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Strategic Leadership and Employee Engagement at the University of the Witwatersrand

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A research report submitted to the Faculty of Commerce, Law and Management, University of the Witwatersrand, in partial fulfilment of the requirements of the degree of Master of Management in the field of Public and Development Management

Declaration

I, Vanishree Pillay, student number 728937, declare that this research report is my own work except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Master of Management in the field of Public and Development Management at the Wits Graduate School of Governance in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other University.

Signature

……

Signed by :

…… at …….. on the

……

Dedication

I would like to dedicate this research to the following people who have been instrumental in assisting me in making this dream a reality:

My Spiritual Celestial Mother, The Great Kali, for the Shakthi you bestowed on me to make this possible. "*Om Aim Hreem Kleem Chamundaiye Vichaye*!"

My husband Yugan, my pillar of strength, moral support, my better half and best friend. Without you by my side, encouraging me every step of the way, this would not have been possible. My son Aryan and daughter Chemaya-Saranya, for still loving me even when I spent more quality time with my head in books than holding your hand. This achievement is not just mine but ours as a family. I love you all.

My parents for setting the foundation that enabled me to rise to greater heights. Your determination to teach me the value of education has made me the woman that I am today. Your sacrifices and hardships to secure my bright future will never be forgotten. No words nor actions on my part can ever repay this ineffable debt. I love you both unconditionally.

My siblings, Ivan and Ivy for your love, support and encouragement

My mom in law for assisting with my kids in my absence. Your support and assistance was much appreciated.

My family and friends for your constant support and encouragement.

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Abstract

The research was conducted on a single higher education institution (the University of the Witwatersrand) using qualitative methodology. Results were determined from twelve qualitative interviews ranging from a top bottom to a bottom up approach within the organisation. The research served to establish if a change in strategic leadership affected employee engagement within this institution by using a three dimensional model of leadership as the conceptual framework, which according to Bell (2009), if working in tandem would result in a well-led organisation.

This model assisted linking the concept of leadership and how it affects each dimension, as well as identifying which of the three dimensions was perceived to be of importance to the employees. The research established that the three dimensional model is being applied within this higher education institution, however, not in tandem, as evidence points to emphasis being placed on two dimensions with the third, being that of people leadership, lacking. Respondents identified the new style of leadership, organisational change and lack of communication between the leader and the led as the main contributor to the shaken status of employee engagement at the institution.

The research also included interviews with a Deputy Vice Chancellor and the Vice Chancellor to determine their views and experiences as they sat on the opposite side of the fence, hence clarity on their roles and mandates in relation to leadership and employee engagement was critical for the sake of objectivity. These interviews highlighted that at each level on the hierarchy, one was greeted by very different views and experiences on the issues of strategic leadership, organisational change and employee engagement. Leadership stated that in order for the organisation to reach it's strategic goals and mandates within a short term, instantaneous change in the way people think and act was required.

Leadership had and will continue to therefore make some hard decisions that will shake the institution to it's core and place people in a very uncomfortable space. Given the lapse of time, by this reference is made to the last ten years that passed,

within which the institution , should have reached set goals but did not due to various reasons, time for extreme change according to leadership was critical and had to therefore be immediate, forceful and non-negotiable.

Employees on the other hand, who were on the receiving end, expressed feelings of uncertainty, anxiety, insecurity and unhappiness. From their views and experiences it was evident that firstly, not all employees shared the same experiences and this was largely due to levels of seniority which seemed to give some more access to information on what was happening in the institution as opposed to others. This therefore afforded these individuals a greater advantage in understanding and coping with the change that was being implemented. Secondly, middle management level employees (administrative) were amongst the higher percentage of employees interviewed and expressed a sense of alienation from leadership. Employees overall, felt that change was good but were not happy or convinced about the rate at which it was happening or the manner in which it was being implemented as being the answer to reaching institutional goals.

Leadership's unrealistic expectations and employees struggle with dealing with change while meeting these expectations according to respondents, has led to employees wavering faith in the new leadership and their engagement being placed in a "sitting on a fence" scenario. This research also brought to light the human aspect of coping with change, positing that human's basic needs as per Maslow's hierarchy supersedes the vain attempt of remunerative change. It goes far beyond just development and climbing the career ladder. An employee's basic need for trust, happiness, recognition and security if met by their leader, is the recipe for productive, positive, continued engagement to meet institutional goals and objectives. This would mean that engagement must happen within all three dimensions, if a well–led organisation moving in successful motion is to be achieved.

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CHAPTER ONE - INTRODUCTION

The advent of globalisation brought with it shifting paradigms on how organisations should function and seek to survive whilst surrounded by constant competition. Change and an organisation's ability to quickly adapt to the said change advocated for a new kind of leadership and renewed methods of engagement. These complex challenges or turbulences translated into leaders revisiting their modus operandi. Gobillot alludes to two kinds of turbulences that leaders face. **Short-term turbulence** which he argues tests a leaders effectiveness in dealing with immediate, highly problematic matters and the second which he terms **'clear air ' turbulence** that questions the essence of leadership and centres around the downward spiral that is caused by four major trends, namely, demographic, expertise, attention and democratic.

a) The demographic trend makes reference to the diversity that populates an organisation resulting in varying hopes, expectation that cannot be understood by all.
b) The expertise trend relates to 'organizational value' contained in relationships but not within the managerial fraternity of the organisation.
c) The attention trend which refers to the birth of social and informational networks that are replacing the organisation as a source of coherence and cohesion
d) The democratic trend which makes a leaders power irrelevant in the light of other individuals that have an equal voice at the organisation table

(Gobillot, 2009, p. 19)

He states that a leader's ability to survive is predicated on, if and how he/she meets the challenges that stem from these trends. What is fundamental about the various trends explained is the 'peoples aspect' or the influence this has on the direction an organisation veers itself in. Maharaj and April in their work make reference to the concept of "self-love' and the role this plays in the face of leadership and how this affects engagement. Like Gobillot, they posit that

given the socio-economic and environmental turbulences that organisations are faced with, there is much emphasis on the adoption of a different approach to leadership and a need for employee engagement as a "competitive organizational advantage" (Maharaj & April, 2013).

What then is this term **employee engagement** that holds such importance. Maharaj and April quotes Kahn's (1990) definition of employee engagement as "*the simultaneous employment and expression of a person's 'preferred self' in task behaviours that promote connections to work and to other's personal presence (physical, cognitive and emotional) and active full role performance is characterized by high energy levels, mental resilience, enjoyment, absorption, dedication, the ability to find meaning in work and the expression of one's full potential*" (Maharaj & April, 2013, p. 121). They argue that for employees to be engaged leaders have to first feel comfortable within themselves and also feel engaged and this is only possible if they experience the notion of self-love.

The concept of self-love and the role it plays on a human beings mind set, actions and decisions are very much intertwined. By this reference is made to a leader's state of mind and levels of happiness which stems from self-love that determines how he/she leads his/her employees. From their research, Maharaj and April found that leadership indeed was a driver of employee engagement, and make reference to 'trustworthy managerial behaviour including consistency, and an attitude to care, protectiveness and benevolence towards their employees" which inevitably leads to employees engaging on levels that involves them 'going the extra mile'. (Maharaj & April, 2013).

Given the turbulent changes and four trends as illustrated in Gobillot's work, it is evident that leaders are faced with challenging times and the ability to engage their employees to function at optimal levels lies in their hands and in keeping with the concept of self-love, in their hearts. However, this may be easier said then done. Employee engagement as a term may be a solution to the many problems that leaders may face in driving their organisation down a

successful path, however, the dynamics of the employees and a leader's ability to balance this against the needs of the organisation is where the scale tips and can either make or break an organisation. Coupled with this, comes the inevitable force of change which is an ongoing phenomenon. Leaders have to be ready to shift their stance and adapt to the different scenarios that they are presented with, sometimes, on an almost daily basis and this can most often disturb the balance of employee engagement versus needs of the organisation. This is not unique to corporates, as we see the influence globalisation coupled with the after effects of the 2008 recession has had on Higher Education institutions.

Higher education institutions are much more complex in their DNA makeup therefore demands different approaches to how their problems are solved. Stensaker cites Ben-David (1991), who stated, that a key characteristic of universities has been the intimate link between governance arrangements and the core 'production' associated with universities teaching and research. It was argued that it is exactly this link that makes these institutions unique, not only as organisations but also regarding the ideas that emerge from them."(Stensaker & VabØ, 2013).

Higher education institutions in the past have more than often been referred to as hubs from which knowledge is generated constituting 'the machine' from which new ways of thinking and radical developments that would be beneficial to society at large was generated. Middlehurst cites Tapper and Salter, in his discussion about UK universities stating that these institutions had after the 19th century adopted a liberal Oxbridge ideal. This he argued was concerned with "the pursuit of knowledge for it's own sake including the production and transmission of knowledge" (Middlehurst, 2013). The liberal ideal was linked both to the constitutional position of universities and their internal operations. In constitutional terms, university autonomy and academic freedom was an essential precondition" (Middlehurst, 2004). Much had changed however, as we moved into the 21st century where we see a metamorphosis of these institutions with the core business moving from knowledge generating, research intense portals to a more market driven commodity.

Stensaker cites Etzkowitz *et al*., 2000; Geiger, 2004; Kerr,2001; Teixeira *et al*., 2004 and alludes that the, "so-called marketisation of higher education has been identified as an important driver behind this development". This shift brings with it a degree of complexity with regards to the required leadership style differing from the norm as well as internal governance structures in a disarray. Middlehurst alludes that there is a critical need for "more radical changes in internal governance arrangements and underlying concepts and ideologies of leadership, management and governance in higher education so that they are fit for purpose as the 21st century unfolds" (Middlehurst, 2013).

1.1 Background to Study

The University of Witwatersrand was founded in 1922 and is situated in Braamfontein, Johannesburg. This institution has more than 130 000 graduates in its 91-year history and is currently positioned 24th by the Times Higher Education Rankings among the world top 100 universities.(www.wits.ac.za) and ranked amongst the top 115 universities in the world. The list, compiled by the Centre for World University Rankings (CWUR), ranks Harvard University as the best university in the world.

The institution has a large staff compliment, all of whom range from senior to junior levels, academic to administration and are situated across the various campuses in different Faculties and Schools. There are five faculties, namely Commerce, Law and Management, Engineering and Built Environment, Health Sciences, Science and Humanities. These five Faculties administratively service various schools that offer degrees, short courses and other programmes to local and international, students at both undergraduate and postgraduate levels. In 2013, the University saw a change in leadership when a new Vice Chancellor joined the institution.

With this new leader, comes a different style of leadership which nurtures different ideas and visions and hence, employees find themselves having to deal

with the change, with regards to whether they embrace it and how to adapt to it without letting it become the reason for their demise. Employees whether top down or bottom up are all recipients of this change and what is unknown is their views and experiences in this regard and how this affects their engagement with the institution.

Studies have shown however, that there is an emphasis on the leadership and the continual development of leadership as a critical driver of strengthening the institutions governance capacity. This trend can have devastating consequences especially if an institution is undergoing strategic change process."(Stensaker & VabØ, 2013). Employee engagement is an equally important driver if the institution is to secure internal stability. People are what they are, human beings with feelings, emotions, needs and wants and most often the strategic goal of an institution if not secured by the buy in of these employees will fail at it's conception level. Of what use would revised governance structures, or new systems play in the success of an organisation, if there are no people to engage with these new developments. Inevitably, the wheel of production would come to a halt.

1.2 Problem Statement

Main Problem

Strategic leadership triggers differing views and experiences of employees which inevitably can either grow or annihilate the future of an organization. For Wits University, the new dispensation marked with the incoming Vice Chancellor has meant change in leadership style accompanied by the organization's vision looked at through a very different lens and reformed strategic plans for the institution. It is noted, that employee engagement with this change is not always a linear clean cut process. Being human, it is 'only human' for one to have anxieties about change and what this change means to an individual's future within the organization, which ultimately disturbs the status quo of any organization. Given, the change at Wits University, in terms of leadership, the

main problem this research will seek to explore is if or how employee engagement is affected by new leadership in relation to goals and objectives of the organization being met. The views and experiences that will documented will serve a primary data that will give a sense of understanding as to the current state of employee engagement with the institution.

1.3 Purpose Statement

The purpose of this study is to investigate if the new leadership at the University of the Witwatersrand has changed employee's views and experiences of their engagement with the University of Witwatersrand and what this could inevitably mean in terms of the future of the organization. The research will focus on the views and experiences of employees within a higher education institution in relation to the strategic leadership of their institution and their engagement in terms of consultation and participation with regards to internal governance structures, strategy, decision-making etc. Given, that individuals' views and experiences are being used to investigate the above, it was on this basis that the research was conducted using a qualitative case study method intended to provide an in-depth understanding of employee's views and experiences of strategic leadership, their role in terms of employee engagement and whether strategic leadership and employee engagement in tandem is the recipe for a well-led higher education institution. The design involved semi-structured interviews allowing room for flexibility for each interview, so that it catered for the diverse sample in terms of culture, race, religion etc and to ensure that an individual respondent's personal experiences and views are captured accurately.

1.4 Significance of the Study

There has been many studies on strategic leadership and employee engagement (Kezar,2004; Kumar *et al*, 2014; Middlehurst,2013; Stesaker and and Vabo, 2014) which vary from processes versus people to that of the role of external factors such as government policies, and how this affects internal governance structures in higher education systems. Most of these studies emphasized that, although higher education institutions were well versed in the

set-up of processes, systems and policies, success was not guaranteed without both strategic leadership and employee engagement. Institutions when faced with governance challenges seek to re-engineer their map of structures and systems with the hope of containing the many problems they are encountering. “In the midst of these calls to reform governance radically through restructuring, a second perspective is emerging. One that suggests that relationships, trust, and leadership, rather than re-engineering, are key to enhancing governance” (Kezar, 2004).

Ten years later, we see Middlehurst in agreement with Kezar when he stated that “although institutional structures and roles had shifted in response to internal and external drivers, such changes needed to be aligned with strategy, skills, behaviours, performance and reward systems as well as the socio-emotional and symbolic aspects of institutional life if change was to become embedded and sustained” (Middlehurst, 2014). Wits University has off recent went through a change in leadership following the installation of a new Vice Chancellor. This was followed revisiting the internal structures of the university itself, and major changes to some Faculties and Schools either through restructuring or new recruitment. According to leadership, their stance is that these steps were taken and will continue to be taken as drivers to meet the sole objective of the institution that being the University’s 2022 vision of becoming one of the top hundred global universities in the world with it’s research throughput being the main foci.

Given that there has been no formal, documented research that has looked at Wits University’s employees’ engagement in this process of change under new leadership, the views and experiences of employees in relation to how their engagement with institution has been affected given the change they are being faced with under the incoming leadership will be captured in this research. This research therefore attempted to fill the research gap identified and provide significant feedback on the state of affairs in terms of employee engagement in the face of new leadership and change at the institution. Following the identified highlighted areas of concerns recommendations to the institution on way forward was provided.

1.5 Research Questions

1.5.1 Main Question

What is the effect of new strategic leadership on employee engagement at the University of the Witwatersrand?

1.5.2 Sub – Questions

1.5.2.1 What are employees views and experiences of the new strategic leadership of the University of the Witwatersrand?

1.5.2.2 How do these views and experiences relate to employee engagement with the University of the Witwatersrand

1.6 Summary of Chapters

1.6.1 Chapter one – Introduction

This chapter introduces the research by listing the background, the purpose and significance of the study. Further to this, it lists the limitations of the study and finally the fundamental research questions and sub questions that arise to which the study aims to provide significant data on.

1.6.2 Chapter Two – Literature Review

This chapter entailed the reviewed main literature that governs this area of research. The nature of the literature perused ranged from journal articles to books and websites. Focus was placed on dissecting the main concepts of strategic leadership, employee engagement, the difference between management and leadership, good governance and the notion of change. Various models of leadership were displayed, with one identified as the conceptual framework that was to be used in this research.

1.6.3 Chapter Three – Research Methodology

The definition and importance of social research and research methodology is mapped out in this section. It covers the two strategies/methods that can be used to carry out research whilst highlighting the advantages and disadvantages of the said methods as a clear reasoning for the chosen methodology for this study. This chapter also covers important steps of the research process namely, sampling, design and instruments, methods of data collection, analysis of data collected, validity, reliability and ethical considerations. Each step is explained to the reader on how the researcher has engaged the chosen strategy in accordance with the rules prescribed for the said methodology used.

1.6.4 Chapter Four – Presentation of Findings

This chapter began with a tabulated format of the respondent demographics. This was then followed by detailed coding of the transcribed interviews which were formulated into a comprehensive table showing common words , phrases , trends etc. From this table, the reader was introduced to the main themes that arose. It was during this process of thematic analysis that actual extracts from the transcribed interviews are displayed in conjunction with the highlighted themes (whilst maintaining the anonymity of the respondents) to emphasize how the themes were relevant to the research at hand. The interviews in their capacity as primary data acted as a source against the literature perused and through the themes attempted to find similarities and gaps in the literature.

1.6.5 Chapter Five – Interpretation and Analysis of Findings

This chapter involved the interpretation and analysis of the findings of the interviews through the highlighted themes in relation to the conceptual framework. The conceptual framework was used as platform against which the themes were reviewed. This prompted the re-introduction of the main research question and sub-questions are how they related to the themes. The institution current status quo which is represented through the themes was then looked at in light of the chosen conceptual framework being the three dimensional model, in terms of ‘what is

currently happening at the institution' and is progressing in terms of the three dimensional model as opposed to what are areas that need improvement, by this reference is made to that which the model requires but is lacking in implementation at the institution.

1.6.6 Chapter Six – Conclusion and Recommendations

This chapter revisited the main problem, purpose of the research, followed by a conclusion on each chapter. This was followed by recommendations made to the University of the Witwatersrand, other Higher Education institutions in terms of strategic leadership and employee engagement. Also to other researchers researching the same field on areas that need further exploration.

1.7 Conclusion

This chapter introduced the main problem of the research, that being the issue of new leadership in a higher education institution and the how this affects employees engagement with the institution. A background on the institution was provided followed by the purpose of this study which sought to highlight the significance and fundamental importance of such a study given the underlying socio-economic impact that higher education institutions have on society on a global scale. Main research questions were identified coupled with sub questions, all of which this research will see to provide answers to. The aim of this research will be to establish whether the new strategic leadership at the University of the Witwatersrand has affected employee engagement with the institution.

CHAPTER TWO – LITERATURE REVIEW

2.1 Introduction

In 1938 Barnard coined a new phenomenon labelled leadership and stated that it is" *the ability of a superior to influence the behaviour of subordinates and persuade them to follow a particular course of action"* (IAAP. 2009). At the start of the 20th century, interest in the art of leadership grew, hence, this definition had over the years been exposed to much more intense investigation and research and had brought to the forefront many other definitions coupled with different theories and models. Earlier theories focused more on trait characteristics while more contemporary schools of thinking emphasised skills, competency and situational factors as variables that were important determinants of leadership. Theories on leadership sought to give clarity, each building on the other while simultaneously adding different understandings of the phenomena whilst also attempting to underpin concepts that directly affect leadership.

Leadership is defined as an ability to influence a group toward the achievement of goals" (Sanjiv Kumar, 2014). Giltinane cites Porter O Grady who defined leadership as " a multi-faceted process of identifying a goal, motivating other people to act, and providing support and motivation to achieve mutually negotiated goals" (Giltinane, 2013). Kumar study (2014) provides a historical overview of how this concept hybridized over time. He identified three phases that was adopted when this concept of leadership was being researched by earlier academic experts. The first he states involved reading on great heroes of the past and imitating them with the objective of following in their footsteps.

The second phase involved the teaching of leadership as industries catered for this training and development flourished. The third phase which we find ourselves in came into play with the abundant academic literature on this concept. From this third phase stemmed many arguments on the different interpretations of what this concept meant. (Sanjiv Kumar, 2014). Whitehead proposed that even though some people were natural born leaders, any individual given the proper training skills and knowledge can be a groomed leader (Giltinane, 2013).

What is not a disputed fact, is that leadership is a social construct that populates many organisations' mandate and can easily be the source of it's success or failure. Walumbwa *et al* in their research on leadership in Africa state that "one can also attribute the poor economic performance of these countries to incredibly abusive, unethical and inept leadership" (Fred O. Walumbwa, 2011, p. 426). For Africa, this has most often been exacerbated by the social disparities of the past that continue to play havoc with overall growth and development. South Africa for example, from the reign of the first democratically elected President Nelson H Mandela to President Zuma, saw a shift in leadership styles which informed the way politics of the day drove the state of affairs of the country.

It is evident from research produced that leadership can nurture success or facilitate failure. However, there are other factors that determine the rise and fall of a leader and that is his followers, employees and their engagement with their leader and the organization on a larger scale. Leadership in higher education institutions are open to much debate and scrutiny when they are faced with governance challenges. However, to look only to leadership as the core driving force to the success of an institution would be problematic given the varying dynamics within which organisations flourish and by this reference is made to employees and their engagement. Governance itself is a complex concept and it's problems come with thread in the rope of a well led organization.

To reiterate, Middlehurst posited that, although institutional structures and roles had shifted in response to internal and external drivers, such changes needed to be aligned with strategy, skills, behaviours, performance and reward systems as well as the socio-emotional and symbolic aspects of institutional life if change was to become embedded and sustained" (Middlehurst, 2014). What is evident from this is that a good balance between leadership and employee engagement is key in reaching a well- led organization.

The literature review will be divided into four sections:

- The first section will provide an in-depth overview of relevant theories that sought to explain this concept, the anatomy of leadership and it's relevance in relation to higher education institutions; the differentiation between management and leadership and the phenomenon called change.
- This is followed by a second section which will provide a brief summary on the concept of governance in relation to a higher education institution given that organisations most often re-engineer or bring about change due governance failures
- Section three draws on what employee engagement entails; and the relationship between leadership and employee engagement as are drivers of a well-led higher education institution. An overview of the different leadership models will be given leading to the identification of the model that will act as the conceptual framework for this research.

2.2 Section one: Relevant theories of leadership, the anatomy of strategic leadership, and it's relevance in relation to higher education institutions

2.2.1 Theories of Leadership

Following much interest, and in an attempt to make sense of this concept of leadership, many theories emerged, each of which gave it's interpretation of what this concept entailed. Initial theorists focused mostly on the relationship between leader and follower, whilst, recent literature reflected thinking more on the lines of skills and situational factors. Below is an overview of some of the major theories that came to light. Although these theories emerged over a period of time, they cannot be looked at individually, rather as a build on from one to the other transformed into something new and different.

Trait Theory

During the 1900s to 1940 this theory was one of the first attempts that sought to explain this concept termed leadership. The approach involved the identifying traits of effective leaders. Theorists looked trait characteristics as indicators of a person's ability to be a leader. Such and theory was based on leaders of the time, such Mahatma Gandhi, Abraham Lincoln This theory did not hold much weight given that leaders come in various shapes, sizes and differing educational context and levels. (Rainey, 2009). This approach would also mean that only certain individuals possess these qualities and therefore the creation of an elitist grouping becomes more evident. Given the many different leadership challenges modernisation has brought to the forefront, the criteria that this theory places emphasis on a key contributing factors that shape a person's capability to lead is easily contestable. It was during the late 1900s that emotional intelligence gained some popularity as an identifiable characteristic of leadership.

Transactional Leadership Theory

This theory looks at the benefits of a reward system. It is based on an assumption that affording workers with rewards has a positive effect on followers. Giltinane states that such a method however, is evident of a shift away from shared values of the team and focuses on the management of task only. She further states that the transactional approach to be "task orientated and effective when meeting deadlines" (Giltinane, 2013, p. 36) Autocratic leadership is an example of the transactional approach. Giltinane quotes Bass description of such leaders as "controlling, power-oriented and close minded" (Giltinane, 2013, p. 36). Though autocratic leaders rule with an 'iron fist' their subordinates later admire these leaders once the fruits of their leadership style is evident. However, subordinates work under the premise of fear as such leaders reward on accomplishments and chastise a follower for non-performance. These leaders provide structure and methodical processes however, this could lead to a situation whereby subordinates cannot function without leaders. This defeats the objective of teamwork, shared values and goals.

Situational Leadership Theory

Around the 1970s to the 1990s this theory emerged as leadership approach where "effective leaders adapt their leadership style to manage particular situations" (Giltinane, 2013, p. 38). Top level leaders advise lower level leaders on methods of adapting their leadership style to accommodate the various situations that they come across. This approach sees the leader act in two categories of leadership, namely supportive behaviour and directive behaviour. The former entails the leader's relationship with the subordinate in respect of emotional support while the latter relates to the leader providing direction to his/her subordinate. This theory has been criticised as being one that focuses too much on the leader and less of the follower or teamwork. (Giltinane, 2013)

Transformational Leadership Theory

During the 1980s stemming from visionary leadership theories this theory of transformational leadership emerged. This theory portrays the leader as someone who identifies a subordinates potential and will motivate and provide support for that individual's development. They are leaders who motivate their workers to go "beyond the call of duty" (Giltinane, 2013, p. 36). They are intellectuals who have vision and through these visions inspire their subordinates to develop their strengths. These leaders style is very much democratic in nature.

They are firm believers that their subordinates are motivated to perform well and to pursue opportunities to develop themselves. They are engaged on a more transparent level with their subordinates and this sharing of knowledge allows the follower to grow his/her own capacity to gain leadership skills and at the same time reduces the stress placed on the leader as subordinates are functioning at an optimum level with minimal need for supervision. Though this style of leadership has been boasted to be one that encompasses that which would be a very successful method, there has been suggestions that this style of leadership coupled with transactional approach would be a better option. (Giltinane, 2013)

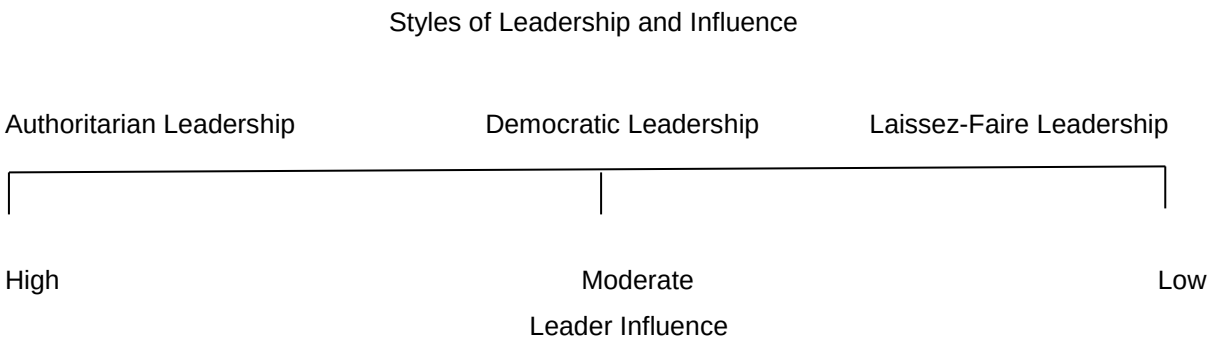
Facilitative Leadership

This theory relates to an individual becoming a more effective leader by adopting a facilitator's mindset. "A facilitator's purpose is to guide a group through a customized process so that it can take action toward a stated, shared objective" (Gesell, 2014, p. 15). This approach to leadership involves the leader taking on a more content neutral, transparent role. The leader attempts to build trust with subordinates and looks at tapping into the strengths of the team. "By supporting everyone to do their best thinking, a facilitator enables group members to search for inclusive solutions and build sustainable agreements" (Gesell, 2014, p. 33)These theories are very evident in the current day and one can either see a theory play itself out or an amalgamation of a few given the situation a leader is faced with.

Situational and environmental factors affect the style of leadership one executes at a given moment to extract the best turn of events for a team, organisation etc. There are three styles ranging from high to low leader influence. Figure 1. Illustrates that high influence leans more towards an authoritarian style, moderate to low entails a more democratic style and little to none details a laissez-faire approach. (Northhouse, 2012).

These leadership styles like leadership theories must not be looked at individually but rather in the context within which they are happening, taking into account the various factors that have a push and pull effect on status quo. A leader may on one hand be mandated with a deadline that has serious consequences for the institution if not met and will therefore use a more authoritarian style as means to ensure that this is executed with no delay. On the other hand, apply a more democratic or laissez-faire approach in presented with a different less pressure driven scenario.

Figure 1.Styles of Leadership



Authoritarian Leadership

This style of leadership entails leaders who seek to provide direction to their followers with the notion that this is something that their followers lack. These leaders enforce their presence and authority by exercising control and power over members in a group or their subordinates. They expect their followers to communicate directly with them and not to engage in group discussions. This style of leadership has received much criticism as being negative, unhealthy and de-

motivating whilst on the other hand it has in some instances been praised as a desired form of leadership that secures throughput. Northhouse, states that this style is very much in line with McGregor's Theory X which was formed on the premise of three assumptions. That being, firstly, people dislike work, secondly, people need to be directed and controlled and thirdly, people want security and not responsibility. (Northhouse, 2012, p. 49). Theory X is not one that can be applied to all given situations. People that are in work environments that are conducive to their needs and developments are most often happy and satisfied with their work, they can work in a team or individually without being micromanaged and they fair very well with regards to accountability and responsibility.

Democratic Leadership

This style of leadership entails the leader in a supportive, motivating , guiding approach to his/her subordinates. There is no top-down approach and the leader is one who approaches employees on the same level. There is no control or intense monitoring of employees as the leader believes that each person has the ability to work efficiently and effectively. The leader also seeks to help employees develop themselves and attain personal goals by providing guidance and support. This style is one that is praised as the outcomes are usually positive however, even with this style of leadership there are fall backs. This is through the time consumed by the leader to get subordinates at a level of functioning that is advantageous to the institution which according to some would be ascertained quicker under an authoritarian style. (Northhouse, 2012)

Laissez-faire Leadership

This approach is one that involves no leadership. Leaders take no interest in their subordinates and have a "hands off approach". Subordinates are given complete freedom to do as they please. The leader provides no control, monitoring, support, guidance or direction. This approach is most often met with negative outcomes given the lack of leadership. Subordinates need direction and when this is lacking they tend lose their way and this inevitably affects throughput. A Bell argues that the anatomy of leadership rests on a see saw which balances character on one end and

competence on the other. Although, this does touch on that which trait theory suggested as being the determinants of a good leader, when character is made reference to, it was evident through the growing theories that preceded trait theory that competence, is an equally important criteria if one is to be a good leader.

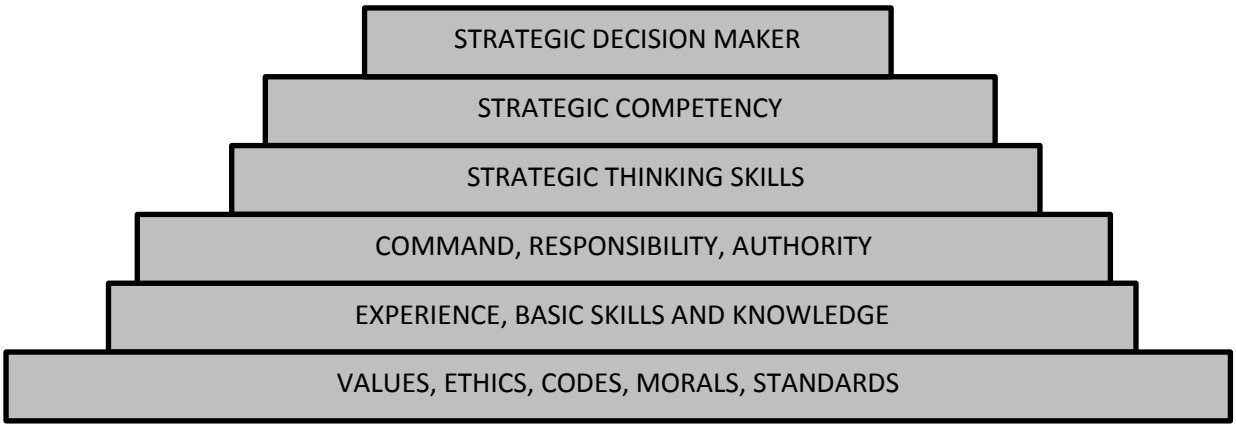
2.2.2 The Anatomy of Strategic Leadership

Leadership has become a concept that has received much attention on a global scale. It has since the birth of civilisation been present in various forms in the lives of humans and to a large extent even the animal kingdom. It may have been the very thing that secured the survival of mankind through the various ages which were all accompanied with their own challenges. When reference is made to the king of the jungle, the lion is rightfully given this regal status given the sheer brute power it exudes and it's majestic size. However, even amongst a pride, a worthy opponent presents himself to fight to claim status of "the alpha". Once the old alpha is defeated by the new, leadership shifts and followers submit to the new order as means to survive. Such is the power that leadership wields, however without followers, a leader becomes insignificant and without a leader there is no one to follow. Therefore, this inter-dependent relationship is inevitable.

"A leader without a tribe is not a leader" (Logan, King, & Fischer-Wright, 2008, p. 26). This study used a tribal model to explain the fundamental basics and important criteria of good sound leadership. The researcher points out to the stages that leaders have to ensure that their tribes progress to and the knowledge of the interventions they need to institute to manage the movement successfully. The study alludes to a common 'culture' that these individual tribes create in the form of language spoken, body language etc. Each tribe he argues is functioning at a different level of performance ranging from higher performers to underperformers. A good leader identifies how to take these tribes through four to five stages and bring them to be optimal performers. (Logan, King, & Fischer-Wright, 2008). A leader's role is to tap into people's potential to perform effectively in accordance with the organisation's mission, values and strategic objectives (Giltinane, 2013). However, this is never an easy task as it requires the hand of a groomed strategic leader. A

strategic leader is developed on various levels. This is demonstrated in the form of a pyramid.

Figure 2. Anatomy of a Strategic Leader



Source : (Guillot, 2003)

At the most basic level of development, there is heavy emphasis on values, morals, standard and ethics. Secondly, the notion of reaching the top without climbing the various steps of the pyramid is taboo. A strategic leader is expected to acquire his/her wisdom and experiences over a period progressing up the steps to reach the ultimate level of development. The next step involves being exposed to the concept of authority, responsibility and command which will act as a starting point for the leader in training to exercise his or her hand at real decision-making. The fourth step involves enhancing strategic thinking skills, scenarios that calls on the leader to engage his or her gained strategic competency. The final level of the development pyramid, involves the leader engaging in strategic decision making which ultimately earns him the status of a strategic leader. (Guillot, 2003).

Quong and Walker state that strategic leadership previously entailed leaders who engaged in the management of planning, monitoring and evaluating and analysing of processes. However, their research of this concept brings to the forefront seven principles that define a strategic leader. **Principle 1** – strategic leaders are futures orientated and have a futures strategy, meaning that this type of leaders strategizes the various scenarios that can be encountered and plans for each of them

accordingly. **Principle 2** – Strategic leaders look to evidence that is derived from research and uses this as their basis to function and make decisions.

Principle 3 – Strategic leaders are proactive and energised. They get things done and do not procrastinate. **Principle 4** – Strategic leaders network and bring to the forefront new opportunities and alliances that act in the best interest of the organisation. **Principle 5 –** Strategic leaders are physically and mentally capacitated, exudes flexibility, are dependable and reliant. **Principle 6** – Strategic leaders understands the importance of maintaining good partnership with their colleagues and this is based on good camadrie and trust. **Principle 7** – strategic leaders value the essence of ethical leadership and trust therefore is top of their list of priorities. (Quong & Walker, 2010).

2.2.3 Relevance of Leadership in a higher education institution

Higher education institutions play a pivotal role on a global scale given, that they are knowledge generating hubs. It is for this main reason that it is off importance that the stability and continuity of these institutions are secured and in order. However, this is not always possible given external factors such as the economic stability of a country, policies implemented by government of the day, political influences and other social problems. With growing state involvement came restructure of the institutions organogram in terms of strategy and decision-making. The term 'leadership', which was once solely associated with vice chancellors, deans and heads of departments is now freely used in respect of administrators. (Shattock, 2013, p. 220). This change has seen the academic fraternity become isolated in a sense as the focus is zoned in on management rather than research and publication outputs.

> *In part, one can see this reflected in the mania for restructuring much of which has been stimulated by the arrival of anew vice-chancellor or by the belief of an existing vice-chancellor that only restructuring would sweep away obstacles to meeting the centre's strategic objectives. What is lost sight of in the academic churn that inevitably accompanies reorganisations is the impact on academic culture, the alienation of staff and the lack of alignment with*

> *teaching and research interests in favour of apparent managerial efficiency and more directive resource allocation systems. The effect of these changes is to dilute the involvement of the active teaching and research community at a time when it could be argued that universities need to become more inclusive and when governance, leadership and management will be more effective if it is open to bottom-up influence and to an influx of new ideas and initiatives*. (Shattock, 2013, p. 231)

This shift has staggering consequences, in that over and above the institution being run in accordance with business acumen, the core function of the institution tends to lose its level of importance. Bogue in his 2006 study of American Universities and colleges looked at leadership using three metaphors which he claimed if applied would secure efficient, effective servicing of the institutions. He labelled these as **Servant/Exemplar Leader, the Steward/Trustee Leader, and the Artist/Designer Leader.** (Bogue, 2006)**.** He explores in his study the actions of leaders, their negative effects on staff and questions what values these individuals would have been adhering to account for their actions.

> He emphasises the need for "*ethical and practical justification for corporate and collegiate leaders to honor empathy and integrity and to honor the "role" call of the servant/exemplar leader. We do what is right because there is moral principle to commend it. We do what is right because we fear the reprisal and retribution of those whom we cheat of life and property. We do what is right because any act of ethical wrongdoing pollutes some economic, political or social reservoir. If higher education leaders hope to advance their effectiveness, I would urge them to embrace the vision of leader as servant/ exemplar and to discover the constructive power of empathy and Integrity* (Bogue, 2006, p. 314)

The study also questioned the role of higher education and if leaders are driving this machine in accordance to the rules of the road to research and development. He makes reference to the unjust behaviours of individuals who adopt the "just sell it" attitude with the reputation and integrity of the core function of the institution lost. The need to produce what market deems as plausible overrides the mission and

goal of the institution. “How do we respect our own labours and respond to the concerns of our critics and assailants”. (Bogue, 2006, p. 319) He calls for two responses from leaders to such pressures. Firstly to be open and accepting of the fact that the institution will be receive criticisms, but that this only grows the institution to its full potential and secondly, that the sole function of the institution, which is to delve and contest tradition and conventions will also earn much chastising from external units but that this comes with the territory. (Bogue, 2006). Finally he likens leadership to passion rather than position by alluding that it is passion that drives and determines the position and how it evolves.

> *This passion embraces a love for soul, for standard, and for system. There is a caring for the promise and welfare of those we hold in trust and who do the work of the organization. There is a caring for a standard of excellence and integrity. And there is a caring for the policy, physical, and technological systems in which we do our work. I am fond of the metaphor of the leader as designer in the sense that our knowledge, our values, and our artistry create and construct the climates in which our colleagues and others entrusted to our care do their work.* (Bogue, 2006, p. 320)

Further to this he cites Mary Parker Follett twentieth century vision of leadership as “*The best leader does not persuade men to follow his will. He shows them what is necessary for them to do in order to meet their responsibility*.” (Bogue, 2006, p. 320). The message behind this was that people did not need to be directed or controlled, as this robbed them of the will to think intelligently and act or deliver effectively. Anthony Bell (2006) makes reference to the complexity of great leadership and the context within which it is tested, ranging from the high level of expectations on performance, the changing scope of business as one knew it years ago, the fast pace within which technology has come to the forefront and the complex structures that organisations have adopted in the face of global competition. These factors all contribute to an environment that thrives on challenges and the need for great leadership is therefore critical.

Bell (2006) further states that leaders do not fail due to lack of talent but rather from misunderstanding their potential, and how to harness it strategically. His

understanding of the anatomy of leadership is based on character and competence. He breaks this down to the heart, mind, soul and talent of a leader. He states that leaders most often fail because they do not understand the complexity or mechanics of leadership (competence) or they lose trust in those that follow them (character). (Bell, 2006, p. 36)

2.2.4 Management versus leadership

For the purposes of this research, it is important that a distinction be drawn and clearly emphasised of the difference between leadership and management and how these two categories interplay for stability to be maintained in an organisation. Kotter (1990) states that "Leadership complements management; it does not replace it….Both are necessary for success in an increasingly complex and volatile business environment".(Kotter, 1990, p.103).

Management is likened to those who drive the organisations strategy through dealing with planning, problem-solving, budget control etc whilst leadership on the other hand are 'think tanks' who provide the said strategy through strategizing, directing, brainstorming and aligning the organisations goals and objectives whilst having a good eye on the external forces that can positively or negatively impact the progress ad success of the organisation. Some argue managers and leaders as dissimilar due to their differing thought processes, levels of motivations and personal historical background. Managers were labelled as being less patriotic about goals as opposed to leaders whose attitude was much more proactive. (Zaleznik, 1992).

What has become evident however, is that with the advent of globalisation, competition to survive has become a more complex volatile playing field and the gap between leadership and management is far more smaller than it used to be. Hay and Hodgkinson argue that leadership is an integral part of management and therefore cannot be looked at in isolation. (Hay & Hodgkinson, 2006). This is evident today as current organisations are more and more driving the role of managers as intertwined with that of leadership. Training and development of managers to function at their optimum in leadership roles is becoming a much practiced trend in most organisations. Mintzberg alludes that the changing nature of the world and the

emphasis placed on where one is positioned in this global race of survival , has resulted in roles and responsibilities of managers expanding and the focus shifted from management to leadership. (Mintzberg, 1998). Engwall quotes the work of Amanda Goodall who through her research on the top 100 ranking universities argued that “research universities should be led by brilliant scholars and , not merely talented managers” (Engwall, 2014). Kotter (1996) echoes these sentiments by stating “the combination of cultures that resist change and the managers that have not been taught how to create change is lethal”. He aims to emphasize leading change as the significant critical success factor. Shrock (2004) uses Kotter’s summary of the differences between leading and managing change and tabulates them as per the table below. (Shrock, 2004)

MANAGING VERSUS LEADING CHANGE	
MANAGEMENT	**LEADERSHIP**
Planning, budgeting and timetables for achieving needed results, then allocating resources to make it happen	Establishing direction and vision of the future, and strategies for producing changes needed to achieve the vision
Organising, staffing providing policies and procedures to help guide people and creating systems to monitor implementation	Aligning people, communicating direction to influence coalitions that understand the vision and accept it’s validity
Controlling and problem solving by monitoring and solving problems of deviations against plan	Motivating and inspiring people to overcome borders of change
Produces predictability and order, and short-term results expected by stakeholders	Produces change often to a dramatic degree

Table 1. Managing versus leading change ***Source:*** (Shrock, 2004, p. 25)

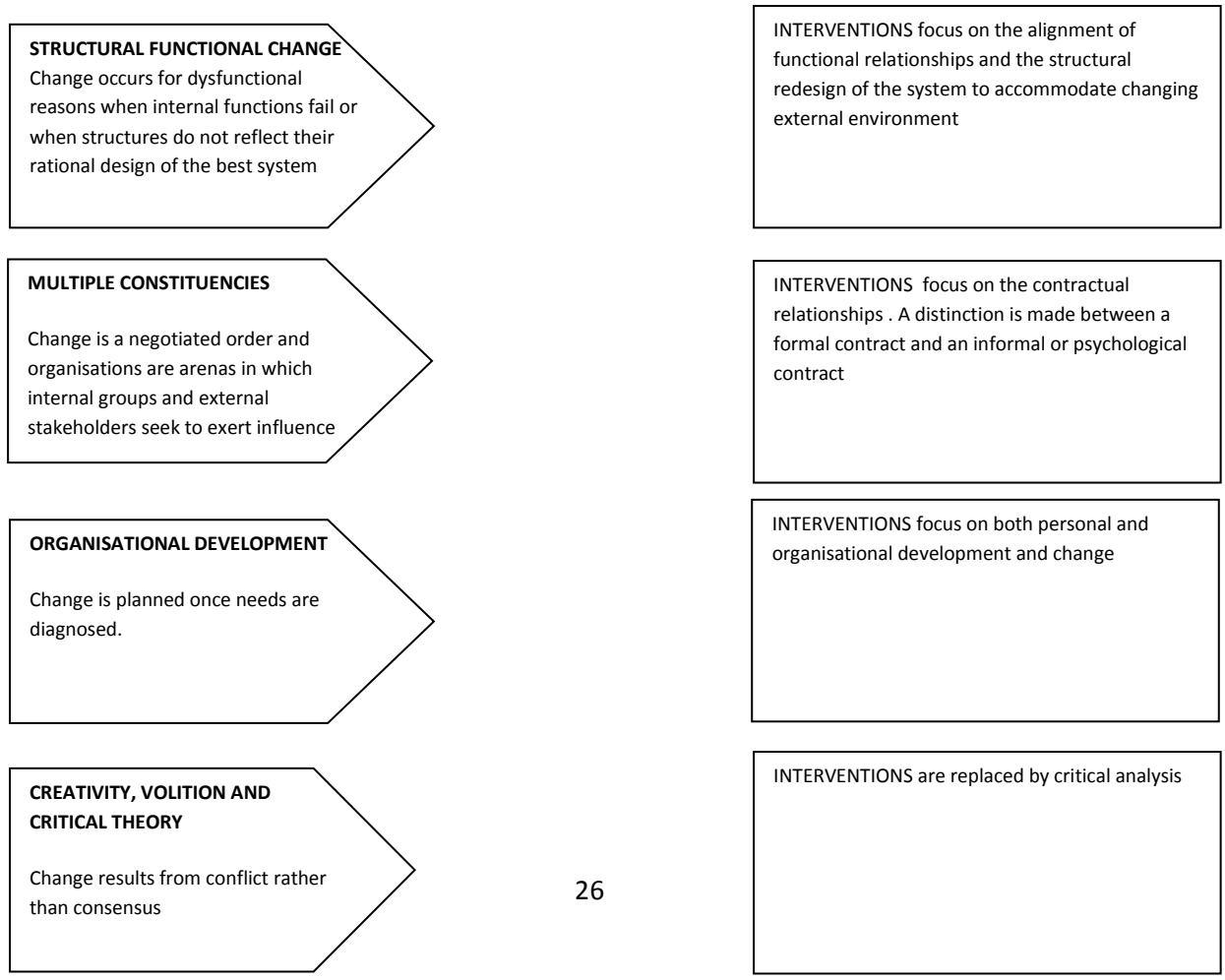
Kotter (1998) argues that for change to be significant it should constitute 80 percent leadership and 20 percent management. Shrock (2004) quotes Graetz who alludes to the need for a leader to not only have skills on an basic operational level but an added dimension of operational skills integrated with interpersonal skills. By this, he makes reference to knowing how to inspire people whilst ensuring that they are strategically aligned. This view is reinforced by Katzenbach who states that leaders who are driving change must have a balance of both managing and leading capabilities. (Katzenbach, 1995). One could argue that this is not necessarily the case, but, as we move deeper into the 21st century there seems to be ring of truth to

this as emphasis is placed on leaders being operational, organisational and people-orientated. In order for one to lead, one needs to know what he/she wants to lead in terms of visions and futures for the organisation, who he/she is leading in terms of the people involved and the role they will play and where he/she wants to take this change to. Higher education institutions are no different in this approach and given the levels of governance that barricades the organisation, the need for a leader who has the two-fold ability to lead and manage is vital to the survival of the institution.

2.2.5 The inevitable phenomenon called change

"Change constitutes a key event in people's lives. Whether it is the transition to parenthood, immigration, occupational changes or changes to one's social or work settings, change has a substantial impact on individuals well-being and functioning, as well as their ties with their environment" (Sverdlik & Oreg, 2014, p. 1).Grieves makes reference to the four pathways of change that have over time been looked at as theories that lead to change intervention. He states "the phrase 'change intervention' refers to change actions taken at a strategic level to help an organisation become more effective" (Grieves, 2010).

Figure 3 . Pathways to Change Source: (Grieves, 2010, p. 8)



Organisations will find that they will walk these pathways at some point of their lifespan. The pathway taken is pre-determined by the stage of progress at which an organisation finds itself. If one looks at the first pathway, structural functional change, Grieves states that “structural functional analysis of an organisation begins with the assumptions that organisations are cooperative systems. Whilst they constituted by individuals, this is less relevant than the fact that they are systems designed to coordinate the actions of individuals.” This perspective places emphasis on systems as opposed to the people that function within these systems.

The second perspective termed multiple constituencies focuses “on the way that resources are managed and distributed among organisational members and stakeholders in the interests of governance.” Grieves further alludes that this pathway is one that categorises organisations as coalitions of self-interested participants”. This view states that people rather than the organisation have specific goals that they want met for their own interests. (Grieves, 2010, p. 19).The third perspective, organisational development (OD) a tool that harbours a much more humanistic approach to change, and initially adopted experimental approaches at the individual, group and organisation level, action research served as a collaborative approach to engage problems and find amicable solutions.

This informed appropriate intervention strategies such as behaviour modification theory, analysis of group dynamics and organisational level strategic interventions respectively. The fourth perspective focuses on conflict as the main determinant of change. Grieves makes reference to Hegel’s ‘dialectical process’ consisting of three stages, the thesis or description, the anti-thesis which is in reference to the reaction or conflicting elements and finally the synthesis which is the birth of a new ‘situation’. Hegel states that this is a vicious cycle that is founded on these three stages in repetitive mode. (Grieves, 2010) .

These four perspectives give different approaches to how change is engineered. The era of globalisation has inevitably brought about change in the way people think, plan and act to ensure that they were ahead of the pack with adaptability becoming key to survival for any organisation. Universities as diversified hubs of education, are no different in this global race. Following the 2008 recession, universities found that

their management became more centralised and resulted in the replacement of a 'dean-driven model of governance' to a 'corporate management model' (Christopherson, Gerltler, & Grey, 2014). Shattock echoes this and makes reference to the staggering shift in educational institutions that are off recent seen very much in line business acumen (Shattock, 2013).

This change in light with global competitiveness is much needed but one has to be very careful to not lose sight of what is the purpose of an educational institutions and the socio-economic contributions it makes to society as a whole. With the advent of **New Public Management** (NPM) academic institutions are under tremendous pressure to organise themselves more efficiently, resulting in decreased central regulation and, decision-making being dependent on markets. Engwall's research argued that "academic institutions today are expected worldwide to be powerhouses for economic growth through education and research" (Engwall, 2014). This has inadvertently meant an increase in the demand for strategic top academic leaders. Hon *et al* quotes Burns and Stalker by stating that 'change is an integral and essential part of creativity and to a broader set of situations that involve organisational adaptation and growth' (Hon, Bloom, & Crant, 2014, p. 920).

Kretek (2013) stated that universities in Europe have for about two decades experienced organizational transformation and have listed NMP as a significant driver of this change. (Kretek, Dragsic, & Kehm, 2013). He further argued that with this change came a total reform in the way that a higher education institution was steered and makes reference to the changes in governance structures and inadvertently decision making relationships between University's VCs and self-governing academic bodies. (Kretek, Dragsic, & Kehm, 2013). With globalisation and the aftermath of the recession, the birth of the 'university international ranking system" deepened the 'fight for survival amongst even the 'giants of the fraternity" (Christopherson, Gerltler, & Grey, 2014).

This advocated for change in the way that higher education institutions functioned. Engwall alludes that with the changing nature of universities the role of a VC has become more demanding, and where there is a dominant role of the state in the governance of universities the conditions for the recruitment of a VC has changed

significantly. What is evident is that change is taking place on a global scale and is not unique to just one university

2.2.6 The Human Approach to Introducing Change in an organisation

Gobillot makes reference to the 'community' and the notion of an interdependent relationship between a leader and the community. His alludes to the strength of a leader, stating that a "leader is only as strong as the community and that a community becomes stronger through the actions of it's leader". This relationship he posits is based on trust which inevitably creates the alignment in engagement and ultimately all other facets that make up an organisation. (Gobillot, 2009, p. 84). "The best leader does not persuade men to follow his will. He shows them what is necessary for them to do in order to meet their responsibility." (Bogue, 2006, p. 320).

This quote is very significant when one delves into the leader follower dynamic. It raises many questions about a leaders ability to acknowledge and live the quote, bringing institutional stability through mass collaboration that remains unshaken even when problematic times presents itself. Higher education institutions have off recent realised the growing emphasis placed on the way they approach change management in their environment and the adoption of a more **humanistic approach**. Bogue (2006) and Shattock (2013) both emphasised the facelift that educational institutions were undergoing when dealing with employees.

Shattock raised the issue of academic culture placed at the back end and managerial efficiencies taking the front stage, while Bogue spoke more on the issue of morality, ethics and the role of a leader in this respect in ensuring that integrity and a standard of excellence is not lost. Bogue's (2006) sentiments are echoed in research by Sverdlik and Oreg which has shown that uncertainly and anxiety is inevitably associated within the context of change. Using a uncertainty-anxiety theory they advise that "employees undergoing organisational change which involves an increase in uncertainty and anxiety that accompanies it, should also be motivated to identify with the organisation as a means of reducing the uncertainty" (Sverdlik &

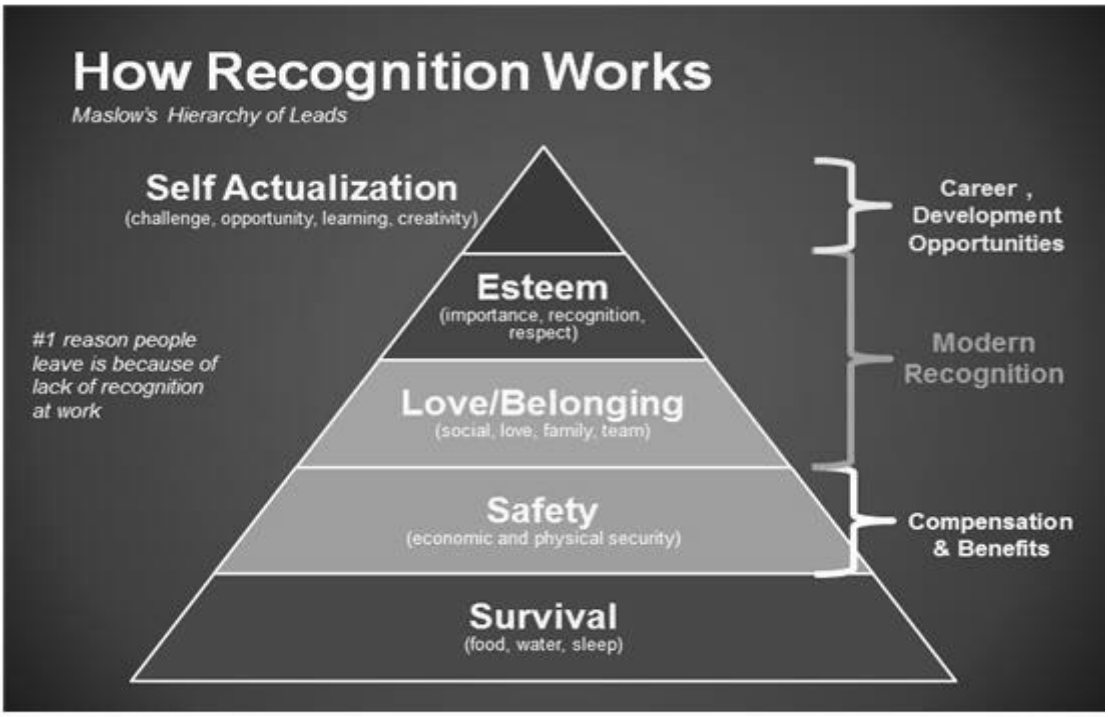
Oreg, 2014, p. 2). This reference to one identifying with the organisation is further emphasized by Gobillot's 'mass collaboration' and the idea of a 'community'.

An organisation's dynamics includes employees who come from a different cultural , historical , religious and political background. These multiple personalities inevitably means differing perceptions, views and experiences. Therefore in the face of changing leadership **buy-in** becomes a very sensitive matter. Axelrod states that "if you want change to be supported, even embraced , you focus less on charisma , rewards and motivators and more on honest conversation, high involvement, and strong high trust relationships". (Axelrod, 2010, p. 13). People want sincerity, honesty, to be trusted and to feel significant. These aspects acts as a catalyst for employees who feel intuned with their organisation, making the process of embracing change far less complex.

Human beings have needs that must be met and the sooner they meet one they progress to their next need that requires fulfilment. Maslow posited that human beings have five stages of needs that they must pass through to reach holistic fulfilment. This hierarchy of needs and meeting these needs according to his research is what motivates them to excel and reach greater heights. (Maslow, 1943). Recognition and a sense of belonging according to Maslow inspires people to be motivated and move up the hierarchy of needs. By this he alludes that when one need is met the person is in readiness to move up the hierarchy to a higher level.

Bersin's research which involved employees at Forbes showed that the levels of recognition people received affected their levels of motivation as well as commitment to the company. (Bersin, 2012). His modern adaptation of Maslow's hierarchy of needs below shows the levels of needs a human being has and how this translates into their views and experiences in the workplace. His writings call for a more human approach to how people are managed in the workplace which he believes will inevitably benefit the organisation's success. He states "*When your company embraces a modern recognition program and people start thanking each other, trust and engagement go up – improving employee morale, quality, and customer service*" (Bersin, 2012).

Figure 4 . Maslow's Hierarchy of Needs (Adapted Version)



Source : (Bersin, 2012)

The need to survive, feel safe , have a sense of belonging, to build self-esteem and finally to reach self- actualization as depicted above are the motions that human beings according to Maslow will experience. In a work environment these stages are very much alive and brutally functional. Hence, when change presents itself, the pyramid is shaken from the core up as an individual finds himself/herself thrown in a disarray of emotions that they cannot harness and this sooner rather than later either affects their levels of confidence, commitment and continuity. Although Bersin's study focused specifically on the issue of recognition and how this affects a person's level of motivation or lack of it, which inevitably affects their commitment to the workplace and their intention to stay and not leave their organisation, it is fundamental to providing valuable insight into how basic needs translate into every facet of a person's life and affects the state of mind followed by their actions.

2.3 Section Two: The concept and relevance of governance in higher education institutions

2.3.1 What is governance?

'Governance' in higher education has a variety of meanings and applications as well as different theoretical and philosophical underpinnings' (Middlehurst, 2013, p. 276). For purposes of this research, Middlehurst's (2013) use of Gallagher's explanation of this concept will be used. *Governance* is the structure of relationships that bring about organisational coherence, authorise policies, plans and decisions, and account for their probity, responsiveness and cost-effectiveness. (Middlehurst, 2013). The organogram of a higher education institution varies from institution to institution, however for the majority it involves, a hierarchy of actors who lead, manage, decide and strategize on long term goals that will benefit the institution. The office of the Vice-Chancellor being the highest point of decision-making thereafter fragmented into different levels of senior management who are decision-makers and drivers of continual movement in the day to day core business of the institutions given the changing nature of internal and external forces.

2.3.2 The relevance of governance in higher education institutions

Shattock (2013) states that an uncertain, unstable environment is a forcing house for the concentration of decision-making powers into smaller groups. Those universities that are able to resist such pressures are likely to emerge with a more distinctive academic culture and a better academic product. (Shattock, 2013, p. 232). This is the general trend with most institutions, that is affording decision-making powers to smaller groups, however, it is most often a liberty exercised with much reluctance given that decisions made are most often made in light of economic or market driven needs rather than for creating strong institutional culture. Although there are levels of 'autonomy', the rise of the state's altruistic relationship has shaped governance in higher education institutions in a way very different than that before the 21st century. Shattock states in his article that describes the status quo of UK universities that a 'rise in '*the executive'* at the expense of the traditional components of university governance, governing bodies, senates, academic boards and faculty boards, and a

growing tendency to push academic participation to the periphery'. (Shattock, 2013, p. 217). This new shift sees bureaucracy rear its ugly head. No longer is there pure autonomy to decide on a strategic framework for the institution, as governance takes a backseat to management.

This approach is aligned to the marketization of the institution to produce effective efficient products that will drive demand from consumers which in turn will have positive impact economically as well as delivers on the social agenda or mandate of government. Processes and administrative structures are put in place to act as custodian of the 'bigger picture' while strangling the academic expertise that soon feels the brunt of this change. The consequences can be overreliance on a single source of advice and information from the executive, a too limited understanding of the core business and a growing gap and potential breakdown of trust between the academic community and those who are seen as the decision makers. (Shattock, 2013, p. 224).

This approach begs the question, will this be the best way forward to ensure the longetivity of a higher educational institution. Management is an important aspect in determining smooth running of any organization, however it should not be overplayed at the expense of good governance which are equally necessary and important. Hence the previous differentiation of management versus leadership given as there seems to be a clear trend that is becoming more and more evident in current times of a cross-pollination of leadership and management which has a significant impact on the if and how employees are engaged coupled with the birth of "red tape bureaucracy".

2.4 Section three: What is employee engagement; and the relationship between leadership and employee engagement as drivers of a well led organisation

2.4.1 What is Employee engagement?

Firstly, one needs to define this concept of employee engagement. There has been many authorities that have defined this concept. Sarah Cook (2009) is quoted by Kalaiyarasan and Gayatri (2013) on her elaboration on this term employee engagement as "*personified by the passion and energy employees have to give of their best to the organization to serve the customer. It is all about the willingness and ability of employees to give sustained discretionary effort to help their organization succeed. People need to feel engaged with the job they do, colleagues they work with and the company they work for to give their best".* (Kalaiyarasan & Gayathri, 2013, p. 87). What does employee engagement mean for organizational stability and success?

2.4.2 The relationship between leadership and employee engagement

Employee commitment is a fundamental contributing factor toward securing success levels and value, whereas an engaged employee is participative about their work and performs in a manner that propagates the organisation's interest (Shahid & Azhar, 2013). An engaged workforce is a significant platform on which optimization and retention of employees in the long-term is possible. This is due to employees choosing to continue, even when other employment opportunities is available (Shahid & Azhar, 2013).

Employee engagement therefore is a critical driver of business success in today's competitive market place. To gain a more competitive edge, organisations are turning to HR to set the agenda for employee engagement and commitment (Swarnalatha & Prasanna, 2013). This can be reasoned because employee commitment to the organisation represents their emotional responses to, or feelings about organisational issues or foci, which influence their psychological attachment to the organisation (Mitchell, 2001; Roodt, 1997).When one makes reference to

leadership and employee engagement in an organization is likened to that of a light bulb and electricity. Without electricity the light bulb cannot light up and in the absence of a light bulb electricity is just what is, voltage.

Similarly, leadership and employee engagement dance out an age old routine with a few tangled feet along the way. Human Resource Management is therefore becoming more in favor of looking at staff development by focusing on factors at a more intrinsic level. The investigation into needs one has not just as a worker but as a human being is being tapped into, and finding methods of massaging these needs in a positive way. What is obvious to many leaders is that having great visions and missions statement coupled with the best systems and technology in the world is meaningless without the people's aspect. To drive a vision and to sustain a mission, leaders must harness their employees on a level of engagement that is mutually beneficial.

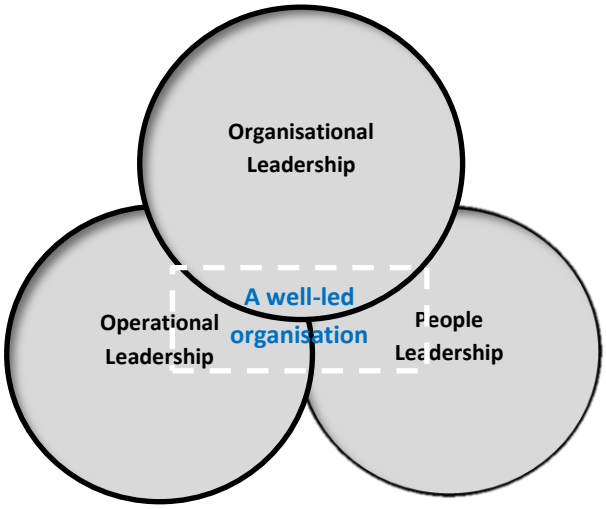
"A leader without a tribe is not a leader" (Logan, King, & Fischer-Wright, 2008, p. 26). Although this is the case, one must not fail to acknowledge that followers will cease to exist if they do not have a leader to guide, motivate and support them. A Bell (2006) reference to character and competence plays an integral role in this relationship. The character of a leader and his/her level of competence birth the confidence and loyalty of employees. This confidence is of paramount importance if the organisation is to perform optimally. During the 1970s an emphasis on organisational leadership placed leaders in a position where they were forced to look at their institutions on a more broader context. A second trend that came to light was that the focus on people leadership. The argument to this was that a visionary leader was not what was highly required but rather a leader who builds and maintains a "motivated, energetic and empowered workforce" (Bell, 2006, p. 25)

The early 1990s saw emphasis placed on organizational leadership and the re-engineering of systems and processes as means of empowering employees. Visionary leadership was hailed the key ingredient to optimal corporate performance. According to Bell (2006) the latter part of the 1990s saw much interest in the complexities of three different approaches, which he stated have to be looked at collectively if an organization is to reach effective performance. The three

dimensional model is used as the conceptual framework for this research for reasons stated below.

2.4.1 The Conceptual Framework

Figure 3. The Three dimensions of Leadership



Source : **A Bell (2006)**

The University of the Witwatersrand like any other institution functioning on such a large scale is a complex network of people, systems and processes. These three categories can be directly aligned to the above model in terms of operational, organizational and people leadership. By this I make reference to each sphere being led effectively to bring about institutional success. Although they are categorized in isolation, there functionality is interdependent given that one relies on the other to make this mammoth institution live. Not to romanticize their existence however, one can almost label them as the heart, body and soul of the institution.

What is constant within these three dimensions and core to their existence is the presence of human life. Without this aspect, the three dimensions become meaningless and in a state of inertia. “Collaborations between individuals is an essential part of organizational knowledge creation. Collaboration is mostly planned and directed through organisational structures, processes and mechanisms. (Von Krogh, Nonaka, & Rechsteiner, 2012). Hence, collaborations between individuals that give these dimensions life is of much importance in terms of long –term goals

and short-term expectations being met by the institution. This is further emphasized in the three dimensions as illustrated in figure 3 shows the overlap of three crucial focuses that a leader should be using as framework in driving the institution and its people to high levels of performance. Von Krogh *et al* 2012, makes reference to ' intuitive working relations' and states that "intuitive working relations are characterized by people paying heed to the knowledge of others through interactions where shared norms, values, trust, empathy and judgement evolve" (Von Krogh, Nonaka, & Rechsteiner, 2012, p. 254).

In the ideal environment, where these three dimensions are acting successfully in tandem one can amount this fruitful play out to good leadership and active employee engagement. (Bamford-Wade, 2010) & Kezar, 2004. The three dimensions of leadership stem from the foundation of the anatomy of leadership. Character and competency as the main pillars of the anatomy of leadership is seen displayed more specifically through the three dimensions. organisational, operational and people leadership. By this, reference is made to the point that in order for a leader to exude exemplary leadership skills and qualities in these three spheres, the role of character and competence must act in tandem.

Competence in relation to the **organizational leadership** dimension alludes to a leaders knowledge of what an organization entails, its goals and missions, most importantly what would be best practice to bring success to that organization. Competence in relation to **operational leadership** dimension relates to a leaders capacity to understand operational structures and how to lead and drive this process with ease and as less problems as possible. **People leadership** calls on the leaders character traits that act as triggers to ensuring satisfied employees and a happy work environment. A leader must have the ability to fashion himself and impress upon his followers that of his two main strengths being character and competence if he is to be looked upon as a leader.

The role of strategic leadership, employee engagement as a tool to knit the institution's community together and create a 'common culture' becomes paramount to an organisation's lifespan. Collaboration equally important as means of bringing

about the desired equilibrium in an organization through the birth of a “common culture’ or a ‘shared sense of meaning’. Gobillot makes reference to this by stating:

> *“but our ability to rebuild confidence in our organisation and their leaders rests in our willingness to reconstruct a shared sense of meaning*”
>
> (Gobillot, 2009, p. 15)

(Guillot, 2003) alludes to the pyramid of strategic leadership which indicates the six different progressive levels that a leader must climb in his or her effort to be a fully-fledged strategic leader. It starts at a very basic level and progresses to a high level of functioning and understanding. If one looks at this pyramid and the levels it boast the presence of the anatomy of leadership with it’s two main pillars of competence and character are evident, either individually per level or in combination.

2.5 Conclusion of Literature Review

The nature of the literature reviewed ranged from journal articles to books authored by authorities in the field of study. It provided a historic footpath of the concept of leadership and its hybridization process through the different eras. This background formed a platform of information in terms of the area of interest of this research. The literature covered an in-depth postmortem of leadership and employee engagement, and their interplay in a higher education institution in relation meeting institutional goals. The literature lifted important viewpoints and schools of thought on the introduction of a new era of leadership following globalization. It describes the ever demanding global market as the driver of changing leadership and organizational structure which against a social, economical and political backdrop has become inevitable.

The woes of those that have to adapt and embrace this change was also explored in terms of a higher education institution. Shattock (2013) alludes to the rise of the ‘executive’ and posits that the core objective of a higher education institution is lost in

light of this new development. The literature posits that a shift towards a more managerial style of leadership will lead to reduced employee engagement and inevitably places a noose around the institutions neck. Gobillot (2009) makes reference to the value in 'shared experiences' and this aligns with the notion of colloboration that Bell (2006) three dimension model lables as key to a well–led organisation. The three dimensional model like the Anatomy of Strategic Leader Pyramid emphasizes the need of both character and competence through its three categories being organizational, people and operational leadership. In order for individual to bring about a well-led organization he must have the character which tools him/her to create motivation for his/her followers, by this engagement, he/she is touching on people leadership. There must be a deep seated understanding with followers and using his/her competence be able to create vision, plans and way forward, which touches on operational and organizational leadership.

This model places emphasis on collaboration. "Collaborations between individuals is an essential part of organizational knowledge creation" (Von Krogh, Nonaka, & Rechsteiner, 2012). It is evident from the theories reviewed and the various models perused that the anatomy of leadership is powerfully evident as the basis or foundation in both the strategic leadership pyramid as well as the three dimensions of leadership model. The strategic leadership pyramid shows the levels that an individual must engage before he/she reaches the level of that of a strategic leader. The first level shows core characteristics like trust, morals, values etc, all which directly link to the character component of the A Bell's (2006) anatomy of leadership.

The levels that the individual progresses to show the gradual need for skills that require competence. This a clear reflection of the need for engagement to happen at all levels. Van Krogh et al also makes reference to 'intuitive working relations', and note that this brings about trust, empathy, shared norms all of which are vital to the birth of a well-led organization. The overlap of circles showing the three categories is indicative of their relatedness and interdependence. "In the ideal environment, where these three dimensions are acting successfully in tandem one can amount this fruitful play out to good leadership and active employee engagement. (Bamford-Wade, 2010) & Kezar, 2004.

Given that the University of the Witwatersrand has undergone a change in leadership, this study sought to provide insight on the interplay between new leadership and employee engagement in relation to the three dimensions. The research endeavored in establishing if the application of the three dimensional model encompassing collaboration is evident at the University of the Witwatersrand. Collaboration for the purposes of this research is looked at in alignment with the notion of employee engagement. Is the current leadership using this model as means to a well-led organization and the effect this has on employee engagement. Although there been significant literature in the area of higher education institutions, there is minimal work done specifically in respect of the University of the Witwatersrand. This forces the reiteration of the main question that this study posed. How has new strategic leadership affected employee engagement at the University of the Witwatersrand. The three dimensional model will provide a framework against which the new strategic leadership and its effects on employee engagement will be investigated specifically in relation to the University of the Witwatersrand. Reference to the findings in comparison to the literature reviewed were made to identify similarities and possible gaps.

CHAPTER THREE – RESEARCH METHODOLOGY

Introduction

According to Bryman (2012), social research involves “the research on topics relating to questions relevant to the social scientific fields such as sociology, human geography , social policy , politics….” (Bryman, 2012, p. 4). This type of research evolves from changing social concerns and phenomenon that develop over time that raises interest and results in social scientist executing deep investigation on the relevant subject matter. This research seeks to provide academic contributions on many socially-related matters to create better understanding and possible recommendations.

With this in mind, this section begins with the definition of research methodology, followed by the two methodologies that one could employ when executing research, listing their advantages and disadvantages. Secondly, discussion on the different steps of research methodology, namely research design, data collection, sampling , data preparation (coding) , data analysis, an assessment of the validity and reliability of the research, followed by limitations of the study and finally ethical considerations has been executed.

3.1 What is Research Methodology?

Research methodology as “a systematic, focused and orderly collection of data for the purpose of obtaining information, to solve or answer a particular research problem or question” (Ghauri & Gronberg, 2005, p. 11). Research methodology therefore entails a way of doing something. In this instance, a way or method of how to execute research on a specific area of interest.

3.2 Research Strategies

A research strategy is a “general orientation to the conduct of social research” (Bryman, 2012, p. 35). There are three strategies that researchers could use when executing social research. They are namely, quantitative research, qualitative research and mixed methods research. Quantitative research strategy is to collect

data that can be quantified with the use of numerics. This strategy is deductive and uses the natural scientific model that involves positivism. Qualitative research strategy on the other hand is used in order to extract data from words. It is inductive in nature and involves interpretivism. A mixed method is a combination of qualitative and quantitative research methods. (Bryman, 2012)

3.2.1 Qualitative Research Strategy

This strategy boasts an inductive nature and serves to inform current or generate new theories that may be derived out of data collected. Its epistemological interpretivist stance seeks to understand the world as an ever changing reality, which must be understood by interpreting human behaviour and it's relationship to the changing world.

3.2.2 Advantages of a Qualitative Approach

There are very distinguishing characteristics that exist which differentiates quantitative from qualitative research (Leedy & Ormrod, 2005). They include the purpose of the research, nature of the research process, methods of data collection, form of reasoning used in analysis of the data collected and the manner in which the findings are conveyed. (Leedy & Ormrod, 2005). The qualitative research framework is governed by a more comprehensive in-depth exploration from a respondent's perspective.

This has the potential of eliminating any ambiguity, as the researcher is able to probe and confirm with the interviewee what specific statements meant. An added reason for using this research technique was that different respondents would have different views and experiences and to capture this using a quantitative approach may limit a respondent's ability to respond given that there are set answers from which to choose from rather than leaving it open-ended so that all possible answers can be explored.

A qualitative framework is "more likely to lead to serendipitous findings and to new theoretical integrations", helping researchers go beyond initial preconceptions and

frameworks (Miles & Huberman,1984, p. 15). They allude to the fact that the use of words rather than numerics can be very valuable to readers as: "… words, especially when they are organised into incidents or stories, have a concrete, vivid, meaningful flavour that often proves far more convincing to a reader – another researcher, a policymaker, a practitioner – than pages of numbers" (Miles & Huberman, 1984, p. 15).

3.2.3 Disadvantages of qualitative research

Despite its many advantages, qualitative research does have a number of disadvantages as a method of choice. Bell (2006) states that a disadvantage of the qualitative research method is that it does not allow for statistical analyses, but rather focuses on individual's interpretation of the world. Due to it's ambiguous nature, qualitative data is open to wider interpretation than numbers, creating room for misinterpretation based on a researcher's bias and to influence the research quality., "Given the fact that words are slippery, ambiguous symbols, the possibility of researcher bias looms quite large". (Miles & Huberman. 1984, p. 21) Another disadvantage to be cognisant of is that a small sample size is presumed to be representative (Leedy & Ormrod, 2005) of a larger higher education population/industry and thus the findings obtained will be generalised to similar organisations in the same sector.

Some of these disadvantages were mitigated by:

- Continuous confirmation with the respondent the intended meaning of their response;
- Not intentionally leading the respondent; and
- Avoiding ambiguous words.

3.2.4 Quantitative Research Strategy

Although this is not the chosen strategy, it is important to list its characteristics and why it is not a suitable choice for this research. Quantitative research strategy is described as "entailing the collection of numerical data as exhibiting a view of the relationship between theory and research as deductive and predilection for a natural

science approach, and of positivism in particular, and as having an objectivist conception of social reality". (Bryman, 2012, p. 160). This approach entails a hypothesis that is deduced from theory which is tested. It involves a process that is linear and not iterative as one finds with qualitative research strategy

3.2.5 Advantages of Quantitative Research Strategy

This approach is founded on four main components, namely:

a) *Measurement (the search for indicators)*
- Allows for delineation of fine differences between people in terms of characteristics
- Gives a consistent yardstick for measurement
- Precise estimates of the degree of relationship between concepts

b) *Causality*
- *Inferences of causes*

c) *Generalization*
- Being able to use the findings across different contexts

d) *Replication*
- The study when replicated produces the same findings emphasising reliability and validity of the data produced.

(Bryman, 2012, p. 164)

3.2.6 Disadvantages of Quantitative Research Strategy

Bryman (2012) alludes to four criticisms of this strategy:

a) Failure to distinguish people and social institutions from 'the world of nature'. These researchers do not acknowledge the differences between the social and the natural world.

b) The measurement process reflects an artificial sense of precision and accuracy
c) The reliance on instruments and procedures hinders the connection between research and everyday life.
d) The analysis of relationships between variables creates a static view of social life that is independent of people's lives.

(Bryman, 2012, p. 179)

3.3 The selected strategy for the current study

The research strategy that was employed for this study was that of a qualitative approach. Given that, this study was exploring the views and experiences of employees at the University of Witwatersrand, as a means of providing interpretation of human behaviour in relation to the change that has taken place, this strategy was best suited. Views and experiences are a directly affected by emotions, therefore to quantify views and experiences as a means of explaining the research at hand would be a very limited and unwise approach. Although this strategy bears some disadvantages as indicated above, it is evident that this approach when used appropriately is a powerful method. This study included academics and administrators, employees at the University of the Witwatersrand. It involved intense first hand primary data retrieved by the researcher acting as the tool for data collection.

3.4 Research Design

"A research design provides a framework for the collection and analysis of data. A choice of research design reflects decisions about the priority being given to a range of dimensions of the research process". (Bryman,2012, Pg.46). There are various research designs that researchers can use for their chosen research. For purposes of choosing the most appropriate for the current study, different designs will be explored and how they could be used in this study.

3.4.1 Narrative Analysis

A narrative analysis involves using stories as a source of data that informs the study. There are three strategies that one could employ when using narrative analysis. Biographical which entails looking at an individual and their role in society in respect of gender, class and historical background. Psychological which looks at a person's internal thought process and discourse analysis involves a method of assessing the written information in parts or analysing the spoken words with regards to tone, pitch as a "lens" though which analysis is executed. (Merriam S. B., 2002)

This approach is viable and could have therefore been used for the current proposed study. Given that it relates to narrated stories of respondents, rich data can be easily secured. Such a design will be employed by using the biographical and psychological approach. This approach would extract stories for the respondents on their views and experiences in relation to the strategic leadership under which they currently function. However, Merriam (2002) makes reference to Manning and Cullum who stated that a narrative most often makes reference to an individual account and does not encompass society. The point they were emphasizing was the importance of context and shared experiences which might be lost in the process of a narrative analysis. With this limitation in mind, this design would not be the best suited for the current proposed study.

3.4.2 Case study

A case study involves in-depth research of an individual unit, or group to create understanding of a social phenomenon. The unit of analysis forms the most integral part of this type of design and is what differentiates it from other designs as it is the ingredient that informs its status as a case study. (Merriam S. B., 2002). If such a design were to be employed for the current proposed study, it would be limited in choosing a specific grouping, for example, only Heads of Schools, as their experiences will inform their views given the same contextual backgrounds within which they function. Given that only one unit of analysis can be used, and that this approach is a 'bounded integrated system' it presents a limitation in that various

'other pockets' of information cannot be dipped into. Therefore it would not have been the best suited for the research at hand.

3.4.3 Basic interpretive Qualitative Research

This research design exudes all the characteristics of a pure qualitative study. The researcher is interested in understanding the respondent's accounts of their experiences or views of a social phenomenon in their social context. The information that is retrieved is filtered through the research who acts as the tool for data collection. This information is then inductively analysed and relevant, repetitive themes are lifted from the analysis which coupled with the literature reviewed for a study informs a rich descriptive outcome. Data is collected through interviews, observations or document analysis. (Merriam S. B., 2002).

For the purposes of this study, a basic interpretive qualitative design was deemed the best approach to be used which involved semi-structured interviews. As the research sought to prompt the experiences and views of the different respondents, highlighting collective 'shared experiences', face to face interviews was executed to source the information and provided the opportunity to probe where necessary which a survey will not have the ability to produce. The use of semi-structured interviews allows for flexibility to adapt each interview to best suit an individual respondent's personal experiences and views (Pirow, 1990).

3.5 Sampling

When sampling is discussed in qualitative research, purposive sampling comes into play. This is a form of non-probability sampling, meaning that the sample is not selected at a random basis. There are three possible sampling approaches one could employ for the proposed study

3.5.1 Snowball sampling

This sampling technique entails the researcher interviewing a small group of people that are relevant to the study who then refer the researcher to other people that play a pivotal role in relation to the study. (Bryman, 2012). This method would not be suitable for this study. Given, that the respondents can be easily identified via a organogram that defines the University's hierarchical structure, looking for respondents via referrals would not be necessary.

3.5.2 Quota sampling

This method entails the 'continuous build up' a sample that is reflective of a diverse population with regards to age, ethnicity, gender or combinations of these. The selection of the respondents are purposive and not random. The researcher seeks out participants that fulfil a certain category until that particular quota is full. Any respondent identified thereafter will not form part of the study as that quota has reached capacity. (Bryman, 2012). This type of sampling could have been used as the study involves various categories of respondents ranging from academics to administrators. However, as previously mentioned, respondents can be easily identified via a organogram that defines the University's hierarchical structure, therefore a continuous build up of a sample is not necessary. In addition, the quota system deprives the study of the odd respondent discovered after quota has been reached who does not form part of the study, but whose input could have been integral and swung the research in a radical direction.

3.5.3 Convenience sampling

This type of sampling is reliant on two key factors. Accessibility and availability. The researcher is able to choose the sample that will used which is conveniently accessible and available. Inferences to the general population cannot be made when such a sample is used given that it is a non-probability approach. (Bryman, 2012). For the purpose of the current proposed study, convenience sampling was employed. The respondents were chosen strategically in alignment with the research question posed. The selected sample included individuals in leadership roles, senior managers, senior and junior administrative staff as well as academics who were also in administrative positions.

According to the panel at which this research was proposed, only a sample of twelve individuals was to be used. It is due to this small sample size that generalisation to the larger population is not applicable. (Bryman, 2012). Based on the University's organogram, and in keeping with the Wits School of Governance research panel, only 12 respondents were selected. The Faculty of Commerce, Law and Management and the schools it services were not included in the sample given that the researcher is a senior manager within that division and this would therefore pose as a conflict of interest.

3.6 Data collection

The selected respondents were contacted using a meeting request on Microsoft Outlook. After receiving declines from some of the selected respondents, it was back to the drawing board, looking at other eligible candidates. After twelve respondents were secured, interviews dates and times were confirmed and carried out accordingly. A semi-structured interview was used as opposed to the unstructured interview which begins with one question being asked that leads to a more conversational style. A semi –structured interview was more suitable given that it aims to keep the focus of the study constant. An interview guide was formulated containing the questions to be asked. A semi-structured interview also allowed for the respondent to be probed for his or her views and experience in relation to the study at hand.

The questions set were informed by the important issues that are derived from the literature review. The words of the questions may have been supplemented for other words (synonyms) from one interview to another, but similarity of the wording for each interview was always maintained. With a semi-structured interview, some degree of flexibility is allowed. In accordance with this type of method, this should only happen if initial interviews provide the researcher with new information that was not catered for in the initial questions. (Bryman, 2012). This only happened in one instance for this study, where questions that were posed to all other respondents had to be reviewed when the Vice Chancellor was being interviewed given some of the information retrieved from other interviews informed the questions that were reviewed for Vice Chancellor's interview.

The interview guide for this semi-structured interview contained ten questions. informed by the literature reviewed and therefore emphasized different aspects of the study's focus. Introduction questions were asked with the aim of acting in the capacity of an ice-breaker followed by open ended questions. The need for the use of probing was dependent on the responses and did arise with a few respondents, given that there was some show of uncertainty and reluctance to answer the questions posed. Such questions was not listed as part of the interview guide but appear on the transcribed interviews which are attached at the end of this document as an appendix .

None of the answers presented ambiguity or uncertainty, so a follow up shorter interview was not necessary. Interview sessions was based on the respondent's availability and were limited to a one hour timeframe so that interviews are not stretched over too long a timeframe. All 11 interviews were recorded using a mobile recording device. The last respondent was not able to meet face to face and sent through written answers to the questions. Where a respondent is not able to meet face to face, in such a scenario the interview schedule will be sent to them using email for written responses or if the interviewees agreed, a skype session or a telephonic interview could have been arranged.

However, this respondent was sent the interview schedule and sent her answers typed on the document. Luckily, face to face was covered with all higher ranking senior respondents. Participants were advised that the session will be recorded and was requested for his/her informed consent before proceeding with the interview. They were also advised that their anonymity will not be compromised under any circumstances and that all recorded and transcribed material would be destroyed after the research was examined.

3.7 Data Preparation and Analysis

The data collected during interviews was transcribed by listening to the recording and capturing the data using a Word document. “This process of coding (associating labels with the text, images etc) involves close reading of the text (or close inspection of the video or images). If a theme is identified from the data that does not quite fit the codes already existing then a new code is created” (Taylor, 2005). According to Bryman, coding will occur after every interview, so that any adjustments to the interview schedule can be made if necessary, to assist the researcher in further focussing the subsequent interviews. (Bryman, 2012).

However, this was not the case with this research given the lengthy transcriptions. The coding process was completed two weeks after all interviews were concluded. Codes were clustered and categorised to formulate themes. These themes will be identified by looking for repetitions, similarities, differences, theory-related material or colloquial sayings. (Bryman, 2012). In the case of this research, analysis of the content of the responses from the interview entailed lifting common words, trends and phrases. These commonalities acted as codes and were further categorised into themes which underwent a process of thematic analysis. Thematic analysis entailed looking at each theme in relation to the literature reviewed and finding the similarities and gaps where they were presented.

3.8 Validity and Reliability

Validity and Reliability for a qualitative research, is determined by establishing Trustworthiness of the study (Bryman, 2012). There are four criteria that need to be met if this is to be established.

The first being **credibility**. This will determine whether the findings of the study are credible and whether the manner in which the researcher came to the findings is credible. There are two methods for establishing credibility. **Member validation** whereby the respondents are provided the findings of their interviews after transcription and coding has been done or **triangulation** which involves sending the transcribed data to other authorities in the field of study or fellow researchers to

review. (Bryman, 2012). This study used triangulation to establish credibility. The transcripts were sent to an academic in the field of expertise to peruse and provide feedback on credibility.

The second is **transferability**. Qualitative research and the context within which it is carried out is highly influential on the findings one comes to. Detailed descriptions of the context as well as the findings enables those reviewing the study to establish whether the context is similar to other environments. This is imperative as it determines if the findings can be transferred to another context. (Bryman, 2012). Such descriptive data will be provided within the final report however, given that this research was done on such a small scale, transferability would not be possible.

The third is **dependability**. Findings of this study will prove its dependability through a clear audit trail of all interview transcripts, schedules and any other relevant and important hardcopy and softcopy documents. The said documentation and recordings are currently housed in a secure manner to maintain confidentiality as per the agreement between researcher and interviewed respondent.

The final is **confirmability**. Given that the researcher is *the* tool used to collect data in qualitative research, it is imperative that it be confirmed that that the researcher has not affected the findings of the study by allowing personal feelings to influence the research. (Bryman, 2012). This can be ensured by engaging in triangulation as a means of ensuring that objectivity is never compromised. For the purpose of this research, the researcher has not included any persons from Faculty of Commerce, Law and Management including the schools serviced by this faculty as means of included to safeguarding objectivity and confirmability of the study.

3.9 Ethics

According to Bryman (2012) ethics plays a role when there is a possibility of "harm to the participants", "a lack of informed consent", "an invasion of privacy" and when deception may be used during the study.(Bryman,2012). In response to the above, a consent form was formulated to address ethical considerations. The consent form provided a comprehensive explanation with regards to who the researcher is, what the focus of study was and explained what is expected from the interviewees when they participate. It advised that participation is voluntary so that the individual does

not feel coerced or under duress to participate. The form also emphasized the right to privacy which is covered by the anonymity of respondents and the researcher's commitment to ensure that confidentiality is never compromised.

The consent form was read to the participant before each interview began, and the respondent was given the opportunity to request clarification before confirming their consent to proceed with the interview. Most of the respondents were not anxious if their identities were known. The Vice Chancellor, for example, advised that he could be directly quoted and had no problem with his identity being revealed in the research findings. However, few respondents showed uncertainty in speaking freely.

3.10 Limitations of the Study

3.10.1 Respondents were not randomly selected.

3.10.2 The research was based on the basic qualitative approach, central to which is an in-depth interview process. The aim of this process was to gather opinions on the leadership change that the University has undergone from senior and junior level academics and administrators (Deans, Heads of Schools, Faculty Registrars, School and Faculty Administrators).

3.10.3 The research focused on the Higher Education in South Africa, specifically University of the Witwatersrand, Gauteng.

3.10.4 Due to the qualitative method of data collection conducted, the outcomes of the research is based upon the opinions of employees at the University of the Witwatersrand. Given the small sample size, the findings of the research will only directly be applicable to the said institution.

3.11 Conclusion

The chosen methodology was the qualitative route given that the views and experiences of respondents were being explored. The research design that was used was basic qualitative interpretative and involved the use of a semi-structured interview with the researcher acting as the instrument through which the primary data was retrieved. As per the advice of the research panel at which this study was proposed 1 respondents were selected. Many individuals turned down the invite to be interviewed with some stating that they did not have time, or others that did not see how this research related to them. One can either label this as fear to speak out or basic non-interest.

Once the 12 respondents were secured, data was collected using the semi-structured interview guide, which also included a consent form in keeping with ethical considerations. 11 were interviewed face to face whilst the last respondent was not able to meet but requested the interview questions be sent to her and sent back her responses via email. The face to face interview sessions ranged between 30 minutes to 60 minutes depending on pace at which the respondent was speaking and how much of information was divulged. All save for the Vice Chancellor chose to be anonymous. The interviews were transcribed and from the transcription key words, phrases were highlighted which were then categorised into themes. This part of the study was key and at the same time exhaustive given that some of the respondents were continually changing interview dates and times and this lengthened the anticipated timeframe with which all interviews were to be concluded.

CHAPTER FOUR - PRESENTATION OF FINDINGS

Introduction

The aim of this research is to find out the views and experiences of employees at the University of the Witwatersrand, following the new leadership in terms of employee engagement and the challenges faced by employees with the changes that they have to now face given the new style of leadership. Following intense face to face interviews, respondents voiced their views and experiences provided information to establish if the new leadership has affected employee engagement with the institution.

This section begins with listing the demographics of the respondents with the aim of reflecting the levels of seniority, age, gender and historical backgrounds as well as the timeframe of employ. This information is indicative of the significance of the information provided by the respondents for this research. Secondly, it briefly indicates the process followed in relation to how the raw data was collected. Thirdly, content analysis was executed, whereby content of the transcriptions was perused to lift terms, words, phrases and tabulate them to form a concrete archive of commonality. This was followed by identification of codes within the table, and finally the clustered codes were converted into themes which were individually explored and findings were presented in relation the derived themes and their significance in relation to the literature reviewed for this research.

4. Data Preparation

4.1 Respondent Demographics

The respondents were selected strategically in relation to:

a. their placement on the organogram
b. their/their office's levels of engagement with the new leadership

Emphasis was placed on ensuring that the top bottom and bottom up approach was used when selection of the respondents was done so that a good mix of views and experiences was explored ranging across hierarchy and differing contexts.

Table 2. Demographics of Respondents

Respondent	Gender	Race	Years of Service	Department and Level of Seniority	Level of Seniority
1	F	White	16	Registry	High
2	M	Indian	4	Finance	Senior
3	F	Indian	6	Registry	Junior
4	M	White	12	Registry	Senior
5	F	Black	33	Student Enrol.	Senior
6	F	White	7	Human Res. Dev	High
7	M		6	DVC	High
8	F	Black	1	Deanery	High
9	M	Indian	6	HOS	High
10	M	Indian	1 & 9 months	VC	High
11	M	White	24	Deanery	High
12	F	Indian	12	Registry	Junior

4.1.1 Gender

This was evenly spread out with 6 female respondents and 6 male respondents. What is significant about this is the number of female representation across the hierarchy. Out of the 6 female respondents 4 occupied senior to high level rankings. This adds value to the content of the responses received as there is a fair distribution across gender and the information is therefore not skewed to one direction, namely a male perspective on matters, as was the case in the past when women were

marginalised and ostracised for being a women, meaning the weaker sex and their views or opinions did not matter.

4.1.2 Race

This representation would be a poor comparison to the which race group is more predominant in the institution, given the very small sample used and secondly, during the sourcing of respondents many potential respondents declined to be interviewed. If there had been agreement, the representation would have probably looked different from what it currently reflects above. What was interesting about this though was that even though the respondents came from different historical backgrounds, their experiences reflected a lot of similarities and a degree of differences. This presented as a very important indicator of “shared experiences”.

4.1.3 Years of Service

This information was critical in understanding the levels of institutional knowledge the respondents possessed which would heighten the fundamental levels of significance of the responses received. This category also brought to life the possibility to categorise the “baby boomers”, from Generation X and Generation Y employees and their different stances on questions posed to them.

4.1.4 Level of Seniority and Department

Levels of seniority of the respondents and the department they come from served to in the former give more weight to the information extracted for their interviews and the latter, the department that each came from where actively involved in the governance and management of the institution. Hence, these two categories provide fundamental pockets of information.

4.2 Data Collection

Data was collected through the use of semi-structured interviews that were covered within a month. There were 12 respondents, all of whom were staff at the University ranging from the bottom to the top of the institutions organogram. The interviews were recorded using a mobile device and was then transcribed into one document. The interview ranged with the least being about 30 minutes, due to the respondent speaking at a very fast pace and the lengthiest being just over 60 minutes. What was

interesting about this though was that regardless of the length of the interview, important information was divulged in each case.

All respondents, save for one were able to meet face to face. The respondent that could not meet submitted responses in written format which was used as the transcribed data. Given that it was one respondent out of the total sample used, it did not create a significant problem. The answers submitted by this respondent was brief and to the point. If the interviewer had, had an audience with the respondent the likelihood of gentle massaging of the questions and further extraction of vital information would have been possible. However, the written responses did not fail in it's duty to provide interesting information linked directly to key issues that were evident in the other eleven recorded face to face interviews. Each of the recorded interviews were conducted at the respondent's office at a time and date suitable for said respondent. This was facilitated through email correspondence between the respondent and interviewer. All respondents were comfortable with meeting at their place of work and displayed no signs of feeling uneasy or not willing to answer certain questions, save for one. Respondent no. 3 showed visible signs of uncertainty and anxiety about answering questions while in her office space, even though she had chosen the meeting venue.

4.3 Data Preparation

Process of coding

"This process of coding (associating labels with the text, images etc) involves close reading of the text (or close inspection of the video or images). If a theme is identified from the data that does not quite fit the codes already existing then a new code is created" (Taylor, 2005). Using the above method, content analysis was executed by deep perusal of the transcribed documents to lift common words, phrases, terminology etc. This enabled a comprehensive table of codes extracted and in readiness for categorisation to form a theme/s from. These themes will then be analysed in relation to the research problem posed by this study. This exercise was quite intense as it involved revisiting the raw data on a repetitive basis so that important meaningful information was not omitted.

Table 3. Content Analysis (Information extracted from transcriptions showing common trends, words, phrases)

Communication	Leadership styles	Shared experience and common culture	Need for Change	Employee Engagement
Communication and strategy	Style of leadership versus accountability Laizze-Faire approach	Mind sets and Trust	Change is needed and good Rate and manner of implementation problematic	Much more engagement now than at initial stage of change
Communication and strategy	Staff development and motivation Academics versus Administrators	Trust issues	Support from Management Change is needed and good Rate and manner of implementation problematic	Minimal to no engagement Selective engagement
Communication filtered top down – but selective filtering	Staff development and motivation Accolades and recognition	Trust issues	Change is needed and good Rate and manner of implementation problematic	Minimal engagement with support staff Emphasis placed on academic staff
Communication and strategy Brain drain and unhappy employees	Staff motivation Integrity/ credibility of leadership Hidden agendas and unfair trade offs Personal gains versus humanity	Anxiety and Uncertainty Job insecurity/protected versus unprotected workplace	Change is needed and good Rate and manner of implementation Problematic Core business forgotten , “its all about the money”	Superficial engagement Formulation of coup’s
Communication – discussions and other foras Leadership’s stance	Staff motivation/morale Collective buy in	Job security /Long service to the institution Institutional knowledge Eras of change witnessed Loss of control over that which was familiar	Change is needed and good Rate and manner of implementation problematic	Staff engagement problematic at the beginning – see some change and optimism that it will get better Closing the gap between admin and academic

Communication	Leadership styles	Shared experience and common culture	Need for Change	Employee Engagement
Leadership skills – right fit for the organisation Emotional intelligence of leaders and managers Decision-making skills past versus the current Communication gaps Open door policy – pros and cons Unrealistic expectations – 'A level 5 leader listens' – Servant leadership – Humility Different contexts within which change s experienced.	Staff morale Staff motivation Staff development A collective vision to make it work Organisational Culture change – the way the institution was to how it should be	Victim – orientated thinking Self-leadership Role clarity and accountability People working in silos Job security 'The bloated centre'	Change is needed Manner in which implementation taking place	There is engagement on processes and definite movement as compared to the past Investment of resource - emphasis on academic versus administrative
Leadership lifespan Different style of leadership Healthy mix of old and new – institutional knowledge of the past and birth of energy ,dynamism of the new The importance of clear communication Phase two – consolidation phase Different contexts within which change is experienced Lead but in close proximity of your team	Non-compliant culture Unstructured environment Excessive wastage	Accountability 'shake the foundation to it's core' Disturb the equilibrium – people out of their comfort zones. Employees perceptions versus organisation's expectations Training and development opportunities – people don't take advantage	Change is needed to remove the inertia Change is not a quick process (tanker versus the yacht analogy)	Engagement opportunities – not everyone takes advantage of it

Communication	Leadership styles	Shared experience and common culture	Need for Change	Employee Engagement
Need for a vibrant leader – "to shake things up" Era of complacency brought to a halt Different personalities speaks directly to the style of leadership Leadership that is consistent and credible	The role of micromanagement Change management - coping mechanisms Staff buy in	Employees differing personalities and approach to their role in the organisation - "we all in this together"	Change is needed – remove complacency Teething problems	Ample engagement – sometimes too much Consultation with employees on a continuous basis
Ideas from the old leadership now being implemented Old leadership and stabilising role	Change not unique to this university – experienced by many other such institutions	Organisation expectation versus reality Short term decisions without reference to long term	Change was needed Changes made regardless of how employees felt	Contextual – engagement Involvement in planning – selective
Mandate of a VC dependent on the life cycle of an organisation Old leadership – stabilised the institution - era od complacency Inspiration and effective administration Strategic agenda has not changed - implementation high on the agenda	Contextual change – one historical moment versus another University needed a change of pace	Problems between management and staff Tensions between Unions and management Unhappiness from students With rewards comes responsibility Creating a social pact – coherent community that gel together How do you governise a diverse community	Hard decisions and difficult choices Pace of change to accommodate global competitiveness	Stage of consolidation so that people are not burnt out.
Strong leadership Fundamental decision making	More emphasis on accountability Past approach – more emotional and	Personalities and contextual differences	Change was needed however 'one size does not fit all'	"Sense of leadership being stronger – whether well liked is another debate altogether"

Communication	Leadership styles	Shared experience and common culture	Need for Change	Employee Engagement
– as opposed to the past Success also due to past leadership A leader does not need to be a good manager – role is to inspire and create the vision people will buy into	gentle Gaining of trust Credibility	People are key to making a vision work Importance of how you deal with people	Very nuanced process	
Good , necessary leadership	Sense of despondency Cog in the wheel outlook	No opportunities for growth at Faculty level	Change was needed	

4.4 Themes Derived from Clustering of the Codes

The various codes detected displayed trends of thoughts in relation to views and experiences of respondents interviewed for this research. Table. 3 above was formulated as a means of grounding the common words, phrases and terms that were identified in each transcript as well as the differences, thereby simplifying the process of content analysis. Table. 4 sort to reduce the amount of raw data collected and capitalising on the most important and meaningful. When reference is made to meaningful data, this alludes to data extracted that can be understood within the context of the research question of this study. Hence the data reduction process produced the following prominent codes which were then coupled to formulate themes.

Table 4. Prominent codes and their aligned themes

Prominent Codes	Themes Derived
1. **Leadership style** – *knowing your leader and your leader knowing you*	**Theme 1** Styles of Leadership (Leadership mandate versus Employee Expectations)
2. **Communication** (*employee engagement – differing levels of engagement)*	**Theme 4** Levels of engagement between leadership and employees for good collaboration
3. **The need for change** ("*one size does not fit all"*) – differing personal contexts **Change is too fast** (*how do we cope with something that is new and foreign to us?)*	**Theme 2** The importance of and need for change in the institution **Theme 3** Humanistic Approach to Change and Coping Mechanisms (Employee Personalities, Morale and Buy-in)
4. Shared experiences /Common Culture	**Theme 3** Humanistic Approach to Change and Coping Mechanisms (Employee Personalities, Morale and Buy-in)
5. **Administration versus academic levels of**	**Theme 3**

importance and engagement (‘*the bloated centre*’)	Humanistic Approach to Change and Coping Mechanisms (Employee Personalities, Morale and Buy-in) **Theme 4** Levels of engagement between leadership and employees for good collaboration
6. **Micromanagement and unrealistic expectations** (Trust issues/ accountability)	**Theme 1** Styles of Leadership (Leadership mandate versus Employee Expectations) **Theme 3** Humanistic Approach to Change and Coping Mechanisms (Employee Personalities, Morale and Buy-in) **Theme 4** Levels of engagement between leadership and employees for good collaboration
7. Job security (*Anxiety, uncertainty and fear*)	**Theme 3** Humanistic Approach to Change and Coping Mechanisms (Employee Personalities, Morale and Buy-in) **Theme 4** Levels of engagement between leadership and employees for good collaboration

4.5 Thematic Analysis

4.5.1 Theme 1

Styles of Leadership (Leadership mandate versus Employee Expectations)

This theme is very important given that the study itself is gauging the role of leadership in relation to employee engagement. The literature reviewed for this research gave a detailed explanation of the different theories, styles, and schools of thought around this phenomenon called leadership. What has become evident from the literature perused is that leaders are more than often leading in a style given the context within which they are expected to lead. As iterated in work of Giltinane, a leaders role is to tap into people's potential to perform effectively in accordance with the organisation's mission, values and strategic objectives (Giltinane, 2013).

This is easier said however the reality as stated by Giltinane is that this is not an easy task. According to Bell (2009) the anatomy to leadership is a vital tool to ensure that a leader can receive the confidence of his followers. This speaks to a balance between character and competence and relates to one's ability to be practical about the organisation's visions and strategies to make them a reality, whilst balancing out sensibility and humanity when dealing with employees. This frame of thought veers towards the concept of self-love and how this affects or influences as leaders ability to lead and engaged at an optimal level (Maharaj & April, 2013).

If a leader is confident and has love for himself (self-worth) then he/she will lead with this confidence and will need no heed to unhealthy, inhumane , unprecedented tactics to place employees under duress to perform optimally. Bogues study on American Universities called for the adoption of servant leadership, in which empathy, honour and ethics played a vital role in being a good leader. Tying very much in with Bells reference to the 'character' aspect of the anatomy of leadership. Whilst Shattock makes the case for a more bottom up approach, given the emphasis placed on managerial efficiency at the expense a Higher educations institutions focal areas, that being research and development. This approach he advised would mean

new ideas and initiatives that effectively aligns leadership, management and governance (Shattock, 2013).

Most respondents' views and experiences with the new leadership of Wits University as indicated in their interviews reflected levels of unhappiness, uncertainty and a degree of defiance. This pattern was evident from the tone, manner of speech and language exuded when questions about the new leadership was posed. However, a different trend of thought seemed to emerge when higher ranking individuals were interviewed about their views and experiences of the new leadership. They made reference to the more positive aspects of this new leadership. Extracts from transcribed documents reflect these views and experiences in better detail.

> *In a nutshell i would say our VC has a great visions, and can take us to greater heights, he however needs to look at this holistically. Lets look at the analogy of a hive, if the worker bee is not content, the hive will fall apart, the university might go that route, if the VC does not change his stance as a whole".*
>
> *Respondent 2 , 2014, Pg 8*

Note that Respondent 2 is at a managerial level. The analogy he uses is a powerful one in the context of Wits University as it signifies the battle between the new leader and the newly led. This statement makes reference to the 'stance' of the VC and it becoming holistic if the organisation is to stay intact and efficient, running the race alongside other global competitors. The inferences from this statement leads one delve into first looking at what constitutes a holistic approach and secondly, is it or is it not being applied currently? The Vice Chancellor on the other hand is very aware of the context within which he is required to lead and states:

> *"What might be required in one historical moment may not be required in another historical moment and so I think ..... But if you ask me what the generic rule is, I think that there are two fundamental rules, one is to lead an institution and to lead an institution requires one to inspire its stake holders.....students and staff and that's something you have to do. The second is to steward the institution into an efficient administration. obviously you don't do this on your own you do this with a team but as*

Vice chancellor you need to steward that, so it's both at the level of inspiration, the level of efficient administration".

The Vice Chancellor, 2014, Pg 46-47

What is evident from the above extract is the Vice Chancellor's acknowledgement of what he is mandated to do in his role as the VC and that is inspire and administer. This is in direct reference to the components of the anatomy of strategic leadership. To inspire one's character and personality is of importance and to administer one would need to have a strong level of competence and full hand knowledge on what he/she is administering and how they must therefore administer. His reference to the differing contextual timeframe further emphasises the old versus the new style of leadership, and his leadership stance, from his statement reflects a holistic approach, given his reference to the stakeholders within the organisation and the misalignment which he states is one of his tasks that has not yet fully reached fruition.

Shattock speaks of this alignment between leadership, governance and management as the route to a more effective institution. (Shattock, 2013). What is also interesting is that the respondent in the same breath acknowledges that Vice Chancellor's ability to "take us to greater heights". Perhaps employees expectations of a holistic approach as opposed to what a Vice Chancellor is required to do, given the context within which he has to do it, is something that needs clarity for the sake of expectations not exceeding what can and cannot be done. This then begs the question of what is it exactly that employees want?

Respondent 3 is at a junior level and was the respondent made reference to who displayed discomfort during the interview itself. Oddly, enough this translates into many of her responses. The one below is in relation to the issue of trust that the old leadership afforded employees as opposed to what is being experienced by the new leadership. What is significant about this response is that it was shared by only some but not all respondents and when others like this respondent made reference to it, it was bordering more on a personal level of discomfort rather than a collective unhappiness.

"In the old leadership we were trusted to get on with the work but now we are micro-managed"

Respondent 3, 2014, Pg 12

The issue of a laizze faire approach of the past leadership as opposed to the current style was gathered from other responses. The literature perused gave a good report on this concept of laizze faire or a "hands off approach" taken by leadership which and was consistent with the responses from the respondents, as indicated by the response above. Respondent 6 made reference to the "foot of the peddle" which was very significant of a complacent leadership, providing no guidance, support or monitoring the progress of the institution against set goals. The matter of accountability versus non-accountability and how this affects the future of an institution was very evident. This gave a somewhat different feel to the issue of trust afforded by the past versus what is happening with the new leadership.

From the statement below, it is indicative that there is direct reference to an abuse of the trust that the institution afforded its employees. With the incoming leadership, eliminating this problem was vital if the institution was to gear itself back onto the road to recovery. This presents somewhat of a cross road. On one hand employees are aware that the old leadership gave them 'carte blanche' which they amounted to trust, and which they criticise the current leadership for not displaying. However, the employees also acknowledged that there were not levels of accountability and that certain employees made grave mistake to the detriment of the organisation and there were no consequences for their actions.

They confirm that with the new leadership, accountability and consequences to misdemeanours are taken seriously. Hence, the reference to a cross road of thought. It is important to at this point emphasize that this is by no means a generalisation as in any organisation you will have the functional that follow the steps into the leadership zone and those that will remain non-functional outliers. However, what is evident from Respondent 3 views and experiences and Respondent 1 views and experiences is that Wits University new leadership's approach or style in relation to the matter of accountability is vastly different to what was experienced in the past.

"Private much more cut throat and because money is the driver people will do things to each other to get on top of each other. The advantage about an educational institution like Wits is that you don't have that type of cut throatness. The disadvantage of that then is that i do find that sometimes the laisse- faire attitude around performance/ work ethics is problematic. That means that people are not motivated and driven and that their work ethics are questionable. I found that the comfort zone levels very high in educational institutions like wits as compared to the private sector. For example, people do things at Wits and they get away with murder that you would never be able to do something like that or behave like that in the private sector. You would lose your job but because many of our people here are so laisse-faire, they know that if they do their job well or poorly they will still have a job and for me that is problematic". (Me) "So accountability is a big issue? (Respondent) Yah yah

Respondent 1, 2014, Pg 1-2

This "leader shift" draws on a very important point that one has should bear in mind, that being, that leadership will evolve into what is meant to be given the arising or risen contextual need/s. By this I make reference to the different theories explored in the literature which sort to explain leadership. What was evident from these theories was the timeframes within which they were inspired and put to paper. The contextual needs that being internal and external forces to a large extent shaped the way in which leadership nurtured itself. A leadership style or approach was coupled with different variables that inevitably drove the way it will be fashioned, executed and experienced. The responses from the Vice Chancellor indicated a situational leadership style when he took on after his installation, which accompanied immediate changes that had to be made given the state of the institution. He made reference to the 'consolidation phase' which from responses form some of the respondents categorises his leadership entering into a more transformational style.

The findings in relation to this theme are consistent with the literature as the current context of global competitiveness, coupled with the University's need to survive or be left behind, prompted a new style and approach to leadership. Wits University had been slowly trudging through ten years of instability under a leadership that displayed a very laizze faire approach and only towards the end of the decade a sense of some stability coming to the forefront but with global competitiveness

knocking on it's door like a death knell, time was off the essence and need for change in leadership was paramount. This therefore acts as a trigger for a very different radical approach to leadership at the institution.

4.5.3. Theme 2

The importance of and the need for change

The findings stemming from the interviews executed in relation to University of Witwatersrand current change, displayed employees show of mixed emotions. On one hand, enthusiasm from the majority of the employees in relation to the need for change on the other hand a blatant display of an almost 'sitting on the fence' approach to how they felt about the **pace** at which change was taking place. Many of the respondents found this more a cause for concern that the actual phenomenon of change itself. Respondent 4 was very vocal about this when he stated:

> *"Well you expect a new broom to sweep clean and to try and make changes and to put the stamp from the new perspectives from that person. Umm ...when it happened it happened to fast, so the expectation of yes it is a new person, in due time you know, all of a sudden everything changes, everything was pushed onto everybody and everybody is scattering around, looking for shelter and not knowing what to do and rules and things were forced upon us, on divisions, things that we knew cant work , you forced to make it work and i think that this caused alot of anxiety"*
>
> (Respondent 4, 2014, Pg 13)

> *"My impression was that things are happening too fast. I like the fact that there have to be changes but if they are happening too fast, there wasn't a chance for us to go along with the changes, accept the changes and that was the impression I got , that it wasn't a well thought kind of change management and it didn't work for me and it didn't actually work for the unit this way. Because I mean, if there has to be any changes there has to be some ehh (me : a gradual build up?) respondent : YES!, exactly , a lot of discussions need to happen a lot of information we need to get, implementation is not something that happens overnight"*
>
> (Respondent 5, 2014, Pg 17)

Employees agreed the institution needed change, but that the rate at which it was being implemented was something that they had not expected or had prepared for. Leadership's role in issuing directives or these changes are questioned by employees based on the assumption of employees that with the incoming Vice Chancellor, the change would have been socialised at a pace that allowed employees to understand and embrace process, however, their views and experiences as related in their interviews was described as them feeling unprepared for the harsh reality. Respondent 7 statement below in his capacity as a DVC makes reference to the gradual socialisation of change but at the same time states:

> *"Our mandate in an educational institute is to do that but we have to do it within the current context, anticipating he future context…….. I do believe that if there is a change, change needs to be properly socialised and the lowest possible level. Now the difficulty with that is that we are going to take things too slowly…"*
>
> (Respondent 7, 2014, pg 34)

The above statement is significant as it acknowledges the rate of change and the reason why it is the way it is. The past leadership according to respondents assisted in stabilising the institution after a ten year period of instability, however, once the institution had reached a stable status, the "foot was off the peddle" (Respondent 6, 2014, Pg), and a sense of complacency set in compromising the timeframe for organisational goals and objectives to be met. Change being a non-static phenomenon presents itself in differing ways given the context within which it is happening.

> *"I think that we spent the first year trying to consolidate the issues i think that the first nine months were largely getting a handle on what the challenges are. Making some hard decisions with regards to placing functioning appropriately, making hard choices that.....Dealing with some of the challenges that have existed in the place…"*
>
> (Vice Chancellor, 2014, Pg 46)

The Vice Chancellor being one of the respondents was very vocal in expressing the need for this shift which according to him should have happened a long time ago but Wits University had for various reasons not been able to achieve what many other competitive Universities have already done so or nearing completion. He argues that it is this set-back that begs the need for a radical shift and makes reference to the current media coverage and Wits being noticed globally as it has never been for sometime now.

"*What may be required in one historical moment may not be required in another"*

(Vice Chancellor, 2014)

This is finding is consistent with literature that was reviewed. Middlehurst alludes that there is a critical need for "more radical changes in internal governance arrangements and underlying concepts and ideologies of leadership, management and governance in higher education so that they are fit for purpose as the 21st century unfolds" (Middlehurst, 2013).Taking into consideration the above statement, it is safe to say that the outgoing VC in his historical context governed the way he saw fit given the status of the institutions stability, however, the current VC's historical context is far different given that Wits has a 2022 vision of becoming one of the top 100 universities in the world but due to institutional complacency was not driven at the pace that it should have been.

Respondent 6 makes reference to the fact that state-funding is depleting and institutions having to reconsider how to counteract this challenge, while maintaining their survival in the playing field. This places a lot of pressure and stress on universities having to work harder and faster to ensure that they are ahead of the pack. Overall this calls for the change in dynamics of how Universities were seen in the past to how they now see themselves. This engine that once churned out research throughput more as a contribution to the world of academia and less for the financial incentive now sees a reversal of where the priority is placed.

Emphasis on this as a 'money generator', has resulted due to competition with the newly risen educational institutions that apply their tactics to source and secure the best students and academic experts. Whether this knowledge is appreciated by bottom level is unclear however, from the dialogue of some of the respondents, it

can be assumed that there is limited understanding as to how this mammoth of a machine called a University works and the external factors that place it under 'duress' to make radical changes to its anatomy. Respondent 7 stated the following:

> *"If one looks at lets say the load of the tanker , im using the analogy, I already said to you, that my impressions sitting here is that sometimes …….. which is not the right approach, because* ***you find that you inevitably leave people behind****, which is actually what you described, if however you have a change , the change you must communicate the change, and say that this is what we want to do , these are the timelines we need to actually do them in and in this case because we had to fix so many things so quickly. ……..****if there is a change, change needs to be properly socialised and the lowest possible level****. Now the difficulty with that is* ***that we are going to take things too slowly****, …….. where everybody will have to readjust almost immediately ,and one of those changes I would say is to change peoples views of what their responsibility is towards the institution, and that has to do with their own interface*
>
> *(Respondent 7, 2014, Pg 34)*

Respondent 7 responses indicates an appreciation to the manner in which the change is being delivered and one could relate this to his level of seniority and better grasp of the reasons, or perhaps that being the driver is easier than being the passenger. However, much dissatisfaction from other respondents was displayed in their dialogue regarding the pace and manner in which the change was being implemented. "Achieving buy-in may slow implementation significantly, but it is essential to success". (Buck, 2014, p. 141). This is perhaps something that the new leadership needs to be cognisant of. "Change is needed however one size does not fit all" (Respondent 11, Pg.52).

This statement draws on the fact that although there is a collective agreement that change is required, how it affects each individual has very much a contextual consequence, given the diverse compliment of employees. This respondent continually emphasised in his interview, that the answers he was providing to the questions posed was within his context as per the role he played within the organisation. He showed an appreciation to the fact that the change though needed affected every individual differently and some not as positively as others.

This is very significant and is reflected in the literature perused, in which Shattock (2013) echoes the impact reorganisation has on an educational institution with managerial, administrative efficiency placed at the forefront and academic aspirations being side lined causing isolation of the academic fraternity. (Shattock, 2013, p. 231). However, responses received from administrative respondents, is not consistent with the literature perused above by Shattock (2013). The responses alluded a deeper emphasis being placed on academic staff rather than a balance between administrative and academic. This gap presented as a space within which many felt a sense of discomfort and to a certain extent loss of validity in the institution. What was evident from the various responses was a need for proper integration of the change in the same manner irrespective of what level of seniority as person occupied. This non-alignment is a phenomenon the new VC is very aware of, and is adamant to find a solution to.

He makes reference to one of the main issues on his bucket list in his capacity of the Vice Chancellor is to align academic, administrative, management and Unions to create a concrete holistic university team. How does one achieve though with so many different personalities, cultural backgrounds, goals and objectives? Common culture or collaboration is key for this to happen. For example if we look at Respondent 3, her view of the change was vocalised in respect to her personal development and opportunities for improvement.

She states

> "*But to tell you in all honesty it has been two years now and I cant move forward and I have been shortlisted for many positions……people with no qualifications seems to be the one's that get these jobs"*
>
> (Respondent 3, 2014, pg. 9)

> *I am going to be very direct and say that I don't feel valued, and what I find to be extremely ironic is that I am more valued by ** than what I am at Wits. You know it is strange as the expression is " a prophet is not recognised in his own country' yet another institution may see the expertise you bring.*
>
> (Respondent 6, 2014 , pg 29)

What is significant about these statements is that most of the respondents make reference to themselves on an individual basis and where they see themselves seated in this process of change. This is finding is consistent with Grieve's (2010) reference to "self-interested participants' in terms of the identified second perspective in his understanding of the pathways to change. This was termed multiple constituencies and states that people rather than the organisation have specific goals that they want met for their own interests. (Grieves, 2010, p. 19). The literature perused makes direct reference to the need for a 'common culture' to facilitate movement of followers and a leader's role in ensuring that this is secured. (Logan, King, & Fischer-Wright, 2008). It is evident from respondent 3 statement as well as others that were very much in the same line, that respondents lack a 'common culture' that ties them to the organisation but rather see themselves or their goals and objectives on an individual rather than a collective level.

Hence, when they see change in the institution, it is applicable to them more on an individual level and raises emotions that would not necessarily present itself if they could see the change as a collective happening. Respondents displayed a sense of impatience either with the change being too quick or in some instances too slow. Therefore it is evident from the findings in this theme that as much as people want change, there will never be collective satisfaction on how change manifests itself in an organisation. Leaders must source methods and coping mechanisms to deal with this, the earlier the better.

4.5.5 Theme 3

Humanistic Approach to Change by Leadership and Coping Mechanisms for employees

The comments from respondents in relation to this theme was very intense and one can easily gather that there was much anxiety and views of dissatisfaction and for some, experiences as well. Respondent 4 states that the institution is forgetting its core function and it has now become "*all about the money*". He further alludes to the fact that humanity is compromised in this process of change management by stating:

"*I am not saying that change is not good but I am saying the way that change is done is not good for us, we are human"*

(Respondent 4, 2014, pg14

This is significant with literature by Bogue (2006) who questioned the role of leaders in higher education institutions and makes reference to the "just sell it" attitude. Bell (2006) reference to the anatomy of leadership details the importance of an equilibrium between character and competence. This is probably where the character aspect becomes vital if a leader is to secure the confidence of his followers. According to (Bell, 2006); (Bogue, 2006) and (Maharaj & April, 2013) the importance and presence of empathy, benevolence, self-love are areas that a leader must capitalise on if he/she is to gain the confidence of their followers. Respondents raised the issue of trust in relation to the new leadership adoption of what respondents termed "micromanagement" which for some of the respondents' a show of mistrust on the part of the institution.

Respondent 1, stated

"I do think the element of micromanagement which is more evident now ...eh...the previous management, previous leadership, there was a sense of you got your job, you must get on and do it, and i will leave you to do it, but somebody could say that that is exactly why it went wrong, too much was entrusted, you know i say that in a measured way because I think that there is an opportunity to take that on a little bit, a little bit more trust in terms of letting people get on with their jobs and letting them do it, and trusting them to do it.

(Respondent 1, 2014, Pg 2-3)

The statement above shows a degree of appreciation as to why the new leadership has veered in this direction however, coupled with a subtle caution that a level of trust can still be possible under the current context. Respondent 7, states that this phase of "shaking the foundation to it's core" has now been replaced by what according to him is termed the consolidation phase where the approach will be

based on encouraging and pushing employees to rise to the occasion and to deliver on what 'they have signed up to do'. A quote previously used in this research comes to mind at this point and is so significant that it warrants repetition. "*The best leader does not persuade men to follow his will. He shows them what is necessary for them to do in order to meet their responsibility*." (Bogue, 2006, p. 320). It it is arguably unfounded whether this is exactly what the current leadership is doing at 'consolidation phase' or whether it is merely a slight deviation from the initial stance in relation to employees. Majority of the respondents, are in agreement that change is inevitable but necessary however, contrary to how the consolidation phase is being described by respondent 7, the reality according to these respondents is very different.

The dialogue from many of the interviews was indicative of the drastic effect the new style of leadership has had and ventured very much into respondents overly emotional statements, gestures and postures that displayed levels of despair, unhappiness, loss of self-worth and no sense of belonging. This is fundamental to employee motivation and overall engagement. The literature perused that touched on Maslow's hierarchy of needs adapted by (Bersin, 2012) is significant in relation to the findings, more especially in relation to a very important aspect being the sense of belonging.

(Gobillot, 2009), makes reference to mass collaboration which relates to a shared experience and translates into a sense of belonging as well as (Bersin, 2012) research using his adapted version of Maslow's hierarchy of needs, emphasizing 'sense of belonging and it's negative impact on employees performance where this aspect is compromised, provides fundamental insight. This insight describes the importance of how the human aspect should be addressed when change is upon an institution. It is therefore significant to the findings in this research given that the study is trying to look at the views and experiences of employees in relation to the new leadership. It can be undeniably stated that respondents have been affected by the changes and are still reeling from the experience.

Their views about the leadership and engagement with the institution at this point is highly sensitive. This is seen in comments stemming from interviews . Respondent 2, 4 and respondent 6 cautioned the current leadership in their stance taken with regards to people leadership. The messages that came through from the interviews bordered on some sympathising with the VC given his difficult task, while others alluding to the issue of the VC not fully "doing his homework' and not looking at all categories of people but rather than focusing on a specific group at the expense of others. This is clearly articulated in the responses listed below:

> *"my view is that , well okay, he needed to differentiate , there are academics , there is administrative staff and there is HR, he needs to separate all three…they work hand in hand, but they are not the same……. okay so he has his academic, HR and admin but the academics is where he has placed a lot of emphasis on and their priority was there more than anywhere else….without us here they will not be needed…because there will be no students….i know that he definitely needs to have that research mission or visions….but at the same time they need to look after the admin staff…we feel as admin the emphasis has to be equal*
>
> (Respondent 5, 2014, pg 18)

> *"Ummm…the environment always kinds of favours the academics side of the fence …….. He very clearly understands the academic situation at Wits, a lot of work with the academic union, trying to improve union relationships, …..But coming back to the support side, our concern is that there seems to be this view that there is the* ***"bloated centre****", …. My concern is that that generalisation is applied across board, and I think that is something that is a red flag. …So I would like to see Prof Habib as his leadership period unfolds maybe at some point in time not being aggressive only on the academic side but certainly starting to focus on the support side in a positive way as well and not just in a negative way.*
>
> (Respondent 6, 2014, pg 24 26)

Most of the administrative/support respondents made some reference to how they felt less in the capacity in which they functioned in relation to the levels of importance that they were given by leadership. The constant issue of the divide between academic and administration always found its way back into the conversation. This division according to respondents feels like a widened wound as they are referred to

as the “bloated centre” whilst emphasis on the retention of current or hiring of new academics are prioritised. Respondent 3 and 4 both were vocal about the anxiety and uncertainty they faced in their respective seats.

> *“I think we will go to great heights, at the expense of who, which staff members, academic , support. I don’t even know how academics feel about this. But I know support staff members …I have lost my thought. We feel like we are being controlled and micro-managed. I don’t know how to answer that question. Yes we will but at the expense of who.*
>
> (Respondent 3, 2014, Pg 12)

> *In the past it was a nice experience , mmm in the present there is alot of anxiety, if i say past and nice experience there were clear cut lines , you knew what you were doing, anxiety in the present, there is alot of confusion, there is alot of things one is too scared to do because of XY and Z and that i feel is causing the anxiety …”*
>
> (Respondent 4, 2014, pg 13)

This goes back to research by Sverdlik and Oreg which has shown that uncertainly and anxiety is inevitably associated within the context of change and the importance of people undergoing this organisational change to identify with their organisations as a means of overcoming their levels of uncertainty and anxiety. (Sverdlik & Oreg, 2014). The above response creates some degree of speculation as to whether employees are able to identify with their organisation and if not, why is this so? Deeper investigation into why there evidence that there should be a shared experience given that everyone is undergoing the effects of the change, this is not the case and majority of the respondents continually speak as though they are in isolation through this entire process of change.

What is evident is that there is a general feeling amongst most respondents, those that are not occupying higher levels of functionality, on how the change has affected them, as opposed to other individuals on different level alluding that perhaps there not a fair overall approach irrespective of rankings. Respondent 4 stated:

"Umm you know what i have a problem with that ...when we get to the town hall meetings ***it is a different person to what we see in other meetings*** *and it is more of sweet talking and more of promising and more of giving what you want than when you go to other meetings, other management meetings where it is a total different person that you are dealing with, totally different person that you are speaking to …"*

(Respondent 6, 2014,Pg)

This is a significant statement as the respondent alludes to uncertainty in relation to the credibility and consistency of the current leader. Whether this is a personal isolated experience by this respondent is unclear, given that one has to also bear in mind that not all respondents will be bold enough to make such a statement even if assurance that anonymity will be maintained. For now this will be looked at in the light of a personal observation by a respondent. However, responses for other respondents state otherwise:

I see he can do it….he just needs to gain trust and support from both academic and admin…if he can get buy in he will do it. (probe: is there not a complete buy in as yet?) ***Respondent*** *: not yet (Probe: what for you would be a complete turnaround to get the buy in)* ***Respondent:*** *he needs to listen…some staff have been here for a long time…they also need to accept we need to change*

(Respondent 5, 2014 , Pg 20)

"I think that if I speak specifically about the new VC, I was thrilled that he came to Wits, I have always thought that he is a very dynamic, charismatic, person, obviously watching him as a political analyst on TV during the elections, he was extremely eloquent, he is articulate, seems to have a very clear vision of what it is he wants to go after, and he seems to do homework in creating that vision, ……..….umm since Prof Habib has come I mean certainly if we look at some of the meetings , for eg, the HR committee one of our Snr Level meetings, the way in which the meetings are chaired, there is discussion specifically for accountability and actions. ……What I also enjoy about Prof Habib is the focus that is communicated to senior management and support side and to the SET on accountability"

(Respondent 6, 2014, 25-26)

What is significant about this is the difference in views of respondents which one could argue could be motivated by rank, access to information or perhaps a general orientation towards either being optimistic as opposed to a pessimistic about the change. The latter is something that is unique to each individual and perhaps changing of such minds will prove to be a tedious mammoth task, but one that has to be investigated and interventions put into place. The general findings for this theme echoed a disparity in the manner in which the change was implemented. Respondents feelings of anxiety, lack of motivation, lack of trust and lack of a sense of belonging became was vocalised in the responses documented.

4.5.7 Theme 4

Communication channels and levels of engagement between leadership and employees

Respondents continually raised this issue of communication channels and how this affected their views and experiences of the leadership in relation to their levels of engagement with the institution. One of the main issues that was presented through the interviews was the matter of how information is filtered down the hierarchy with this institution. A respondents level within the organogram according to responses from the interviews, determined whether or not he/she would receive important communication. This is supported by the statement below:

> "*I am in a different position, and have a different relationship now with the new leadership. So I am a part of that new leadership, and I am cognisant of that, so I feel more comfortable with it now then I felt let's say last year this time*"
>
> (Respondent 1, 2014, Pg 2)

> *I think that it is being communicated very nicely at higher levels, registrars are being told, what is expected, what needs to be done, but that communication is not being filtered down to our level. Faculty officers, senior faculty officers, we are clueless, I*

wouldn't say clueless but I would say we just get given stuff to do without explanation.

(Respondent 3, 2014, Pg 10)

I would say in certain respects especially for where I am sitting ok its been controversial , its been adversarial, we have had to fight all the time. But there has been at least a little bit more opportunity to engage. It could also be and I don't want to take myself , put myself in context 2 , it could also be because i was the Deputy Director of a unit and our Director, engaged directly and I am now the head of HRD which allows me the opportunity to engage directly. So you could be more own experience and own positioning that influences my answer, but I have found that I have had the opportunity to engage at a level where I think we should have been engaging along time ago".

(Respondent 6, 2014, Pg 26)

The above quotes are very significant as it indicative of employees feeling that they are victims in terms of level versus importance. One could say that it is not easy for leadership to ensure that communication that is filtered to senior management always reaches the lower level staff and is conveyed correctly. However, given that accountability and micromanagement has been given such emphasis, it may not be easy but it is possible that this can be monitored. Perhaps the institution does have such that is being instituted but yet again lower levels are not made aware of this and are either too much of an introvert to raise it or too much of an extrovert who raises it and see nothing being done. Respondents made reference to the 'Town Hall meetings' that the Vice Chancellor hosts to address concerns, challenges and to also give directive of expectations. When asked about the relevance of this forum the following statements were made by respondents:

"yes I would say there is a bit of a communication barrier, because , look the current VC , yes I appreciate the staff address…….Look not everyone is an extrovert, me I am an extrovert, but there are people out there who are managers but are introverts and you put them in a public forum they wont open their mouth and tell you what they are dissatisfied with. And i think that what needs to be done is one on one. That is something maybe the VC needs to look at "

(Respondent 2, 2014, pg 8)

"To us the town hall meeting was more the expectation of you go there you talk about things that bother you and its getting sorted out, whereas you get there yes the things are looking promising , things that are said are things that you find can work and will work but at the end of the day it is not happening." I feel it is only used to pamper us and say okay you cant complain cos we having the town hall meeting so if you don't you don't. People are too scared to come to those meetings and speak out. The moment that you do speak out, it is shoved away and not recognised as a valid question or reasoning, or then it is being used against you in another forum."

(Respondent 4, 2014, pg 13- 14)

"I think Prof Habib tries to listen, ***creates platforms to listen like the great hall*** *meetings, but I think he also* ***needs to listen to his support staff*** *and staff as well and not just students and* ***really listen*** *, I get the sense that sometimes decisions are made and I am not sure if it is the VC or DVCs layer without necessarily talking and finding out."*

(Respondent 6, 2014, Pg. 28)

These are but some of the quotes extracted in relation to the responses about the town hall meeting as a method of engagement. Employees are of the feeling that while the town hall meeting aims to deal with challenges and other issues that staff want to raise, it is perhaps a method that is more conducive for those that were described by respondents as "extroverts". It is not unique for an institution to have a mix in relation to the dynamics of people that are within the organisation. What is however clear in this instance, is that although there is a forum for engagement, employees feel that the delivery of this forum limits full engagement for the mere reason that every person differs in character and personality and will not act or speak out as is assumed by leadership.

On one hand leadership must be given credit for making an effort however, on the other hand given that the effort is based on assumptions that engagement is being fulfilled when clearly the responses say otherwise, and therefore advocates for a change in strategy. More well thought out efforts, taking into consideration the dynamics of the organisations might benefit the leadership in ensuring that full engagement is taking place.

This is significant to the literature perused. Kalaiyarasan *et al* state that "*People need to feel engaged with the job they do, colleagues they work with and the company they work for to give their best".* (Kalaiyarasan & Gayathri, 2013, p. 87). This is fundamental according to these authorities if the organization wants it's path to success to be a clear and unwinding road. Majority of the responses however, make it clear that this is not the case at Wits University and that employees feelings of uncertainty, being overwhelmed and insecurity all stems from their disengagement with the institution following the change in leadership.

4.6 Conclusion

The main findings related to theme one (Styles of Leadership) posits that the leadership style displayed by a leader was dependent on the context within which a leader was leading. By context reference is being made to social, economic, political or environmental factors that advocates changing scenarios to which leaders have to respond to effectively and timeously. The responses from the VC makes reference to the globally competitive rate race within which the institution is coming up against many other entities and must therefore take radical steps to be ahead of the pack. What was fundamental about his was that employees expectation versus leaderships mandate was not always aligned and not clearly understood hence this the transition especially for the employee from one to another a difficult process. The romanticised descriptions provided by respondents on what for them was the epitome of a good leader was another indicator of the battle of what is best for the people versus what is in the best interest of the institution.

It was evident from the findings in theme two (The importance of and the need for change) that all respondents were in agreement that change was necessary. There was appreciation to the emphasis placed on accountability as opposed to what the state of affairs were under the past leadership where people could not perform or perform not within the rules with there being no consequences for their actions. Whilst respondents displayed comfort with this transitional period that they were fully aware had to happen for the betterment of the institution, they were not happy with the manner and pace at which it was happening. The assumption that change would be slowly but surely infused into the institution was short lived when employees felt

the extent of the changes which brought anxiety, and uncertainty and a degree of fear.

The responses extracted from transcribed interviews were indicative of the difficulty respondents were experiencing in coping with the changes instituted. Majority of the respondents highlighted the issue of levels acting as the determinant to what information one is privy to and how this ultimately affects an employees self-esteem on a personal level of worthiness and self-worth and importance as well as their levels of confidence in the institution which t under normal circumstances they would have seen as the catalyst for their development. The issue of differentiation between support and academic staff was raised as a major issue. Many respondents raised concerns that the VC focus was more fixed on academic fraternity as opposed to the "bloated centre', as he referred to support administrators. This was findings linked ot theme three (Humanistic Approach to Change by Leadership and Coping Mechanisms for employees).

Finally, the findings in relation to theme four (Communication channels and levels of engagement between leadership and employees) highlighted yet again the issue of levels and one's access to information and communication based on the level one occupied on the organogram of the institution. Responses from higher ranking respondents showed their appreciation of the changes and a better seated understanding of why certain changes had to be made as well as the reasoning behind instantaneous change as opposed to acclimatising people and driving the change slowly so that employees could accustom themselves with the new versus the old, the old spanning over a decade. The issue of the lack of employee engagement or the poor attempt at it was emphasised by respondents by vocalising their dissatisfaction with the 'town hall meetings' held by the VC.

CHAPTER 5 – INTERPRETATION AND ANALYSIS OF THE FINDINGS

5. Introduction

This section begins with reiterating the problem statement and purpose of this study. Secondly it addressed the themes that have been identified through the findings and how these talk to the conceptual framework, that being the three dimensional model. In conclusion, it lists areas that are functioning well within the institution in relation to three dimensional model and those areas that require improvement.

5.1 Main research problem and purpose of the study

The main problem this research sought to identify was if the new strategic leadership at the University of the Witwatersrand has changed employees views and experiences of their engagement with the institution. The purpose of this research was to determine a change in leadership and with it change affects employee engagement and the consequences of this change in relation to the future of the organization.

5.2 Conceptual Framework

The literature perused covered a range of theories and models that looked at leadership as it hybridised over time as well as the concept of employee engagement and change in an organisation and how these related to peoples' views and experiences under new leadership in relation to their engagement. The anatomy of leadership and strategic leadership was looked at in depth and from this intense review, Bell (2006) three dimensional model was identified as the conceptual framework that would be used for the purposes of this study. The model looked at three dimensions of leadership, that being **organizational, operational and people** leadership and how these interact in tandem to bring about a well-led organisation. Collaboration was identified as the main driver that was a key to this model working in the manner in which it is intended to. This collaboration for the purposes of this research will be looked at in the light of employee engagement.

According to Von Krogh et al “Collaborations between individuals is an essential part of organizational knowledge creation. Collaboration is mostly planned and directed through organisational structures, processes and mechanisms. Reference was made to intuitive working relations’ and “intuitive working relations characterized by people paying heed to the knowledge of others through interactions where shared norms, values, trust, empathy and judgement evolve” (Von Krogh, Nonaka, & Rechsteiner, 2012, p. 254). There is also emphasis placed on a leader’s ability to use this three dimensional model as a framework to drive the organization and it’s employees to higher levels of performance. The University of the Witwatersrand has off recent undergone many changes, more specifically to leadership and there has been some sense of uncertainty as to how or if it has affected employee engagement. Using the conceptual framework and the identified themes answers to if and how the new leadership has affected employee engagement, both positively and negatively will be gauged.

5.3 Interpretation of identified Themes in relation to the Conceptual Framework

5.3.1 Theme 1

Styles of Leadership (*Leadership mandate versus Employee Expectations*)

The three dimensional model is founded on the concept of leadership and a leaders ability to lead an institution by engaging with the three dimensions effectively. What is evident from this theme in relation to the conceptual framework is the notion of changing leadership which with it brings changing ideals, thought processes, way of doing things that complicate a leader’s ability to function within these dimensions effectively and more importantly consistently. This was presented in the literature and then aligned with the findings that each leader leads differently and when change over does take place, employees have to adjust sometimes in a short space of time as is what is being experienced at the selected institution.

Given, the various styles of leadership, it is difficult for an institution to have this model applied in a consistent manner meaning there is no set template on how these are applied and is unique from one institution to another given the differing historical backgrounds, market needs etc. By this, reference is made to a leaders own understanding of the institutional needs of the organisation as well as his/her role or mandate and how this translates into adoption of the model in a way that can only be described in a perfect world, as static. The prospect of this being a reality is far-fetched given the changing nature of the world and the demands it places on people and organisations to survive. A leader of yesterday faced very different challenges as opposed of a leader of today and hence the expected standard rules of engagement have also gone through a process of metamorphosis which followers cannot relate to. This inevitably disturbs the equilibrium and causes anxiety coupled with uncertainty.

Wits University is no different and finds itself in a similar situation of new style of leadership and the difficult task of maintaining momentum in the face of this change. The findings that informed this theme pointed to the three dimensional model being evident and functional but not in tandem. Whether this can only related to the style of leadership is not clear however, it is evident that the style of leadership does inform and influence what areas are prioritised over others and in this case, the new leadership's concentration on **organisational and operational dimensions** was highlighted. A factor that can be argued leads to this shift in choice of what to prioritise can be linked to the changing nature of organisations as a whole in the light of global pressures.

5.3.2 Theme 2

The importance of and the need for change

Hon *et al* quotes Burns and Stalker by stating that 'change is an integral and essential part of creativity and to a broader set of situations that involve organisational adaptation and growth' (Hon, Bloom, & Crant, 2014, p. 920). In keeping with the change in leadership, change itself becomes an unwelcomed but inevitable companion for an institution and it's people. Reference to the state of affairs of Wits University some ten years back was indicative of the slowing down, or 'foot of the peddle' scenario which inadvertently one can argue affected the tandem

of the three dimensions. Leadership at that point had adopted a very different stance and sought to only stabilise the environment without motivation to move it forward towards its mandated goals and objectives. This was problematic in terms of loss of time and reaching institutional goals and objectives. Hence, the scenario begged remedial measures, as survival of the institution was dependent on a change of pace and stance. Without change, the likelihood of the institution digging itself out of the 'bowl of depression' it found itself in looked bleak. The importance and need for change also promised the re-engagement of the three dimensions to bring about a well-led organisation, re-energising the cyclic motion of these dimensions to gestate a well-led organisation. With change, comes a need for deeper inspection of the areas that need attention so that the institution can pick up speed across board.

This however is sometimes a trial and error process and it seems not always possible to engage all dimensions simultaneously. What has been established at Wits University is that is that these dimensions currently seem to be operating in isolation. However, it must be noted that there is appreciation that it must sooner rather than later act in tandem. It is also critical to state that the new leadership is but in infancy stage if one were to rank it terms of service timeframe. Therefore, time will tell if the change will indeed bring about the desired environment where the three dimensions are equals and function in tandem.

5.3.3 Theme 3

Humanistic Approach to Change of Leadership and Coping Mechanisms for employees

One of the three dimensions speaks directly to the **leadership of people** and how this translates into collaboration and shared experiences which may very well lead to a common culture, sense of identity and positive engagement with the institution. This area is perhaps the one that raises the most concern given that there is direct indication that there is minimal to superficial emphasis placed on it. Research perused has shown that engagement of employees has the potential to affect employee retention, productivity in relation to job ,loyalty to the institution and is also a key driver of customer satisfaction, reputation and stakeholder value (Shahid & Azhar, 2013).

With this in mind, it is evident that there has been a severe underplay in this regard in terms of Wits University and the engagement with employees. One cannot say that there is total disregard , however, the issues that spiralled from this theme spoke to employer and employee trust issues, raised anxiety levels, fear in terms of job security, uncertainty and much unhappiness. The expectation of people to change in accordance with changing values, strategies and culture of the institution is perhaps wishful thinking. As was previously mentioned, organisations are more and more looking to Human Resource as a means to engaging with employees. However, what has come to the forefront for this theme is that human needs go beyond the assurance of a remuneration revisit and core to their nature lies the basic need for trust, recognition, appreciation and happiness.

This was explored in the literature by looking at Maslow's hierarchy of human needs. These needs were evident and presented itself in this theme .The 'people leadership' dimension is perhaps the most important of the three dimensions given that people are what can make or break organisational success and that it is people who are inevitably the drivers of the three dimensions pending their loyalty to their leader which determines their overall alignment to the organisations goals and objectives. Human Resource and Organisational Development become key pull factors that can change this scenario around by assisting employees through workshops, seminars and mentoring programmes to better engage with the leadership and cope with the change that they are exposed to on a daily basis.

5.3.4 Theme 4

Communication channels and levels of engagement between leadership and Employees

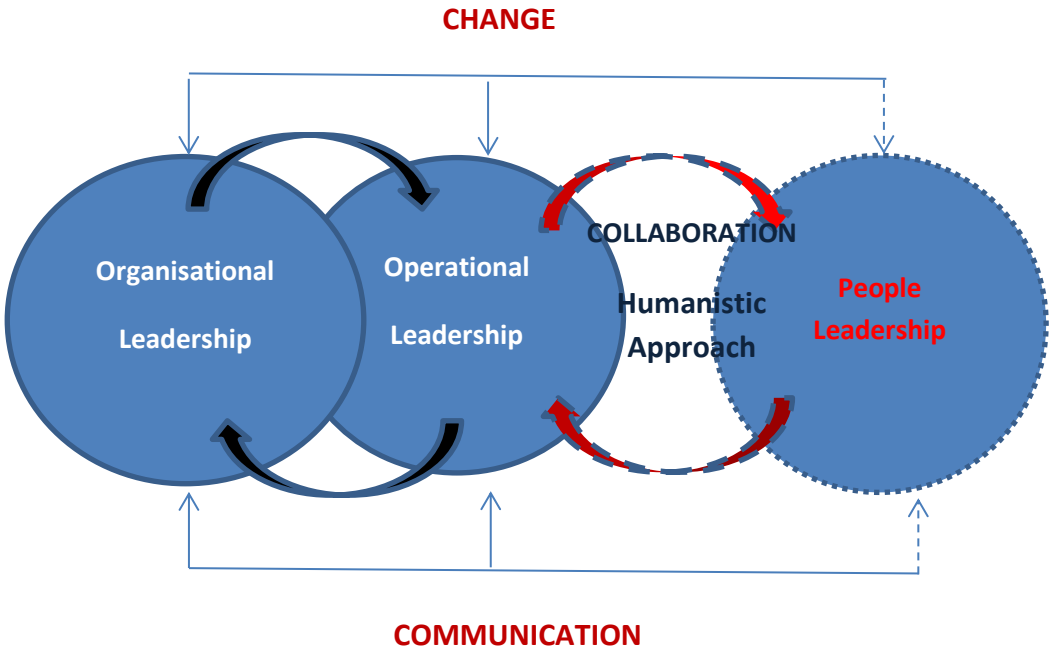
This theme like the last leans towards the people leadership dimension and is significant given that it was derived from the constant referral to lack of communication and the further exacerbation of the already shaky status of employee engagement. Bell's (2006) model labels collaboration as key to effective functioning of the three dimensions and this is echoed by other research when reference is

made to “intuitive working relations characterized by people paying heed to the knowledge of others through interactions where shared norms, values, trust, empathy and judgement evolve” (Von Krogh, Nonaka, & Rechsteiner, 2012, p. 254). The above categories are the by-products of collaboration. At the University of Witwatersrand, the fundamental issue that stemmed for this theme was that of levels of seniority and how this affected the levels of communication between leader and the led. This trend places the concept of collaboration and inadvertently employee engagement in an uncomfortable space. If communication and engagement is to take place, it is of fundamental importance that it happens at all levels and not to a select few. This skews the people leadership dimension and is not aligned to what Bell’s (2006) model sets out as the ideal. Shared values, norms, trust and empathy becomes a deluded prospect in the light of minimal and selected collaboration.

5.4 Areas that are progressing well and areas that require improvement

To explore this section it is important to first reflect on how the conceptual framework is being applied at the institution. Below is the Three Dimensional Model of Leadership as is being experienced at Wits University. The flow of operational into organisational and vice versa is very visible whilst people leadership although present appears to be interacting with the other two dimensions in a fragmented way.

Figure 6. The Three Dimensional Model at the University of the Witwatersrand



It was very evident from the lifted themes that there is definitely a lack of tandem with the three dimensions which as represented above can be attributed to the various contributing factors that came to light in terms of firstly, change in leadership style. Clearly a situation of the past versus the present. People no longer feel apart of the Wits community and present with feelings of fear, anxiety and uncertainty. Secondly, a lack of communication between leadership and all levels of employees on the current change. It was stressed that senior level employees are in a more comfortable zone with regards to the changes implemented by the new leadership and clarity on their role in this process.

Junior employees have expressed the influence a person's seating on an organogram has with their interaction with leadership and their overall validity as a member of staff. According to Janz (1997), autonomy was preferred over any other job characteristic by employees. (Janz & Colquitt, 1997) . Drucker echoed this view and stated that an employee preference to be treated as an equal rather than a subordinate is important as it affects employee job satisfaction, development and retention of good staff. (Drucker, 1989). This links directly to the institutions influence on how people see their value which if not in a positive light further exacerbated feelings of despondency and in turn affects their sense of community and loyalty to the institution. If the term micromanage is not part of the leadership style and leaders allow employees to learn on-the-job, then decision making becomes a crucial part of employee development.

Different styles of leadership evident in the workplace determines the levels of autonomy that employees are given. Two types of leadership come to mind in this instance, autocratic and participative. Autocratic leaders, take authority and engage a problem without the assistance of others, while participative leaders, encourage group participation but is the final decision-maker (Walumbwa, Wang, Wang, & Schaubroeck, 2010). Wits University is definitely the latter given that the Vice Chancellor has a team of Deputy Vice Chancellors who constitute the group participation. Thirdly, leaderships' mandates and methods of meeting these as opposed to employees expectations which in this case seems to present huge gaps. Leadership's concern is driven by the larger global scale goals that need to be met in time, while noting the internal discrepancies that require their attention.

However, their argument is that there large strategic matters that must first be dealt with to give the institution foundation on which to recover and rebuild after which attention to internally Wits-specific matters will be attended to. Middlehurst posited that a need for “more radical” approach to leadership, management and governance structures if higher education institutions were to survive as the 21st century unfolded. (Middlehurst, 2013). With this in mind perhaps it is useful then to list the areas that have been progressing well within the institution as well as those areas that require improvement.

5.4.1 Areas Progressing Well

It is evident from data that was collected through interviews translated into the derived themes that there are areas that have been progressing well. The new leadership must be commended on their ability to act swiftly on matters relating to strategy and being decisive as opposed to past experiences, where policies and procedures dragged on without resolve. They have also shown their determination to eliminate any risk to the institution through driving the importance of accountability and consequences attached to non-performance by holding individuals responsible for their actions and placing importance on individuals doing what they have been mandated to do. It is also evident that they placing emphasis on timeframes in terms of milestones to be reached by tying people to deliverables.

The recent media coverage is also indicative of their successful attempts on taking the institution through cutting edge developments that has brought with it major funding opportunities. 90 million was awarded to the institution by an anonymous donor for developments within the University. This is a milestone that must be highlighted given that this kind of capital injection is a direct show of external confidence in the direction the institution is moving towards and becomes an infectious trend that can see the institution being the recipient of many more such funding. Given that there is such a battle to secure state funding which is dependent on numbers of intakes, and research throughput, this capital will assist the institution in finding pockets of excellence that this can be injected into that will assist in long-term research and teaching developments. This sort of achievements also ripples the financial pressure placed on the institution and allows it some freedom and

flexibility in engaging with developments that are internally driven such as staff development, staff retention, staff expansion etc.

5.4.2 Areas of Improvement

It is evident from the findings that the main area that requires improvement is related to the people leadership dimension, which seems to not be functioning as well as it should be. Leadership's stance on people and how they are engaged in relation to change in the organisation implores some deeper levels of communication. Giltinane posits that a leader's role is to tap into people's potential to perform effectively in accordance with the organisations mission, values and strategic objectives (Giltinane, 2013). This however, has not fully been the case at the said institution. This goes back to Guillot's depiction of the pyramid of leadership which shows foundations on which good leadership is built. (Guillot, 2003) The research has shown that there are step/s that are not been fully engaged by leadership and hence the despondency of employees and their reserved engagement.

The initial step reflecting values, ethics, codes, morals and standards seems to stand out as the one that perhaps for leadership's side needs to be revisited. According to Bell (2006) the anatomy of leadership is built on two blocks namely, character and competency. This aligns with the pyramid of strategic leaderships steps which split over these two blocks. It can therefore be noted that a leader's levels of competence and character are direct determinants of the manner in which he leads. IN respect of the current Vice Chancellor, competency is engaged full throttle given his knowledge of higher education and his accolades in respect of academia and as an analyst. However, the character aspect which leans to the first step on the pyramid of strategic leadership is definitely an area that he needs to focus on.

Non-engagement or limited engagement with this aspect can perhaps be attributed to him being still within early days of his tenure in leadership and that his approach will swing the other way once he himself has fully engaged the institution in respect of it's culture, people and long term goals. Though there must be some caution raised given that dealing with people is very different from dealing with processes and as much as the Vice Chancellor and a Deputy Vice Chancellor noted that

processes are just processes if there are no people to engage with it, by this making reference to the importance of the people aspect of the institution, this is not evident in their stance when dealing with employees.

Means of communication with staff to fulfil the need for engagement presents itself through the town hall meetings which was rated by many respondents as a superficial attempt to tick a box that there is some attempt to engage. There may be some truth to this given that majority of the feedback pointed to this being the case. If the town hall meeting was meeting the objective of engaging with employees effectively, there would not be such a majority view that it was merely a means of convincing themselves as leaders that they are doing something that is positive for employees. The meeting itself was criticised as being a means of driving subtle directives which for some spelt you do what you are being told to do no questions asked. While on the other hand it was a forum to be named and shamed. The fact that people dread and abhor the meeting is perhaps a clear sign that there is something wrong with this method of engagement.

Trust featured quite strongly as being compromised as employees feel intimidated by the leadership in terms of job security as well as the issue of being micromanaged arises and plays out a situation of employees feeling as though they are almost “held to ransom” to perform or bear the consequences. There needs to be some appreciation from leadership’s side that dealing with people and the varying dynamics is a mammoth task and therefore requires precision attention. Davenport (2005) claims that employees view autonomy as a fair exchange for the amount of education and training they have received, as with increased education, presumably, comes a greater ability to manage oneself. While saying this, employees on the other hand need to also be cognisant that change is inevitable. As the famous saying goes “*Rome was not built in a day*”. It will take time for there to be absolute adjustment and alignment but given the institutions major setbacks on reaching global standards in terms of research and academic programmes offered, flexibility of employees is also critical if the three dimensions are gain any momentum.

5.5 Conclusion

This section dealt with the interpretation of the themes in relation to the conceptual framework. It began with stating the main problem and purpose of this study followed by looking at each theme in respect of the three dimensional model. It was evident that most of the themes related directly to one dimension, namely people leadership. Employees views and experiences informed the themes which in light of the conceptual framework reflected the presence of the three dimensions, operating in silos. Give that this research looked at the views and experiences of employee engagement in the face of changing leadership, it is perhaps noteworthy to state that this is perhaps why this dimension is highlighted but undeniably lacking.

CHAPTER 6 – CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter will being by providing a conclusions on each chapter, followed by, recommendations to the institution, thereafter future researcher and will finally end off with a conclusion that summarises the purpose of the research and the outcomes of the research undertaken.

6.2 Conclusions

The purpose of this research was to investigate how new leadership affects employee engagement in a Higher Education institution. Each chapter sought to build on the research process as undertaken by the researcher and will be summarised in the conclusions below.

6.2.1 Chapter One – Introduction

The chapter introduced the main problem of the research. This being the issue of new leadership in a higher education institution and the how this affects employees engagement with the institution. A background on the institution was provided followed by the purpose of this study which sought to highlight the significance and fundamental importance of such a study given the underlying socio-economic impact that higher education institutions have on society on a global scale. Main research questions were identified coupled with sub questions, all of which this research will see to provide answers to.

Chapter Two – Literature Review

The nature of the literature reviewed ranged from journal articles to books authored by authorities in the field of study. It provided a historic footpath of the concept of leadership and its hybridization process through the different eras. This background formed a platform of information in terms of the area of interest of this research. The literature covered an in-depth postmortem of leadership and employee engagement,

and their interplay in a higher education institution in relation meeting institutional goals. The literature lifted important viewpoints and schools of thought on the introduction of a new era of leadership following globalization. Its assisted in identifying valuable information that would inform the research interview guide for interviewing purposes. After perusal of the literature a gap was identified. It was found that although significant literature was reviewed in the area of higher education institutions, there was minimal documented work done specifically in respect of the University of the Witwatersrand.

Chapter Three – Research Methodology

The chosen methodology was the qualitative route given that the views and experiences of respondents were being explored. The research design that was used was basic qualitative interpretative and involved the use of a semi-structured interview with the researcher acting as the instrument through which the primary data was retrieved. 12 respondents were secured, data was collected using the semi-structured interview guide, which also included a consent form in keeping with ethical considerations. The interviews were transcribed and from the transcription key words, phrases were highlighted which were then categorised into themes.

Chapter Four – Presentation of Findings

The chapter started off by giving information on the demographical data of the chosen respondents. Thereafter, followed by a brief explanation on data collection and data preparation. The actual process of coding was displayed in table format, from which a content analysis was done. This resulted in the highlighting of themes. Each theme was explored in relation to the literature perused to determine if there was an alignment or a gap in what was reviewed in the literature in relation to the findings of the research. Extracts from the transcribed interviews were used as evidence in support of the findings. These findings were presented in light of main research problem that being the effect of new leadership on employee engagement.

Chapter Five – Interpretation and Analysis

This section dealt with the interpretation of the themes in relation to the conceptual framework. It began with stating the main problem and purpose of this study followed by looking at each theme in respect of the three dimensional model. It was evident that most of the themes related directly to one dimension, namely people leadership. Employees views and experiences informed the themes which in light of the conceptual framework reflected the presence of the three dimensions, operating in silos. Give that this research looked at the views and experiences of employee engagement in the face of changing leadership, it is perhaps noteworthy to state that this is perhaps why this dimension is highlighted but undeniably lacking.

6.3 Final Conclusion

This study probed the new leadership and its effects on employee engagement. The purpose of the research was to establish if the change in leadership affected employees engagement with the institution. It was evident in the findings that the three dimension model and the importance of the people aspect in all of them is fundamental, however, there seems to be a skewed approach to the dimensions with people leadership lacking. Given that the findings pointed to a lack of or selected collaboration/employee engagement with the institution, it was evident that the cyclical motion that the model should be undergoing was not manifesting as it should under normal circumstances.

Wits University is currently facing this challenge in that these three dimensions are in many instances functioning in isolation rather than in tandem. This is significant of the difficulties that will be encountered in the path to a well-led organisation. The findings of this study indicates that there is a definite lack of tandem between the three dimensions. Organisational and operational is seen to be given emphasis however, from the responses received from the interviews carried out, there seems to be some aspects of people leadership that is lacking. Reference is made to differential treatment in accordance with levels of seniority in terms of communication about the change and the future of the organisation.

In relation to operational and organisational leadership, the responses received indicated that leadership was focusing on rectifying areas of concern within these dimensions although there is no indication that these two are acting in tandem, views of employees is that there is at least emphasis on the importance of 'getting it right'. The strategic approach taken by leadership to ensure the organisation's visions and mission are met was clearly articulated by the Vice Chancellor when he was interviewed. He shows an appreciation to the fact that he has a lot to do but that he will achieve what he has been mandated to do. He maintains that Wits University will have to undergo the changes that it is currently experiencing if it is to reach its level of global competitiveness.

Operationally, systems, processes and overall governance structures are under the spotlight to ensure that a stable, consistent, result-orientated environment is achieved. Accountability now receiving a deeper sense of importance under this leadership as opposed to what was historically experienced. Senior managers, Heads of Schools, Registrars etc all expressed feeling the pressure of this in their portfolios. Expectations of these managers to deliver on throughput is being driven by DVCs, in consultation with the VC. There is acknowledgment by all employees that there will be consequences for non-performance and non-delivery.

Although this is probably a much needed stance, given that the University has staggered considerably on what it should have achieved as opposed to what it has in relation to its vision and mission, the magnitude of this is visible in the views and experiences of those that have to adjust, adapt and survive. The change of leadership along with its new approach to organisational, operational and people leadership, though much needed in some instances, is creating a cremation ground for mass collaboration.

Shared values, empathy and trust which are highlighted in the three dimensional model as key to tandem being achieved is compromised according to the findings of this research. What is significant about this model is that although it is divided in to three different spheres, each sphere is undeniably driven and sustained by the people aspect. Without people to get the wheel rolling it would be stationery. The importance of people in achieving the institutions goals is acknowledged by the VC

and he alludes to this being one of his main focus areas in his mandate. That is, to create the synchrony in relation to the people aspect of the organisation.The recommendations noted in this research may not necessarily ensure success, but there is a critical need for it to acknowledged and possibly implemented as means of prioritising the success of organisation in the future. Moreover, strategic objectives of the organisation is vital and have to be achieved but what will become significantly more important in the years to come is the recognition of the level of commitment of individuals to their institution, as well as the institution's need to foster an environment in which employees want to stay. (Moodley, 2014).

Boyd (2006) as quoted by Moodley alluded that to avoid the loss of people that hold such deep levels of institutional knowledge and experience, organisations will need to either create an intellectual capital environment where the transmission of knowledge takes place throughout the structure, or they will continue to lose important individual knowledge that has been developed during the length of service (Moodley, 2014). To conclude, the message from this research study is first, institutions be it higher education or corporate need acknowledge and appreciate the importance of employees within their institutions. This involves developing, motivating and encouraging them over time which constitutes three fundamental aspects required to clasp the links between strategic leadership and employee engagement.

6.4 Recommendations to Institution

The research is significant to higher education institutions in South Africa who have experienced a change in leadership and would like to gauge how this affects their levels of employee engagement within the institution and inadvertently affects the institutions drive to meeting institutional goals. However given the small sample size, the recommendations proposed is directly referred to the University of the Witwatersrand. Based on the conclusions of this research, the following recommendations are proposed to the leadership of the University of the Witwatersrand and HR practitioners working within the University:

[1] Human Resource and Organisational Development must be engaged much more and seen as a 'collaborate partner' with the employees. They need to engage with

employees to gain an understanding and appreciation of views, experiences and how this translates into needs. This will inform proposals from their end given their background experience is a perfect skill set to foster better methods of engagement.

[2] Leadership and employees in management roles need to improve the organisational culture, particularly improving the element of trust between themselves and their employees. T

[3] There needs to be effective communication from all levels within the organisation and not dependent on levels of hierarchy or seniority. This would
provide the alignment between reaching effective strategic objectives and maintain good positive engagement with employees and retention of good staff.

6.5 Recommendations for future research

This research involved employees at the University of the Witwatersrand and touched on their views and experiences of the new leadership and how this has affected their engagement with the institution. Although there were senior level staff interviewed, the findings give a more administrative outlook even though some of the staff interviewed were from the academic fraternity. Perhaps this can be attributed to the fact that they engaged with the questions posed from an administrative context and not in their role as an academic.

This is an area that will need future research given that one of the major issues that respondents within purely administrative roles raised was the matter of academics receiving more attention in terms of engagement as opposed to support staff. This would make for good research in that it will also provide an insight into the concept of ‘shared experiences’ or may just bring to the forefront a completely different viewpoint for an academic fraternity context.

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