	
	Mean	Std. Deviation	Mean	Std. Deviation
Our leaders communicate well on an interpersonal level (one-on-one) (4)	3,59	0,98	4,37	0,58
Our leaders communicate well in a group situation (5)	3,73	0,91	4,40	0,59
Our leaders listen to follower concerns, but do not act on them (8)	2,86	1,11	4,06	1,09
Our leaders' actions are in line with their verbal communication (what is said) (9)	3,46	0,88	4,54	0,63
Our leaders' communication is trustworthy (11)	3,59	0,99	4,59	0,61
Our leaders are seen as reliable by followers (44)	3,54	1,00	4,50	0,59
AVERAGE	3,46	0,98	4,43	0,66

Table 6.43 above depicts the mean and standard deviation values for Theme 1: Leadership Skills. The lowest mean value for the *perception* of leadership communication within this theme is item 8 with a mean of 2,86 (and a standard deviation of 1,11). This indicates that employees perceive leaders as individuals who listen to follower or employee concerns, but do not alleviate these concerns. With regard to the *expectation* of leadership communication, the highest mean value is item 11 with 4,59 (and a standard deviation of 0,61). This shows the highest expectation within this theme and that employees expect leaders to communicate in a trustworthy manner. The gap between the mean values of the two dimensions,

perception (3,46) and expectation (4,43), is calculated as 0,97 which shows that employees perceive leadership skills of communicating leaders as lower than what they expect.

Table 6.44: Descriptive statistics regarding Theme 2: Leadership Styles

Min=1, Max=5 Questionnaire Statement and Item Number	Dimension 1: Perception (To what extent do you agree or disagree with the statement?)		Dimension 2: Expectation (How important is the statement for the success of the organisation?)	
	Mean	Std. Deviation	Mean	Std. Deviation
Our leaders support the organisational activities of followers (12)	3,50	0,87	4,25	0,67
Our leaders interact and engage with followers (13)	3,63	0,89	4,31	0,68
Our leaders view followers' work output as more important than the followers themselves (14)	3,33	1,04	3,62	1,03
AVERAGE	3,49	0,93	4,06	0,79

Table 6.44 above portrays the mean and standard deviation values for Theme 2: Leadership Styles. The lowest mean value for the *perception* of leadership communication within this theme is item 14 with a mean of 3,33 (and a standard deviation of 1,04). This indicates that employees perceive that leaders view follower work output as more important than the followers themselves. With regard to the *expectation* of leadership communication, the highest mean value is item 11 with 4,25 (and a standard deviation of 0,67). This shows the highest expectation within this theme and that employees expect leaders to communicate and act in ways that support the organisational activities of followers. The gap between the mean values of the two dimensions, perception (3,49) and expectation (4,06), is calculated as 0,57 which shows that employees perceive leadership styles of communicating leaders as lower than what they expect.

Table 6.45: Descriptive statistics regarding Theme 3: Leadership Communication and Culture

Min=1, Max=5 Questionnaire Statement and Item Number	Dimension 1: Perception (To what extent do you agree or disagree with the statement?)		Dimension 2: Expectation (How important is the statement for the success of the organisation?)	
	Mean	Std. Deviation	Mean	Std. Deviation
Our leaders expect high performance standards of followers (15)	4,33	0,70	4,43	0,69
Our leaders actively communicate in ways that encourage a common purpose among team members (16)	3,58	1,00	4,43	0,65
Our leaders involve followers when organisational decisions are made (17)	2,81	0,92	4,21	0,75
Our leaders act as mentors to followers (18)	3,33	0,97	4,37	0,64
Our leaders build and inspire a collective commitment to a common organisational purpose (19)	3,53	0,92	4,39	0,65
Our leaders clearly communicate the corporate culture (20)	3,48	1,00	4,29	0,72
Our leaders respect and accept diversity amongst followers (46)	3,58	1,04	4,48	0,62
AVERAGE	3,52	0,94	4,37	0,67

Table 6.45 above depicts the mean and standard deviation values for Theme 3: Leadership Communication and Culture. The lowest mean value for the *perception* of leadership communication within this theme is item 17 with a mean of 2,81 (and a standard deviation of 0,92). This illustrates that employees perceive that leaders do not involve followers when organisational decisions are made. With regard to the *expectation* of leadership communication, the highest mean value is item 46 with

4,48 (and a standard deviation of 0,62). This shows the highest expectation within this theme and that employees expect leaders to communicate and act in ways that are respectful towards followers and that leaders should accept diversity amongst followers. The gap between the mean values of the two dimensions, perception (3,52) and expectation (4,37), is calculated as 0,85 which shows that employees perceive that leaders do not communicate in a way that employees expect them to, with regards to aspects such as diversity and culture amongst followers.

Table 6.46: Descriptive statistics regarding Theme 4: Leadership Communication and Change

Min=1, Max=5	Dimension 1: Perception (To what extent do you agree or disagree with the statement?)		Dimension 2: Expectation (How important is the statement for the success of the organisation?)	
	Mean	Std. Deviation	Mean	Std. Deviation
Our leaders communicate in a way that creates an environment that encourages change (1)	3,67	0,89	4,52	0,63
Our leaders set direction for followers to help them know what to do and how to do it (21)	3,59	1,04	4,51	0,59
Our leaders always communicate how decisions will influence the organisation in the future (22)	3,42	1,02	4,40	0,68
Our leaders communicate in ways that maintain a balance between stability and change (23)	3,47	0,85	4,25	0,69
Our leaders inspire followers about the future (24)	3,35	1,06	4,46	0,68
Our leaders make it clear why organisational change is needed if it occurs (25)	3,75	0,90	4,46	0,70
Our leaders challenge limitations in the way things are currently done in	3,65	0,98	4,28	0,67

Min=1, Max=5	Dimension 1: Perception (To what extent do you agree or disagree with the statement?)		Dimension 2: Expectation (How important is the statement for the success of the organisation?)	
Questionnaire Statement and Item Number	Mean	Std. Deviation	Mean	Std. Deviation
the organisation (56)				
Our leaders inspire followers to support change initiatives (58)	3,68	0,97	4,36	0,67
Our leaders encourages followers to develop change initiatives (59)	3,58	0,99	4,28	0,66
AVERAGE	3,57	0,97	4,39	0,66

Table 6.46 above represents the mean and standard deviation values for Theme 4: Leadership Communication and Change. The lowest mean value for the *perception* of leadership communication within this theme is item 24 with a mean of 3,35 (and a standard deviation of 1,06). This indicates that employees perceive that leaders do not communicate in ways that are inspirational, especially regarding the future (*i.e.* in connection with the future of followers themselves or the respective organisation's future). With regard to the *expectation* of leadership communication, the highest mean value is item 1 with 4,52 (and a standard deviation of 0,63). This highlights the highest expectation within this theme and that employees expect leaders to communicate in ways that create an organisational environment where change is encouraged and supported. The gap between the mean values of the two dimensions, perception (3,57) and expectation (4,39), is calculated as 0,82 which depicts that employees perceive organisational changes initiatives of communicating leaders as lower than what they expect it to be.

Table 6.47: Descriptive statistics regarding Theme 5: Power and Influence

Min=1, Max=5	Dimension 1: Perception (To what extent do you agree or disagree with the statement?)	Dimension 2: Expectation (How important is the statement for the success of the organisation?)

Questionnaire Statement and Item Number	Mean	Std. Deviation	Mean	Std. Deviation
Our leaders show trust in followers in order to create more leaders (26)	3,30	1,10	4,49	0,64
Our leaders foster good co-operation among group members (27)	3,45	0,97	4,34	0,64
Our leaders apply rules and policies consistently (47)	3,37	1,05	4,44	0,68
Our leaders delegate challenging tasks and responsibilities to followers (54)	3,70	0,89	4,30	0,66
Our leaders assist followers to take the initiative in finding effective ways of achieving their objectives (57)	3,65	0,90	4,27	0,66
AVERAGE	3,49	0,98	4,37	0,66

Table 6.47 above depicts the mean and standard deviation values for Theme 5: Power and Influence. The lowest mean value for the *perception* of leadership communication within this theme is item 26 with a mean of 3,30 (and a standard deviation of 1,10). This shows that employees perceive that leaders do not place a high enough level of trust in followers in order for followers to become leaders themselves. With regard to the *expectation* of leadership communication, the highest mean value is also item 26 with 4,49 (and a standard deviation of 0,64). This shows the highest expectation within this theme and that employees expect leaders to communicate and act in ways that create better opportunities for followers to become leaders themselves. The gap between the mean values of the two dimensions, perception (3,49) and expectation (4,37), is calculated as 0,88 which shows that employees perceive the power and influence of communicating leaders as lower than what they expect it to be.

Table 6.48: Descriptive statistics regarding Theme 6: Leadership Communication and Ethics

Min=1, Max=5 Questionnaire Statement and Item Number	Dimension 1: Perception (To what extent do you agree or disagree with the statement?)		Dimension 2: Expectation (How important is the statement for the success of the organisation?)	
	Mean	Std. Deviation	Mean	Std. Deviation
Our leaders treat followers with respect (28)	3,66	1,00	4,68	0,56
Our leaders regard follower welfare as important as their own (29)	3,33	1,04	4,43	0,66
Our leaders are fair with followers (30)	3,49	0,98	4,53	0,61
Our leaders do not distort information given to their followers (31)	3,54	0,85	4,28	0,70
Our leaders do not withhold information from their followers (32)	3,07	0,99	4,19	0,77
Our leaders do not have hidden agendas during interactions with followers (42)	3,26	1,10	4,34	0,74
Our leaders treat their followers in ways that the leaders would want to be treated (45)	3,41	1,05	4,45	0,66
Our leaders speak to others objectively about followers when they are not present (49)	3,20	1,04	4,18	0,82
AVERAGE	3,37	1,01	4,39	0,69

Table 6.48 above represents the mean and standard deviation values for Theme 6: Leadership Communication and Ethics. The lowest mean value for the *perception* of leadership communication within this theme is item 32 with a mean of 3,07 (and a standard deviation of 0,99). This item displays that employees perceive leaders as individuals who should not withhold information from them. With regard to the

expectation of leadership communication, the highest mean value is item 28 with 4,68 (and a standard deviation of 0,56). This shows the highest expectation within this theme and that employees expect leaders to treat followers with respect while communicating with them. The gap between the mean values of the two dimensions, perception (3,37) and expectation (4,39), is calculated as 1,02 which shows that employees perceive the ethical behaviour of communicating leaders as lower than what they expect. This is also the biggest gap between the two dimensions with regard to one of the themes.

Table 6.49: Descriptive statistics regarding Theme 7: Strategy Formulation and Sharing The Vision

Min=1, Max=5 Questionnaire Statement and Item Number	Dimension 1: Perception (To what extent do you agree or disagree with the statement?)		Dimension 2: Expectation (How important is the statement for the success of the organisation?)	
	Mean	Std. Deviation	Mean	Std. Deviation
Our leaders' behaviour is in line with the organisation's vision (6)	3,61	1,00	4,62	0,60
Our leaders persuasively communicate the organisational vision (10)	3,70	0,94	4,35	0,73
Our leaders motivate followers by showing them how their efforts contribute to the success of the organisation (33)	3,53	1,00	4,45	0,63
Our leaders make sure that their followers are aware of the organisational strategy (34)	3,76	0,90	4,50	0,64
Our leaders make sure that their followers know how the organisational strategy will be implemented (35)	3,54	0,93	4,45	0,66
Our leaders make sure that their followers know what the implications of the strategy are for them	3,56	0,91	4,38	0,66

Min=1, Max=5	Dimension 1: Perception (To what extent do you agree or disagree with the statement?)		Dimension 2: Expectation (How important is the statement for the success of the organisation?)	
	Questionnaire Statement and Item Number	Mean	Std. Deviation	Mean
(36)				
Our leaders are open to new ideas during the process of strategic thinking and dialogue (37)	3,59	1,06	4,46	0,66
Our leaders interact with followers in a way that motivates and inspires followers (38)	3,43	0,98	4,46	0,65
Our leaders interact with followers in a way that creates shared trust (39)	3,44	1,01	4,51	0,58
Our leaders interact with followers in a way that influences followers positively (40)	3,40	0,95	4,38	0,62
Our leaders interact with followers in a way that ensures that meaning is shared (41)	3,49	0,85	4,32	0,64
Our leaders concentrate on finding solutions instead of looking for problems or excuses (43)	3,70	1,01	4,46	0,62
Our leaders are the most valuable source of information in the organisation (51)	3,50	1,07	4,27	0,79
Our leaders openly and constantly talks about their vision for their organisational teams (52)	3,50	0,99	4,32	0,68
AVERAGE	3,55	0,97	4,42	0,65

Table 6.49 above depicts the mean and standard deviation values for Theme 7: Strategy Formulation and Sharing The Vision. The lowest mean value for the

perception of leadership communication within this theme is item 40 with a mean of 3,40 (and a standard deviation of 0,95). This illustrates that employees perceive communicating leaders as individuals who influence followers during interactions with them, and in this case whether the influence is positive or not. With regard to the *expectation* of leadership communication, the highest mean value is item 6 with 4,62 (and a standard deviation of 0,60). This shows the highest expectation within this theme and that employees expect leaders to communicate in ways that have a positive affect or influence on followers. The gap between the mean values of the two dimensions, perception (3,55) and expectation (4,42), is calculated as 0,87 which shows that employees perceive leadership communication, with regards to strategy formulation and sharing the vision, as lower than what employees expect.

Table 6.50: Descriptive statistics regarding Theme 8: Leadership Communication and Followership

Min=1, Max=5	Dimension 1: Perception (To what extent do you agree or disagree with the statement?)		Dimension 2: Expectation (How important is the statement for the success of the organisation?)	
	Mean	Std. Deviation	Mean	Std. Deviation
When our leaders raise important aspects, followers respond positively (7)	3,38	0,90	4,30	0,70
Our leaders look after the best interests of followers (48)	3,27	0,99	4,35	0,67
Our leaders really care about the personal well-being of their followers (50)	3,45	1,15	4,35	0,64
Our leaders create opportunities for followers to improve follower skills and capabilities (53)	3,57	0,98	4,38	0,66
Our leaders are available to followers to share information (55)	3,67	0,90	4,36	0,62
Our leaders encourage followers to work	3,83	0,93	4,20	0,81

Min=1, Max=5	Dimension 1: Perception (To what extent do you agree or disagree with the statement?)		Dimension 2: Expectation (How important is the statement for the success of the organisation?)	
	Mean	Std. Deviation	Mean	Std. Deviation
independently (60)				
AVERAGE	3,53	0,98	4,32	0,68

Table 6.50 above displays the mean and standard deviation values for Theme 8: Leadership Communication and Followership. The lowest mean value for the *perception* of leadership communication within this theme is item 48 with a mean of 3,27 (and a standard deviation of 0,99). This indicates how employees perceive leaders to look after the best interests of followers. With regard to the *expectation* of leadership communication, the highest mean value is item 55 with 4,36 (and a standard deviation of 0,62). This highlights the highest expectation within this theme and that employees expect leaders to be available and communicate in ways enable information sharing. The gap between the mean values of the two dimensions, perception (3,53) and expectation (4,32), is calculated as 0,79 which depicts that employees perceive the importance of leadership communication, with regard to followership, as lower than what they expect it to be within their respective organisations.

Table 6.43 to Table 6.50 above indicates the mean and standard deviation scores of the individual items in the questionnaire grouped by eight different themes. The lowest overall mean value for the *perception* of leadership communication is within Theme 3: Leadership Communication and Culture. Within this theme item 17 with a mean of 2,81 (and a standard deviation of 0,92) is perceived as the lowest mean score. With regard to the *expectation* of leadership communication, the highest mean value is within Theme 6: Leadership Communication and Ethics. Within this theme the highest mean value and what employees expect the most of leadership communication is item 28 with a mean of 4,68 and a standard deviation of 0,56.

Table 6.51 below highlights the top box scores for selected items within each of the

two dimensions where more than 90% was calculated regarding expectations of the current state and patterns of leadership communication behaviour within the respective organisations.

Table 6.51: Items where respondents rated more than 90% in the top box of Dimension 2: Expectation

Leadership Communication Statement and Item Number	Dimension 1: Perception % (To what extent do you agree or disagree with the statement?)	Dimension 2: Expectation % (How important is the statement for the success of the organisation?)	Gap %
Our leaders treat followers with respect (28)	73,2	93,6	20,4
Our leaders' behaviour is in line with the organisation's vision (6)	72,3	92,3	20,0
Our leaders' communication is trustworthy (11)	71,8	91,7	19,9
Our leaders' actions are in line with their verbal communication (what is said) (9)	69,3	90,8	21,5
Our leaders are fair with followers (30)	69,9	90,5	20,6
Our leaders communicate in a way that creates an environment that encourages change (1)	73,4	90,4	17,0
Our leaders set direction for followers to help them know what to do and how to do it (21)	71,8	90,3	18,5
Our leaders interact with followers in a way that creates shared trust (39)	68,7	90,1	21,4
Our leaders provide feedback upon hearing follower issues and concerns (3)	68,3	90,0	21,7

Leadership Communication Statement and Item Number	Dimension 1: Perception % (To what extent do you agree or disagree with the statement?)	Dimension 2: Expectation % (How important is the statement for the success of the organisation?)	Gap %
Our leaders make sure that their followers are aware of the organisational strategy (34)	75,2	90,0	14,8
Our leaders are seen as reliable by followers (44)	70,7	90,0	19,3
Our leaders show trust in followers in order to create more leaders (26)	66,0	89,9	23,9
Our leaders respect and accept diversity amongst followers (46)	71,7	89,6	17,9
Our leaders inspire followers about the future (24)	67,0	89,3	22,3
Our leaders make it clear why organisational change is needed if it occurs (25)	75,1	89,1	14,0
Our leaders always communicate how decisions will influence the organisation in the future (22)	68,3	88,0	19,7
Our leaders communicate in ways that maintain a balance between stability and change (23)	69,4	84,9	15,5

The highest top box score amongst the selected items within each of the two dimensions where more than 90% was calculated regarding expectations is 93,6%. This indicates that employees view item 28 as the most important aspect within their respective organisations. Item 28 focuses on how communicating leaders should treat their employees (i.e. specifically their followers) with respect. The biggest gap calculated between the top box scores of expectation and the correlating bottom box

scores of perception of employees regarding leadership communication is 23,9%. This falls within item 26 and depicts that communicating leaders should show more trust in employees (i.e. specifically their followers) in order to create and foster more leaders.

APPENDIX E

- Additional required documentation -



UNIVERSITEIT VAN PRETORIA
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FACULTY OF ECONOMIC AND
MANAGEMENT SCIENCES

POSTGRADUATE COMMITTEE

8 March 2013

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Prof RS Rensburg
Division: Communication Management

Dear Prof Rensburg

TITLE REGISTRATION: DAJ BORNMAN, STUDENT NO. 26273561

This serves to advise that the following title, submitted for the research of the above candidate, was approved at the Postgraduate Committee's meeting on 8 March 2013:

A gap analysis of employee perceptions and expectations of leadership communication

We wish you success with the project.

Sincerely

A handwritten signature in black ink, appearing to be 'SM Nkomo', written over a horizontal line.

1 PROF SM NKOMO
CHAIR: POSTGRADUATE COMMITTEE

cc: Prof G Puth

Members: Prof SM Nkomo (Chair); Prof Y du Plessis (Deputy Chair); Adv HC Bezuidenhout ; Dr A Douglas; Mr MC Gerber; Prof JO Kuye; Dr M Matthee; Dr J Ngoie Kibambe; Mr SG Nienaber; Prof M Pretorius; Dr EA van der Walt; Prof FNS Vermaak; Dr M Wiese
Ex officio members: Chair; Committee for Research Ethics; Head; Student Administration; Academic Co-ordinator



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8 March 2013

Prof RS Rensburg
Division: Communication Management

Dear Professor Rensburg

APPOINTMENT OF PROMOTER: DAJ BORNMAN, STUDENT NO 26273561

Your proposal for the appointment of Prof G Puth as promoter for the above doctoral candidate, served at the Postgraduate Committee's meeting on 8 March 2013.

We have pleasure in advising that Prof Puth's appointment was approved by the Committee.

Sincerely



PROF SM NKOMO
POSTGRADUATE COMMITTEE

cc: Prof G Puth

Members: Prof SM Nkomo (Chair); Prof Y du Plessis (Deputy Chair); Adv HC Bezuidenhout ; Dr A Douglas; Mr MC Gerber; Prof JO Kuye; Dr M Matthee; Dr J Ngoie Kibambe; Mr SG Nienaber; Prof M Pretorius; Dr EA van der Walt; Prof FNS Vermaak; Dr M Wiese

Ex officio members: Chair: Committee for Research Ethics; Head: Student Administration; Academic Co-ordinator



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

FACULTY OF ECONOMIC AND
MANAGEMENT SCIENCES

MEMORANDUM OF UNDERSTANDING
ACADEMIC SUPERVISION
REGISTERED POSTGRADUATE STUDENTS

The role and responsibilities of both a candidate and a supervisor

CANDIDATE INFORMATION

STUDENT NUMBER: 26273561
NAME OF CANDIDATE: Dawid Alwyn Jacobus Bornman (Dawie)
CELLPHONE NUMBER: 082 671 0205 (RSA) / +49 151 568 69418 (Germany)
EMAIL ADDRESS: daw.bornman@gmail.com
PROGRAMME FOR WHICH CANDIDATE IS REGISTERED: D.Com in Communication Management

SUPERVISOR INFORMATION

NAME OF SUPERVISOR: Prof. Gustav Puth
EMAIL ADDRESS: gustav.puth@up.ac.za
DEPARTMENT: Department of Business Management – Communication Division

CO-SUPERVISOR INFORMATION (if applicable)

NAME OF CO-SUPERVISOR: Not applicable
EMAIL ADDRESS: Not applicable
UNIVERSITY: Not applicable
DEPARTMENT: Not applicable

DATE OF REGISTRATION OF THE RESEARCH COMPONENT OF THE PROGRAMME:

.....
This document must be signed by both the candidate and the supervisor and be submitted to the office of the Head: Student Administration within two months after the date of registration for the research component of the programme.

1 Acknowledgement: Documents from the faculties of Natural and Agricultural Sciences and Economic and Management Sciences, as well as a document from the University of Cape Town were used in compiling this document.

B I

ADMINISTRATIVE MATTERS

Candidate supplied with the Code of Research Ethics of the University of Pretoria and agrees to abide by this code.

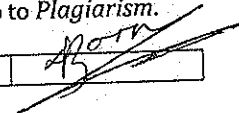
The Code of Research Ethics is available at www.up.ac.za/intranet/registrar/index.html#R.

Go to *Research Ethics* and then to *Code of conduct for responsible research practices*. Please attach the letter of the Research Ethics Committee to this document if applicable.

YES	<input checked="" type="checkbox"/>	NO		SIGNATURE	
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Candidate supplied with the Plagiarism Policy of the University of Pretoria and agrees to abide by this policy. The Plagiarism Policy Agreement is attached to this document and must be signed and submitted with this document to the office of the Head: Student Administration within two months after registering for the research component of the programme. Also attached to this document is the Declaration of Originality which must be submitted with every essay, report, project, assignment, dissertation and/or thesis.

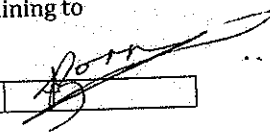
The Plagiarism Policy is available at: www.up.ac.za/intranet/registrar/index.html#R. Go to *Plagiarism*.

YES	<input checked="" type="checkbox"/>	NO		SIGNATURE	
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Candidate supplied with the contact details of the Library's relevant information specialist.

YES		NO	<input checked="" type="checkbox"/>	INFORMATION SPECIALIST	
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Candidate referred to General Regulations G.16 to G.61 of the University of Pretoria pertaining to postgraduate matters and agrees to abide by these regulations.

YES	<input checked="" type="checkbox"/>	NO		SIGNATURE	
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Specific regulations that must be noted:

G.61.

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Any other administrative matters:

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EXPECTATIONS

Supervisor's expectations:

- 1 Regular scheduled meetings (at least once every three months) punctually attended by the candidate. Meetings to be scheduled in advance by the candidate. More frequent meetings may be arranged.
- 2 Candidate to make contact via email (at least once a month).
- 3 Candidate to provide an indication of the time to be spent on each phase of the research project (time chart). The project should be completed as soon as possible within the minimum time period as allowed by the University. The University's General Regulations regarding the renewal



of registration per degree should be consulted in this regard. The time chart could be drawn up with reference to the following:

- literature review (critical evaluation of existing knowledge)
- drafting of the research proposal (what the research is intended to accomplish, including a protocol on how the research will be undertaken, ie research design and methods)

The suggested outline for a research proposal is as follows:


- Title/Area
- Abstract
- Introduction/Background
- Research problem
- Research objective(s)
- Conceptual framework
- Previous work - comprehensive and critical appraisal of literature
- Proposal of new model/technique/idea/approach
- Suitability of the approach for the level
- Hypothesis and anticipated results
- Milestones and timelines for completion
- Conclusion
- References

- the actual research, and
- recording research findings.

- 4 Quarterly written reports from the candidate on his/her progress in terms of the indicated time frame/time chart.
- 5 Candidate to ensure that all submitted work is written in an acceptable standard of English or Afrikaans. It is not the supervisor's duty to do "rough editing" and (s)he will merely concentrate on contents and structure.
- 6 Any revisions suggested by the supervisor to be resubmitted by the candidate within one calendar month (along with the copy of the previous manuscript where comments were made by the supervisor).
- 7 Any class, workshop or course that the candidate must attend as a prerequisite:
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- 8 Candidate has to demonstrate his/her research competence in order to be awarded a degree.
- 9 Other expectations:
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- 10 Comments by candidate on the abovementioned:
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Candidate's expectations:

- 1 Supervisor to be easily accessible.
- 2 Clear mediation mechanisms (refer to the General Regulations and Information of the University of Pretoria pertaining to the Student Communication Channel, Section B.15.) to deal with any grievances, personal problems or disagreements that may arise between the candidate and the supervisor.
- 3 All work submitted to the supervisor to be returned within a reasonable time (maximum turnover of one month), accompanied by written comments on the manuscript as well as separate general comments.

AB (3)


4 Other expectations:
Not applicable.....
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5 Comments by supervisor on the abovementioned:
Not applicable.....
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Supervisor's plans and commitments:

1 The supervisor must set out, where applicable, his/her plans for providing supervision in terms of the time chart. The supervisor must indicate any expected absence, such as leave/sabbaticals (providing alternative arrangements for supervision if away for more than two months in any one year).

Supervision arrangements:

Candidate's plans and commitments:

1 The candidate must indicate any matter(s) that may have an impact on the time chart he/she provided (eg work pressure).
Not applicable.....
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.....


Candidate's undertakings:

To complete my D.Com research December 2013 and finalise my study February 2014.
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INTELLECTUAL PROPERTY ISSUES

(Refer to the General Regulations and Information of the University, Regulation G.57.6)

Authorship: Authorship should be discussed and agreed upon by all parties concerned. Any additional remarks regarding authorship must be noted by the supervisor*:
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AB ④


The intellectual property rights of the outcome of the research will be determined by the agreement that the candidate has with the University of Pretoria and which is in line with the policy of the University of Pretoria.

I, Dawid Alwyn Jacobus (Dawie) Bornman (student number 26273561), is in agreement with the given intellectual property issues.

*in the case that the candidate is employed by an institution other than the University of Pretoria an agreement as to which address is used on the publication needs to be signed. If such an agreement does not exist, the candidate must publish under the name of the University of Pretoria in line with the General Regulations of the University of Pretoria.

TERMINATION OF REGISTRATION


Should a candidate fail to maintain satisfactory academic progress at any phase of his/her period of study, the supervisor may, after consultation with the candidate, send the candidate a warning letter indicating the seriousness of the matter. This letter should also include written instructions on the conditions that need to be met in order to achieve/accomplish satisfactory progress/performance. The candidate will then be placed on probation and be monitored for a period of three months. Should the candidate fail to rectify his/her progress and/or improve his/her performance, he or she will have his/her registration terminated by the Dean on the recommendation of the Postgraduate Committee (General Regulation G.4).

A candidate can appeal the decision to terminate his/her registration. An Appeals Committee would be formed consisting of the Vice-Principal responsible for Research and Postgraduate Studies and two members of the Senate Committee for Research. The two members of the Senate Committee for Research are appointed by the Vice-Principal. The candidate must state his/her case in writing and a written response should be solicited from the supervisor. The Appeals Committee will base its judgement on the written submissions. The decision of the Appeals Committee is final.

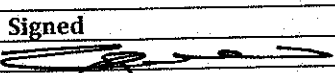
Candidate's comments:

I, Dawid Alwyn Jacobus (Dawie) Bornman (student number 26273561), hereby acknowledge the above stated termination of registration information and will adhere to these rules.

SIGNATURE OF THE CANDIDATE

Name	Signed	Date
Dawid Alwyn Jacobus Bornman		2013-03-21

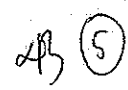

SIGNATURE OF THE SUPERVISOR

Name	Signed	Date
Prof. Gustav Puth		2013-03-25

COMMENTS BY THE HOD

I have reviewed this completed Memorandum of Understanding and I am satisfied that it reflects the shared understanding of the supervisor and the candidate and that the Department is able to meet the obligations to the candidate set out in this Memorandum of Understanding:

Name	Signed	Date

UNIVERSITY OF PRETORIA PLAGIARISM POLICY AGREEMENT

The University of Pretoria places great emphasis upon integrity and ethical conduct in the preparation of all written work submitted for academic evaluation.

While academic staff teaches you about referencing techniques and how to avoid plagiarism, you too have a responsibility in this regard. If you are at any stage uncertain as to what is required, you should speak to your lecturer before any written work is submitted.

You are guilty of plagiarism if you copy something from another author's work (eg a book, an article or a website) without acknowledging the source and pass it off as your own. In effect you are stealing something that belongs to someone else. This is not only the case when you copy work word-for-word (verbatim), but also when you submit someone else's work in a slightly altered form (paraphrase) or use a line of argument without acknowledging it. You are not allowed to use work previously produced by another student. You are also not allowed to let anybody copy your work with the intention of passing it off as his/her work.

Students who commit plagiarism will not be given any credit for plagiarised work. The matter may also be referred to the Disciplinary Committee (Students) for a ruling. Plagiarism is regarded as a serious contravention of the University's rules and can lead to expulsion from the University.

The declaration which follows must accompany all written work submitted while you are a student of the University of Pretoria. No written work will be accepted unless the declaration has been completed and attached.

Full names of candidate:

Dawid Alwyn Jacobus (Dawie) Bornman

Student number:

26273561

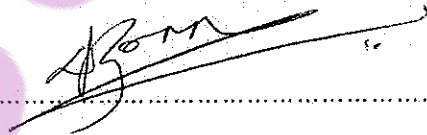
Date:

2013-03-21

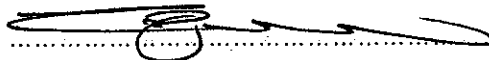
Declaration

1.1 I understand what plagiarism is and am aware of the University's policy in this regard.

SIGNATURE OF CANDIDATE:



SIGNATURE OF SUPERVISOR:



This document must be signed and submitted to the Head: Student Administration within two months of registering for the research component of the programme.

B6



UNIVERSITY OF PRETORIA

DECLARATION OF ORIGINALITY

This document must be signed and submitted with every
essay, report, project, assignment, mini-dissertation, dissertation and/or thesis

Full names of student:

Dawid Alwyn Jacobus (Dawie) Bornman

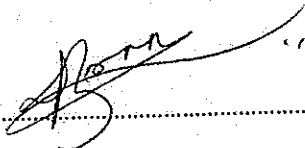
Student number:

26273561

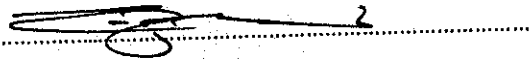
Declaration

1. I understand what plagiarism is and am aware of the University's policy in this regard.
2. I declare that this thesis (eg essay, report, project, assignment, mini-dissertation, dissertation, thesis, etc) is my own original work. Where other people's work has been used (either from a printed source, Internet or any other source), this has been properly acknowledged and referenced in accordance with departmental requirements.
3. I have not used work previously produced by another student or any other person to hand in as my own.
4. I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own work.

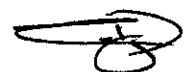
SIGNATURE OF STUDENT:.....



SIGNATURE OF SUPERVISOR:.....



AB 7





UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
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**FACULTY OF ECONOMIC AND
MANAGEMENT SCIENCES**

RESEARCH ETHICS COMMITTEE

Tel: +27 12 420 4102
E-mail: berendien.lubbe@up.ac.za

30 October 2014

Strictly confidential

Prof G Puth
Division: Communication Management

Dear Professor Puth

Project: A gap analysis of employee perceptions and expectations of leadership communication
Researcher: DAJ Bornman
Student No: 26273561
Promoter: Prof G Puth
Co-promoter: Dr A Douglas
Department: Tourism Management

Thank you for the application you submitted to the Committee for Research Ethics, Faculty of Economic and Management Sciences.

I have pleasure in informing you that the Committee formally approved the above study on 29 October 2014. The approval is subject to the candidate abiding by the principles and parameters set out in the application and research proposal in the actual execution of the research.

The approval does not imply that the researcher, student or lecturer is relieved of any accountability in terms of the Codes of Research Ethics of the University of Pretoria if action is taken beyond the approved proposal.

The Committee requests that you convey this approval to the researcher.

We wish you success with the project.

Sincerely

PROF BA LUBBE
CHAIR: COMMITTEE FOR RESEARCH ETHICS

cc: Prof RS Rensburg
Student Administration

Members: Prof BA Lubbe (Chair); Prof RS Rensburg (Deputy Chair); Prof HE Brand; Dr CE Eresia-Eke; Prof JH Hall; Prof JF Kirsten; Dr MC Matthee; Prof JE Myburgh; Dr SG Nienaber; Ms K Plant; Prof C Thornhill; Prof R van Eyden; Prof SR van Jaarsveld, Dr M Wiese
Administrative officer: Mr M Deysel