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LEADERSHIP FOR EMPLOYEE ENGAGEMENT IN A GLOBAL ORGANISATION

by

ROBSON MASARAURE

Submitted in fulfilment of the requirements for the degree of

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ABSTRACT

This study examines the relationship between the leadership styles of first line managers and employee engagement in a global organisation. Leadership has significant impact on employee engagement, especially in a global context that is complex and uncertain. Organisations require new leadership strategies for managing human capital. This is because the business environment globally is marred by volatility, uncertainty, complexity, and ambiguity. The impact of globalisation, digitalization, technological advancement, and intense competition requires effective leadership for employee engagement. Despite the plethora of research on the impact of leadership on employee engagement, research on contemporary leadership approaches in global organisations is not extensive. Organisations rely more on employees for productivity and performance hence employee engagement is used as a strategy to gain competitive advantage.

Organisations are operating in an era where they should create an environment conducive for high productivity through effective leadership and engaged employees. First line managers are responsible for employee engagement but should ensure that they employ suitable leadership styles that promote employee engagement. Most scholars have explored the relationship between transformational, transactional, *laissez-faire*, servant and authentic leadership styles, and employee engagement. However, these leadership styles may not be suitable for the contemporary business operating environment in relation to employee engagement. It appears that the relationship between agile, adaptive and multiplier leadership styles and employee engagement has attracted less attention in research despite its importance to leadership theory and global organisations. Moreover, existential thinking has limited research in leadership theory in terms of its

influence on employee engagement. This study investigates the relationship between leadership styles of first line managers and employee engagement with a potential moderating effect of leadership existential thinking in a global pump manufacturing organisation. The study hypothesizes the relationship between agile, adaptive and multiplier leadership styles and employee engagement. It tests the relationships between these leadership styles moderated by existential thinking.

This cross-sectional quantitative study is grounded on the positivism philosophy using a deductive approach. A survey method was used to collect primary data from 753 first line managers in 52 countries in a global pump manufacturing organisation. The data was analysed through statistical techniques that include descriptive statistics, correlation analysis, and structural equation modelling (SmartPLS-SEM). The sample consists of first line managers with different titles including manager, supervisor, and team leader. The findings of this study show that agile leadership is considered the dominant leadership style for first line managers in this global organisation. Statistically significant relationships were found between adaptive leadership, agile leadership and existential thinking, and employee engagement. The relationship between multiplier leadership and employee engagement was statistically insignificant. The moderating effect of existential thinking was statistically significant for the relationship between adaptive leadership and employee engagement. Statistically insignificant relationships were found between the moderating effect of agile leadership and multiplier leadership, and employee engagement.

In conclusion, this study contributes to the existing leadership literature in the context of global organisations. While caution is necessary on attempts to generalise the study's findings, the first line managers in global organisations may benefit from using agile and adaptive leadership styles. This study demonstrates the relationship between agile, adaptive and multiplier leadership styles and employee engagement. It also

demonstrates the moderating effect of existential thinking on the relationship between adaptive leadership and employee engagement. It recommends a leadership framework for employee engagement suitable for the contemporary business operating environment. In respect of practical contribution, this study proposes an improved Twenty-Sixty-Twenty (TST) model shifting the proportions to the right so that a greater percentage of employees become more engaged.

Keywords: Global organisations, leadership, employee engagement, agile, adaptive, multiplier, existential thinking

DECLARATION

I, Robson Masaraure, declare that the study on leadership for employee engagement in a global organisation is my own work. It has not been submitted for examination or any degree in any other university. It is submitted in fulfilment of the requirements for the award of the Degree of Philosophy in Management at the Wits Business School, University of the Witwatersrand, Johannesburg, South Africa. I further declare that I have properly acknowledged all sources of information used in this study.

Signed at ……

Student number: 2506851

Date: 2025-02-12

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LIST OF ACRONYMS

ADL	Adaptative Leadership
AGL	Agile Leadership
APAC	Asia-Pacific Countries
CEE	Central and Eastern Europe
EE	Employee Engagement
EMS	Employee Motivation Survey
ET	Existential Thinking
FA	Factor Analysis
FLM	First Line Manager
FSE	Four – Seven – Eighty-nine
GPM	Global Pump Manufacturing
IMEA	India, Middle East, and Africa
ML	Multiplier Leadership
TST	Twenty – Sixty – Twenty
VUCA	Volatile, Uncertain, Complex and Ambiguous
WE	Western Europe

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CHAPTER 1
INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

In the field of leadership, the researcher observes that the modern era leadership styles of first line managers have undergone limited examination, especially in relation to adaptivity, agility and multiplicity. The purpose of this quantitative study is to investigate the relationship between contemporary leadership styles (adaptive, agile and multiplier) and employee engagement. The study will also investigate the potential moderating effect of existential thinking in a global pump manufacturing organisation from the perspective of first line managers. For this study, employee engagement will be assessed through the Employee Motivation and Satisfaction (EMS) survey carried out on a yearly basis at Grundfos. This is because employees who are highly satisfied with their work are ultimately engaged (Abraham, 2012a, 2012b; Bin, 2015; Stoyanova & Iliev, 2017). According to Kumar and Pansari (2014), employee satisfaction is a strong indication of employee engagement. Every organisation's performance depends on employee engagement (Saxena & Srivastava, 2015) which emanates from effective leadership (Thisera & Sewwandi, 2018). Thus, business performance is influenced by leadership capability (Yusuf, Muhammed & Kazeem, 2014). It is for these reasons that the objective for this study will be to determine the leadership style of first line managers and to investigate if these leadership styles have a relationship with employee engagement in the global company.

1.2 BACKGROUND TO THE STUDY

This section discusses current global leadership trends and their contribution to employee engagement. Leadership is one of the most widely

discussed topics in the current period. The advent of globalisation, digitalisation, intense competition, fourth industrial revolution (4IR) from digital disruption, and the unpredictability resulting from the COVID-19 pandemic have made leadership a crucial factor in managing employee performance and in ensuring organisational survival. Organisations are operating in a volatile, uncertain, complex and ambiguous (VUCA) environment, and exceptional leadership has assumed increased importance. Complex and intense competition warrants the growing interest in leadership training and development. Organisations increasingly endeavour to put in place policies and systems to enable leadership improvement.

The current issues and concerns in the leadership arena require examination by both private and public organisations. This is because leaders are facing significant challenges that include global economic uncertainty, globalisation, market turbulence, technological advances, and intense competition. Consequently, leaders are necessary to ensure that organisations survive these challenges. Although it is debatable concerning the role of leaders in the success of the organisations, many emerging questions and increased interest from scholars has led to diverse views pertaining to the topic of leadership, and more recently the leadership discourse has attracted growing academic attention.

Moreover, globalisation presents its own challenges to leadership and it is imperative that leaders should leverage on resources that facilitate overcoming these challenges (Clapp-Smith & Lester, 2014; Pech & Slade, 2006). The intensity of globalisation and the complexity and dynamics in markets often leads organisations to focus on strategic initiatives that place them in an advantageous position. These initiatives include managing employees through employee engagement surveys, and this often differentiates an organisation from other competitors. The link between leadership effectiveness and employee engagement cannot be

overemphasized in this regard. Global companies need to provide superior service to their customers to outmanoeuvre their competitors, hence they depend on highly engaged employees who will provide exceptional customer service that consequently improves organisational performance (Jena, Pradhan & Panigraphy, 2018).

Leaders with a global mindset are essential; according to Mendenhall, Reiche, Bird and Osland (2012, p. 500) and a global leader is “an individual who inspires a group of people to willingly pursue a positive vision in an effectively organized fashion while fostering individual and collective growth in a context characterised by significant levels of complexity, flow and presence”. Ghemawat (2012) argues, however, that although experience is a necessity for global leaders, it is not enough for the development of a global mindset. The study of Shafique and Beh (2017) reveals that a leader’s main objective is to ensure that organisations survive. This can be achieved through the utilization of highly engaged employees. Employee disengagement is considered a global issue that needs attention (Mann & Harter, 2016), and effective leadership plays a crucial role in resolving this issue. Global leaders in organisations should ensure employees are motivated and loyal, as “motivation is a company’s life blood” (Sougui, Bon, Mahamat & Hassan, 2016, p. 59). Thus, while organisations encounter varying employee performances mainly due to different leadership styles, leading employees in a global organisation and at a global scale requires contemporary approaches that suit both the business and the employee.

The pump manufacturing industry has witnessed significant growth in global positioning. This is intensified by increasing competition in the business environment, hence the need for organisations to expand as much as possible to curtail the intense competition. Although organisations are engaging with globalisation to survive, there is a need for managers with a global leadership mindset. The contemporary era of hyper-competition, globalisation and digitalization requires a multidisciplinary approach, and it

encourages managers at all levels to practice leadership thinking that encompasses an improvement in employee engagement. The pump industry used to be dominated by original equipment manufacturers but recently with the advent of many distribution partners, it has been compelled to revisit its strategies. One important element is the focus on effective leadership to motivate employee engagement.

It is necessary that organisations have managers that think like leaders. Managers ensure that things are done properly while leaders are focussed on the right things being done (Stewart, 2012). The responsibilities of managers and those of leaders differ quite strongly but a “solid balance between good leadership and good management is essential to the success of any organisation” (Stewart, 2012, p. 94). Organisations should have leaders who are capable of being both a manager and a leader (Zaleznik, 2004). While leaders are visionaries, the managers assist organisations to achieve their intended goals. Although there is a clear distinction between managers and leaders, for the purpose of this study the first line managers are expected to exhibit qualities of leaders, hence they should act likewise.

Employees are a crucial asset to every organisation; hence their motivation and loyalty is important. The importance of leadership approaches to employee motivation and engagement has been emphasized by several authors (Abbas, 2017; Chaudhry & Javed, 2012; Chipunza, Samuel & Mariri, 2013). Organisations rely heavily on effective leadership for employee performance and consequently organisational performance (Hurduzeu, 2015). However, the challenge for managers exhibiting different leadership approaches has resulted in either engaged or non-engaged workforce. Consequently, effective leadership is necessary to survive any crisis or challenge on employee engagement, not only from top management but from all management levels including the first line managers (Venkatesh, 2014).

The concept of engagement was developed as early as 1966 by Katz and Khan with the idea of improving organisational performance (Katz & Kahn, 1966). Leadership in organisations plays a key role in employee engagement (Ahmed, Shahid Khan, Thitivesa, Siraphattada & Phumdara, 2020; Iqbal, 2015; Patro, 2013). Organisations can use employee engagement as a competitive advantage (Anitha, 2014). Many global organisations have processes and systems in place to ensure that they keep employee engagement under control. An annual employee motivation and satisfaction (EMS) is used in Grundfos companies to ensure that high employee engagement is maintained. Motivation is a key driver of employee engagement (Bhuvanaiah & Raya, 2015; Mehta & Mehta, 2013). Evangeline and Ragavan (2016) observes that engagement emanates from motivation. Grundfos is a global organisation involved in the manufacturing of different types of pump and accessories. It was founded in 1945 by Poul Due Jensen in Bjerrinbro, Denmark where it is headquartered. Currently Grundfos employs more than 19700 employees in 83 companies around the world. Grundfos measures employee engagement using several drivers that include image, group management, immediate manager, co-operation, working conditions, job content, pay and terms of conditions, and learning and development (SharePoint, 2021).

In Grundfos, first line managers' main responsibility is to keep employees engaged, hence the reason for selecting first line managers for this study. Like many other global organisations, Grundfos needs competent and effective leadership who can manage employee engagement, hence the use of EMS. The EMS survey is sent to all Grundfos companies around the world, and it is run by the human resources department. Its main purpose is to check the engagement level of employees on a yearly basis. Every Grundfos company receives the same EMS survey, and the results are shared with individual first line managers, indicating the level of engagement of their subordinates. This ensures that first line managers maintain high levels of employee engagement in the organisation. However, the VUCA

environment requires organisations to be agile, adaptive, and fully utilize the employees' capabilities and be talent magnets.

This prompted the researcher to examine whether agile, adaptive and multiplier leadership styles are exhibited by first line managers in Grundfos companies and their effects on employee engagement. Employee motivation is an important element of employee engagement (Shamila, 2013). Leaders in organisations have the task of keeping employees engaged especially in a VUCA and digitalized world. Effective leadership is necessary to ensure that organisational goals are attained through a motivated workforce. Employees tend to perform better if they are motivated (Ganta, 2014). Organisations encounter challenges in ascertaining the most appropriate leadership style to improve employee engagement. Hence, this study aims to examine the relationship between three leadership styles that is, adaptive, agile and multiplier, and employee engagement in a global pump manufacturing organisation from the perspective of first line managers.

Given the limited research that directly links first line managers to employee engagement, this study intended to contribute to the leadership literature by creating a deeper understanding of the interrelations between leadership styles and employee engagement. The study investigated the moderating role of existential thinking in the relationship between leadership styles of first line managers in Grundfos and employee engagement. Limited academic attention has been paid to the contemporary leadership styles of first line managers in relation to employee engagement on a global scale.

1.3 RESEARCH PROBLEM

Many organisations experience challenges regarding employee engagement, and this has been worsened by the unprecedent coronavirus pandemic, technology advancement, organisational changes, and

globalisation. Therefore, effective leadership is crucial to avert poor employee engagement challenges especially under the current harsh business operating environment (Shafiq & Ben, 2017). The leadership approaches or tactics to be employed by leaders should be able to solve employee engagement challenges. The current business operating environment is also challenged by stiff competition, volatility, uncertainty, complexity and ambiguity, hence the need for adept leadership. The problem is that in many organisations, not all managers have strong leadership qualities that suit the current operating environment, including in Grundfos companies.

Organisations should develop leadership approaches to enable them to thrive in an era of globalisation, technology advancement and a COVID-19 pandemic as all these have implications for employee engagement. During these turbulent times, organisations should utilize employees' engagement to leverage competitive advantage. This highlights the need for organisations to adopt new and relevant leadership styles that suit existing operating challenges (Kniffin, Narayanan & Anseel, 2021). These challenges require a new dimension of leadership approach; however, many organisations still employ traditional leadership styles to tackle contemporary issues. Extensive research has been undertaken to analyse the effect of traditional leadership styles on employee engagement (Akanji, Mordi, Ajonbadi & Mojeed-Sanni, 2018; Carasco-Saul, Kim & Kim, 2015; Carter & Baghurst, 2014; Sadeli, 2015; Shuck & Herd, 2012) but research is lacking on leadership styles necessary to address the leadership challenges pertaining to employee engagement. Yukl and Mahsud (2010) observe that there is more research needed on the impact of adaptive leadership on organisational performance as it is an important leadership style especially during turbulent situations. They uphold that more research is needed for assessing the impact of adaptive leadership on performance especially in situations where the organisation experiences challenges focusing on first line managers.

Leadership can be considered an important resource for organisations that need improved engagement. If left unmanaged it can lead to lack of organisational coordination, employee demotivation, and business lost to competitors. Managing and developing leadership contributes to greater benefit to the organisation. According to Storey (2016, p. 137), “The skills and confidence to manage and lead others are especially difficult to acquire without the opportunity to learn by doing these things in a work situation”. The expectations from most organisations on leaders is extensive and consequences are noticeable if they fail to deliver, especially on the management of employees. Leadership is important for successful employee engagement and satisfaction. The majority of organisations need to ensure that leaders are trained and prepared for managing employee dynamics and complexity.

According to EMS survey results for 2021, only 64% of the managers have strong leadership qualities (Grundfos, 2021). This affects employee engagement; hence it is important that the remaining 36% be improved to attain strong leadership as well. Although adaptive, agile and multiplier leadership approaches seem to be useful for employee engagement, they are not well explored in literature especially in relation to first line managers. Hence, there is gap in literature regarding the analyses of adaptive leadership, agile leadership, and the multiplier leadership in relation to employee engagement. Little is known about the potential influence of these leadership styles on employee engagement. Although leadership has been considered a crucial element in employee engagement (Anitha, 2014; Carasco-Saul et al., 2015; Stanislavov & Ivanov, 2014), not much has been researched on these leadership styles, and according to the researcher’s knowledge, this is the first research to analyse and explore their relationship with employee engagement. The philosophy of existentialism and its implications on leadership has been explored by many scholars (Agarwal & Cruise Malloy, 2000; Agbude, Obayan, Ademola & Abasilim, 2017; Fusco,

O'Riordan & Palmer, 2015) and it is an important philosophy to be considered in contemporary leadership. The quest to improve on leadership needs the influence of existentialism. Research on finding the moderating impact of existential approach between these leadership styles and employee engagement has, however, been limited.

If employee engagement is not addressed in organisations, it can lead to high employee turnover and affect organisational performance (Bin, 2015; Markos & Sridevi, 2010). Chandani, Mahta, Mall & Khokhar (2016) assert that attending to employee engagement will reduce turnover while Sorenson (2013) indicates the importance of employee engagement for increasing productivity and profitability. This prompted the researcher to explore whether these leadership styles are practiced in Grundfos by first line managers and to determine the relationship, if any, with employee engagement. This study intends to assist organisations in determining whether the contemporary leadership styles are useful in achieving the desired employee engagement results especially during turbulent times. This study heeded the call made by Bin (2015), who encouraged further studies to examine developing plans for employee engagement at an organisational setup, and also the study of Dike, Odiwe, Ehujor and Dike (2015) who recommended that 21st century leadership should find ways of motivating and engaging low performers while they embrace high performers.

1.4 PURPOSE STATEMENT

The purpose of this quantitative study was to investigate the relationship between leadership styles and employee engagement. The focus of the study wwas on adaptive, agile and multiplier leadership styles, and how they impact on employee engagement. The study also explored the moderating role of existential thinking in the relationship between leadership styles and employee engagement in a global pump manufacturing organisation from

the perspective of first line managers, and was guided by the research objectives presented below.

1.4.1 Primary objective

The main objective of this study was to examine the relationship between the leadership styles, namely adaptive, agile and multiplier, and employee engagement in a global pump manufacturing organisation from the perspective of first line managers.

1.4.2 Secondary objectives

1. To investigate the predominant leadership style for employee engagement of first line managers in a global pump manufacturing organisation;
2. To explore and explain relationships between the leadership styles of first line managers (adaptive, agile and multiplier) and employee engagement in a global pump manufacturing organisation;
3. To establish the moderating role of existential thinking on the relationship between the leadership styles of first line managers (adaptive, agile and multiplier) and employee engagement in a global pump manufacturing organisation;
4. To broaden the horizon, where possible, of the Twenty-Sixty-Twenty (TST) theory by introducing appropriate leadership styles and approaches.
5. To recommend a leadership framework for employee engagement in the contemporary global business operating environment.

1.5 RESEARCH QUESTIONS

The following are the main research questions of this study:

1. What is the predominant leadership style of first line managers for employee engagement in a global pump manufacturing organisation?
2. What is the relationship between the leadership styles of first line managers (adaptive, agile and multiplier) and employee engagement in a global pump manufacturing organisation?
3. What potential role does existential thinking play in moderating the relationship between the leadership styles of first line managers (adaptive, agile and multiplier) and employee engagement in a global pump manufacturing organisation?
4. What are the appropriate additional leadership attributes of the Twenty-Sixty-Twenty (TST) theory?
5. What is the ideal conceptual framework for employee engagement in the contemporary business operating environment?

1.6 SIGNIFICANCE OF THE STUDY

Extensive research has been undertaken on employee engagement but mostly focussing on the transformational, transactional, *laissez-faire*, servant and other leadership styles (Bezuidenhout & Schultz, 2013; Chin, Yap Peng Lok & Kee Peng Kong, 2019; Datche & Mukulu, 2015; Mozammel & Haan, 2016; Popli & Rizvi, 2016; Woodcock, 2012; Zhang, Avery, Bergsteiner & More, 2014). The agile, adaptive and multiplier leadership styles appear to influence employee engagement but lack attention in the literature. This study therefore took a different approach by introducing these three constructs to the field of leadership in relation to employee engagement. The study examined the relationship between leadership styles in terms of agility, adaptivity and the multiplier effect, and employee engagement. It then recommended a leadership framework for employee engagement suitable for the contemporary business operating environment.

The study aimed to extend Annunzio's TST leadership theory through the introduction of existential thinking, making it a unique contribution to the leadership literature. In respect of practical contribution, this study explored whether the TST proportions in Annunzio's model can be shifted to the right so that a greater percentage of employees become more engaged. The study thus identified new insights regarding the leadership approach and tools, when faced with the current challenges of employee engagement, focusing on contemporary leadership styles, which has been an ongoing debate among theorists. Extensive literature in the field of leadership indicates that leadership styles of first line managers have not been well explored. The leadership approach of first line managers could be enhanced through understanding prevalent leadership styles.

Since first line managers at Grundfos are mainly responsible for employee engagement, this study focused on them, and provided a perspective of first line managers from different countries. It examined leadership styles suitable for application in the contemporary operating business environment. Furthermore, the study could provide global organisations with a better understanding of the leadership styles to consider for employee engagement for the betterment of the organisation. The implications of not conducting such an intervention may include a continued struggle with issues of employee engagement due to a dearth of knowledge as to suitable leadership styles, since it is likely that poor employee engagement will lead to reduced organisational performance and high staff turnover.

1.7 DELIMITATIONS OF THE STUDY

This study has several delimitations. Firstly, it focuses on three leadership styles which are agile, adaptive and multiplier. This is because the study used the leadership styles that complement the contemporary operating environment for organisations. Other leadership styles could potentially be considered in future research. Secondly, only first line managers with more

than four direct reports were considered for this study, the reason being that the first line managers with less than four employees reporting to them were not eligible to receive an EMS report which is necessary for this study, and hence were unable to fully answer the questionnaire. Since there are very few first line managers with less than four direct reports, the validity of the research was not affected. Finally, albeit there are many existential philosophers such as Kierkegaard, Nietzsche and Heidegger, this study focused on Sartre's existential philosophy. Sartre was drawn on for this research because of his emphasis on being-for-others, meaning that individuals are consciously aware that their conduct affects the others.

1.8 STRUCTURE OF THE THESIS

This thesis is presented in seven chapters. The first chapter provides an introduction and background of the work to be covered in the study. Chapter two explores the relevant literature pertaining to leadership and employee engagement. The conceptual framework, research design and methodology, presentation of research findings and discussion of research findings is covered in chapters three, four, five and six respectively. The final chapter focuses on conclusions and recommendations.

Chapter 1: Introduction and background to the study

Chapter one introduces the background to the study. The problem which informs the study is identified and the purpose and rationale to be used in the study explained. This chapter briefly touches on the research design, methodology, delimitation of the study and contribution to body of knowledge. A detailed overview of Grundfos and the justification of why it was chosen for the research is provided.

Chapter 2: Literature review

Chapter two discusses the important theoretical concepts on leadership. This chapter draws further attention to the evolution of leadership and

explains in detail the leadership styles. Leadership at continental and global level, and the impact of globalisation is explained and a review of the literature on employee engagement provided.

Chapter 3: Conceptual framework

Chapter three focuses on the conceptual model of the study. A conceptual model and key concepts are explained. This chapter examines previous research on employee engagement facilitating an in-depth understanding of theories and concepts. It examines previous research done on the effect of leadership styles on employee engagement and examines the effect of existential thinking on employee engagement, with the aim of building a theoretical framework for this study. The hypothesis tested in this study is derived from this framework.

Chapter 4: Research design and methodology

Chapter four discusses the research paradigm, research design and methodological approach used in this study. It provides a justification of the quantitative approach and surveys that were employed. This chapter discusses the data collection and data analysis utilised in this study.

Chapter 5: Presentation of research findings

Chapter five highlights the empirical findings of the study consisting of the demographic information and other descriptive and inferential statistics. The chapter presents the results of the tested hypothesis in this study.

Chapter 6: Discussion of research findings

Chapter six discusses the research findings of the study in comparison to the existing theories and literature in relation to the relationship between agile, adaptive and multiplier leadership styles and employee engagement. The moderating effect of existential thinking is explored in this chapter.

Chapter 7: Conclusion and recommendations

Chapter seven provides a summary of all the empirical findings in this study. It revisits the research objectives, provides a summary of all the previous chapters and discusses the contribution to the body of knowledge. Finally, it presents recommendations and areas of future research.

CHAPTER 2
LITERATURE REVIEW

2.1 INTRODUCTION

This chapter discusses the relevant literature on leadership. Organisations are drawn by the concept of effective leadership. Leadership plays a central part in moulding the actions of employees and how they behave and perform (Uchenwamgbe, 2013; Veliu, Manxhar, Demiri & Jahaj, 2017). According to Ojokuku, Odetayo and Sajuyigbe (2012, p. 202), a leader is a "person who influences, directs and motivates others to perform specific tasks and also inspire his subordinates for efficient performance towards the accomplishment of the stated corporate objectives". McShane and Von Glinow (2000, p. 360) define leadership as "influencing, motivating, and enabling others to contribute toward the effectiveness and success of the organisations of which they are members". "Leadership is a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2021, p. 6).

Bosiok (2013) asserts that there are different ways to classify leaders, and leadership style is one of them. Leadership style is "the manner and approach of improving direction, implementing plans and motivating people" (Bhargavi & Yaseen, 2016, p. 90). Many studies have focused more on transformational and transactional approaches to leadership. For organisational success, transformational leadership appears to be a common approach as compared to transactional leadership style (Kebede & Demeke, 2017; Voon, Lo, Ngui & Ayob, 2011). Vorbach (2017) demonstrates using the Thomas-Kulmann conflict mode instrument model which suggests that there is a need for different leadership styles depending on specific situations. Several authors (Advani, 2015; Naile & Selesho, 2014; Razak, Sarpan & Ramlan, 2018) suggest that both transformational

and transactional leadership styles are important for employee performance. In contrast, Prabowo, Noermijati, and Irawanto (2018) suggests that transformational leadership has no significant effect on employee performance.

Gopal and Chowdhury (2014) observes that transformational leadership styles motivate employees more than transactional leadership styles may do. With organisations facing globalisation and more complex operating environments, a more robust approach to leadership is necessary; hence, leaders need to be agile (Joiner & Josephs, 2007), adaptive and have the ability to fully utilise the capabilities of employees. This is because leadership significantly impacts employee engagement (Chandani et al., 2016; Mughal & Iraqi, 2020). However, Khan and Altaf (2015) argues that leadership does not influence how employees are engaged. This study examines leadership approaches that promote two-way interaction between leaders and followers rather that the traditional one-way approach where decisions come from leaders to followers without the followers' involvement.

2.2 LEADERSHIP AND MANAGEMENT

Management has been a central aspect in the past years where good management was considered as indicative of business success. According to Daft (2014, p. 13), "management can be defined as the attainment of organisational goals in an effective and efficient manner through planning, organizing, staffing, directing, and controlling organisational resources". Ulrich and Smallwood (2012) suggest that "leadership occurs when the organisation builds a cadre of future leaders who have the capacity to shape an organisation's culture and create patterns of success". In the recent past there has been a significant shift from management to leadership, particularly the combination of the two but with more emphasis on the latter. However, it is not always easy for organisations to find managers who have

leadership capabilities and as a result there is often confusion about what the terms “management” and “leadership’ really mean in the business world.

In the business environment the terms leadership and management are frequently used interchangeably although they are different in several aspects (Johnson & Hackman, 2018). There are diverging views in relation to leadership and management, as viewed from the perspective of different authors. Johnson and Hackman (2018) suggest that there are four primary definitional themes, namely (i) leadership is about who you are; (ii) leadership is about how you act; (iii) leadership is about what you do; and (iv) leadership is about how you work with others. Several authors have emphasised that leaders should possess certain traits and characteristics, hence different definitions have been highlighted:

- Armstrong (2012, p. 4) defines leadership “as the ability to persuade others willingly to behave differently. It is the process of influencing people – getting them to do their best to achieve a desired result. It involves developing and communicating a vision for the future, motivating people, and securing their engagement”.
- Leadership is “the combination of characteristics or personal traits in an individual that compels that person to inspire others to achieve goals that, without the leader’s motivation, would not normally be accomplished” (Bertocci, 2009, p. 9)
- According to Carter (2013, p. 70), “Leadership is the use of influence over the behaviour of others to encourage them to achieve certain objectives”..
- Leadership “is a process whereby an individual influences a group of individuals to achieve a common goal” (Northouse, 2021, p. 6)
- According to Johnson and Hackman (2018, p. 12), “leadership is human (symbolic) communication that modifies the attitudes and behaviours of others in order to meet shared group goals and needs”.

- Leadership refers to “images of powerful and dynamic individuals who command victorious armies, manage corporate empires from the top of glittering skyscrapers or shape the future of nations” (Demirtas, 2020, p. 1).

2.2.1 Managers as leaders

The differences between leadership and management have been an ongoing debate for decades. According to Sharma and Jain (2013), although leadership (leaders) and management (managers) are different, they cannot be separated because managers should possess leadership skills. Sochova (2020) argues that all managers are already leaders. McKee, Kemp and Spence (2012, p. 7) notes that a manager is “an individual who makes plans, organises and controls people, production and services; and regulates or deploys resources” while a leader is “a person who is out in front, influencing and inspiring people to follow”. The current operating environment for many organisations expects competent leadership with excellent leadership skills. According to Adair (2011), leadership skills are considered an inherently important quality of great managers. A good manager is thus by definition a leader. Equally, a good leader will also be a good manager. However, there are a number of the differences in responsibilities between managers and leaders. Managers have a broader task of planning, organising, leading, and controlling. They are also involved in motivating, coaching, and directing employees to achieve organisational goals. There is a need for a paradigm shift in considering managers as merely supervising employees.

According to Bandow and Self (2016), the current business environment requires managers to develop leaders. This is a clear indication that leadership is a necessary component for successful organisations. Managers should be assured of sufficient training to become proficient in both management and leadership. Arguably, being a manager does not

automatically make someone a leader. Sometimes managers need to be put through leadership development programmes that instil leadership skills in them. According to Storey (2016, p. 141), “the term ‘leadership’ in itself signals some shifts in skill needs which the word ‘management’ does not seem to embrace so clearly”.

Leadership has proven to be a salient topic in many institutions, both public and private. The emphasis on the significant importance of leadership and its implications to businesses and organisations has received increasing attention. The leadership domain consists of contradicting facets differing in application. The core focus on ensuring that leaders should exhibit certain traits to achieve targeted business growth cannot be sufficiently emphasized. Organisations are likely to benefit a great deal if managers exhibit leadership capabilities. Thus, managers and leaders are distinguishable in their actions, as shown in Table 2.1, although these terms were once interchangeable. A majority of managers fail because they do not possess leadership qualities which can be detrimental to employees and consequently to organisations. Leadership capabilities vary with regard to positions from being a team leader to directorship where strategies for organisational transformation are necessary. Effective organisations are highly dependent on managers who are equally leaders (Carter, 2013; Lunenburg, 2013; Zaleznik, 2004). The differences are presented in Table 2.1 below; organisations tend to benefit if both sets of characteristics are embraced by their management team. Stein (2016) adds that there is now more need for leaders than managers in organisations. Therefore, organisations should either develop managers or encourage managers to behave like leaders.

Table 2.1: Differences between managers and leaders

Managers	Leaders
Are transactional	Are transformative
Seek to operate and maintain current systems	Seek to challenge and change systems
Accept given objectives and meanings	Create new visions and new meanings
Control and monitor	Empower
Trade on exchange relationship	Seek to inspire and transcend
Have short-term focus	Have long-term focus
Focus on detail and procedure	Focus on the strategic big picture
Do things right	Do the right things
Are reactive	Are proactive

Source: Ali (2013); Jibreal (2021)

Management and leadership differ in many aspects (Ahmad, 2020; Kotter, 2013; Simić, 2020). Being in a management position as compared to being in a leadership position require different responsibilities although contemporary leaders are expected to be knowledgeable in both areas. Table 2.2 below illustrates the differences between management and leadership where management's core focus is on planning and budgeting, organizing and staffing, and controlling and problem solving, whereas leadership focuses on establishing the company's direction, aligning people, and motivating and inspiring employees. According to Algahtani (2014), although the management and leadership functions are distinctly different, organisations will greatly benefit if these functions are utilised in a complementary manner.

Table 2.2: Differences between management and leadership

Management	Leadership
Planning and budgeting Setting targets or goals for the future, typically for the next month or year; establishing detailed steps for achieving those targets, steps that might include timetables and guidelines; and then allocating resources to accomplish those plans.	**Establishing direction** Developing a vision of the future, often the distant future, along with strategies for producing the changes needed to achieve that vision.
Organizing and staffing Establishing an organisational structure and set of jobs for accomplishing plan requirements, staffing the jobs with qualified individuals, communicating the plan to those people, delegating responsibility for carrying out the plan, and establishing systems to monitor implementation.	**Aligning people** Communicating the direction to those whose cooperation maybe needed so as to create coalitions that understand the vision and that are committed to its achievement.
Controlling and problem-solving Monitor results versus plan in some detail, both formally and informally, by means of reports, meetings, etc.: identifying deviations, which are usually called “problems”; and then planning and organizing to solve the problems.	**Motivating and inspiring** Keeping people moving in the right direction despite major political, bureaucratic, and resource barriers to change by appealing to very basic, but often untapped, human needs, values, and emotions.

Source: Kotter (2008, pp. 4-5)

The distinction between managers and leaders appears to be ambiguous to many organisations. Most of the managers are assumed to be leaders whereas that is not the case. The difference between these two constructs remains clearly defined with the output at organisational level. The manifestation of the notion that all managers are seen as leaders appears to have clouded the judgement of many organisations to the extent that they have more managers than leaders, a detrimental situation which can lead to failure. Strong and effective leadership emanates from development of managers. Strategic initiatives and enablers should be put in place at organisational level to ensure that managers have leadership capabilities. A clear distinction regarding behaviour between managers and leaders is one of the leading factors in differences in productivity levels. The leadership skills required to be exhibited by managers in different situations is highly dependent on leadership experience, exposure, and development. However, having leadership skills does not guarantee success in most cases, as other leaders might not have strong leadership skills. Consequently, failure will be imminent due to lack of the necessary leadership capabilities that are necessary for driving organisations, especially in times of crisis.

The literature on management and leadership has explored the difference between a manager and a leader in the way they behave, such as managers being keen to remain in the comfort zone whereas leaders are willing to take risks. According to Storey (2016, p. 194), “senior managers are uniquely positioned to lead as strategic decision-makers, organisational role models and change makers”. This highlights the importance of managers acting as leaders, implying that their role is not only to manage employees. Most definitions of leadership portray that a leader should have followers whereas some leaders leave no choice except to be followed. There should be a clear distinction on the followership definition, that is, whether willingly or forced. Being a leader requires certain traits that ensure voluntary followership due to leadership type. However, in some organisations, where

leaders take advantage of their position or title to ensure that they are followed, employees comply regardless of whether they agree or disagree with the actions of the leader. Authenticity, ethics, and morals should be the compass of great leadership. Because leaders are rated highly in organisations, most employees emulate great leadership. Having a leadership position does not guarantee great leadership; neither does it guarantee the suitability or capability required to be a leader. It takes a great effort to become a great leader; and the incompetence of people in leadership positions can result in serious damage, whether in politics, organisations, or business contexts.

There is a widespread perception about leadership and its significant contribution towards organisational success. However, there has been some shift in the discourse and diverse views increasingly indicate that the leadership domain is broad and possesses many meanings depending on different situations. The qualities of leadership for every organisation should be associated with transformational and enterprising traits. More often when organisations fail, top leadership will be blamed and fired. This confirms the notion that organisations may believe leadership is the pillar for survival; however, less effort is being put into improving or developing leaders. Ultimately there is still high risk in the trust placed in the leadership although most of the organisation solely depends on strong leadership to drive and successfully obtain excellent results.

According to Adair (2007), the three-circle model of leadership clearly stipulates what effective leaders should do. The model indicates the importance of integrating the roles rather than using them in isolation. Adair (2007) further explains that “if the common task is achieved, for example, then that tends to build the team and to satisfy personal needs in individuals”, hence the overlapping of the circles (Figure 2.1). Adair’s model highlights the key roles for leaders, which are task, team and individual. The model indicates that the three circles are interdependent, implying that when

the task needs are satisfied then the team and individual needs are also satisfied. “Task needs, however, cannot be met unless attention is paid to individual and group needs, and looking after individual needs will also contribute to satisfying group needs and vice versa”. Leaders should strike a balance between focusing on task needs and team and individual needs, since focusing too much on either one of the three circles while neglecting the other may have negative repercussions (Armstrong, 2012, p. 11).

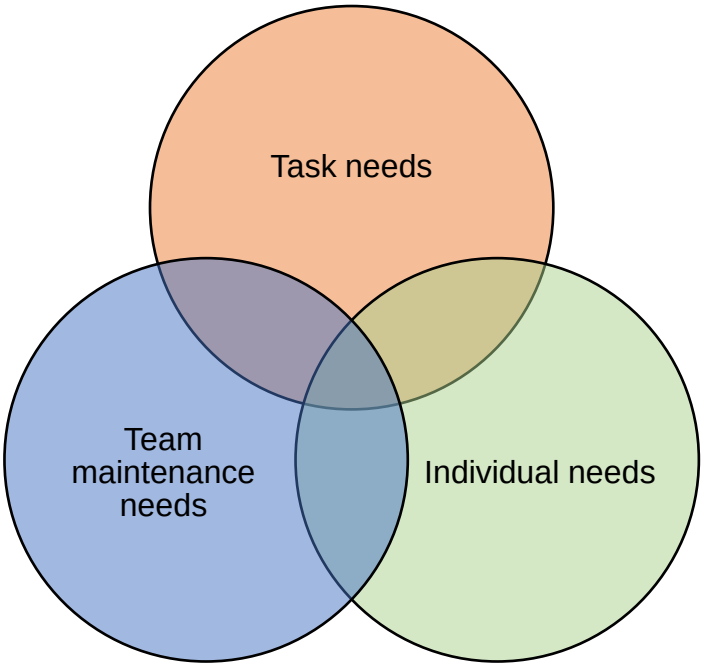

Figure 2.1: Adair’s three-circle model of leadership (Source: Adair (2007, p. 16))

Whereas leadership roles are considered important, their behaviour and influence are part of effective leadership. According to Maxwell and Dornan (2013), leadership is about influencing followers and there are five specific levels that leaders should pass through as part of leadership growth. All leaders start with the level of position and grow to the level of pinnacle. These levels define the relationship development between the leader and the followers, and the subsequent influence and productivity as shown in

Table 2.3. Leadership behaviour determines the level they fall under as this will change as the bond with others grows.

Level one, which is the lowest level, exists only due to rights that a leader holds, implying that it is only a position that is occupied within the organisation and that followers are obliged to follow, not because they want to. This can develop to level two when relationships start to develop, and followers follow the leader willingly. As the leader and followers become more productive and achieve the desired results together, leadership can go to level three where people respect the leader for achievements for the organisation. Level four is reached when leaders focus on people development and followers will appreciate what the leader has done for them. Level 5, which is difficult to attain, occurs when followers respect leaders for what they see in them and appreciate what the leader has achieved in assisting them to reach their potential. Very few leaders will reach level five as it requires more effort as compared to the other leadership levels.

Table 2.3: The five levels of leadership

Level	**Status**	**Description**
Level 1: **Position**	Rights	People follow you because they have to
Level 2: **Permission**	Relationships	People follow you because they want to
Level 3: **Production**	Results	People follow you because of what you have done for the organisation

Level 4: **People development**	Reproduction	People follow you because of what you have done for them
Level 5: **Pinnacle**	Respect	People follow you because of who you are and what you represent

Source: Adapted from Maxwell and Dornan (2013)

Besides leadership roles and behaviour, leaders should also have influence towards their followers. According to Maxwell (2013), leadership influence develops in stages as shown in Figure 2.2 below.

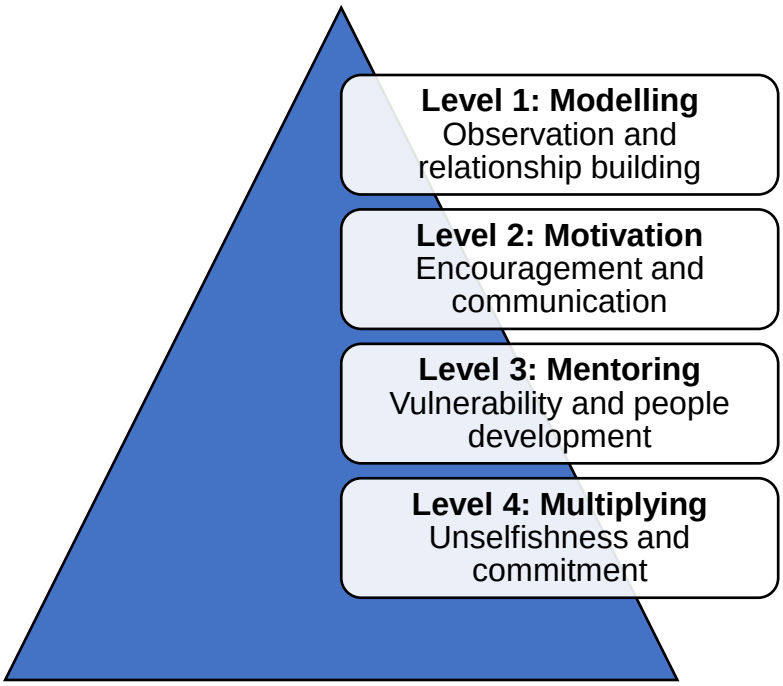

Figure 2.2: Levels of leadership influence

Source: Adapted from Maxwell and Dornan (2013)

Leadership influence starts with level one where followers observe how the leaders behave. This is the important level for leaders to show trustworthy behaviour to build relationships with followers. Followers are easily influenced if they trust and know the leader. The second level of leadership

influence is the ability to motivate the followers. This requires emotional contact between the leader and the follower through encouraging two-way participation and honest communication. Leaders should be able to improve relationships and build confidence during the process; this will increase follower influence significantly. After building relationships and being able to motivate the followers, leaders' influence will grow to level three where mentoring becomes central to improving influence. This level requires leaders to become vulnerable, transparent, and to nurture the potential of followers, as this will enable them to grow both professionally and personally. The highest and final level of influence is the multiplying level. This level is difficult to reach for leaders because it requires effort and time, hence unselfishness and commitment is necessary. Multiplying level requires leaders to mould positive influencers and give individual attention to followers to increase influence.

2.2.2 Qualities of effective leadership

Leaders should exhibit certain characteristics that enable them to inspire their followers. Jasper (2018) highlights the essential qualities for good leadership, emphasizing the importance of building an environment characterised by trust, encouraging the provision of feedback from both the employee and the leader, coaching and mentoring, fully utilising the capabilities of their teams and protecting their teams when necessary. These qualities will lead to leadership effectiveness. According to Heiss (2023), the attributes of effective leadership include having the ability to present a clear vison and direction to their followers, while having the influence to encourage the followers to achieve the desired vision through inspiration, motivation and empowerment. This is depicted in Table 2.4.

Table 2.4: Attributes of effective leadership

Attribute	Description
Vision and direction	A leader should be able to present a clear vision to the organisation. This vision should be communicated and articulated in a way that resonates with employees, partners, and all other respective stakeholders.
Influence	A leader must be able to influence and persuade others to support their vision and direction. This can easily be achieved if the leader can build relationships, establish trust and be a strong communicator.
Inspiration and motivation	An effective leader should have the ability to inspire and motivate others to reach their full potential. An effective leader should be able to create an environment that yields positivity and appreciates employees.
Empowerment	Empowerment is a necessity for great leadership. A leader should be able to empower employees to make decisions and be accountable. Additionally, a culture of trust, transparency and delegation should be embraced to ensure effective leadership.

Source: Heiss (2023)

According to Adair (2007), leadership should exhibit a high degree of enthusiasm as this determines whether the working environment will be

positive or negative for their employees. Integrity is a key component because great leaders should lead by example. Adair (2007) adds that leaders should be tough but fair at the same time in order to be respected by employees. Humility, warmth, and confidence are critical qualities that leaders should display, as shown in Table 2.5.

Table 2.5: Qualities of leadership – across the board

Quality	Description
Enthusiasm	This an essential ingredient in every leader. It cultivates a motivating and nurturing environment.
Integrity	This is the quality that instils trust in leaders. 'Integrity" means both personal wholeness and adherence to values outside the leader – especially goodness and truth.
Toughness	Leaders are meant to be respected hence they need to be resilient and tenacious.
Fairness	Equal treatment of employees is a prerequisite for effective leaders. Impartiality in relation to rewards and penalties is a necessity.
Warmth	Leadership is a matter of mindset as well as heart. Loving and caring for people are essential qualities.
Humility	A traditional quality but very essential for leaders. Signs of a good leader are a willingness to listen and the lack of an overweening ego.

Confidence	Good leaders should exhibit confidence but avoid being overconfident as it leads to arrogance.

Source: Adair (2007, p. 5)

2.2.3 Learning to be an exemplary leader

Not all leaders are born with leadership qualities. According to Demirtas (2020, p. 1), “a leader can be defined as an individual who changes the paradigm of people, creates a vision, motivates followers with internal resources, engrains the idea everyone has something to contribute to the shared goal, leads them and directly affects the flow of events and results”. Knowing how to be a leader is a process and it can be understood through concepts and steps. According to Daft (2014, p. 24), there are five important steps that need to be followed to acquire leadership knowledge, skills and qualities, as shown in Figure 2.3. Daft (2014) further emphasizes that leadership is both an art and science. It implies that managers can improve and develop to become better at what they are doing. Effective leadership, therefore, can be achieved through a process that develops over time depending on the exposure to training and development.

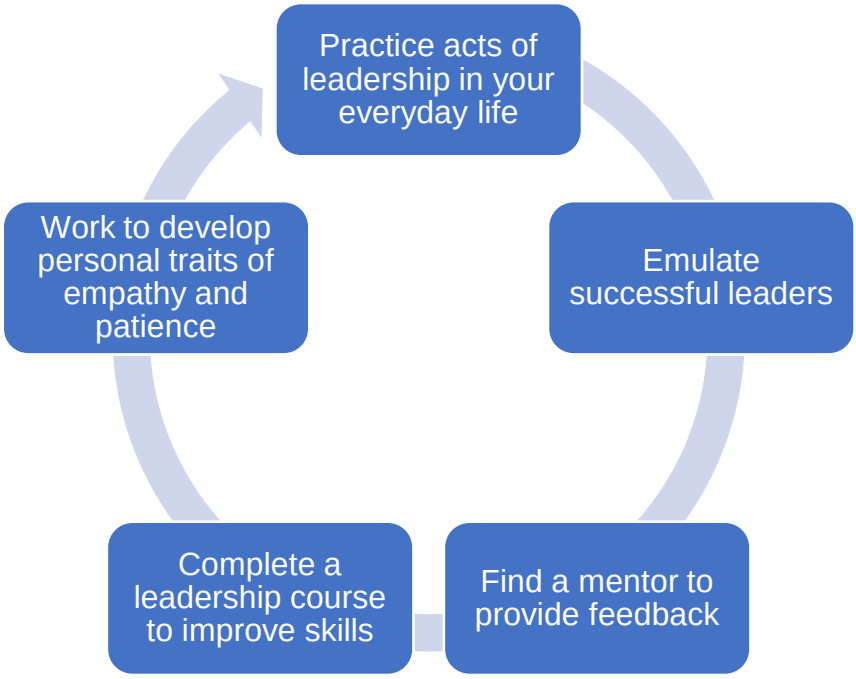

Figure 2.3: Learning to be a leader

Source: Daft (2014, p. 24)

Azhar, Ikram, Rashid and Saqib (2013) suggests that good leadership stimulates and encourages employees and organisations to achieve great performance through various ways as innovators, caretakers, analysts, organizers, guides, strategists, motivators, change enablers/drivers, decision makers, collaborators, risk analysts, as well as evaluators. However, according to Goleman (2021), not all leaders are good. Some exhibit behaviour that is counterproductive and may contribute to employee frustration. Goleman (2021) highlights the differences between good and bad leadership as shown in Table 2.6 below.

Table 2.6: Comparison of good and bad leadership

Good boss	Bad boss
Great listener	Blank wall
Encourager	Doubter
Communicator	Secretive
Courageous	Intimidating
Sense of humour	Bad temper
Shows empathy	Self-centred
Decisive	Indecisive
Takes responsibility	Blames
Humble	Arrogant
Shares authority	Mistrusts

Source: Goleman (2021)

2.3 THE CONCEPT OF GLOBALISATION LEADERSHIP

A consequence of globalisation is that many organisations have been faced with a multitude of multifaceted challenges, hence the exigency for effective and competent leadership. According to Wibbeke and McArthur (2013, p. 7), global organisations "are those that produce and sell goods or services in more than one country, have operations in foreign markets, and have established interdependencies, such as suppliers, who are foreign-based".

2.3.1 Globalisation

Globalisation commenced in the 19th century and has increasingly come under scrutiny in many organisations. As globalisation increases, organisations are forced to review their strategy and consider other resources for survival. Globalisation involves "the social and cultural process in which individuals of different cultural backgrounds interact with each other in all spheres of life more intensively than before" (Dey, 2013, p.

75). According to Brooks, Weatherston and Wilkinson (2010), four phases of globalisation exist. The first phase is the 1880s where the rising of automation that facilitated the easy trading of good and commodities commenced. During the 20th century, the second phase developed where American corporates expanded into profitable markets. The third phase followed the end of World War II through reducing tariff barriers and promoting international trade. Lastly, the fourth phase resulted from technological advancements and the favourable political and economic policies that promote global markets. This is summarised in Table 2.7.

Table 2.7: Four phases of globalisation

Phase	Period	Trigger	Characteristics
1	1830-1890	Rail & ocean transport	Automated manufacturing; cross-border trading of commodities.
2	1900-1930	Electricity and steel production	Emergence of European and American manufacturing and extracting industries.
3	1948-1970s	End of World War II rebuilding	Efforts to reduce trade barriers. Rise of Japanese multinationals, triad nations and branded products.
4	1980-Current	ICT, automation, consultancy, privatisation	Foreign Direct Investment (FDI) fuelling growth in less developed countries, technology and transport innovations, global media, and branding.

Source: Brooks et al. (2010, p. 309)

According to Black and Morrison (2020) there are five stages that organisations follow to reach globalisation phase. As depicted in Figure 2.4, most companies start with a focus on the domestic market then progress to

mixing both domestic and export markets. The third stage is the international focus then localisation focus and lastly the global focus. Black and Morrison (2020) argues that there is no organisation that is born global, indicating that there should be an establishment and stabilization phase before going global. During first stage characterised by low trade and low investments, when organisations face strict restrictions in terms of growth and business opportunities, they will move to stage two in pursuit of the export market. Eventually as companies encounter growth limits in the export market, which is typically the regionally focused market, they will resort to international focus then localisation focus. Finally, the organisations will reach the global focus stage characterised by high trade and high investment. This is the stage that requires competent global leaders.

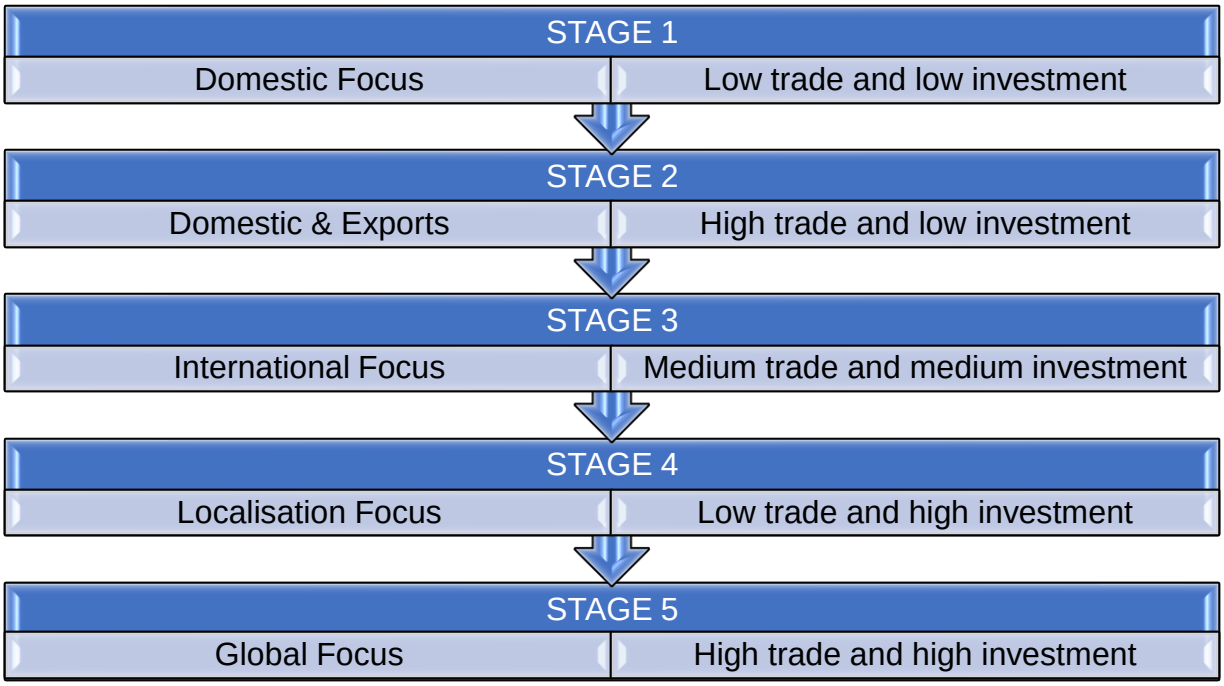

Figure 2.4: Five stages globalisation model

Source: Black & Morrison (2020)

2.3.2 Global leadership in perspective

The implications of globalisation gave rise to the concept of global leadership. There is greater need for organisations to develop their managers to have a global mindset. Organisations operating with a global concept should ensure that even their leaders are able to operate effectively in the global arena. Hence, they should exhibit global mindsets and global leader creativity (Clapp-Smith & Lester, 2014). The evolving complexity, volatility, ambiguity, and uncertainty global market in which organisations operate requires leaders who can counter any unprecedented challenge that might arise. This is supported by Cohen (2010) who emphasises the importance of global mindset for effective global leadership. “The most important attribute required for effective global leadership is not a new set of skills or experience, but rather a new perspective called a global mindset”. A global mindset can be defined as “the ability to influence individuals, groups, organisations, and systems that have different intellectual, social, and psychological knowledge or intelligence from your own” (Cohen, 2010, p. 5). It is considered a significant competency for global leadership (Hassanzadeh, Silong, Asmuni & Abd Wahat, 2015).

Different approaches have been witnessed between global leaders and African leaders. This could be attributed to perceived cultural differences as well as exposure to different leadership approaches. According to Haque, Aydin and Usyal (2017), both global and domestic leaders play almost similar roles which are informational, interpersonal and decisional. However, domestic leadership is still considered as inferior to global leadership because global leaders are more suited to manage complexity and cross-cultural environmental issues (Haque et al., 2017). According to Marquardt and Berger (2012), to be an effective leader for the new global environment, eight key attributes are essential: (i) having a vision that is known to your subordinates; (ii) a service/servant orientation; (iii) commitment to risk taking and innovation; (iv) a global mindset; (v) the

capability and interest in technology; (vi) competency in system thinking; (vii) recognition of the importance of ethics and spirituality in the workplace; and (viii), a model for lifelong learning.

There is a need for leadership transition from a domestic leadership approach to global leadership development, but the dilemma exists in relation to the best approach to use. Prior to globalisation, the leadership approach was less complex because managers and their direct reports merely understood the culture within their operating environment. The advent of globalisation has introduced complexity and uncertainty in the way leaders should behave towards their employees. However, besides these ambiguities presented to leadership in global organisations, there are many options for global leaders that will differentiate them from the rest. First, global leaders should be versatile in their approach depending on several parameters like age, culture, gender, and personalities. Second, strategy and processes for analysing and managing employees with different backgrounds should be implemented. Finally, motivation and engagement of global employees differs, and leaders should take that into account. Global leaders deal with employees and individuals with different cultures and customs. Employee performance at global level brings about difficulties and complexities to leaders at different levels. Cultural differences should be taken cognisance of when leading a team at a global level (Taneja, Sewell & Odom, 2015), as this brings about differences in personalities based on the country of location. Hence, it is a requirement that leaders in global organisations know how to be global leaders. Leaders need to be nurtured and developed to become versatile in managing employees at a global scale. According to Cohen (2010), there are four essential approaches to develop leadership for globalisation, namely examination, education, experience, and exposure as shown in Table 2.8.

Table 2.8: Four essential approaches for globalisation

Approach	Importance
Examination	Leaders will be able to carry out introspection and self-awareness. This approach facilitates the understanding of leader's interest, concerns, and current level of cultural literacy.
Education	Leaders will be able to ponder on their exposure to issues of globalisation, different cultures, and leadership. Knowledgeability and understanding of different countries and their cultures, business procedures and practices is essential. Leaders should be able to apply these concepts across borders.
Experience	Leaders should understand how organisations do business in other parts of the world. The more the learning experience, the better.
Exposure	Leaders should be able to interact focussing on people and roles. Exposure ensures that leaders have reference points of people and mentors who have hands on experience which is critical to assimilating properly and quickly.

Source: Cohen (2010)

Global leadership is necessary especially where globalisation is accelerating at an exponential pace. Organisations and businesses globally are in desperate need of global leaders. This is premised on the assumption of such leaders with a global approach, being well versed and experienced. The challenge of global leaders is the cultural diversity across different countries that require effective leadership skills which many leaders may not possess. Despite recognizing the critical role played by global leaders operating in a global space, the issues of global leadership development are yet to be addressed in many global organisations. There seem to be

many impediments as to the development of global leaders today due to lack of knowledge of the possibilities that could result after integrating skill development and exposure for global leadership. Although globalisation has attracted much attention in many organisations, there is still lack of exposure for senior managers in relation to the complexity of leading people in a global context. Hence, the global leaders should be able to operate in a fast-paced environment that is complex, characterised by intense competition and internationalization.

Leaders play a central role for organisational performance and success in this globalized economy. Although there is still lack of concrete definition for global leadership, Mendenhall et al. (2012, p. 26) defines it as “an individual who inspires a group of people to willingly pursue a positive vision in an effectively organized fashion while fostering individual and collective growth in a context characterised by significant levels of complexity, flow and presence”. According to Goldsmith, Greenberg, Robertson and Hu-Chan (2003), global leaders should be able to think globally, appreciate cultural diversity, be technologically savvy, build partnerships and alliances, and practice sharing leadership. Global environments require leaders who are not only experienced but possess a global mindset. According to Cohen (2010, p. 5), global mindset is defined as the, “the ability to influence individuals, groups, organisations, and systems that have different intellectual, social, and psychological knowledge or intelligence from your own”. Due to the accelerating rate of globalisation, more pressure is exerted on companies to develop leaders who can manage in a global setup. This has resulted in a critical shortage of prepared global leaders hence organisations are compelled to develop and train capable leadership who thrive in complex and uncertain situations.

2.3.3 Global leadership challenges

Leadership faces critical challenges and better leadership is required to achieve results in a complex and uncertain business environment. Hence, leadership has remained at the top of the scholars' debated topics and its popularity is huge. This is because leadership has become the core focus in contemporary organisations. Although many leaders may believe that they are practicing good leadership this may not be accurate, while others unknowingly are great leaders but without a leadership title. Effectiveness and ineffectiveness of leadership emanate from the results achieved through company performance and employee productivity. This is attributed to a lack of proper skills and attributes that enable them to thrive in dealing with the current challenges. Admittedly this lack of exposure poses a significant impediment to attaining positive results for many organisations (Clapp-Smith & Lester, 2014).

Organisational leaders encounter many challenges in rapidly shifting business environments. Globalisation has brought about complexity in business operations as they deal with both national and global cultures. Dealing with and accepting employees from different countries can be a serious challenge for global leaders. Cultural differences across countries presents challenges to global leaders due to the unique characteristics of employees regarding language, beliefs, values and religion (Hofstede, 1993). Moreover, leaders and managers are challenged to keep employees motivated and engaged in the intercultural business environment (Wibbeke & McArthur, 2013). Competent leaders who are capable of succeeding in a complex and competitive context are a necessity to every organisation.

Contemporary leaders require extraordinary leadership skills compounded with other qualities that enable them to lead across national boundaries. Different personality traits, as seen in employees from different

geographical locations, as well as conflicting views, perspectives, values, and unique religious beliefs require leaders that are knowledgeable to lead with a global mindset. According to Black and Morrison (2020), global organisations face the challenge of identifying and retaining competent global leaders although there is potential for managers to develop into powerful global leaders. Black (2020) indicates that global leaders are not born but need training to be developed into effective global leadership. Additionally, global capabilities are essential for all global leaders regardless of their countries of origin, field of work, functions and the type of company they work for. Black and Morrison (2020) suggests that global leaders should be curious, have a clear perspective, have the right character and have business experience.

2.4 LEADERSHIP THEORIES

Leadership itself is complex, both theoretically and practically, hence certain theories were developed to explain and simplify its existence. Leadership theories were defined by Lussier and Achua (2015, p. 15) as “explanation of some aspect of leadership; theories have practical value because they are used to better understand, predict, and control successful leadership”. Extensive leadership theories have been developed since the 1900s; this study focuses on some of these and summarises the following theories of leadership: Trait theory, Behaviour theory, Contingency theory, Path-goal theory, Leader-member exchange (LMX) theory, and the TST theory of leadership. These theories greatly influence how leaders contribute to the behaviour and performance of employees.

2.4.1 Trait theory of leadership

This theory emanates from the 20th century where leadership was determined by the traits in great leaders (Northouse, 2021). The great man approach is part of the trait theory and focuses on qualities exhibited by the

“great social, political, and military leaders, e.g. Mohandas Ghandi and Abraham Lincoln” (Northouse, 2021, p. 19). Trait theories emanated from the Great Man theory (Hunt & Fedynich, 2019) and these theories are almost the same (Malos, 2012). According to Robbins and Judge (2017), leaders were identified as exhibiting certain physical traits and personal characteristics that resemble great leadership. Although Great Man theories and trait theories are similar, other researchers noted that great man theory and trait theory were treated as separate (Hunt & Fedynich, 2019; King, 1990; Malos, 2012; Nawaz, 2016) through differentiation in that great man theory emphasizes that leaders are born and not made while trait theories focus on traits.

Both the Great Man theory and the trait theory were devised with special emphasis on leadership personality (King, 1990). The challenges of applying the trait theory occur when individuals display all the qualities and traits, but they are not leaders. According to Malos (2012, p. 414), “a trait can be thought of as a relatively stable characteristic that causes individuals to behave in certain ways”. Lussier and Achua (2015) highlighted the nine traits that are necessary for effective leadership which includes dominance, high energy, internal locus of control, integrity, flexibility, self-confidence, stability, intelligence, and sensitivity to others. The limitation to this theory is its failure to recognise other aspects of leadership such as values, situation, cognitive abilities, and social skills but rather it focuses on traits (Zaccaro, 2007). However, according to George, Sims, McLean, and Mayer (2007, p. 3), “you do not have to be born with specific characteristics or traits of a leader. Leadership emerges from your life story”.

2.4.2 Behavioural theory of leadership

The behavioural theory was developed as a counter to critiques on trait leadership theory (Salihu, 2019). The behavioural theorists focused on the behaviour patterns of leaders rather than their physical traits (King, 1990;

Robbins & Judge, 2017). The early behavioural era was an extension of the trait period where theorists indicated that leadership can be learned rather than being inherent. This theory is based on the notion that great leaders are made, not born. Robbins and Judge (2017) observe that leaders can be trained to become great, although there is a connection between the leadership behaviour and traits in the sense that the behaviour of leaders is based on their traits (Lussier & Achua, 2015). According to Kovach (2018, p. 3), “these theories begin with the assumption that an effective leader in any achievement context is one who exhibits the behaviours that are most conducive to productivity and group psychosocial growth”.

2.4.3 Contingency theory of leadership

According to Fiedler (1958), effective leaders do not rely on one leadership style but they change styles depending on the situation. Leadership performance is highly dependent on the situation and the leader as well. Fiedler developed a Least Preferred Coworker (LPC) scale (da Cruz, Nunes & Pinhero, 2011) presented in the form of a questionnaire which enables leaders to select a suitable style depending on a specific situation. Fiedler’s questionnaire has three layers, describing the leader-follower relationship, the nature of the task at hand, and the leader’s power (Mitchell, Biglan, Oncken & Fiedler, 1970). Contingency theories focus on the situation at hand, be it work related or the environment (Malos, 2012). This theory “attempts to explain the appropriate leadership style based on the leaders, followers, and situation” (Lussier & Achua, 2015, p. 17). Contingency theory stipulates that leaders should exhibit different leadership styles depending on a given situation (Northouse, 2021). Therefore, there is not one leadership style applicable to all situations (Malos, 2012, p. 416). It may be concluded that, leaders should be able to study a given situation and the surrounding environment and determine the befitting leadership style to exhibit (Uzohue, Yaya & Akintayo, 2016).

2.4.4 Path-Goal theory of leadership

This theory concentrates on encouraging followers to achieve the set goals (Northouse, 2021). It is important that leaders provide support to the followers enabling them to accomplish their intended goals. According to Northouse (2021), leaders should ensure that goals are clearly defined and any obstacles that impede the smooth attainment of goals are removed. Leaders should identify goals, take cognisance of the obstacles, provide training and support, provide acknowledgement and rewards, and set new goals to repeat the whole process (Rubenstein, 2005). This can be achieved by choosing the most suitable leadership styles for the followers. To motivate followers, the leader should be directive, supportive, participative and achievement oriented (Northouse, 2021). According to Deshwal and Ashraf Ali (2020, p. 40), “when a task is stressful and ambiguous, directive leadership is preferred. In a structured task, supportive leadership yields high performance and satisfaction”.

2.4.5 Leader-Member Exchange (LMX) theory of leadership

The core focus of this theory is the relationship between the leader and the follower. According to Winkler (2010, p. 47), Leader-Member Exchange (LMX) theory “conceptualizes leadership as a process of interaction between the leader and follower and centres on the dyadic exchange relationships between both”. This theory places emphasis on two groups, namely in-group and out-group (Northouse, 2021). The leaders have more confidence with in-group members and give them a favourable attitude as compared to the out-group members (Deshwal & Ashraf Ali, 2020). The leaders will give more responsibilities and tasks to employees according to their skills, capabilities and performance, and these are classified as in-group relationships (Demirtas, 2020). Hence, the in-group relationships are of high quality while out-group relationships are of low quality as shown in Figure 2.5. According to Kovach (2018), when this theory is used in

organisations, it results in high employee morale and improved organisational performance. This is because the determinant factor as to which group to belong to is highly reliant on the behaviour of the follower (Winkler, 2010). This contributes to employees being encouraged to change their behaviour and leads to positive attitudes and improved productivity.

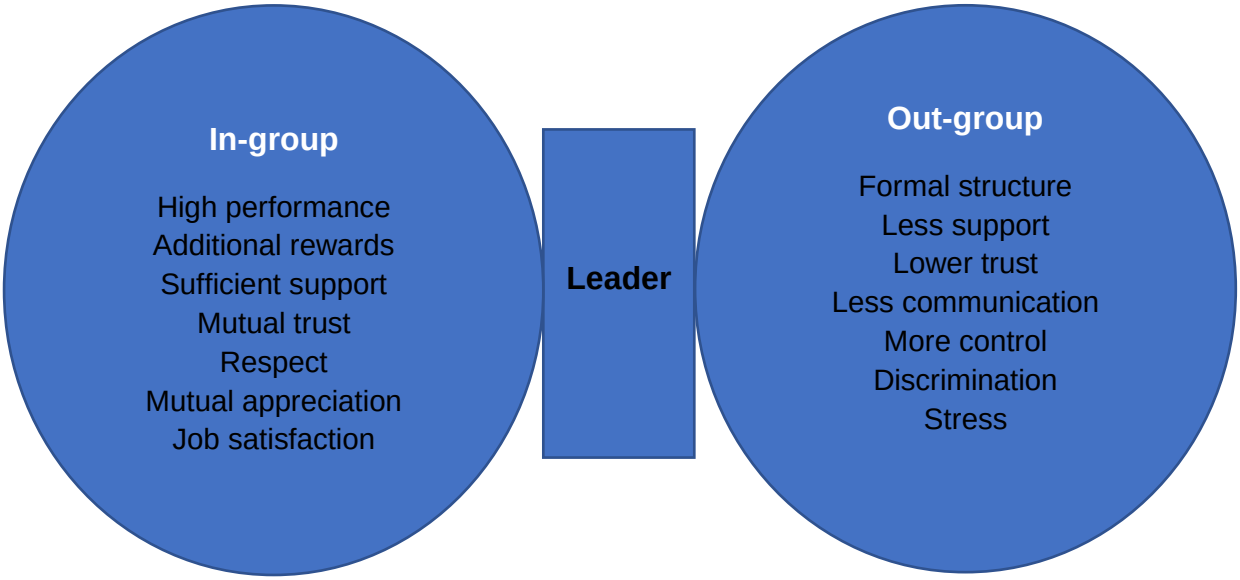

Figure 2.5: Relationships between a leader and followers for in-group and out-group
Source: Adapted from Demirtas (2020)

2.5 LEADERSHIP STYLES

Several authors have highlighted that leadership styles have varying impact on an organisation's performance and effectiveness (Hiwa, Durmaz & Demir, 2021; Khan & Adnan, 2014; Tahir, 2015; Wen, Kelana, Othman & Syed, 2019). Leaders use different methods to get full support and efficiency from their followers. Every leader has a different approach when leading followers to achieve a set of objectives. Moreover, the style of leadership may change to suit a given situation. According to Burton, Kane and Borland (2019, p. 7), "leadership styles need not be static; they can change as the

leader matures, takes on new responsibilities, or self-evaluates and deems change necessary". There are three main elements that determine the leadership style to be employed by a leader; these include the leader, the subordinates, and the situation (environment) as depicted by their interaction in Figure 2.6 below.

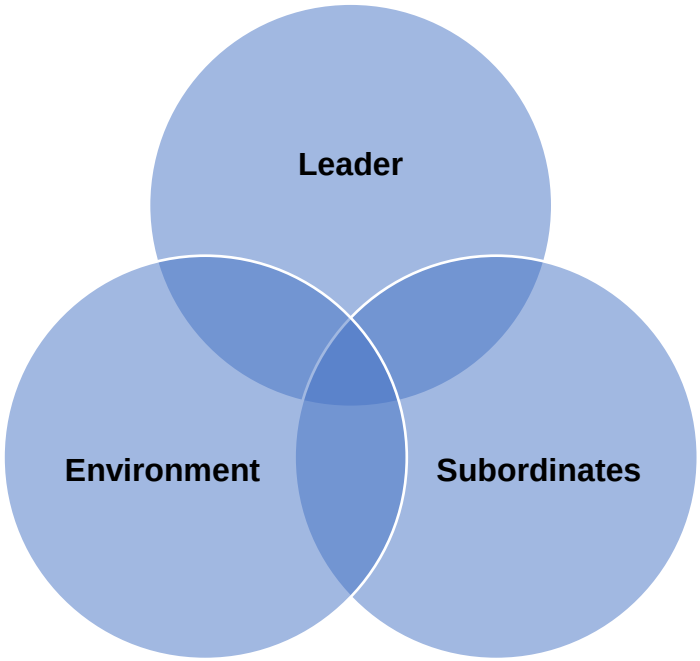

Figure 2.6. Interaction between leader, environment, and subordinates
Source: Burton et al. (2019, p. 7)

According to Armstrong (2012, p. 11), "leadership style is the approach managers use in exercising leadership when they are relating to their team members. It is sometimes called management style". The style of leadership that each leader employs is a determinant factor towards the performance of employees and their respective behaviour. Consequently, leadership styles have huge effects on the performance of the organisation. According to Amah (2018, p. 3), "leadership styles have foundational motives and such motives are reflected in the leadership behaviours". Li, Castano and Li (2018) notes that leadership styles significantly affect employee engagement level. Therefore, leaders should take cognisance of their leadership style as the implications are significant for organisations.

Kaaviyapriya and Xavier (2021) in their conceptual model indicate that leadership style is an important factor for employee engagement. However, Kertiriasih, Sujana and Suardika (2018) reveals that leadership style has no significant effect on employee engagement. Djoemadi, Setiawan, Noermijati and Irawanto (2019) argues that if employees are satisfied, they will consequently be engaged. This study discusses leadership styles that are prominent in literature regarding employee engagement.

2.5.1 Contemporary leadership styles

As opposed to the traditional leadership styles, organisations are now operating in the Industrial 4.0 era that is considered technologically challenged, characterised by high operating risks and high levels of uncertainty. The current environment requires leaders that can apply the appropriate leadership styles suitable for the Industrial 4.0 as well as assisting businesses to survive intense competition. According to Marquardt and Berger (2012), leadership styles that used to work in operating environments that are “stable and predictable” will fall short when exposed to unpredictable and volatile environments.

There are several studies regarding contemporary leadership styles, with Cinnioğlu (2020) indicating that transformational and transactional leadership styles are contemporary and not traditional. However, the findings of Cinnioğlu (2020) are consistent with this study and indicate that agile leadership is necessary for businesses operating in this contemporary environment. Cojocar (2008) adds that adaptive leadership is an important leadership style to be considered in a complex operating environment as shown in Table 2.9 below.

Table 2.9: Contemporary leadership styles

Author(s)	Contemporary leadership styles
Bond (2015)	Transformational Transactional Servant Coaching
Kupangwa, Farrington and Lillah (2015)	Servant Authentic Ethical Participative
Kişi (2019)	Transformational Relational
Cinnioğlu (2020)	Transactional Transformational Technological Visionary Agile
Thompson, Camp, Trimble and Langford (2020)	Autocratic Democratic *Laissez-faire* Transactional Transformational Benevolent Situational

Source: Several authors

2.5.1.1 Transformational leadership style

Transformational leaders are motivators (Jones & George, 2014). Robbins and Judge (2017, p. 433) define transformational leaders as those "who inspire followers to transcend their own self-interests and who are capable of having a profound and extraordinary effect on followers". McShane and

Von Glinow (2010, p. 371) add that transformational leadership is “a leadership perspective that explains how leaders change teams or organisations by creating, communicating, and modelling a vision for the organisation or work unit and inspiring employees to strive for that vision”. Kovach (2018, p. 5) highlights that a transformational leader can transform a normal situation to deliver extraordinary results through employee motivation. Transformational leadership consists of four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Robbins & Judge, 2017).

Esowe, Kabir, Ezekiel and Udo (2017) examined the leadership styles of CEOs and their findings suggest that transformational leadership tends to improve organisational performance. This was supported by Bello (2012) who postulates that transformational leadership style promotes efficiency and effectiveness in attaining company goals. Transformational leadership style also promotes employee motivation (Chipunza et al., 2013). Danso et al. (2020) observes that transformational leadership style influences employee loyalty. However, Razak et al. (2018) argues that transformational leadership styles are not effective in motivating employees. According to Jones and George (2014), transformational managers ensure that employees know the importance of their jobs to themselves and the organisation. Consequently, transformational leaders enhance employee engagement (Al-Amin, 2017; Balwant, Mohammed & Singh, 2019; Bezuidenhout & Schultz, 2013; Chin et al., 2019).

2.5.1.2 Transactional leadership style

Transactional leadership was defined as “leadership largely based on the exchange of rewards contingent on performance” (Avolio, Walumbwa & Weber, 2009, p. 427). Transactional leadership motivates followers (Nanjundeswaraswamy & Swamy, 2014). McShane and Von Glinow (2010, p. 371) add that it is “leadership that helps organisations achieve their current objectives more efficiently, such as linking job performance to

valued rewards and ensuring that employees have the resources needed to get the job done". The employees expect rewards for their performance and the four characteristics that define transactional leaders include contingent reward, management by exception (active), management by exception (passive), and *laissez-faire* (Robbins & Judge, 2017). The transactional leadership style depends on rewards to initiate and maintain employee compliance behaviour (Bello, 2012). Chaudhry and Javed (2012) found out that workers are motivated by transactional leadership style as compared to transformational leadership style and very low by *laissez-faire* leadership style. According to Li et al. (2018), transactional leaders positively influence work engagement while Popli and Rizvi (2016) note that transactional leadership style is positively associated with employee engagement.

2.5.1.3 Laissez-faire leadership style

This style of leadership involves leaders who allow their subordinates to work without interference, involvement, and support. The leader does not take responsibility, does not make decisions, and the leader is absent (Winkler, 2010). According to Robbins and Judge (2017, p. 433), *laissez-faire* which means "let it be" is a passive and less effective leadership style. Chaudhry and Javed (2012) observes that *laissez-faire* leadership style limits the involvement of leaders and employees are given the freedom to make decisions. *Laissez-faire* leadership style is less preferred by employees when compared to transformational leadership style (Mclaggan et al., 2013). Gopal and Chowdhury (2014) indicate that *laissez-faire* is negatively co-related with employee motivation, meaning that leaders should avoid the use of *laissez-faire* leadership style. Popli and Rizvi (2016) suggest that *laissez-faire* leadership style adversely affects employee engagement. However, according to a study by Chipunza et al. (2013), *laissez-faire* leadership style should not be used alone but in conjunction with transformational leadership style.

2.5.1.4 Authentic leadership style

The authenticity of an organisation is depicted through its leadership. Authentic leaders serve as an inspiration to their subordinates (Deshwal & Ashraf Ali, 2020). According to Kovach (2018, p. 5), authentic leaders "are not only relatable, but they are true to their values, exemplify humility and ethics, and demonstrate trust". Datta (2015) found that authentic leadership, besides increasing organisational performance, also improves the quality of work life. Hassan and Ahmed (2011) observe that authentic leadership promotes leader and subordinate trust, and work engagement (Azanza, Mariano, Molero & Mangin, 2015). In the view of Černe, Jaklic and Skerlavaj (2013) when leaders are authentic, their subordinates become more creative and innovative.

Cottrill, Lopez and Hoffman (2014) reveals that authentic leadership is positively correlated with perceived inclusion. This indicates that employees who feel included especially in decision-making feel valued and trusted and are likely to be engaged. George, Sims, McLean and Mayer (2007) identifies self-awareness as the most important factor for authentic leaders. However, Gardiner (2011) criticises authentic leadership in that it fails to consider other aspects that might shift an individual's ability to assume a leadership position such as "social and historical circumstances". When leaders are authentic, they stay true to themselves and their subordinates, increasing the likelihood of improved employee engagement (Wang & Hsieh, 2013). Being able to adjust and adapt to serve the needs of the followers is a key component of authentic leadership (Goffee & Jones, 2009). Kumar (2018) posits that organisations should in future consider authentic leadership as it enhances organisational citizenship behaviour and subsequently organisation growth.

2.5.1.5 Servant leadership style

The concept of servant leadership was coined by Robert Greenleaf in the 1970s. This style of leadership emanates from the transformation style.

According to Deshwal and Ashraf Ali (2020), servant leadership focuses on the development and growth of employees. Servant leaders “put others’ interests before their own” (Kovach, 2018, p. 5). Greenleaf (2002) states that a servant leader is there to serve first rather than to lead. This indicates that servant leaders ensure that other peoples’ needs are met hence the core focus is serving followers. Van Dierendonck (2011) states that servant leadership places greater emphasis on employee development and empowerment. The study by Pawar, Sudan, Satini and Sunarsi (2020) reveals that servant leadership is useful to organisations. Kumar (2018) notes that organisations will in future benefit through the application of servant leadership. According to Carter and Baghurst (2014), servant leadership is necessary for employee engagement. Kaur (2018) observes that there is a positive relationship between servant leadership style and employee engagement. The style of leadership is therefore important in organisations especially for enhanced employee engagement and subsequently for organisational performance.

2.5.2 Leadership for contemporary organisational challenges

Although many scholars have researched different leadership styles, the focus on leadership styles suitable for challenging environments seems to be lacking. It is important for organisations to employ leadership styles that are effective in tackling current challenges. Thus, this study focused on three leadership styles that include adaptive leadership style, agile leadership style, and multiplier leadership style, because they are applicable and beneficial for organisations as they experience globalisation, technological advancements, and the aftermath of the unprecedented coronavirus pandemic.

2.5.2.1 Adaptive leadership style

Adaptive leadership is a leadership model that emphasizes the ability to navigate change and uncertainty. It is based on the premise that leaders

who can adapt to changing circumstances are more likely to succeed in today's rapidly changing world. There are several definitions of adaptive leadership, and they all share a common theme of flexibility and agility. Adaptive leadership involves the ability to anticipate changes and adjust strategies accordingly. It also involves the ability to effectively communicate with team members and stakeholders, build relationships, and create a culture of trust and innovation. Another definition of adaptive leadership focuses on the ability to manage competing priorities and conflicting demands. This requires a willingness to take risks, learn from failures, and make rapid adjustments as needed. Overall, adaptive leadership is characterised by a willingness to embrace change, take risks, and learn from experience. It is a leadership model that emphasizes flexibility, agility, and the ability to manage uncertainty and ambiguity. By developing these skills, leaders can help their organisations stay competitive and successful in a fast-paced shifting business environment.

Adaptive leadership is considered essential in a contemporary organisational setup that is marred by unprecedented challenges and uncertainties. According to Heifetz and Linsky (2011, p. 27), "adaptive leadership is the activity of mobilizing people to tackle the toughest problems and do the adaptive work necessary to achieve progress". Northouse (2021) notes that "an adaptive leader challenges others to face difficult challenges, providing them with the space or opportunity they need to learn new ways of dealing with the inevitable changes in assumptions, perceptions, beliefs, attitudes, and behaviours that they are likely to encounter in addressing real problems". It relates to how managers act in difficult situations when faced with challenges and problems that they do not encounter in daily operations. Therefore, the main focus of adaptive leadership is on employees and how they effectively implement strategic moves that promote a culture of change adaptation, meaning that it is focused on followers. Change is one of the aspects that adaptive leaders deal with effectively. As a result, they create an environment conducive for

employees to manage and accept change (Northouse, 2021). Accordingly, leadership should focus on initiatives that promote employee adaptation and the ability to deal with unprecedented changes and challenging environments.

Several authors have highlighted the inherent need for organisations to employ adaptive leadership approaches to curtail complex, unpredictable, and uncertain environments (Dunn, 2020; Northouse, 2021; Torres, Reeves & Love, 2012; Yukl & Mahsud, 2010). This will enable organisations to smoothly manoeuvre through tricky situations. The problem of navigating through difficult challenges that organisations may experience can be achieved through implementing adaptive leadership to facilitate viable solutions. Leadership should develop an adaptive mindset and take an adaptive leadership stance to promote adaptive performance and consequently have adaptive teams (Dunn, 2020). However, many leaders still struggle to differentiate between these challenges and consequently "treat adaptive challenges as if they were technical problems" (Heifetz & Laurie, 1997, p. 133).

Bagwell (2020) states that leaders need to adopt the adaptive leadership style in order to thrive in difficult situations, especially after the coronavirus pandemic that forced changes with reference to the way organisations used to operate. When organisations are faced with high levels of uncertainty, they tend to orient towards leadership styles that will assist them in managing the situation, hence the importance of adaptive leadership style. Adaptive leaders possess traits that enable them to work with employees to accept situations that seem abnormal, creating a picture of normality. Therefore, adaptive leadership is more follower centred through the cultivation of mindset shift from negative thinking towards positivity when faced with challenges (Northouse, 2021).

The challenge of building and maintaining a strong workforce that is determined to carry the organisation through difficult times while creating a conducive environment for employee well-being is essential for organisational competitive advantage. For this reason, leaders should be able to utilize collective thoughts from their followers thereby facilitating a mindset shift through the process (Northouse, 2021; Yukl & Mahsud, 2010). The ability of the leaders to promote a mindset shift and model a productive and yet positive environment for employees demands adaptive leadership (Bagwell, 2020).

2.5.2.1.1 The concept of adaptive leadership

According to Heifetz and Linsky (2011), adaptive leadership involves three processes that include being observant, the ability to interpret what has been observed, and proposing proper interventions. In most situations leaders want to identify solutions without proper investigation. For leaders to achieve the best results while simultaneously monitoring their surroundings, they should have the ability to “get to the balcony” and above the “dance floor” to have a bird’s eye view of the situation from a distance. This is an important skill for leaders to master as it facilitates the understanding of events while at the same time managing other potential dynamics. Many authors highlighted six important principles involved in designing effective interventions for leading adaptive work as shown in Table 2.10 (Heifetz & Linsky, 2011; Heifetz & Laurie, 1997; Northouse, 2021).

Table 2.10: Six important principles for adaptive work

Principle	Description
Get on the balcony	Be observant of organisational issues from a distance while being fully aware and in control. This creates a platform for leaders to "see the big picture – what is really happening."
Identify the adaptive challenge	Ability to distinguish between technical and adaptive challenges. Failure to separate these two challenges results in wrong leadership approaches being utilized.
Regulate stress	Being able to manage stress among employees is an important factor during the period of change and uncertainty. Adaptive leaders should have the ability to balance between "the need for change" and "monitoring the stress people are experiencing."
Maintain disciplined attention	Employees often resist change hence adaptive leaders should be able to motivate people to "focus on the tough work they need to do" in facilitating the expected change.
Give the work back to the people	"This means empowering people to decide what to do in circumstances where they feel uncertain, expressing belief in their ability to solve their own problems, and encouraging them to think for themselves rather than thinking for them"

Protect leadership voices from below	Leaders should be open to different views and ideas from all employees even if they are of lower status. "Adaptive leaders should try to resist the tendency to minimize or shut down minority voices for the sake of the majority."

Source: Heifetz and Linsky (2011); Heifetz and Laurie (1997); Northouse (2021)

Organisations put in place procedures and processes to tackle technical challenges. These challenges are manageable, and leaders usually take the lead in the provision of solutions. The employees are dependent on the leader's skills and abilities to create a platform where it is conducive to manage the technical challenges. The planning and anticipation for the occurrence of the technical challenges enables organisations to put arrangements in place to facilitate their management. Where the problems are not technical in nature, they are classified as adaptive challenges. According to Heifetz and Laurie (1997), organisations are faced with challenges that require an adaptive approach. These range from lack of coordination and cooperation among departments to being involved in the restructuring process. During the re-engineering period, organisations need to encourage employees to accept change and motivate for behavioural change. Accordingly, these adaptive challenges can effectively be managed through employing adaptive leadership. Heifetz and Linsky (2014) outlines the pre-conditions of being an adaptive leader which includes (i) getting rid of the broken system's illusion; (ii) distinguishing technical problems from adaptive challenges; (iii) differentiating leadership from authority; (iv) learning to live in the productive zone of disequilibrium; (v) observing, interpreting intervening; (vi) engaging above and below the neck; and (vii) connecting to purpose.

Table 2.11: Differences between technical and adaptive challenges

Kind of Challenge	Problem Definition	Solution	Locus of Work
Technical	Clear	Clear	Authority
Technical & Adaptive	Clear	Requires Learning	Authority & Stakeholders
Adaptive	Requires Learning	Requires Learning	Stakeholders

Source: Heifetz and Linsky (2011, p. 28)

Heifetz and Linsky (2011) observes that leaders are faced with different types of challenges which are identified as technical or adaptive, as shown in Table 2.11. The challenges that the organisations are prepared to tackle with proper knowledge and procedures in place are referred to as technical. These challenges have proven to be manageable, unlike the adaptive challenges which are difficult to tackle. Adaptive leadership does not have ready solutions available. Heifetz and Linsky (2011) further indicates that adaptive leadership requires experiments, new discoveries, and adjustments as they are complex and not well defined. Moreover, adaptive challenges require organisations to innovate and also to learn. For leaders to identify whether they are faced with an adaptive challenge, there are seven ways to check, as shown in Figure 2.7 below. Leaders experience adaptive challenges if they are presented with the following seven scenarios:

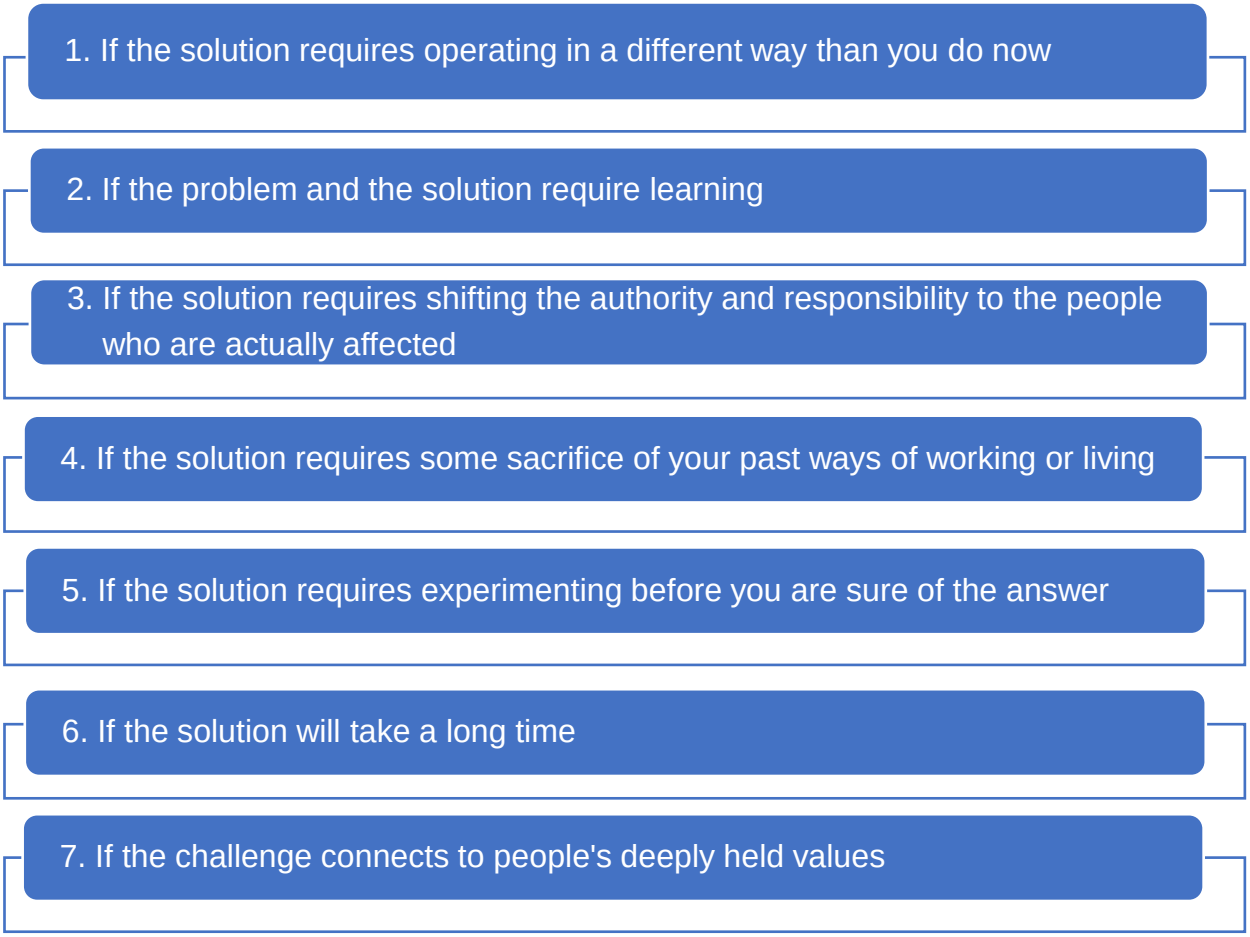

Figure 2.7: Possible seven scenarios of adaptive challenges
Source: Heifetz & Linsky (2011)

2.5.2.1.2 Principles of adaptive leadership

Several key principles are essential to adaptive leadership. These principles provide a framework for adaptive leaders to navigate uncertainty and drive meaningful change within organisations. According to Bradberry and Greaves (2012), adaptive leaders should be able to manage their emotions as well as for others. This is crucial because a high level of emotional intelligence enables them to have self-awareness, self-management, social awareness, and relationship management. This ability to recognize and empathize with emotions helps build trust, foster quality relationships, and navigate difficult conversations.

Bradberry and Greaves (2012) add that organisational justice is an important principle that adaptive leadership should embrace. Organisational justice ensures that leaders promote fairness and justice within organisations. Transparency and equitability facilitate the creation of an environment that encourages trust, collaboration, and employee engagement. Moreover, employee development is a key component of adaptive leadership. Continuous growth and development of both oneself and employees should be the priority of adaptive leaders as this encourages learning, experimentation, and adaptation, fostering a culture of innovation and resilience within the organisation. In addition, adaptive leaders present themselves as role models to their followers through a demonstration of authenticity, integrity, and credibility. As a result, they earn respect and trust from their employees (Bradberry & Greaves, 2012).

Adaptive challenges are more prevalent today than technical challenges (Salicru, 2017) hence the need for adaptive leaders. Leaders are faced with adaptive challenges such as, for example, dealing with changes brought about by the coronavirus pandemic, complex and dynamic operating environments, as well as dealing with complex and multicultural issues due to globalisation. Therefore, adaptive leaders should be able to embrace change which is one of the key principles required for adaptive leadership. The ability to adapt to frequent changes and disruptions provides adaptive leaders with the opportunity to develop and assist organisations to remain productive.

Ware (2012) suggests that adaptive leaders are willing to accept difficult feedback, whether from their superiors or from their direct reports. This enables them to learn and grow. The adoption of a continuous learning mindset and the cultivation of a culture of learning and growth enables adaptive leaders to have difficult conversations with their teams. Employees provided with a platform to learn and grow mostly display high levels of engagement as compared to those that do not have the same opportunity.

2.5.2.2 Agile leadership style

Agility is a process that requires leaders to continuously improve and be flexible. Sochova (2020) observes that it is rather a “mindset” and a “philosophy”. According to Daft (2014, p. 20), an agile leader is “a leader who is open to learning and change and encourages the growth and development of others”. Livorsi and Holcombe (2016) note that agile leaders can foster growth, adapt to change, take learnings from their failures, and act resiliently when faced with volatility, uncertainty, complexity and ambiguity. For organisations to be agile, they require support from agile leaders (Attar & Abdul-Kareem, 2020). The involvement of leaders in quick decision-making when responding to the external environment, whether technological changes or threats from competitors and customers, presents a competitive advantage (Koning, 2019). Blair, Barratt and Pagano (2023) highlight the importance of having agile leaders, especially when faced with global issues. This was supported by Geffers, Bretschneider, Eilers and Oeste-Reib (2024) who emphasize the importance of have agile leaders especially for contemporary organisations. Agility enables organisations to consider employees first before processes, thereby being flexible in terms of decision-making (Sochova, 2020).

According to Joiner and Josephs (2007) there are four agility competencies: context-setting agility, stakeholder agility, creative agility, and self-leadership agility. They point out that leadership agility can be developed in organisations. Firstly, for leaders to be able to scan the environment and know what is happening around them, and be prepared to make quick decisions, they should be competent in context-setting agility. Secondly, Joiner and Josephs (2007) further articulate that stakeholder agility enables leaders to identify key stakeholders for the organisation, enabling them to understand and work with them. Thirdly, being competent in context-setting and stakeholder management alone is not enough for agile leaders as they are also expected to possess creative agility that will assist in transforming

“complex, novel issues into desired results”. Lastly, self-leadership agility is a crucial competency as well, because it enables agile leaders to have self-awareness first and foremost and be able to understand their feelings. Effective agile leaders should be able to utilise all these four competencies together (Joiner & Josephs, 2006, p. 34). Beside the aforementioned competencies, agile leadership should also possess the important characteristics mentioned in Table 2.12.

Table 2.12: Important characteristics of agile leadership

Characteristics of agile leadership	Authors
(i) Agile leaders can listen and be empathetic. (ii) Agile leaders focus on providing a clear vison and purpose. They set a clear direction. (iii) Agile leaders can inspire their followers. They are exceptional in terms of motivating their team members. They inspire others to achieve great results even in periods of difficulty. (iv) Agile leaders are quick relating to how they make decisions, adapt and learn without considering the consequences of making mistakes. (v) Agile leaders are flexible relating to the fact that they	Medinilla and Medinilla (2012); Akkaya and Yazici (2020); Livorsi and Holcombe (2016); Geffers Bretschneider, Eilers, and Oeste-Reiß (2024); Sochova (2020)

	can shuffle things around for the benefit of the team and the organisation.	
(vi)	Agile leaders are proficient relating to the fact that they are critical thinkers, innovative and creative when faced with challenges.	
(vii)	Agile leaders are resilient when faced with change, volatility, uncertainty, complexity and ambiguity.	
(viii)	Agile leaders are strategic thinkers. This emanates from their ability to adopt a coaching approach to obtain further input before making decisions.	
(ix)	Agile leaders focus on employee development. They strategise on talent development and management.	

Source: Several authors

2.5.2.2.1 Why agile leadership?

The current accelerating pace of business and the ever-changing technological landscape, presents challenges to many organisations. This current modern setup requires organisations to adopt approaches that lead to competitive advantage, the development of agile leaders being one of the key initiatives that can create a huge advantage. Agile leaders are deemed

to play a pivotal role in ensuring that organisations gain a competitive edge. The prevailing volatile, uncertain, complex and ambiguous operating environment requires organisations to develop agility, hence adaptivity to the shifting landscape (Sochova, 2020).

Crisis management is a central element of agile leadership (Blair et al., 2023). Organisations need to have agile leaders that will contribute to the management of critical issues through flexibility and a diverse approach when tackling difficult situations. Being able to manoeuvre in such difficult environments requires effective leadership. According to Yukl (2010) effective leadership contributes immensely to employee satisfaction, hence agile leaders are important in this regard as they motivate and inspire their employees in periods of adversity (Medinilla & Medinilla, 2012; Akkaya & Yazici, 2020).

Agile leadership plays a pivotal role in the performance of most organisations. As a result, organisations that have agile leaders tend to perform better than those with non-agile leaders. Walter-Gupner (2018) observes that agile companies grew by 28% per year, while non-agile companies grew by only 21.64%. The study further indicated that non-agile companies' income increased by 12.22% per year while agile companies showed a growth of 16.32%. This is an indication that when organisations employ leaders with agile capabilities and competencies, the likelihood of improved performance is enhanced.

2.5.2.3 Multiplier leadership style

According to Wiseman (2017), the leadership skills for multipliers and diminishers differ in how they manage talent, deal with employee mistakes, make important decisions achieve desired outcomes. Table 2.13 summarises the different approaches that these types of leaders employ. Moreover, diminishers fail to fully utilize the available talent in organisations. Their approach is to use rather than develop employees' talents.

Accordingly, proper talent management in organisations leads to improved performance and productivity and subsequently growth (Anwar, Nisar, Khan & Sana, 2014; Mwanzi, Watimu & Kiama, 2017; Wadhwa & Tripathi, 2018). Mary, Enyinna and Ezienne (2015) highlights the strong relationship between talent management and employee performance in selected private sector organisations.

In addition to a diminisher's failure to explore and benefit from talent, the way they deal with mistakes from employees is costly to organisations. This is because they tend to exhibit a blame culture rather than engaging employees regarding the root causes of deficiencies. Consequently, employees will refrain from trying to be innovative and creative, creating an unfriendly and non-accommodating environment. Moreover, when employees know that when they make mistakes they are reprimanded as opposed to being corrected and guided in the right direction, they tend to provide mediocre services to customers (Khatri, Brown & Hicks, 2009). An environment where employees do not take the initiative to develop solutions will adversely affect the performance and productivity of the organisation. In addition, the blame culture often affects employee well-being and undermines learning from errors (Oxtoby, 2018).

The way diminishers manage their employees is aligned to micromanagement that creates a challenging environment. When employees are micromanaged, there is a negative effect on job satisfaction (Kamarudin, Nizam, Mat Sani & Khodri Harahap, 2023). The belief that when employees are told what to do results in task accomplishment is misleading and can lead to poor performance (Khoury & Tannous, 2020). Leaders should ensure that they give employees the platform to be creative and solution oriented. This seems to be where the multiplier leaders tend to perform better than the diminishers. They present employees with a challenging platform to decide on their own process as long as the achieved results are beneficial to the organisation. In addition, when employees are

challenged on their daily tasks, they tend to perform much better than when they work in a tightly monitored and controlled environment.

When multiplier leaders make decisions, they involve their direct reports. Although the final decision lies with them, above all when employees are involved in decision-making, they feel important and validated. Consequently, their performance will improve significantly when they feel part of the organisation. According to Muindi (2011) there is a strong correlation between participation in decision-making and job satisfaction. On the other hand, diminishers employ the autocratic management style whereby they make all the decisions on their own without considering their direct reports. As a result, this approach not only undermines employee engagement but subsequently affects their performance and productivity.

In situations where tasks need to be done, diminishers tend to use controlling behaviour to ensure that what needs to be accomplished is achieved. Being in control or controlling is a short-term measure of achieving the desired results; however, in the long run there will be repercussions for the organisation. Employees will consequently feel suffocated and micro-managed, hence demotivated and disengaged. Conversely, multipliers have a different approach to get things done. Employees need support and platforms to achieve the targeted results without frequent interference from their leaders. Wiseman (2017) upholds that when you are a multiplier you achieve 95% intelligence from the employees as compared to diminishers that attain 48%.

Table 2.13: Differences between a diminisher and multiplier

How would you:	Diminisher "They will never figure this out without me"	Multiplier "People are smart and will figure this out"
Manage talent?	Use	Develop
Approach mistakes?	Blame	Explore
Set direction?	Tell	Challenge
Make decisions?	Decide	Consult
Get things done?	Control	Support

Source: Wiseman (2017)

2.5.2.3.1 Multiplier leadership as a talent magnet

The full utilisation of employee talent in an organisation can be used as a competitive advantage. According to Wiseman (2017), there are four practices of talent magnet that promote genius in organisations. These four practices include looking to talent everywhere, finding people's native genius, utilizing people at their fullest, and the removal of blockers. Employee development is a critical factor when managing employee talent as it enhances talent management (Hongal & Kinange, 2020). Leaders should be able to notice talent in different settings and create an environment where employees can contribute their genius. These types of leaders usually attract talent by ignoring boundaries in organisations and disregarding strict regulations imposed by many organisations.

Multiplier leadership possesses great talent in spotting genius among a group of employees. Wiseman (2017) notes that multiplier leaders tend to ignore organisational charts, meaning that they do not usually follow formalities with regard to talent promotion and genius identification, even if the employees are not their direct reports. They believe that organisations should benefit from the pool of talent they have in their presence, hence leaders should do whatever is required to identify and promote such talent. Multipliers are pushed to search for talent in organisations with the

expectation that employees are willing to contribute their genius within organisations, if and only if, that talent has been identified and nurtured. According to Wiseman (2017), for leaders to be able to fully identify and promote talent, they need to avoid organisational structures because the belief is that every employee reports to multiplier leadership.

It is important for organisations to have leaders who are capable of identifying employees' innate genius. Wiseman (2017, p. 47) defines native genius as "something even more specific than a strength or a skill that might be highly rated on a 360-degree leadership assessment. A native genius or talent is something that people do, not only exceptionally well, but absolutely naturally. They do it easily (without extra effort) and freely (without condition)". Multipliers comfortably nurture native talent through monitoring employees especially by noticing what they do best and better than other employees without exerting a lot of effort and doing it voluntarily without compensation. This process is crucial for organisations as most employees are not knowledgeable about those who have talent and need multiplier leaders to play a pivotal role identifying and fully utilising employees' talent.

2.6 EMPLOYEE ENGAGEMENT

2.6.1 Introduction

The shifting operating environment requires organisations to be innovative and creative in managing employees. Organisations can manage productivity in the workplace through ensuring that employees are engaged, committed and practice organisational citizenship behaviour. Today's leaders are more focused on finding new approaches to keep employee engagement at high levels. According to Walden, Jung and Westerman. (2017), employees who are engaged channel their energy towards achieving organisational goals. Due to globalisation, the competition in the marketplace is becoming more intense. Hence, organisations can utilise

employee engagement as a competitive advantage. Without engaged employees, most organisations are likely to experience reduced profitability and high employee turnover. Drawing upon literature from different researchers, it can easily be deduced that leadership development and succession planning is necessary for organisational survival. The significance of leadership could be a testimony to many organisations that survived crisis although there is still scepticism about the impact of leadership on employee performance.

2.6.2 What is employee engagement?

Employee engagement is an important concept both theoretically and practically hence the importance of understanding its meaning and definition. However, the definition and meaning of employee engagement has been an ongoing debate among researchers. There is lack of consensus on the definition of employee engagement, as researchers define employee engagement in different ways (Bhalla & Sharma, 2017). The concept of engagement was developed as early as 1966 by Katz and Khan with the idea of improving organisational performance (Katz & Kahn, 1966). Leadership in organisations plays a key role in employee engagement (Ahmed, 2020; Iqbal, 2015; Patro, 2013). Organisations can use employee engagement as a competitive advantage (Anitha, 2014). Managers are directly responsible for employee engagement rather than the traditional approach of depending on a human resource department (Kaufman, Markey, Burton & Azzarello, 2013). Bhuvanaiah and Raya (2015) emphasize the importance of motivation for employee engagement as a critical component to ensure prosperity and sustainability of organisations (Ahmed, et al. 2020; Al Mehrzi & Singh, 2016; Evangeline & Ragavan, 2016). Table 2.14 below presents some definitions of employee engagement.

Table 2.14: Definitions of employee engagement

Author(s)	Definition
Kahn (1990, p. 694)	The harnessing of organisation members to their work roles.
Sirisetti (2012, p. 73)	Employee engagement is the means or strategy by which an organisation seeks to build a partnership between the organisation and its employees, such that: • Employees fully understand and are committed to achieve the organisation's objectives, and • The organisation respects the personal aspirations and ambitions of its employees.
Shamila (2013, p. 111)	Employee engagement is the level of commitment and involvement an employee has towards the organisation and its values.
Anitha (2014, p. 308)	The level of commitment and involvement an employee has towards their organisation and its values.
Jeve, Oppenheimer and Konje (2015, p. 85)	The emotional commitment the employee has to the organisation and its goals.
Robbins and Judge (2017, p. 269)	The investment of an employee's physical, cognitive, and emotional energies into job performance.

Bridger (2018, p. 6)	Engagement is something that the employee has to offer and cannot be 'required' as part of the employment contract or objective-setting process.
Adhitama and Riyanto (2020, p. 7)	An individual's emotional and cognitive, that is, rational focus on various job-related goals. It is in a way an emotional involvement in, commitment to, and satisfaction with, work.
Ali and Anwar (2021, p. 10)	Employee engagement is defined as a good attitude towards work and the degree to which an individual is committed to the company.

Source: Several authors

For this study, employee engagement is measured through employee motivation and satisfaction (EMS). According to Bin (2015), employee satisfaction is directly linked to employee engagement and subsequent high performance in the organisation. Acha-Anyi and Masaraure (2020) found that employees are motivated when they are treated equally, after which they become engaged, although Bakker (2011) indicates that employee motivation is different from employee engagement due to the absence of vigour and absorption. Crowley (2013) notes that managers should ensure that employees are in the jobs they enjoy, and they should be provided with enough tools and clear expectations to enhance engagement. To facilitate employee engagement, leaders should maintain a strong bond with their direct employees, as indicated by Osborne and Hammoud (2017).

According to Harter and Adkins (2015), engaged employees are likely to be more productive and less costly to the organisation than disengaged employees. Bridger (2018) adds that engaged employees will exercise organisation citizenship behaviour and become more innovative in

comparison with non-engaged employees. Several authors (Bedarkar & Pandita, 2014; Kaaviyapriya & Xavier, 2021; Shuck & Herd, 2012) point out that leaders play an essential role in employee engagement.

2.6.3 The concept of employee engagement

The concept of employee engagement rose to prominence in the recent past with many researchers expressing their interest in defining, measuring, and theorising it. This has been promoted by the role that employee engagement plays in ensuring organisational performance and excellence. There is still lack of consensus among researchers regarding the definition of employee engagement. Authors have labelled this construct differently with several names being used such as employee engagement, work engagement, job engagement, and personal engagement (Ford, Myrden & Jones, 2015; Hill, Asiwe, Jorgensen & Rothmann, 2017; Kaaviyapriya & Xavier, 2021; Kahn, 1990). For this study, employee engagement will be used to refer to this construct.

According to Kahn (1990), personal engagement involves psychological meaningfulness, psychological safety and psychological availability. “Psychological meaningfulness can be seen as a feeling that one is receiving a return on investment on oneself in a currency of physical, cognitive, or emotional energy”. Kahn (1990) further adds that psychological safety relates to lack of fear of negative connotations emanating from “self-image, status or career” while psychological availability ensures the readiness of employees to engage. According to Hill et al. (2017), psychological meaningfulness and psychological availability contributes to work engagement.

Bridger illustrates the ‘why, what and who’ of employee engagement, putting emphasis on the impact of the employees having alignment on the purpose and vision of the organisation. Employees should feel that they are part of

the organisation and be able to exercise organisational citizenship behaviour voluntarily. Figure 2.8 below is a depiction of the three questions that are important for employee engagement. The ‘why’ question relates to the concept that employees must find meaning within their daily work, they should feel a strong drive to come to work and feel safe to be in their work environment. The ‘what’ questions emphasise the importance of the actual work employees do daily and the surrounding conditions. Employees are engaged due to different reasons; others prefer to freely make decisions on their own and some may prefer established structures and clear processes that will facilitate ease when carrying out their jobs. Finally, the ‘who’ question focuses on the importance of feeling part of the organisation. Employees will put in additional effort if they feel appreciated and important to the organisation.

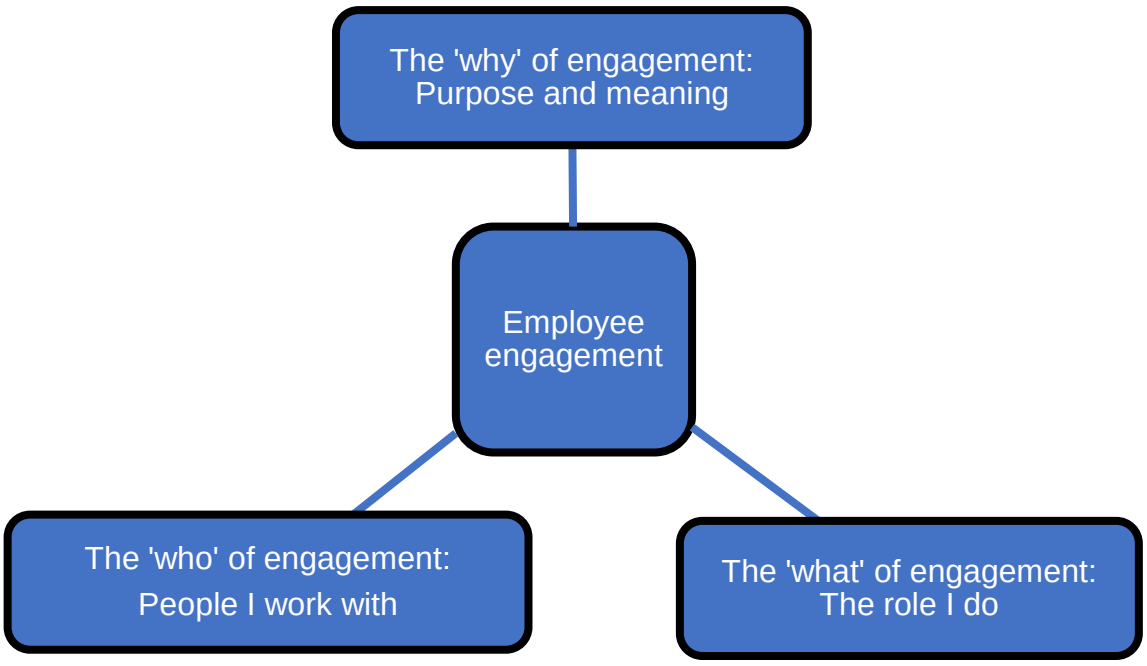

Figure 2.8: The ‘why, what and who’ of employee engagement
Source: Adapted from Bridger (2018)

2.6.4 The role and significance of employee engagement

Researchers have linked employee engagement to increased productivity and subsequently profitability. It is envisaged that besides many benefits that employee engagement influences in the business environment, its impact on success and failure of many organisations is yet to be fully explored. Before organisations realise benefits brought about by employee engagement, organisations need to nurture a culture for it to prevail. According to Abraham (2012b) and Walden et al. (2017), employees need to be satisfied with their jobs for engagement to occur. (Abraham, 2012a) notes that employees want to be satisfied at work first before they become engaged, and this will encourage performance. However, Ahmed et al. (2015) argues that training is pivotal to employees, and developed a framework indicating that engagement will improve post training. When employees feel engaged they become committed to organisational goals and vision (Abu-Shamaa, Al-Rabayah & Khasawneh, 2015). This is supported by Jena et al. (2018) who indicate that engaged employees are positive and they tend to perform well. According to Simon (2011, p. 65), “employee engagement is a barometer that determines the association of a person with the organisation” and depicts the essence of employee engagement to the organisation as shown in Figure 2.9.

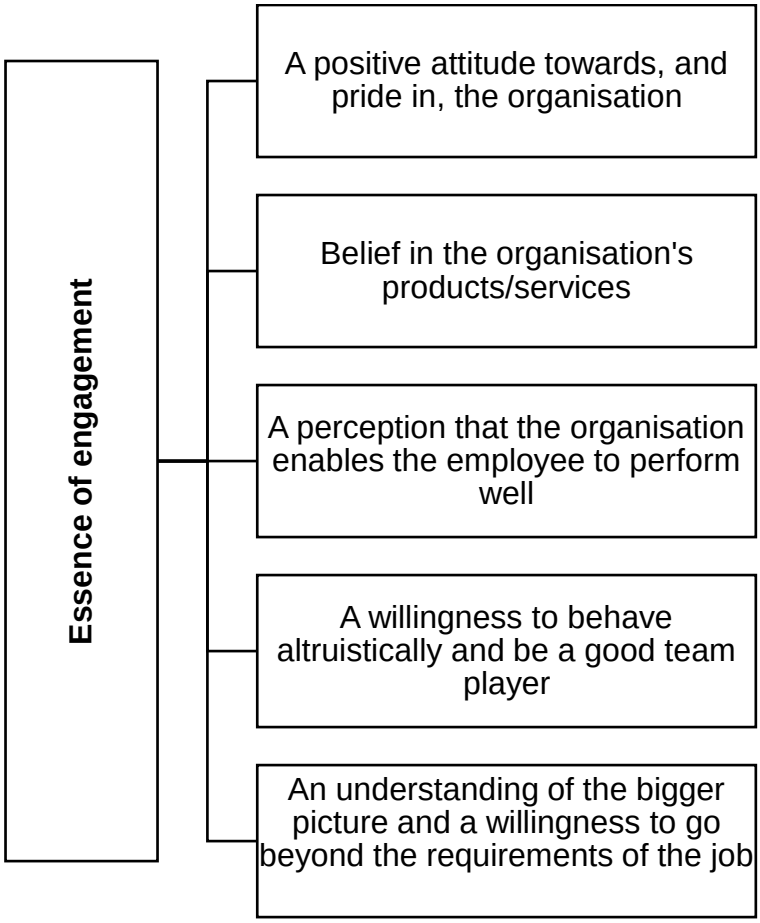

Figure 2.9: The essence of engagement
Source: Adapted from Simon (2011)

Maintaining employee engagement is at the forefront of many companies especially when they are going through a crisis. They can utilise it as a tool to manage a volatile situation. However, if employee engagement is not monitored, the results might be disastrous. Employee turnover might increase, and critical skills will be lost (Taneja et al., 2015). Companies can achieve excellent results and performance if their employees are engaged (Stoyanova & Iliev, 2017). Many researchers have indicated that engaged employees are key to the organisation as they ensure that performance is enhanced as well as profitability (Sorenson, 2013; Stoyanova & Iliev, 2017; Sundari & Narayanamma, 2020). These organisations tend to be successful (Swarnalatha & Prasanna, 2012). According to Walden et al. (2017), employee commitment improves and intention to leave the organisation reduces as their level of engagement increases. Organisations that can take

care of their employees from the perspective of personal challenges, stress levels, health, and well-being, are likely to reap many benefits as shown in Figure 2.10.

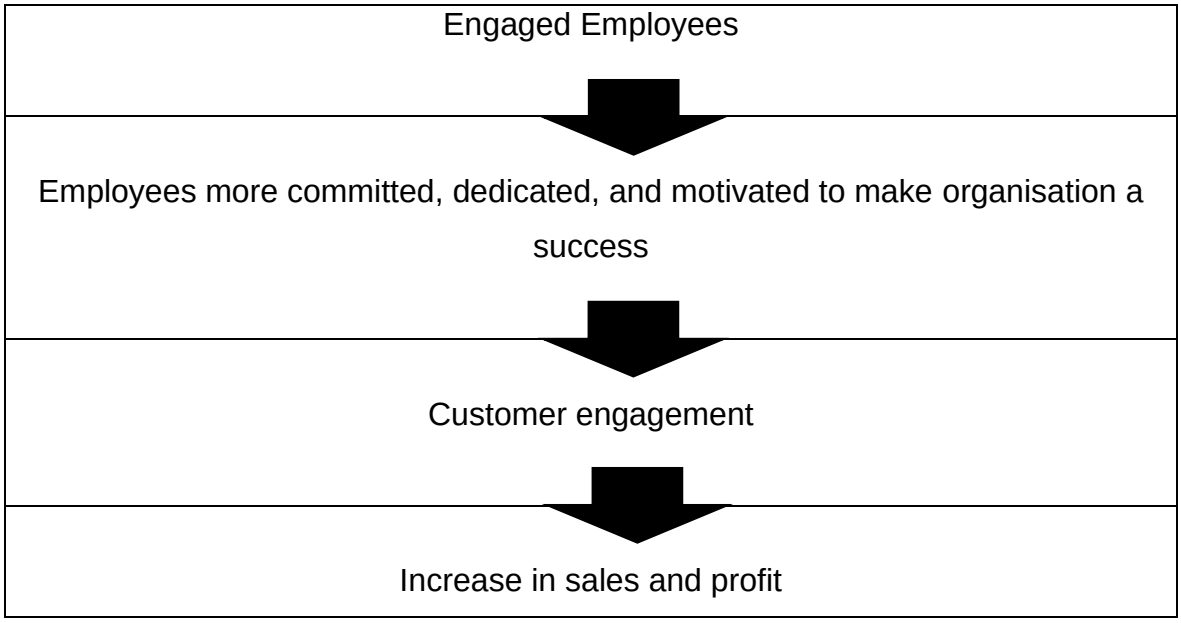

Figure 2.10: Benefits of employee engagement
Source: Adapted from Training (2012)

2.6.5 Determinants, factors, and drivers of employee engagement

According to Kim-Soon and Manikayasagam (2015), employee engagement encompasses several components which includes employee communication, organisational communication, employee involvement, employee training, and leadership. Kaaviyapriya and Xavier (2021) indicate that employee engagement is affected by organisational, personal, team and job-related factors. Their conceptual framework clearly identifies organisational politics, policies and procedure as key to employee engagement. Kaaviyapriya and Xavier (2021) further suggests that employee mindsets, leadership styles, employee development and empowerment help organisations to achieve the desired employee engagement levels.

The concept of the engaged workforce is highly regarded in several organisations. Therefore, it is important to understand what enhances and negatively affects employee engagement. Several authors have identified factors that are necessary for employee engagement. According to Kaaviyapriya and Xavier (2021), employee engagement is affected by organisational, personal, team and job related factors. Abraham (2012b) indicates that job satisfaction and employee engagement are significantly correlated. This means that if employees are not satisfied with their jobs, this will result in disengaged (or alternatively engaged) employees respectively.

Employee engagement is an essential component for organisational productivity and performance. Several authors have examined drivers that trigger engagement in employees. Organisations need to understand what makes their employees achieve the set goals, and maintain the values and the expected profitability levels. At a global scale employees are encouraged to become engaged through different drivers (Taneja et al., 2015). Table 2.15 summarises these employee engagement drivers.

Table 2.15: Employee engagement drivers

Employee Engagement Drivers	Author(s) and Year
Involvement in decision-making; ability to express ideas and be heard; opportunities for development; health and wellbeing of employees.	Simon (2011)
Benefits; recognition; cooperation; fair treatment; sound company policies; team spirit and performance management.	Abraham (2012b)

Interesting/challenging work; good rapport/interactions with co-workers/colleagues/managers; opportunities for professional growth and development; receiving regular, balanced feedback from managers (redirect and reinforcing); clear objectives and expectations; meaningful recognition, being valued and respected; receiving fair pay.	Sirisetti (2012)
Competent managers; contextual goals; objective metrics; resources; and autonomy.	Cardus (2013)
Job designing; career development opportunities; leadership; empowerment; equal opportunities and fair treatment; training and development; compensation.	Shamila (2013)
Clear and promising direction; confidence in leaders; quality and customer focus; respect and recognition; development opportunities; pay and benefits; performance management; authority and empowerment; resources; training; collaboration.	Soni (2013)
Leadership; communication; and work life balance.	Bedarkar and Pandita (2014)
Career development; effective management of talent; leadership; clarity of values; policies and practices; respectful treatment of employees; company's standards of ethical	Chandani et al. (2016)

behaviours; empowerment; fair treatment; performance appraisal; pay and benefits; health and safety; satisfaction; family friendliness; talent recognition; communication; nature of job; organisation politics; emotional factors; and personality factors.	
Orientation programme for new employees; clear expectations; structured feedback; realistic work targets; mentoring and coaching; decision making inclusivity in work related matters; clear policies on promotions; opportunities for training and development; and opportunities for advancement.	Bandura and Lyons (2017)
Right communication methods and channels; seeking opinion from employees regarding their work; active involvement of direct managers; benefits package; gamification; career development opportunities; and remuneration.	Stoyanova and Iliev (2017)
Employee communications; employee development; and rewards and recognitions.	Alzyoud (2018)
Work condition; work relationships; and promotion.	Djoemadi et al. (2019)
Cultural intelligence; communication; technology; trust; and individual maturity.	Shaik and Makhecha (2019)

Organisational climate; organisational learning; leadership style; employee recognition; pay and benefits rewards; information and communication; and training and development.	Chiwawa and Wissink (2020)
Supportive leader/manager behaviours; team-oriented leadership; good two-way communication; employee empowerment.	Sharafizad, Redmond and Morris (2020)

Source: Several Authors

According to Stoyanova and Iliev (2017), engaged employees exhibit certain characteristics within organisations that resemble commitment and positivity, as shown in Figure 2.11. Engaged employees believe in the organisation and identify with the organisation. They tend to be positive and creative. Hence, organisations that have high numbers of engaged employees strive to improve the status quo and tend to be innovative. Teamwork and learning from each other is the norm for engaged employees. Team members respect each other, and they are eager to drive the business to greater performance. When working with engaged employees, leaders often are less involved in the day-to-day activities of their employees because they can be trusted and relied upon. These characteristics portray the benefits that organisations derive from these employees, hence the importance of prioritising employee engagement.

	Characteristic
Engaged Employee	Identifies with the organisation
	Keeps up to date with developments in his/her field
	Looks for, and is given, opportunities to improve organisational performance
	Is positive about the job and the organisation
	Believes in the organisation
	Works actively to make things better
	Treats others with respect, and helps colleagues to perform more effectively
	Can be relied upon, and goes beyond the requirements of the job
	Sees the bigger picture, even at personal cost

Figure 2.11: Characteristics of an engaged employee
Source: Adapted from Stoyanova and Iliev (2017)

2.6.6 The concept of employee disengagement

Almost every organisation encounters the challenges of employee disengagement. Although employee engagement is a complex phenomenon, companies should not ignore it because of its close association with costly consequences. Therefore, company leaders should investigate the potential, current and future root causes of employee disengagement. Kahn (1990, p. 694) defines personal disengagement as "the uncoupling of selves from work roles; in disengagement, people withdraw and defend themselves physically, cognitively, or emotionally during role performances". Wollard (2011) adds that if employees do not feel comfortable and/or face threats, they tend to withdraw emotionally, physically or mentally from work, hence disengagement results. Disengaged employees have detrimental effects on the performance of the organisation. The consequences of disengaged employees are significant.

While enterprises acknowledge the importance of employee engagement, the concept of keeping employees engaged is not always afforded priority. According to Shamila (2013), employee disengagement yields negative effects for the organisation as shown in Figure 2.12.

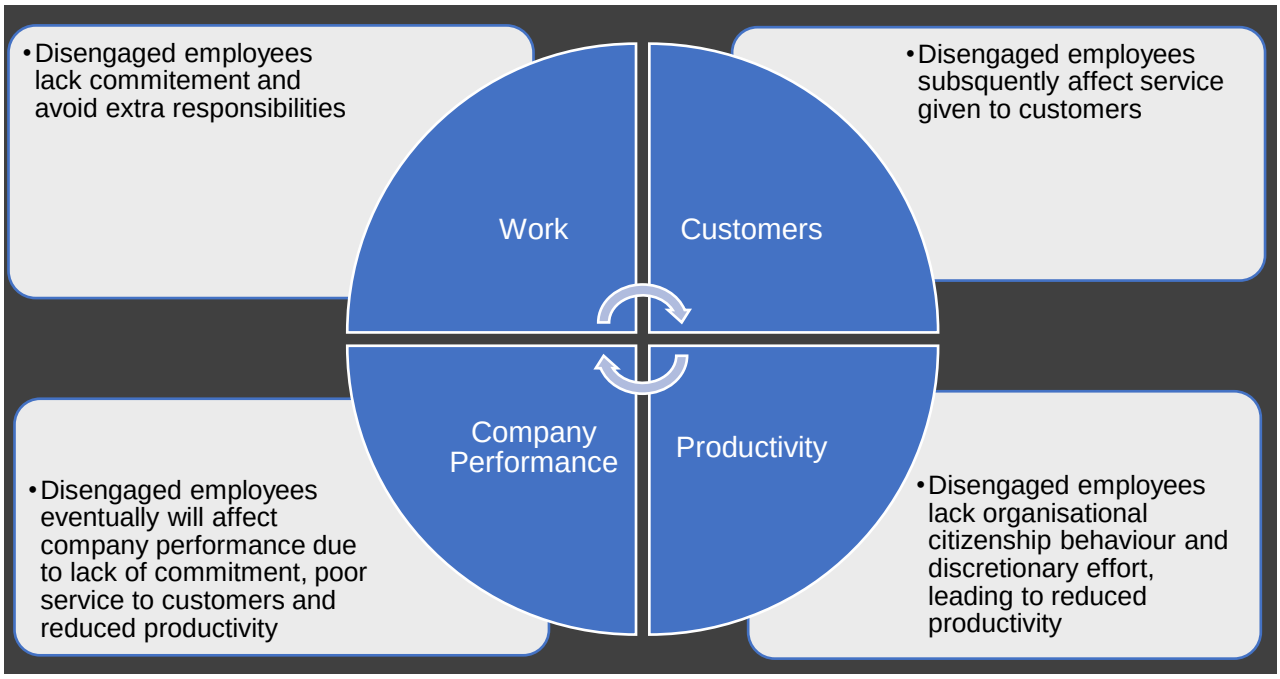

Figure 2.12: Characteristics of a disengaged employee
Source: Adapted from Shamila (2013)

Employee disengagement imposes negative effects on customers and subsequently on company performance. Disengaged employees are not as productive as engaged employees (Bhana & Suknunan, 2021). Moreover, they do not contribute as much towards organisational goals, mission, and vision. Kahn (1990, p. 694) defines personal disengagement as "the withdrawing or defending of oneself physically, cognitively or emotionally during their work role performance". According to Allam (2017), disengaged employees have no interest in their jobs, do not enjoy collaboration, are demotivated, are likely to leave the organisation, and lack commitment. Hence, organisational citizenship behaviour will be absent. Allam further adds that environments with disengaged employees contribute to hostility and conflict. Govindarajo, Kumar and Sri Ramulu (2014) posits that

organisations should be considerate of the work environment, safety and security, organisational support, and employee motivation. They developed a model to illustrate the direct relationship between these factors and employee disengagement. This is because if these factors are lacking, employees become disengaged (Govindarajo, et al,2014).

According to Moyo (2020), deteriorating working conditions have detrimental effects on employee engagement especially long working hours and increasing workload. Therefore, leaders should always ensure that employees are not overloaded and that the prevailing working conditions are conducive for employee engagement. Simon (2011) suggests that there are specific ways to manage disengagement which include: (i) presenting employees with challenging work; (ii) facilitating opportunities for career development; (iii) communication of the organisation's vision and objectives; (iv) rewarding strategies and leadership motivation; (v) encouraging teamwork; (vi) leadership display of high ethical standards; and (vii) instilling trust in subordinates.

Aslam, Muqadas, Imran and Rahman (2018) revealed that how managers act considerably affects how employees behave in relation to employee engagement. If managers exhibit unfairness and put employees in stressful working conditions due to excessive demands, the rate of employee disengagement increases. This was supported by Bhebhe (2020) who indicates that frontline employees in the hotel industry perceive managers' behaviour as a major contributor to their disengagement. Employees exhibit certain signs and indications to portray their state of disengagement. According to Munshi and Marulasiddaiah (2015), employees tend to have a negative attitude towards their daily work, resulting in reduced productivity and creativity and the quality of work being adversely affected.

Disengaged employees are more likely to make unnecessary and costly mistakes than engaged ones. Hence, their behaviour will likely affect the

other engaged employees if management does not take seriously the issue of disengaged employees (Swindall, 2011). Munshi and Marulasiddaiah (2015) further adds that if employees are disengaged, they show signs of emotional instability and increased work absenteeism. This might possibly lead to workplace conflicts and counter-productive behaviour. Organisations that manage disengaged employees effectively might have a competitive advantage, but it is still a challenge as employees have different reasons for being disengaged. Therefore, organisations should emphasise building a suitable culture that nullifies employee disengagement through engaged leadership (Swindall, 2011; Wolff, 2019).

According to Wolff (2019), employee engagement focuses mostly on psychological needs, therefore management should ensure that employees feel valued, appreciated and developed. Pech and Slade (2006) posits that rigid policies, procedures, and strict rules may lead to employee frustration and consequently disengagement. Table 2.16 below illustrates some of the potential external environment, psychological, organisational, and other sources of employee engagement.

Table 2.16: Potential sources and causes of employee engagement

External environment	Psychological	Organisational	Other
Instability	Lack of meaningfulness	Restructuring	Substance abuse
Insecurity	Lack of identification	Inadequate conditions	Competency
	Lack of trust	Poor management and / or leadership	Laziness
	Sense of being undervalued	Ponderous bureaucracy	Illness
	Frustrated ambitions	Poor resourcing	Interpersonal issues
	Perceived inequalities	Acceptance and tolerance of low outputs	
	Disinterested	Work complexity	
	Stress and anxiety		

Source: Adapted from Pech and Slade (2006)

2.7 CHAPTER SUMMARY

This chapter presented the review of the literature of leadership and employee engagement. It focused on leadership styles as a phenomenon under investigation to achieve highly engaged employees in a global organisation. The concept of global organisation was discussed as well as the key constructs which are adaptive leadership, agile leadership, multiplier leadership and employee engagement. The theoretical foundations on which this study is based were explained in this chapter. The leadership styles were discussed in order to expound on the different ways they affect employee behaviour and satisfaction. While most leaders believe that they are using the correct approach and leadership style, organisations are still struggling with employee engagement issues. This study argues that

organisations should employ the contemporary leadership approaches that suit the complexity and uncertainty that businesses encounter today.

The next chapter addresses the leadership styles and employee engagement with the aim of discussing the nexus between adaptive leadership, agile leadership, multiplier leadership and employee engagement. It concludes by developing a conceptual framework of the study.

CHAPTER 3
THEORETICAL FRAMEWORK AND HYPOTHESES DEVELOPMENT

3.1 INTRODUCTION

Leadership is a central component for employee engagement. Organisations can utilise employee engagement as a competitive advantage and should therefore employ strategies to efficiently and effectively manage employees to attain greater levels of engagement (Taneja et al., 2015). According to Sirisetti (2012), managers are key to building a culture that cultivates the engagement of employees. Today organisations face the challenge of maintaining employee engagement. Leaders should be capable of motivating and inspiring their direct reports to influence them in achieving the targeted goals. The leader and follower relationship should be strong enough to cultivate a culture suitable for yielding high employee engagement. The leader's ability to understand and analyse several factors that affect employee morale is essential in this aspect. Strong leadership influences followers to achieve organisational success and high performance. One of the biggest challenges for leaders is the difference in preferences and personalities. What keeps one employee engaged is not necessarily the same for another employee, making it highly unpredictable. Every situation tends to present different challenges, resulting in inconsistencies regarding the engagement levels. Although many authors have attempted to examine employee engagement factors, further research is required to explore different perspectives. The employee environment also plays a pivotal role in shaping the employees regarding their behaviour. The environmental changes and roles played by leaders may be contributing to the success of the organisation and influences employee engagement. There are specific characteristics of leadership that facilitate the achievement of different engagement levels.

The leadership style and approach in organisations should be aligned with the aim of the organisation to fully utilize employees' capabilities. This can only be achieved if employees are happy and engaged. Leadership styles combine the different personalities, behaviours and characteristics of leaders. Hence, leadership style determines how leaders handle their followers. Leaders should consider concerns of employees and create an open communication channel that will encourage employees to voice their opinions. Open discussion between leaders and employees can assist in changing the perceptions and mindsets of employees towards positivity. Therefore, it is necessary for leaders to create an open and trustworthy environment that will help organisations in achieving the desired employee engagement levels. The concept of leadership openness coupled with organisational openness will present behavioural change in employees. Furthermore, it will encourage creativity and generate new ideas from employees and consequently lead to motivation and engagement.

Engaged employees have proven to be the strongest weapon for many organisations in relation to productivity and performance. Having highlighted the importance of employee engagement, organisations should strive to prioritize this key component for their success. The most important aspect of having engaged employees is the positive contribution, commitment, and organisational citizenship behaviour they usually exhibit. Moreover, with regard to focusing on maintaining high levels of employee engagement, strong leadership is essential. There should be a combination of elements that promote the physiological welfare of the employees thereby bridging the gap between managers effort and employee engagement. Organisations should continuously monitor the level of employee engagement to engineer a platform for developing strong employee management. Leadership should possess skills to technically manage how employees behave as this carries important implications for employee engagement.

3.1.1 Adaptive leadership style and employee engagement

Arthur-Mensah and Zimmerman (2017, p. 3) define adaptive leadership as "a process of leadership where a leader seeks to engage, mobilize, and motivate followers to change". The VUCA world worsened due to the COVID-19 pandemic, intense competition and technological advancements, presents a tough operating environment for many organisations. The Adaptive Leadership Framework categorizes challenges into technical and adaptive challenges (Heifetz & Laurie, 1997). Technical challenges have a planned solution while adaptive challenges are more complex and difficult to define. Adaptive challenges need adaptive leaders (Heifetz & Linsky, 2011; Heifetz & Laurie, 1997).

According to Govindarajan (2016), adaptive leaders are proactive and they involve employees in decision making when faced with challenges. When employees participate in decisions then they are likely to be engaged. Adaptive leadership ensures that leaders simplify and ease the adjustment to change (Northouse, 2021). "An adaptive leader challenges others to face difficult challenges, providing them with the space or opportunity they need to learn new ways of dealing with the inevitable changes in assumptions, perceptions, beliefs, attitudes, and behaviours that they are likely to encounter in addressing real problems" (Northouse, 2021). Adaptive leadership is more focused on assisting subordinates to adjust to adaptive challenges (Heifetz & Linsky, 2014). According to Heifetz and Linsky (2014), there are pre-conditions that should be met before being an adaptive leader, which includes, among others, the ability to differentiate technical problems from adaptive challenges. According to Daft (2014), adaptive corporate culture yields leaders who care deeply about their employees. When employees are appreciated, they feel valued and do not engage in counterproductive behaviour.

Adaptive leaders are essential when organisations are facing situations that are unprecedented, complex and uncertain (Arthur-Mensah & Zimmerman, 2017). Leaders should be able to exhibit competencies that harness any organisational changes brought about by technology advancement, digitalization, disruptive competition and globalisation. Arthur-Mensah and Zimmerman (2017) further note that adaptive leadership encourages "adaptive behaviour, commitment, and engagement among all stakeholders". Many organisations today require leading adaptively especially while facing the COVID-19 pandemic. Adaptive work requires a redefined approach to the new environment (Northouse, 2021). Adaptive leadership promotes a high degree of employee involvement hence the possibility of enhancing employee engagement. Therefore, this study will hypothesise that:

H_1: Adaptive leadership style of first line managers is the predominant leadership style for employee engagement.

H_4: Adaptive leadership style of first line managers has a significant and positive relationship with employee engagement.

3.1.2 Agile leadership style and employee engagement

Leadership agility is the capability of leaders to be focused, flexible and respond fast in business situations. It is the "ability to flexibly switch between leadership styles you already master, along with the ability to adaptively learn new leadership styles, all in quick response to the shifting circumstances encountered" (Meyer & Meijers, 2017, p. 5). Agility in organisation is a major competitive advantage (Meyer, 2016). While acknowledging the contemporary and classic leadership styles, leaders in many organisations also face challenges in managing employees in an environment affected by rapid changes due to digitalization. According to Neubauer, Tarling and Wade (2017, p. 3), agile leadership is necessary in

an environment “characterised by digital disruption”. Organisations are now operating in a volatile, uncertain, complex and ambiguous (VUCA) world that requires agile leadership (Horney, Pasmore & O'Shea, 2010). Joiner and Josephs (2007) add that leadership agility is necessary for all managers at different levels in the organisation.

Agile leadership prepares employees for a VUCA world (Hayward, 2021; Horney et al., 2010). According to Saha, Gregar and Saha (2017), employees play an important role in achieving an agile organisation with the involvement of agile leadership. Saputra et al. (2018) states that leadership agility impacts positively on work engagement. Agile organisations result in highly engaged employees (Aghina et al., 2018). According to Hayward (2021, p. 9), agile leaders need to be both “enablers and disruptors”, emphasising that agile leaders are best in establishing good relationships with their respective teams and colleagues. Figure 3.1 summarises what agile leaders do as enablers and disruptors. Enablers focus on providing a clear purpose, direction, safe environment, and collaboration while disruptors focus on innovativeness and new ways of doing things. “By combining these counter-intuitive leadership approaches, leaders can create in their teams and organisations the strength and movement needed to be truly agile” (Hayward, 2018:11).

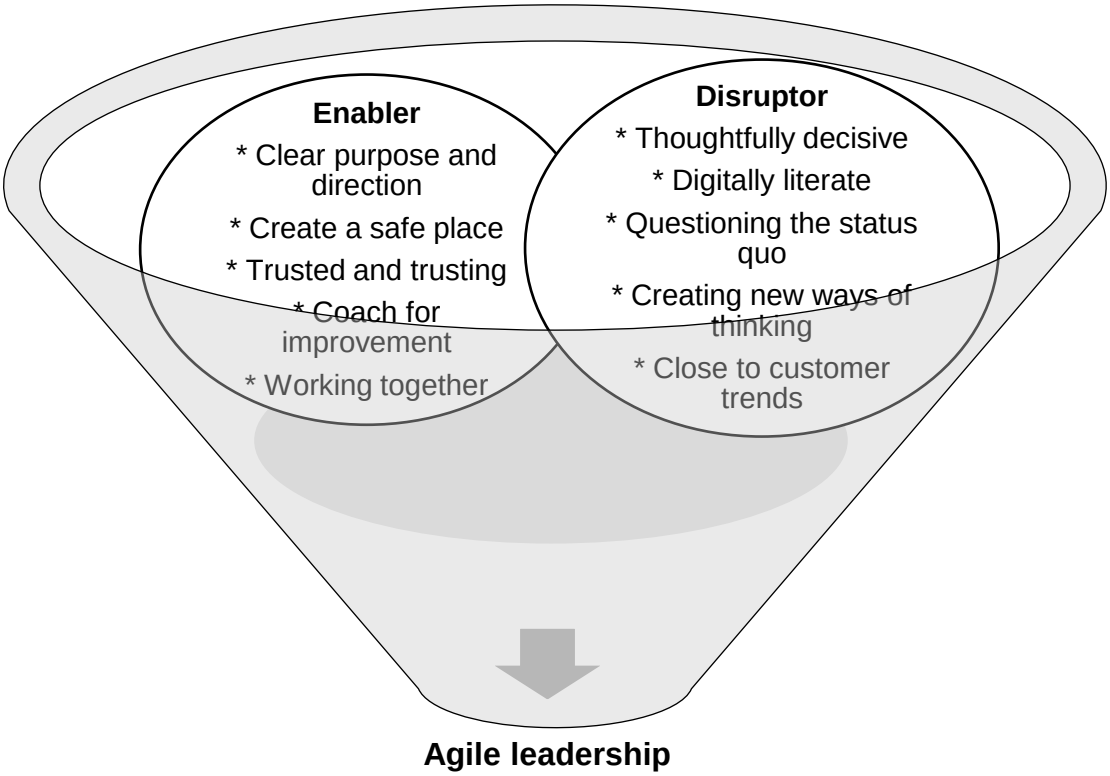

Figure 3.1: Agile leadership as enablers and disruptors
Source: Adapted from Hayward (2021, p. 11)

Agile leaders are “humble, adaptable, visionary and engaged” (Neubauer et al., 2017, p. 3). Leaders that are agile often create an environment with engaged employees (Saputra, Samsoko, Abdinagoro & Kuncoro, 2018). According to Meyer (2016), “organisations that prioritize agility also prioritize ways of being, thinking, and acting that enable and create space to move, reflect, and respond effectively”. Agility shift is a prerequisite for agile leadership, and it comprises competence, capacity, and confidence. Agile competence required leaders to have the skills, knowledge and abilities when tackling unexpected events while agility capacity “is the degree of uncertainty and volatility in which a person can be effective” and agility confidence “is the human need to trust in one’s own and others’ competence and capacity to be effective in changing contexts” (Meyer, 2016). It may be concluded that when leaders are both enablers and disruptors, they are likely to create an inclusive environment for employees, thereby enhancing their level of engagement. Therefore, this study proposed that:

H_2: Agile leadership style of first line managers is the predominant leadership style for employee engagement.

H_5: Agile leadership style of first line managers has a significant and positive relationship with employee engagement.

3.1.3 Multiplier leadership style and employee engagement

Leadership calls for different strategies and approaches like working smart. Full utilisation of employee capabilities can be leveraged through multiplier leadership (Wiseman & Covey, 2010). According to Wiseman and Covey (2010), leaders have a choice of becoming either diminishers or multipliers (Table 3.1). Diminishers feel that they are very important in an organisation and without their involvement nothing tangible will happen. Multiplier leaders believe that their teams are more independent and creative, hence they create a platform for nurturing talent. Multipliers ensure that intelligence in employees and organisations is nurtured and increased. According to Wolff (2019), employee roles and responsibilities should be aligned with their talents, so as to ensure that they enjoy their work and subsequently become engaged and highly productive.

Table 3.1: Comparison between diminishers and multipliers

Diminishers	Multipliers
Empire builders who hoard and underutilize talent.	Talent magnets who attract and optimize talent.
Tyrants who create anxiety and suppress thinking.	Liberators who create intensity that requires best thinking.

‘Know-it-alls’ who tell people what to do.	Challengers who extend challenges.
Decision makers who make isolated decisions.	Debate makers who debate before deciding.
Micromanagers who take over control.	Investors who instil ownership and accountability.

Source: Adapted from Wiseman and McKeown (2010)

According to Wiseman, Allen and Foster (2013), multipliers have five important disciplines which are “the talent finder, the liberator, the challenger, the community builder, and the investor”. Talent acquisition and enhancement are key drivers of employee engagement (Federman, 2009). The multiplier leadership exceedingly utilises employees to their fullest as compared to the diminishers. Wiseman and Covey (2010) asserts that on average the diminishers benefit 40% from employees’ capabilities whilst the multipliers average 80%. This is an indication of the crucial role of the multiplier leadership style in organisations. When employees are given autonomy and a platform to showcase their capabilities and talent, they will become engaged. According to Chandani et al. (2016), employees become engaged if they are afforded an opportunity to participate in decision making. Talent management, besides enhancing business performance, it is also critical for employee engagement (Taneja et al., 2015). Thus, if employee skills and competences are correctly matched with their roles and responsibilities, this leads to engagement and commitment.

Annunzio (2005) states that if leaders give employees an opportunity to present solutions, then they will be engaged. Annunzio further adds that smart employees should be treated like they are smart to enable them to perform better. According to Wiseman and Covey (2010), organisations are in search of leaders who can produce more with fewer resources. This can

be achieved by fully utilizing the capabilities of their subordinates. Leaders should create an environment where employees not only feel smarter but will eventually be smarter (Wiseman & McKeown, 2010). Hence in this study, it was hypothesised that:

H_3: Multiplier leadership style of first line managers is the predominant leadership style for employee engagement.

H_6: Multiplier leadership style of first line managers has a significant and positive relationship with employee engagement.

3.2 EXISTENTIAL THINKING

Existential thinking was used in the current study as a moderator for leadership styles and employee engagement. “Existential thinking focusses on issues relating to those assumptions – freedom, responsibility, authenticity, purpose, meaning, paradox, uncertainty, anxiety, values, time and temporality” (Hanaway, 2019a). According to Hanaway (2019a), existentialism is often associated with negative implications to human emotions such as anxiety, fear and death consciousness. Existentialism proposes that the individuals are free to decide their purpose in life. It is all about having the ability to make a choice in life and being authentic (Hanaway, 2019b). The philosophy of existentialism and its implications on leadership has been explored by many scholars (Agarwal & Cruise Malloy, 2000; Agbude et al., 2017; Fusco et al., 2015). Hence, existentialism is an important philosophy to be considered in contemporary leadership. The quest to improve on leadership needs the influence of existentialism.

Many philosophers that include Kierkegaard, Nietzsche, Heidegger and Marcel were involved in the debate about existentialism, but this research focuses on Sartre’s perspective as it relates to contemporary leadership issues. Sartre’s view towards existentialism is that existences come first

before essence (Sartre, 1965). Sartre was an existentialist who placed emphasis on being-for-others: “One’s existence is only meaningful so long as one recognises the existence of others” (Agbude et al., 2017, p. 53). The existentialist approach to leadership has been considered to be beneficial in contemporary leadership performance. Authors like Sartre and Camus point out the importance of existence and the ability to make own choices in life, hence the accountability for the decisions made. Existentialists like Sartre place emphasis on emotions and the implications of these on how human beings behave. According to Hanaway (2019a), emotions are an important aspect in defining ourselves and others, whilst embracing our beliefs and values.

Being a leader is a situation that many people choose; hence leaders must acknowledge that they are not obliged to be in a leadership role (Cole, 2015). Existential philosophy alludes to the fact that human exist first, and they get the freedom to make a choice of whom they want to be. The same philosophy appeals to leadership, as leaders have the freedom to be either great or bad. “Existentialism, it may be argued, is essentially a personal decision-making philosophy because it is based upon individual choice and the anxiety surrounding the recognition of the freedom and accountability of that choice” (Agarwal & Cruise Malloy, 2000, p. 145).

The existential philosophy underpins the concept of “being” which leads to relatedness. The emphasis of relational as alluded to by many authors, portrays a vivid picture of the essence of discovering oneself by looking at others. Leaders need to form relationships with their colleagues based on their beliefs, emotions and values. Leaders needs to be authentic. According to Fusco et al. (2015), existentialism is essential for authentic leadership. Work should be meaningful, as indicated by Chandani et al. (2016). Hanaway (2019a) asserts that existentialists place more emphasis on self-awareness and emotions. According to Hanaway (2019b), there is considerable growing interest in the existential approach and its application

in the business environment. This indicates the validity of existential thinking in the leadership space and its application in the work environment.

According to Allan and Shearer (2012, p. 23), “existential thinking likely overlaps with the search for meaning, because people who are looking for purpose and meaning in life would logically spend more time contemplating their life purpose or the meaning of life in general”. Existential thinking encompasses self-awareness and relationship building consciousness; hence existentialism is crucial to leadership, especially for employee engagement. The interpretation of existential thinking differs at individual level depending on exposure to different literature (Hanaway, 2019b). “The importance to choose what we are is characteristic of all existential thinkers” (Hanaway, 2019b). Existentialists are heavily invested in their emotions which enables them to be well informed about themselves (self-awareness) and about the people surrounding them.

3.2.1 Existential concerns

The notion of leadership and the gradual inclination towards their behaviour and way of thinking has implications for employee actions. According to Cox (2019, p.13), the “philosophy of existentialism explores the timeless existential truths of human condition: freedom, responsibility, choice, indeterminacy, embodiment, lack, desire, anxiety, contingency, absurdity, the existence of other people, ageing and death. Existentialism offers a way of dealing with life whenever and wherever it is lived”. The world today is experiencing existential crisis that requires existential thinking from leadership (Hanaway, 2019b). Hanaway further posits that, although as human beings we make different choices, we are however bound by existential considerations such as death, freedom, recognisability, existential isolation and meaninglessness (Hanaway, 2019b). Occasionally, every person ponders on their existence, whether in a positive or negative connotation. The extent to which leaders explore such thoughts and the

frequency of engaging with existential concerns may affect how leaders perform in the business environment. Table 3.2 highlights the three core assumptions underpinning “being”.

Table 3.2: Three core assumptions underpinning “Being”.

Core Assumptions	Description
Relatedness	Creation of relationships with ourselves and with everything around us, be it the world or other people.
Uncertainty	The unpredictability of life and the “being” itself, the lack of certainty.
Anxiety	Resulting from life’s uncertainties due to the impossibilities of controlling our lives.

Source: Adapted from (Hanaway, 2019b)

For these reasons, this study hypothesised that:

H_7: Existential thinking of first line managers has a positive relationship with employee engagement.

H_8: Existential thinking moderates the relationship between adaptive leadership style of first line managers and employee engagement.

H_9: Existential thinking moderates the relationship between agile leadership style of first line managers and employee engagement.

H_{10}: Existential thinking moderates the relationship between multiplier leadership style of first line managers and employee engagement.

3.3 CONCEPTUAL MODEL OF THE STUDY

The conceptual framework for this study is presented in Figure 3.2 below. This was derived from the hypotheses mentioned above. The digital age calls for organisations to employ modern leadership approaches. Organisations are currently operation in the VUCA world and disruptive era. This presents leadership with challenges of managing employee engagement. Traditional leadership styles that have proved effective in prior years may require re-evaluation. Organisations need to have a new perspective towards adopting modern leadership styles that match the current digital age environment. Thus, there is an urgent need for a leadership skills upgrade and paradigm shift from the traditional approach to a contemporary one.

In addition, there is limited research on connectedness of contemporary leadership approaches and employee engagement. The study of O'Connell (2014) indicates that there is a need for new approaches to leadership to cater for the VUCA world and global challenges. According to Zigurs (2003), traditional leadership styles will not suffice in the technological era. The current study explored the modern leadership styles suitable for employee engagement in the contemporary operating environment for organisations, including adaptive, agile and the multiplier leadership styles. Leaders are encouraged to practice existential thinking as well, hence this study explored existential thinking as a potential moderator between the leadership styles and employee engagement.

In this model, agile, adaptive and multiplier are presented as the contemporary leadership styles. These leadership styles are aimed at managing employees in the era of digital disruption and VUCA world. They emphasize the importance of flexibility and adaptability from leadership. In addition, the researcher aimed to extend the frontiers of Annunzio's Twenty-Sixty-Twenty (TST) leadership theory by incorporating the adaptive, agile

and multiplier leadership styles, and existential thinking. The introduction of these leadership styles and existential thinking contributes to the extension of the TST leadership theory focusing mainly on the middle 60%. This study enables organisations to determine the leadership style suitable for employee engagement in their current operating environment. In this conceptual framework, employee engagement is shown to be dependent on three leadership styles, that is, adaptive, agile and multiplier. Moreover, existential thinking is hypothesized as moderating the relationship between each of the leadership styles and employee engagement.

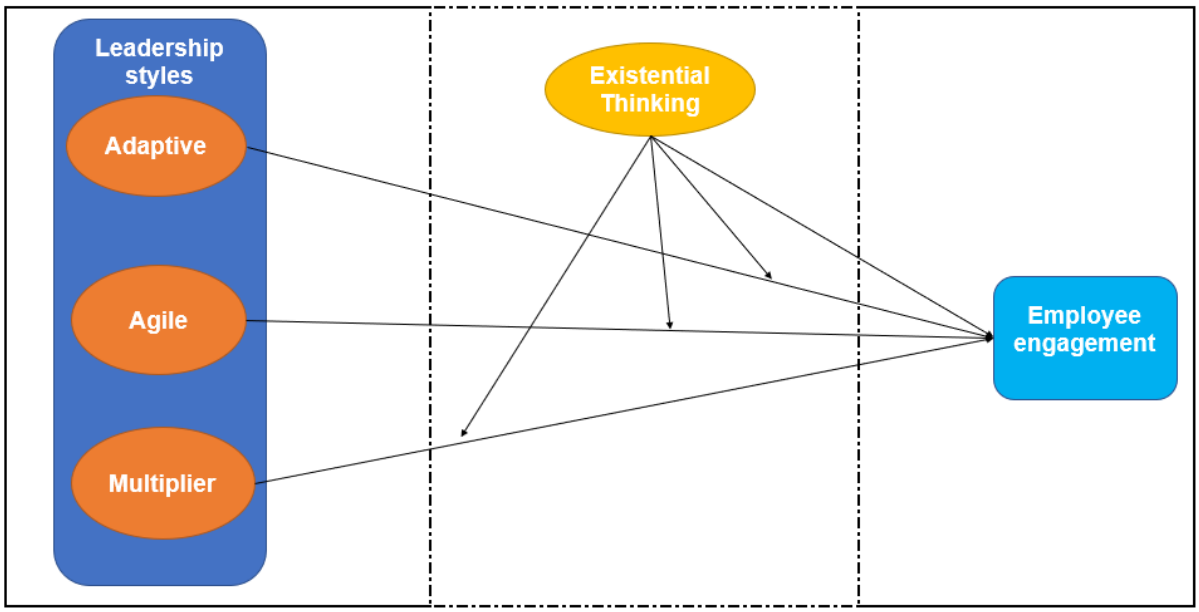

Figure 3.2: Conceptual model of the study
Source: Researcher's own model based on literature reviewed

3.4 THE TWENTY-SIXTY-TWENTY (TST) THEORY FOR EMPLOYEE ENGAGEMENT

This study was founded upon the TST theory, to assess and evaluate the potential influence of leadership styles on employee engagement. Therefore, the TST theory became the main reference for this research. High performance organisations are achieved through ensuring that employees are highly engaged. Organisations can achieve their intended

return on investment if they fully utilise their high performing employees (Annunzio, 2005). Annunzio advocates for a fast-paced leadership style in a digital economy as this encourages employee engagement. According to Annunzio (2001:78), employees are classified into three different zones, that is, the top 20% of employees who are the top performers and are highly engaged, the middle 60% who are average performers and are neither engaged nor disengaged, and the bottom 20% who are the worst performers and disengaged (Figure 3.3). The leadership challenge is on the middle 60%, who have the potential to either become top performers or fall into the bottom 20%. They need to be motivated to join the top 20% (Pathak, 2005). Therefore, there is a need for effective leadership to guide them (Jaworski & Pitera, 2015).

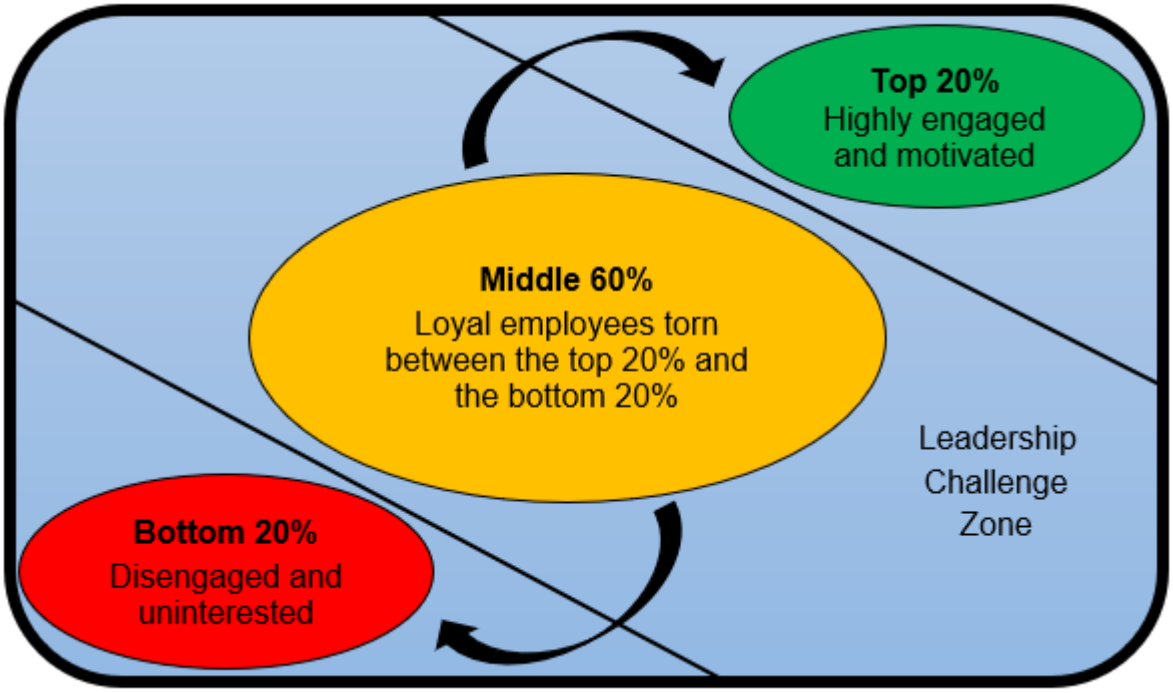

Figure 3.3: The Twenty-Sixty-Twenty (TST) model
Source: Adapted from Annunzio (2001)

Annunzio (2001) indicates that the top 20% will produce 80% of the results and it will be a waste of company resources to focus on the bottom 20%. However, leaders can make use of the top 20% to influence the middle 60%. The TST theory is a good part of this study as most of the employees in organisations fall into the middle zone and if their engagement is managed, the likelihood of improving into the top 20% is high. Joshua (2012, p. 1) notes that the top 20% needs no push to perform as they are engaged and committed whereas the bottom 20% are not interested in participating. The middle 60% are the "average member" where leaders need to focus as they are "the flowers waiting to bloom" and "diamonds needing a bit of polish".

According to Henrikson (201:539), leaders should spend most of their time managing the middle 60% of workers. Strand (2010:2) adds that leaders should create a conducive environment to ensure that the middle performers are engaged. Pathak (2005:64) modified the 80/20 Pareto rule to TST rule and emphasized that the middle employees can be motivated to become the top performers. Disengaged employees are typically employees who were once high performers before they become disengaged or uninterested. Consequently, organisational productivity decreases, as their commitment and performance also decrease. Hence, this can potentially be achieved through effective leadership styles and existential thinking. According to Swindall (2011), the engaged employees can be used to influence the disengaged employees.

The TST model stipulates how the organisations are set up in relation to employee performance and engagement. The critical argument relates to whether this model will fit and apply effectively in a modern business environment where organisations rely strongly on employee productivity for their survival. The challenging operating environment does not allow organisations any leeway to accept poor performance from employees, hence having 20% if not 80% of employees not performing adequately will eventually lead to difficulties in organisational survival. An improved model

that complements the current business operating environment that is volatile, uncertain, complex, and ambiguous exacerbated by COVID-19 and stiff competition prompted the researcher to explore the current situation regarding employee engagement from the perspective of first line managers.

H_{11}: There is an improvement in TST theory that suits the contemporary business environment.

Table 3.3 below provides a summary of the research hypotheses illustrated in the pictorial presentation of the conceptual framework.

Table 3.3: Summarising research hypotheses

Hypothesis	Description
H1	Adaptive leadership style of first line managers is the predominant leadership style for employee engagement.
H2	Agile leadership style of first line managers is the predominant leadership style for employee engagement.
H3	Multiplier leadership style of first line managers is the predominant leadership style for employee engagement.
H4	Adaptive leadership style of first line managers has a significant and positive relationship with employee engagement.
H5	Agile leadership style of first line managers has a significant and positive relationship with employee engagement.

H6	Multiplier leadership style of first line managers has a significant and positive relationship with employee engagement.
H7	Existential thinking of first line managers has a positive relationship with employee engagement.
H8	Existential thinking moderates the relationship between adaptive leadership style of first line managers and employee engagement.
H9	Existential thinking moderates the relationship between agile leadership style of first line managers and employee engagement.
H10	Existential thinking moderates the relationship between multiplier leadership style of first line managers and employee engagement.
H11	There is an improvement in TST theory that suits the contemporary business environment.
H12	Adaptive leadership, multiplier leadership, agile leadership and existential thinking all contributes to the leadership framework for employee engagement in the contemporary business operating environment.

Source: Author's own compilation

3.5 CHAPTER SUMMARY

This chapter presented a literature review of leadership theories, leadership styles and employee engagement. It touched on the leadership concept of existential thinking. The chapter evaluated the relationships displayed by the conceptual model basing on the available literature. The literature indicated a potential relationship between the leadership styles, namely agile, adaptive and multiplier, and employee engagement. The potential moderating effect of existential thinking was explained. Human capital is considered a competitive advantage; hence organisations should ensure that their employees are kept engaged. Different leadership approaches are necessary for many organisations, especially due to the impact of globalisation, digitalization, COVID-19 pandemic, disruptive technology, and intense competition. Effective leadership is necessary for organisations surviving in challenging times, especially with regard to productivity and employee engagement. Such conditions require leaders to be agile, adaptable and also to be multipliers. The next chapter will discuss the research design and methodology for this study.

CHAPTER 4
RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

According to Blumberg, Cooper and Schindler (2014), every research process requires a guide or plan to follow in the form of a research design. The research problem, the study framework and the proposed relationships among variables are part of the research design. This chapter is concerned with the design and methodology followed for the study. It covers the research paradigm, research design, data collection procedure, the population and sample of the study, research instrument, and analysis techniques used in this study. The chapter further examines the ethical considerations observed for the study.

This research aimed to gain an understanding of the relationship between leadership styles of first line managers and employee engagement in a global pump manufacturing company. It further examined the potential moderating effect of existential thinking between the leadership styles and employee engagement. Since organisations are often operating under difficult conditions, full utilisation of the resources at their disposal is essential. This entails sustaining high employee engagement levels as well as full beneficial gain from employee capabilities through effective modern leadership. The literature reviewed in this study highlights that traditional approaches are best suited for employee engagement, giving little attention to modern leadership styles that might be important for the current business operating environment. This prompted the researcher to explore the modern leadership styles in relation to employee engagement. All the first line managers in 52 countries around the world were considered for this study. The first line managers were defined as managers who fall within the band level 7 and 9 and operate below middle managers in the organisation. They

should bear the titles of manager, supervisor or team leader and have at least four direct reports.

4.2 RESEARCH OBJECTIVES AND HYPOTHESES

This study explored the relationships between contemporary leadership styles and employee engagement. The intention of the study was to assess whether agile leadership, adaptive leadership and multiplier leadership have an effect on employee engagement. It further evaluated the potential moderating effect of existential thinking on the relationship between agile leadership, adaptive leadership, multiplier leadership and employee engagement.

4.2.1 Primary objective

The main objective of this study was to examine the relationship between the leadership styles (adaptive, agile and multiplier) and employee engagement in a global pump manufacturing organisation from the perspective of first line managers.

4.2.2 Secondary objectives

Table 4.1 below indicates the five secondary objectives identified for this study to fulfil the main objective.

Table 4.1 Secondary objectives, research questions and hypotheses

Secondary Research Objectives	Research Question	Hypotheses
1. To investigate the predominant leadership style for employee engagement of first line managers in a global manufacturing organisation	What is the predominant leadership style of first line managers for employee engagement in a global pump manufacturing organisation?	*H_1: Adaptive leadership style of first line managers is the predominant leadership style for employee engagement.*
		H_2: Agile leadership style of first line managers is the predominant leadership style for employee engagement.
		H_3: Multiplier leadership style of first line managers is the predominant leadership style for employee engagement.
2. To explore and explain relationships between the leadership styles of	What is the relationship between the leadership styles of first line managers (adaptive, agile and	*H_4: Adaptive leadership style of first line managers has a positive relationship with*

first line managers (adaptive, agile and multiplier) and employee engagement in a global pump manufacturing organisation	multiplier) and employee engagement in a global pump manufacturing organisation?	*employee engagement.*
		H_5: Agile leadership style of first line managers has a positive relationship with employee engagement.
		H_6: Multiplier leadership style of first line managers has a positive relationship with employee engagement.
3. To establish the potentially moderating role of existential thinking on the relationship between the leadership styles of first line managers (adaptive, agile and multiplier) and employee engagement in a global pump	What potential role does existential thinking play in moderating the relationship between the leadership styles of first line managers (adaptive, agile and multiplier) and employee engagement in a global pump	*H_7: Existential thinking of first line managers has a positive relationship with employee engagement.*
		H_8: Existential thinking moderates the relationship between adaptive leadership style of first line managers

manufacturing organisation	manufacturing organisation?	*and employee engagement.*
		H_9: Existential thinking moderates the relationship between agile leadership style of first line managers and employee engagement.
		H_{10}: Existential thinking moderates the relationship between multiplier leadership style of first line managers and employee engagement.
4. To broaden the horizon, where possible, of the TST theory of employee engagement	What are the appropriate additional attributes be to the TST theory for the contemporary business environment?	*H_{11}: There is an improvement in TST theory that suits the contemporary business environment.*

5. To recommend a leadership framework for employee engagement in the contemporary global business operating environment by introducing appropriate leadership styles and approaches	What is the ideal conceptual framework for employee engagement in the contemporary global business operating environment?	*$H_{12:}$ Adaptive leadership, multiplier leadership, agile leadership and existential thinking all contribute to the leadership framework for employee engagement in the contemporary business operating environment.*

Source: Author's own compilation

4.3 RESEARCH PARADIGM AND APPROACH

According to Byrne (2017), researchers should understand the research philosophy first, before understanding the approach, strategy, methods, time horizon and techniques. O'Gorman and MacIntosh (2014) observe that "the purpose of setting out your research philosophy is to help signal to other researchers those claims you might make in your findings, and the basis on which you would make such claims". The selected methodology for each study depends on the paradigm guiding the research process (Tuli, 2010). This study was undertaken with an objective ontological disposition as the researcher was in pursuit of reality using objective measurements but with a positivistic epistemological approach that enabled the understanding of how the knowledge was acquired. This study employed the positivistic philosophical approach based on how the research was conducted. The deductive approach was used in this study as it is extensively used in quantitative research and it enables the formulation of hypothesis from the existing theory (Dahlberg & McCaig, 2010).

4.4 RESEARCH DESIGN

A quantitative research method was utilised in this study. The study design was descriptive and cross-sectional. Quantitative approach was followed due to the objectives of the study, the nature of the research questions and the information to be collected. This method is aligned to a study by Abbas (2017) which looked at leadership styles in relation to employee engagement in Karakorum International University, and also to a study done by Othman, Hamzah, Abas and Zakuan (2017) which explored the influence of leadership styles on employee engagement with the moderating effect of communication styles. A survey research strategy was adopted for this study to enable the testing of the generated hypothesis. According to Saunders and Lewis (2017), the use of a survey research strategy enables data collection from a large size of population.

4.4.1 Population size of the study

The study was based on a survey sent out to first line managers with the titles of manager, supervisor and team leader falling within the band level 7 and 9 and having at least four direct reports. Grundfos has a total number of 806 first line managers that fall within the band levels 7 and 9 and are represented in 52 countries. The target population of N=806 first line managers was considered for this study. To qualify as a first line manager, such individuals are required to fall within the band levels 7 and 9 and have at least four direct reports. The reason for this was that a first line manager with less than four employees reporting to them would not be eligible to receive an EMS report which is necessary for this study, hence they would not be able to fully answer the questionnaire.

4.4.2 Sampling technique

According to Sharma (2017, p. 749), “sampling is a technique (procedure or device) by a researcher to systematically select a relatively smaller number of representative items or individuals (a subset) from a pre-defined population to serve as subjects (data source)”. Sampling techniques should only be used in instances where the use of the total population is practically not feasible (Sharma, 2017). A non-probability sampling technique was used for this study focussing on purposive sampling. Etikan, Musa and Alkassim (2016) indicate that there are two types of non-probability sampling, namely convenience and purposive (judgmental) sampling. Sharma (2017) observes that purposive sampling enables the researcher to include all the participants who are relevant to the study. According to Lopez and Whitehead (2013), purposive enables the researcher to consider respondents suitable to fulfil the research questions of the study. For this study first line managers with four and more direct reports were considered who fell within the band levels 7 and 9. A sample size of 753 first line managers was used.

4.5 DATA COLLECTION

For primary data collection, a survey method was used. Since the participants are from different countries, the most cost-effective way of collecting data was via emails. This method, besides being cheap, is also considered convenient for data collection especially if the participants are dispersed around the world. The emails were accessed from the Microsoft Outlook address book at Grundfos. The data was collected from fifty-two countries located in the Western Europe (WE) region, Americas region, India, Middle East and Africa (IMEA) region, Central and Eastern Europe (CEE) region, Asia-Pacific Countries (APAC) region and the China region. Although this method was cheap, the researcher encountered some difficulties. Of the 753 first line managers targeted as the respondents for

the study, 455 questionnaires were received. This indicates a response rate of 60%. According to Visser, Krosnick and Lavrakas (2000), self-administered email surveys often encounter the challenge of low response rates.

4.5.1 Measuring instruments

Leadership styles, existential thinking and employee engagement were measured by means of five different instruments. For agile leadership style, a questionnaire for enablers and disruptors developed by Hayward (2021) was used. Adaptive leadership style was measured using a questionnaire consisting of selected items from Northouse's (2021) adaptive leadership questionnaire. Multiplier leadership was measured using a questionnaire adapted from the Multipliers 360 Self-Assessment developed by the Wiseman Group (Wiseman & Covey, 2010). Existential thinking was measured using a questionnaire adapted from the Scale for Existential Thinking (SET) (Allan & Shearer, 2012). Employee engagement was measured using the Employee Motivation Survey (EMS) questionnaire adapted from Grundfos (SharePoint, 2021).

4.5.1.1 Measurement of employee engagement

Grundfos measures employee engagement on an annual basis through the Employee Motivation Survey (EMS). In measuring employee engagement, a 4-item, 7-point Likert scale was adopted from the Grundfos Employee Motivation Survey. The 7-point Likert scale includes respondents being asked to select from the choices of 'strongly disagree' to 'strongly agree'. A seven-point Likert scale ranging from 1 = Strongly disagree; 2 = Disagree; 3 = Somewhat disagree; 4 = Neither agree or disagree; 5 = Somewhat agree; 6 = Agree, and 7 = Strongly agree was used to ascertain the perception of items contained in the questionnaire. Table 4.2 presents the measurement scale for employee engagement highlighting the statements assessing employee satisfaction (Q10.1 to Q10.4). The assessment score

of Cronbach's Alpha for this study is 0.90, which indicates a good fit for this study.

Table 4.2: Measuring scale for employee engagement

Latent Factor	Observable Variable	Item Statement
Employee Engagement (EE)	Q10.1	My direct reports are overall satisfied at their place of work.
	Q10.2	Imagining a place of work, which is perfect in all aspects, my direct reports consider their place of work to be close to this ideal.
	Q10.3	My direct reports feel motivated in their job.
	Q10.4	My direct reports look forward to going to work.

Source: Grundfos Employee Motivation Survey (SharePoint, 2021)

4.5.1.2 Measurement of Existential Thinking

The Existential Thinking Scale adapted for this study contains ten items that identify and measure existential thinking. The Scale for Existential Thinking is an 11-item instrument that measures the process of reflecting on human existence as shown in Table 4.3. Existential thinking was measured using a questionnaire adapted from the Scale for Existential Thinking (SET) (Allan & Shearer, 2012). The SET was developed by Shearer (Shearer, 2006). Participants rated the frequency of their engagement in various existential thinking behaviours on a seven-point scale ranging from strongly agree to strongly disagree. A seven-point Likert scale ranging from 1 = Strongly disagree; 2 = Disagree; 3 = Somewhat disagree; 4 = Neither agree or disagree; 5 = Somewhat agree; 6 = Agree, and 7 = Strongly agree was used to ascertain the perception of items contained in the questionnaire. The results from Allan and Shearer (2012) revealed a very strong reliability (α =

.93) and convergent validity. The assessment score of Cronbach's Alpha for this study is 0.92, which indicates a good fit for this study.

Table 4.3: Measuring scale for existential thinking

Latent Factor	Observable Variable	Item Statement
Existential Thinking (ET)	Q11.1	I do reflect on my purpose in life.
	Q11.2	I do think about human spirit or what happens to life after death.
	Q11.3	I have spent time reading, thinking about or discussing philosophy or beliefs.
	Q11.4	I do have a philosophy in life that helps me manage stress or make important decisions.
	Q11.5	I do think about ideas such as eternity, truth, justice, or goodness.
	Q11.6	I do spend time in meditation, prayer, or reflecting on the mysteries of life.
	Q11.7	I do discuss or ask questions to probe deeply into meaning of life.
	Q11.8	I do think about a "grand plan" or process that human beings are part of.
	Q11.9	I have thought about what is beyond the "here and now" of my daily life.
	Q11.10	I have reflected on the nature of reality or the universe.

Source: Scale of Existential Thinking (Allan & Shearer, 2012)

4.5.1.3 Measurement of agile leadership style

To measure agile leadership style, a questionnaire for enablers and disruptors developed by Hayward (2021) was used as shown in Table 4.4.

A seven-point Likert scale ranging from 1 = Strongly disagree; 2 = Disagree; 3 = Somewhat disagree; 4 = Neither agree or disagree; 5 = Somewhat agree; 6 = Agree, and 7 = Strongly agree was used to establish the perception of items contained in the questionnaire. Table 4.4 shows the item statements associated with agile leadership style as applied in this study. The statements assess how managers employ the agile approach when dealing with employees in different situations. Respondents were asked to choose from number one (strongly disagree) to number seven (strongly agree) depending on how they will behave. The assessment score of Cronbach's Alpha for this study was 0.85, which indicates a good fit.

Table 4.4: Measuring scale for agile leadership style

Latent Factor	Observable Variable	Item Statement
Agile Leadership Style (AGL)	Q12.1	I encourage my employees to learn from their mistakes.
	Q12.2	I encourage my employees to regularly challenge the status quo.
	Q12.3	I talk to my employees about our purpose, so that we share a strong sense that what we do is important.
	Q12.4	I cut through bureaucracy and re-imagine the operating model to drive employee efficiency.
	Q12.5	I coach my employees to develop capability and take more responsibility.
	Q12.6	I burst silos and challenge tribal thinking of my employees.
	Q12.7	I connect frequently with my employees.

	Q12.8	I encourage my employees to adapt quickly in response to changes in the external environment
	Q12.9	I provide clarity of direction to my employees to ensure aligned priorities across the organisation.
	Q12.10	I inspire my employees to push boundaries and find new ways to do things

Source: Adapted from Hayward (2021)

4.5.1.4 Measurement for adaptive leadership style

Adaptive leadership style was measured using a 10-item, seven-point scale adopted from a questionnaire consisting of selected items from Northouse's (2021) adaptive leadership questionnaire. A seven-point Likert scale ranging from 1 = Strongly disagree; 2 = Disagree; 3 = Somewhat disagree; 4 = Neither agree or disagree; 5 = Somewhat agree; 6 = Agree, and 7 = Strongly agree was used to establish the perception of items contained in the questionnaire. Table 4.5 indicates the measurement scale for adaptive leadership style and shows the item statements associated with adaptive leadership style as used in this study. The statements assess how managers adapt in difficult situations when dealing with employees. The questionnaire asked respondents to choose from number one (strongly disagree) to number seven (strongly agree) depending on how they will behave in difficult situations. The assessment score of Cronbach's Alpha for this study is 0.71, which indicates a good fit.

Table 4.5: Measuring scale for adaptive leadership style

Latent Factor	Observable Variable	Item Statement
Adaptive Leadership Style (ADL)	Q13.1	In a difficult situation with employees, I step out of the dispute to gain a perspective on it.
	Q13.2	When employees try to avoid controversial organisational issues, I bring these conflicts into the open.
	Q13.3	In difficult situations with employees, I sometimes lose sight of the “big picture”.
	Q13.4	When employees are struggling with a decision, I sometimes tell them what I think they should do.
	Q13.5	To restore calmness in the organisation, I sometimes try to neutralize bad comments of the employees who are not team players.
	Q13.6	During organisational change, I challenge employees to concentrate on the “hot” topics.
	Q13.7	When events trigger emotional responses among employees, I sometimes use my authority as a leader to resolve the problem.
	Q13.8	I am open to employees who bring up unusual ideas that seem to hinder the progress of the team.
	Q13.9	To keep things moving forward, I sometimes let employees avoid issues that are troublesome.

	Q13.10	When employees look to me for answers, I encourage them to think for themselves.

Source: Adapted from Northouse (2021)

4.5.1.5 Measurement for multiplier leadership style

In measuring multiplier leadership style, a 10-item, seven-point Likert scale was used from a questionnaire adapted from the Multipliers 360 Self-Assessment developed by the Wiseman Group (Wiseman & Covey, 2010), ranging from 1 = Strongly disagree; 2 = Disagree; 3 = Somewhat disagree; 4 = Neither agree or disagree; 5 = Somewhat agree; 6 = Agree, and 7 = Strongly agree to ascertain the perception of items contained in the questionnaire. Table 4.6 presents the measurement scale for multiplier leadership style with questions from Q14.1 to Q14.10 and shows the item statements associated with multiplier leadership style as used in this study. The statements assess how managers use the multiplier leadership approach when dealing with employees. The questionnaire asked respondents to choose from number one (strongly disagree) to number seven (strongly agree) depending on how they will behave in difficult situations. The assessment score of Cronbach's Alpha for this study is 0.75, which indicates a good fit.

Table 4.6: Measuring scale for multiplier leadership style

Latent Factor	Observable Variable	Item Statement
Multiplier	Q14.1	I remove employees who are impeding the smarts and growth of other employees.
	Q14.2	I allow employees to fail, learn and figure it out on their own.
	Q14.3	I readily admit when I make a mistake and share it with my subordinates.
	Q14.4	I start debates by encouraging every employee to share their views.

Leadership Style (ML)	Q14.5	I put the responsibility for solving problems onto my subordinates.
	Q14.6	I create an intense environment that requires the employees' best.
	Q14.7	I engage employees in debating the issues upfront before decisions get made.
	Q14.8	I utilize employee's capabilities at their highest level of contribution.
	Q14.9	I stay engaged in my subordinate's work without taking over.
	Q14.10	I encourage employees to challenge the prevailing assumptions in the organisation.

Source: Adapted from Wiseman and Covey (2010)

4.6 DATA ANALYSIS

This study utilized the quantitative data analysis using the Statistical Package for Social Sciences (SPSS) version 23.0 (Statistics, 2015) and Microsoft Excel. Statistical methods were used for data analysis. Descriptive statistics were used to summarise the sets of data (Blumberg et al., 2014; Leedy & Ormrod, 2015). Inferential statistics were used in this study which includes the structural equation modelling (SEM), correlation analysis and factor analysis. Regression analysis was used to explain the relationship between independent variables, moderating variable and dependent variable (Leedy & Ormrod, 2015) . Correlation analysis was used to test the linear association between independent and dependent variables of study and factor analysis was used to examine the correlations among variables (Leedy & Ormrod, 2015).

The seven-step framework by Andersson, Cuervo-Cazurra and Nielsen (2014, p. 1066) was used to hypothesise the moderating relationships, drawing on the following steps:

Step 1: Identify the theory that explains the direct and moderating effects.
Step 2: Apply the selected theory to the research question and explain the direct effect and the mechanism behind it.
Step 3: Provide a theoretical justification for the choice of the moderator variable.
Step 4: Explain the direct effect of the moderator variable on the dependent variable to clarify how this direct effect differs from the moderating effect.
Step 5: Explain how the moderating effect changes the mechanisms by strengthening or weakening the direct relationship.
Step 6: Theoretically rule out the reverse interaction in which the independent variable is moderating the relationship between the moderating variable and the dependent variable.
Step 7: Return to theory when interpreting the results and explain them from a theoretical viewpoint.

4.7 VALIDITY AND RELIABILITY

According to Bell, Bryman and Harley (2018), external and internal validity are the two broad categories of validity. The measurement instrument for this study was tested for validity and reliability to ensure credibility. According to Blumberg et al. (2014), external validity ensures generalizability while internal validity ensures that the research instrument is effectively suitable for its intended use. Reliability ensures that the research instrument is consistent in obtaining the same results when used more than once under the same conditions (Leedy & Ormrod, 2015). For this study, factor analysis (FA) was used for ensuring validity of the measurement instrument and the Cronbach's alpha was used to check the reliability of the variables under study as shown in Table 4.7.

Table 4.7: Reliability of measurement instrument

Construct	Variables	Cronbach's Alpha
Employee Engagement	Q10.1; Q10.2; Q10.3; Q10.4	0.903
Existential Thinking	Q11.1; Q11.2; Q11.3; Q11.4; Q11.5; Q11.6; Q11.7; Q11.8; Q11.9; Q11.10	0.915
Agile Leadership	Q12.1; Q12.2; Q12.3; Q12.4; Q12.5; Q12.6; Q12.7; Q12.8; Q12.9; Q12.10	0.845
Adaptive Leadership	Q13.1; Q13.2; Q13.3; Q13.4; Q13.5; Q13.6; Q13.7; Q13.8; Q13.9; Q13.10	0.712
Multiplier Leadership	Q14.1; Q14.2; Q14.3; Q14.4; Q14.5; Q14.6; Q14.7; Q14.8; Q14.9; Q14.10	0.750

Source: Author's own compilation

4.7.1 Convergent validity testing

Convergent validity was done by checking the loading factor of each indicator as shown in Table 4.8. The factor loading from at least 0.5 is considered to have validity that is fit enough to explain the latent construct (Hair, Black, Babin & Anderson, 2019). The research considered a minimum loading factor of 0.5 and above, with the condition of average variance extraction (AVE) score for every construct which is greater or equal to 0.5. Smart PLS 4.0 indicates that all the latent constructs met the condition of AVE score of 0.5 and above.

Table 4.8: Factor loadings and average variance extraction

Construct	Indicator / Factor loading	AVE
Employee Engagement	EE1 / 0.887	0.775
	EE2 / 0.860	
	EE3 / 0.879	
	EE4 / 0.897	
Existential Thinking	ET2 / 0.758	0.668
	ET5 / 0.736	
	ET6 / 0.862	
	ET7 / 0.872	
	ET8 / 0.858	
	ET9 / 0.831	
	ET10 / 0.793	
Agile Leadership	AGL3 / 0.744	0.540
	AGL4 / 0.728	
	AGL5 / 0.772	
	AGL9 / 0.726	
	AGL10 / 0.702	
Adaptive Leadership	ADL6 / 0.843	0.498
	ADL7 / 0.648	
	ADL8 / 0.604	
Multiplier Leadership	ML3 / 0.778	0.522
	ML4 / 0.903	
	ML7 / 0.817	

Source: SmartPLS 4.0 Processing Results (2023)

4.8 ETHICAL CONSIDERATIONS

There is greater need for maintaining high ethical standards when conducting research work (Cooper & Schindler, 2014:14). For ethical reasons, the researcher ensured that:

- The questionnaire did not contain the names and any contacts of the respondents.
- Completion of the questionnaire was done on a voluntary basis and none of the respondents was coerced to give their opinion.
- Respondents who took part in the study were informed in writing and were not allowed to participate without their consent.
- Results obtained from respondents will be kept anonymous and be retained in a manner that ensures confidentiality.
- A letter of permission to conduct the study was obtained from the company involved in this study.
- The information provided by the respondents will be used solely for academic purposes.

4.9 CHAPTER SUMMARY

This chapter presented an explanation of the research design and methodology of the study. The research consisted of a mono-method quantitative research methodology using a survey for data collection. Data were collected through a self-administered questionnaire distributed to first line managers. The philosophical approach undertaken in this research is the positivist approach. The chapter provided detailed explanation of the steps taken relating to study development and approaches regarding the measurement instrument, pilot study, sampling method, data collection and data analysis techniques. The positivist approach was used as it depends on the quantitative method of collecting data and deduction approach that formed the basis of this study through literature review and hypothesis formulation. The chapter furthermore described the descriptive and inferential techniques considered for data analysis. The research findings are presented in Chapter 5.

CHAPTER 5
PRESENTATION OF RESEARCH FINDINGS

5.1 INTRODUCTION

This chapter addresses the study's main research objective. The primary objective of this research is to examine the relationship between the leadership styles (adaptive, agile and multiplier) and employee engagement in a global pump manufacturing organisation from the perspective of first line managers. In addition, the study sought to determine if existential thinking has the potential to moderate the relationship between leadership styles and employee engagement. This chapter presents the empirical findings and tests the hypotheses of the study to enable the achievement of its objective. The findings of this quantitative study are based on the data collected from the first line managers at Grundfos.

5.2 DESCRIPTIVE STATISTICAL ANALYSIS

Table 5.1 below illustrates demographic profile of all the respondents. There is a dominance of male first line managers, and most managers are senior employees above the age of 40 years. The profile of the respondents indicates that the highest number of first line managers had the title 'manager' and were in Band Level 7. The first line managers with less than ten direct reports constituted the highest number and most of the first line managers were in Western Europe (WE).

Table 5.1: Demographic profile of respondents

No	Respondents	Measurement	Number of Respondents	
			Frequency	**Percent**
1	**Gender**	Male	342	75%
		Female	113	25%
2	**Age**	18 – 25 years	1	0%
		26 – 30 years	4	1%
		31 – 35 years	49	11%
		36 – 40 years	94	21%
		Above 40 years	307	67%
3	**Tenure**	0 – 4 years	47	10%
		5 – 9 years	102	22%
		10 – 14 years	121	27%
		15 – 19 years	100	22%
		Over 20 years	85	19%
4	**Title**	Head	45	10%
		Manager	280	62%
		Supervisor	104	23%
		Team Leader	20	4%
		Other	6	1%
5	**Band Level**	Band Level 7	270	59%
		Band Level 8	128	28%
		Band Level 9	25	5%
		Other	32	7%
6	**Span of control**	Below 10 employees	259	57%
		11 – 20 employees	125	27%
		21 – 30 employees	32	7%
		31 – 40 employees	26	6%
		Above 40 employees	13	3%
7		Americas	54	12%

	Regional Location	Asia - Pacific Countries (APAC)	58	15%
		Central and Eastern Europe (CEE)	100	22%
		China	69	15%
		India, Middle East and Africa (IMEA)	54	12%
		Western Europe (WE)	120	26%

Source: Primary Data

5.2.1 Gender profile

As illustrated in Figure 5.1, the sample characteristics results indicates that 75% of the managers were male and 25% were female. The total responses were from 455 first line managers, of which 342 were males and 113 were females. This indicates that the sample comprises predominantly male first line managers.

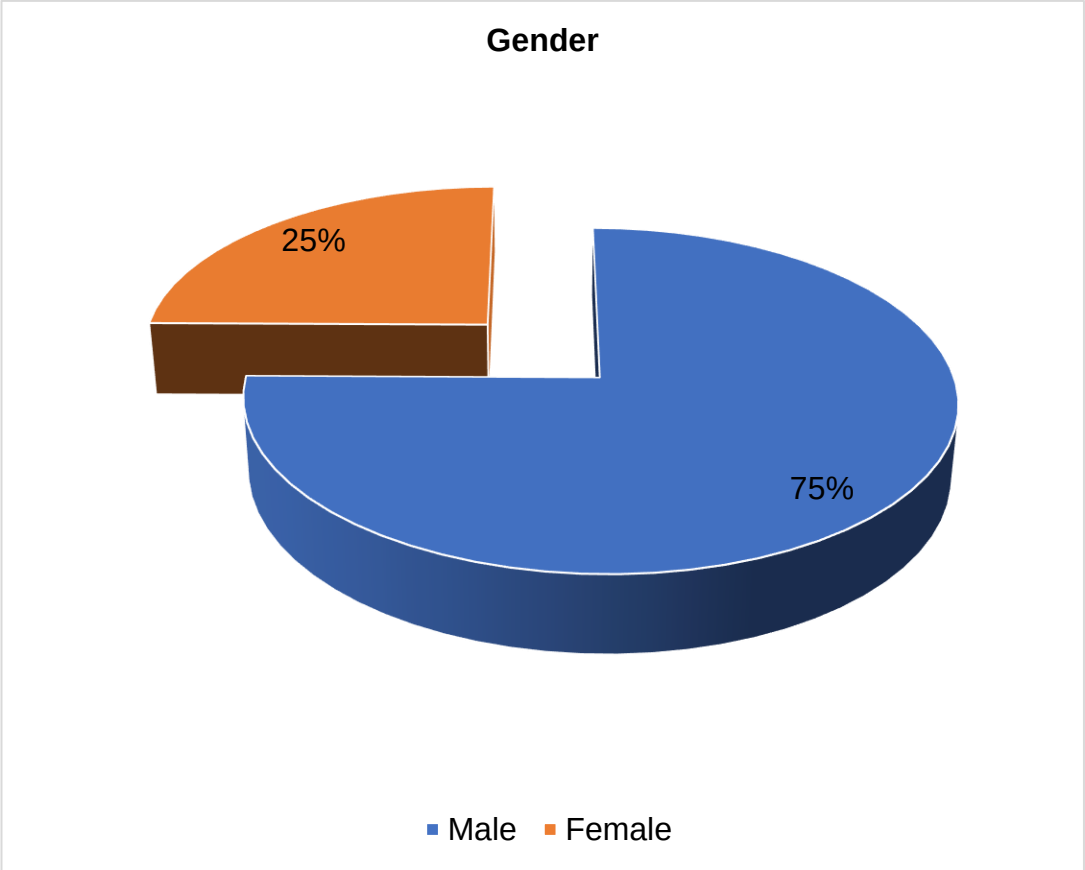

Figure 5.1: Gender profile of sample (n = 455)
Source: Primary Data

5.2.2 Age group distribution

Table 5.2 below indicates that none (0%) of the respondents were in the age group of 18 to 25 years, 1% in the 26 to 39 age group, 11% in the 31 to 35 age group, 21% in the 36 to 40 age group and 67% of the respondents were older than 40 years. Most of the respondents were above 36 years of age with a presentation of 88%. This reflects that the organisation has many first line managers who are mature and above the age of 40. The results suggest that there might be a strong need for the organisation to promote more first line managers within the age groups 31-35 years and 36-40 years.

Table 5.2: Age distribution

Age	Frequency	Percentage
18 - 25 years	1	0%
26 - 30 years	4	1%
31 – 35 years	49	11%
36 – 40 years	94	21%
Above 40 years	307	67%
Total	**455**	**100%**

Source: Primary Data

5.2.3 Employee tenure

As shown in Figure 5.2, the lowest tenure distribution of participants is 10% for 0 to 4 years with the organisation. The highest tenure is for those with 10 to 14 years constituting 27%. The tenure distribution indicated that 22% of the sample is in the 5 to 9 years category. This indicates that the organisation has many first line managers who have been with the organisation for a period of 10 and 14 years. The results indicate that employees tend to stay for a long period with the organisation which may suggest that they feel they are well taken care of.

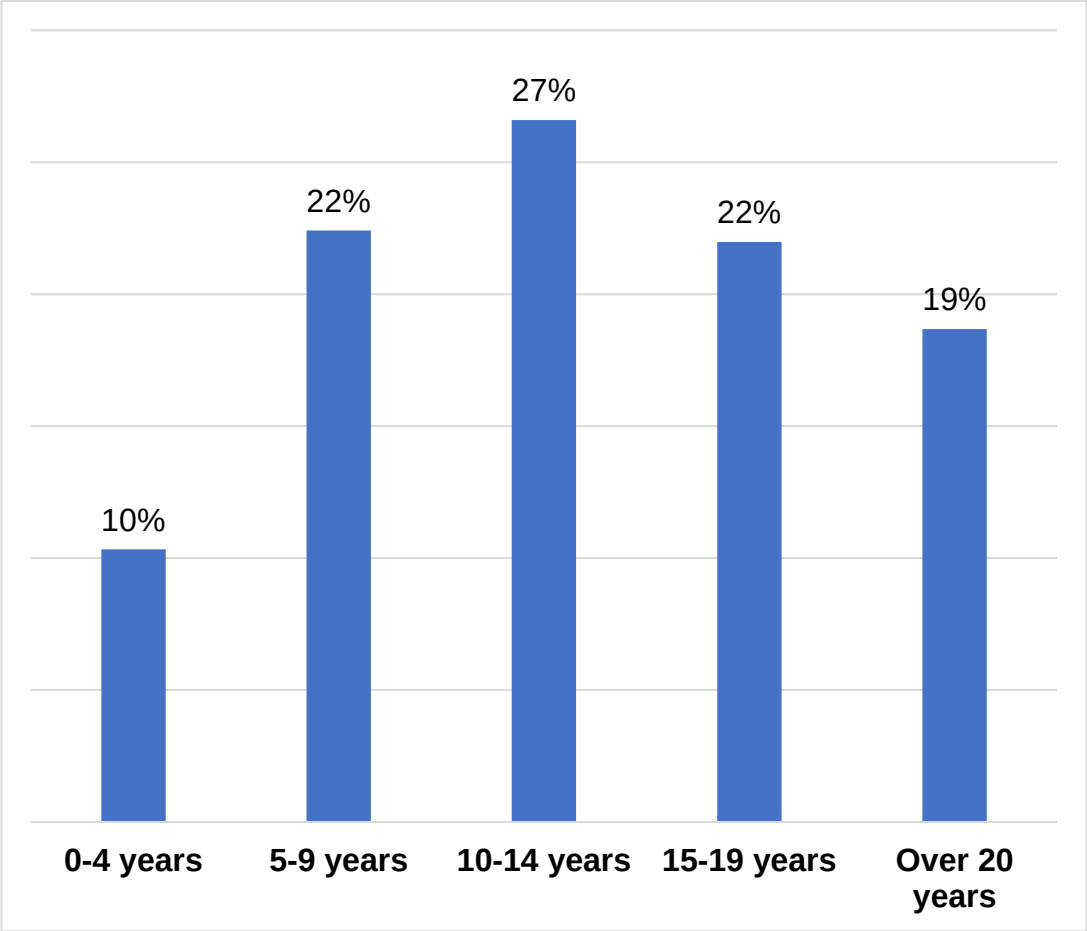

Figure 5.2: Sample distribution by employee tenure (n = 455)
Source: Primary Data

5.2.4 Titles of first line managers

The sample indicates that the organisation is dominated by 280 first line managers with the title “Manager” (62%). The first line managers with the title “Supervisor” comprise 23% followed by first line managers with the title “Head” with 10%. The remaining 5% were distributed between “Team leader” (4%) and “Other” (1%) as shown in Table 5.3.

Table 5.3: Sample distribution by titles

Title	Frequency	Percentage
Head	45	10%
Manager	280	62%
Supervisor	104	23%
Team Leader	20	4%
Other	6	1%
Total	**455**	**100%**

Source: Primary Data

5.2.5 Band Level

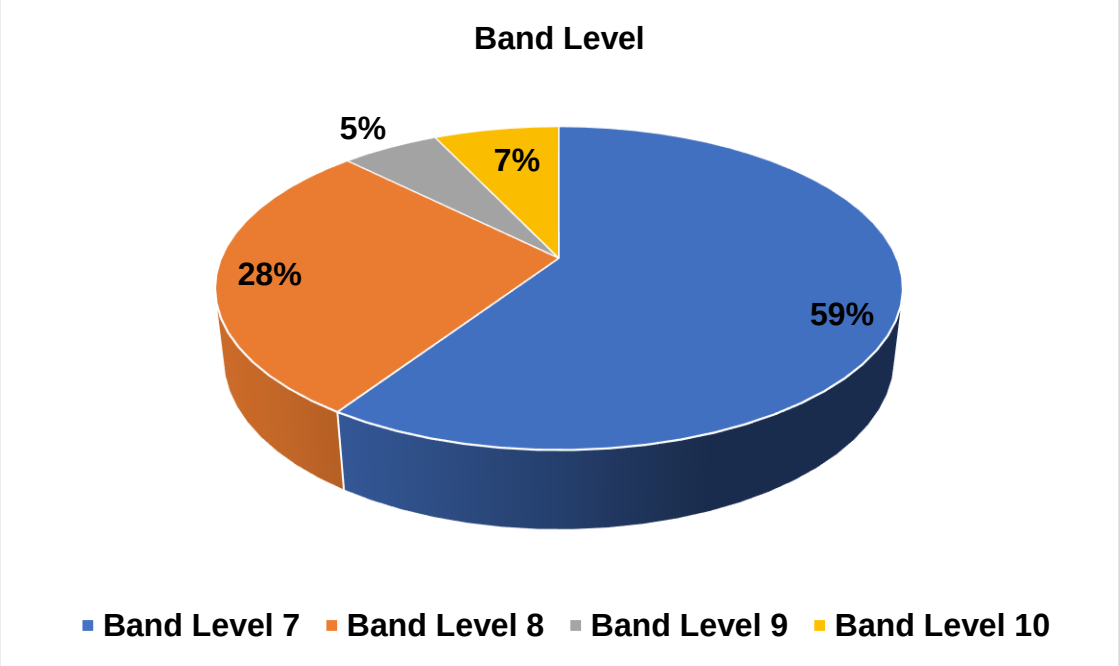

Figure 5.3: Sample distribution by band level (n = 455)
Source: Primary Data

As shown in Figure 5.3, 59% of the respondents are in Band Level 7, followed by first line managers in Band Level 8 (28%), 7% in Band Level 10 while 5% are in Band Level 9. The sample indicates that first line managers are predominantly Band Level 7 which is the highest level before reaching middle management level.

5.2.6 Number of subordinates

Regarding the number of subordinates reporting to first line managers, as shown in Figure 5.4, the sample reveals that 57% of the respondents have fewer than 10 employees. The first line managers with 11 to 20 employees reporting to them amounts to 27%. The sample highlights that 7% of the first line managers have 21 to 30 employees reporting to them while 6% of the first line managers have 31 to 40 employees who report to them. Only 3% of first line managers have more than 40 employees reporting to them, and this suggests that the organisation is fully aware of the implications of span of control.

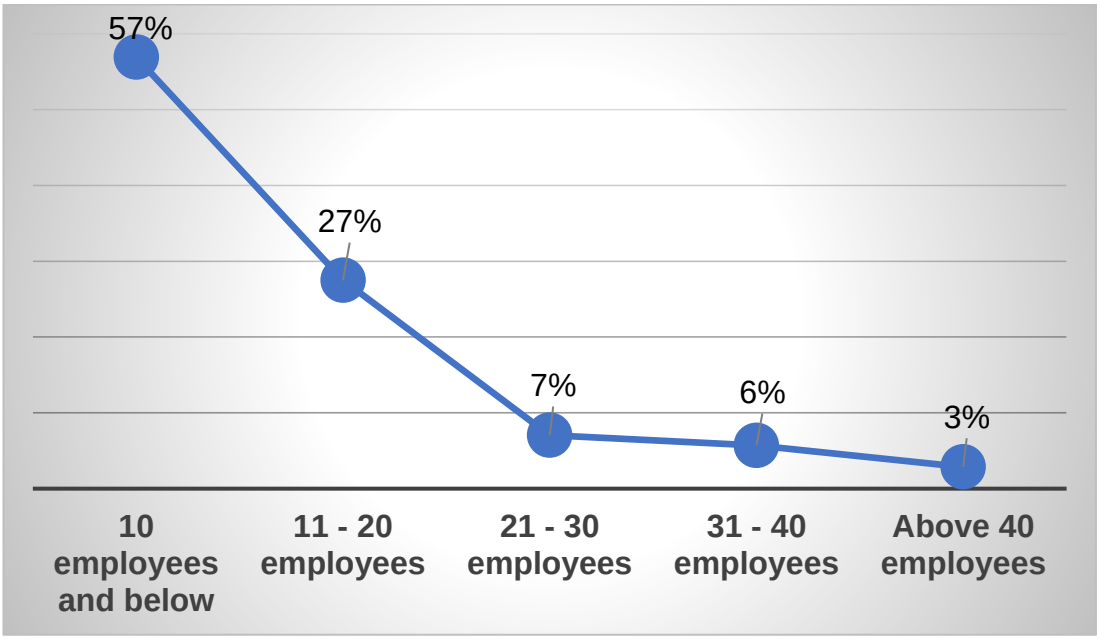

Figure 5.4: Sample distribution by number of subordinates (n = 455)
Source: Primary Data

5.2.7 Country of location

The first line managers have different locations across various countries around the world. As shown in Table 5.4, the sample revealed that most of the respondents (15.2%) are based in China. This is followed by those respondents based in Denmark and Hungary with 10.8% and 7.3%

respectively. Furthermore, it can be observed that Germany has 5.9%, Russia 4.6%, Serbia 4.6%, United States of America 4.2%, United Kingdom 4.0%, India 3.5%, France 3.1%, Mexico 2.9% and Japan 2.2%. In this sample, 15 countries were below 2%, including Argentina (1.3%), Brazil (1.1%), Canada (1.1%), Finland (1.3%), Italy (1.3%), Korea (1.3%), Malaysia (1.1%), Netherlands (1.3%), Philippines (1.8%), Poland (1.1%), Portugal (1.3%), Singapore (1.3%), South Africa (1.5%), Spain (1.3%) and Taiwan (1.5%).

Furthermore, the sample consists of 23 countries with less than 1% including Australia (0.9%), Austria (0.4%), Belgium (0.4%), Chile (0.7%), Colombia (0.7%), Croatia (0.4%), Romania (0.4%), Czech Republic (0.7%), Egypt (0.2%), Greece (0.2%), Indonesia (0.9%), Kazakhstan (0.2%), Latvia (0.2%), Norway (0.2%), Saudi Arabia (0.2%), Slovakia (0.2%), Sweden (0.4%), Switzerland (0.2%), Thailand (0.7%), Turkey (0.9%), Ukraine (0.4%), United Arab Emirates (0.9%) and Vietnam (0.9%).

Table 5.4: Country of location of the respondents

Country	Frequency	Percentage (%)
Argentina	6	1.3
Australia	4	0.9
Austria	2	0.4
Belgium	2	0.4
Brazil	5	1.1
Canada	5	1.1
Chile	3	0.7
China	69	15.2
Colombia	3	0.7
Croatia	2	0.4
Czech Republic	3	0.7
Denmark	49	10.8
Egypt	1	0.2

Finland	6	1.3
France	14	3.1
Germany	27	5.9
Greece	1	0.2
Hong Kong	1	0.2
Hungary	33	7.3
India	16	3.5
Indonesia	4	0.9
Ireland	2	0.4
Italy	6	1.3
Japan	10	2.2
Kazakhstan	1	0.2
Korea	6	1.3
Latvia	1	0.2
Malaysia	5	1.1
Mexico	13	2.9
Netherlands	6	1.3
Norway	1	0.2
Philippines	8	1.8
Poland	5	1.1
Portugal	6	1.3
Romania	2	0.4
Russia	21	4.6
Saudi Arabia	1	0.2
Serbia	21	4.6
Singapore	6	1.3
Slovakia	1	0.2
South Africa	7	1.5
Spain	6	1.3
Sweden	2	0.4
Switzerland	1	0.2

Taiwan	7	1.5
Thailand	3	0.7
Turkey	4	0.9
Ukraine	2	0.4
United Arab Emirates	4	0.9
United Kingdom	18	4.0
United States of America	19	4.2
Vietnam	4	0.9
Total	**455**	**100**

Source: Primary Data

5.2.8 Regional location

The regional location of the respondents is restricted to Western Europe (WE) region, Americas region, India, Middle East and Africa (IMEA) region, Central and Eastern Europe (CEE) region, Asia-Pacific Countries (APAC) region and China region. As shown in Figure 5.5, the sample consists of 54 (12%) respondents in Americas region, 58 (13%) in APAC region, 100 (22%) in CEE region, 69 (15%) in China region, 54 (12%) in IMEA region and 120 (26%) in WE region. The sample is predominantly located in the IMEA region, followed by APAC region, China region, APAC region, Americas region and IMEA region in descending order.

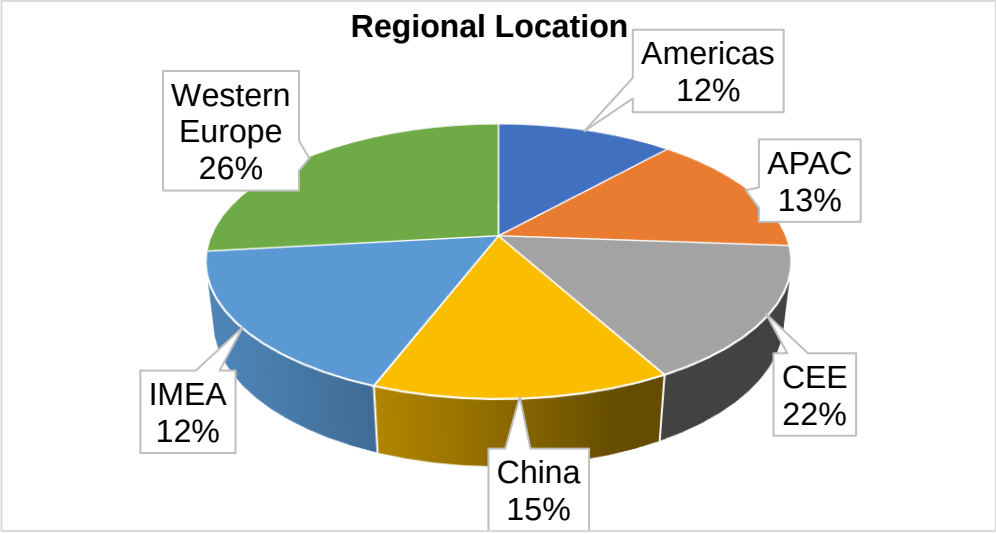

Figure 5.5: Sample distribution by regional location (n = 455)
Source: Primary Data

5.2.9 Country distribution by regions

As shown in Figure 5.6, Americas region consists of seven countries which includes Argentina, Brazil, Canada, Chile, Colombia, Mexico, and the United States of America. The sample in this study indicates that the Americas region is dominated by the United States of America (35%), followed by Mexico (24%), while Argentina constitutes 11%, Brazil (9%), Canada (9%), Colombia (9%) and Chile (6%).

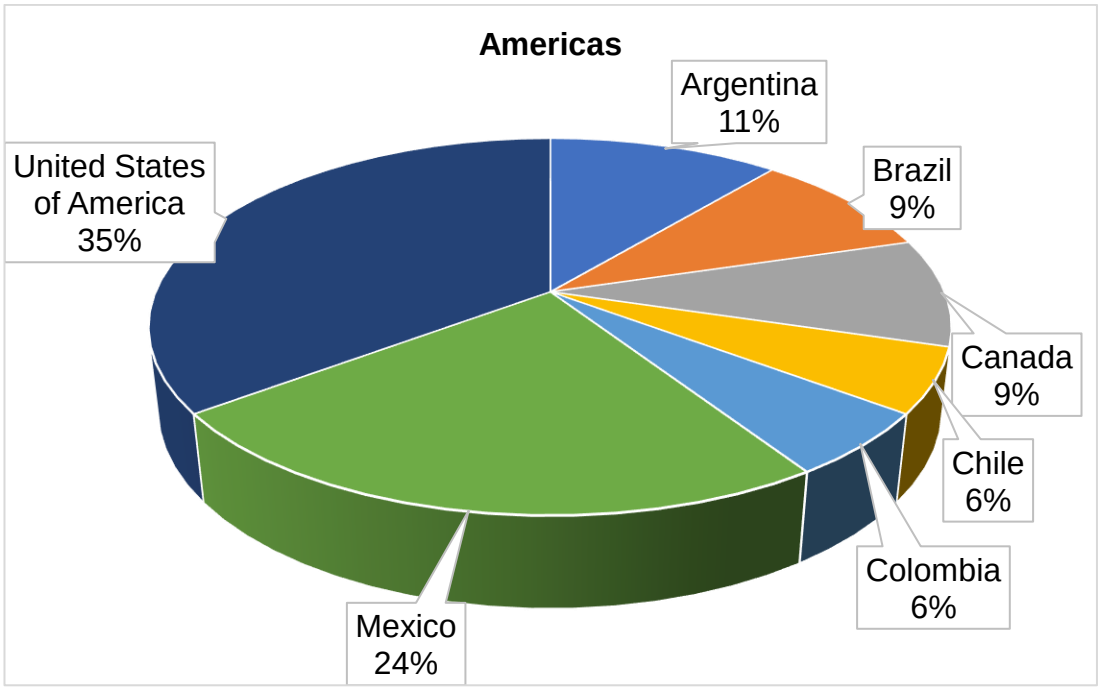

Figure 5.6: Country distribution by regional location of the respondents for Americas
Source: Primary Data

As shown in Figure 5.7, the Asia-Pacific Countries (APAC) region consists of 11 countries: Hong Kong, Vietnam, Thailand, Taiwan, Singapore, Philippines, Malaysia, Korea, Japan, Indonesia and Australia. The sample shows that the APAC region is dominated by Japan (17%), followed by Philippines (14%) while Taiwan, Singapore and Korea constitute 12%, 10% and 10% respectively. The other countries are below 10%, including Hong Kong (2%), Vietnam (7%), Thailand (5%), Malaysia (9%), Indonesia (7%), and Australia (7%).

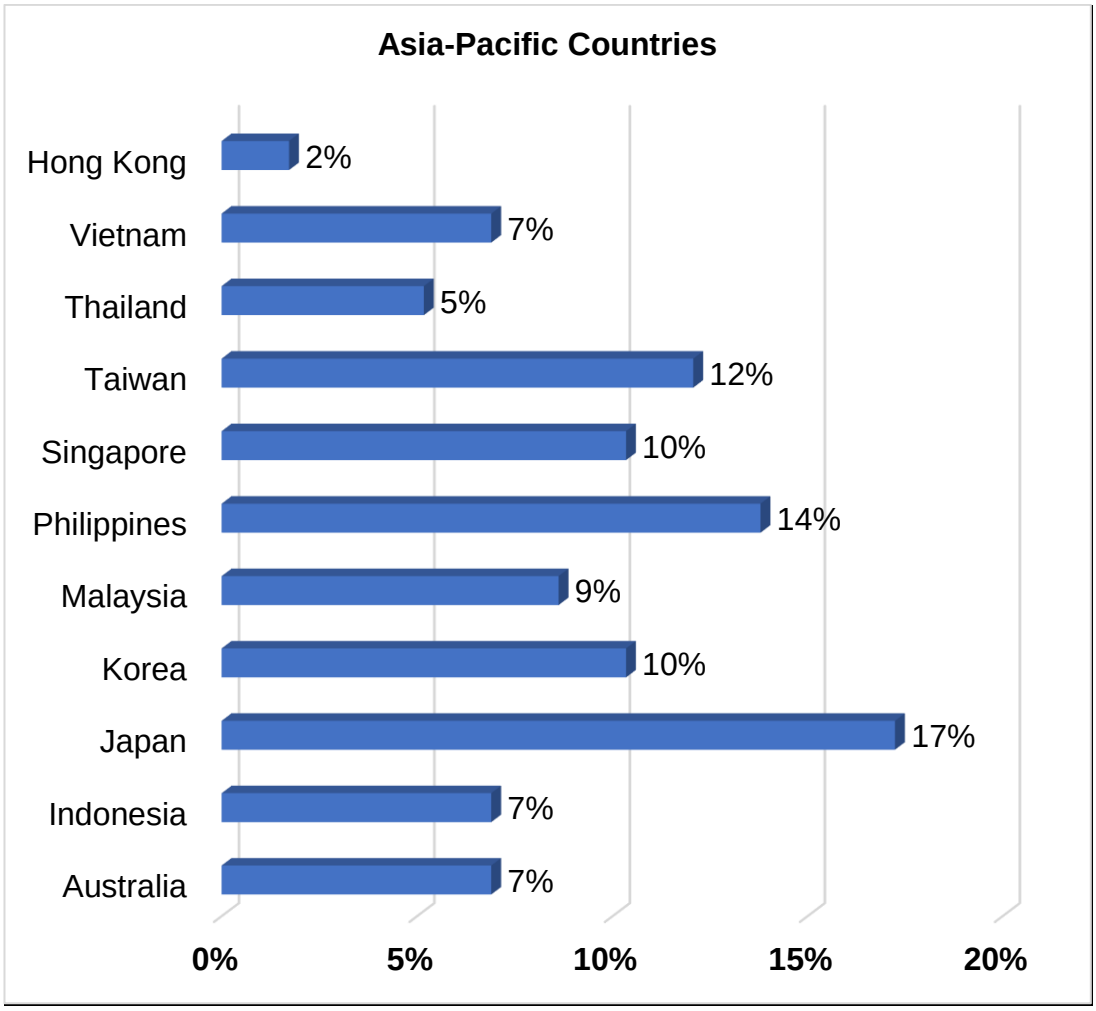

Figure 5.7: Country distribution by regional location of the respondents for Asia-Pacific Countries
Source: Primary Data

Figure 5.8 depicts that the Central and Eastern Europe (CEE) region comprises 12 countries including Austria, Croatia, Czech Republic, Germany, Hungary, Kazakhstan, Poland, Romania, Russia, Slovakia, Switzerland and Ukraine. The sample in this study indicates that the CEE region is dominated by Hungary (33%), followed by Germany (27%) and Russia (21%). The other countries are 5% and below, namely Poland (5%), Austria (2%), Croatia (2%), Czech Republic (3%), Kazakhstan (1%), Romania (2%), Slovakia (1%), Switzerland (1%) and Ukraine (2%).

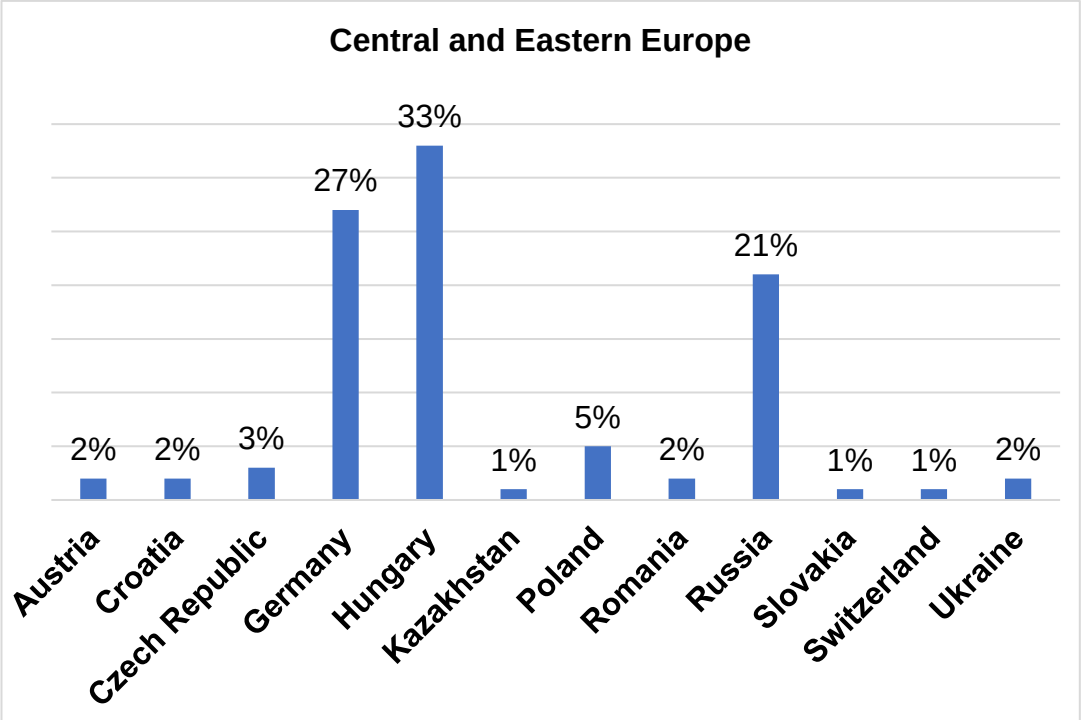

Figure 5.8: Country distribution by regional location of the respondents for Central and Eastern Europe
Source: Primary Data

The China region consists of one country only; as shown in Figure 5.9, there were 69 (100%) respondents from the China region.

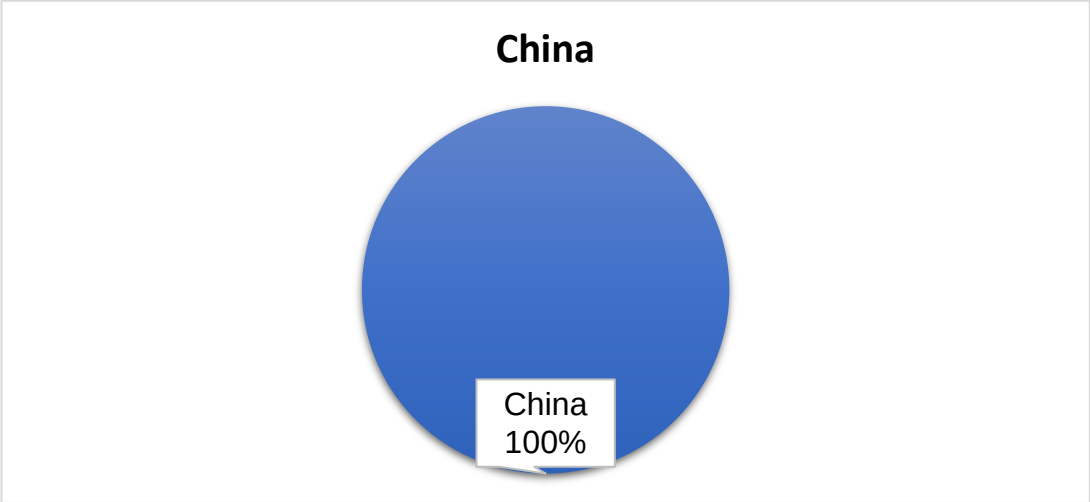

Figure 5.9: Country distribution by regional location of the respondents for China
Source: Primary Data

As shown in Figure 5.10, India, Middle East, and Africa (IMEA) region consists of 7 countries which includes Egypt, Serbia, United Arab Emirates, India, South Africa, Saudi Arabia, and Turkey. The sample in this study shows that the IMEA region is dominated by Serbia (39%), followed by India (30%). In this sample, South Africa constitutes 13%, Turkey (7%), United Arab Emirates (7%), Egypt (2%) and Saudi Arabia (2%).

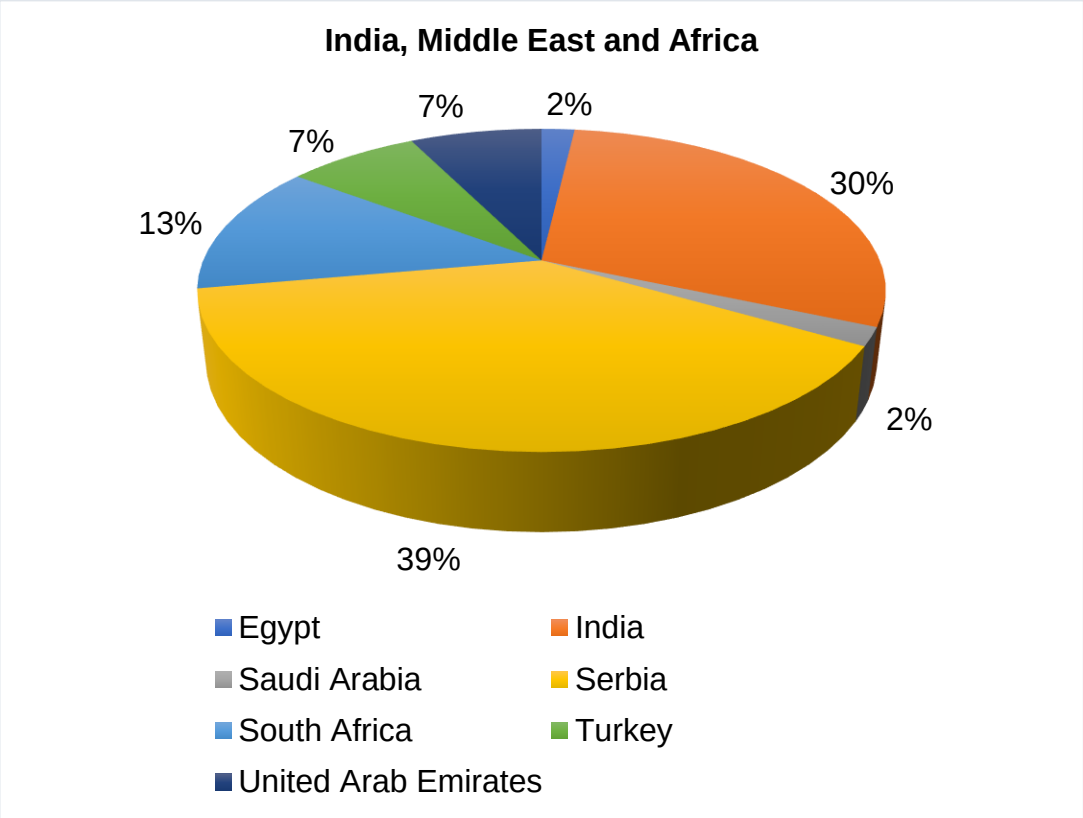

Figure 5.10: Country distribution by regional location of the respondents for India, Middle East, and Africa
Source: Primary Data

As shown in Figure 5.11, the Western Europe (WE) region consists of 14 countries which are Belgium, Denmark, Finland, Greece, France, Italy, Latvia, Netherlands, Norway, Portugal, Spain, Sweden, and United Kingdom. The sample in this study shows that the Western Europe region is dominated by Denmark (41%), followed by United Kingdom (15%) and France (12%). In this sample, Belgium constitutes 2%, Finland (5%),

Greece (1%), Ireland (2%), Italy (5%), Latvia (1%), Netherlands (5%), Norway (1%), Portugal (5%), Spain (5%), and Sweden (2%).

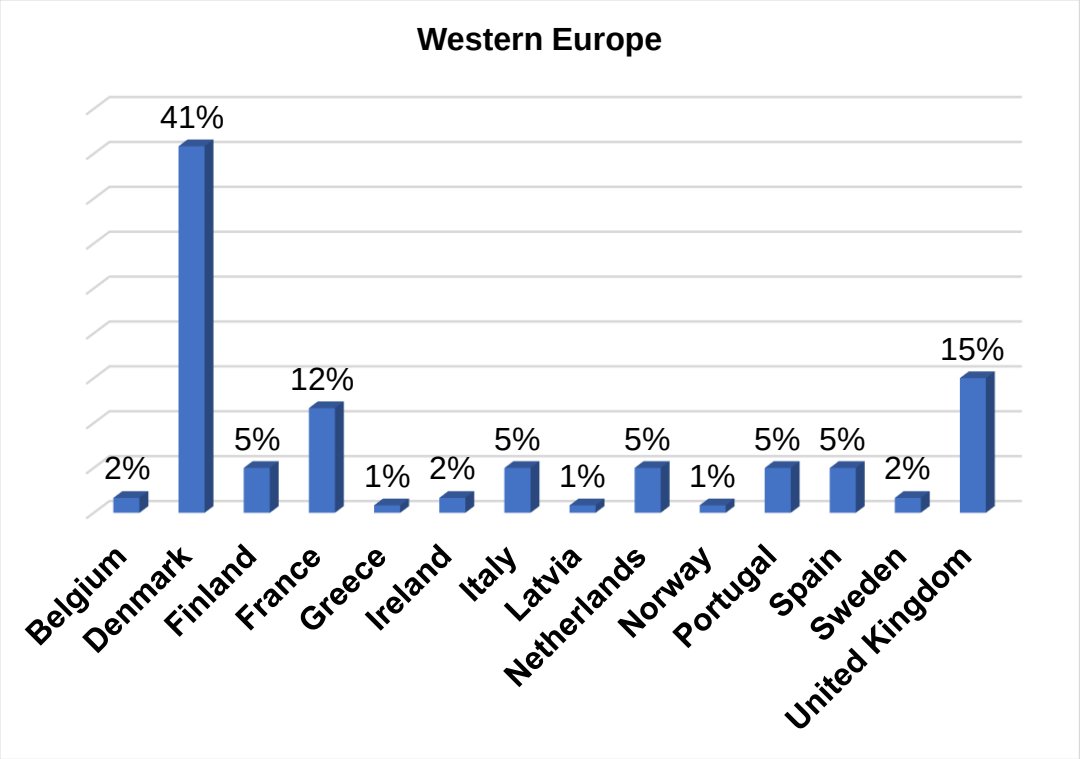

Figure 5.11: Country distribution by regional location of the respondents for Western Europe
Source: Primary Data

5.3 DESCRIPTIVE STATISTICS OF THE MEASUREMENT SCALES

As shown in Table 5.5, the mean for employee engagement indicators ranged from 5.367 to 5.688, with a standard deviation ranging from 0.922 to 0.976. The mean for existential thinking items ranged from 4.029 to 5.655 while the standard deviation ranged from 0.984 to 1.645. For agile leadership, the mean for the items ranged from 5.451 to 6.308 and standard deviation ranged from 0.687 to 0.986. The mean for adaptive leadership ranged from 3.714 to 5.659 with a standard deviation ranging from 0.924 to 1.516. For multiplier leadership, the mean of the indicators ranged from 3.949 to 5.846 while the standard deviation ranged from 0.903 to 1.739.

Table 5.5: Descriptive statistics for employee engagement, existential thinking, agile leadership, adaptive leadership, and multiplier leadership

Construct		Mean	Median	Standard deviation	Min	Max
Employee engagement	EE1	5.688	6.000	0.949	2.000	7.000
	EE2	5.367	5.000	0.976	2.000	7.000
	EE3	5.602	6.000	0.922	1.000	7.000
	EE4	5.538	6.000	0.951	1.000	7.000
Existential thinking	ET1	5.655	6.000	0.984	1.000	7.000
	ET2	4.411	5.000	1.582	1.000	7.000
	ET3	4.719	5.000	1.459	1.000	7.000
	ET4	5.338	6.000	1.202	1.000	7.000
	ET5	5.167	5.000	1.345	1.000	7.000
	ET6	4.029	4.000	1.645	1.000	7.000
	ET7	4.334	5.000	1.519	1.000	7.000
	ET8	4.121	4.000	1.651	1.000	7.000
	ET9	4.510	5.000	1.578	1.000	7.000
	ET10	4.547	5.000	1.540	1.000	7.000
Agile leadership	AGL1	6.308	6.000	0.709	2.000	7.000
	AGL2	5.670	6.000	0.878	1.000	7.000
	AGL3	6.011	6.000	0.775	3.000	7.000
	AGL4	5.664	6.000	0.891	1.000	7.000
	AGL5	6.068	6.000	0.687	3.000	7.000
	AGL6	5.451	6.000	0.986	1.000	7.000
	AGL7	6.251	6.000	0.749	2.000	7.000
	AGL8	5.807	6.000	0.858	2.000	7.000
	AGL9	5.878	6.000	0.826	1.000	7.000
	AGL10	5.912	6.000	0.796	2.000	7.000
	ADL1	5.281	5.000	1.036	1.000	7.000
	ADL2	5.152	5.000	1.122	1.000	7.000
	ADL3	3.714	4.000	1.480	1.000	7.000

Adaptive leadership	**ADL4**	4.963	5.000	1.303	1.000	7.000
	ADL5	5.174	5.000	1.234	1.000	7.000
	ADL6	5.659	6.000	0.924	2.000	7.000
	ADL7	4.879	5.000	1.372	1.000	7.000
	ADL8	5.389	6.000	1.226	1.000	7.000
	ADL9	4.187	4.000	1.516	1.000	7.000
	ADL10	5.143	5.000	1.184	1.000	7.000
Multiplier leadership	**ML1**	4.286	4.000	1.307	1.000	7.000
	ML2	5.385	6.000	1.238	1.000	7.000
	ML3	5.846	6.000	0.903	1.000	7.000
	ML4	5.802	6.000	0.970	1.000	7.000
	ML5	3.949	4.000	1.739	1.000	7.000
	ML6	4.800	5.000	1.351	1.000	7.000
	ML7	5.521	6.000	0.911	1.000	7.000
	ML8	5.609	6.000	0.919	2.000	7.000
	ML9	5.347	6.000	1.113	2.000	7.000
	ML10	4.996	5.000	1.065	1.000	7.000

Source: SmartPLS 4.0 Processing Results (2023)

5.4 STRUCTURAL EQUATION MODELLING

In explaining the relationship between agile leadership, adaptive leadership and multiplier leadership styles and employee engagement, Partial Least Square – Structural Equation Modelling (PLS-SEM) was employed. The internal consistency of the measurement items is measured using the Cronbach's alpha co-efficient. Convergent validity and discriminant validity were included in the study. To assess convergent validity, factor loadings and Average Variance Extracted (AVE) were assessed. To measure discriminant validity, Fornell-Lacker Criterion and Heterotrait-Monotrait (HTMT) ratio of correlations are also included. These three measures of reliability are considered for this study because the measurement model is reflective in nature.

5.4.1 Cronbach's Alpha, Composite Reliability and Average Variance Extracted (AVE)

Since the measurement model is reflective in nature, the internal consistency of the measurement items is assessed using the Cronbach's alpha coefficient, and the composite reliability. To assess the convergent validity in this study, the average variance extracted was considered (Hair et al., 2019). The results are indicated in Table 5.7 below. The acceptable values for Cronbach's alpha and composite reliability should be above 0.7 (Pallant, 2011). Table 5.6 indicates that all Cronbach's alpha values are above 0.7 except for adaptive leadership with a Cronbach's alpha value of 0.522. According to Cronbach (1951), higher Cronbach's alpha values represent a higher reliability of the measurement scale. However, Dilorio (2006) argues that the assessment of reliability cannot be measured strictly on 0.7 and above. The average variance extraction values (AVE) are all above 0.5 for all the dimensions.

Table 5.6: Construct reliability and validity

Measurement Construct	Cronbach's Alpha	Composite Reliability (CR)	Average Variance Extracted (AVE)
Adaptive Leadership	0.522	0.744	0.498
Employment Engagement	0.904	0.932	0.775
Existential Thinking	0.918	0.933	0.668
Agile Leadership	0.790	0.854	0.540

Multiplier Leadership	0.775	0.844	0.522

Source: SmartPLS 4.0 Processing Results (2023)

5.4.2 Discriminant validity

The discriminant validity test is indicated by the Fornell-Larcker Approach and Heterotrait-Monotrait (HTMT) approach. According to the Fornell-Larcker criterion, the square root of the Average Variance Extracted (AVE) by a construct must be greater than the correlation between the construct and any other constructs for the study. Table 5.7 below shows that the square root of the AVE for each construct is higher than the correlation values which is an indication of adequate discriminant validity. The assessment of all the constructs indicates that the square root of AVE (in bold) is higher than the correlation values with other constructs.

Table 5.7: Results of Fornell-Larcker approach

Latent Construct	Adaptive Leadership	Agile Leadership	Employee Engagement	Existential Thinking	Multiplier Leadership
Adaptive Leader-ship	**0.706**				
Agile Leader-ship	0.223	**0.735**			
Employee Engage-ment	0.202	0.371	**0.881**		
Existential Thinking	0.123	0.248	0.178	**0.817**	
Multiplier Leadership	0.335	0.478	0.194	0.130	**0.834**

Source: SmartPLS 4.0 Processing Results (2023)

Although discriminant validity can be measured by Fornell-Larcker criteria alone, it is also beneficial for the study to assess the Heterotrait-Monotrait (HTMT) ratio due to the criticisms of Fornell-Larker criteria in SmartPLS. Values for HTMT that are above 0.85 indicate discriminant validity problems. In Table 5.8, all constructs have HTMT values of less than 0.85. According Aburumman et al. (2022) HTMT values of less than 0.85 are recommended to ensure that the study does not have discriminant validity issues.

Table 5.8: Results of the Heterotrait-Monotrait (HTMT) approach

Latent Construct	Employee Engagement	Adaptive Leadership	Agile Leadership	Multiplier Leadership	Existential Thinking
Employee Engagement					
Adaptive Leadership	0.274				
Agile Leadership	0.426	0.296			
Multiplier Leadership	0.217	0.463	0.604		
Existential Thinking	0.176	0.173	0.292	0.182	

Source: SmartPLS 4.0 Processing Results (2023)

5.5 INFERENTIAL STATISTICS

Inferential techniques are necessary to estimate the population values and test the hypothesised relationships. As indicated in Chapter 4, Partial Least Square-Structural Equation Modelling (PLS-SEM) is the statistical technique adopted to test the hypotheses postulated in this study. However, correlation and multicollinearity analyses were done prior to these techniques and the obtained results – with chosen statistical procedures – are presented in the following sections.

5.5.1 Correlation analysis

To assess the association between two or more variables, the correlation analysis was considered. The indicator statistic is the correlation co-efficient (r) (Leedy & Ormrod, 2015). In this study, agile leadership, adaptive leadership, multiplier leadership, existential leadership and employee engagement are assessed through Pearson correlation analysis. This is expected to provide an understanding of strength and direction of the relationship among these variables. Cohen (1988) as cited in Hemphill (2003) provided guidelines for interpreting correlations indicating that Pearson correlation coefficient (*r*) ranging from 0.10 to 0.29 should be considered a small (weak) correlation; 0.30 to 0.49 a medium (moderate) correlation, and 0.50 to 1.0 a large (strong) correlation. These values represent guidelines and are applicable in the absence of a negative sign. The negative sign only indicates the direction but not the strength of the relationship.

Table 5.9 presents the correlation of the constructs in this study. The correlation co-efficient ranges from 0.131 to 0.469. As regards the relationships between the endogenous latent variable (employee engagement) and each of the exogenous latent variables (agile leadership, adaptive leadership, multiplier leadership and existential thinking) statistically significant positive associations can be observed. Similarly, agile leadership, adaptive leadership, multiplier leadership and existential thinking correlate with each other significantly.

Table 5.9: Correlation analysis

		EE	ADL	AGL	ML	ET
EE	Pearson Correlation	1	0.131**	0.345**	0.159**	0.176**
	Sigma (2-tailed)		0.005	<0.001	<0.001	<0.001
	N	455	455	455	455	455
ADL	Pearson Correlation	0.131**	1	0.183**	0.469**	0.269**
	Sigma (2-tailed)	0.005		<0.001	<0.001	<0.001
	N	455	455	455	455	455
AGL	Pearson Correlation	0.345**	0.183**	1	0.434**	0.307**
	Sigma (2-tailed)	<0.001	<0.001		<0.001	<0.001
	N	455	455	455	455	455
ML	Pearson Correlation	0.159**	0.469**	0.434**	1	0.251**
	Sigma (2-tailed)	<0.001	<0.001	<0.001		<0.001
	N	455	455	455	455	455
ET	Pearson Correlation	0.176**	0.269**	0.307**	0.251**	1
	Sigma (2-tailed)	<0.001	<0.001	<0.001	<0.001	
	N	455	455	455	455	455

**Correlation is significant at the 0.01 level (2-tailed).

EE = Employee Engagement; ADL = Adaptive Leadership; AGL = Agile Leadership; ML = Multiplier Leadership, ET = Existential Thinking

Source: SmartPLS 4.0 Processing Results (2023)

5.5.2 Multicollinearity analysis

When conducting studies, it is important to check the relationships among independent variables. Variables being tested should not show very high levels of correlation, which indicates multi-collinearity. Multicollinearity assesses the relationship among independent (predictor) variables. Multi-collinearity is indicated when the independent variables are highly correlated, (r = 0.9 and above) (Pallant, 2020). According to Leedy and Ormrod (2015), correlation analysis is a statistical procedure that shows the association between two or more variables. Multicollinearity presents problems of determining the significance of each predictor variable when assessing a model. Table 5.0 shows the correlation coefficients for employee engagement, adaptive leadership, agile leadership, multiplier leadership and existential thinking. Not one of them has a coefficient which is greater than 0.9 (r>0.9), therefore the problem of multicollinearity is ruled out.

According to Hair et al. (2019) the variance inflation (VIF) is used for the assessment of multi-collinearity. Problems of multi-collinearity emerges when the variance inflation factor (VIF) is greater than 4.0. The outer and inner variance inflation factors (VIF) for this study are indicated in Table 5.10 and Table 5.11 respectively. The variance inflation factor (VIF) values are all below 4.0, indicating that multi-collinearity does not exist among independent variables in this study.

Table 5.10: Outer variance inflation factor (VIF) values

Observable variables	Variance Inflation Factor (VIF)
ADL6	1.120
ADL7	1.162
ADL8	1.112
AGL3	1.436
AGL4	1.442
AGL5	1.553
AGL9	1.536
AGL10	1.585
EE1	2.907
EE2	2.522
EE3	2.732
EE4	2.908
ET2	1.868
ET5	1.556
ET6	2.589
ET7	3.598
ET8	2.918
ET9	3.225
ET10	2.712
ML3	1.560
ML4	1.777
ML7	1.647

Source: SmartPLS 4.0 Processing Results (2023)

Table 5.11: Inner variance inflation factor values

Latent Construct	Multiplier Leader-ship	Adaptive Leader-ship	Employee Engage-ment	Agile Leader-ship	Exist-ential Thinking
Multiplier Leadership					
Adaptive Leadership					
Employee Engagement	1.400	1.158		1.440	1.085
Agile Leadership					
Existential Thinking					

Source: SmartPLS 4.0 Processing Results (2023)

5.5.3 Structural Model

To assess the relationship between the latent constructs, the co-efficient of determination (R^2) and the level of significance of the path co-efficient are used. The co-efficient of determination (R^2) is a measure of the model's predictive accuracy. In simpler terms, R^2 represents the exogenous variable's combined effect on the endogenous variable. This effect ranges from 0 to 1, with 1 representing complete predictive accuracy. In this structural model, the co-efficient of determination for employee engagement is 0.169 (Table 5.12). This implies that the four exogenous latent constructs, agile leadership, adaptive leadership, multiplier leadership and existential thinking of first line managers explain 16.9% of the variances in employee engagement at the global organisation. The coefficient of determination (R^2) is 16.9%. This implies that first line managers' leadership styles variables account for up to 16.9% of employee engagement of employees at Grundfos.

Table 5.12: Co-efficient of determination (R^2) for independent variables

Exogenous Latent Variables	Endogenous Latent construct	Co-efficient of Determination (R^2)	Adjusted Co-efficient of Determination (R^2)
Agile Leadership	**Employee Engagement**	0.169	0.156
Adaptive Leadership			
Multiplier Leadership			
Existential Thinking			

Source: SmartPLS 4.0 Processing Results (2023)

According to Hu and Bentler (1999), the Standardised Root Mean Square Residual (SRMR) of <0.08 is accepted and the Normed Fit Index (NFI) value >0.9 is considered bad fit. The study indicates that the SRMR value is 0.061 which is less than the recommended value of 0.08 but the NFI is less than 0.9. Poor model fit could result from different aspects (Boomsma & Hogland, 2001). For Normed Fit Index (NFI) to look better, it requires the model to have more parameters; for this reason, it is not always recommended to assess model fitness (Lohmoller (1989). Chi-square is another way for assessing the model fit, and according to Hair et al. (2019), it is highly dependent on the sample size and the number of parameters available. Table 5.13 presents the model fit summary.

Table 5.13: Model fit summary

	Saturated model	Estimated model
SRMR	0,061	0,061
d_ULS	0,575	0,575
d_G	0,203	0,203
Chi-square	552,021	552,366
NFI	0,818	0,818

Source: SmartPLS 4.0 Processing Results (2023)

Based on the structural model shown in Figure 5.12 and Table 5.14, the results of the hypothesized relationships between adaptive leadership style and employee engagement, multiplier leadership style and employee engagement can be presented. It should be noted that not all the hypothesized relationships were supported. The relationship between adaptive leadership style and employee engagement was supported (p-value less than 0.05) and similarly the relationship between agile leadership and employee engagement with a p-value of 0.000 which is less than 0.05. However, the relationship between multiplier leadership and employee engagement was not supported as the p-value is higher than 0.05.

The inner model path coefficient assessed the dominant leadership styles of first line managers for this global organisation. The results indicate that agile leadership style has a higher path co-efficient (0.350) followed by adaptive leadership style with a path co-efficient of 0.130 and lastly multiplier leadership style with a path coefficient of -0.18. Figure 5.13 shows the moderating role of existential thinking on the relationship between the three leadership styles and employee engagement.

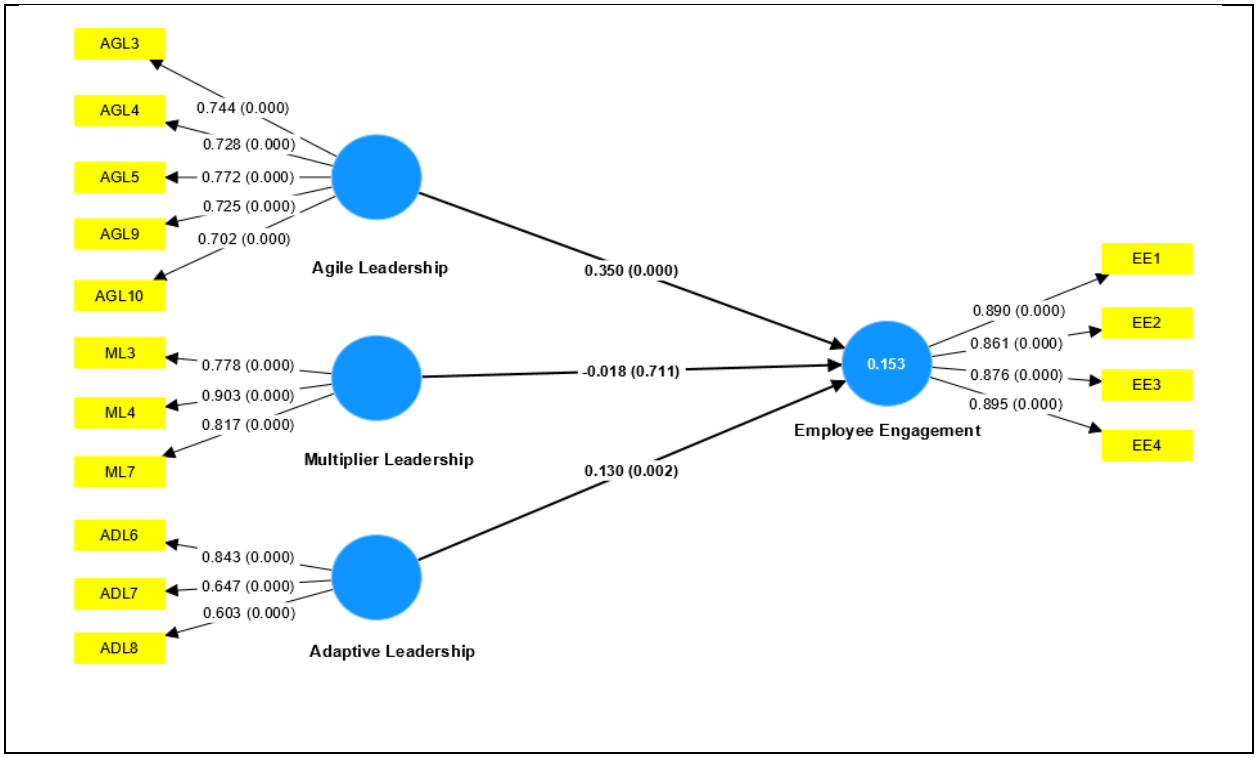

Figure 5.12: The path co-efficient and p-values of the measurement and structural model

Source: SmartPLS 4.0 Processing Results (2023)

Table 5.14: Structural equation modelling results and statistical inferences

Hypothesised Relationship	Associated Hypotheses	Path Co-efficient	t-Statistic	p-Value	Hypothesis supported / Not supported
Adaptive leadership style of first line managers is the predominant leadership style for employee engagement.	H_1	0.130	2.991	0.002**	**Not Supported**
Agile leadership style of first line managers is the predominant leadership style for employee engagement.	H_2	0.350	5.785	0.000**	**Supported**
Multiplier leadership style of first line managers is the predominant	H_3	-0.018	0.311	0.711	**Not Supported**

leadership style for employee engagement.					
Adaptive leadership has a significant and positive relationship with employee engagement.	H_4	0.133	2.996	0.003**	**Supported**
Agile leadership has a significant and positive relationship with employee engagement.	H_5	0.339	5.578	0.000**	**Supported**
Multiplier leadership has a positive relationship with employee engagement.	H_6	-0.016	0.318	0.750	**Not Supported**
Existential thinking has a positive relationship with employee engagement.	H_7	0.078	1.773	0.076*	**Supported**

Existential thinking moderates the relationship between adaptive leadership and employee engagement.	H_8	-0.093	2.157	0.031**	**Supported**
Existential thinking moderates the relationship between agile leadership and employee engagement.	H_9	0.028	0.451	0.652	**Not Supported**
Existential thinking moderates the relationship between multiplier leadership and employee engagement.	H_{10}	0.059	1.075	0.282	**Not Supported**
**Significant at 0.05 level (2-tailed). * Significant at 0.1 level (2-tailed).					

Source: SmartPLS 4.0 Processing Results (2023)

To determine if existential thinking has a moderating effect on the relationship between leadership styles and employee engagement, a

moderated analysis was conducted using SmartPLS (Fig.5.13). This entailed determining whether existential thinking results in strengthening or weakening the relationship between leadership styles and employee engagement (Musairah, 2015). Moderation assesses the causal effects between independent variable (IV) and dependent (DV). For this study the independent variables (IV) were agile leadership (AGL), adaptive leadership (ADL) and multiplier leadership (ML) and the dependent variable was employee engagement (EE). Existential thinking was considered as the third variable in this study as previously highlighted by the conceptual framework as a moderator. The following figures (Fig. 5.14, Fig. 5.15, and Fig. 5.16) indicate simple slope plots for the relationship with the effects of existential thinking as the moderating variable.

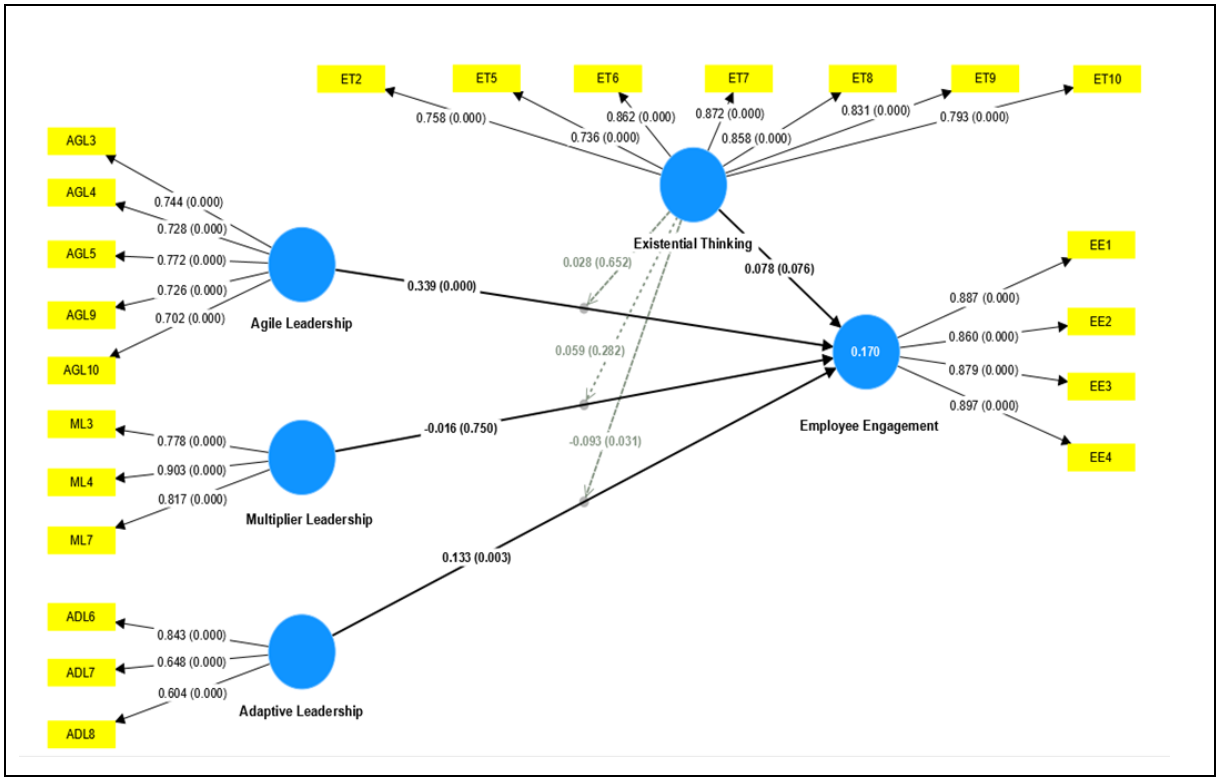

Figure 5.13: The bootstrapping results for the moderating effect of existential thinking
Source: SmartPLS 4.0 Processing Results (2023)

5.5.3.1 Moderation effect of existential thinking on the relationship between agile leadership and employee engagement

To determine if existential thinking has a moderating effect on the relationship between agile leadership (AGL) and employee engagement (EE), a moderated analysis was conducted. For interpreting the moderation finding, the simple slope analysis was used through Smart PLS as shown in Figure 5.13 below.

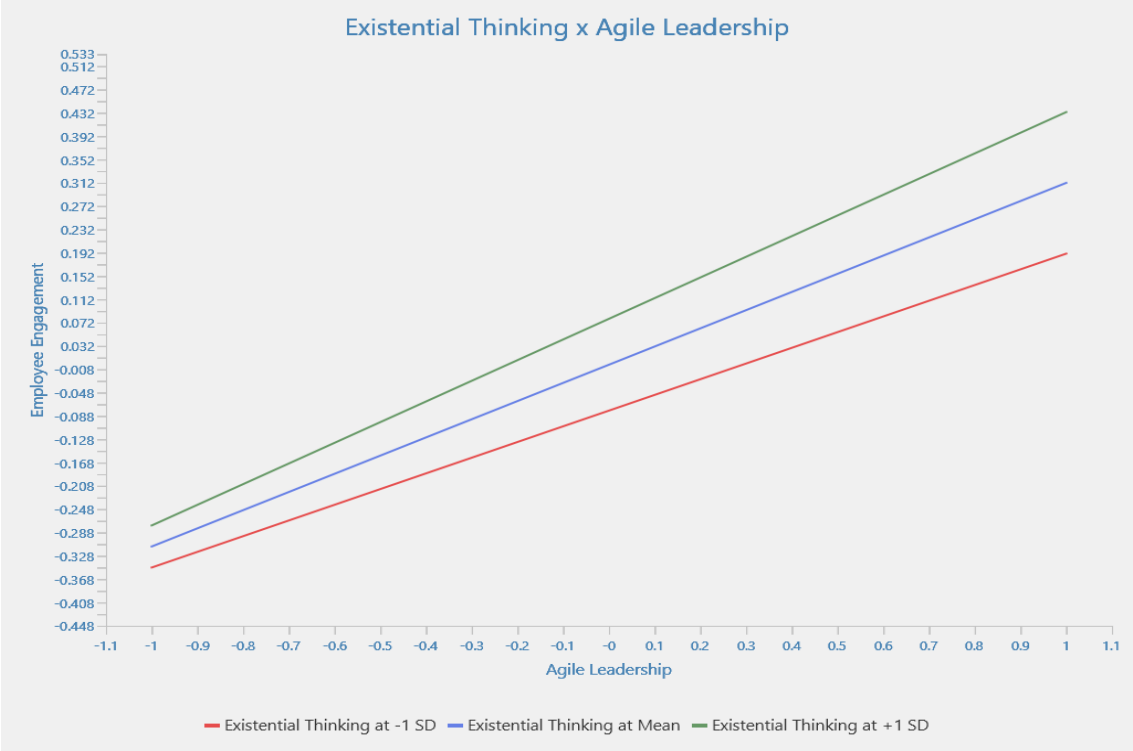

Figure 5.14: The simple slope analysis for existential thinking, agile leadership, and employee engagement
Source: SmartPLS 4.0 Processing Results (2023)

Figure 5.14 illustrates that for high existential thinking (ET) (i.e. standard deviation above the mean represented by the green line) the relationship between agile leadership (AGL) and employee engagement (EE) is slightly stronger. This is indicated by the slightly steeper slope as compared to low existential thinking (i.e. standard deviation below the mean represented by the red line). This illustrates that an increase in agile leadership (AGL) translates to a slight increase in employee engagement (EE) for leaders with high existential thinking. The p-value for the assessment of the moderation effect of two-way interaction between existential thinking and adaptive leadership is 0.652 (Fig. 4.12), as the p-value is not significant, the conclusion being that existential thinking (ET) positively moderates the relationship between agile leadership (AGL) and employee engagement (EE). The moderating effect of existential thinking (ET) on the relationship between agile leadership (AGL) and employee engagement (EE) is not significant at 0.05. The simple slope analysis shows that existential thinking

moderates the relationship between agile leadership and employee engagement, but is not significant.

5.5.3.2 Moderation effect of existential thinking on the relationship between adaptive leadership and employee engagement

To determine if existential thinking has a moderating effect on the relationship between adaptive leadership (ADL) and employee engagement (EE), a moderated analysis was conducted using SmartPLS as shown in Figure 5.15 below.

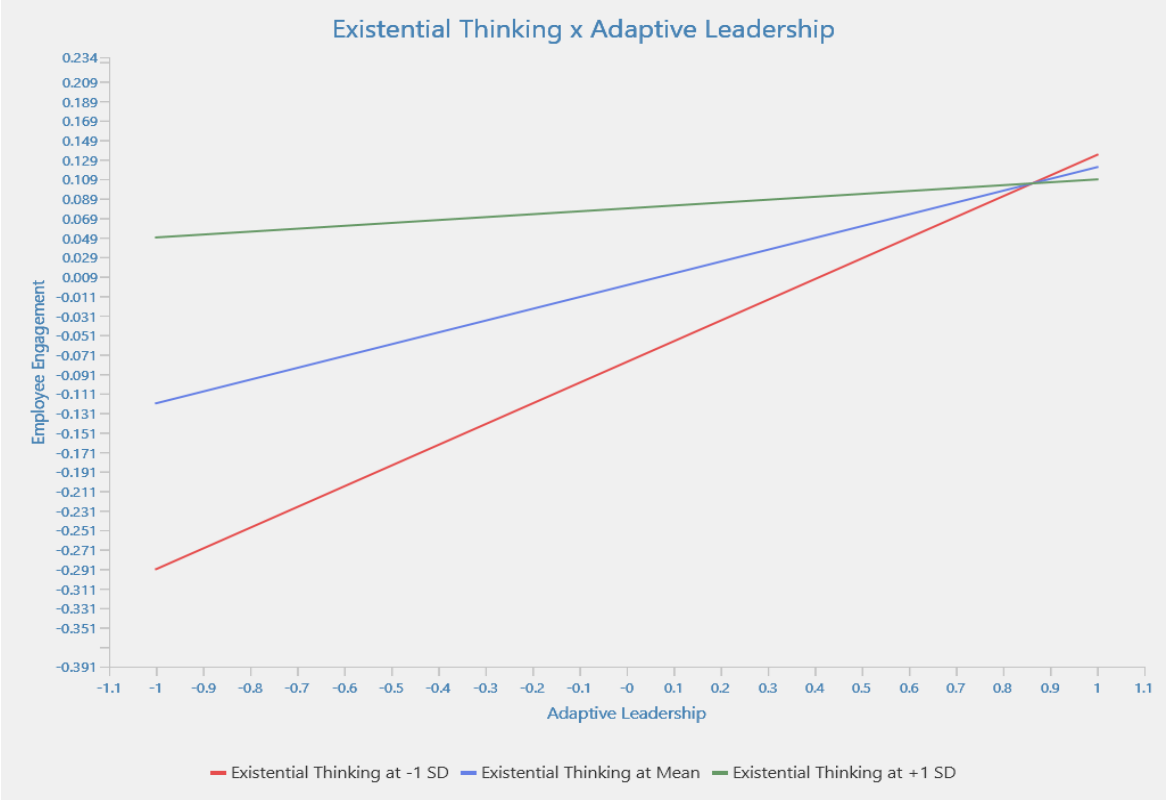

Figure 5.15: The simple slope analysis for existential thinking, adaptive leadership, and employee engagement
Source: SmartPLS 4.0 Processing Results (2023)

Figure 5.15 illustrates that for high existential thinking (ET) (i.e. standard deviation above the mean represented by the green line) the relationship between adaptive leadership (ADL) and employee engagement (EE) is weaker. This is indicated by the flatter slope as compared to low existential thinking (i.e. standard deviation below the mean represented by the red line)

with a steeper slope. This illustrates that reduction in adaptive leadership (ADL) translates to stronger reduction in employee engagement (EE) for leaders with lower existential thinking. The p-value for the assessment of the effect of two-way interaction between existential thinking and adaptive leadership is 0.031 (Fig. 5.13), as the p-value is significant, the conclusion being that existential thinking (ET) positively moderates the relationship between adaptive leadership (ADL) and employee engagement (EE). The moderating effect of existential thinking (ET) on the relationship between adaptive leadership (ADL) and employee engagement (EE) is significant at 0.05. The simple slope analysis shows that existential thinking moderates the relationship between adaptive leadership and employee engagement, and it is significant.

5.5.3.3 Moderation effect of existential thinking on the relationship between multiplier leadership and employee engagement

To determine if existential thinking has a moderating effect on the relationship between multiplier leadership (ML) and employee engagement (EE), a moderated analysis was conducted using SmartPLS as shown in Figure 5.16 below, which illustrates that for high existential thinking (ET) (i.e. standard deviation above the mean represented by the green line) the relationship between multiplier leadership (ML) and employee engagement (EE) is slightly stronger. This is indicated by the somewhat steeper slope as compared to low existential thinking (i.e. standard deviation below the mean represented by the red line) which is flatter. This illustrates that an increase in multiplier leadership (ML) translates to an increase in employee engagement (EE) for leaders with high existential thinking. The p-value for the assessment of the moderation effect of two-way interaction between existential thinking and adaptive leadership is 0.282 (Fig. 5.13), as the p-value is not significant; the conclusion therefore is that existential thinking (ET) positively moderates the relationship between multiplier leadership (ML) and employee engagement (EE). The moderating effect of existential thinking (ET) on the relationship between multiplier leadership (ML) and

employee engagement (EE) is not significant at 0.05. The simple slope analysis indicates that existential thinking moderates the relationship between multiplier leadership and employee engagement, but it is not significant.

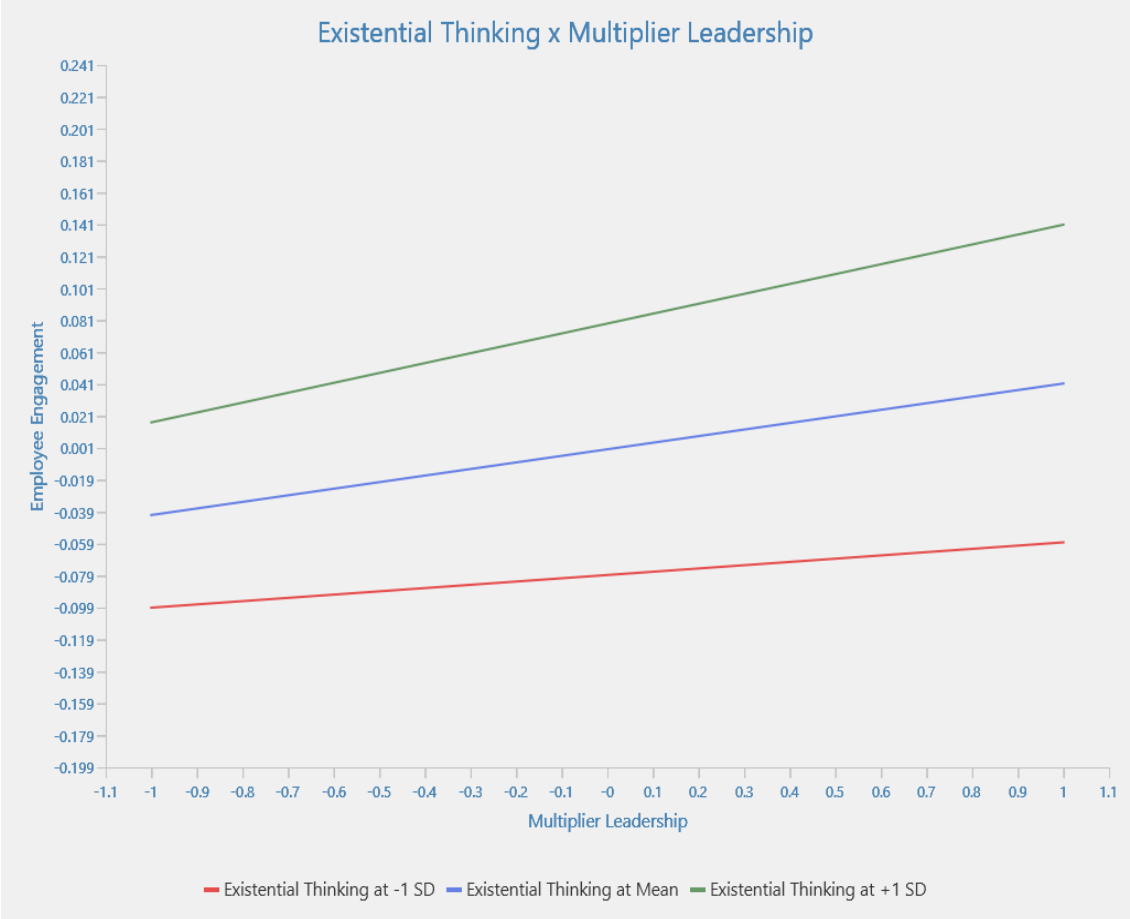

Figure 5.16: The simple slope analysis for existential thinking, multiplier leadership and employee engagement
Source: SmartPLS 4.0 Processing Results (2023)

To determine the percentage of employees who are highly engaged, neither engaged nor disengaged, and those that are not engaged, the Likert scale was used. A seven-point Likert scale includes respondents being asked to select from strongly disagree to strongly agree. A seven-point Likert scale ranging from 1 = Strongly disagree; 2 = Disagree; 3 = Somewhat disagree; 4 = Neither agree or disagree; 5 = Somewhat agree; 6 = Agree, and 7 =

Strongly agree was used to ascertain the perception of items contained in the questionnaire.

Table 5.15: Top employees (Likert scale 5; 6 & 7)

Construct	Likert Scale	Frequency	Total	Percent
EE1	5	105	414	**22.747**
	6	243		
	7	66		
EE2	5	167	390	**21.429**
	6	186		
	7	37		
EE3	5	116	409	**22.473**
	6	246		
	7	47		
EE4	5	133	407	**22.363**
	6	230		
	7	44		
Top employees that are highly engaged				**89.012**

Source: Author's own compilation

Table 5.15 illustrates that the top 89% need no push to perform as they are engaged. These were represented on a Likert scale from 5 to 7, with 5 indicating "Somewhat agree", 6 representing "Agree"; and 7 indicating "Strongly agree". Table 5.15 indicates that for the construct EE1, 22.7% of the employees are highly engaged, EE2 indicates that 21.4% are highly engaged, for construct EE3, 22.4% are highly engaged. The results for construct EE4 show that 22.3% of the employees are highly engaged as well.

Table 5.16: Middle employees (Likert scale 4)

Construct	Likert Scale	Frequency	Total Frequency	Percent
EE1	4	27	27	1.484
EE2	4	43	43	2.363
EE3	4	31	31	1.703
EE4	4	29	29	1.593
Middle employees that are loyal and torn between the top and bottom employees				**7.143**

Source: Author's own compilation

Table 5.16 indicates that 7% of the employees are in the middle, meaning that they are neither engaged nor disengaged. and for organisations to improve these employees need to become engaged. These were represented on the Likert scale as 4 meaning that they "Neither agree nor disagree". The leaders should employ the adaptive and agile leadership styles with existential thinking as a moderator to ensure that these employees are moved from a state of doubt to become the top employees.

Table 5.17: Bottom employees (Likert scale 1; 2 & 3)

Construct	Likert Scale	Frequency	Total Frequency	Percent
EE1	1	0	14	0.769
	2	7		
	3	7		
EE2	1	0	22	1.209
	2	6		
	3	16		
EE3	1	1	15	0.824
	2	3		
	3	11		
EE4	1	1	19	1.044
	2	4		
	3	14		
Bottom employees that are disengaged and uninterested				**3.846**

Source: Author's own compilation

Table 5.17 illustrates that the bottom 4% need no push to perform as they are already disengaged and uninterested. These were represented on a Likert scale from 1 to 3, with 1 indicating "Strongly disagree", 2 representing "Disagree"; and 3 indicating "Somewhat disagree". Table 5.16 indicates that for the construct EE1, 0.7% of the employees are disengaged and uninterested, EE2 indicates that 1.2% are disengaged and uninterested, while for construct EE3, 0.8% are disengaged and uninterested. The results for construct EE4 also show that 1% of the employees are highly engaged.

5.6 CHAPTER SUMMARY

Chapter 5 presents the findings of the study. It described the demographic information measured for this study which includes gender profile of the

respondents, the age group distribution, the tenure of employment, the span of control, band level in the organisation, country of location, and regional location. The respondents were mainly over 40 years of age (67%) and most of them have been with the organisation for more than 10 years (27%). In terms of location, the respondents were mainly located in China (15.2%) and Denmark (10.8%) based mainly in the Western Europe region (26%) as well as Central and Eastern Europe region (22%). The respondents were mainly managers in band level 7 and had been with the organisation from 11 to 14 years.

In examining the linkages between the leadership styles and employee engagement, the measurement model was assessed for construct validity and reliability. The SmartPLS was used to assess the hypotheses presented for this study. The study revealed that agile leadership is the predominant leadership style being used by the first line managers. Adaptive leadership is also used in this organisation by the first line managers, but it is not the dominant leadership style. The study verified the relationship between adaptive leadership style and employee engagement. The results indicate that the relationship is positive and significant. In addressing the hypothesized relationship between agile leadership style of first line managers and employee engagement, the results indicate statistically significant relationship between agile leadership and employee engagement. However, for the relationship between multiplier leadership and employee engagement, the results indicate that there is statistically insignificant relationship between the two constructs.

In assessing the moderating role of existential thinking on the relationship between adaptive leadership and employee engagement, the results can be confirmed. However, for the moderating role of existential thinking on the relationship between agile leadership, multiplier leadership, and employee engagement, the results are insignificant. Additionally, the study revealed a

shift from 20-60-20 to 4-7-89, meaning that more employees are highly engaged.

Chapter 6 discusses the findings as guided by the research questions and the hypotheses of the study.

CHAPTER 6
DISCUSSION OF RESEARCH FINDINGS

6.1 INTRODUCTION

This chapter discusses the results from the statistical analysis conducted in chapter five. It addresses the study's main research objectives. The main objective of this study was to examine the relationship between the leadership styles (adaptive, agile and multiplier) and employee engagement in a global pump manufacturing organisation from the perspective of first line managers. In addition, the study explored the moderating role of existential thinking in the relationship between leadership styles and employee engagement in a global pump manufacturing organisation from the perspective of first line managers. The results are therefore discussed based on the hypothesis.

RQ1: What is the predominant leadership style of first line managers for employee engagement in a global pump manufacturing organisation?

6.2 THE IMPACT OF ADAPTIVE, MULTIPLIER AND AGILE LEADERSHIP STYLES FOR EMPLOYEE ENGAGEMENT

The introductory chapters of this study indicate that adaptive leadership style, multiplier leadership style and agile leadership style constitute an important part in the contemporary organisations in relation to employee engagement. Therefore, this research hypothesised that adaptive leadership, multiplier leadership and agile leadership have a positive relationship with employee engagement and existential thinking will be the moderator.

The current operating environment is harsh for many organisations, hence the need to employ different approaches to achieve competitive advantage. This study assessed the importance of existential thinking as a moderator. The inclusion of existential thinking as a moderating variable allowed the study to understand the effect that existential thinking may have on employee engagement.

6.2.1 Adaptive leadership and employee engagement

H_1: Adaptive leadership style of first line managers is the predominant leadership style for employee engagement.

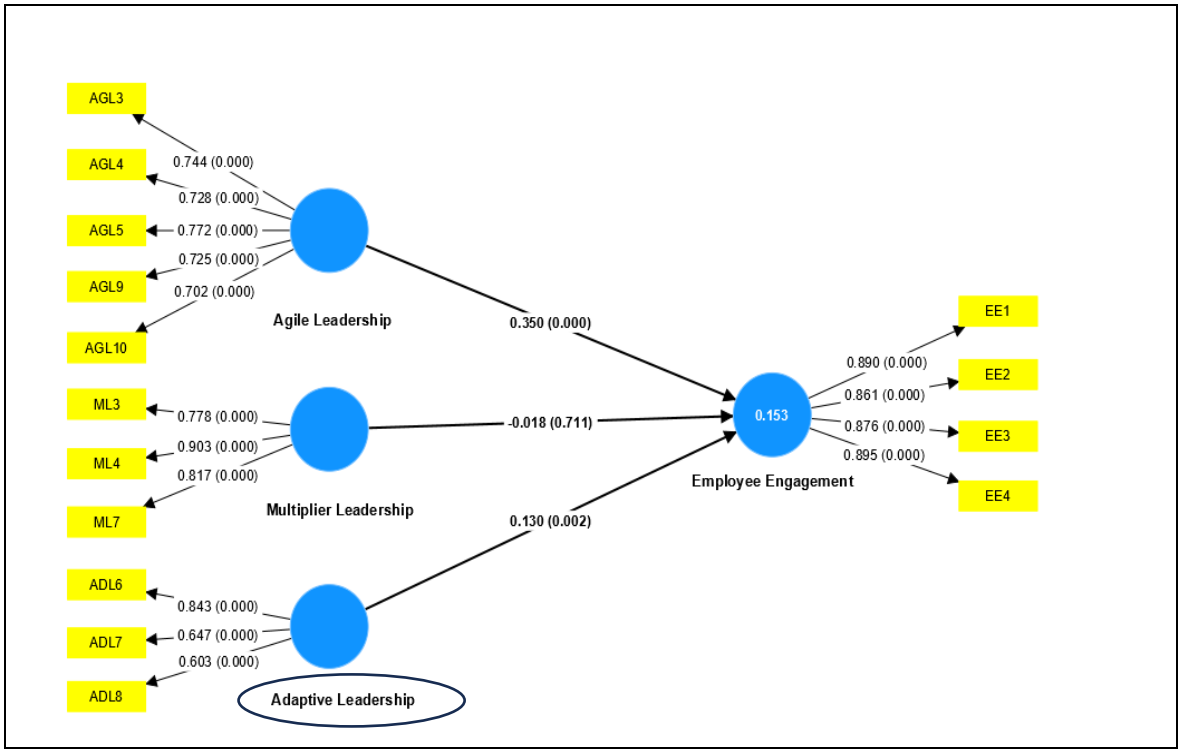

Figure 6.1: The p-value of the path co-efficient of the structural model for adaptive leadership style

Source: SmartPLS 4.0 Processing Results (2023)

The results of hypothesis **H_1** were tested across the three latent constructs of leadership, namely adaptive leadership, multiplier leadership and agile leadership. The hypothesis was not supported as adaptive leadership was

not the predominant leadership style for employee engagement. The results are presented in Figure 6.1. The significance of the relationship between constructs can be measured using the inner model path co-efficient (Hair et al., 2019; Wong, 2013). The inner model path co-efficient for the relationship between adaptive leadership and employee engagement is 0.130 which is less than agile leadership style (0.350) but higher than multiplier leadership (-0.018). Based on the results, the adaptive leadership style is statistically significant with respect to its relationship with employee engagement (p = 0.002) but not the dominant style of leadership for the first line managers. Consequently, the null hypothesis was accepted, indicating that although adaptative leadership style is effectively used by the first line managers they prefer agile leadership.

6.2.2 Agile leadership and employee engagement

H_2: Agile leadership style of first line managers is the predominant leadership style for employee engagement.

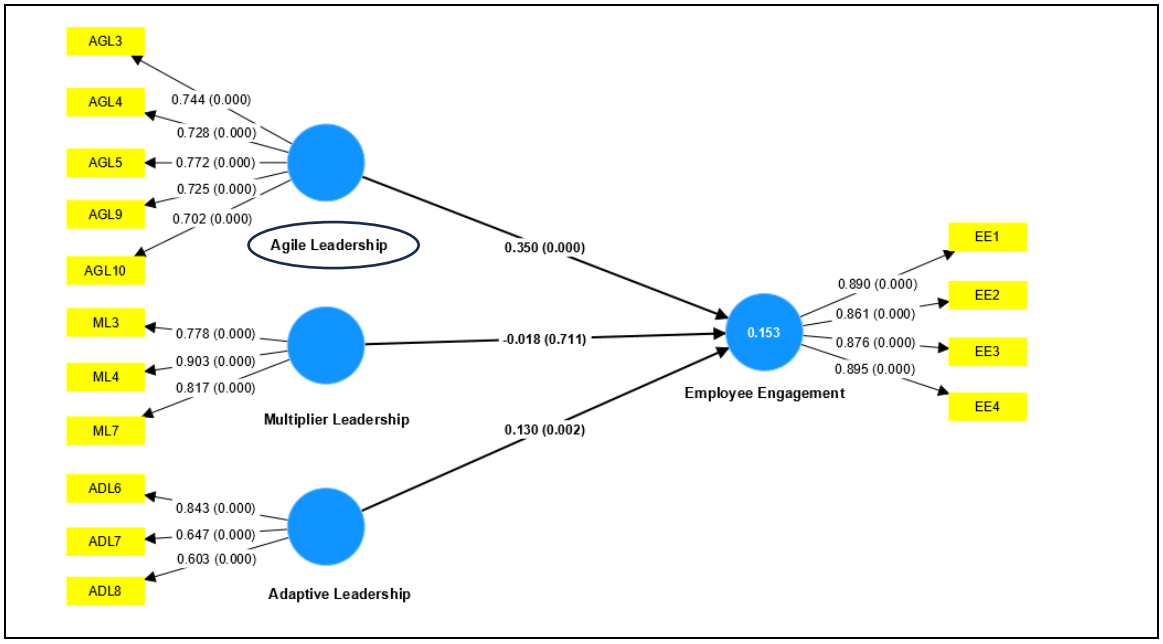

Figure 6.2: The p-value of the path co-efficient of the structural model for agile leadership style

Source: SmartPLS 4.0 Processing Results (2023)

The results of hypothesis **H_2** were tested across the three latent constructs of leadership, namely adaptive leadership, multiplier leadership and agile leadership. The hypothesis was supported as agile leadership was the predominant leadership style for employee engagement. The results are presented in Figure 6.2 above. The significance of the relationship between constructs can be measured using the inner model path co-efficient (Hair et al., 2019; Wong, 2013). The path co-efficient for the relationship between agile leadership and employee engagement is 0.350 which is higher than that of adaptive leadership style (0.130) and multiplier leadership (-0.018). Based on the results, the agile leadership style is statistically significant with respect to its relationship with employee engagement (p = 0.000) and it is the dominant style of leadership for the first line managers. Consequently, the hypothesis was accepted, indicating that the first line managers prefer to use agile leadership.

6.2.3 Multiplier leadership and employee engagement

H_3: Multiplier leadership style of first line managers is the predominant leadership style for employee engagement.

The results of hypothesis **H_3** were tested across the three latent constructs of leadership, namely adaptive leadership, multiplier leadership and agile leadership. The hypothesis was not supported as multiplier leadership was not the predominant leadership style for employee engagement. The results are presented in Figure 6.3. The significance of the relationship between constructs can be measured using the inner model path co-efficient (Hair et al., 2019; Wong, 2013). The path co-efficient for the relationship between multiplier leadership and employee engagement is -0.018 which is less that agile leadership style (0.350) and adaptive leadership (0.130). Based on the results, the multiplier leadership style is statistically not significant with respect to its relationship with employee engagement (p = 0.711) as well as not being the dominant style of leadership for the first line managers. The

study revealed no relationship of statistical significance between multiplier leadership and employee engagement. Consequently, the null hypothesis was accepted. This result contradicts the view of Wiseman (2017) who suggests that multiplier leaders inspire employees. When employees are inspired their level of employee engagement will increase (Hasija, Hyde & Kushwaha, 2019).

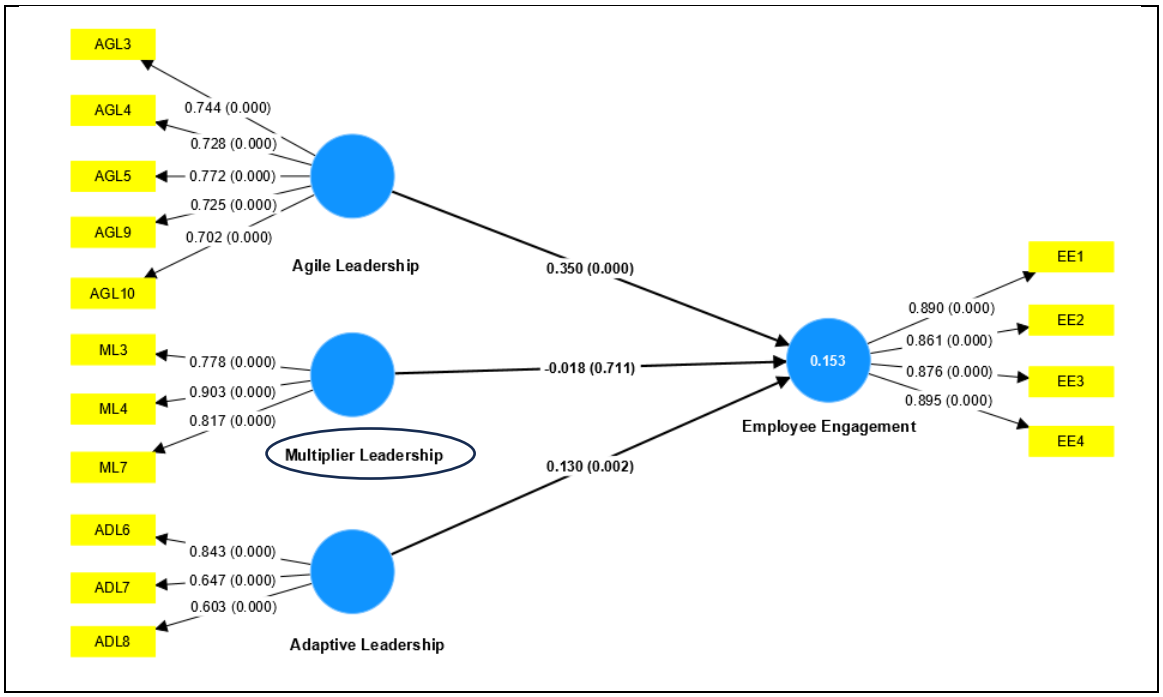

Figure 6.3: The p-value of the path co-efficient of the structural model for multiplier leadership style

Source: SmartPLS 4.0 Processing Results (2023)

RQ2: What is the relationship between the leadership styles of first line managers (adaptive, agile and multiplier) and employee engagement in a global pump manufacturing organisation?

H_4: Adaptive leadership style of first line managers has a significant and positive relationship with employee engagement.

The results for hypothesis 4 revealed that the relationship between adaptive leadership style of first line managers and employee engagement was positive and significant. Adaptive leadership has proven to be an important leadership style when managing employee engagement. This result suggests a noteworthy relationship between these two variables. This implies that as first line managers increase the use of adaptive leadership style, there is a corresponding positive impact on the level of employee engagement. This result is consistent with Naim (2021) who indicates that adaptive leadership is key to employee engagement, especially during difficult situations in organisations. The results of this study were specifically on the relationship between adaptive leadership style of first line managers and employee engagement because first line managers spend most of their time working closely or directly with employees. According to Daft (2014), adaptive corporate culture yields leaders who care deeply about their employees. Evidently, when employees feel valued and appreciated their engagement level increases as well. The research conducted by Sjahruddin, Sari and Hakiki (2024) supports these results indicating that adaptive leadership promotes job satisfaction. When employees are satisfied with their jobs, they are more likely to be engaged as supported by Vorina, Simonic and Vlasoa (2017). The results highlight the need for organisations to promote adaptive leadership style especially in more challenging or turbulent periods.

H_5: Agile leadership style of first line managers has a significant and positive relationship with employee engagement.

The results for hypothesis 5 revealed that the relationship between agile leadership style and employee engagement was positive and significant. This indicates that agile leaders are essential for employee engagement. This result is consistent with the findings of Wibowo, Fatmawati, Sitorus, Hartanto and Suhendi (2023) who indicates the importance of agile leadership for employee performance in the VUCA era. The result

corroborates the findings of Rialti and Filieri (2024) who observe that overall employee morale is increased when agile leadership style is used in organisations. This simply indicates that the more leaders become agile the better it is for employee engagement. Saputra et al. (2018) indicates that leadership agility impacts positively on work engagement. Having an agile leadership proves to be a competitive advantage for global organisation. The results indicate the need for agile leadership especially when organisations are operating in a global context where employee management challenges are prevalent.

H_6: Multiplier leadership style of first line managers has a significant and positive relationship with employee engagement.

The results for hypothesis 6 revealed that the relationship between multiplier leadership style and employee engagement was not confirmed. The relationship between multiplier leadership and employee engagement was negative and insignificant. This indicates that the hypothesis is not supported. Since the hypothesised relationship was not significant, it may be concluded that the multiplier leadership style has no significant impact on employee engagement, although this counters the view of Wiseman et al. (2013) as presented earlier.

According to Wiseman, Allan and Foster (2013), multiplier leadership inspires employees hence promoting work enjoyment and engagement. In response to the contradictory findings, the researcher probed the possible reasons for having a negative and insignificant relationship between multiplier leadership and employee engagement. Little quantitative research has been done on multiplier leadership and employee engagement. It can be concluded that multiplier leaders are slightly strict when managing their employees and they tend to push for best results as well as encouraging more involvement from employees which can potentially undermine employee engagement. If leaders do not give enough support and expect

their employees to solve challenges on their own this might result in employee burnout as well. Leaders may thus be fearful of adopting the multiplier leadership style especially in situations where employees really need their full support.

H_7: Existential thinking of first line managers has a positive relationship with employee engagement.

The results for hypothesis 7 revealed that the relationship between existential thinking and employee engagement was positive and significant at 0.1 significant level. This indicates that existential thinking plays an important role for leaders in relation to employee engagement.

Therefore, it can be concluded that leaders who incorporate existential thinking in their leadership approach are likely to achieve high levels of employee engagement as compared to those that do not. Existentialists are heavily invested in their emotions which enables them to be well informed about themselves (self-awareness) and about the people surrounding them (Hanaway, 2019). This enables existential leaders to create a conducive environment for their employees to approach them, thereby contributing to developing a culture of trustworthiness. This result is consistent with the findings of Kay (2014) who observes that existential fulfilment is positively correlated with work engagement.

RQ3: What potential role does existential thinking play in moderating the relationship between the leadership styles of first line managers (adaptive, agile and multiplier) and employee engagement in a global pump manufacturing organisation?

6.3 EXISTENTIAL THINKING AND EMPLOYEE ENGAGEMENT

Existential thinking was used in this study as a moderator for leadership styles and employee engagement to test the moderating effect of three leadership styles and employee engagement. The first hypothesis was to evaluate the moderating role of existential thinking on the relationship between agile leadership style of first line managers and employee engagement. The second hypothesis was to evaluate the moderating effect of existential thinking on the relationship between adaptive leadership and employee engagement. The third hypothesis was to evaluate the moderating role of existential thinking on the relationship between multiplier leadership and employee engagement, as shown in Figure 6.4.

H_8: Existential thinking moderates the relationship between adaptive leadership style of first line managers and employee engagement.

H_9: Existential thinking moderates the relationship between agile leadership style of first line managers and employee engagement.

H_{10}: Existential thinking moderates the relationship between multiplier leadership style of first line managers and employee engagement.

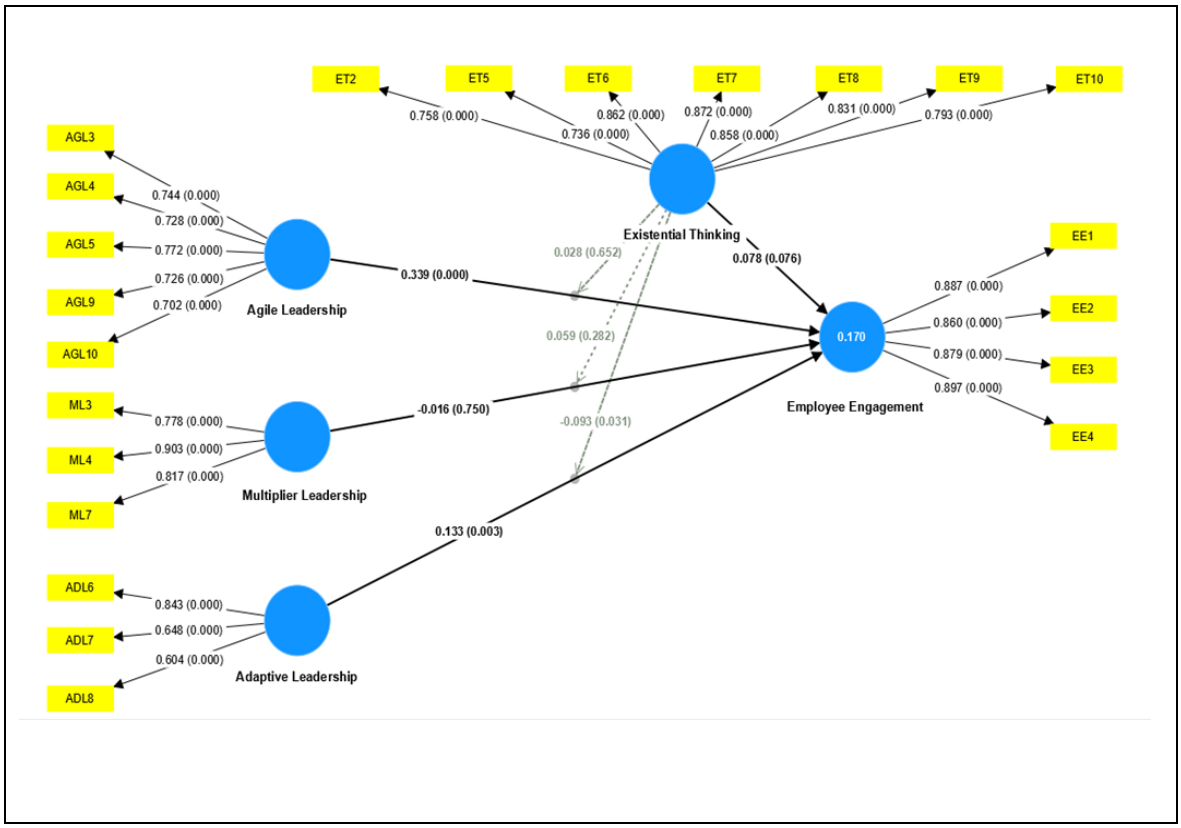

Figure 6.4: Bootstrapping results

Source: Smart PLS 4.0 Processing Results (2023)

Existential thinking is a moderator variable in this study, and it is expected to moderate the relationship between adaptive leadership style and employee engagement, adaptive leadership and employee engagement, and multiplier leadership and employee engagement. The findings revealed that existential thinking moderates the relationship between adaptive leadership and employee engagement. Based on the research results, it can be concluded that reduction in Adaptive Leadership (ADL) translates to stronger reduction in Employee Engagement (EE) for leaders with lower existential thinking. For moderating the relationship between agile leadership style and employee engagement, the findings revealed that existential thinking moderates the relationship between agile leadership and employee engagement. The results indicated that an increase in Agile Leadership (AGL) translates to a slight increase in Employee Engagement (EE) for leaders with high existential thinking. Finally, for moderating the

relationship between multiplier leadership style and employee engagement, the findings indicated that existential thinking moderates the relationship between multiplier leadership and employee engagement. Based on the results from the Simple Slope Analysis, an increase in Multiplier Leadership (ML) translates to an increase in Employee Engagement (EE) for leaders with high existential thinking. The results of this study are in line with the results of research by Dargahi, Ayadi, Kiani and Ahamad Boukani (2022) who used existential thinking as a moderator. Existential thinking encompasses a key element of 'life meaning' making it an important variable in leadership as well as managing employee engagement.

RQ4: What are the appropriate additional leadership attributes to the TST theory?

6.4 THE TWENTY-SIXTY-TWENTY (TST) MODEL

H_{11}: There is an improvement in TST theory that suits the contemporary business environment.

Traditional theories focused on leadership and employee issues that were peculiar to that era mostly before the 21st century. With the rapid changes happening around the world, the way businesses are operating today differs significantly as compared to previous years. This necessitates the need to review the way leaders perform and how employees are treated. The results of this research revealed that only 4% of the employees are not engaged, 7% are in the middle (neither engaged nor disengaged) and 89% of the employees are highly engaged. Therefore, the 20-60-20 (TST) theory was improved to 4-7-89 (FSE) theory to reflect contemporary business operations (Table 6.1).

With the current intense competition and VUCA world in which the organisations are operating, it will be difficult for an organisation to survive with only 20% highly engaged employees. Several studies have supported the impact of highly engaged employees on organisational performance, improved productivity, customer satisfaction and consequently profitability (Tanwar, 2017; Vasani & Pillai, 2019; Pitaloka & Putri, 2021).

Table 6.1: Employee engagement – improvement to TST theory

Customer Classification	Frequency
Bottom employees	4%
Middle employees	7%
Top employees	89%

Source: Author's own compilation

Different leadership styles and approaches are necessary for employee engagement. According to this research, adaptive leadership, agile leadership, and existential thinking are important variables that can contribute to high employee engagement (Fig. 6.5). The results for the relationship between adaptive leadership style of first line managers and employee engagement was positive and significant. The results for the relationship between agile leadership style of first line managers and employee engagement was positive and significant. The study revealed that the relationship between existential thinking and employee engagement was positive and significant at 0.1 significant level.

The addition of these leadership styles to the TST theory will shift the middle employees who are neither engaged nor disengaged to become highly engaged. The ability of leaders to be agile in organisations creates a conducive environment where employees become engaged (Saputra et al., 2018). This highlights the importance of considering agile leadership as a necessary attribute for the TST theory. Another important attribute to consider is the adaptive leadership style. According to Govindarajan (2016),

adaptive leaders are proactive and they involve employees in decision making when faced with challenges. Evidently, when employees participate in decision-making they are more likely to be engaged. This study includes existential thinking as a key component of the TST theory. This is because of the critical role that it plays in employee engagement. There is also a considerable growing interest in the existential approach and its application in the business environment (Hanaway, 2019b).

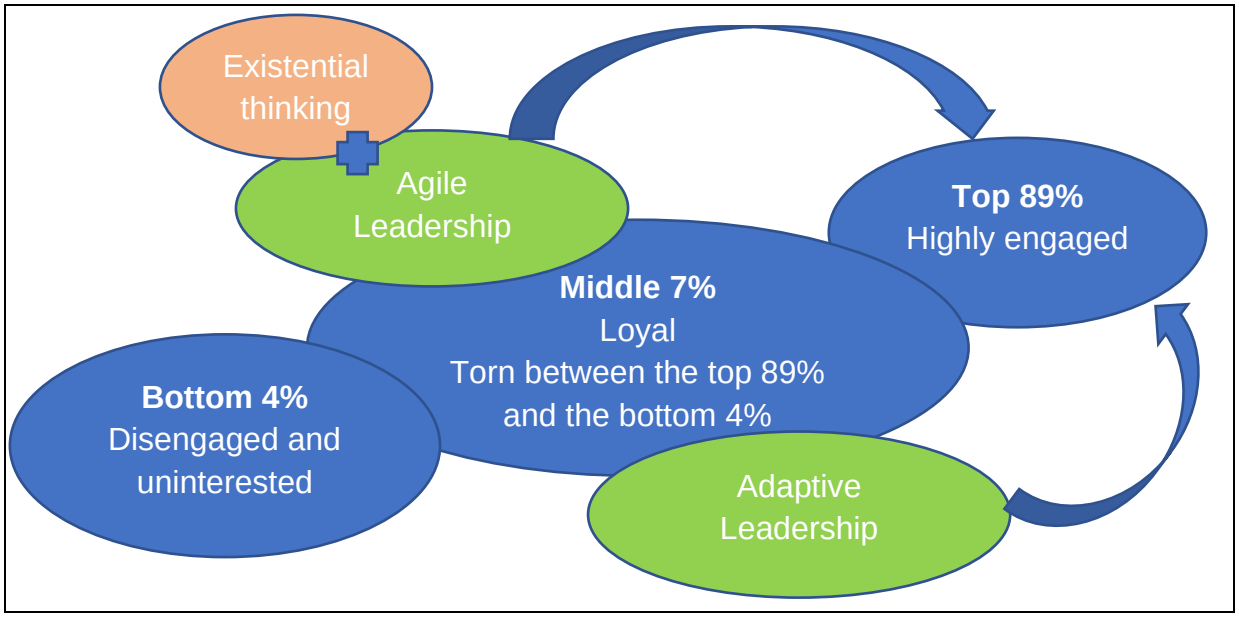

Figure 6.5: 4-7-89 (FSE) theory for employee engagement in a contemporary organisation

Source: Author's own compilation

RQ5: What is the ideal conceptual framework for employee engagement in the contemporary business operating environment?

6.5 THE IDEAL EMPLOYEE ENGAGEMENT FRAMEWORK

H_{12}: Adaptive leadership, multiplier leadership, agile leadership and existential thinking all contributes to the leadership framework for employee engagement in the contemporary business operating environment.

The theoretical models presented below are based on contemporary leadership styles and existential thinking. They illustrate the relationship between adaptive leadership style, agile leadership style and multiplier leadership style, and employee engagement. Existential thinking is presented as a moderator. The results show that adaptive leadership style and agile leadership style are significant for contributing to employee engagement. Existential thinking plays a key role in moderating the relationship between adaptive leadership and employee engagement. Although a conceptual model shown in Figure 6.6 illustrates the view of the existing literature, in view of the statistical results drawn from this research, changes have been made that reflect the findings (Figure 6.7).

Figure 6.7 presents the final theoretical model for this study, illustrating the relationship between adaptive leadership style, agile leadership style, and employee engagement. Adaptive leadership and agile leadership are shown as the predictor variables and employee engagement as the dependent variable. Since the statistical results for this study do not support the relationship between multiplier leadership style and employee engagement, this relationship is omitted in this model. The moderating effect of existential thinking on the relationship between agile leadership and employee engagement, and multiplier leadership and employee engagement were not supported hence these relationships do not form part of the conceptual framework.

The conceptual framework draws attention to the role of leadership style on employee engagement. This conceptual model is aligned to the study by Khong-khai, Liu, Leelapattana and Tsai (2024) who investigated the relationship between leadership styles and employee engagement. It responds to the call by Khong-khai et al. (2024) who encourages further research to explore additional leadership styles for employee engagement.

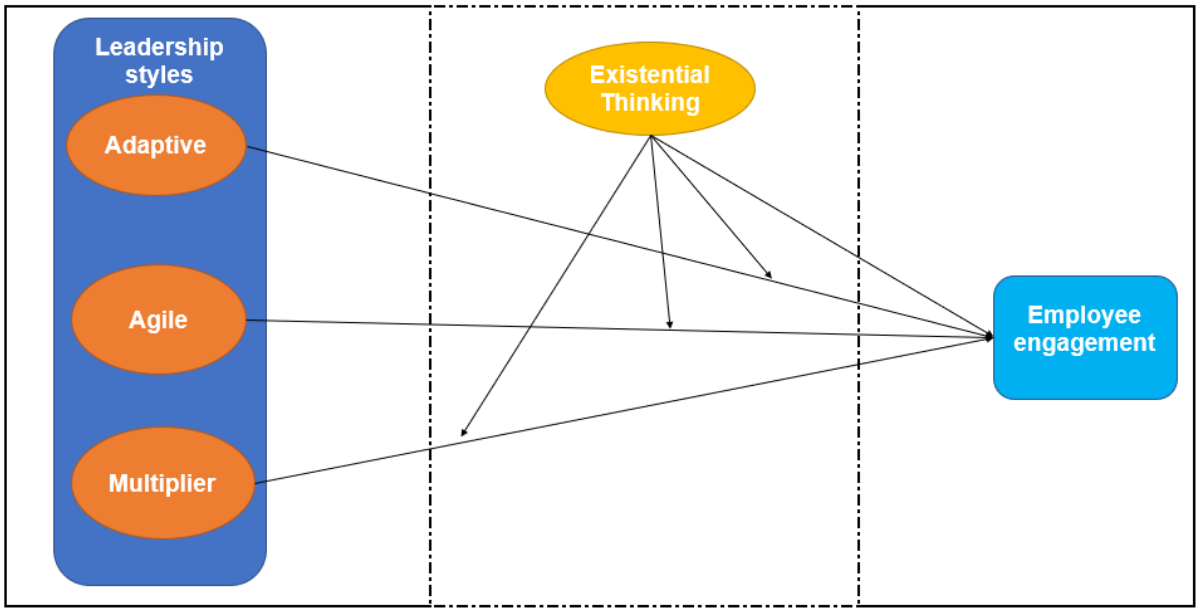

Figure 6.6: Theoretical model for the relationship between adaptive leadership, agile leadership, multiplier leadership and employee engagement

Source: Author's own compilation

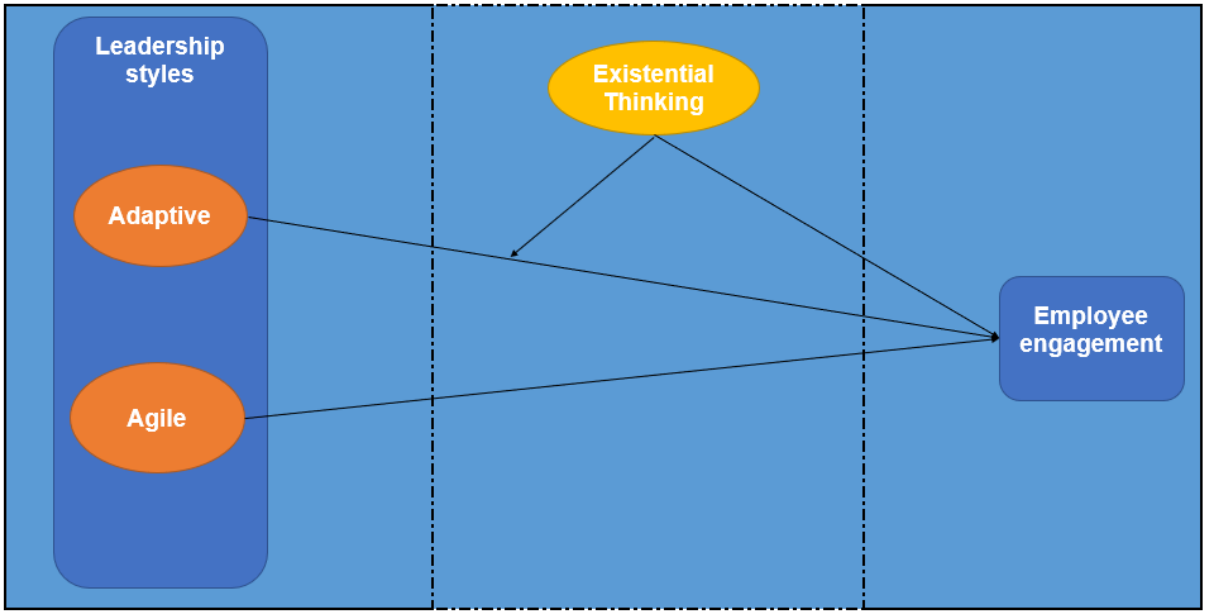

Figure 6.7: Theoretical model for the relationship between adaptive leadership, agile leadership, and employee engagement

Source: Author's own compilation

6.6 CHAPTER SUMMARY

Chapter 6 presents the discussion of the empirical findings of this study. The chapter considered whether the relationships between the three leadership styles, namely agile leadership, adaptive leadership and multiplier leadership and employee engagement were significant or non-significant. The chapter presented the results of the moderating effect of existential thinking on the relationship between the three leadership styles and employee engagement. It discussed the findings of the hypotheses for the study, noting that not all the hypotheses were fully accepted. In examining the relationship between leadership styles and employee engagement, statistical testing done through structural equation modelling (PLS-SEM) revealed that the relationship between agile leadership, adaptive leadership and employee engagement can be confirmed. In addressing the hypothesised relationship between multiplier leadership and employee engagement, the results indicate statistically insignificant relationship between the two constructs. In addressing the relationship between existential thinking and employee engagement, statistically significant relationship was found to exist. With regard to the moderating role of existential thinking and the relationships between agile leadership style, multiplier leadership style and employee engagement, it was found to be insignificant. However, the moderating role of existential thinking and the relationship between adaptive leadership and employee engagement was found to be significant. The chapter concluded by proposing an ideal employee engagement framework where adaptive leadership and agile leadership are considered useful for employee engagement. Moreover, the suitable framework proposed the moderating role of existential thinking the relationship between adaptive leadership and employee engagement.

The following chapter presents the conclusions and recommendations basing on the findings discussed in Chapter 6.

CHAPTER 7
CONCLUSION AND RECOMMENDATIONS

7.1 INTRODUCTION

The overall objective of conducting this study was to investigate the relationship between leadership styles and employee engagement in a global organisation. The focus of this study was on adaptive, agile and multiplier leadership styles, and how they impact employee engagement. The study also explored the moderating role of existential thinking in the relationship between leadership styles and employee engagement in a global pump manufacturing organisation from the perspective of first line managers. The previous chapter presented findings of this study in relation to existing literature. This chapter summarises these findings and draws the study to its conclusion. This is done through revisiting chapters one to six, and the research objectives. Moreover, the chapter discusses the theoretical and practical contributions. The limitations, recommendations and areas for future research follow thereafter before the chapter summary.

7.2 SUMMARY OF THE CHAPTERS

This study comprises Chapter 1 to Chapter 6. The introduction and background to the study are provided in Chapter 1. The review of the literature was covered in Chapter 2. Chapter 3 explains the conceptual framework based on the foundational theories relevant to leadership and employee engagement. The research and methodology for this study is discussed in Chapter 4 while Chapter 5 presents the research findings. These research findings are discussed in Chapter 6.

Chapter 1 introduced and provided a background to the study. It highlighted the problem that the global pump manufacturing company encountered

pertaining to suitable leadership for employee engagement especially in the unprecedented period of the COVID-19 pandemic. Additional challenges have been presented by globalisation, increased competition, technology advancement and VUCA. It gave great emphasis on the urgent attention required for leadership development in organisations to manage employee engagement. Chapter 1 went further to highlight the leadership styles that are relevant to the contemporary business operating environment which includes adaptive, agile and multiplier. The first chapter proceeded to accentuate the role that employee engagement plays in the global business setup and the consequences thereof to the organisations if left unmonitored and controlled. Chapter 1 also presented the study objectives, research questions and the structure of the thesis.

Chapter 2 covered the review of the literature. It discussed the relevant literature pertaining to leadership and employee engagement. The focus was on the constructs that led to the formation of the conceptual framework. Included in Chapter 2 are the other contemporary leadership styles in leadership literature which includes transformational leadership style, transactional leadership style, *laissez-faire* leadership style, authentic leadership style, and servant leadership. This chapter identifies a gap in literature that highlights the lack of research regarding adaptive leadership style, agile leadership style and multiplier leadership style of first line managers in relation to employee engagement. It went further to discuss the leadership theories such as the trait theory, behavioural theory, contingency theory, path-goal theory, and leader-member exchange (LMX) theory.

Chapter 3 focussed on the development of the conceptual framework of the study. It discussed the relationship between leadership styles (adaptive, agile and multiplier) and employee engagement in the global pump manufacturing company. This chapter presented the concept of existential thinking as a possible construct that moderates the relationship between the

leadership styles and employee engagement. The detailed subsections explained the linkages between adaptive leadership style, agile leadership style and multiplier leadership style and employee engagement. This then led to the research hypotheses and the development conceptual framework of the study.

Chapter 4 covered the research design and methodology of the study. It discussed the objectives in detail as well as highlighting the research paradigm and approach for the study. This chapter highlights the measurement scales for adaptive leadership, agile leadership, multiplier leadership and existential thinking. It presented the measuring scale of employee engagement (SharePoint, 2021), measurement scale of agile leadership (Hayward, 2021), measurement scale of adaptive leadership (Northouse, 2021), measurement scale of multiplier leadership (Wiseman & Covey, 2010) and the measurement scale for existential thinking (Allan & Shearer, 2012). Moreover, it highlighted the methodology used.

Chapter 5 provided the research findings. It described the demographic information of the respondents which includes the gender profile, the age group distribution, the tenure of employment, the span of control, the band level, country of location, and regional location. This chapter presented the results of the hypotheses and highlighted the relationship between agile leadership style of first line managers and employee engagement. It also presented results on the relationship between multiplier leadership of first line managers and employee engagement. The results of the relationship between adaptive leadership of first line managers and employee engagement were provided. This chapter covered the results for the moderating role of existential thinking on the relationship between the leadership styles (agile, adaptive and multiplier) and employee engagement.

Chapter 6 presented the discussion of the empirical findings of this study. It discussed the results of the relationship between leadership styles (agile, adaptive and multiplier) and employee engagement. It also discussed the results of the moderating effect of existential thinking on the relationship between leadership styles (agile, adaptive and multiplier) of first line managers and employee engagement. The chapter also presented that not all the hypotheses were fully accepted. The chapter concluded by proposing an ideal framework for employee engagement.

7.3 OVERVIEW OF DESCRIPTIVE STATISTICS

The demographic characteristics of the respondents were handled through descriptive statistics. The characteristics were profiles according to gender, age, tenure, title, band level, span of control and regional location. Total responses of 455 were received from first line managers, of which 342 (75%) were male and 113 (25%) were female. The results indicate the domination of males as first line managers. The sample consisted of mature first line managers as 67% were above 40 years of age. The tenure for the first line managers indicates that the respondents stay at the organisation for five years and above.

The figures indicated that a high percentage (62%) of first line managers hold the title of manager, 10% were the head of the department, 23% were supervisors and the remaining percentage was team leaders. With regard to the band levels, the distribution indicated 59% band level 7, 28% band level 8, 7% band level 10 and 5% band level 9, showing that first line managers are mostly band level 7. A high percentage (57%) of first line managers have fewer than 10 employees reporting directly to them, and 27% have between 11 to 20 employees while 7% have between 21 to 30 employees, 6% have between 31 to 40 employees and only 3% of the first line managers have above 40 employees. This is a reflection that the global organisation is focussed on employee engagement because a narrow

scope of control promotes high employee satisfaction (Jacobsen, 2023). A high percentage (15.2%) of the sampled first line managers were based in China, followed by Denmark (10.8%), Hungary (7.3%), Germany (5.9%), Serbia (4.6%), United States of America (4.2%), United Kingdom (4.0%), India (3.5%), Mexico (2.9%), Japan (2.2%) and the rest of the 52 countries consisted of less than 2%.

7.4 RESEARCH OBJECTIVES AND HYPOTHESES REVISITED

The primary objective was to examine the relationship between the leadership styles (adaptive, agile and multiplier) and employee engagement in a global pump manufacturing organisation from the perspective of first line managers utilising the moderating role of existential thinking between leadership styles and employee engagement.

7.4.1 Research objective 1 / Research question 1 relating to the predominant leadership style for employee engagement

The first research objective of the study was to determine the predominant leadership style for employee engagement. The study considered three leadership styles that included adaptive leadership style, agile leadership style, and multiplier leadership style.

Research objective 1: To investigate the predominant leadership style for employee engagement of first line managers in a global pump manufacturing organisation.

Research question 1: What is the predominant leadership style of first line managers for employee engagement in a global pump manufacturing organisation?

The following hypotheses were stated:

H_1: *Adaptive leadership style of first line managers is the predominant leadership style for employee engagement.*

H_2: *Agile leadership style of first line managers is the predominant leadership style for employee engagement.*

H_3: *Multiplier leadership style of first line managers is the predominant leadership style for employee engagement.*

As it relates to **H_1**, **H_2** and **H_3**, the Smart PLS-SEM was used to validate the relationship between adaptive leadership style and employee engagement, agile leadership style and employee engagement, as well as multiplier leadership style and employee engagement. The significance of the relationship between constructs was measured using the path co-efficient. The path co-efficient for the relationship between adaptive leadership and employee engagement was found to be 0.130 which was less than that of agile leadership style (0.350) but higher than multiplier leadership (-0.018). Based on the results, the adaptive leadership style is statistically significant with respect to its relationship with employee engagement ($p = 0.002$) but not the dominant style of leadership for the first line managers. Consequently, the null hypothesis was accepted, indicating that although adaptative leadership style is effectively used by the first line managers they prefer to utilise agile leadership. These findings indicated statistical significance and a positive relationship between agile leadership style and employee engagement as well as between adaptive leadership style and employee engagement. As a result, the hypotheses linking agile leadership style, adaptive leadership style and employee engagement are supported, whereas the relationship between multiplier leadership style and employee engagement was not supported.

7.4.2 Research objective 2 / Research question 2 relating to the relationship between agile leadership style, adaptive leadership style, multiplier leadership style and employee engagement

The second research objective of the study was to examine the relationship between adaptive leadership style, agile leadership style, multiplier leadership and employee engagement.

Research objective 2: To explore and explain relationships between the leadership styles of first line managers (adaptive, agile and multiplier) and employee engagement in a global pump manufacturing organisation.

Research question 2: What is the relationship between the leadership styles of first line managers (adaptive, agile and multiplier) and employee engagement in a global pump manufacturing organisation?

The following hypotheses were stated:

H_4: *Adaptive leadership style of first line managers has a significant and positive relationship with employee engagement.*

H_5: *Agile leadership style of first line managers has a significant and positive relationship with employee engagement.*

H_6: *Multiplier leadership style of first line managers has a significant and positive relationship with employee engagement.*

The results relating to **H_4**, **H_5** and **H_6** indicate that the relationships between adaptive leadership style, agile leadership style, and multiplier leadership style were obtained through the results of Smart PLS-SEM. The relationship between adaptive leadership style and employee engagement was found to be statistically significant as indicated by a path coefficient of 0.133; t-

statistic of 2.996 at a p-value of 0.003. As for the relationship between agile leadership style and employee engagement, the path coefficient was found to be 0.339 and t-statistic of 5.578 at a p-value of 0.000. These results between agile leadership style, adaptive leadership style and employee engagement indicated statistical significance and a positive relationship, hence the hypotheses linking agile and adaptive leadership styles to employee engagement (**H_4** and **H_5**) are supported. However, the relationship between multiplier leadership style and employee engagement was found to be statistically insignificant with a path coefficient of -0.016 and t-statistic of 0.318 with a p-value of 0.750. Hence the link between multiplier leadership style and employee engagement (**H_6**) is not supported.

7.4.3 Research objective 3 / Research question 3 relating to the moderating effect of existential thinking on the relationship between leadership styles and employee engagement

The third research objective of the study was to examine the moderating role of existential thinking on the relationship between agile leadership style, adaptive leadership style, multiplier leadership style and employee engagement.

Research objective 3: To establish the moderating role of existential thinking on the relationship between the leadership styles of first line managers (adaptive, agile and multiplier) and employee engagement in a global pump manufacturing organisation.

Research question 3: What potential role does existential thinking play in moderating the relationship between the leadership styles of first line managers (adaptive, agile and multiplier) and employee engagement in a global pump manufacturing organisation?

The following hypotheses were stated:

H_7: *Existential thinking of first line managers has a positive relationship with employee engagement.*

H_8: *Existential thinking moderates the relationship between adaptive leadership style of first line managers and employee engagement.*

H_9: *Existential thinking moderates the relationship between agile leadership style of first line managers and employee engagement.*

H_{10}: *Existential thinking moderates the relationship between multiplier leadership style of first line managers and employee engagement.*

With regard to **H_7**, **H_8**, **H_9** and **H_{10}** the results of the moderating effect of existential thinking on the relationship between leadership styles and employee engagement were obtained through the results of PLS-SEM. The study examined whether existential thinking as a moderating variable has a significant relationship with employee engagement. The findings indicated statistical significance at 0.1 significance level with a path coefficient of 0.078 and p-value of 0.076. Furthermore, in testing the moderating effects of existential thinking on the relationship between adaptive leadership style and employee engagement it was found to be statistically significant with a p-value of 0.031 at 0.05 significance level. Hence the hypotheses for the relationship between existential thinking and employee engagement (**H_7**) as well as the moderating effect of existential thinking on the relationship between adaptive leadership style and employee engagement (**H_{10}**) are supported.

However, in examining the moderating effect of existential thinking on the relationship between agile leadership and employee engagement, a path coefficient of 0.028 and p-value of 0.652 was found. This indicates that the

moderating effect of existential thinking on the relationship between agile leadership and employee engagement was found to be statistically insignificant. In addition, the moderating effect of existential thinking on the relationship between multiplier leadership style and employee engagement was examined and the results showed a path coefficient of 0.059 with a p-value of 0.282. Hence the hypotheses for the moderating effect of existential thinking on the relationship between agile leadership style and employee engagement (**H_9**) as well as the moderating effect of existential thinking on the relationship between multiplier leadership and employee engagement (**H_{10}**) are not supported.

7.4.4 Research objective 4 / Research question 4 relating to the additional attributes to improve the Twenty-Sixty-Twenty (TST) theory

The fourth objective of the study was to broaden the horizon of the Twenty-Sixty-Twenty (TST) theory by adding important attributes that promote employee engagement.

Research objective 4: To broaden the horizon, where possible, of the TST theory by introducing appropriate leadership styles and approaches.

Research question 4: What are the appropriate additional leadership attributes to the TST theory?

The following hypothesis was stated:

H_{11}: *There is an improvement in TST theory that suits the contemporary business environment.*

With regard to H_{11} the relationship between adaptive leadership style and employee engagement was found to be statistically significant as indicated by a path coefficient of 0.133; t-statistic of 2.996 at a p-value of 0.003. As

for the relationship between agile leadership style and employee engagement, the path coefficient was found to be 0.339 and t-statistic of 5.578 at a p-value of 0.000. These results between agile leadership style, adaptive leadership style and employee engagement indicated statistical significance and a positive relationship, hence the hypotheses linking agile and adaptive leadership styles to employee engagement. The results indicate that the TST theory can be improved to Four-Seven-Eighty-nine (FSE) theory. The bottom employees were found to be 4% and these were represented on a Likert scale from 1 to 3, with 1 indicating “Strongly disagree”, 2 representing “Disagree”; and 3 indicating “Somewhat disagree”. The middle employees were found to be 7%, meaning that they are neither engaged nor disengaged. and organisations need to improve these employees by making them engaged. These were represented on the Likert scale as 4 meaning that they “Neither agree nor disagree”. The leaders should employ the adaptive and agile leadership styles with existential thinking as a moderator to ensure that these employees are moved from a state of doubt to become the top employees.

The top employees were found to be 89%; these are the employees that need no push to perform as they are engaged. These were represented on a Likert scale from 5 to 7, with 5 indicating “Somewhat agree”, 6 representing “Agree”; and 7 indicating “Strongly agree”. Hence the hypothesis for the relationship improvement in TST theory that suits the contemporary business environment (**H_{11}**) is supported.

7.4.5 Research objective 5 / Research question 5 relating to the suitable leadership framework for employee engagement

The fifth and final objective of the study was to recommend a suitable leadership framework for employee engagement focussing on agile leadership style, adaptive leadership style, multiplier leadership style and existential thinking.

Research objective 5: To recommend a leadership framework for employee engagement in the contemporary global business operating environment.

Research question 5: What is the ideal conceptual framework for employee engagement in the contemporary business operating environment?

The following hypothesis was stated:

H_{12}: *Adaptive leadership, multiplier leadership, agile leadership and existential thinking all contributes to the leadership framework for employee engagement in the contemporary business operating environment**.***

The results relating to **H_{12}** indicate that the relationships between adaptive leadership style, agile leadership style and multiplier leadership style were obtained through the results of Smart PLS-SEM. The relationship between adaptive leadership style and employee engagement were found to be statistically significant as indicated by a path coefficient of 0.133; t-statistic of 2.996 at a p-value of 0.003. As for the relationship between agile leadership style and employee engagement, the path coefficient was found to be 0.339 and t-statistic of 5.578 at a p-value of 0.000. These results between agile leadership style, adaptive leadership style and employee engagement indicate statistical significance and a positive relationship, hence the hypotheses linking agile and adaptive leadership styles to employee engagement are supported. The study examined whether existential thinking has a significant relationship with employee engagement. The findings indicated statistical significance at 0.1 significance level with a path coefficient of 0.078 and p-value of 0.076. However, the relationship between multiplier leadership style and employee engagement was found to be statistically insignificant with a path coefficient of -0.016 and t-statistic of 0.318 with a p-value of 0.750. The link between multiplier leadership style and employee engagement is not supported. Hence the hypotheses that adaptive leadership, multiplier leadership and

agile leadership and existential thinking all contribute to the leadership framework for employee engagement in the contemporary business operating environment (**H_{12}**) are not supported.

Table 7.1 summarises all the research questions and conclusions discussed above.

Table 7.1 Summary of conclusions

Research question	Conclusion
RQ1: What is the predominant leadership style of first line managers for employee engagement in a global pump manufacturing organisation?	Agile leadership style is the predominant leadership style of first line managers in the global pump manufacturing organisation. Adaptive leadership style is the second dominant leadership style of first line managers in the global pump manufacturing organisation. Multiplier leadership style is the least used leadership style by first line managers in the global pump manufacturing organisation.
RQ2: What is the relationship between the leadership styles of first line managers (adaptive, agile and multiplier) and employee engagement in a global pump manufacturing organisation?	Agile leadership is positively and significantly associated with employee engagement. Adaptive leadership is positively and significantly associated with employee engagement. Multiplier leadership is negatively and insignificantly associated with employee engagement.

RQ3: What potential role does existential thinking play in moderating the relationship between the leadership styles of first line managers (adaptive, agile and multiplier) and employee engagement in a global pump manufacturing organisation?	Existential thinking insignificantly moderates the relationship between agile leadership and employee engagement. Existential thinking significantly moderates the relationship between adaptive leadership and employee engagement. Existential thinking insignificantly moderates the relationship between multiplier leadership and employee engagement.
RQ4: What are the appropriate additional leadership attributes to the TST theory?	Focusing on the middle employees of the TST theory, agile leadership, adaptive leadership, and existential thinking are considered as important additional attributes.
RQ5: What is the ideal conceptual framework for employee engagement in the contemporary business operating environment?	Agile leadership and adaptive leadership are significantly associated with employee engagement with the moderating effect of existential thinking on adaptive leadership. Hence the most suitable framework for employee engagement should include these three constructs.

7.5 CONTRIBUTION OF THE STUDY

This study contributes to the field of leadership focussing on employee engagement theoretically and practically.

7.5.1 Theoretical contribution

For employees to perform they must be satisfied with the work environment. Motivated employees are highly engaged and subsequently they will be highly productive. Hence, organisations should ensure that their employees are highly engaged to achieve high performance. Employee engagement is considered a strategic tool for achieving organisational performance. Several studies were done focussing on different leadership styles for employee engagement (Devi & Narayanamma, 2016; Gangai & Agrawal, 2017; Sulamuthu & Yusof, 2018; Milhem et al., 2019; Maharmeh, 2021; Rezeki, Mardiputera & Wulandari, 2023; Sana et al., 2024). These studies mainly focus on transformational leadership style, transactional leadership style, and *laissez-faire* leadership style, whereas this study took a different approach by examining agile leadership style, adaptive leadership style and multiplier leadership style among first line managers in relation to employee engagement. Moreover, many scholars in the leadership and employee engagement fields are calling for more research on other leadership styles for employee engagement (Othman et al., 2017; Rezeki et al., 2023; Zanabazar, Yondonrenchin & Baljinnyam, 2023).

Amongst the three studied leadership styles (agile leadership, adaptive leadership, multiplier leadership), the study has shown that agile leadership is the predominant leadership style of first line managers in the global pump manufacturing organisation. Although adaptive leadership style is also used by the first line managers, this is not the dominating leadership style in the global pump manufacturing company. The comparison of these three constructs (agile leadership, adaptive leadership, and multiplier leadership) in relation to employee engagement have not yet been adequately addressed, presenting a conceptual gap in employee engagement literature.

This study addresses the gap in literature by evaluating the relationship between the three leadership styles and employee engagement. This thesis is among the few empirical studies presenting an association between agile leadership style, adaptive leadership style, and employee engagement. Among the three studied leadership styles (adaptive, agile and multiplier), only adaptive leadership and agile leadership significantly contribute to employee engagement. Therefore, the first line managers need to consider the use of these leadership styles for improving employee engagement.

The results of the moderation analysis in this study highlight the fact that existential thinking moderates the relationship between adaptive leadership and employee engagement in the global pump manufacturing organisation. The results indicate that adaptive leadership plays a key role in employee engagement such that a reduction in adaptive leadership translates to stronger reduction in employee engagement for leaders with lower existential thinking. This is one of the few studies that presented empirical findings of the moderating role of existential thinking in leadership and employee engagement literature.

The Twenty-Sixty-Twenty (TST) theory has been regarded as the representation of the proportions of employee engagement in organisations (Annunzio, 2001). Employee engagement is important for organisational performance; hence this study argues that having only 20% highly engaged employees in the operating environment is likely to present a serious challenge for organisations. Therefore, this study has expanded the TST theory to the 4-7-89 theory where 89% of the employees are highly engaged. In addition, this study augments the TST theory by proposing the inclusion of agile leadership style, adaptive leadership styles and existential thinking (Figure 6.5).

7.5.2 Practical contribution

In addition to theoretical contributions, this study can benefit various leaders in global organisations. Due to globalisation and the many challenges that organisations experience, it is important for them to focus on employee motivation and highly conducive environments for employee engagement (Batista-Taran, Shuck, Gutierrez & Baralt, 2013; Popli & Rizvi, 2016). Hence, understanding the leadership styles that link to employee engagement will foster long term organisational performance. At the practical level, this study highlights that agile leadership style is the dominant leadership style of first line managers and it contributes significantly towards increased levels of employee engagement. Therefore, to ensure that employees are highly engaged, first line managers must practice agile leadership style. Although adaptive leadership is not the dominant approach in this global organisation, it is noteworthy to indicate that first line managers can utilise this leadership style for employee engagement.

Being able to understand their meaning and purpose in life is important for leaders as this facilitates development. It can be drawn from the current study that the existential thinking approach significantly moderates the adaptive leadership style. This finding means that when first line managers employ adaptive leadership style and high existential thinking, this has a strong bearing on improved employee engagement.

In summary, first line managers are likely to benefit from displaying agile leadership style more often as compared to adaptive leadership style. In addition, it would appear that first line managers would also benefit from existential thinking as this presents improvements in employee engagement.

7.6 LIMITATIONS OF THE STUDY

Although this study makes significant theoretical and practical contributions to the field of leadership and employee engagement, it encountered the following limitations.

- The inadequacy of studies on adaptive leadership, agile leadership, multiplier leadership and existential thinking in relation to employee engagement was limiting in the review of literature as well as in supporting hypotheses. However, the study utilised the available few resources that were relevant to the studied topic.
- Although the target population for this study is 52 countries across the world, the sample frame was dominated by first line managers from China and Denmark. This could skew the findings and thus generalisability beyond this sample must be done cautiously.
- Language barriers were encountered during the data collection phase as some of the first line managers were in countries that do not fully understand English. The respondents had to use the Google translate for some of the questions that were difficult to understand.
- The study focuses on leadership styles of first line managers in the case organisation; therefore, it is limited to Grundfos companies. Since one global company was targeted for this study, this could restrict the generalisability of the findings for other global organisations.

7.7 RECOMMENDATIONS FOR FUTURE RESEARCH

The following recommendations are made for future research:

- This study was basically focussing on first line managers in a global organisation investigating their leadership styles, that is, agile leadership style, adaptive leadership style and multiplier leadership

style, hence only three leadership styles have been examined. Further research could consider other leadership styles for employee engagement that are applicable to the contemporary challenges that organisations experience.

- Since the present study did not find the significance of multiplier leadership style in relation to employee engagement, future studies can investigate the role of multiplier leadership in assessing employee engagement.

- Based on the quantitative results of this study, data collection using both quantitative and qualitative methods might produce different results. Future studies combining statistical explanation and qualitative observation on leadership styles of first line managers might produce a differing perspective.

- Future research can consider repeating the study and include more respondents from each country as this study had very few, and sometimes only one, respondent per country. The respondents were predominantly from China and Denmark. It could thus be beneficial to repeat the study with a larger sample from respective countries.

7.8 CHAPTER SUMMARY

Chapter 7 summarised the findings for this study based on the results of the data analysis. The chapter commenced with a brief overview of the summary of all the chapters and demographics of the respondents. Furthermore, the chapter provides a recap of the research questions and hypothesised relationships. The findings show that employee engagement improves when leaders utilise agile leadership style, adaptive leadership style, and existential thinking. Agile leadership style was found to be the dominant leadership style for first line managers. The study also revealed

that existential thinking significantly moderates the relationship between adaptive leadership and employee engagement.

As for the study's contribution, this chapter highlights both theoretical and practical contributions. From a theoretical point of view, this study focussed on agile leadership, adaptive leadership, multiplier leadership, existential thinking, and employee engagement. This chapter touched on the practical contribution of the study putting emphasis on the role that agile leadership, adaptive leadership and existential thinking play in improving employee engagement.

Finally, the study's limitations were discussed as well as the recommendations for future research.

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APPENDICES

APPENDIX A

DATA COLLECTION INSTRUMENT

QUESTIONNAIRE OF STUDY

Dear respondent,

Thank you for agreeing to take part in my study. This questionnaire is designed for academic purposes for primary data collection for Doctor of Philosophy in Management Degree at the Business School of Witwatersrand (Wits) in Johannesburg. The research topic is "**Leadership for employee engagement in a global organisation**". I intend to collect data based on the Informed Consent Form (ICF) that you have voluntarily signed with a view to take part in my PhD study. The questionnaire of my study has 4 sections (A, B, C and D).

Please answer all the questions under each section and your answers are expected to be truthful and honest. The process will take you less than 30 minutes. The information you will provide shall be confidential and used solely for academic purposes. Your name will not be mentioned in the final report.

Your assistance and cooperation will be highly appreciated.

Kind Regards,

PhD Student

Copyright issues

The questionnaires of study is an adaptation of the questionnaires developed for similar studies by Allan and Shearer (2012), Northouse (2021), Hayward (2021) and Wiseman and Covey (2010).

SECTION A: GENERAL INFORMATION

This section covers general information, please put ☒ to indicate your preferred answer.

1. Please indicate your gender

☐ 1. Male

☐ 2. Female

2. Please indicate your age group

☐ 1. Below 25 years

☐ 2. 25 – 30 years

☐ 3. 31 – 35 years

☐ 4. 36 – 40 years

☐ 5. Above 40 years

3. How long have you been with the company?

☐ 1. 0 – 4 years

☐ 2. 5 – 9 years

☐ 3. 10 – 14 years

☐ 4. 15 – 19 years

☐ 5. Over 20 years

4. What is your level at work?

☐ 1. Manager

☐ 2. Supervisor

☐ 3. Team Leader

☐ 4. Other

5. What was your band level in 2021?

☐ 1. Band Level 7

☐ 2. Band Level 8

☐ 3. Band Level 9

☐ 4. Band Level 10

6. Which country are you located?

☐1. Argentina

☐ 2. Australia

☐ 3. Austria

☐ 4. Belgium

☐ 5. Brazil

☐ 6. Canada

☐ 7. Chile

☐ 8. China

☐ 9. Colombia

☐ 10. Croatia

☐ 11. Czech Republic

☐ 12. Denmark

☐ 13. Egypt

☐ 14. Finland

☐ 15. France

☐ 16. Germany

☐ 17. Greece

☐ 18. Hong Kong

☐ 19. Hungary

☐ 20. India

☐ 21. Indonesia

☐ 22. Ireland

☐ 23. Italy

☐ 24. Japan

☐ 25. Kazakhstan

☐ 26. Korea

☐ 27. Latvia

☐ 28. Malaysia

☐ 29. Mexico

☐ 30. Netherlands

☐ 31. Norway

☐ 32. Philippines

☐ 33. Poland

☐ 34. Portugal

☐ 35. Romania

☐ 36. Russia

☐ 37. Saudi Arabia

☐ 38. Serbia

☐ 39. Singapore

☐ 40. Slovakia

☐ 41. South Africa

☐ 42. Spain

☐ 43. Sweden

☐ 44. Switzerland

☐ 45. Taiwan

☐ 46. Thailand

☐ 47. Turkey

☐ 48. United Arab Emirates

☐ 49. United Kingdom

☐ 50. Ukraine

☐ 51. United States of America

☐ 52. Vietnam

7. Which region do you belong to?

☐ 1. India, Middle East, and Africa (IMEA)

☐ 2. Americas

☐ 3. Western Europe (WE)

☐ 4. Central and Eastern Europe (CEE)

☐ 5. Asia-Pacific Countries (APAC)

☐ 6. China

SECTION B: EMPLOYEE ENGAGEMENT

This section covers the engagement level of your employees at work. Please put “X” to indicate your preferred answer.

8. How many employees were reporting directly to you in 2021?

☐ 1. Four (4) employees or more

☐ 2. Less than four (4) employees

9. Please indicate the number of employees reporting directly to you now

☐ 1. 10 employees and below

☐ 2. 11 – 20 employees

☐ 3. 21 – 30 employees

☐ 4. 31 – 50 employees

☐ 5. Above 50 employees

10. The following statements describes your employees' level of engagement. [Please use your Employee Motivation Survey (EMS) scores for the year 2021 on "Satisfaction & Motivation" as a guide]. Please put an "X" to indicate the answer that best suits your scores. (**1 = Strongly disagree; 2 = Disagree; 3 = Somewhat disagree; 4 = Neither agree or disagree; 5 = Somewhat agree; 6 = Agree; and 7 = Strongly agree)**

Employee Engagement							
	1	**2**	**3**	**4**	**5**	**6**	**7**
1. My direct reports are overall satisfied at their place of work.							
2. Imagining a place of work, which is perfect in all aspects, my direct reports consider their place of work to be close to this ideal.							
3. My direct reports feel motivated in their job.							
4. My direct reports look forward to going to work.							

SECTION C: MODERATOR FOR LEADERSHIP STYLE AND EMPLOYEE ENGAGEMENT

11. The following statements describes the existential thinking that potentially affects employee engagement at work. Please put an "X" to indicate the answer that suits you either now or in the past. (**1 = Strongly disagree; 2 = Disagree; 3 = Somewhat disagree; 4 = Neither agree or disagree; 5 = Somewhat agree; 6 = Agree; and 7 = Strongly agree)**

Existential thinking							
	1	**2**	**3**	**4**	**5**	**6**	**7**
1. I do reflect on my purpose in life.							
2. I do think about human spirit or what happens to life after death.							
3. I have spent time reading, thinking about or discussing philosophy or beliefs.							
4. I do have a philosophy in life that helps me manage stress or make important decisions.							
5. I do think about ideas such as eternity, truth, justice, or goodness.							
6. I do spend time in meditation, prayer, or reflecting on the mysteries of life.							

7. I do discuss or ask questions to probe deeply into meaning of life.							
8. I do think about a “grand plan” or process that human beings are part of.							
9. I have thought about what is beyond the “here and now” of my daily life.							
10. I have reflected on the nature of reality or the universe.							

SECTION D: LEADERSHIP STYLES FOR EMPLOYEE ENGAGEMENT

12. The following statements describes leadership agility that influences employee engagement at work. Please put an “X” to indicate whether you agree or disagree with these statements. (**1 = Strongly disagree; 2 = Disagree; 3 = Somewhat disagree; 4 = Neither agree or disagree; 5 = Somewhat agree; 6 = Agree; and 7 = Strongly agree)**

Agile leadership style for employee engagement							
	1	**2**	**3**	**4**	**5**	**6**	**7**
1. I encourage my employees to learn from their mistakes.							
2. I encourage my employees to regularly challenge the status quo.							

3. I talk to my employees about our purpose, so that we share a strong sense of what we do is important.							
4. I cut through bureaucracy and re-imagine the operating model to drive employee efficiency.							
5. I coach my employees to develop capability and take more responsibility.							
6. I burst silos and challenge tribal thinking of my employees.							
7. I connect frequently with my employees.							
8. I encourage my employees to adapt quickly in response to changes in the external environment.							
9. I provide clarity of direction to my employees to ensure aligned priorities across the organisation.							
10. I inspire my employees to push boundaries and find new ways to do things.							

13. The following statements describes adaptive leadership that affects employee engagement at work. Please put an "X" to indicate whether you agree or disagree with these statements. (**1 = Strongly disagree; 2 = Disagree; 3 = Somewhat disagree; 4 = Neither agree or disagree; 5 = Somewhat agree; 6 = Agree; and 7 = Strongly agree)**

Adaptive leadership style for employee engagement							
	1	**2**	**3**	**4**	**5**	**6**	**7**
1. In a difficult situation with employees, I step out of the dispute to gain a perspective on it.							
2. When employees try to avoid controversial organisational issues, I bring these conflicts into the open.							
3. In difficult situations with employees, I sometimes lose sight of the “big picture”.							
4. When employees are struggling with a decision, I sometimes tell them what I think they should do. R							
5. To restore calmness in the organisation, I sometimes try to neutralize bad comments of the employees that are not team players. R							
6. During organisational change, I challenge employees to concentrate on the “hot” topics.							
7. When events trigger emotional responses among employees, I sometimes use my authority as a leader to resolve the problem. R							
8. I am open to employees who bring up unusual ideas that seem to hinder the progress of the team							
9. To keep things moving forward, I sometimes let employees avoid issues that are troublesome. R							

10. When employees look to me for answers, I encourage them to think for themselves.							

14. The following statements describes the multiplier leadership that affects employee engagement at work. Please put an "X" to indicate whether you agree or disagree with these statements. (**1 = Strongly disagree; 2 = Disagree; 3 = Somewhat disagree; 4 = Neither agree or disagree; 5 = Somewhat agree; 6 = Agree; and 7 = Strongly agree)**

Multiplier leadership style for employee engagement							
	1	**2**	**3**	**4**	**5**	**6**	**7**
1. I remove employees who are impeding the smarts and growth of other employees.							
2. I allow employees to fail, learn and figure it out on their own.							
3. I readily admit when I make a mistake and share it with my subordinates.							
4. I start debates by encouraging every employee to share their views.							
5. I put the responsibilities for solving problems onto my subordinates.							
6. I create an intense environment that requires employees' best.							
7. I engage employees in debating the issues upfront before decisions get made.							

8. I utilize employee's capabilities at their highest level of contribution.							
9. I stay engaged in my subordinate's work without taking over.							
10. I encourage employees to challenge the prevailing assumptions in the organisation.							

End of questionnaire, thank you for participating

APPENDIX B

LETTER OF PERMISSION FOR DATA COLLECTION

GRUNDFOS

Registration No: 2004/033764/07

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Research Office
Human Research Ethics Committee (Non-Medical)
University of the Witwatersrand
Johannesburg

27 November 2020

PERMISSSION TO CONDUCT A PhD RESEARCH FOR ROBSON MASARAURE

Permission for conducting a research for a Doctor of Philosophy (Management) at Grundfos has been granted to Robson Masaraure, student number 2506851.

The company is in support of his studies and PhD research thesis and is willing to provide him with the necessary support to make his studies and development opportunity a success.

We are wishing him all the best with his PhD studies.

Yours Faithfully

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Rishaad Ebrahim **(South Africa)**

APPENDIX C

ADDITIONAL RESULTS

Factor loading and p-values

Indicators	Loading	P-value
ML3	0.782	0.000
ML4	0.903	0.000
ML7	0.814	0.000
ADL6	0.845	0.000
ADL7	0.645	0.000
ADL8	0.602	0.000
AGL3	0.744	0.000
AGL4	0.728	0.000
AGL5	0.772	0.000
AGL9	0.725	0.000
AGL10	0.702	0.000
ET2	0.759	0.000
ET5	0.730	0.000
ET6	0.861	0.000
ET7	0.873	0.000
ET8	0.859	0.000
ET9	0.835	0.000

ET10	0.797	0.000
EE1	0.887	0.000
EE2	0.860	0.000
EE3	0.879	0.000
EE4	0.897	0.000

Cross loadings factor

	Adaptive Leadership	**Agile Leadership**	**Employee engagement**	**Existential Thinking**	**Multiplier Leadership**
ADL6	**0.843**	0.244	0.194	0.111	0.330
ADL7	**0.648**	0.061	0.103	0.101	0.143
ADL8	**0.604**	0.113	0.106	0.040	0.187
AGL3	0.223	**0.744**	0.310	0.166	0.389
AGL4	0.108	**0.728**	0.276	0.189	0.298
AGL5	0.174	**0.772**	0.309	0.171	0.361
AGL9	0.190	**0.726**	0.246	0.215	0.360
AGL10	0.103	**0.702**	0.187	0.181	0.349
EE1	0.195	0.309	**0.887**	0.100	0.121
EE2	0.167	0.316	**0.860**	0.139	0.129
EE3	0.186	0.323	**0.879**	0.191	0.214
EE4	0.166	0.355	**0.897**	0.192	0.210
ET2	0.080	0.079	0.121	**0.758**	-0.007
ET5	0.131	0.255	0.182	**0.736**	0.193

ET6	0.092	0.190	0.185	**0.862**	0.091
ET7	0.064	0.194	0.111	**0.872**	0.076
ET8	0.118	0.222	0.163	**0.858**	0.091
ET9	0.104	0.256	0.076	**0.831**	0.140
ET10	0.090	0.215	0.092	**0.793**	0.151
ML3	0.239	0.353	0.121	0.132	**0.778**
ML4	0.351	0.414	0.205	0.047	**0.903**
ML7	0.221	0.432	0.139	0.185	**0.817**

APPENDIX D

ETHICS CLEARANCE CERTIFICATE

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Research Office

HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)
R14/49 Masaraure

CLEARANCE CERTIFICATE	**PROTOCOL NUMBER: H22/02/18**
PROJECT TITLE	Leadership for employee engagement in a global organization
INVESTIGATOR(S)	Mr R Masaraure
SCHOOL/DEPARTMENT	Wits Business School/
DATE CONSIDERED	18 February 2022
DECISION OF THE COMMITTEE	Approved Risk Level: Minimal
EXPIRY DATE	05 April 2025
DATE 06 April 2022	**CHAIRPERSON** (Professor J Watermeyer)

cc: Supervisor : Dr M Matshabaphala

DECLARATION OF INVESTIGATOR(S)

To be completed in duplicate and **ONE COPY** returned to the Secretary at Room 10004, 10th Floor, Senate House, University. Unreported changes to the application may invalidate the clearance given by the HREC (Non-Medical)

I/We fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to submit an amendment of the protocol to the Committee. **I agree to completion of a regular progress report. For Minimal and Low studies, this is due annually on 31 December. For Medium and High Risk studies, this is due twice annually on 30 June and 31 December.**

Signature **Date** 06 / 04 / 2022

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES