DEVELOPMENTAL LEADERSHIP BEHAVIOUR AND AFFECTIVE COMMITMENT: AN EXPLORATIVE STUDY

By

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I, declare that **DEVELOPMENTAL LEADERSHIP BEHAVIOUR AND AFFECTIVE COMMITMENT: AN EXPLORATIVE STUDY** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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Acknowledgements

Abstract

This mini thesis is aimed at establishing the relationship between developmental leadership and affective commitment as it presents itself across four levels of leadership within FNB Branch Banking.

The four leadership levels targeted for research are Area Managers, Branch Managers, Administration Managers and Co-ordinators.

The researcher used an Ex post facto research design in a natural field setting, formulating the research hypothesis that there is a statistically significant positive correlation between developmental leadership behaviours and affective commitment as reported by those whom directly reported to the four levels of leadership.

Using 919 responses, the results of the statistical analysis showed all four leadership levels having a strong positive correlation between developmental leadership behaviours and the affective commitment of direct reports at a 99% confidence level.

Finally the research also found that age has a statistically significant relationship with affective commitment and this should be examined in further research.

Key terms

Affective commitment; Developmental leadership; Leadership commitment survey; Trait leadership theories; Behavioural leadership theories; Situational leadership theories; Relationship based leadership theories; Transformational leadership; Pearson product moment correlation; Hypothesis

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CHAPTER 1: BACKGROUND TO THE STUDY

1.1 Introduction

Business is about making sustainable profits.

For Human Resource Development practitioners in business, it is crucial to understand the Human Resource value chain that delivers sustainable profit, because everything happens through people (Tamkin, Cowling & Hunt, 2008).

Recent studies show the pivotal role which affective commitment plays in achieving performance excellence, (Corporate Leadership Council, 2006, Eisenberger, Fasolo & Davis-LaMastro, 1990) so the question is, what causes Affective commitment and if we find the answer to this question, how can we inculcate this into our business so it becomes part of our business culture?

Should transformational leadership be found to be the trigger or cause of affective commitment amongst employees, (Hay, 2007) then this is what business should inculcate into all the levels of leadership.

However, could it be possible that one of the components of transformational leadership called Individualised Attention or developmental leadership (Rafferty & Griffin, 2006) as it has been renamed lately, (Wilson, 2004) is both necessary and sufficient to cause affective commitment?

This study then, assumes a strong positive relationship between Developmental leadership and affective commitment in FNB Branch Banking.

Meyer and Allen (1990) define affective commitment as "an affective or emotional attachment to the organisation such that the individual identifies with, is involved in and enjoys membership in the organisation".

Once the correlation between Developmental leadership behaviour and Affective commitment have been established, follow-up studies can be done on causality to confirm the findings of the Corporate Leadership Council (2004) and Rafferty and Griffin (2006) which indicates a causal relationship between Developmental leadership behaviour and Affective commitment.

Ultimately the aim is to build a predictive model with which the findings of Cascio (2000), Bass, Avolio, Jung and Berson (2003) and Geyer and Steiner (1998) can be replicated, proving to business, that Developmental leadership behaviour, through the employee commitment and customer satisfaction value chain, impacts positively on business revenue.

Business can be provided with clear guidelines on which leadership behaviours to select for, which leadership behaviours to develop and which leadership behaviours should be rewarded.

Above and beyond this, developmental leadership behaviour, once instilled into the business leadership DNA has a quality of self-perpetuation and is the foundation for greatness in future leadership generations. Galford and Maruca (2006) says the enduring value that you have, the most meaningful legacy you can leave behind as a leader, is that of developing others.

1.2 Deriving the research topic from preliminary reading

When faced with the reality that there is no clear understanding of the importance of Affective commitment for business performance, or what causes it, or any substantial research done on which specific leadership behaviours within the business would drive business results, the researcher started searching for scientific publications on leadership models as a starting point.

This search in sequence of publication, first led to the concept of transforming Leadership mentioned by Burns (1978) in a landmark book on leadership and then to the research done by Bass (1985) and Hater and Bass (1989) in which

they produced scientific evidence on the existence of a Leadership concept and model, which they called transformational leadership, which is said to have a direct effect on employee commitment (Rafferty & Griffin, 2006).

Within the concept of transformational leadership, Hater and Bass (1989) through factor analysis identified four distinct Leadership constructs, one of which is called "Individualised Consideration".

When analysing articles written on Transformational leadership, it is evident that "Individualised consideration" as a component of Transformational leadership, was not given any serious research attention until recently. (Rafferty & Griffin, 2006 and Wilson, 2004)

This however changed with the publication of research, first by Wilson (2004) on the traits and behaviour of Effective Developmental Leaders and later by Rafferty and Griffin (2006).

These authors analysed the "Individualised Consideration" construct with the hypothesis that much of the inspiration and motivation that employees report stemming from "Individualised consideration", actually stem from developing and enhancing their skills, thus giving scientific status to the concept of Developmental leadership.

The relationship between Developmental leadership and Affective commitment is commented on by Feinzimer and Frame (2003). They argue that the most extraordinary effect that Transformational Leaders have on subordinates, is on their sense of commitment. They give subordinates meaning, identity and self-esteem.

Affective commitment according to Meyer and Allen (1991) is one of three constructs which form organisational commitment, the other two being continuance and normative commitment.

They point out that affectively committed employees will stay in an organisation because they want to, employees who have continuance commitment will stay in an organisation because they have to and normatively committed employees stay because they believe they should.

To date there are several studies which have proved that the three concepts within organisational commitment are scientifically distinguishable from one another (Dunham, Grube & Castenada, 1994; Karim & Noor, 2006, Mc Gee & Ford, 1987 and Reilly & Orsak, 1991). Thus, Affective commitment could be researched as a particular result or effect that happens as a result of Developmental leadership behaviours.

1.3 Identifying and articulating the research problem

Casual observations of those Branch Managers within Branch Banking who practices Developmental leadership shows that they achieve superior financial results in their Branches.

However, due to the fact that the relationship between Developmental leadership Behaviour and Affective commitment have not been proven, this remains casual observation.

Because a synergistic leadership model does not exist within the business, leaders across the same business do not understand or practise leadership in the same manner. This inconsistency leads to difficulty in the selection for and development of a consistent leadership brand within the business.

Measurement systems such as the Balanced Score Card (Kaplan & Norton, 1996) are used within the business, but in the application of the four dimensions within the Balanced Scorecard, business mainly focus on lag indicators of business success such as the financial measurements.

Business leaders currently do not give sufficient attention to lead indicators such as leadership behaviour and affective commitment.

Based on this limited understanding of leadership behaviour and the connection with affective commitment, developmental leadership behaviour is not rewarded consistently throughout the business.

Leaders are more often than not, drawn from the ranks of technical experts and are not taught how to be good leaders or managers.

Should business leaders not see a proven scientific or bottom-line link between key leadership behaviours and business results, they will not buy into any behaviour change suggested or worse, they may agree cognitively, but simply not exhibit the right behaviour because they do not believe in it.

It is difficult to isolate those specific leadership behaviours that lead to employee Affective commitment, due to the amount of variables that impact on employee commitment, apart from leadership behaviour.

Conclusive evidence relating the impact of developmental leadership on affective commitment has not been generally available to date. The role which quality developmental leadership plays as the starting point towards revenue generation has not had widespread exposure.

Only recently the researcher have found professional Human Resource publications and books quoting scientific research evidence which points to the causal relationship between Leadership, staff satisfaction, customer Satisfaction and revenue increase (Cascio, 2000, Corporate Leadership Council, 2002, Feinzimer & Frame, 2003).

Assumptions

Based on prior research evidence on the relationship between developmental leadership and affective commitment, the researcher had to assume that both developmental leadership and affective commitment will be present in the behaviour of Branch Banking leaders and employees.

Rafferty and Griffin (2006) did a study distinguishing between supportive and developmental leadership.

Within this same study, they proved a positive relationship between developmental leadership and affective commitment, involving 2815 respondents from an Australian Public sector company.

Feinzimer and Frame (2003) studied the relationship between transformational leadership and affective commitment, involving 93 respondents from a Midwestern manufacturing company. They found that transformational leadership predicts affective commitment, using ordinal statistical analysis.

Geyer and Steiner (1998) analysed the relationship between transformational leadership and objective performance, involving 1500 respondents from German Banks.

This research found that individualised consideration (developmental leadership) is positively related to short term, but negatively related to long term performance.

Based on the findings these studies, other assumptions made by the researcher were;

- There will be a positive linear relationship between developmental leadership and affective commitment in the datasets pertaining to the four leadership roles analysed. These roles are Area Managers, Branch Managers, Administration Managers and Co-ordinators.

- There will be a relationship between some of the biographical variables identified and affective commitment, for one of more of the leadership roles to be analysed

- There will be a relationship between the time direct reports and those persons currently in one of the four leadership roles have been working together and the affective commitment reported by the same respondents.

- The data gained from the qualitative responses will in some way support the results from the quantitative analysis.

Research Objectives

To focus the research, the following research objectives were formulated;

- Determine via current literature, what constitutes developmental leadership behaviour and what are indicators of affective commitment.

- Determine how these developmental leadership behaviours correlate with indicators of affective commitment within FNB Branch Banking.

- To determine if Leadership tenure impacts positively on Affective commitment.

- To determine if there are any variables, other than developmental leadership, that impacts on affective commitment.

1.4 General indication of the research design and methodology

The research which is both descriptive and exploratory will focus on Branch Banking Area, Branch, Administration Managers and Co-ordinators as well as their direct reports.

The research will be executed via a structured self administered questionnaire and thereafter the correlation between developmental leadership behaviour and affective commitment will be tested.

<u>Length of the questionnaire</u> The structured questionnaire will consist of a total of 24 items, 17 items from the Effective Developmental Leadership Behaviour Index (Wilson, 2004) and 7 items from the existing Affective commitment Scale developed by Meyer and Allen (1984) and abbreviated by Eisenberger, Fasolo and Davis-LaMastro (1990).

<u>Capturing both quantitative and qualitative data</u> Responses to the questions in the questionnaire will be captured, using a 5 point Likert scale, ranging from "Never" to "Always", with the option to add data in an open field at the end of the questionnaire, so that the questionnaire then will generate both quantitative and qualitative data.

The qualitative data will be grouped by theme to give additional insight into the relationship between developmental leadership behaviour and affective commitment.

<u>Data capturing and processing</u> Data capturing are done through a survey software application and exported into a data base hosted on the Performax Server and converted to Moonstats (Welman & Kruger, 2001) which will facilitate processing and analysis through the application of the Pearson product moment correlation coefficient (r) to the data sets.

Performax is an integrated Human resource management software application, used by Branch Banking, that allows for electronic surveying of amongst others, corporate culture and leadership behaviours.

Moonstats is a statistical analysis software program, supplied by Wellman and Kruger (2001) which allows the researcher to analyse both discrete and continuous variables and correlate the continuous variables with affective commitment across the four leadership roles.

<u>Instrument validity and reliability</u> The scope of this research excludes the validation of the research instrument. The aim is to do an exploratory study, which will form the foundation for a more sophisticated research study aimed

at developing a predictive model which will be able to predict the effect of developmental leadership behaviour on affective commitment.

Face validity will be tested with the Delmas pilot group as this is the only form of validity which the research design allows.

Instrument reliability and content validity testing will not be done during this research study.

<u>The applicability of the Effective Developmental Leader Behaviour Index (EDLBI) as an instrument to measure developmental leadership behaviour</u>

Wilson (2004) used the initial 95 item EDLBI and subjected the items to a factor analysis aiming to extract the optimum number of factors from the initial list of questions. From this analysis, 7 factors emerged, one of which spoke directly to the "developer" nature of leadership.

<u>Selection criteria for use in the developmental leadership component of the research questionnaire</u> For the purposes of this study, only the items which loaded under the "developer" behaviour factor will be used as these items have been factor analysed and grouped by successive expert panels to belong to the "developer" role of an effective developmental leader.

Only items from the rotated component matrix with a factor loading of more than 0.35 on the "developer" factor and cross-loading higher than 0.35 on the other six factors will be used in the research questionnaire.

According to Hair, Anderson and Tatham (1987) quoted by Wilson (2004) a factor loading of more than 0.30 is adequate for exploratory research.

Focussing only on items loading higher than 0.35 on the developer factor and cross loading higher than 0.35 on the other six developmental leadership factors, will result in the developmental leadership component of the

questionnaire consisting of 17 items ranging in terms of factor loading and cross-loading from 0.35 to 0.63.

<u>Biographical variables analysis</u> Specific discrete variables such as geographical locality of the respondents, race, gender and educational level, will be examined to determine the representivity of the research data obtained. Only continuous variables will be correlated with affective commitment to test the strength of the relationship.

The relationship between the time people have been reporting to these four leadership roles and the affective commitment to those leaders will be investigated.

<u>Rating scale</u> Both instruments use Likert type rating scales ranging from the lowest rating which is Strongly disagree to the highest rating which is Strongly agree.

The EDLBI uses a 5 point scale and the affective commitment scale uses a 7 point rating, which will make data comparisons and doing the various correlations between the data sets more difficult.

To solve this discrepancy, the researcher decided to use a 5 point Likert scale which measures frequency of behaviour.

This scale will be used for both components of the questionnaire, asking the respondents to rate the frequency of observed behaviour from "Never" to "Always".

<u>Size and composition of the research target population</u> The size of the target population is all the Area, Branch, Administration Managers and Co-ordinators in Branch Banking, as well as their direct reports.

Branch Banking consist of 10 Provincial regions which corresponds to the National Provinces with the exception of Gauteng which have been divided into two regions Maboneng and Simunye.

These two regions divide Gauteng roughly in a northern and southern part of which Simunye forms the northern part.

Each of the Provincial regions have several Areas reporting to them, 35 in total and each Area has several Branches reporting to the Area office.

Branch Banking has approximately 14,000 employees, but this figure fluctuates daily with new appointments and employees leaving the business.

At the 31st of October 2008, the roles analysed in this dissertation, had the following headcount;

Table 1.1: Headcount per Leadership role in FNB Branch Banking Aug 2008

Role	Description	Headcount
Area Manager	In control of all business operations within a municipal region, has several Branch Managers reporting to this role	35
Branch Manager	In control of a Branch with staff numbers ranging from 5 to 50	521
Administration Manager	In control of all administrative functions within a Branch, acts as second in command to the Branch Manager	612

Role	Description	Headcount
Co-ordinator	Most junior managerial position within a Branch, in control of a department such as sales or service	1047
Total		2215

Response rates Eiselen (2007) indicate that the most important disadvantage of self administered questionnaires is the low response rates, specifically when the respondents see the questionnaire as too long, complicated, boring or asking sensitive questions.

Care has been taken to keep the questionnaire as short as possible, but the response rate could still have been influenced by any of the other disadvantages.

1.5 Outline of the remainder of the thesis

Chapter 2 presents a literature review on Leadership models and theories, to trace the lineage of Developmental leadership as a concept which has scientific and practical application value.

Chapter 3 outlines the research design and methodology followed to test the hypothesis on Developmental leadership, Affective commitment and the correlation between the two concepts within a natural environment.

Chapter 4 presents the research results first by biographical variables, then giving the results of the analysis of the stated hypotheses and comments on each of the results by drawing conclusions from the data to prove or disprove the stated hypothesis.

Chapter 5 interprets the results in terms of the current relationship based leadership theories and specifically comments on the importance of a proven relationship between developmental leadership behaviour and affective commitment. Gaps in the data are pointed out which may trigger further research and the larger significance of the research findings are addressed.

1.6 Conclusion

This study then is a first step towards finding what exactly causes affective commitment amongst Branch Banking employees and if leveraged correctly, will give Branch Banking a competitive edge in the local retail Banking market and contribute toward profit sustainability in an environment of brutal competitiveness.

Chapter 2: Literature Review

2.1 Introduction

Leadership by definition, is a process where one individual influences others towards the attainment of group or organisational goals (Atwater, Dionne, Avolio, Camobreco & Lau, 1999).

It is important to note that no leader can exist without followers; secondly that the followers follow out of their own volition and thirdly that the follower behaviour should be towards the attainment of some organisational goal (Aamodt, 2004).

Leadership studies so far, has had four broad departure points for observations and study, namely a focus on the leader's characteristics, the situational characteristics, follower characteristics and a focus on the relationship between a leader and his followers (http://www.referenceforbusiness.com/management/Int-Loc/Leadership-Theories-and-Studies.html 1/5/2008).
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This early focus on the leader's characteristics could in turn be subdivided into a trait and behaviour theory stream (Bolding, Gosling, Marturano & Dennison, 2003).

The first grouping, called trait theories, states that leadership is genetically determined and you are born to lead, whilst the behavioural theorists state that it is the leadership behaviour that matters, not the traits per se (Barker, 1997).

Where leadership theories and models may want to present evidence that support the respective theoretical positions, the research findings do not follow a neat sequence or strict adherence to any classification model.

Grieger and Fralick (2007) hold that leadership as a field of study, is still in its infancy and there is no grand unifying theory to provide common direction to thinkers and researchers (Burns, 2003).

Research findings which concur with later evidence of developmental leadership, are also found in earlier research done from within both the trait and behavioural theoretical models (Wilson, 2004).

Following the behavioural theories in time sequence, comes the contingency leadership theories, which holds that the context in which leadership operates, determines the outcome and not so much the traits or behaviours by itself.

Lastly there is the relationship grouping of leadership theories of which the charismatic leadership, followership, leader member exchange theory, servant leadership and transformational leadership theories forms part of.

These theories in general focus on the relationship between leaders and followers and each theory highlights a different aspect of the relationship.

Leader Member Exchange theory focus on the one on one relationship leaders have with followers and the effects thereof.

Charismatic leadership, Servant Leadership and Transformational leadership positions the leader as a transformer of the business through higher levels of motivation and morality being created within the relationship with employees. (Barnett, McCormick & Conners, 2001)

Within the theory of transformational leadership, the concept of individualised consideration have been renamed "Developmental leadership" (Rafferty & Griffin, 2006), which, in conjunction with the relationship it has with affective commitment, is the subject of this study.

Herewith then an overview of the main theoretical groupings with their subdivisions to create a broad understanding of leadership theory and a backdrop to the genealogy of developmental leadership.

2.2 Trait Leadership Theories

The oldest Leadership Theory dating back to the 1930's, is called the "Great Man Theory" but to fully understand the origins of this theory, one need to understand the drivers of social, political and military leadership within nations going back before 1930, as this concept of leadership was carried over into the world of business then and still has remnants in business today (Kautsky, 1997).

In the days when Kings and Queens and nobility or aristocracy ruled, leadership positions were bestowed by virtue of birth and a general acceptance was held that one is genetically predispositioned to lead, should you be from noble birth (Barker, 1997).

"Great men" thinking was not restricted to Western thinking as some would like to indicate, but "great man" thinking is reflected to this day, in the Indian caste system and historically were reflected among other, in the Chinese and Japanese Imperial systems and the Mogul Empire (Bolden, Gosling, Marturano & Denison:2003, Kautsky, 1997).

Industrial age organisations and management structures were patterned after this "great men" logic where the royalty led and the workers followed. These hierarchical organisational structures are evident in businesses to this date, (Barker, 1997) though the wisdom of "great men" thinking, was questioned since the mid 1800's by amongst others Marx and Engels (Marx, 2000).

Evidence to support the trait theory could not be found according to Stogdill, but this could partly be due to the use of unsophisticated research methodologies and tools (Lord, 1986).

Stogdill (1973) did however later, compile a list of common traits and skills which seemed to be the main leadership traits and skills at that time.

Table 2.1: Stogdill's list of Leadership Traits and Skills

Traits	Skills
Adaptable to situations	Intelligent
Alert to social environment	Conceptually skilled
Ambitious and achievement-orientated	Creative
Assertive	Diplomatic
Cooperative	Tactful
Decisive	Fluent in speech
Dependable	Knowledgeable about group tasks
Dominant (desire to influence)	Persuasive
Energetic	Socially skilled
Persistent	
Self-confident	
Stress Tolerant	
Willing to assume responsibility	

Should the "great man" theory have been vindicated by research evidence, it would have closed the door on the possibility to train leaders and the sole focus of business should then be on selecting for personality traits to appoint in leadership positions.

Due to the absence of scientific proof that Leadership are solely genetically predispositioned, a shift in focus from trait theories to behaviour theories occurred in the 1950's (Bailey, 1978).

This allows for the possibility that leaders could be trained and that Developmental leadership in fact could be inculcated throughout business as a necessary antecedent for employee affective commitment.

Ulrich and Smallwood (2007) propose that the verdict of the nature versus nurture debate is a 50/50 outcome, saying nature gives leaders predispositions, but with experience, these predispositions can be adapted to any situation.

2.3 Behavioural leadership Theories

There is an observable move away from the trait theories in the 1950's and the two most notable studies conducted on leadership behaviour took place at the Michigan and Ohio Universities in the late 1940's and early 1950's http://changingminds.org/disciplines/leadership/actions/michigan.htm.5/11/08

The Ohio State University study took samples of individuals in the University administration, student leaders, manufacturing companies and from the military and administered the Leader Behaviour Description Questionnaire to all.

After the sampling, they did factor analysis on the results to see if there is a common theme or themes coming from the research results. http://changingminds.org/disciplines/leadership/actions/ohio_state.htm5/11/08.

Two common themes consistently appeared across all the different work settings. The first theme they called "initiating structure" and it involved planning, co-ordinating and organising the work of subordinates.

Secondly they found a theme which they called "consideration" and it consisted of the leader, being supportive, showing concern for subordinates, recognising their achievements and looking after their welfare (Katz & Kahn, 1952).

This finding is corroborated by research which Etsko Schuitema have done internationally by asking employees in different industries and at different levels within those industries and business, how they would describe their ideal leader. The two themes correspond exactly with the findings of the Ohio

State University and he named the two themes "Care" and "Growth" (Schuitema, 2004)

Michigan University under the direction of Rensis Likert focussed their research on the principles and methods of leadership that produces productivity and job satisfaction. (Likert, 1967).

The findings from Michigan University showed two themes, an "Employee focus" which could be compared to the "Consideration" theme found at Ohio State and a "Production Orientation" which could be compared to the "Initiating Structure" theme found at Ohio State. (Aamodt, 2004)

From this research Likert developed four systems of management of which the "participative group" system was advocated as producing the best results due to participation behaviour exhibited by leaders. (Likert, 1967).

Blake and Mouton built their well known Leadership Grid on the two themes produced at Michigan and Ohio Universities and called the X axis of the grid, "concern for production" and the Y axis "concern for people" (Blake & Mouton,1964)

Individuals who measured high on both concern for production and concern for people were practicing team management and this was held up by the authors as the best leadership approach.

In spite of Schuitema's claim that the "Care and Growth" themes are universal phenomena, the relationship between task orientated or people orientated leadership behaviours and leader effectiveness have not been empirically proven.http://www.referenceforbusiness.com/management/Int-Loc/Leadership-Theories-and-Studies.html 1/5/2008

Douglas McGregor published a book called "The Human side of Enterprise" in 1960. In this book, McGregor argued that leaders have certain basic

assumptions about human nature and this influences them to treat people in specific ways. He called the basic assumptions theory X and theory Y.

Table 2.2: McGregor's Theory X and Y

Theory X beliefs	Theory Y beliefs
Humans are lazy	Work is as natural as play or rest and people will work hard, given the right conditions
Human must be threatened to work	Humans are naturally self directed with a capacity for imagination, creativity and ingenuity
Humans want to avoid responsibility	Humans seek responsibility

From the differences in a theory X to a theory Y belief, it is easy to see that theory X leaders would be autocratic and theory Y leaders participative in their approach to leadership (Bolden, Gosling, Marturano & Dennison, 2003).

This observation by McGregor does not allow for leadership behaviour to be somewhere between the two extreme points and gives no consideration to situational influences on leadership behaviour.

2.4 Contingency or Situational Leadership Theories

The main contributions to situational leadership theories to date are Fiedler's Contingency Model, Hersey and Blanchard's Leadership model, Tannenbaum and Schmidt's Leadership continuum and Adair's Action centred Leadership Model (Aamodt, 2004).

Contingency Model

Fiedler (1964) argues that there is no single best way in which to lead under all circumstances. He says that different situations call for different leadership styles.

Contingency leadership according to Fiedler (1964) depends on three variables, firstly how structured the task is, secondly how much positional power the leader has and thirdly how good the relations between the leader and the followers are (Aamodt, 2004).

When task structures are highly defined, it only has a specified number of solutions and can only really be solved in a specified number of ways, making the situation favourable for leadership.

Leaders who are in positions of power, especially if it is legitimate power, will have a favourable condition in which to exercise leadership. This specifically includes the ability to reward or punish followers.

Should subordinates like their leaders, it becomes more favourable to exercise leadership.

In a later development of situational leadership theory called the IMPACT theory, developed by Geier, Downey and Johnson, (1980) it is argued that each leader has one of six behavioural styles, being either informational, magnetic, position, affiliation, coercive or tactical and each style only is effective in a specific environment.

This specific variation of situational leadership theory, actually comes very close to trait and behavioural leadership theory with the exception that trait and behavioural theories does not have a situational precondition for the effectiveness of leadership.

Thus, transformational leaders would be effective irrespective the situation they are in.

Hersey and Blanchard leadership, follower grid

Hersey and Blanchard argue that the maturity level of followers are critical in determining the effectiveness of leadership and that leaders should adapt their leadership style to the maturity level of their followers (http://www.12manage.com/methods_blanchard_situational_leadership.html.2 /5/2008).

The Hersey and Blanchard leadership, follower grid allows the maturity level of followers to be plotted and the appropriate style of leadership then determined according to the position of the followers on the grid. The following leadership behaviours are applicable depending on follower maturity level;

- Low follower task maturity, the leader uses clear instructions and specific directions
- Medium follower task maturity can be led with either supportive leadership behaviour or
- Coaching
- High follower task maturity is indicated by high competence levels and willingness to take full responsibility, in this case all that is needed from a leadership point of view is delegation.

Hersey and Blanchard's leadership theory can be summarised by saying that a leader could either be supportive or directive, depending on his followers.

The supportive behaviour described by Hersey and Blanchard is in essence the same as those behaviours highlighted by both the Ohio and Michigan University studies under the factors "consideration and employee orientation" as well as by Blake & Mouton under their "concern for people" theme.

Tannenbaum and Schmidt's Leadership continuum

Tannenbaum and Schmidt with their leadership continuum theory argue that leadership behaviour does not in practice happen only in extremes such as being either autocratic or democratic, but that once behaviour moves away from the autocratic extreme, employee participation increases.

The leadership continuum theory further states that there are four points along the leadership continuum starting with autocratic behaviour, then moves to persuasive behaviour, followed by consultative behaviour and ending with democratic behaviour.

Tannenbaum and Schmidt argue that is some instances one of the behavioural styles will be more appropriate than the other (http://www.businessballs.com/tannenbaum.htm.2/5/2008).

Adair's Action centred Leadership Model

John Adair's Action-Centred Leadership Model states that such leaders get things done through their relations with peers and employees. Adair says for a leader to be successful, he need to focus on a couple of activities within each of the task/team/individual domains as follows;

Table 2.3: Adair's Action centred Leadership Model

Focus area	Activity
Task	Define the task
	Make a plan
	Allocate resources
	Control work quality
	Check performance
	Adjust the plan

Focus area	Activity
Team	Maintain discipline
	Build team spirit
	Gives a sense of purpose
	Delegate
	Communicate
	Develop the group
Individual	Attend to individual's personal problems
	Give praise
	Give status
	Use individual abilities
	Develop individuals

When reviewing John Adair's Action Centred leadership theory, the recurring theme in his findings is that of caring for employees, the same theme is seen in the research findings of "consideration and employee orientation" by the Ohio and Michigan Universities.

Schuitema's anecdotal evidence put forward in his Care and Growth leadership model, Hersey and Blanchard's "supportive behaviour" theme, as well as the Blake and Mouton leadership model under their "concern for people" theme, support this golden thread.

Today after much observation and research, there still is no definitive leadership model which covers the entire spectrum of traits, behaviour and situation, (Aamodt, 2004) but research is systematically providing a better view of all three components and it's interrelationship with followers.

2.5 Relationship based Leadership Theories

Compared to trait and behaviour theories of leadership, relationship theories are relatively new, though Hay (2007) points out that publications on transformational leadership emerged as early as the 1970's.

Upon analysing leadership theories within the relationship grouping it is evident that many of these theories also draw from trait and behaviour research and leadership theories.

Relationship theories that will be mentioned here are House (1977), Conger and Kanungo's (1987) Charismatic theory of leadership. It will not be discussed in detail though, as there is a "Charismatic" factor within transformational leadership as well.

Servant Leadership will be touched on as well as Leader Member Exchange (LMX) theory, Burn's Transforming Leadership theory and Bass's Transformational leadership Theory.

Transformational leadership theory will be dealt with in more detail as this theory directly leads to the concept of developmental leadership which have been intimated in most of the research findings reflected here, but have not as a concept, been properly analysed before the groundbreaking studies of Wilson in 2003 and Rafferty and Griffin in 2006.

Charismatic leadership theory

Charismatic leadership as a concept is old, yearnings for Charismatic leadership as an antidote against the dehumanising effect of industrialisation can be found in the works of Max Weber dating back to 1904 (http://en.wikipedia.org/wiki/The_Protestant_Ethic_and_the_Spirit_of_Capitalism.3/5/2008).

House (1977) later followed by Conger and Kanungo (1987) argues that charismatic leadership is evidenced by a set of behaviours, such as being visionary, energetic, unconventional and exemplary.

Charismatic leaders are also thought to possess outstanding rhetorical ability (Harvey 2001) as quoted in an Internet article (http://cbae.nmsu.edu/~dboje/teaching/338/charisma.htm.3/5/2008).

Studies by Bass published in 1985, 1988 and 1990, suggest that charismatic leaders engage in impression management to construct an image of competence, increased subordinate competence and subordinate-faith in them as leaders (Bass, 1999).

Bass argues that charismatic leadership is less likely to emerge or flourish in a transactional (bureaucratic) culture, and is more likely within a transformational culture (http:// cbae. nmsu.edu/~ dboje/teaching/338/ charisma.htm.3/5/2008).

Servant Leadership

Servant Leadership is more of a philosophy than a theoretical model, for one thing, it does not have empirical research findings to back up the basic assumptions and statements about leadership, nevertheless it still influence leadership thinking in the academic world today and warrant a look at.

 "The servant-leader is servant first. It begins with the natural feeling that one wants to serve. Then conscious choice brings one to aspire to lead. The best test is: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?" (Greenleaf,1998).

Larry Spears in writing the Introduction to a collection of essays Robert Greenleaf said (1998) there are ten characteristics which servant leaders should have;

1. A deep commitment to listen intently to others
2. Striving to understand and empathise with others
3. The potential for healing one's self and one's relationships with others
4. Self awareness
5. Rely on persuasion rather than positional authority
6. The ability to dream great dreams or conceptualisation
7. Foresight to see the likely consequences of a decision for the future
8. Stewardship
9. Commitment to the growth of people and here Spears highlights a couple of ideas that closely link with the concept of Developmental leadership;
    - Do everything in their power to nurture the personal, professional and spiritual growth of employees
    - Make funds available for personal and professional development
    - Taking a personal interest in the ideas and suggestions from everyone
    - Encouraging worker involvement in decision-making

and lastly, building community. Though these characteristics have not been vindicated by scientific research, there is a ring of authenticity in the concept of servant leadership, especially where it speaks to the servant leader's commitment to grow people.

Leader Member Exchange theory

Leader Member Exchange theory argues that followers can have a determining impact on leadership.

The theory holds that leaders form one on one relationship with followers, for some this relationship is close and those followers are then viewed as insiders, for others the relationship is distant and then they are viewed as outsiders.

Naturally the development opportunities and care will befall the insiders and not the outsiders (Aamodt, 2004).

Transforming leadership theory

Transforming leadership as a theory was forwarded by James McGregor Burns in 1978. He argued that leaders should transform business through a mutual process of 'raising one another to higher levels of morality and motivation.'
(http://changingminds.org/disciplines/leadership/theories/burns_transformati onal.htm.3/5/2008).

Transforming leaders raise the bar by appealing to the higher ideals and values of followers. As such it is a process which evolves over time, thus distinguishing itself from transactional leadership per se.

The appeal to employees would be to collaborate rather than compete and in so doing improve the collective performance.

Burns (1978) states that Transformational and Transactional leadership are at two opposing ends. This view is contested by Bass who posits that good leaders exhibit characteristics of both (Hay, 2007).

Transformational leadership Theory

International interest in transformational leadership was brought about by significant global changes such as frequent restructuring and downsizing with accompanying uncertainty in working conditions (Hay, 2007). The social contract between workers and management where workers paid for long term employment with loyalty was no longer in place (Rafferty & Griffin, 2004).

This meant that management had to find new ways to solve a contradictory problem, building employee morale and affecting change within the business at the same time (Hay, 2007).

Transformational leadership enables capacity development whilst simultaneously creating higher levels of personal commitment amongst followers to organisational objectives. (Barbuto, 2005, Leithwood & Jantzi, 2000, Spreitser, Perttula & Xin, 2005, in Hay 2007).

Transformational leadership have been thoroughly researched and scientific evidence of the concept of transformational leadership was produced by among others, Bass (1985) and Hater and Bass (1989) Bass, Avolio, Jung and Berson (2003).

Through factor analysis, observations, interviews and descriptions of a follower's ideal leader, Avolio, Bass and Jung (1999), Antonakis (2001) Avolio and Bass (1995) identified the different constructs within transformational leadership as follows;

- Idealised Influence
- Inspirational Motivation
- Intellectual Stimulation
- Individualised Consideration

Hay (2007) point out that the four dimensions of transformational leadership are interdependent and must co-exist, together they are purported to have an additive or compounded effect that yields performance beyond expectations (Gellis,2001, Hall, Johnson, Wysocki & Kepner 2002, Kelly, 2003 in Hay,2007). This is the so called multiplication effect.

According to Bass and Avolio (1994), quoted in Bolden, Gosling, Marturano and Dennison (2003) transformational leaders display the following behaviours associated with the previously mentioned five transformational styles:

Table 2.4: Transformational leadership behaviours

Transformational Style	Leader Behaviour
1) Idealized Behaviours: living one's ideals	• Talk about their most important values and beliefs • Specify the importance of having a strong sense of purpose • Consider the moral and ethical consequences of decisions • Champion exciting new possibilities • Talk about the importance of trusting each other
2) Inspirational Motivation: inspiring others	• Talk optimistically about the future • Talk enthusiastically about what needs to be accomplished • Articulate a compelling vision of the future • Express confidence that goals will be achieved • Provide an exciting image of what is essential to consider • Take a stand on controversial issues
3) Intellectual Stimulation: stimulating others	• Re-examine critical assumptions to question whether they are appropriate • Seek differing perspectives when solving problems • Get others to look at problems from many different angles • Suggest new ways of looking at how to

	complete assignments
	• Encourage non-traditional thinking to deal with traditional problems
	• Encourage rethinking those ideas which have never been questioned before
4) Individualized Consideration: coaching and development	• Spend time teaching and coaching
	• Treat others as individuals rather than just as members of the group
	• Consider individuals as having different needs, abilities, and aspirations from others
	• Help others to develop their strengths
	• Listen attentively to others' concerns
	• Promote self development
5) Idealized Attributes: Respect, trust, and faith	• Instil pride in others for being associated with them
	• Go beyond their self-interests for the good of the group
	• Act in ways that build others' respect
	• Display a sense of power and competence
	• Make personal sacrifices for others' benefit
	• Reassure others that obstacles will be overcome

Against the background of the interconnectedness of the four constructs within transformational leadership, the researcher is interested in finding out if one of the constructs, individualised consideration, or developmental leadership as redefined by Wilson (2004) and Rafferty and Griffin (2006) will

independently correlate with affective commitment which is said to be the result of the combined effect of all four transformational leadership constructs.

Until quite recently, the focus of research emanating from the transformational leadership theory has been on the idealised influence and inspirational motivation factors. This was partly due to the writings of Daniel Goleman on emotional intelligence and this hype obscured the importance of the individualised consideration factor within Bass and Avolio's (1994) findings.

Since 1980 though, research are focussing on aspects of the idealised influence factor and specifically the impact thereof on employee engagement or emotional commitment (Barling, Weber & Kelloway ,1996, Barnes, 2002, Lowe &, Lee, 2005, Mathieu & Zajac,1990, Murphy,1982, Rafferty & Griffin, 2006, Viater, 2001 and Wofford & Liska,1993).

<u>Overview of the origins of developmental leadership</u>.

As shown in the foregoing analysis of trait, behaviour and situational leadership theories, there is a golden thread running through these theories which points to the importance of employee development in leadership practice throughout the historic research endeavours.

Conceptually, developmental leadership was derived from a confluence of transformational leadership theory, followership theory and servant leadership theory, (Wilson, 2004) though Preskill (2003) argues that this type of leadership has been practised for centuries, but has not until recently been named or documented.

Scientifically though, the concept of developmental leadership, was born out of research done on one of the constructs within transformational leadership called "individualised consideration" by among others, Wilson (2004) and Rafferty and Griffin (2006).

Wilson (2004) defines an "Effective Developmental Leader" as "A leader whose main focus is the growth and further advancement of the people they lead in order to strengthen and progress the business performance in a proactive manner".

Developmental leadership is described by Rafferty and Griffin (2006) as "the provision of challenging assignments in conjunction with technical training and ongoing performance feedback, enabling the development of specific competencies and experiencing a sense of accomplishment in a professional role".

These definitions both point to the end result of developmental leadership being improved business results (Rafferty & Griffin, 2006, Wilson, 2004) which makes it pertinent for business to understand the relationship between developmental leadership and affective commitment.

<u>The relationship between developmental leadership and affective commitment.</u>

Literature review shows that there are different descriptions used for affective commitment, some of the descriptions are; organisational citizenship behaviour (Yoon & Suh, 2003), job attitude (Harrison, Newman and Roth, 2006), employee involvement (Lin, 2006), affective commitment (Corporate Leadership Council: 2006) (Allen & Meyer: 1990), employee satisfaction (Baumruck, 2006), employee empowerment (Ahearne, Mathieu & Rapp, 2005) and job satisfaction (Mitchell, 1973).

From the above studies, it is evident that affective commitment as a concept, goes beyond employee satisfaction and expresses itself as discretionary effort by the employee that has beneficial consequences for the employer (Cascio, 2000, Meyer, Paunonen, Gellatly, Goffin and Jackson, 1989, Kaplan and Norton, 1996, Meyer and Allen 1984, Meyer, Allen and Gellatly, 1990, Meyer and Allen, 1991, Meyer, Allen and Smith, 1993, Meyer and Allen, 1997 and Meyer, 1997).

Rafferty and Griffin (2006), after analyses of the "individualised consideration" construct within the transformational leadership theory, states that much of the inspiration and motivation that employees report stemming from "individualised consideration", actually stem from developing and enhancing their skills.

According to Feinzimmer and Frame (2003) the most extraordinary effect that transformational leaders have on subordinates, is on their sense of commitment. They give subordinates meaning, identity and self-esteem.

Meyer and Allen (1990) define this type of commitment as "an affective or emotional attachment to the organisation such that the individual identifies with, is involved in and enjoys membership in the organisation"

Baumruck (2006) point out that committed employees consistently demonstrate three general behaviours;

- Say – The employee advocates the organisation with co-workers and refers potential employees and customers.

- Stay – The employee has an intense desire to be a member of the organisation despite opportunities to work elsewhere.

- Strive – The employee exerts extra time, effort and initiative to contribute to the success of the business. This concept is termed "discretionary effort" by the Corporate Leadership Council (CLC: 2004).

Research by the Corporate Leadership Council (CLC, 2004) investigated the relationship between leadership and discretionary effort, which according to their findings, is a result of affective commitment.

The Corporate Leadership Council (2004) research, statistically estimates the percentage discretionary effort associated with certain motivational levers and indicate that 36 out of the top 50 levers initiating discretionary effort, are leadership and management levers.

Within the findings of the Corporate Leadership Council, there is an evident similarity to the elements of Developmental leadership identified by Bass, as quoted in the Rafferty and Griffin (2006:38-39) study. This is also supported by the findings of Baumruck (2006) and Seijts and Crim (2006).

Specific developmental leadership behaviours as extracted from the factor analysis done by Wilson (2004) are;

Focussed behaviour. Wilson (2004) comment that this factor alone explains 35.16% of the overall variance of the scale used, it included item such as "shares vision and knowledge", sets clear goals", strives for success".

Four questions from the "developer" factor loaded on focussed behaviour and one exceeds 0.35 which will be used in the Branch Banking questionnaire.

Supportive Behaviour. Items included in Wilson's (2004) research are "cares about others", "asks for feedback" and explained 3.65% of total variance.

Six questions load on the Developer factor as well and four of those are higher than 0.35 and will be used in the Branch Banking questionnaire.

Developer behaviour This factor will be used to populate the Branch Banking questionnaire on developmental leadership.

Only those items loading more than 0.35 on the factor analysis, (Wilson, 2004) which explains 2.85% of overall variance will be used.

This means that eleven questions loaded higher than 0.35, and were included in the Branch Banking questionnaire.

Delegator behaviour Wilson (2004) point out that items such as "delegates authority" and "determines needs" were used and this factor explained 2.67% of total variance.

Only two questions loaded on "developer" as well and none above 0.35, so these questions were not used.

Advisor behaviour. Wilson (2004) included items such as "evaluates talent", "removes barriers" and "facilitates" under this factor and state that this factor explained 2.30% of total variance.

"Developer" as a factor, had 5 questions also loading on "advisor behaviour" of which two were above 0.35 and were included in the questionnaire.

Competitive behaviour Wilson (2004) point to items such as "keeps a competitive edge" and "creative and innovative" which falls under this factor and it explained 1.93% of total variance.

None of the questions also loaded on the "developer" factor and were not used.

Charismatic behaviour According to Wilson (2004) this factor explained 1.93% of total variance and includes items such as "role model" and "assertive".

Two of the questions load on the "developer" factor, but none above 0.35 and were not used in the Branch Banking questionnaire as a result.

2.6 Summary of main conclusions

In the light of the literature review, the following conclusions are made:

- There is evidence of developmental leadership elements in scientific study results, done from within the behavioural, situational and relationship theoretical frameworks. This evidence is augmented by

recent work done by Wilson (2004) and Rafferty and Griffin (2006) on identifying and describing the concept of developmental leadership in terms of traits and behaviours which characterises effective developmental leaders.

- This evidence also indicates that the concept developmental leadership has a universality which researchers to date have been looking for, especially in the earliest trait theories, but which they to date, could not find, by only using the trait theories as a frame of reference.

- The universality have been corroborated by anecdotal evidence from Schuitema (2004), unfortunately Schuitema has not done any empirical research to validate the characteristics of good leaders which he put forward in his writings.

- Evidence of affective commitment behaviour within different organisations has been highlighted (Allen & Meyer, 1990, Karim & Noor, 2006, Meyer & Allen, 1984, Meyer & Allen, 1987, Meyer & Allen, 1990, Meyer & Allen, 1991, Meyer & Allen, 1997).

- The link between developmental leadership and affective commitment have been investigated in organisations other than retail banking (Rafferty & Griffin, 2006).

Clearly, research is needed on the relationship between developmental leadership and affective commitment as it happens in Branch Banking, first to prove the existence and if possible, secondly the strength of such a relationship in a natural setting.

The next chapter is dedicated to the research design and methodology needed to prove this relationship.

Chapter 3: Research design and methodology

3.1 Introduction

Transformational leadership theory and subsequently the concept of developmental leadership which comes from the individualised attention construct within the transformational leadership theory (Wilson, 2004) as well as the concept of affective commitment, have been empirically researched (Allen & Meyer, 1990, Feinzimer & Frame, 2003, Wilson, 2004 & Rafferty & Griffin, 2006).

Both constructs have been scientifically validated and can therefore be used as a basis for further scientific research.

For the purposes of this study, the researcher is interested in determining what the strength of the relationship between developmental leadership and affective commitment is for each of the defined leadership roles.

To enable the examination of data in a structured manner, the researcher formulated null and alternative hypothesis which covers the relationship between developmental leadership and affective commitment, plus specific biographical variables which may prove to have an influence on affective commitment per role.

3.2 Hypothesis

A hypothesis is a proposition that is stated in testable form and that predicts a particular relationship between two or more variables. (Bailey, 1978)

Wikipedia states that "A **hypothesis** consists either of a suggested explanation for an observable phenomenon or of a reasoned proposal predicting a possible causal correlation among multiple phenomena. The term

derives from the [Greek](), *hypotithenai* meaning "to put under" or "to suppose" (http://en.wikipedia.org/wiki/Hypothesis5/11/08).

The purpose of most statistical tests, is to determine if the obtained results provide a reason to reject the hypothesis that they are merely a product of chance factors(http://www.animatedsoftware.com/statglos/statglos.htm6/6/08).

The researcher through the chosen research instrument and subsequent analysis of data, intend proving or disproving the following hypotheses;

Existence of a statistically significant correlation between any of the independent variables and Affective commitment in any of the four selected leadership role data sets

- **H0** There is no statistically significant correlation between developmental leadership or specific independent biographical variables and affective commitment per identified leadership role in FNB Branch Banking

- **H1** There is a positive correlation between the developmental leadership behaviours of Branch Banking Area, Branch, Administration Managers and Co-ordinators and the affective commitment responses of their direct reports.

- **H2** There is a positive correlation between age as specific biographical variable and the affective commitment responses from the direct reports of Branch Banking Area, Branch, Administration Managers and Co-ordinators.

- **H3** There is a positive correlation between the time respondents have been reporting to the Area, Branch, Administration Managers and Co-ordinators and the affective commitment these respondents reported.

To ensure a common understanding of the research language used, the researcher compiled a list of some of the most important definitions and descriptions pertinent to this study.

3.3 Definitions

<u>Leadership roles</u> Four specific leadership roles have been identified within Branch Banking which gives the researcher a cross section of leadership from an Area Manager level, down to a Coordinator level. These roles are Area Managers, Branch Managers, Administration Managers and Co-ordinators.

<u>Dataset</u> This refers to the data which specifically pertains to each of the leadership roles identified for analysis.

<u>Nominal scale</u> "A scale that uses numbers to identify classes or individuals for purposes of distinguishing one from another" (Neale & Liebert, 1980).

<u>Likert scale</u> A method designed to scale subjects. For each of a number of items, the subject responds to one of several categories, the values of which are typically 1 through to 5. A subject's score is summed over all the items (Likert, 1967, http://en.wikipedia.org/wiki/rating_scale0/0/08).

<u>Correlation Coefficient</u> An index of the degree of association between two variables or the extent to which the order of individuals on one variable is similar to the order of individuals on a second variable (http://en.wikipedia.org/wiki/Correlation5/11/08).

This quantitative description of the relationship between two variables indicates the accuracy with which scores on one variable can be predicted from scores on another, as well as the extent to which individual differences on two variables can be attributed to the same determining factor (Neale & Liebert, 1980).

Variable A property in which individuals differ either in quantity or quality amongst themselves (http://davidmlane.com/hyperstat/A29697.html6/6/08, Neale & Liebert, 1980).

Developmental leadership For purposes of this thesis, the definition of Developmental leadership as put forward by Wilson (2004) will be used, he defines a Developmental Leader as someone "whose main focus is the growth and further advancement of the people they lead in order to strengthen and progress the business performance in a proactive manner".

Affective commitment Meyer and Allen (1990) define this type of commitment as "an affective or emotional attachment to the organisation such that the individual identifies with, is involved in and enjoys membership in the organisation".

Statistically significant correlation This pertains to the likelihood that a result (e.g., of a clinical trial) is caused by something other than mere chance. Significance is defined by an appropriately small p value, almost always set at $p < 0.05$ (www.amfar.org/cgi-bin/iowa/bridge.html,06/06/08).

Statistically significant correlation describes a mathematical measure of difference between groups. The difference is said to be statistically significant if it is greater than what might be expected to happen by chance alone (Cramer, 1997).

P value The P value is a probability, with a value ranging from zero to one. If the P value is small, you'll conclude that the difference is quite unlikely to be caused by random sampling (trc.ucdavis.edu/jawelsh/EBM_Glossary.html).

Statistical data, such as data from human tests of a candidate drug, are often accompanied by a P value, which is the mathematical probability that the data are the result of random chance. Data with a low P value (less than or equal to 0.05) are said to be "statistically significant (www.genelabs.com/resources/glossary.html).

The measured probability of a finding occurring, i.e. rejecting the null hypothesis, by chance alone given that the null hypothesis is actually true. By convention, a p value < 0.05 is often considered significant (www.musc.edu/dc/icrebm/statisticalsignificance.html).

Significance level A 95% significance level in behavioural research, is normally regarded as sufficient to prove that the finding is not due to chance (Neale & Liebert, 1980).

When a 95% significance level has been attained the explanation is that there is only a 5% possibility that the results observed could be happening by chance.

Pearson's product moment correlation coefficient is able to measure at both the 95th and 99% percent significance level (Neale & Liebert, 1980).

3.4 The research instrument

The chosen research instrument to test the hypotheses formulated by the researcher, is a self administered electronic questionnaire which consist of questions taken from the Wilson (2004) Effective Developmental Leader Behaviour Instrument (EDLBI) and questions from Meyer and Allen's (1984) Affective commitment scale as modified by Eisenberger, Faslo and La Mastro (1990) and Karim and Noor (2006).

The questionnaire will contain both closed and one open ended question to accommodate both statistical and thematic analysis of the results.

The instrument generated by combining questions from the two existing research questionnaires will be called the Leadership Commitment survey. (LCS)

<u>Requirements which the Leadership Commitment survey questionnaire must satisfy</u>

This questionnaire must enable the researcher to test the research hypotheses.

Furthermore, the questionnaire must enable the researcher to leverage off existing measurement instruments that will enable the detection of both developmental leadership behaviours and affective commitment responses within the business, tied to specific leadership position and individuals holding those positions.

To assist with data collection, collation and analysis, the questionnaire must allow translation into an e-format which will be housed on an Intranet website for easy access and distribution to Branch Banking managers and direct reports.

<u>Length of the Leadership Commitment Survey</u>

According to Eiselen (2007) questionnaires falling in the self administered category should not take more than 20 minutes to complete.

Currently the Branch Banking Area and Branch Managers are surveyed so regularly that any survey they may regard as non-essential may not be completed. For this reason the survey was kept to 24 closed and 1 open ended questions with 8 biographical questions.

The researcher tested the time it would take to answer the questions and the time taken to complete the questionnaire came to less than 5 minutes which would satisfy the requirement for brevity in the questionnaire guidelines.

The "developer" factor in Wilson's research (2004) cross loaded significantly with all the other factors within the concept "developmental leadership", except the "competitive" factor.

The researcher will use the questions related to the "developer" factor in the intended research questionnaire which will cover the concept of developmental leadership sufficiently, without lengthening the questionnaire beyond the selected "developer" factor questions.

Rating scale used for the collection of quantitative data within the research instrument.

To enable the measurement of responses to all questions within the LCS, a five point Likert scale will be used (Likert, 1967). This will cover the quantitative data on both the developmental leadership questions and the affective commitment questions.

Likert scales can be set up to reflect strength of agreement with the questions, frequency, intensity or perceived difficulty (Ghiselli et al 1981, http://gifted.uconn.edu/Siegle/research/Instrument 06/06/08).

Likert scales assume equal intervals between the 5 rating scale categories and Ghiselli et al (1981) indicate that this assumption may be false, however Spector as quoted by Ghiselli et al (1981), point out that the majority of existing attitude scales do use categories of approximate equal intervals.

Ghiselli et al (1981) warn that when using Likert scales, the items (read questions) on the final scale should have a high item-total correlation which would indicate that the items are measuring the same dimension.

This requirement is addressed by the fact that the 17 questions on Developmental leadership taken from the EDLBI (Wilson: 2004) all had to have a mean of 3, 51 and above on a 5 point scale for inclusion in the EDLBI.

In addition, Karim and Noor (2006) report a split halve reliability coefficient of 0.77 and a Cronbach Alpha of 0.81 for the 7 questions used in the affective commitment portion of the Leadership Commitment Survey.

Item selection procedure for the 17 questions in the Leadership Commitment
Survey which addresses Developmental leadership

Item selection for the final Effective Developmental Leader Behaviour
Instrument has gone through a rigorous process (Wilson: 2004).

Initially, 324 behaviours were created using a brainstorm process involving
focus groups consisting of 57 participants from different Industries and
working at different levels within those Industries (Wilson, 2004).

From the initial list, 64 duplicate items were excluded and the remaining 260
behaviour items were then further reduced to 115 items by an expert panel
that has academic and corporate experience and are able to comment on
leadership (Wilson, 2004).

A second review further reduced the items to 94 and these items were
included in the final list of questions that constituted the Effective Leader
Behaviour Instrument (EDLBI) (Wilson: 2004).

The EDLBI were then distributed to 750 participants and from the distributed
questionnaires, 669 were useful based on the following criteria set by Wilson
(2004):

- Any questionnaire which had more than 10 % of the questions
  unanswered were discarded.
- Any questionnaire which evidently showed that a central tendency error
  have been committed were discarded.
- Any questionnaire which had less than ten percent questions
  unanswered, had the missing answers substituted by the mean for
  those questions.

Using the results obtained by the EDLBI, the mean and standard deviation
was calculated for each item. A threshold of 3.51 was set by Wilson as being

indicative of a positive agreement between raters that the items were indicators of developmental leadership and there were no behaviour items that had a mean score of less than 3.51 (Wilson, 2004).

Finally, the items were subjected to factor analysis to see which of the items would group together. There were seven developmental leadership behaviour factors which emerged from the analysis. These factors were named by the expert panel as follows:

- Factor one, Advisor behaviour
- Factor two, Charismatic behaviour
- Factor three, Competitive behaviour
- Factor four, Delegator behaviour
- Factor five, Developer Behaviour
- Factor six, Focussed behaviour and
- Factor seven, Supportive behaviour.

Factor analysis and cross loading results were also reviewed by an expert panel to ensure that the items which cross-loaded high on two different factors were assigned to the most appropriate factor (Wilson, 2004).

The Leadership Commitment Survey will specifically make use of the questions identified by Wilson (2004) under the developer factor which loads higher than 0.35 on the developer factor and cross-loads higher than 0.35 on the other developmental leader behaviour factors.

Changes have been made to the rating scale used by Wilson, to allow both developmental leadership and affective commitment to be analysed using the same questionnaire, 5 point Likert scale and analysis tool (Table 3.1).

Table 3.1: Likert frequency of observed behaviour scale, used in the Leadership Commitment Survey

1	2	3	4	5
Never	Rarely	Sometimes	Very often	Always

The questions extracted from the Wilson (2004) questionnaire on effective developmental leadership are as follows;

Table 3.2: Developmental leadership Questions

S no	Question	1	2	3	4	5
1	Develops others					
2	Empowers others					
3	Positions individuals for success					
4	Builds leaders					
5	Acknowledges achievements and effort					
6	Fosters growth					
7	Willingly supports employees					
8	Advocate the "we" and not the" I" in team					
9	Cares about other's welfare					
10	Improves morale of employees					
11	Inspires others					
12	Motivates people					
13	Recognises talent					
14	Seeks to understand me					
15	Energises people					
16	Is trusting					
17	Shows genuine concern					

Organisational commitment has been the subject of frequent empirical study, (Allen & Meyer, 1996, Beyer & Trice, 1978, Mowday, Steers & Porter, 1997, Porter, Steers, Mowday & Boulian, 1974). However, it is the tri-component construct of organisational commitment put forward by Meyer and Allen (1991) that warrant further examination with the aim of including the questions formulated under affective commitment in the Leadership Commitment Survey.

Meyer and Allen (1991) as quoted by Karim and Noor (2006) indicated that organisational commitment consists of three components namely, affective commitment, continuance commitment and normative commitment. Meyer and Allen (1991) define affective commitment as an employee's emotional attachment to, identification with and involvement in the organisation.

Karim and Noor (2006) point out that the three components are empirically distinguishable from one another (Reilly & Orsack, 1991, Dunham, Grube & Castenada, 1994).

The above researchers subjected two of the three Allen and Meyer (1996) subscales namely affective commitment and continuance commitment to factor analysis and found that all the items of the affective commitment subscale with the exception of item 4, displayed both convergent and discriminant validity.

Without item 4, Karim and Noor (2006) demonstrated that the items within the Affective commitment subscale, recorded a Cronbach alpha value of 0.81 and a split half reliability coefficient of 0.77 which is above the recommended value of 0.7 according to Nunnally (1978).

The questions extracted from the Karim and Noor (2006) questionnaire on affective commitment to be used in the LCM are depicted in table 3.4, but the

rating scale have been changed (Table 3.3) to indicate frequency with which the respondents experience the following emotional commitment feelings;

Table 3.3: Likert frequency of behaviour scale, used in the Leadership Commitment Survey

1	2	3	4	5
Never	Rarely	Sometimes	Very often	Always

Table 3.4: Affective commitment Questions

S no	Questions	1	2	3	4	5
1	I would be very happy to spend the rest of my career in this Branch/Area					
2	I enjoy discussing my Branch/Area with people outside it					
3	I really feel as if this Branch's/Area's problems are my own					
4	I feel like a member of the family at this Branch/Area					
5	I feel emotionally attached to this Branch/Area					
6	This Branch/Area has a great deal of personal meaning for me					
7	I feel a strong sense of belonging to this Branch/Area					

Based on advice given by Eiselen (2007) on questionnaire design, double negatives have been avoided, changing questions 1 and 5 from the Karim and Noor (2006) questionnaire which has been stated in the negative, to be stated in the positive.

Furthermore the guidelines given by Babbie (1998), Converse and Presser (1986), De Vaus (1986), Eiselen (2007), Neumann (1997), and Oppenheim (1992) on the construction of good questionnaires, were followed.

Table 3.5: Checklist for the construction of questionnaires

Guideline	Check
The question should be short, simple and to the point	☺
The question should be clear and unambiguous	☺
The question should not contain double negatives	☺
Respondents should be asked to express opinions about their own views	☺
The question should be phrased neutrally	☺
The question should not contain emotional language	☺
The question should not make the respondent feel guilty	☺
The question should not have a prestige bias	☺
Response alternatives should be mutually exclusive	☺
The question should not make assumptions	☺
The question should not ask about hypothetical situations	☺

Each of the questions on good questionnaire design have been checked against a list provided by Eiselen (2007) to ensure every possible source of bias or error in questionnaire design have been guarded against.

3.5 Research design

The research design is an ex post facto design, which will explore the relationship between an independent variable, "developmental leadership behaviour" as demonstrated by four levels of Line Managers within FNB Branch Banking and a dependant variable "affective commitment" as it occurs among the employees directly reporting to these line managers in a natural field setting.

The research instrument which will be used, is a structured self administered electronic questionnaire, consisting of both closed and one open ended question. This allows for quantitative and qualitative data analysis to test the hypothesis that there is a statistically significant relationship between the two indicated variables.

Following data gathering and collation, the correlation between developmental leadership behaviour as independent variable and affective commitment as dependant variable will be tested empirically.

This will be done, using a linear statistical analysis methodology based on the assumption that there is a linear relationship between developmental leadership and affective commitment.

The researcher used a Pilot in the Delmas Branch, to test the both the assumptions made in Chapter 1, as well as the research instrument that had been designed.

Data from the pilot study was analysed and in the same manner the subsequent analysis was done for the rest of the Branch Banking leadership roles.

Delmas was chosen for the pilot as the researcher have observed the current Branch Manager practising developmental leadership as defined by Wilson (2004).

One adjustment to the selection of roles had to be made on the survey instrument before the survey could be released to the Branch Banking retail network.

Within the survey instrument, a drop down menu were used allowing respondents to choose the role which they are in as well as the role on which they report, the role description "Administration Manager" were omitted in the pilot study.

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3.6 Sampling method

The reason for sampling is that under normal conditions, populations are so large that it does not make sense to try and survey the entire population (Welman & Kruger, 2001).

Hence the practice to only take a portion of the population or a sample and analyse this sample to make inferences from the sample to the population on results found based on the sample (Ferguson, 1981).

Smit (1983) point out that a sample must be representative of the entire population and state that when there is no difference in the behaviour studied between the sample and the population, a predetermined sample size is not a prerequisite.

Due to the availability of an electronic survey platform and supporting database, the researcher could target the whole population of Area Managers, Branch Managers, Administration Managers, Coordinators and the employees who directly report to these Managers, without having to rely on sampling.

Based on this methodology, sampling techniques and methods will not be used to establish representivity of a larger population. However, the general rule on sample size suggested by Welman and Kruger (2001) is to get more than 500 respondents. This guideline was followed and the survey was closed after 947 responses.

Data obtained from each of the leadership roles were also scrutinised for representivity, using pre-selected variables such as geographic location of the respondents, gender, race, age, educational level, years employed and time that the respondents are reporting to the various leadership roles.

Studies such as Eisenberger, Fasolo and La Mastro (1990) report a 36% response rate and Karim and Noor (2006) a 63% response rate when using self administered questionnaires.

Should the 2215 number of leaders at the different levels be regarded as the target population, a response rate of 42.75% was achieved with 947 responses. From these responses, 28 were spoiled, leaving the researcher with 919 usable responses and a response percentage of 41.48%.

3.7 Research Methodology

Questions from existing questionnaires such as Wilson's (2004) questionnaire on developmental leadership and Meyer and Allen's (1991) questionnaire on affective commitment provides a basis of questions which were adapted for use to determine if developmental leadership and affective commitment does exist within FNB Branch Banking. This was confirmed using univariate analysis results from each of the selected roles.

Seventeen questions from Wilson's (2004) Effective Developmental Leader Behaviour Index behaviour questionnaire (EDLBI) and specifically the questions which was clustered under the developer factor, which also cross loaded with the other factors of developmental leadership will be used to determine the existence of developmental leadership behaviours amongst FNB Branch Banking Managers.

Seven questions in the questionnaire which is similar to the questions by Karim and Noor (2006) will be used to determine the existence of affective commitment amongst the followers of the surveyed leaders within FNB Branch Banking.

A score will be generated across all the respondents for affective commitment per leadership role and a score across all the respondents for developmental leadership to enable an analysis of the correlation between developmental leadership and affective commitment at each leadership role level.

Nominal research statistics are going to be used, as the researcher only want to establish the presence of developmental leadership behaviour as well as

the presence of affective commitment and establish if these two concept correlate with one another when measured in the same setting, using the same respondents.

3.8 Data collection

Data was collected electronically, via the Braxton e-survey software platform.

This survey software platform specialises in the setup and running of electronic surveys, using data-fields which corresponds exactly to the data fields in the survey and holding the responses per data-field in an electronic data repository for referencing and analysis.

Data-fields were specified before the questionnaire was circulated to the Branch Banking respondents. The data fields in the data warehouse is set up to hold the data in the same fields as has been created requested by the questionnaire very similar to an Excel spreadsheet.

The survey software program then enables data to be exported into Excel spreadsheets, which is the format chosen by the researcher before the data was finally exported into Moonstats datasheets for analysis.

The responses were not weighted by who the respondent was, every person's feedback was regarded as equally important, including the self responses of the Area Managers, Branch Managers, Administration Managers and Coordinators.

On the Performax software platform, a data link was made available to the FNB Intranet for the respondents to access the survey via this data-link.

This data-link was also posted on the Branch Banking intranet survey site with an accompanying message to tell respondents what the survey was about and ask them to please complete the survey. The researcher posted his contact details on the message for any enquiries.

By using the Braxton survey software technology platform, it is possible to identify each of the targeted line managers as well as their direct reports by means of their internet addresses, based on the organisation structures embedded in the software. This helped the researcher as Braxton published a daily completion report which indicated which Provinces, Areas, Branches and individuals have completed the survey and which were still to complete.

Confidentiality was maintained by not requiring respondents to use any form of identification except role and by not releasing the list of internet addresses to the researcher.

General bulk mail was sent out from the researcher before the launch, stating that the survey is being launched, including the timeline for completion and giving the reasons for the research that is being undertaken.

Personal calls were made to all Provincial Executives before launching the survey to explain the reason for the research and the value for them in participating.

Selling points used in this communication were as follows;

- Branch Banking will be able to identify leadership behaviour that makes business sense
- The survey is very short and easy to complete so it will not take up more than 5 minutes of each person's time
- This research will be supplementing existing research results achieved with the Branch Banking Culture measurement and enable Branch Banking to further sharpen the existing survey tools
- The research is absolutely anonomous

The researcher never pressurised individuals to complete, but used personal telephone calls and e-mails to the Provincial Executives, asking them for their support in the completion of the survey.

After exporting the data from Excel spreadsheet into Moonstats datasheets, the data could be integrated using statistical analysis techniques such as the Pearson product moment correlation coefficient.

3.9 Data capturing and editing

When the response rate reached 947, the researcher closed the survey on the Branch Banking survey site, closed the independent data-link to the survey and asked Braxton Consulting to release the data from the e-survey data repository on Excel spreadsheets to the researcher, as agreed.

Once the Excel spreadsheets were received, the researcher started with the cleanup and codification of the data.

Data records showed that 3 Provincial Executives were assessed and 25 records showed "Other" in the leadership role. These records were extracted from the database to not contaminate the findings.

All responses were collected electronically and kept in a specialised survey database which separates the data by field and makes the export of the data tables to Excel spreadsheets easy. Data fields in the survey database covered all the questions and answers contained in the Branch Banking Leadership Commitment survey.

Once the electronic survey was closed on the Branch Banking Intranet website, the data in the survey database was exported into an Excel spreadsheet where the researcher did pivot tables to separate the responses per role and created a separate dataset for each of the leadership roles to be examined.

Each of the variables was given a numeric code in the Excel spreadsheets as Moonstats only take numeric values. This was done by keeping a hard copy master coding list on a copy of the leadership commitment survey.

Standard descriptions were used for the variables across the four roles and these were abbreviations that had to be less than ten characters as specified by the Moonstats instructions.

To enable statistical analysis of all the variables, each role's dataset on Excel was exported into a Moonstats datasheet by copying the dataset from Excel and opening the edit tab on the Moonstats program and dropping the data into the first open cell on the pre-created Moonstats datasheet.

Creating a Moonstats datasheet with all the variables specified, is a simple process which is described step by step in Welman and Kruger (2001).

The moment the data is exported into the Moonstats datasheet, the program allows the researcher to do univariate or bivariate analysis by selecting the variables that have to be analysed.

Once the data was exported to Moonstats and saved on Moonstats files per leadership role, the researcher checked the Moonstats data back to the Excel data to ensure that there were no errors in the data. The responses that could not be used (28) were kept separate on an Excel data sheet and were not exported to Moonstats to ensure that the statistical analysis is done on clean data.

Quantitative and qualitative responses were split per leadership role as well as for the Pilot data.

On the qualitative data, the researcher copied the data onto separate datasheets (see Appendices B to F) and deleted all the rows with no comment to enable thematic analysis of the responses to the open ended question.

3.10 Data analysis

<u>Analysis process</u>

Analysing the data followed the sequence of the hypotheses where the researcher first had to establish the existence of both developmental leadership behaviour and affective commitment behaviour for each of the four leadership roles under investigation.

To accomplish this, the researcher did an analysis of every question in the leadership commitment survey against the entire database and then did a univariate analysis on the answers to Questions 1 to 17 to determine the existence of developmental leadership for each of the leadership roles as well as a univariate analysis on affective commitment by analysing the answers to questions 18 to 24 per leadership role.

After determining the existence of developmental leadership behaviours as well as affective commitment, the researcher did univariate analysis on geographical representation, race representation, gender representation, age representation an educational representation as well as the time that the respondents have been reporting to the specific leader.

These analysis per leadership role, gave the researcher comfort that the respondents across all four leadership roles were representative of the Branch Banking population in general.

Bivariate analysis was done on the relationship of age with affective commitment per leadership role to determine if there were variables other than developmental leadership that could be influencing affective commitment.

Testing the relationship between the time respondents reported to the various leadership roles and the affective commitment they reported ended off the analysis per selected role.

Correlation between the independent variable "developmental leadership" and the dependant variable "affective commitment:

Though the analysis of biographical variables and time relationships have been done to better understand the context within which Developmental leadership plays out at the different leadership levels, the main focus of this study, was to determine what the relationship is between developmental leadership and affective commitment.

For the purposes of this research, a linear relationship between developmental leadership and affective commitment are assumed in other words, it is assumed that the relationship can be represented by a straight line where both the magnitude and the direction of the relationship are reflected in the correlation coefficient (Neale & Liebert,1980).

The higher the absolute value of the correlation, the stronger the relationship between developmental leadership and affective commitment. A correlation of 1.00 will indicate a perfect relationship and a correlation of 0.00 indicative of no linear relationship.

Intermediate values between 0.00 and 1.00 means the two concepts are related in a higher or lesser degree (Neale & Liebert,1980).

Should the correlation prefix be positive it means that as scores on developmental leadership increases, so will scores on affective commitment increase.

There may also be a negative prefix which means that the higher the score on developmental leadership, the lower the scores on affective commitment, this is called an inverse relationship (Neale & Liebert,1980).

A Pearson product-moment correlation shows the strength of the relationship between two continuous variables. It is suitable for use if it can be assumed that the variables are approximately normally distributed.

The r value indicates the strength of the correlation. An r of -1 is a perfect negative correlation, and r of 1 is a perfect positive correlation, and an r of 0 means there is no correlation (Ferguson,1981).

The p value (probability) indicates if the correlation is statistically significant. Given a large enough sample size (n), even a very weak correlation can be statistically significant, and given a small enough sample size even a very strong correlation may not be statistically significant (Ferguson,1981).

When analysing co-variance, the dependant variable, in this case affective commitment is denoted by "X" and the concomitant variable, developmental leadership is denoted by "Y" (Ferguson,1981). This makes it possible to represent the data on two different axis of a graph and determine a visual representation of the correlation for a dataset, as was done fore all the leadership roles.

The analysis combines all the scores from each respondent within the specific leadership role dataset for example "Branch Manager" on every variable.

The various leaders are able to complete a self-rating and were also required to the leader whom they report to.

<u>Ensuring accuracy of data for statistical analysis</u>

A pilot study was done at the Delmas Branch to determine if the leadership commitment survey questionnaire did support statistical analysis of the data gathered, to test the data-link on the Internet site as well as the data-link on the Intranet website and to test the face validity, simplicity and user friendliness of the questionnaire and the clarity of the accompanying instructions.

Great care were taken with the export of the raw data from the data repository at Braxton Consulting to Excel datasheets and the data were checked for

accuracy and completeness before finally exporting the data into the Moonstats statistical analysis software program.

3.11 Shortcomings and possible sources of error

Possible errors in the construction of the leadership commitment survey questionnaire

Most of the sources of error that accompany survey research, focus on sampling error (Bradburn et al. 1991, Groves, 1987, Reynolds et al. 1993, Sanchez, 1992, Schaeffer, 1995, Sudman et al. 1996, Tomaskovic-Devey et al. 1996) questionnaire error (Babbie, 1998, Converse & Presser, 1986, De Vaus, 1986, Dillman, 1978, Neumann, 1997, Oppenheim, 1992) and inappropriate selection of statistical analysis instruments.

Each of these possible sources of error has been attended to in the construction of the LCS questionnaire.

Possible errors in data collection

Over surveying was countered by the researcher through timing the release of the LCS questionnaire to fall in a time period where not other survey was being conducted in Branch Banking.

Refusal to participate (Mouton, 2001) due to too lengthy survey or sensitive topic or questions was taken care of during the design of the LCS.

Possible errors in data capturing

 Babbie (1998) point out that data capturing errors occur when data is captured manually, transferred manually to the final analysis instruments or coded incorrectly. These possibilities are all eliminated by the use of an electronic survey platform and an electronic questionnaire which minimises the number of human interventions which can cause human error.

Post coding error (Mouton, 2001) was minimised by only the researcher worked with the data.

Capturing errors are minimised due to the simplicity of the questionnaire design and the fact that the respondents captured by means of forced choice fields and would not let them continue if any value was missing. Notwithstanding this, 28 responses were spoiled out of a grand total of 947 responses due to the respondents choosing an invalid "report to" field.

Too many values missing (Mouton, 2001) were countered by the manner in which the survey software auto-prompts participants who have not completed all the fields in the survey so they could not exit the survey without having completed all 24 questions, plus the biographic questions.

<u>Possible errors in data analysis and interpretation</u>

Inappropriate statistical analysis technique. The researcher believes that the Pearson product moment correlation coefficient is the correct nominal statistical analysis instrument to determine the strength of a relationship between two continuous variables which is believed to have a linear relationship.

This opinion is based on the fact that to date, the Pearson product moment correlation is the best known and most widely used correlation coefficient for the analysis of linear statistical relationships between two variables ([http://www.mnstate.edu/wasson/ed602pearsoncorr.htm 6/12/2008](http://www.mnstate.edu/wasson/ed602pearsoncorr.htm)).

Cohen, Cohen, West and Aiken (2003) say it is the standard measure of a linear relationship between two variables.

Drawing inferences from data, not supported by the data. Data showed representivity in terms of sample size, and also represents the population in terms of the biographical variables chosen, such as race, age, gender and provincial distribution.

Guarding against biased interpretation of the data without proper consideration of rival hypothesis was done through correlating age as biographical variable per leadership role with affective commitment as well as the time direct reports served the current incumbent of the respective leadership roles. This gave the researcher a view of which variables could and did impact on affective commitment per leadership role, other than developmental leadership.

3.12 Ethical considerations

To conform to the ethical specifications for questionnaire design and delivery, (Neumann, 1997, Oppenheim, 1992) respondents had a guarantee of anonymity, there were no threatening questions contained in the questionnaire, the questionnaire contained clear guidelines on how to complete it and who to rate.

3.13 Summary

Chapter 3 introduced the detailed research design and methodology needed to investigate the hypothetical relationship between developmental leadership and affective commitment, using e-survey methodology and the Moonstats statistical analysis software program.

The next Chapter presents the results found per leadership role and concludes with an interpretation of these results.

Chapter 4: Results: Presentations and discussions

4.1 Introduction

This chapter is dedicated to the systematic analysis of four prominent Leadership roles within the Branch Banking structure, first using the chi-square significance test to determine the relationship between each of the 24 questions in the leadership commitment survey and all the responses recorded in the survey.

Following this analysis, the researcher used the Pearson product moment correlation coefficient, to test the hypotheses stated in chapter 3 by investigating the relationship between some of the biographical variables such as age to the dependant variable, affective commitment and then testing the relationship between developmental leadership and affective commitment for each of the leadership roles indicated.

The researcher also tested the relationship between the time that respondents have been reporting to the various leadership roles and the affective commitment reported and did a thematic analysis of the qualitative responses per leadership role.

The null hypothesis for the chi-square test (Table 4.1) is that none of the questions representing developmental leadership or affective commitment will show a statistically significant relationship with the other.

Stated otherwise, there is no association between the columns and rows of tabular data where the rows represent the LCS questions and the columns the responses to those questions (http://faculty.chass.ncsu.edu/garson/PA765/chisq.htm6/6/08).

Table 4.1: Chi-square analysis of the leadership commitment survey per question

Question	P value	Correlation	Comment
'My manager recognises talent'	0.0000	24%	Accept Alternative at 0.01
'My manager empowers us'	0.0000	23%	Accept Alternative at 0.01
'My manager trusts me'	0.0000	22%	Accept Alternative at 0.01
'My manager develops us'	0.0009	20%	Accept Alternative at 0.01
'My manager inspires us'	0.0010	20%	Accept Alternative at 0.01
'My manager builds leaders in our branch / area'	0.0014	19%	Accept Alternative at 0.01
'My manager improves the morale of employees'	0.0019	19%	Accept Alternative at 0.01
'My manager energises us'	0.0042	18%	Accept Alternative at 0.01
My manager advocates the "we" and not the "I" in team'	0.0065	18%	Accept Alternative at 0.01
'My manager willingly supports us'	0.0106	17%	Accept Alternative at

Question	P value	Correlation	Comment
			0.01
'My manager cares about our welfare'	0.0136	17%	Accept Alternative at 0.05
'My manager fosters growth'	0.0235	17%	Accept Alternative at 0.05
'My manager motivates us'	0.0306	16%	Accept Alternative at 0.05
'My manager shows genuine concern for us'	0.0336	16%	Accept Alternative at 0.05
'My manager seeks to understand me'	0.0415	16%	Accept Alternative at 0.05
'My manager positions individuals for success'	0.0578	16%	Null accepted
'My manager acknowledges achievements and efforts'	0.2638	13%	Null accepted
'I take ownership of problems'	0.0000	26%	Accept Alternative at 0.01
'I'm a family member in workplace'	0.0000	20%	Accept Alternative at 0.01
'I belong to my workplace '	0.0000	22%	Accept Alternative at 0.01
'Will discuss my workplace with outsiders'	0.0000	25%	Accept Alternative at

			0.01
Question	**P value**	**Correlation**	**Comment**
'I'm emotionally attached my workplace'	0.0008	18%	Accept Alternative at 0.01
'Workplace provides personal meaning for me'	0.0035	17%	Accept Alternative at 0.01

The researcher used a statistician to run the data through a Statistical Analysis Software system (SAS) program for the analysis of each of the questions within the leadership commitment survey questionnaire, against the categorical responses (Montgomery & Runger, 2007), provided by all of the 919 respondents.

This software program uses a frequency procedure that computes tests and calculates measures of association using the chi- square test statistics.

In this case, the researcher assumed a nominal scale for measurement, determining the strength of relationship between the each individual question against the other questions over the entire range of responses given by the 919 respondents.

Only in two questions, the null hypothesis tested correctly, 'My manager positions individuals for success" and ''My manager acknowledges achievements and efforts"

This implies that the said questions do not have a statistically significant association with the rest of the questions and should not be used in the LCS going forward.

Once the questions were tested, the researcher tested each leadership role data set against each of the independent variables including developmental leadership, starting with the Delmas Branch Pilot data.

4.2 Delmas Branch pilot data analysis

One of the primary reasons for piloting the LCS at the Delmas Branch, was to determine face validity. Face validity according to Anastasi (1988) is determining that the test looks valid to those that take it. Feedback from the Branch Manager and staff confirmed the face validity of the LCS.

Provincial representation for this pilot study cannot be taken into account as for all the roles which follow, as Delmas is in the Mpumalanga province and the other provinces are not represented in the data set, for all the other roles, the relationship between province and affective commitment was analysed.

Figure 4.1 shows the presence of developmental leadership in the pilot dataset.

Figure 4.1: Presence of Developmental leadership in the Delmas Branch pilot site

Legend

1 = Never

2 = Rarely

3 = Sometimes

4 = Very Often

5 = Always

N = 12

From the percentage of respondents that answered sometimes and very often (100%) it can be stated that the Branch Manager Delmas Branch, does display developmental leadership behaviours.

Figure 4.2 shows the presence of affective commitment in the pilot dataset.
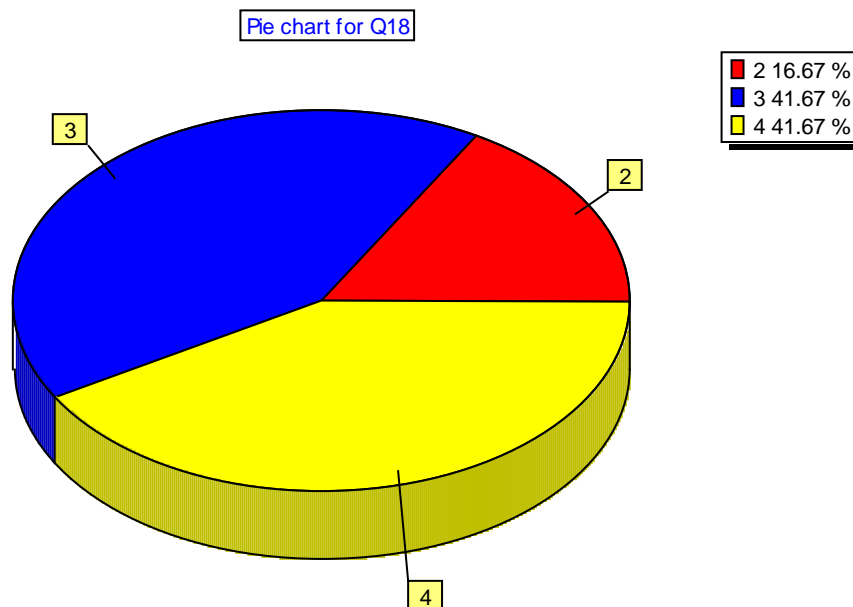
Figure 4.2: Presence of Affective commitment in Delmas Branch pilot site

Legend

1 = Never

2 = Rarely

3 = Sometimes

4 = Very Often

5 = Always

N = 12

From the 12 respondents that participated in the pilot survey, 83% indicated that they feel affective commitment toward the Delmas Branch Manager.

Figure 4.3 shows the race representation in the pilot dataset.
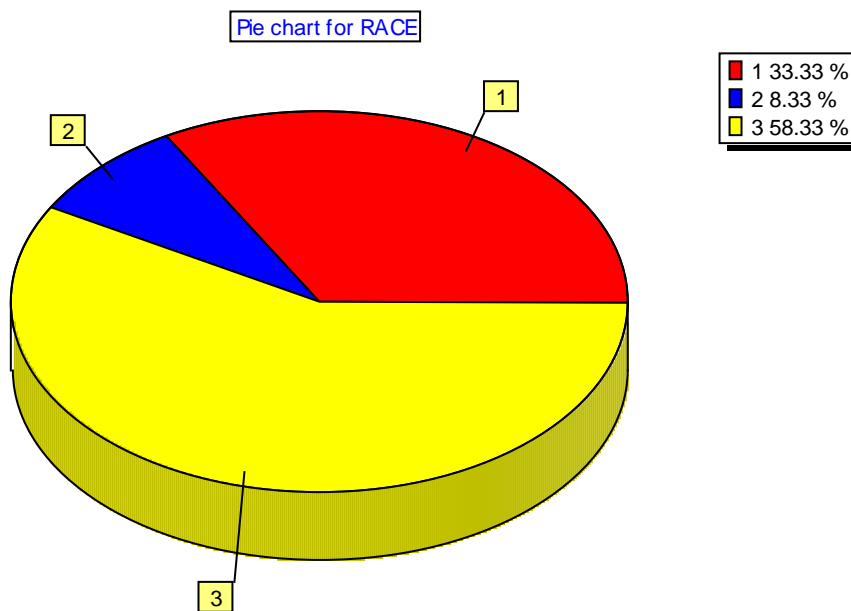
Figure 4.3: Race representation of respondents for the Delmas pilot site

Legend

1 = African

2 = Coloured

3 = White

4 = Indian

N = 12

The data shows no Indian representation, but sufficient representation from the other races.

Figure 4.4 gives a gender representation view of the pilot data.

Pie chart for GENDER

■ 1 16.67 %
■ 2 83.33 %

1

2
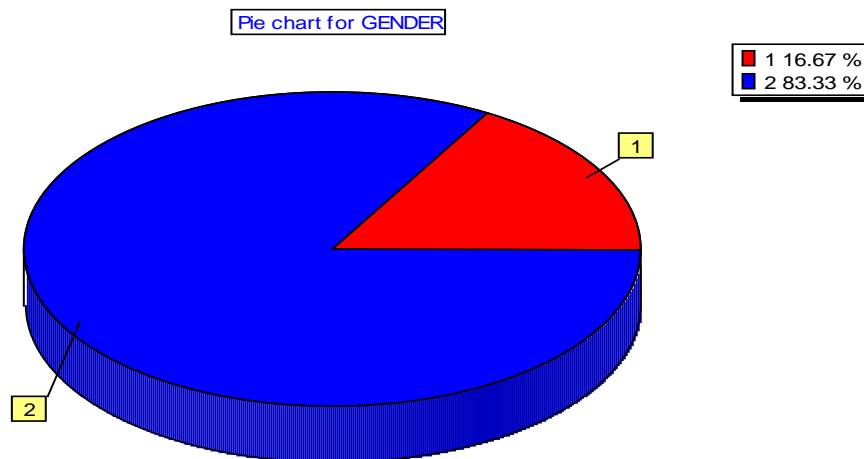
Figure 4.4: Gender representation of respondents for the Delmas pilot site

Legend
1 = Male
2 = Female
N = 12

The gender representivity at the Delmas Branch is similar to the rest of Branch Banking

Figure 4.5 shows how different ages are represented in the pilot data.

Pie chart for AGE

■	1 8.33 %
■	2 16.67 %
□	3 8.33 %
■	4 33.33 %
□	5 16.67 %
■	7 16.67 %
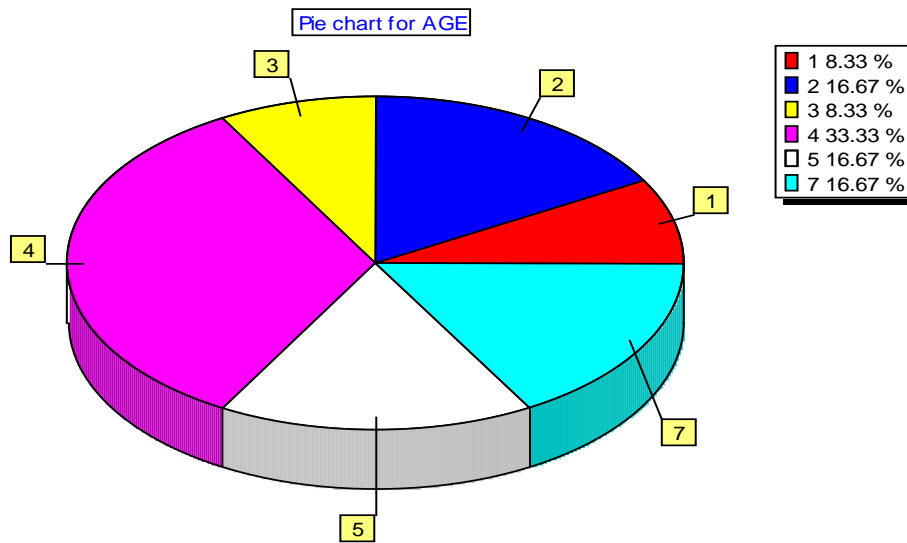
Figure 4.5: Age representation of respondents for the Delmas pilot site

Legend

1 = 20 - 25 years of age

2 = 26 – 30 years of age

3 = 31 – 35 years of age

4 = 36 – 40 years of age

5 = 41 – 45 years of age

6 = 46 – 50 years of age

7 = 51 – 60 years of age

Age are well represented across the categories provided in the pilot dataset.

Figure 4.6 depicts the various levels of education in the pilot dataset.

Pie chart for EDUC

■	1 75 %
■	2 16.67 %
■	3 8.33 %
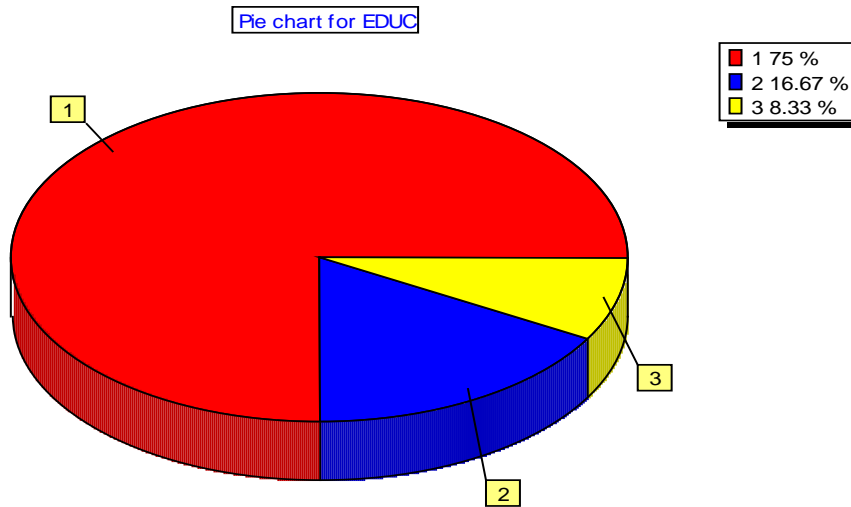
Figure 4.6: Educational representation of respondents for the Delmas pilot site

Legend
1 = Matric
2 = Certificate or Diploma
3 = Degree
4 = Post Graduate

Data representing education show a bias toward matric qualifications.

In Table 4.2, a linear relationship between developmental leadership and affective commitment data can be observed, though due to the small respondent size, the relationship is not as evident as when the Branch manager data is observed.

Table 4.2: Scatter plot, showing the relationship between Developmental leadership and Affective commitment for the Delmas pilot site
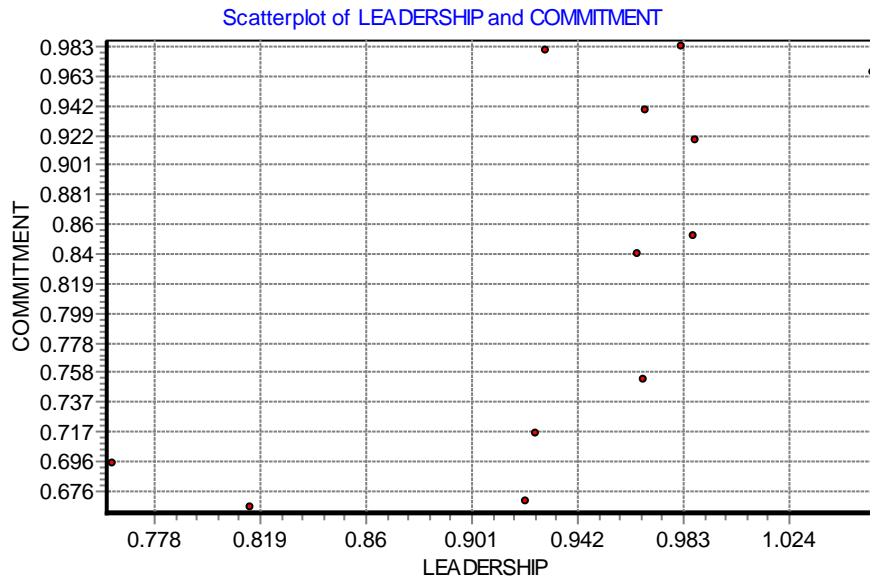
Note that each dot is slightly offset from its true position to avoid excessive overlap.

Testing the relationship between developmental leadership and affective commitment for the Delmas data with a Pearson product moment coefficient, gives a clearer picture.

<u>Correlation between developmental leadership and affective commitment for the Delmas pilot data</u>

Using the Pearson product moment correlation to test for the existence of a relationship between Developmental leadership and Commitment, the following were found:

In this case the value of r is 0.76 which can be considered a strong positive correlation. The p value is 0.004 which means that the correlation is statistically significant, but due to the small sample size, no meaningful conclusions can be drawn from this result other than pointing to the existence of both developmental leadership and affective commitment at the pilot site.

<u>Correlation between the length of time respondents reported to the Branch Manager of the Delmas Branch and the affective commitment they experience toward their leader</u>

Using the Pearson product moment correlation to test for the relationship that may exist between the time respondents report to the Branch manager at the Delmas Branch and their affective commitment toward their leader, a moderately strong negative correlation (r = - 0.37) were found, but the P value is 0.235 which means that the correlation is not statistically significant.

So for the Delmas pilot, the time that respondents reported to the Branch Manager and their Affective commitment are not statistically significantly correlated.

4.3 Area Managers data analysis

In figure 4.7, respondents were asked to answer 17 statements, graded from Never to Always on a 5 point Likert scale, which reflects the presence of Developmental leadership as constructed by Wilson (2004).

Pie chart for Q1

- 1 3.11 %
- 2 18.63 %
- 3 44.1 %
- 4 32.92 %
- 5 1.24 %
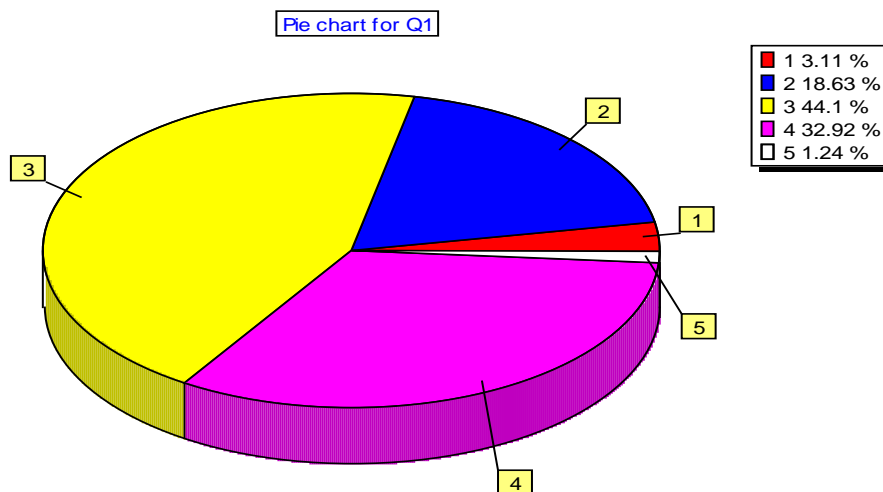
Figure 4.7: Presence of developmental leadership in the Area Manager dataset

78

Legend

1 = Never

2 = Rarely

3 = Sometimes

4 = Very Often

5 = Always

N = 161

Seventy eight percent of the responses received on questions 1 to 17 which were directed at establishing the presence of developmental leadership fell into the categories sometimes, very often and always. This is a clear indication of the presence of developmental leadership as defined by Wilson (2004) in the Area Managers data set.

Figure 4.8 shows the presence of affective commitment in the Area Manager dataset.

Pie chart for Q18

■	1 8.7 %
■	2 21.12 %
□	3 31.06 %
■	4 32.3 %
□	5 6.83 %
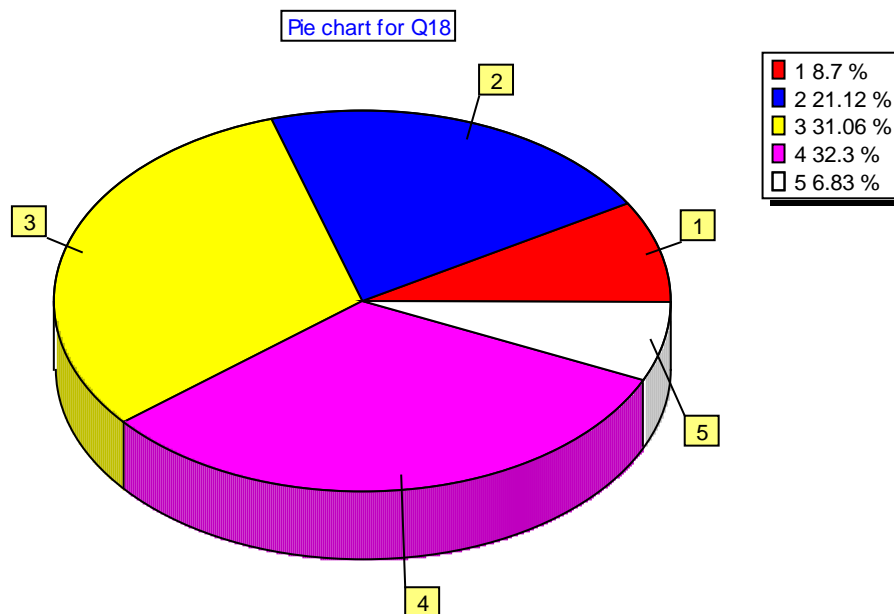
Figure 4.8: Presence of affective commitment in the Area Manager dataset

Legend

1 = Never

79

2 = Rarely

3 = Sometimes

4 = Very Often

5 = Always

N = 161

Seventy percent of the responses received on questions 18 to 24 which was directed at establishing the presence of affective commitment amongst the respondents who directly report to area Managers, fell into the categories sometimes, very often and always.

This is a clear indication of the presence of affective commitment as defined by Meyer & Allen (1991) amongst those respondents, directly reporting to Area Managers.

Figure 4.9 shows the provincial representation within the Area Manager dataset.
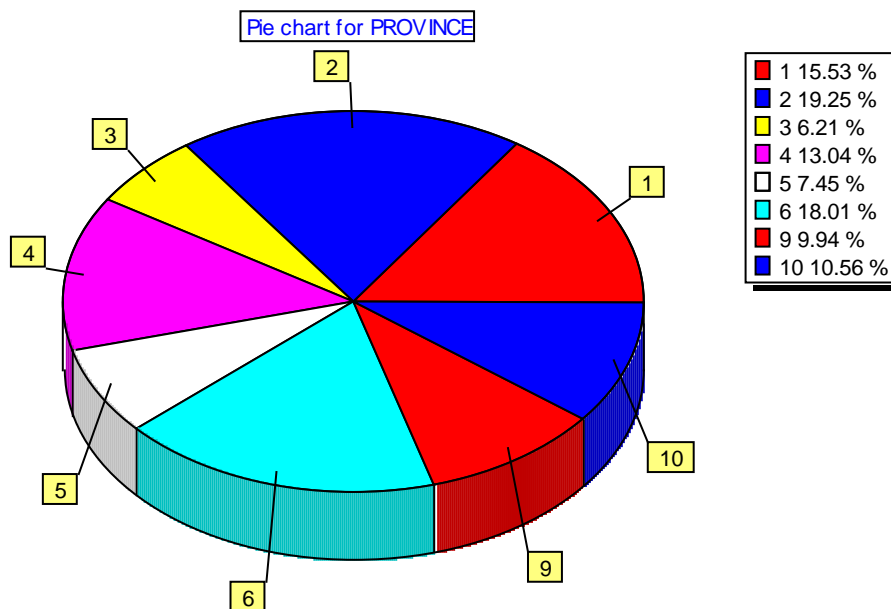
Figure 4.9: Provincial representation in the Area Manager dataset

N = 161

Provinces are fairly represented in the Area Manager dataset

Figure 4.10 shows how race is represented in the Area Manager dataset.
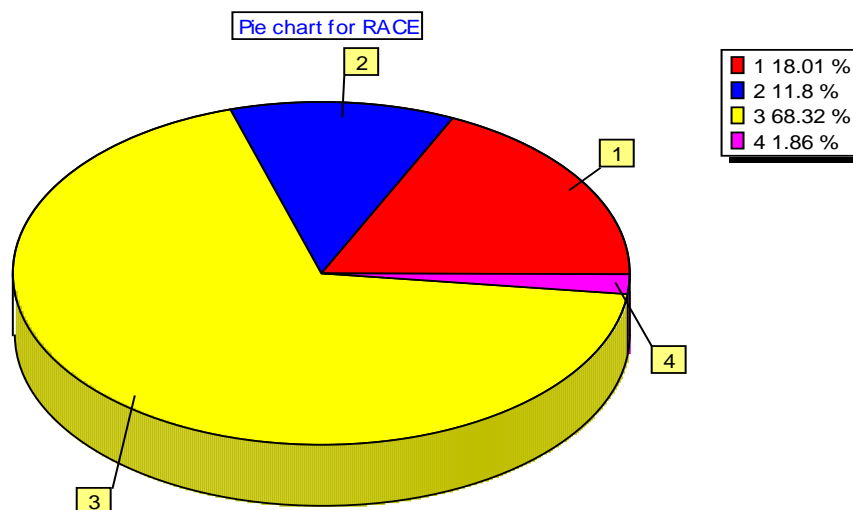
Figure 4.10: Race representation in the Area Manager dataset

Legend

1 = African

2 = Coloured

3 = White

4 = Indian

N = 161

Whites are overrepresented in the Area Manager dataset.

Figure 4.11 shows the gender split in the Area Manager dataset.

Pie chart for GENDER

1

2

| ■ 1 50.31 % |
| ■ 2 49.69 % |
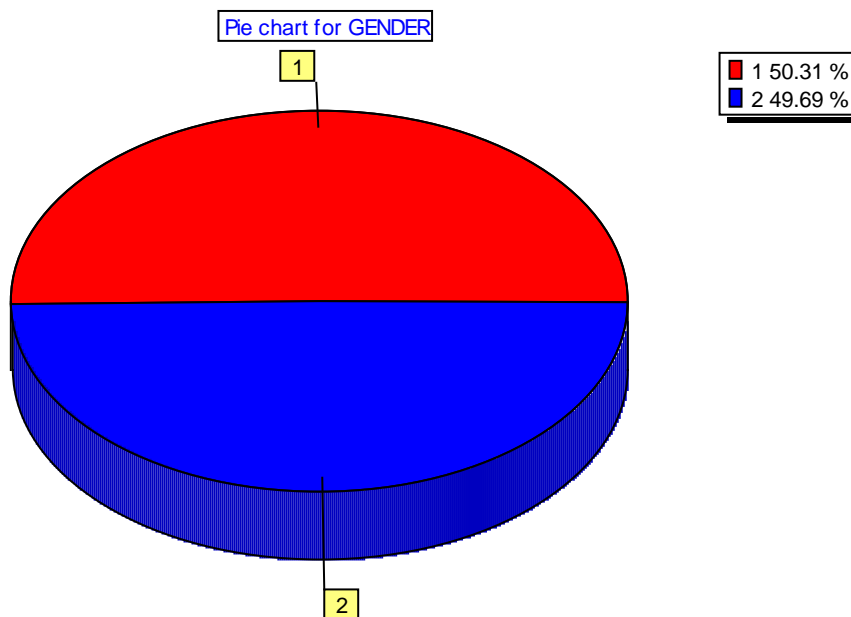
Figure 4.11: Gender representation in the Area Manager Dataset

Legend

1 = Male

2 = Female

N = 161

Females normally constitute more than 60% of the total Branch Banking population.

Figure 4.12 shows how age is represented in the Area Manager dataset.

Figure 4.12: Pie chart for AGE

Legend for pie chart:
- 1 1.24 %
- 2 9.32 %
- 3 18.01 %
- 4 22.98 %
- 5 19.88 %
- 6 21.12 %
- 7 7.45 %
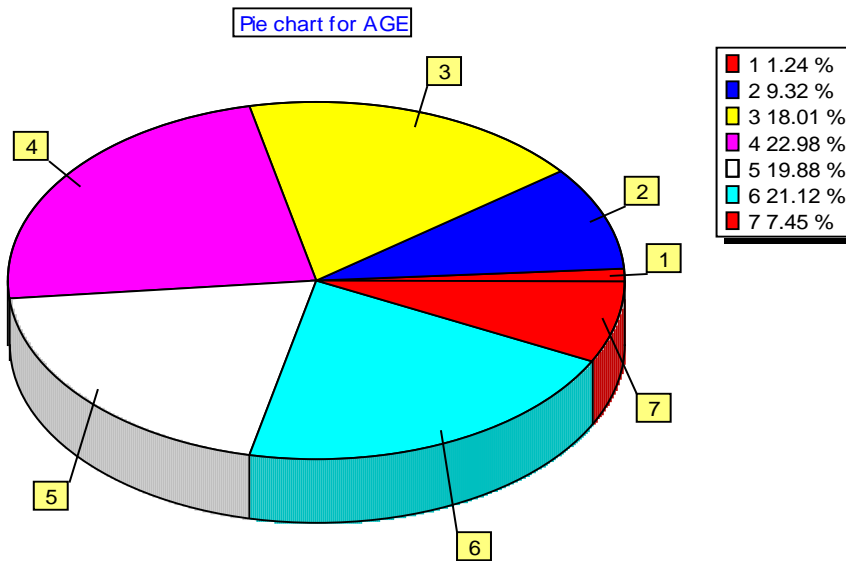
Figure 4.12: Age representation in the Area Manager dataset

Legend

1 = 20 - 25 years of age

2 = 26 – 30 years of age

3 = 31 – 35 years of age

4 = 36 – 40 years of age

5 = 41 – 45 years of age

6 = 46 – 50 years of age

7 = 51 – 60 years of age

N = 161

No statistically significant correlation was found between age and affective commitment in the Area Manager data (r = 0.10 and p = 0.225).

It is evident from Table 4.3 that there is a positive correlation between developmental leadership and affective commitment for the Area Manager dataset.

Table 4.3: Scatter plot showing the correlation between developmental leadership and affective commitment for the Area Manager role.
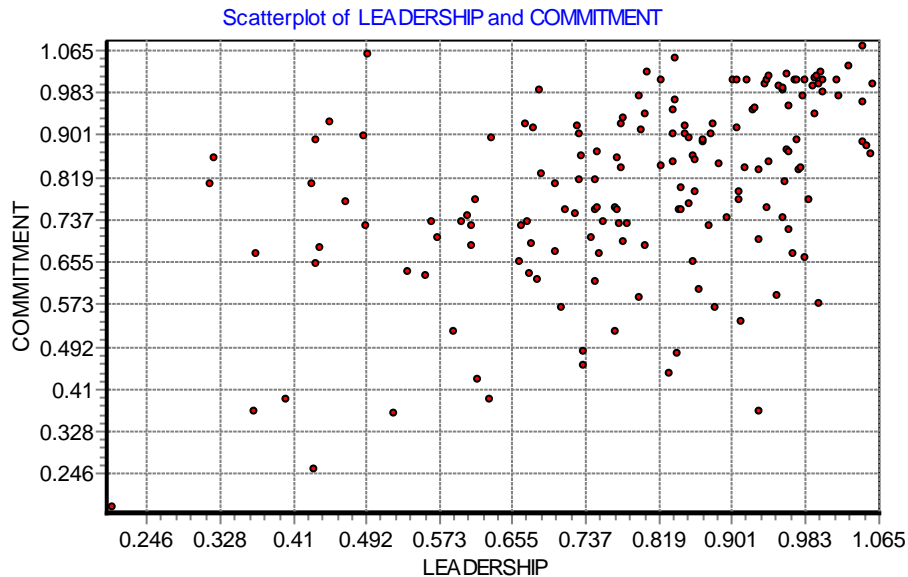
Note that each dot is slightly offset from its true position to avoid excessive overlap.

Due to the data not clustering as tightly around the trend-line as the Branch manager data, there is only a moderately positive correlation.

Correlation between Developmental leadership and Affective commitment for the Area Manager role

Conducting a Pearson product moment correlation on the data for Area Managers, the researcher found the correlation between developmental leadership and affective commitment to be moderately positive. (r = 0.50)

Based on a sample size of 161 and a probability value of 0.000 this indicates a statistically significant correlation at the 99% confidence level.

Correlation between the time employees report to the Area Manager and affective commitment

Pearson's product moment correlation for the time respondents have been reporting to the Area Managers and the reported affective commitment of

these respondents to their workplace shows a relatively weak positive correlation (r = 0.16).

When taking into account the reported p value (p = 0.046) the conclusion is that the correlation is statistically significant at the 95% confidence level

4.4 Branch Manager data analysis

Respondents were asked to answer 17 statements, graded from never to always on a 5 point Likert scale, which reflects the presence of developmental leadership as constructed by Wilson (2004)

Figure 4.13 reflects the outcome of these questions.
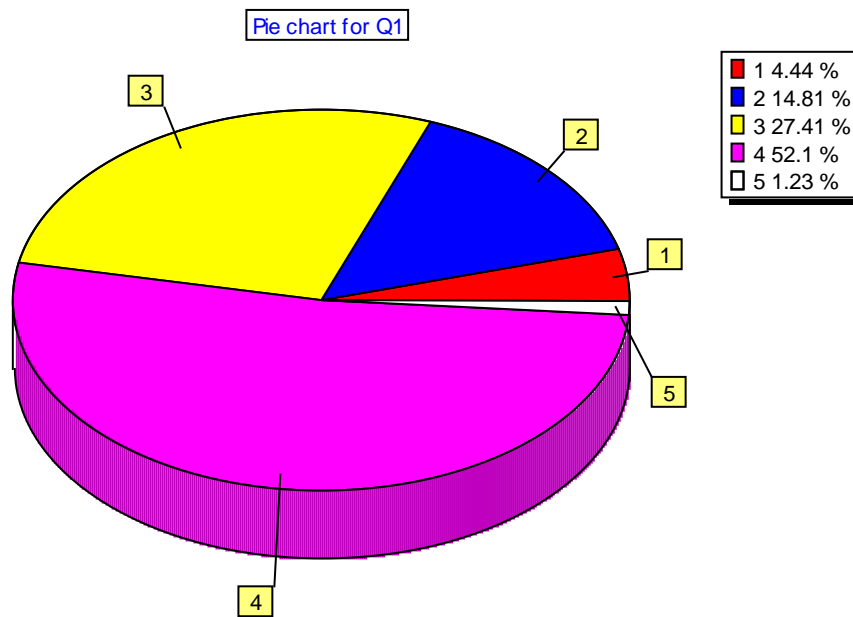
Figure 4.13: Presence of developmental leadership in the Branch Manager dataset

Legend

1 = Never

2 = Rarely

3 = Sometimes

4 = Very often

5 = Always

N = 405

Eighty one percent of the responses received on questions 1 to 17 which was directed at establishing the presence of developmental leadership fell into the categories sometimes, very often and always.

This is a clear indication of the presence of developmental leadership in the Branch Manager dataset, as defined by Wilson (2004).

Figure 4.14 reflects the presence of affective commitment responses in the Branch Manager dataset.
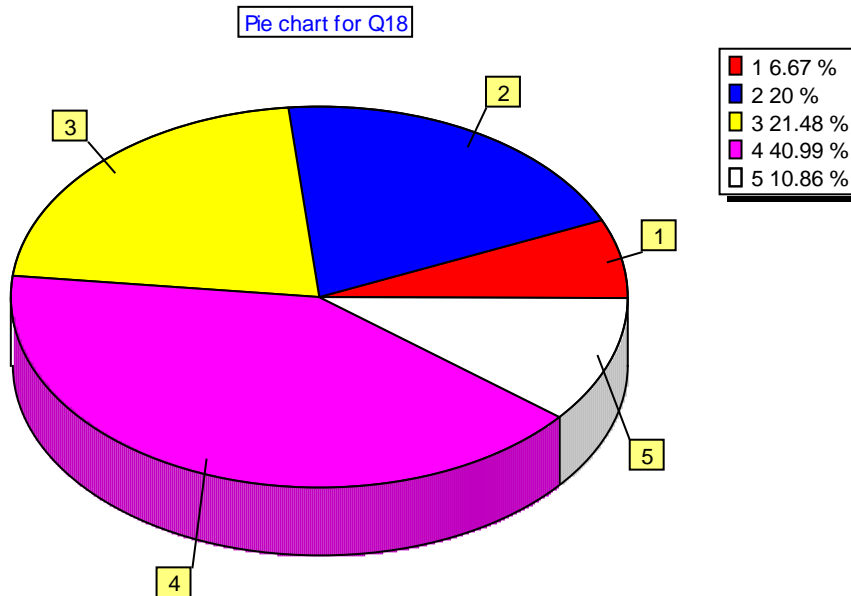
Figure 4.14: Presence of affective commitment in the Branch Manager dataset

Legend

1 = Never

2 = Rarely

3 = Sometimes

4 = Very Often

5 = Always

N = 405

Seventy three percent of the responses received on questions 18 to 24 which was directed at establishing the presence of affective commitment amongst the respondents who directly report to Branch Managers, fell into the categories sometimes, very often and always.

This is a clear indication of the presence of affective commitment as defined by Meyer & Allen (1991) amongst those respondents, directly reporting to Branch Managers.

Figure 4.15 show the provincial representation in the Branch Manager dataset.

Pie chart for PROVINCE

■	1 13.09 %
■	2 15.8 %
■	3 1.23 %
■	4 16.79 %
□	5 11.6 %
■	6 15.06 %
■	7 0.99 %
■	9 19.75 %
■	10 5.68 %
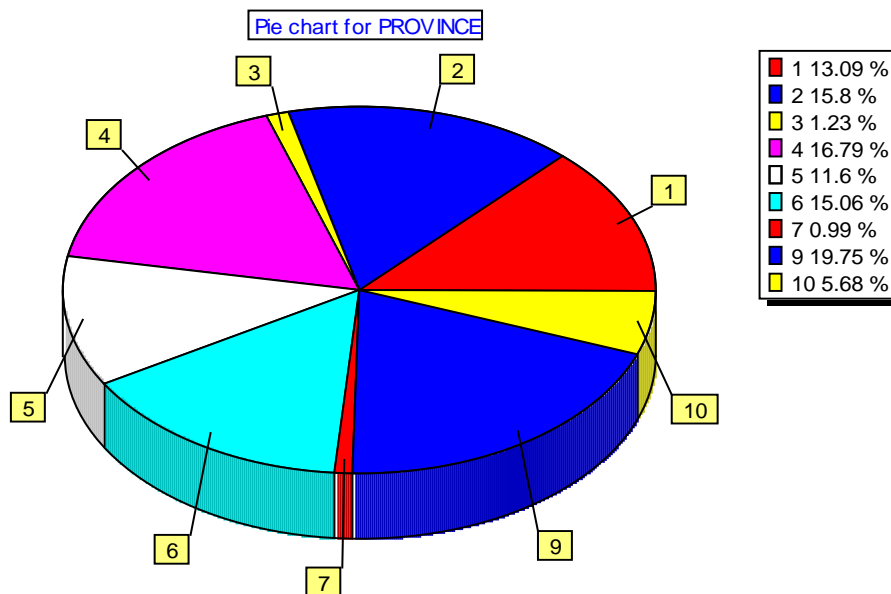
Figure 4.15: Provincial representation in the Branch Manager dataset

Legend

1 = Eastern Cape

2 = Free State

3 = Kwazulu-Natal

4 = Limpopo

5 = Maboneng

6 = Mpumalanga

7 = North West

8 = Northern Cape (reverts to 2 as the Provinces merged)

9 = Simunye

10 = Western Cape

N = 405

Kwazulu Natal and the Northwest Provinces are underrepresented in the Branch Manager dataset.

Figure 4.16 show how race is represented in the Branch Manager dataset

Pie chart for RACE

■	1 36.05 %
■	2 12.35 %
■	3 47.65 %
■	4 3.95 %
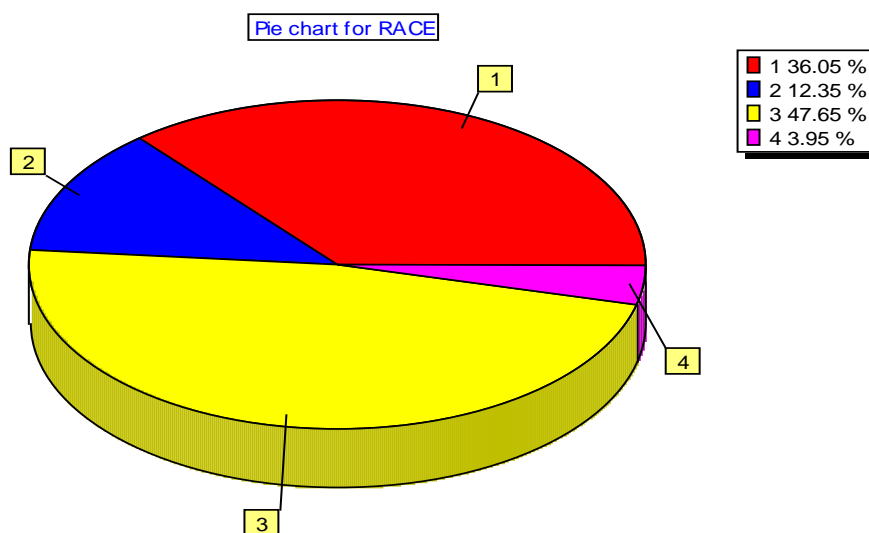
Figure 4.16: Race representation in the Branch Manager dataset

Legend

1 = African

2 = Coloured

3 = White

4 = Indian

N = 405

Whites are overrepresented in the Branch Manager dataset.

Gender representation is reflected in Figure 4.17 for the Branch Manager dataset

Pie chart for GENDER

1 27.9 %
2 72.1 %

1

2
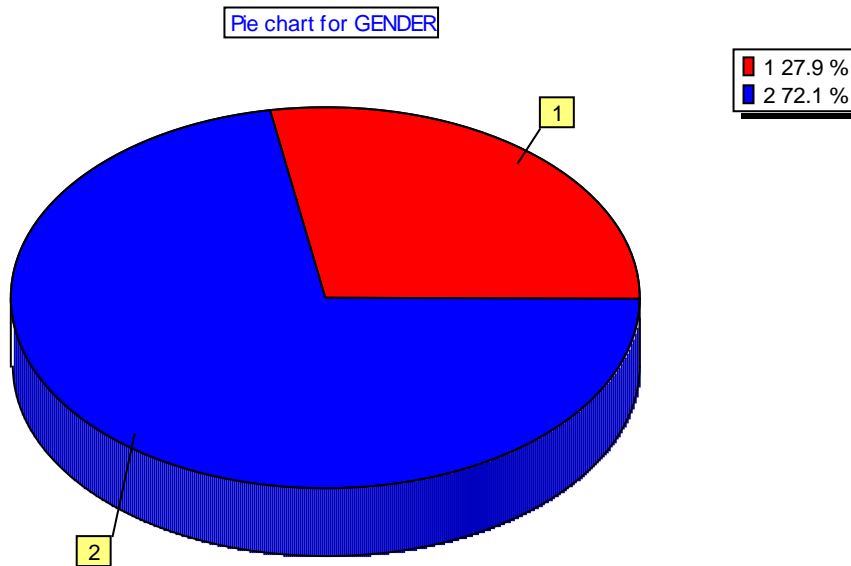
Figure 4.17: Gender representation in the Branch Manager Dataset

Legend
1 = Male
2 = Female
N = 405

Gender is accurately reflected in the Branch Manager dataset.

Age representation for the Branch Manager dataset is shown in Figure 4.18.
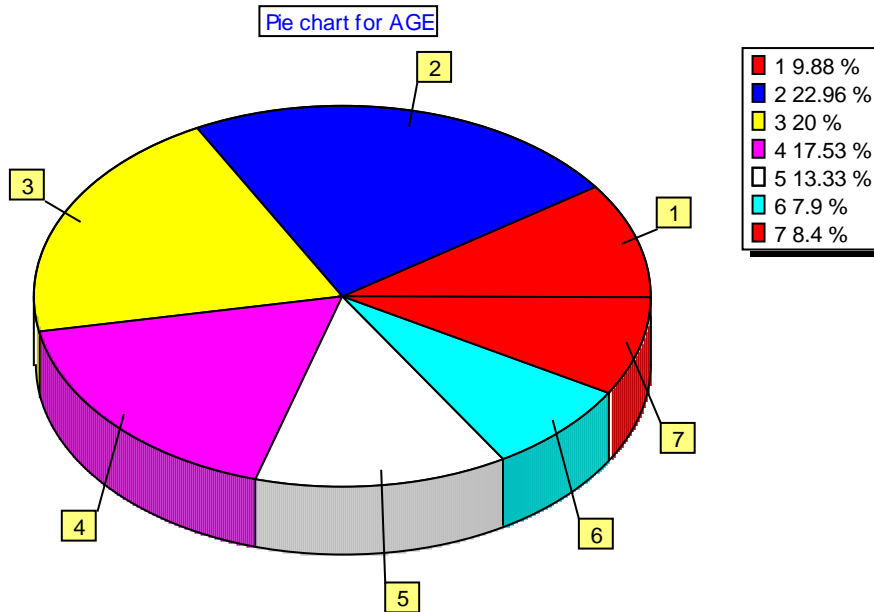
Figure 4.18: Age representation in the Branch Manager dataset

Legend

1 = 20 - 25 years of age

2 = 26 – 30 years of age

3 = 31 – 35 years of age

4 = 36 – 40 years of age

5 = 41 – 45 years of age

6 = 46 – 50 years of age

7 = 51 – 60 years of age

N = 405

There is a statistically significant positive correlation between age and affective commitment for the Branch Manager data.

Though the Pearson Product Moment correlation only shows a weak positive correlation (r = 0.18) the P value (p = 0.000) indicates a statistically significant relationship at a 99% confidence level.

Table 4.4 gives a graphic indication how tightly the Branch Manager scores are clustered around the trendline.

Table 4.4: Scatter plot showing the correlation between developmental leadership and affective commitment for Branch Managers

Scatterplot of LEADERSHIP and COMMITMENT
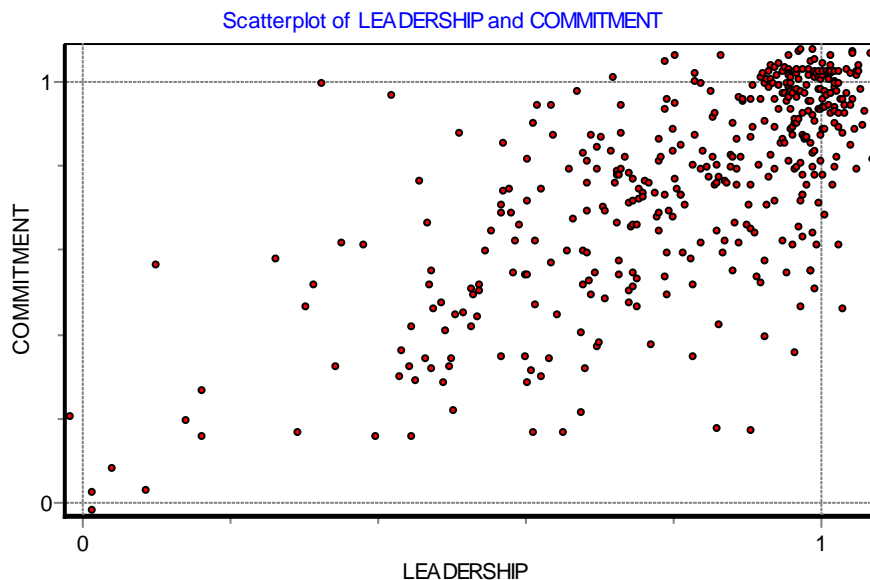
Note that each dot is slightly offset from its true position to avoid excessive overlap.

To understand how strong the relationship between developmental leadership and affective commitment is for the Branch manager dataset, a product moment correlation have been done.

Pearson product moment correlation between developmental leadership and affective commitment

Using a Pearson product moment correlation to determine the strength of the relationship between developmental leadership and affective commitment for the Branch Manager data, the researcher found a strong positive relationship (r = 0.72) between the two variables, this is supported by the large sample size (n = 405) and a probability value of p = 0.000.

In this case where the value of r is 0.72 which can be considered a strong positive correlation and the p value is 0.000 it means that the correlation

between developmental leadership and affective commitment for Branch Managers, is statistically significant at a 99% confidence level

<u>Correlation between the time that employees have reported to Branch Managers and their affective commitment</u>

Pearson's product moment correlation for the time that respondent have been reporting to Branch Managers and their affective commitment show that there is a weak correlation (r = 0.03) and the P value (p = 0.530) indicate that the correlation is not statistically significant

4.5 Administration Manager data analysis

Figure 4.19 shows the presence of developmental leadership behaviour in the Administration Manager dataset.
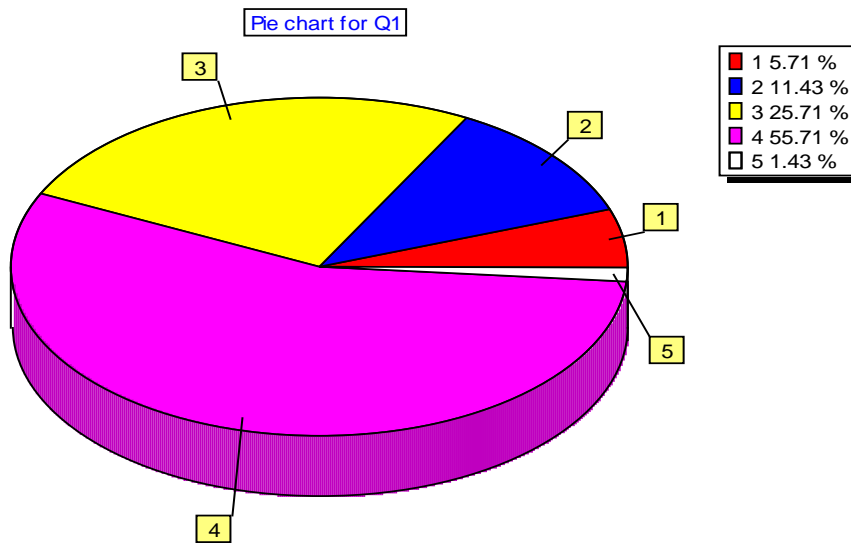
Figure 4.19: Presence of developmental leadership in the Administration Manager dataset

Legend

1 = Never

2 = Rarely

3 = Sometimes

4 = Very Often

5 = Always

N = 140

The researcher found that 82.85% of respondents indicated that there is developmental leadership present in the Administration Managers they reported on by answering sometimes, very often and always to questions 1 to 17 as formulated by Wilson (2004).

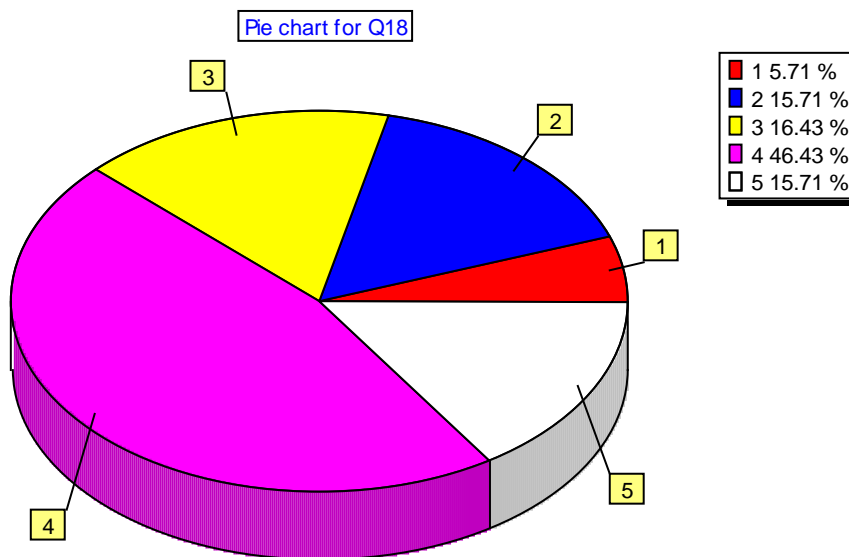Figure 4.20 reflects the presence of affective commitment responses in the Administration Manager dataset.

Figure 4.20: Presence of affective commitment in the Administration Manager dataset

Legend
1 = Never
2 = Rarely
3 = Sometimes
4 = Very Often
5 = Always
N = 140

Seventy nine percent of the responses received on questions 18 to 24 which was directed at establishing the presence of affective commitment amongst

the respondents who directly report to Administration Managers, fell into the categories sometimes, very often and always.

This is a clear indication of the presence of affective commitment as defined by Meyer & Allen (1991) amongst those respondents, directly reporting to Administration Managers.

Figure 4.21 reflects the number of responses per province for the Administration Manager dataset.
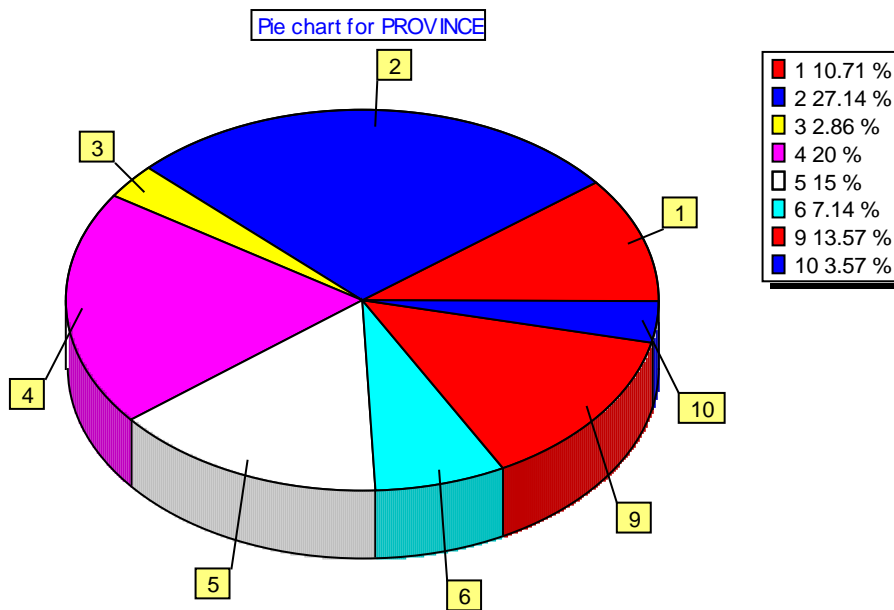

Figure 4.21: Provincial representation of the Administration Manager dataset

Legend

1 = Eastern Cape

2 = Free State

3 = Kwazulu-Natal

4 = Limpopo

5 = Maboneng

6 = Mpumalanga

7 = North West

8 = Northern Cape (reverts to 2 as the Provinces merged)

9 = Simunye

10 = Western Cape

N = 140

The Provinces are fairly represented in the Administration Manager dataset.

Figure 4.22 reflects the race composition of responses in the Administration Manager dataset.
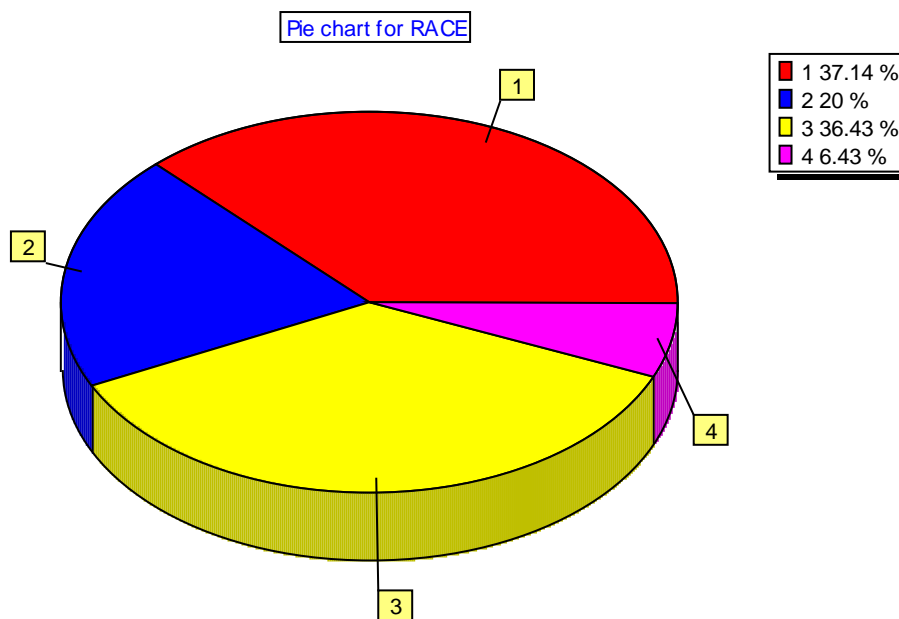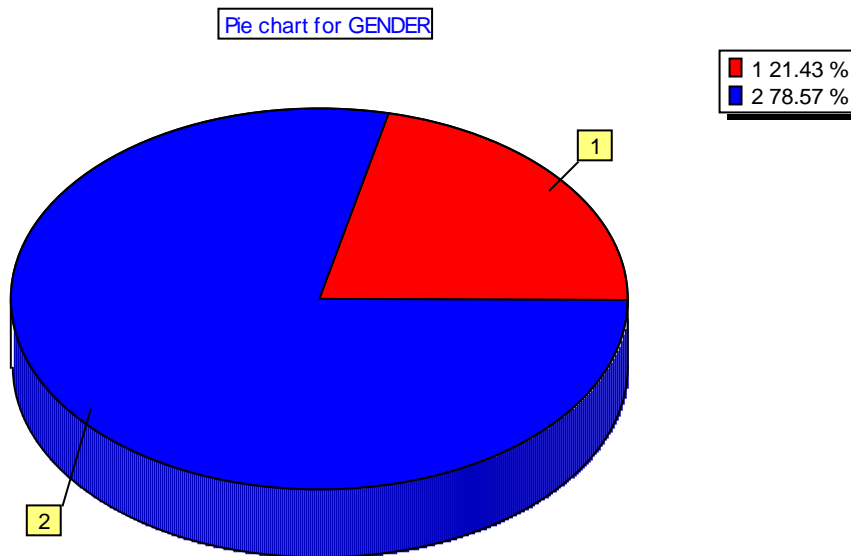

Figure 4.22: Race representation of the Administration Manager dataset

Legend

1   African

2   Coloured

3   White

4   Indian

N = 140

Race is fairly represented in the Administration Manager dataset.

Figure 4.23 shows the gender mix of respondents in the Administration Manager dataset.

Figure 4.23: Gender representation of the Administration Manager dataset

Legend
1 = Male
2 = Female
N = 140

Gender is accurately represented in the Administration Manager dataset as most of the people reporting to them are female.

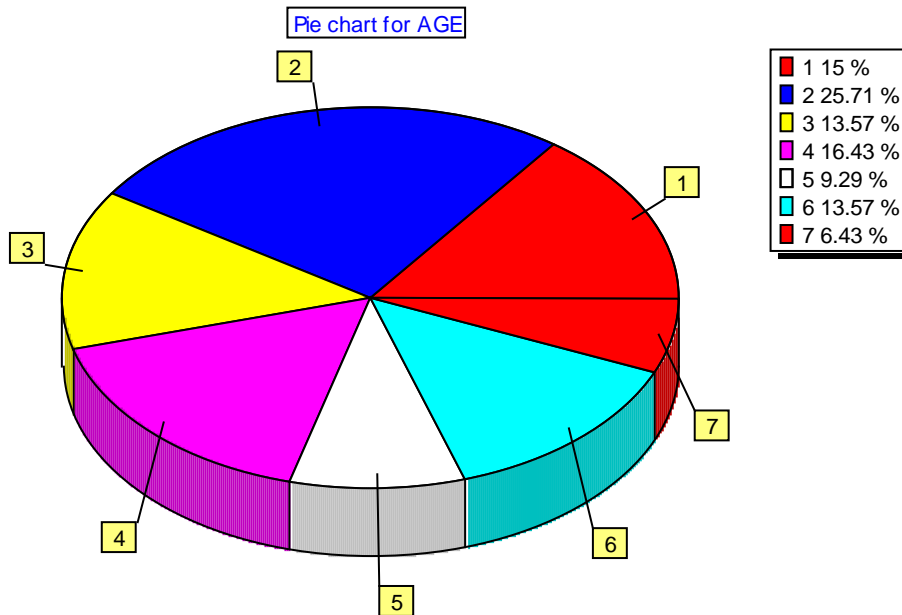Figure 4.24 reflect the age composition of the Administration Manager dataset.

**Figure 4.24: Age representation for the Administration Manager dataset**

Legend

1 = 20 - 25 years of age

2 = 26 – 30 years of age

3 = 31 – 35 years of age

4 = 36 – 40 years of age

5 = 41 – 45 years of age

6 = 46 – 50 years of age

7 = 51 – 60 years of age

N = 140

Using the Pearson product moment correlation coefficient, the researcher found a statistically significant positive correlation (r = 0.22) at the 95% confidence level (p = 0.010) between the age of respondents and affective commitment for the Administration Manager data.

Reflected in Table 4.5 is a graphic representation of how the correlation between developmental leadership and affective commitment forms a clear trend-line for the Administration manager dataset. The clustering is more pronounced than that of the Area Managers, but less than that of the Branch Managers.

Table 4.5: Scatter plot showing the correlation between Developmental leadership and Affective commitment for Administration Managers
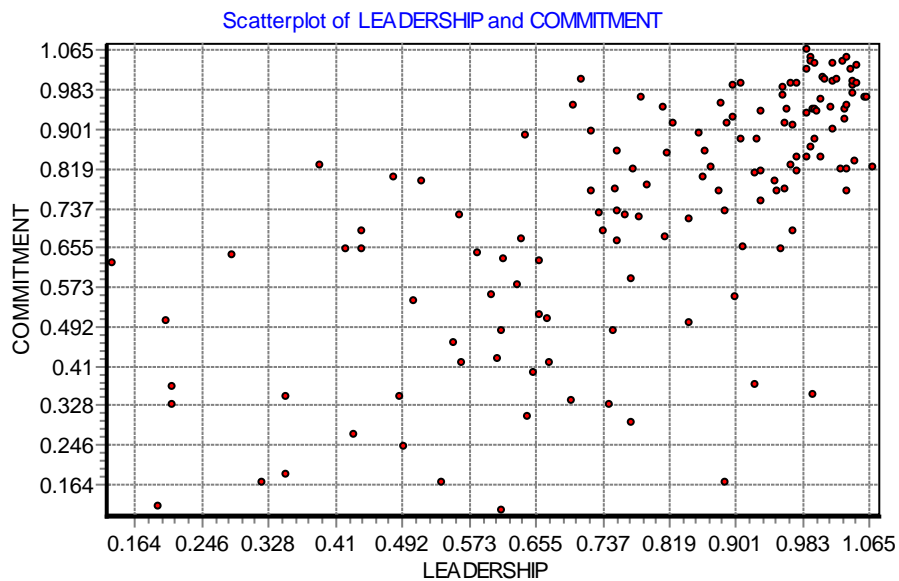
Scatterplot of LEADERSHIP and COMMITMENT

Note that each dot is slightly offset from its true position to avoid excessive overlap.

Pearson product moment correlation between leadership and commitment for the Administration Manager data

Using Pearson's product moment correlation coefficient to determine the relationship between developmental leadership and affective commitment for the Administration Managers data, the researcher found a strong positive correlation ($r = 0.69$) between the two variables. The sample size is 140 and the probability value is $p = 0.000$. The correlation is statistically significant at a 99% confidence level

Correlation between years working for the Administration Manager and affective commitment

Upon examination of the relationship between the time respondents have been reporting to Administration Managers and the affective commitment the same respondents reported, the researcher found a statistically significant positive correlation (r = 0.37) and the p value of 0.000 indicated that the correlation is statistically significant at a 99% confidence level.

4.6 Co-ordinators data analysis

Figure 4.25 presents the results of positive responses to developmental leadership in the Co-ordinator dataset.
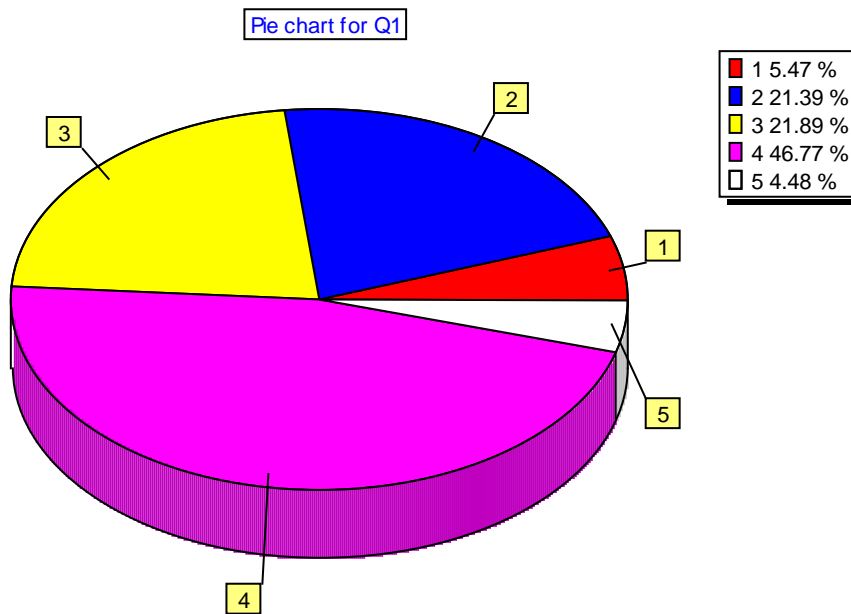

Figure 4.25: Presence of developmental leadership in the Co-ordinator dataset

Legend
1 = Never
2 = Rarely
3 = Sometimes
4 = Very Often

5 = Always

N = 201

Respondents were asked to answer 17 statements, graded from never to always on a 5 point Likert scale, which reflects the presence of developmental leadership as constructed by Wilson (2004)

Data collected from the respondents who reported on the Co-ordinators, showed that 73.14% of respondents gave positive answers to questions 1 to 17 ranging from Sometimes to Always. This is clear evidence of the existence of developmental leadership amongst Co-ordinators.

Figure 4.25 presents the results of positive responses to affective commitment in the Co-ordinator dataset.
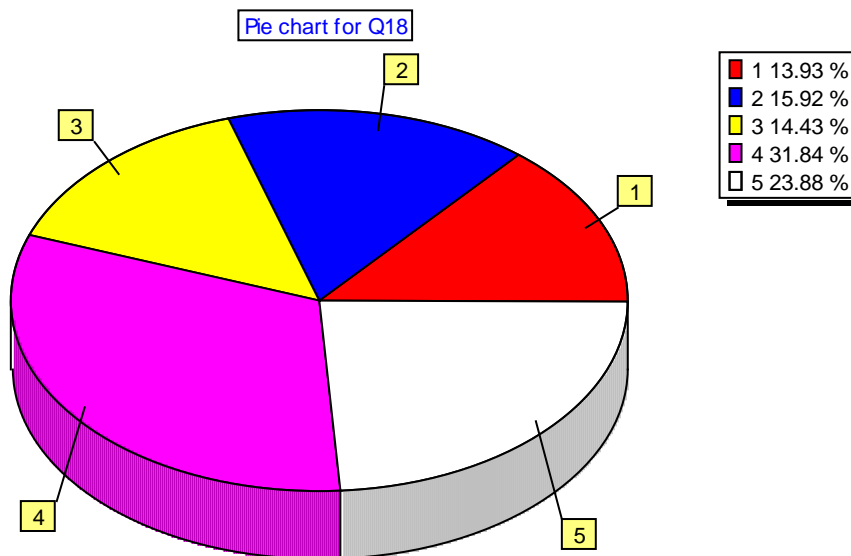

Pie chart for Q18

■	1 13.93 %
■	2 15.92 %
□	3 14.43 %
■	4 31.84 %
□	5 23.88 %

Figure 4.26: Presence of Affective commitment in the Co-ordinator dataset

Legend

1 = Never

2 = Rarely

3 = Sometimes

4 = Very Often

5 = Always

N = 201

Seventy percent of the responses received on questions 18 to 24 which was directed at establishing the presence of affective commitment amongst the respondents who directly report to Co-ordinators, fell into the categories sometimes, very often and always.

This is a clear indication of the presence of affective commitment as defined by Meyer & Allen (1991) amongst those respondents, directly reporting to Co-ordinators.

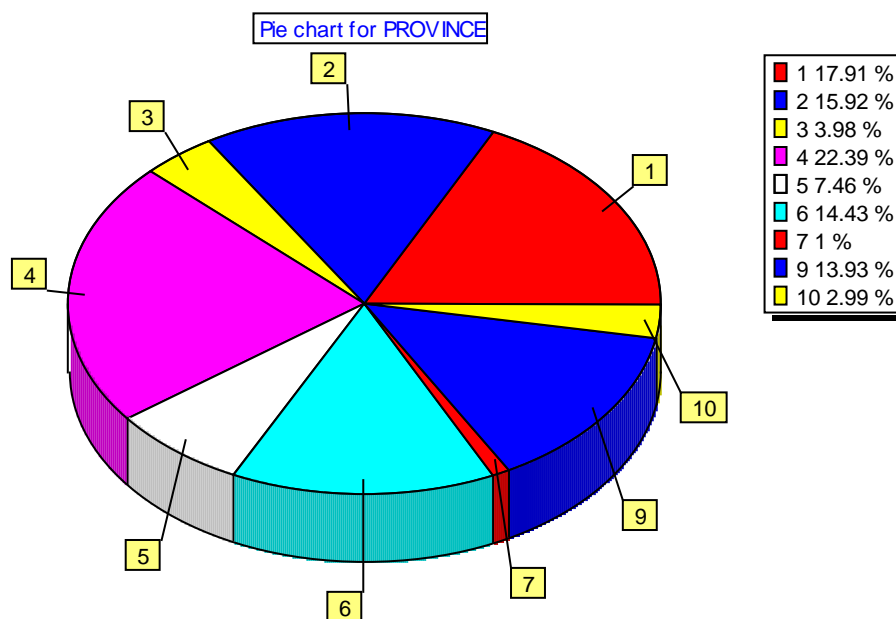Figure 4.27 represents the provincial distribution of responses in the Co-ordinator dataset.

Pie chart for PROVINCE

■	1 17.91 %
■	2 15.92 %
■	3 3.98 %
■	4 22.39 %
☐	5 7.46 %
■	6 14.43 %
■	7 1 %
■	9 13.93 %
■	10 2.99 %

Figure 4.27: Provincial representation for the Co-ordinator dataset

Legend

1 = Eastern Cape

2 = Free State

3 = Kwazulu-Natal

101

4 = Limpopo

5 = Maboneng

6 = Mpumalanga

7 = North West

8 = Northern Cape (reverts to 2 as the Provinces merged)

9 = Simunye

10 = Western Cape

N = 201

Northwest Province is underrepresented in the Co-ordinator dataset.

Figure 4.28 gives a race representation view of the Co-ordinator dataset.
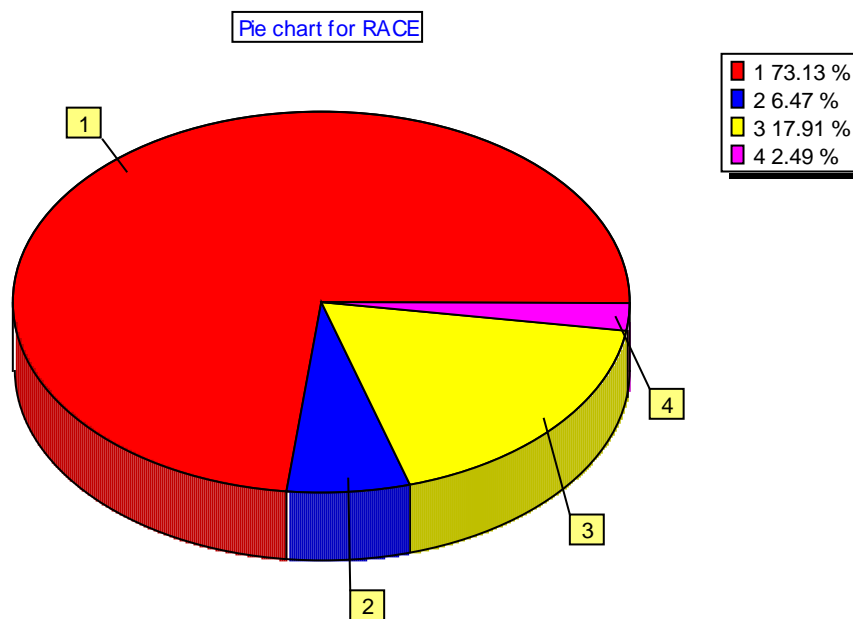

Figure 4.28: Race representation for the Coordinator dataset

Legend

1 = African

2 = Coloured

3 = White

4 = Indian

N = 201

Race is accurately represented in the Co-ordinator dataset.

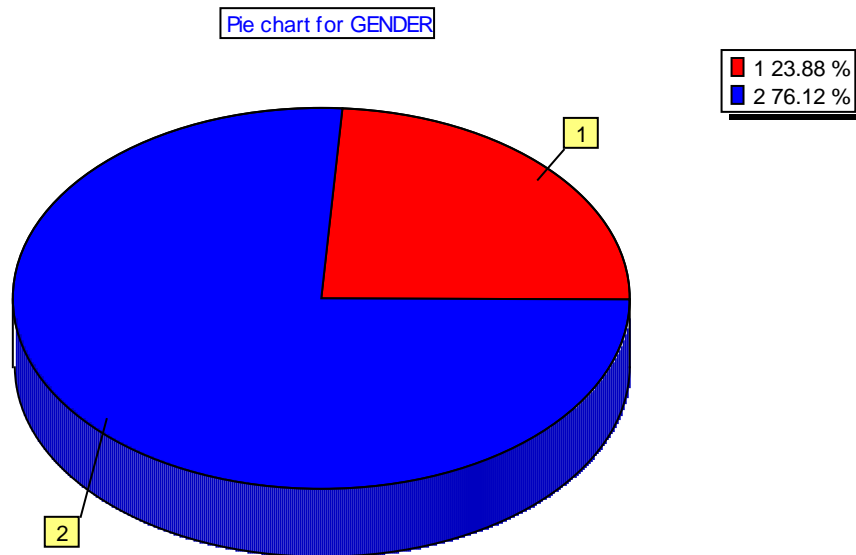Figure 4.29 shows the gender representation in the Co-ordinator dataset.

Pie chart for GENDER

1 23.88 %
2 76.12 %

1

2

Figure 4.29: Representation by Gender for the Co-ordinator dataset

Legend
1 = Male
2 = Female
N = 201

Gender is accurately represented in the Co-ordinator dataset.

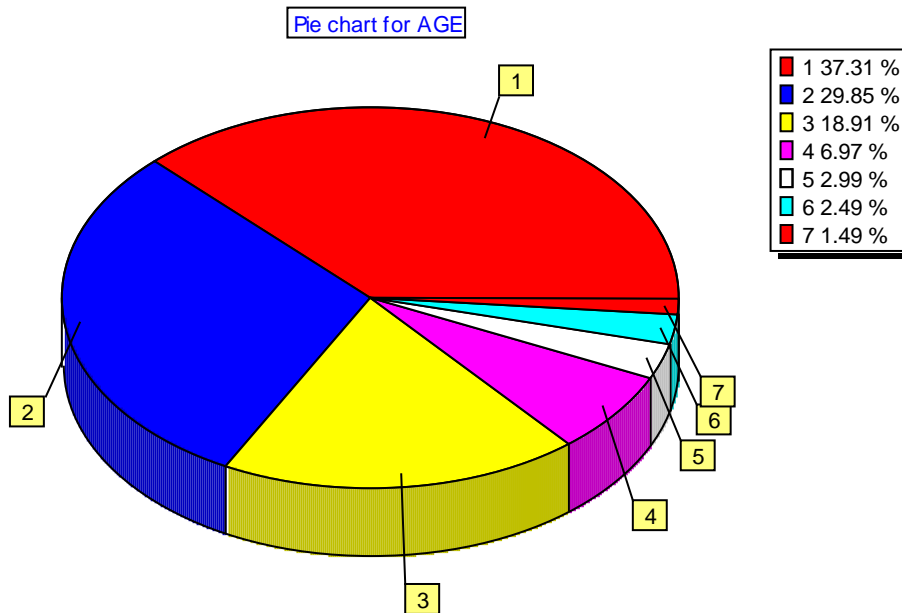Figure 4.30 shows how age is represented in the Co-ordinator dataset.

Figure 4.30: Representation by Age for the Co-ordinator dataset

Legend

1 = 20 - 25 years of age

2 = 26 – 30 years of age

3 = 31 – 35 years of age

4 = 36 – 40 years of age

5 = 41 – 45 years of age

6 = 46 – 50 years of age

7 = 51 – 60 years of age

N = 201

Age and affective commitment for the Co-ordinator data are statistically significantly correlated (r = 0.21) at the 99% confidence level (p = 0.003) using the Pearson product moment correlation coefficient.

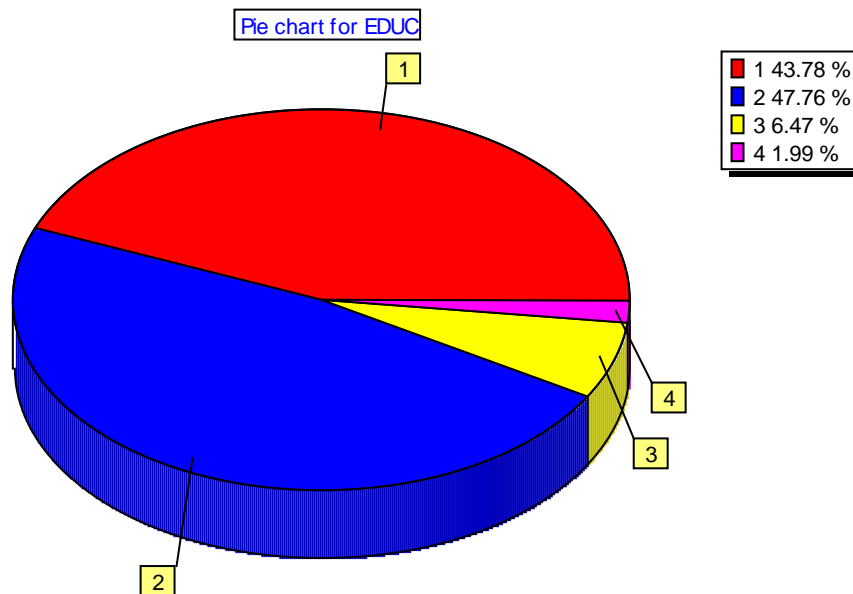Figure 4.31 shows how education levels are represented in the Co-ordinator dataset

Figure 4.31: Representation by education level for the Co-ordinator dataset

Legend

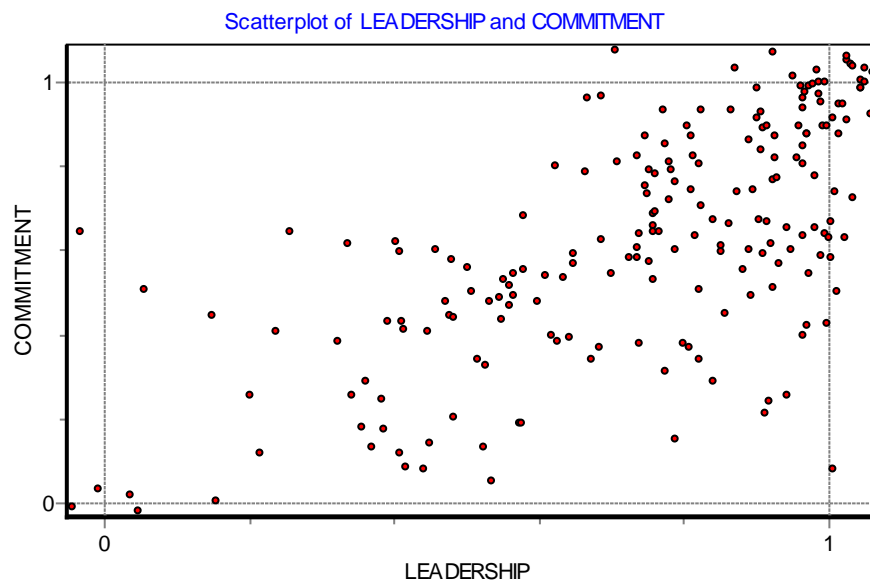*1 = Matric*

2 = Certificate or Diploma

3 = Degree

4 = Post Graduate

N = 201

Level of education is accurately represented in the Co-ordinator dataset.

Table 4.6 shows how the correlation between developmental leadership and affective commitment are clustered to form an observable positive trend-line.

Table 4.6: Scatter plot showing the correlation between leadership and commitment for the Co-ordinator data

Note that each dot is slightly offset from its true position to avoid excessive overlap.

Pearson product moment correlation between developmental leadership and affective commitment for the Co-ordinator data

Using the Pearson product moment correlation coefficient, the researcher determined a positive correlation (r = 0.66) exist between developmental leadership and affective commitment for the Co-ordinator data set.

This correlation can be determined at a 99% confidence level with the probability being 0.000. This correlation is statistically significant at the 99% confidence level

Correlation between years working for the Co-ordinator and affective commitment responses

There is no statistically significant correlation between the time that the respondents reported to the Coordinators and the affective commitment of the respondents to their workplace due to a weak negative correlation (r = - 0.03) and a p value of 0.642.

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4.7 Discussion of results by hypothesis

The null hypothesis on the relationship between developmental leadership and affective commitment was rejected in all of the leadership roles which were examined.

<u>H1 There is a positive correlation between the Developmental leadership behaviours of selected Branch Banking leadership roles and the Affective commitment responses of their direct reports.</u>

Alternative Hypothesis 1 has been proven correct across all the roles in Branch Banking which were analysed.

Area Manager Data

Conducting a Pearson product moment correlation on the data for Area Managers, the researcher found the correlation between developmental leadership and affective commitment to be moderately positive (r = 0.50).

Based on a sample size of 161 and a probability value of 0.000 this indicates a statistically significant correlation at the 99% confidence level (r=0.50, p=0.000).

Branch Manager Data

Using a Pearson product moment correlation to determine the strength of the relationship between Developmental leadership and Affective commitment for the Branch Manager data, the researcher found a strong positive relationship (r = 0.72) between the two variables, this is supported by the large sample size (n = 405) and a probability value of p = 0.000.

In this case where the value of r is 0.72 which can be considered a

strong positive correlation and the p value is 0.000 it means that the correlation between developmental leadership and affective commitment for Branch Managers, are statistically significant at a 99% confidence level.

Administration Manager Data

Using Pearson's product moment correlation coefficient to determine the relationship between developmental leadership and commitment for the Administration Managers data, the researcher found a strong positive correlation (r = 0.69) between the two variables. The sample size is 140 and the probability value is p = 0.000.

In this case the value of r is 0.69 which can be considered a strong correlation. And the p value of 0.000 means that the correlation is Statistically significant at a 99% confidence level.

Co-ordinator data

Using the Pearson product moment correlation coefficient, the researcher determined a positive correlation (r = 0.66) exist between developmental leadership and affective commitment for the Co-ordinator data set.

This correlation can be determined at a 99% confidence level with the probability being 0.000.

In this case with the value of r at 0.66 and p value at 0.000, it means that the correlation is statistically significant.

<u>H2 There is a positive correlation between some of the biographical variables and affective commitment for the various levels of leadership within Branch Banking which have been examined</u>

This hypothesis has been partially substantiated.

There is a statistically significant positive correlation between age and affective commitment for the Branch Manager data. Though the Pearson product moment correlation only shows a weak positive correlation (r = 0.18) the p value (p = 0.000) indicates a statistically significant relationship at a 99% confidence level.

Using the Pearson product moment correlation coefficient, the researcher found a statistically significant positive correlation (r = 0.22) at the 95% confidence level (p = 0.010) between the age of respondents and affective commitment for the Administration Manager data.

Age and affective commitment for the Co-ordinator data are statistically significantly correlated (r = 0.21) at the 99% confidence level (p = 0.003) using the Pearson product moment correlation coefficient.

<u>H3 There is a positive correlation between the time that respondents report to selected leadership roles and the Affective commitment reported by the respondents</u>

Hypothesis 3 has been proven correct for Area Managers and Administration Managers, but incorrect for Branch Managers and Co-ordinators.

Area Manager data

The Pearson product moment correlation for the time respondents have been reporting to the Area Managers and the reported affective commitment of these respondents to their leaders shows a relatively weak positive correlation (r = 0.16)

When taking into account the reported p value (p = 0.046) the conclusion is that the correlation is statistically significant at the 95% confidence level.

Branch Manager data

Pearson's product moment correlation for the time that respondent have been reporting to Branch Managers and their affective commitment show that there is a weak correlation (r = 0.03) and the P value (p = 0.530) indicate that the correlation is not statistically significant

Administration Manager data

Upon examination of the relationship between the time respondents have been reporting to Administration Managers and the Affective commitment the same respondents reported, the researcher found a statistically significant positive correlation (r = 0.37) and the p value of 0.000 indicated that the correlation is statistically significant at a 99% confidence level.

Co-ordinator data

There is no statistically significant correlation between the time that the respondents reported to the Co-ordinators and the affective commitment of the respondents to their workplace due to a weak negative correlation (r = - 0.03) and a p value of 0.642.

4.8 Thematic analysis of qualitative responses to the open ended question in the leadership commitment survey.

Table 4.7 gives an indication of the themes which surfaced in answer to the open ended question posed in the LCS.

Table 4.7: Thematic analysis of qualitative responses on the leadership commitment survey

Themes	Frequency of keywords Area Manager	Frequency of keywords Branch Manager	Frequency of keywords Admin Manager	Frequency of keywords Co-ordinator	Total per keyword
Favouritism	1			2	3
Helpful	1	1		3	5
Abuse		1		2	3
Teamwork				2	2
Family		1		1	2
Inspirational		1		1	2
Support		3		1	4
Love	1	3		3	7
Themes	Frequency of keywords Area Manager	Frequency of keywords Branch Manager	Frequency of keywords Admin Manager	Frequency of keywords Co-ordinator	Total per keyword
Feel great		4		3	7
Incompetent				1	1
Positive Attitude	1	1			2
Great leader	3	8			11
Example		1			1
Unhappy		1			1
Respect		1			1
No teamwork		1			1
Care	1				1

Fair		1			1
Unfair			1		1
Total keywords per role	8	28	1	19	**56**

Using the Welman and Kruger (2001) template for the analysis of interviews, modified by the researcher to enable the analysis of the Branch Banking leadership commitment survey qualitative responses, the recurring keywords were extracted from the Excel database generated from the original survey responses.

The researcher tried to determine if the qualitative responses match the descriptors used by Wilson (2004) for Developmental Behaviour and those used by Meyer and Allen (1984) to describe Affective commitment. Using mainly verbs and nouns to indicate key words, the content was scanned and the key words noted in the above table.

Qualitative to quantitative respondent rate ratio is the highest for Co-ordinators (15.92%) the second highest for Branch Managers (13.58%) and the lowest for Area Managers (9.93%) with only one comment captured for Administration Managers. The observation on this is that the higher up the hierarchy, the fewer respondents seem to want to comment.

Four of the words (marked in yellow) in the qualitative analysis are exactly the same as those used by either Wilson (2004) or Meyer and Allen (1984) though the remaining words may mean the same to the respondents as those used by the three authors.

4.9 Concluding interpretations

The null hypotheses have been rejected for each of the selected leadership roles.

Alternative hypothesis 1 have, without exception, across the four leadership roles been substantiated.

The results from the qualitative thematic analysis, supplies further proof of this relationship between affective commitment and developmental leadership with the highest frequency of responses indicating "great leader" and four of the themes emerging from the analysis using exactly the same descriptions as in the leadership commitment survey (see the yellow coloured words).

Analysing the leadership commitment survey questions individually showed statistically significant correlations between the developmental leadership questions and the affective commitment questions gathered in 22 of the 24 questions.

Hypothesis 2 has been partially substantiated.

Age showed a statistically significant correlation with affective commitment for the co-ordinator data-set. This warrants further examination.

A possible explanation could be that co-ordinators work with the junior intake and this lately consists mostly of generation "X"

Studies show they have less loyalty than older employees, (http://en.wikipedia.org/wiki/Generation_X) which would show a difference compared to older more affectively committed employees.

Age showed a statistically significant correlation with affective commitment for the Branch Manager data, this too, need to be investigated.

Age correlated significantly with affective commitment for the Administration Manager data.

Age in particular then showed statistically significant correlations across three of the four leadership roles analysed.

Hypothesis 3 has been proven for Area Managers and Administration Managers, but not for Branch Managers or Co-ordinators.

The reason why age did not correlate with the Area Manager data set could be that the younger employees mostly work at branches where they come into daily contact with the other three roles.

In the Area offices, it is mostly older employees working there, accounting for the longer relationships between Area Managers and people reporting to them.

Administration Managers again have longer relationships with the people reporting to them due to the lower turnover of back-office roles, compared to the relatively higher turn over of the customer facing roles, reporting to the Co-ordinators and the Branch Managers.

4.10 Summary

Chapter 4 gave a graphic and statistical view on the relationship between developmental leadership and affective commitment across four critical leadership roles within FNB Branch Banking.

This view is augmented by analysis of selected biographical variables per leadership role as well as the analysis of the time respondents reported to the various leadership roles and the effect this has on the affective commitment they reported.

Chapter 5 will draw the theory on the relationship between developmental leadership and affective commitment and the research findings on this relationship together.

Chapter 5: Conclusions and recommendations

5.1 Introduction

The aim of this study was to prove the existence of developmental leadership and affective commitment behaviours in FNB Branch Banking and then prove a strong positive relationship between these two variables at four different leadership levels.

Whilst examining the developmental leadership and affective commitment relationship, the research also looked at other independent variables to understand if any of these could be having a stronger relationship with affective commitment within any of the chosen leadership roles.

While the research results were presented in chapter 4, in this chapter some conclusions will be drawn and recommendations made.

5.2 Discussion of the salient points

Findings from the Rafferty and Griffen (2006) study were confirmed where they established that developmental leadership had a strong positive correlation with affective commitment at a 99% confidence level.

The number of questions they used for establishing developmental leadership amongst their respondents was fewer (3 questions) than the number of questions extracted from Wilson's (2004) "developer" factor by the researcher, (17 questions) but their sample size was substantially bigger.

Question by question analysis of the Leadership Commitment Survey show that two of the questions can be left out as it does not correlate with Affective commitment responses at a statistically significant level, reducing the number of questions to 15.

Should it be decided to only use questions which show a 99% confidence level for the Developmental leadership questions, it will bring the number of questions down to ten.

Rafferty and Griffin (2006) also used just three questions from the Meyer and Allen (1991) questionnaire on Affective commitment compared to the 7 used by the researcher, but the same comment hold about their sample size.

Despite having the largest number of responses (405), the Branch Manager data set showed the strongest positive correlation between developmental leadership and affective commitment of the four leadership roles analysed (see Table 5.1).

Table 5.1: Results of Alternative Hypothesis 1

Role	Confidence level	P value	Correlation	Response size
Area Manager	99%	0.000	0.50	161
Branch Manager	99%	0.000	0.72	405
Administration Manager	99%	0.000	0.69	140
Coordinator	99%	0.000	0.66	201

Branch Managers are the most influential leadership role close to employees.

Branch Managers have the power to appoint, transfer, demote, discharge and reward employees on a daily basis.

Should Branch Managers provide strong developmental leadership, they are also the best positioned to reward employees for growing and developing, this then could be the explanation why the relationship between Branch Managers and employees result in higher levels of affective commitment.

In contrast to the Branch Managers, the Administration Managers and Co-ordinators have less power and have to refer most of the decisions about people to the Branch Managers for final sign off.

Area Managers are removed from day to day operations and may be seen as remote or less involved than Branch Managers and this may account for the lowest level of relationship between the two variables under examination across the four roles.

Analysis of the qualitative responses indicate that Area Managers elicit responses at a more strategic level (Great Leader) as opposed to Branch Managers and Co-ordinators which elicit more operational responses.

The absence of qualitative responses on the Administration Manager role is inexplicable.

Age as a variable impacts on affective commitment across three of the four leadership roles which have been examined and need to be investigated further.

These age correlations cannot be ignored and may have important lessons for business on how to treat younger employees in terms of retention, branding, reward and remuneration (see Table 5.2).

Table 5.2: Relationship of age and affective commitment across the four leadership roles

Role	Confidence level	P Value	Correlation	Response size
Area Manager	null	0.225	0.10	161
Branch Manager	99%	0.000	0.18	405
Administration Manager	95%	0.010	0.22	140
Coordinator	99%	0.003	0.21	201

5.3 Interpretation of results in terms of the existing theoretical models

Care as a central and fundamental principle of leadership irrespective the model

The concepts of consideration and care for your employees is reflected in the behavioural leadership theories (Aamodt, 2004) and the work of Schuitema (2004).

Studies done by the Michigan and Ohio Universities both touch on care as a fundamental aspect of leadership, it is evident in the results from the qualitative study done by the researcher as well.

Questions in the EDLBI such as "My manager care about our welfare and my manager shows genuine concern for me" is specifically aimed at eliciting responses on the care provided for by a leader (Wilson, 2004).

Within the situational and relationship leadership theories, Blake and Mouton's (1964) concept of concern for people and McGregor's (1960) theory "Y" also talks to leadership caring for employees.

Adair's action centered leadership model (Aamodt, 2004) and specifically the individual component thereof, addresses care for employees and so does the charismatic leadership model (Bass, 1985) and the servant leadership model (Greenleaf, 1998).

Care as a leadership theme is evident in the insider view of the leader member exchange theory and the individualised attention component from the transformational leadership theory (Hay, 2007) also addresses the care which leaders provide to their followers.

In summary then it can be said that care as a behaviour or leadership component runs through all of the examined leadership theories.

It is the view of the researcher that care as a part of developmental leadership behaviour, contributes substantially to the "creation" of affective commitment amongst employees reporting to the selected leadership roles within business.

This observation is also substantiated by the number of qualitative responses (7) which used the word "love".

Multiplication effect?

This study does not infer causality between developmental leadership and affective commitment.

However, based on the strong positive correlations in the four leadership roles examined, the size of the responses and the absence of any other variables which showed as strong a correlation with affective commitment as does developmental leadership, the researcher would like to question the validity of the multiplication effect reported by Hay (2005).

This observation holds that all the components of transformational leadership must be present to create the so called "multiplication effect".

The questions Wilson (2004) formulated as part of the EDBLI may overlap into other areas of transformational leadership.

This is why the cross loading of the "developer" factor in the factor analysis Wilson (2004) did on the EDBLI questions is so important, as this may mean that we have a concept here (developmental leadership) which may be all that is needed to impact affective commitment to such an extent, that the other aspects of transformational leadership may be perfunctory?

5.4 Discussion of gaps in the data

Inclusion of leadership role self ratings in the database could bias the results. (Jiayuanyu & Murphy, 1991). As the specific leaders were not required to give their employee numbers or other form of identification to protect the anonymity of the survey, it is not possible to isolate the self assessments and run the same analysis to see if the scores differ from what have been found.

The fact that there was only 1 qualitative response to the Co-ordinator data seems incorrect. The responses were compared back to the original dataset before the data was split according to role and no other responses could be found for the Administration Managers.

There also is no other logical explanation why the respondents would not make qualitative responses to the Administration Manager role?

Geyer and Steiner, (1998) report that individualised consideration (read developmental leadership) is positively related to short term, but negatively related to long term performance.

This study, used a cross sectional methodology and only a longitudinal design will answer the question if the effects of developmental leadership will endure or not.

5.5 The larger significance of the results

Results of human resource development studies should always be tied to business objectives, therefore the researcher see the function of this study as a starting point to create a business predictive model.

Creating a predictive model which links leadership to financial results.

To date, research have focussed on the human resource value chain, starting with staff satisfaction and ending with improved financial results, (Cascio, 2000, Dorgan, Dowdy & Rippin, 2006, Tamkin, Cowling & Hunt, 2008).

Actually, the human resource value chain starts with leadership and if this research results can be the beginning of proving the causal relationship between leadership and profit, business can be provided with a predictive model, based on measured movements in the developmental leadership behaviour assessment results.

Countering the negative effects of consistent change

Van Tonder (2004) argues that the price of organisational change is generally exceptionally high.

He points to the disruption in relationships and roles, changes in the beliefs and assumptions employees held, loss of organisational memory, loss of competitive position, low morale, stress, insecurity, lack of commitment and general chaos where large scale changes occur.

It is the researcher's view that well established developmental leadership behaviours will counteract the negative effects of large scale change within Branch Banking.

This study has shown that those leaders within the organisation that are high on developmental leadership behaviours, also elicit high levels of affective commitment from those reporting to them.

Providing the basis for an FNB Branch Banking leadership model

Having established causality, will enable the researcher to present a leadership model to the business that is based on scientifically validated results.

Developmental leadership behaviours can be demonstrated by role models and taught through coaching and mentoring relationships (Blanchard & Hodges, 2005, Collins, 2001, Kouzes & Posner, 2003, Meyer & Fourie, 2004, McKenna, 2005, Ulrich, Zenger & Smallwood, 1999, Ulrich & Smallwood, 2007, Vaill, 2007, Whitehorn, Rake, Freeman, Cleverdon, Pollard, Sharman, Airey, Ahuja, Michels, MacLaurin, Bennis, De Solo, Lester, Fawcett, 2007).

5.6 Policy and other recommendations

Before any policy or other recommendations for business could be made, the causal relationship between developmental leadership and affective commitment first has to be established. Once that is done, the following areas could be impacted;

Aligning competency models and creating a core competence model for Branch Banking leadership roles Competency profiles throughout the business can be adjusted to focus on developmental leadership behaviour and this can then be rewarded alongside achievement of financial results.

Updating competency based recruitment processes Recruitment profiles, promotion profiles and specifically critical leadership appointments can be adapted to specifically build the leadership cadre around developmental leadership skills at all leadership levels throughout the business.

Aligning training with developmental leadership requirements Training can be focussed on the delivery of developmental leadership skills at the different managerial levels from supervisory level to executive management level.

Culture measurement within the business Affective commitment questions can be included in the current Branch Banking culture survey to measure the effect that developmental leadership is having on affective commitment.

Leadership measurement Include developmental leadership behaviours in the current leadership index questions.

Learning and development strategy Align all learning and developmental interventions with the developmental leadership behaviours at all levels.

Recruitment and selection Design/review competency based interview guides to elicit developmental leadership behaviours.

Retention strategy Retain leaders who are high on both developmental leadership behaviour and business results.

Promotion strategy Promote leaders who are high on developmental leadership behaviour and business results.

Reward and remuneration Reward leaders who display developmental leadership behaviour higher than those who just perform against business targets.

5.7 Future research suggestions

The single most important future research suggestion would be to determine the causal link between developmental leadership and affective commitment.

Once this has been done, the rest of the research such as building a predictive model can follow.

Standardising the Branch Banking leadership commitment survey

Working with a non-standardised questionnaire, makes the use of statistical analysis beyond the exploratory analysis done in this study not feasible.

Once the questionnaire has been standardised though, more powerful statistical analysis can be applied to determine the causal relationship between developmental leadership and affective commitment.

Rank-ordering the current Managers according to their Developmental leadership and Affective commitment scores

To enable a future researcher to do rank ordering of managers which is important to determine the leadership pipeline candidates, the Pearson product moment coefficient have to be squared to indicate the amount of shared variance between the two variables investigated.

The new measurement, r square, can then be used to rank-order the results achieved on an ordinal scale. So in the findings it can then be said that Branch Manager A achieved results which is twice as good as Branch Manager B. (Neale & Liebert: 1980)

Importance of the Co-ordinator level in creating affective commitment

Geographical location (province) race, age and education level, showed statistically significant correlations to affective commitment for the Co-ordinator data.

This warrants further examination as this may be the level which exerts the most influence on newcomers and the ideal opportunity to bed down the business culture.

5.8 Summary

This study conclusively proved the strong positive relationship that exists between developmental leadership behaviours (Wilson, 2004) and affective commitment behaviours (Meyer & Allen, 1991) in FNB Branch Banking.

The research findings also indicate a positive relationship between age and three of the four different leadership roles within FNB Branch Banking.

Two of the roles examined, show a positive correlation between the time employees have been reporting to them and the affective commitment responses gathered for the same roles.

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Appendices

Appendix A: Branch Banking leadership commitment survey questionnaire

Appendix B: Cover letter for the Branch Banking leadership commitment survey questionnaire

List of Tables

List of Figures

BRANCH BANKING LEADERSHIP AND COMMITMENT QUESTIONNAIRE

PLEASE ANSWER THE FOLLOWING QUESTIONS BY CROSSING THE RELEVANT BLOCK /TICKING THE RELEVANT CIRCLE OR WRITING DOWN YOUR ANSWER IN THE SPACE PROVIDED

Your responses will be treated as confidential

EXAMPLE OF HOW TO COMPLETE THIS QUESTIONNAIRE

Your gender?

Male	Female
	✖

Section A – Background information

This section of the questionnaire refers to background or biographical information. This information will enable us to compare groups of respondents. Your response will remain anonymous. Your co-operation is appreciated.

❑ **Question 1 – 15, please mark the appropriate box applicable to you with an X**

1. **Gender.**

Male	**Female**

2. **Race.**

African	Coloured	White	Indian

3. **Age.**

20 – 25	26 – 30	31 – 35	36 – 40	41 – 45	46 – 50	51 – 60

4. **Educational Level.**

Matric	Certificate or Diploma	Degree	Post – Degree

5. **Number of years employed.**

1 – 5	6 – 10	11 – 15	16 – 20	21 – 25	26+

6. Province

Eastern Cape	1
Freestate	2
Kwazulu-Natal	3
Limpopo	4
Maboneng	5
Mpumalanga	6
North-West	7
Northern Cape	8
Simunye	9
Western Cape	10

* Insert drop down menus for respondents to choose their Area and Branch once they have chosen their Province

7. Your level of work?

Area Manager	1
Branch Manager	2
Co-ordinator	3
Clerical	4
Non-Clerical	5

Section B – Developmental Leadership Behaviour

This section of the questionnaire requires you to rate how often your Manager displays Developmental Leadership behaviour.

To help you rate the Manager's behaviour, you will use a 5 point scale, ranging from "Never" to "Always"

1 = Never
2 = Rarely
3 = Sometimes
4 = Very often
5 = Always

Please rate the Manager you report to directly, for example if you are a Branch Manager, or work in the Area office, you rate the Area Manager, if you are in a Branch, you rate the Branch Manager.

8. How often do you see your Manager doing the following?

My Area Manager/My Branch Manager;

1	2	3	4	5
Develops us				

1	2	3	4	5
Positions individuals for success				

1	2	3	4	5

Acknowledges achievements and effort				

1	2	3	4	5
Willingly supports us				

1	2	3	4	5
Cares about our welfare				

1	2	3	4	5
Inspires us				

1	2	3	4	5
Recognises talent				

1	2	3	4	5
Energises us				

1	2	3	4	5
Shows genuine concern for us				

1	2	3	4	5
Empowers us				

1	2	3	4	5
Builds leaders our Branch/Area				

1	2	3	4	5
Fosters growth				

1	2	3	4	5
Advocate the "we" and not the "I" in team				

1	2	3	4	5
Improves morale of employees				

1	2	3	4	5
Motivates us				

1	2	3	4	5
Seeks to understand me				

1	2	3	4	5
Trust us				

Section C – Affective Commitment

9. How often do you experience feelings of commitment toward your Area or Branch?

The same rating scale that applied for developmental leadership behaviour applies for affective commitment ;

1   =   Never
2   =   Rarely
3   =   Sometimes
4   =   Very often
5   =   Always

QUESTIONS ON AFFECTIVE COMMITMENT

1	2	3	4	5
I would be very happy to spend the rest of my career in this Branch/Area				

1	2	3	4	5
I really take ownership for the Branch's/Area's problems				

	2	3	4	5
1				
I enjoy discussing my Branch/Area with outsiders				

1	2	3	4	5
I feel like a member of the family at this Branch/Area				

1	2	3	4	5
I feel emotionally attached to this Branch/Area				

1	2	3	4	5
This Branch/Area has a great deal of personal meaning for me				

1	2	3	4	5
I feel a strong sense of belonging to this Branch/Area				

10. Open field question

Should you have anything you wish to add to your answers or have any comment on the questionnaire, please feel free to enter your comments in the box below

Thank you for taking the time to complete this questionnaire

Contact numbers for Gert Kriel

Cellphone: 083 701 5830
Landline   : 011- 352 2337
E-Mail   : gkriel@fnb.co.za

Leadership and Commitment Survey

August 2007

Participation Communication

Dear participant,

Thank you for taking the time to complete this questionnaire.

The aim with this questionnaire is to determine if there is a relationship between developmental leadership and affective commitment within Branch Banking.

Completion of the questionnaire will take about five minutes so you will not be kept out of work too long.

The results of the survey will be absolutely confidential and it is not possible to trace the results back to you as an individual, so you can be absolutely honest when completing the survey.

On the questionnaire an example has been provided how to complete the questions so you should not find any difficulty understanding the questions or how to complete them.

Should you have any questions, please feel free to call myself, Gert Kriel at the following contact numbers:

Cellphone: 083 701 5830
Landline   : 011- 352 2337

E-Mail   : gkriel@fnb.co.za

To participate in the Leadership and Commitment Survey follow the link provided below, use the cost code number of your branch as Username and **survey** as Password.

Link:	http://cultureprint/eSurvey4_LC/
Username:	Branch cost code number
Password:	**survey**